

Trinity College Bristol and Bristol Baptist College

Module Delivery Guide

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| Module Code | TMM1561 | Title | Introduction to Theology and Human Development in Children and Adolescence |
| Contact Hours | 20 | Level | 4 |
| Credit value | 20 | Convenor | Clare Hooper |
| Pre-requisites | None | | |
| Co-requisites | None | | |
| Excluded combinations | None | | |

Aims

- To introduce students to understandings of human identity and development in childhood and/or adolescence.
- To provide students with a theological basis for relating these understandings to Christian faith and ethical dimensions of ministry and mission among children and/or young people, including systems and policies for safeguarding and their theological implications
- To enable students identify and develop the skills and dispositions required for good pastoral care of young people and/or children.

Content

- Aspects of developmental psychology relating to young people and children.
- An introduction to theological anthropology and scriptural understandings of human identity and development.
- The ethical dimensions of ministry and professional practice with children and young people, including boundaries, confidentiality, accountability.
- Development of, and reflection upon, appropriate skills and competences for informed pastoral care in a range of contexts among young people and/or children.

Learning Outcomes

By the end of this module students will be able to

Subject Knowledge [SSK 2, 3]

- Investigate and describe competently social scientific and theological understandings of human development in childhood and/or adolescence and the interaction between them in the context of Christian ministry and mission.
- Discuss knowledgeably key aspects of effective pastoral interventions in relation to children and young people, including the legal and ethical context of these, and the questions to which they give rise.

Subject Skills [SSS 2]

- Apply understandings of human development in childhood and/or young people to

specific contexts of Christian ministry and mission.

- Respond appropriately to pastoral situations among children and/or young people, within appropriate ministerial boundaries and safe practice

Key Skills [KS 1, 2, 3, 4]

- Identify, gather and evaluate source materials for a specific purpose.
- Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.
- Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.
- Recognise key issues in their own personal and professional development.

Modes of Teaching and Learning

Lectures provide content, a conceptual framework and a survey of approaches within a subject area that enable students to locate their learning in a wider context, to make connections with other disciplines, and to evaluate and apply their learning to different contexts.

Guided reading in conjunction with lectures encourages independent learning and underpins the knowledge and understanding gained in lectures and seminars.

Small group learning creates an environment where students learn to articulate their knowledge and understanding effectively and in a way that is relevant to the group and its context.

Formative Assessment

Students will be expected to demonstrate engagement with the subject matter and the learning outcomes throughout the module by suitable formative assessments that encourage integrative and reflective skills.

Students on a pathway which includes JNC professional endorsement and/or CYM Professional and Ministerial Endorsement must attend a minimum of 80% of module teaching if they are to be considered for the professional and/or ministerial qualification.

Summative Assessment

Component 1: Written Assignment

Explore an example of how you have used and applied an understanding of human development within your practice, with reference to safeguarding, pastoral skills and appropriate boundaries. (2,500 words)

Component 2: Resource for others

Write an outline of a training session, suitable for use with a volunteer team working with young people and/or children, showing how human development theory can inform practice. (1000words)

plus commentary (1,500 words)

Indicative Reading List

Additional indicative bibliographies will be developed in relation to students' specific vocations (see Moodle page for details).

Banks, S., *Ethical Issues in Youthwork* (2nd Ed. Abingdon: Routledge, 2010)

Beck J. and Demerest, J., *The Human Person in Psychology and Theology : A Biblical Anthropology for the 21st Century*(Grand Rapids: Kregel Academic, 2005)

Cortez, M., *Theological Anthropology: A Guide for the Perplexed* (New York & London: T&T Clark International, 2010)

Gerhardt, S., *Why Love Matters: How Affection Shapes a Baby's Brain* (Abingdon: Routledge, 2004)

Kipp, K. and Shaffer, D., *Developmental Psychology: Childhood and Adolescence* (9th Ed. USA: Wadsworth, 2014)

Millar, L., Cable, C., Drury, R. Eds., *Extending Professional Practice in the Early Years* (Milton Keynes: The Open University, 2012)

ASSIGNMENT GUIDANCE

Component 1: Written Assignment

Your assignment should include:

- A description of the professional/ministerial practice and context (15%)
- Identification of the models/approaches to human development utilised, referencing appropriate theological and theoretical frameworks (20%)
- Exploration of the intersection between the chosen example of practice and understandings of human development with reference to safeguarding, pastoral skills and appropriate boundaries (40%)
- Conclusions indicating implications for current/future professional and ministerial practice in your context. (25%)

Component 2: Resource for others

The training outline should include

An introduction

At least five different elements including theory, theology and pastoral skills

A mix of activities

A conclusion drawing the session together

Signposting

The commentary should include

A brief overview of context

The objectives of the training

Why you chose the human development theory you did

How you expect the volunteers to apply this to their pastoral skills and wider practice

MARKING CRITERIA

Please refer to the generic marking criteria in your student handbook, or equivalent, as follows:

Component 1: Refer to criteria for 'Written Essay'

Component 2: Refer to criteria for 'Resource for Others'

<https://www.dur.ac.uk/resources/common.awards/AssessmentCriteriaLevel4.pdf>

INDICATIVE RESOURCES

Banks, S., *Ethical Issues in Youthwork* (2nd Ed. Abingdon: Routledge, 2010)

Ballard B & Holmes S R. (eds.), *The Bible In Pastoral Practice: Readings in the Place and Function of Scripture in the Church*, (London: Darton, Longman & Todd, 2005)

Beckett, C., and Taylor, H., *Human Growth and Development* (2nd ed., London: Sage, 2010)

Beck J. and Demerest, J., *The Human Person in Psychology and Theology : A Biblical Anthropology for the 21st Century* (Grand Rapids: Kregel Academic, 2005)

Cortez, M., *Theological Anthropology: A Guide for the Perplexed* (New York & London: T&T Clark International, 2010)

Doehring C., *The Practice of Pastoral Care: A Postmodern Approach*, (Louisville: Westminster, 2006)

Gerhardt, S., *Why Love Matters: How Affection Shapes a Baby's Brain* (Abingdon: Routledge, 2004)

Heaven, P., *The Social Psychology of Adolescence* (2nd ed.; London: Palgrave Macmillian, 2011)

Kathryn Geldard (ed)., *Practical Interventions for Young People at Risk* (London: Sage, 2009)

Kipp, K. and Shaffer, D., *Developmental Psychology: Childhood and Adolescence* (9th Ed. USA: Wadsworth, 2014)

Kroger J., *Identity in Adolescence* (London: Sage, 2006)

Kroger, J., *Identity Development: Adolescence Through Adulthood* (2nd ed.; London Sage, 2007)

Lamont R., *Understanding Children, Understanding God*. (London: SPCK, 2007)

Litchfield, K., *Tend My Flock: Sustaining Good Pastoral Care* (Norwich: Canterbury Press, 2006)

Luxmore, N, *Listening to Young People in School, Youth Work and Counselling* (Jessica Kingsley Publishers 2000)

Lyall, D, *The Integrity of Pastoral Care* (London: SPCK, 2001)

Millar, L., Cable, C., and Drury, R. (eds), *Extending Professional Practice in the Early Years* (Milton Keynes: The Open University, 2012)

- Nash, P., *Supporting Dying Children and their Families* (London: SPCK, 2011)
- Nash, S., (ed), *Youth Ministry: A Multi-Faceted Approach* (London: SPCK, 2011)
- Nash S & Whitehead J (eds), *Christian Youth Work in Theory and Practice: a handbook* (London :SCM Press, 2014)
- Nouwen H., *The Wounded Healer: Ministry in Contemporary Society* (London: Image Books Doubleday 1970)
- Pattison, S., *A Critique of Pastoral Care* (3rd ed.; London: SCM, 2000)
- Peterson, E. H., *Five Smooth Stones* (Michigan: Em. B. Eerdmans Publishing Co., 1992)
- Shier-Jones, A., Ed. *Children of God: Towards a Theology of Childhood.* (London: Epworth Press, 2007)
- Sudbury, J., *Human Growth and Development: An introduction for social workers* (London: Routledge, 2010)
- Taylor, A, *Responding to Adolescents* (RHP 2003)
- Trevithick, P., *Social Work Skills and Knowledge: a practice handbook* (3rd ed., Berkshire, Open University Press, 2012)
- Whorton, B., *Reflective Caring: Imaginative Listening to Pastoral Experience* (London: SPCK, 2011)
- Whipp, M., *SCM Studyguide Pastoral Theology* (London: SCM Press)
- White, K. J., *The Growth of Love* (2nd ed. London: Barnabas for Children, 2011)
- Willows, D. and Swinton, J., eds., *Spiritual Dimensions of Pastoral Care* (London: Jessica Kingsley, 2000)
- Zwozdiak-Myers, P (ed) *Childhood and Youth Studies* (Learning Matters 2007)