

Introduction to Theology and Human Development in Childhood and Adolescence (TMM1561)

Module Level: 4

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: 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: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.