Regis College
Thursday, 9:00 to 11:00 a.m.
Joseph Schner, S.J.

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RGP 3554 HF
PSYCHOLOGY OF RELIGIOUS FAITH DEVELOPMENT
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Instructor

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Description

An exploration of religious faith development across the life span. Key authors will be the focus, for example, James Fowler, Fritz Oser, Anna-Maria Rizzuto, and their contemporaries.

Text

James Gollnick. 2005. *Religion and spirituality in the life cycle.* N.Y.: Peter Lang Publishing.

Outline and Procedure

The course will be organized as follows:

- The first two weeks' classes will consist of introductory lectures. These will deal with psychological and religious faith development theories:

September 17 Psychological and religious faith development (Golnick, Introduction)
          24 Theoretical perspectives **[*** short paper due] (Golnick, Chapter 1)

- The next two classes will deal with childhood development:

October 1 Children's spirituality *
Hay, D., Nye, R. & Murphy, R. (1996) Thinking about childhood spirituality. In L.J. Francis, W.K. Kay & W. S. Campbell (Eds.) *Research in religious education.* Gracewing, pp. 47-71. [class handout]
          8 Religion in childhood * (Golnick, Chap. 2)

- The next two class will deal with adolescent and young adult development and spirituality:

      15 Religion in Adolescence ***** (Golnick, Chap. 3)
      22 Spirituality in Adolescence and Young Adulthood *

- Three classes will deal with adult development:

  November 5 Religion in the adult reaches of the life-span ***** (Chap. 4**)**
            12 Adult spirituality ***** (Chap. 5)
Mary Jo Meadow, 1996. *Through a glass darkly.* Pp. 93-130.+
            19 Religion and aging ***** (Chap. 6)

- The remainder of the course will look at special topics in relationship to faith development:

   26 Gender issues in religious development *

Belenky, M. F. Clnchy, B. Mc. Goldberger, N.R. & Tarule, J. M. (1986) *Women's ways of knowing*. N.Y.: Basic Books, pp 3-20+ Anderson, D. W., Hill, P.G., & Martinson, R.D. (2006) *Coming of age*. Minneapolis: Augsburg Fortress, pp. 188-200. +

December 3 Contemporary Theories (Golnick, Conclusion)
Streib (2003) Faith development research at twenty years. R.R. Osmer & F. L Schweitzer (Eds.) *Developing a public faith*. St. Louis: Chalice Press, pp. 15-42.+

- The last class focuses on a discussion of the participants' term papers.

   10 Summary and paper reports.

Requirements and evaluation

- For eight weeks (*) a one page paper, double spaced, will be due by email. These will report on the assigned topic for the week.
- Due **December 18** a paper dealing with a topic in religious faith development will be due by email. (10 pages double spaced and 12 point).
- The final mark for the course will be based on evaluations in two areas:

 (1) <u>Weekly report paper</u> – As described above (5% x 8 = 40%)

 (2) <u>Final paper </u>– As described above (60%)

All course work shall be completed by the end of the academic term in which the course is taken, though in some cases extensions may be granted, but no later than the end of the academic year (i.e. April 30). For students who do not meet the deadline the submitted grade shall be the actual grade earned in the course, calculated with zero assigned to any coursework that is still incomplete.

Learning outcomes

COURSE OUTCOMES	COURSE ELEMENT	BD OUTCOMES
By the end of this course, students will have	**This outcome will be achieved through these course elements:**	**Proposed M.Div. (Regis) outcomes:**
• gained increased familiarity with faith development theories and their application across the life span;	first part of course by discussing the more significant ways of conceptualising human development in psychology and how they have influenced contemporary theories about religious faith and spiritual development.	1. Religious Heritage 1. Accompany the general faith formation of children, teens, and adults
• increased their awareness of the influence of social demographic variables on development;	second part of course by reviewing various contextual factors and intra-psychic processes at work across the life span and their implication and influence in faith and spirituality, and by exploring the psychological issues involved in religious faith and spiritual development.	2. Cultural Context: 1. Articulate a personal understanding of the relationship between religious experience and culture
• increased their skill in the application of critical tools and methods;	weekly papers; final paper	2. Reflect critically on their experiences of ministry in social and cultural context.
• had an opportunity for detailed exploration of a theory.	final paper	2. Reflect critically on their experiences of ministry in social and cultural context.

CRPO Entry-to-Practice Competencies

1.1. Integrate a theory of human psychological functioning.

      a. integrate knowledge of human development across the lifespan.

      b. integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.

      b. integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender , and biological development.

2.1 Use effective professional communication.

      a. use clear and concise written communication.

      b. use clear and concise oral communication.

      d. communicate in a manner appropriate to the recipient.

      e. use effective listening skills.

      f. differentiate fact from opinion.

4.1 Orient client to therapist's practice.

      b. differentiate the role of the therapist in relation to other health professionals.

5.1 Remain current with professional literature.

      b. access information from a variety of current sources.

      c. analyze information critically.

      e. apply knowledge gathered to enhance practice.

5.2 Use research findings to inform clinical practice.

      a. integrate knowledge of research methods and practices.

      c. analyze research findings critically.

      d. apply knowledge gathered to enhance practice.