



## LEVEL II MINISTRY CERTIFICATION DIOCESE OF TUCSON

### **\*NOTE: INTEGRATION PROJECT**

As part of the integrative, process-oriented approach to human growth and spiritual maturity, each series requires completion of an integration project. Integration projects may be written assignments, practical applications for use in ministry, or other creative exercises, as assigned by the facilitator. The integration project will:

- a. Reinforce and demonstrate familiarity with the content and concepts presented in class and related assignments
- b. Encourage exploration of some aspect of the topic in greater depth
- c. Provide a reflection on the participant's personal faith journey
- d. Relate course material to a ministerial application

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### **SCRIPTURE: OVERVIEW AND OLD TESTAMENT – 8 hours**

#### **1. HOW THE BIBLE CAME TO BE – HISTORY AND LITERATURE**

##### *Objectives:*

- a. Appreciate the impact of history and geography on the unfolding of the story of salvation through Old Testament and New Testament
- b. Be familiar with the Catholic Church documents *Divino afflante* and *Dei verbum* and their importance in guiding our understanding of scripture
- c. Consider the relationship between Scripture and Tradition in Catholic teaching
- d. Identify forms of Biblical criticism that are approved by the Catholic Church (see: Pontifical Biblical Commission, *The Interpretation of the Bible in the Church*, 1993)
- e. Identify different forms of literature in the Bible and the role form plays in our understanding of the message
- f. Become knowledgeable about the process of how the canon of the Bible was formed

#### **2. IN THE BEGINNING – PENTATEUCH (TORAH)**

[**Advanced Preparation:** Read assigned selections from the *Pentateuch*]

##### *Objectives:*

- a. Identify the pivotal events and people of the Pentateuch in revealing major themes of creation, covenant, and redemption/liberation
- b. Develop a familiarity with the stories, themes, people, and influences of the Exodus and Exile events
- c. Identify the influence of the Exile on the formation of the Hebrew Scriptures
- d. Explore prominent theories of source criticism in the Pentateuch

### 3. PIVOTAL STORIES – PROPHETS AND RULERS

[Advanced Preparation: Read assigned selections from the *Historical Books*]

Objectives:

- a. Identify the pivotal events of the “historical books” in revealing major themes of creation, covenant, and redemption/liberation
- b. Develop a familiarity with the stories, themes, and people from the judges, to the rise and fall of the kingdom(s) and what followed
- c. Explain the nature and function of prophecy in the Hebrew Scripture
- d. Describe the socio-political conditions within which the classical prophets spoke God’s word

### 4. WISDOM – SOPHIA

[Advanced Preparation: Read the *Book of Psalms* and the *Book of Job*]

Objectives:

- a. Become familiar with the key messages contained within the body of writing known as wisdom literature
- b. Understand the various types of Psalms and their purpose
- c. Identify the two different numbering systems of the Psalms found in modern Bibles, in light of the development of the Hebrew and Greek Old Testaments
- d. Explore the book of Job for its literary aspects and how it deals with the problem of evil

## \*INTEGRATION PROJECT

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## SCRIPTURE: NEW TESTAMENT – 10 hours

### 1. GOSPEL ACCORDING TO MARK

[Advanced Preparation: Read the *Gospel of Mark* (or assigned selections)]

Objectives:

- a. Identify the unique genre that is the Gospel and its origins
- b. Identify the call to discipleship as key in Mark’s gospel
- c. Identify the theme of suffering and its support of the early Christian community
- d. Explore the structure of the Gospel as it relates to its themes
- e. Locate Jesus’ acts of power and their place in Salvation History

### 2. GOSPEL ACCORDING TO MATTHEW

[Advanced Preparation: Read the *Gospel of Matthew* (or assigned selections)]

Objectives:

- a. Identify the parallels of Matthew’s Gospel with the Hebrew Scriptures
- b. Recognize the role of Jesus as teacher
- c. Relate the importance of the Gentiles in Matthew’s Gospel
- d. Understand the Discourses and the responsibility the community has

### 3. GOSPEL ACCORDING TO LUKE AND ACTS OF THE APOSTLES

[Advanced Preparation: Read the *Gospel of Luke* (or assigned selections)]

Objectives:

- a. Discover the unique contributions of Luke’s account
- b. Trace the themes of the lost and found, forgiveness, table fellowship, and universal salvation in the Luke’s Gospel

- c. Penetrate the significance of the parable of the woman with the Lost Coin
- d. Highlight Jesus' inclusion of women in Luke's Gospel
- e. Identify how Luke uses geography as an organizing principle
- f. Explore Christology in the preaching in Acts of the Apostles
- g. Appreciate the contribution of Acts to our understanding of the excitement and tension of the early Church

#### 4. GOSPEL ACCORDING TO JOHN AND OTHER JOHANNINE WRITINGS

[Advanced Preparation: Read the *Gospel of John* (or assigned selections)]

*Objectives:*

- a. Become aware of the uniqueness of the Johannine Gospel when placed alongside the Synoptic Gospels
- b. Trace the use of High Christology in the Prologue, Book of Signs, and Book of Glory
- c. Describe the identity of Jesus, Son of God, as revealed in the "I AM" statements
- d. Study the role of dualisms and irony in the Gospel of John
- e. Grapple with the relationship of faith and experience in the Gospel of John
- f. Discuss the tensions that existed in the Johannine community in the late 1<sup>st</sup> century
- g. Unpack the rich theology of Jesus' prayer of John 17
- h. Review Johannine themes in the Letters of John and the Book of Revelation

#### 5. NEW TESTAMENT LETTERS – PAUL AND OTHERS

[Advanced Preparation: Read assigned selections]

*Objectives:*

- a. Outline the biography, conversion and missionary journeys of St. Paul
- b. Discuss authorship of Pauline and other New Testament letters
- c. Describe the inclusion of baptismal formulae, creedal soundbites, hymns, and household codes in Pauline letters
- d. Highlight themes, theology, and doctrine woven into the letters
- e. Summarize Paul's lasting influence on church liturgy, doctrine, and praxis
- f. Review the major themes and historical contexts of the Letter to the Hebrews and Letters of James, Peter, and Jude

#### \*INTEGRATION PROJECT

## THEOLOGY FOUNDATIONS – 10 hours

### 1. WE BELIEVE IN GOD

*Objectives:*

- a. (From Level-I "Creed II") Describe the process of divine revelation and human, faithful response
- b. (From Level-I "Creed II") Identify the hierarchy of truths in Catholic teaching and the role of Tradition in defining core beliefs about God
- c. Define the mystery of the Trinity as it developed through history and in modern theology
- d. Identify the unique roles of the Father and Holy Spirit
- e. Consider the participants' own personal journeys of faith and models of God in relation to Catholic teaching

## 2. WE BELIEVE IN JESUS CHRIST—CHRISTOLOGY I: THE PASCHAL MYSTERY

### Objectives:

- a. Identify the death and resurrection of Jesus Christ as the central event in salvation history and the first teaching of the early church
- b. Locate the death and resurrection of Jesus Christ within the larger context of the last supper-passion-death-resurrection-ascension-sending of the Holy Spirit
- c. Explore how this Christological mystery is the starting point for the development of the Gospels and New Testament letters and the primary hermeneutic for understanding the New Testament
- d. Explore various (and diverse) theological understandings of how the paschal mystery brings about human salvation (substitutionary atonement, sacrificial love, etc.) from scripture, the *Catechism of the Catholic Church*, and theologians

## 3. WE BELIEVE IN JESUS CHRIST—CHRISTOLOGY II: THE INCARNATION AND OTHER BELIEFS

### Objectives:

- a. Define the mystery of the incarnation as it developed through history and in modern theology, including Jesus' divinity, humanity, and "hypostatic union"
- b. Explore the implications that incarnational theology has for understanding human nature
- c. Investigate other Christological "issues," including: "What and when did the historical Jesus know about his divinity?" and "How is Jesus truly, physically present in the Eucharist?" and "How else is Jesus truly present in the world, since his resurrection and ascension?"

## 4. WE BELIEVE IN THE CHURCH—ECCLESIOLOGY I: WHO WE ARE AND WHO WE ARE CALLED TO BE

[Advanced Preparation: Read assigned sections of Vatican II, *Dogmatic Constitution on the Church*]

### Objectives:

- a. Review Avery Dulles, *Models of the Church*, and images of the church from the *Dogmatic Constitution on the Church*
- b. Review the four "marks" of the Church professed in the Creed and the relationship between the universal ("catholic") church and the local church (diocese, parish, etc.)
- c. Articulate meanings of *sensus fidelium*, infallibility, collegiality, subsidiarity, encyclical, USCCB, parish and Vatican councils as expressions of authority and relationship in the Catholic Church
- d. Explore the meaning of the "priesthood of all believers" (*Dogmatic Constitution on the Church*, Ch. 1) and the role of the "domestic church"
- e. Explore how the Christological titles of Priest, Prophet, and King are expressed within the church as a whole, laity, episcopacy, ministerial priesthood, diaconate, and consecrated (religious) life—and how are these ecclesiological roles differ in realizing Jesus' mission

## 5. WE BELIEVE IN THE CHURCH—ECCLESIOLOGY II: THE CHURCH IN RELATIONSHIP

[Advanced Preparation: Read assigned sections of Vatican II, *Pastoral Constitution on the Church in the Modern World*]

### Objectives:

- a. Identify the different attitudes and approaches to the relationship between the church and the world (including to what extent "the church" is considered part of or apart from "the world"), according at Avery Dulles', *Models of the Church*
- b. Describe the importance of ecumenism in the post-Vatican II church
- c. Describe the relationship between the Catholic Church and people of other faith traditions (Judaism, Islam, Buddhism, etc.) or no faith
- d. Discuss the developing understanding of the church's "missionary" role in the world

- e. Discuss the church's unique contributions to spirituality and justice within American culture, and the challenges facing the church in this society currently
- f. Identify the "New Evangelization" and how the church (universal and domestic) is called to relate to the larger social, political, cultural context

**\*INTEGRATION PROJECT**

**LITURGY AND SACRAMENTS – 8 hours**

**1. LITURGY: SOURCE AND SUMMIT OF THE LIFE OF THE CHURCH**

*Objectives:*

- a. Review the theological foundations of liturgy and sacrament: Jesus as primordial sacrament, Church as sacrament, the seven sacraments, other Catholic liturgical rites, other forms of prayer and devotion
- b. Review the liturgical principles fostered by Vatican II's *Constitution on the Sacred Liturgy*, especially (1) "Full, Conscious, Active Participation," (2) "Action of Jesus Christ and the whole Church," and (3) "*Lex Orandi – Lex Credendi – Lex Vivendi*" (including the formative and catechetical qualities of liturgy and its implications for mission and service)
- c. Review the Liturgical Year and the centrality of the Paschal Mystery
- d. Explore the principle of "Source and Summit" in the *Constitution on the Sacred Liturgy*, and the many ways in which the church's liturgy is related to the church's teaching and social justice missions

**2. LITURGY: FASHIONING CELEBRATIONS THAT ARE THE PEOPLE'S WORK**

[**Advanced preparation:** Read assigned sections of the *Constitution of the Sacred Liturgy*]

*Objectives:*

- a. Explore the role of music in liturgy (see Vatican II, *Constitution on the Sacred Liturgy*, and U.S. Bishops, *Sing to the Lord: Music in Divine Worship*)
- b. Trace the multiple uses of Scripture in the Mass, and list elements of good proclamation of the Word
- c. Review the Sunday and weekday cycles of Scripture readings, highlighting implications for prayer, spiritual growth, and music
- d. Study the principles of church environment and art in the US Catholic bishops' document *Environment and Art in Catholic Worship* and *Built of Living Stones: Art, Architecture, and Worship*, including how they express the four "presences" of Christ in the Eucharist

**3. SACRAMENTS: CELEBRATING BAPTISM, CONFIRMATION, EUCHARIST**

[**Advanced Preparation:** Read assigned sections of the *General Instruction of the Roman Missal*, and the "Introductions" to: *Rite of Christian Initiation of Adults*, *Rite of Baptism for Children*, *Rite of Confirmation*.]

[**Optional Advanced Preparation:** Read assigned sections of the "Introduction" to *Lectionary for Mass*, and become familiar with the contents of the *Lectionary* and *Roman Missal*.]

*Objectives:*

- a. Discuss new insights, significant themes, and unresolved questions which came from the reading
- b. Acquaint themselves with the ways these sacramental celebrations parallel natural human passages and identify the sacred symbols and gestures that express them
- c. Identify the basic structure and components of each of the sacraments

#### **4. SACRAMENTS: CELEBRATING RECONCILIATION, ANOINTING OF THE SICK, MARRIAGE, AND HOLY ORDERS**

[**Advanced Preparation:** Read assigned sections of the “Introductions” to *Rite of Penance, Pastoral Care of the Sick: Rites of Anointing and Viaticum*, and *Rite of Marriage*.]

*Objectives:*

- a. Discuss new insights, significant themes, and unresolved questions which came from the reading
- b. Acquaint themselves with the ways these sacramental celebrations parallel natural human passages, and identify the sacred symbols and gestures that express them
- c. Identify the basic structure and components of each of the sacraments, including a communal reconciliation service and an anointing service within mass
- d. Identify the basic structure and components of the *Order of Christian Funerals*, including the various rites

#### **\*INTEGRATION PROJECT**

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### **CHURCH HISTORY – 6 hours**

#### **1. PART I: EARLY CHURCH TO 800 C.E.**

*Objectives:*

- a. Become familiar with the overall timeline of the history of Christianity from the New Testament period to the imperial coronation of Charlemagne by Pope Leo III on Christmas day, 800 C.E.
- b. Learn to approach Church beliefs/practices from a historical vantage point (e.g. how did the theology of the Trinity develop in response to the Christological controversies of Late Antiquity?)
- c. Explore the proper use of primary documents (placed in their historical context)
- d. Begin the lifelong process of discerning the presence of the Holy Spirit in our common Christian history through prayer, dialogue, and study

#### **2. PART II: 800 C.E. TO 1500 C.E.**

*Objectives:*

- a. Become familiar with the overall timeline of the history of Christianity from the ascending participation of the papacy on the political scene of Europe to the crisis faced by the Christian world on the eve of the Reformation
- b. Learn to approach Church beliefs/practices from a historical vantage point (e.g. how did the theology of papal primacy reinforce the centralization of power in Rome during the Middle Ages?)
- c. Explore the proper use of primary documents (placed in their historical context)
- d. Begin the lifelong process of discerning the presence of the Holy Spirit in our common Christian history through prayer, dialogue, and study

#### **3. PART III: 1500 TO THE PRESENT**

*Objectives:*

- a. Become familiar with the overall timeline of the history of Christianity from the Reformation to the present
- b. Learn to approach Church beliefs/practices from a historical vantage point (e.g. how did the theology of ecumenism evolve from the hatred of “heretics” to the concept of “separated brethren” as described in the documents of the Second Vatican Council?)

- c. Explore the proper use of primary documents (placed in their historical context)
- d. Begin the lifelong process of discerning the presence of the Holy Spirit in our common Christian history through prayer, dialogue, and study

**\*INTEGRATION PROJECT**

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**LEADERSHIP, PERSONAL GROWTH AND MATURITY – 10 hours**

**1. LEADERSHIP SKILLS**

*Objectives:*

- a. Identify qualities of effective leaders they know
- b. Reflect on Jesus' leadership style(s) in the Gospels of Luke and John
- c. Assess various civic and church leaders' styles of leadership and how they relate to their times and situations
- d. Explore the relationships between leadership—authority; doing—empowering; prioritizing—responding; and inviting—directing
- e. Discover their own leadership style by using an inventory
- f. Work on situational scenarios that invite various leadership qualities and assess their personal strengths and areas for growth

**2. COMMUNICATION AND CONFLICT**

*Objectives:*

- a. Practice the skills of verbal and non-verbal communication
- b. Discuss and employ effective listening strategies, including paraphrasing and using clarification questions
- c. Discern the difference between assertive and aggressive communication, and the effect of each on the recipient
- d. Name and practice the skills of presenting and brainstorming
- e. Learn and practice the culturally sensitive method of mutual invitation introduced by Eric Law
- f. Learn positive approaches to anticipated and unanticipated conflicts, and practice these in small groups

**3. THE GIFTS AND CHALLENGES OF COLLABORATIVE MINISTRY**

*Objectives:*

- a. Examine our work history, highlighting positive and negative experiences of working with others
- b. Define and describe collaboration and its various levels
- c. Determine what is not collaborative and why
- d. Identify the personal virtues necessary for true collaboration
- e. Understand Jesus and the Trinity as models of collaborative relationships
- f. Name the obstacles and rigors people encounter when attempting to collaborate

**4. BOUNDARY SETTING AND HEALTHY RELATIONSHIPS FOR THE MINISTER**

*Objectives:*

- a. Identify *power* and *trust* as two key elements of their role as ministers
- b. Become familiar with characteristics of types and behaviors of predators
- c. Recognize risk situations
- d. Recognize the necessity of self-knowledge
- e. Identify healthy behaviors, both interactive and self-care

- f. Understand that boundaries are not lists of rules, but are graces for protecting and promoting health ministry

## **5. BURNOUT: WHY IT HAPPENS TO GOOD PEOPLE AND HOW TO AVOID IT**

### *Objectives:*

- a. Identify what is 'burnout', its causes and characteristics
- b. Understand why burnout is so frequent among ministers
- c. Describe the differences between stress and burnout
- d. Discuss the symptoms and warning signs of burnout
- e. Learn coping strategies that will prevent burnout
- f. Name steps in recovery from burnout

## **\*INTEGRATION PROJECT**

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## **SPIRITUAL FORMATION – 12 hours**

### **1. HISTORY OF CHRISTIAN SPIRITUALITY**

#### *Objectives:*

- a. Trace the major movements in the evolution of Christian spirituality from the 2<sup>nd</sup> through the 21<sup>st</sup> century, noting essential characteristics
- b. Discuss and give examples of mediated and unmediated experiences of God
- c. Name major figures in the East and West who impacted theological and spiritual praxis at various times in Church history
- d. Identify the movement from monastic to universal expressions of Christian spirituality through the centuries
- e. Explain the movement from dualistic to integrated views of the human person seeking God as spirituality developed
- f. Describe several expressions of Catholic Christian spirituality that are prominent today

### **2. SPIRITUALITY OF DISCIPLESHIP**

#### *Objectives:*

- a. Learn of the tradition of discipleship as it was understood in the Jewish tradition
- b. Identify the distinctions in Jesus' call to discipleship
- c. Explore the cost and dangers of discipleship
- d. Identify the call of the laity to discipleship as grounded in Baptism and discussed in the Documents of Vatican II
- e. Explore means of being a practical disciple in today's work environments

### **3. SPIRITUALITY OF THE ORDINARY**

#### *Objectives:*

- a. Assess various meanings of spirituality afoot today
- b. Discover assumptions we carry about where God may be found
- c. Trace the figures of Zacchaeus and Jesus as they discovered God in the ordinary
- d. Describe the qualities of spiritual literacy
- e. Name some cultural obstacles that can get in the way of our meeting God
- f. Enjoy stories which illustrate people finding God in the everyday
- g. Practice using a tool for theological reflection that helps us wear the lens of contemplative faith so we can find God in daily life

#### **4. RETREAT: PRAYER AND MINISTERIAL SPIRITUALITY (6 HOURS)**

*Objectives:*

- a. Reflect upon significant themes from “LEADERSHIP, PERSONAL GROWTH AND MATURITY” series considering their current and potential positions of leadership in the church
- b. Incorporate aspects of spirituality from this “SPIRITUAL FORMATION” series in seeking a healthy balance between, and integration of, the demands of active ministry and the need for spiritual enrichment
- c. Explore their personal gifts and talents, as well as limitations, for healthy and effective ministry

**\*INTEGRATION PROJECT**

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#### **MORALITY AND SOCIAL MISSION – 8 hours**

Note: At the beginning of this series, each participant will choose one current social justice issue of personal interest. With each session, participants will apply the content of that topic to their chosen issues in preparation for Session 4 and the final integration project.

Note: The USCCB website includes many resources at:

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/index.cfm>

#### **1. BIBLICAL SOURCES OF CATHOLIC SOCIAL TEACHING**

*Objectives:*

- a. Identify themes of social mission founded in:
  - i. The Book of Deuteronomy
  - ii. The Prophets
  - iii. The Gospel accounts of Jesus’ life and teaching
  - iv. The Beatitudes
  - v. The Letters of St. Paul (especially, “Body of Christ”)
- b. Place scriptural themes of social mission in historical context
- c. Process themes in terms of current times and personal experience
- d. Identify at least three scripture passages which speak to the chosen issue of each participant (to be done individually)

#### **2. ECCLESIAL FOUNDATIONS AND HEROES**

*Objectives:*

- a. Identify saints and other historical figures who influenced Catholic Social Teaching and who provide examples of morality and social justice
- b. Explore the major documents of the Church that teach the social mission
- c. Become familiar with the documents of the USCCB that speak to the Church’s social response to issues in our modern society
- d. Examine the seven principles of Catholic Social Teaching and the values underlying them (USCCB), and how they relate and respond to social sin
- e. Connect the teaching of the documents with personal and community experience
- f. Identify at least three church documents which address the chosen issue of each participant (to be done individually)

### **3. CONNECTING THE DOTS: DIMENSIONS OF PERSONAL AND SOCIAL RESPONSE**

#### *Objectives:*

- a. Examine the church's teaching on the following areas, and how these concerns exist in the local church:
  - i. Medical ethics; early stages of life, later stages of life
  - ii. War
  - iii. Immigration
  - iv. Ecology
  - v. Economic policy
  - vi. Responsible citizenship
  - vii. Hunger
- b. Identify social teaching expressed through parish and diocesan publications
- c. Connect the teaching present in the sources of Catholic social mission with local issues and church activities
- d. Identify in detail some social action that can be taken to address the chosen issue of each participant (to be done individually)

### **4. WORKING FOR JUSTICE: FROM THEORY TO PRACTICE**

#### *Objectives:*

- a. Share each participant's chosen social justice issue with the class
- b. Exchange ideas and helpful ideas regarding:
  - i. Selected scripture passages and alternative suggestions
  - ii. Selected church documents and alternative suggestions
  - iii. Chosen social actions and alternative suggestions
- c. Discuss additional social justice issues using the same process, as time permits
- d. Apply insights from this process to the chosen issue of each participant in finalizing the integration project for the Morality and Social Mission series (to be done individually)

#### **\*INTEGRATION PROJECT**

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## **CULTURE AND INTERCULTURAL FAITH ISSUES – 6 hours**

NOTE: The primary source for the content of these sessions is the USCCB website (links are provided). If these links are discontinued, additional research may be necessary until the objectives can be rewritten. See: <http://www.usccb.org/issues-and-action/cultural-diversity/intercultural-competencies/index.cfm>

### **1. CULTURE: WHAT IT IS AND ISN'T**

See: "Module 2" <http://www.usccb.org/issues-and-action/cultural-diversity/intercultural-competencies/intercultural-competencies-module-2.cfm>

#### *Objectives:*

- a. Explore personal experiences with culture (their own and others'), raising insights and questions for discussion
- b. Become familiar with the basic concepts that underlie intercultural competence: concepts of culture; dimensions of interculturality (knowledge, skills, and attitudes); and different indices for understanding culture
- c. Define culture and identify ways in which culture influences communication

- d. Understand how cultures differ beneath the surface and how cultures respond differently to similar situations
- e. Discuss the obstacles of misperception, prejudice, and racism  
(See: “Module 4” <http://www.usccb.org/issues-and-action/cultural-diversity/intercultural-competencies/intercultural-competencies-module-4.cfm>)

## **2. CULTURE AND FAITH**

See: “Module 1” <http://www.usccb.org/issues-and-action/cultural-diversity/intercultural-competencies/intercultural-competencies-module-1.cfm>

### *Objectives:*

- a. Explore the mission of the Church as “evangelization” and how it applies to a diversity of cultures
- b. Understand the meaning of inculturation, or evangelization of cultures
- c. Identify key ethnic and cultural groups in the Church as well as the opportunities and challenges these present for the New Evangelization
- d. Introduce the concept of “a theology for intercultural ministry”

## **3. CULTURE AND MINISTRY**

See: “Module 3” <http://www.usccb.org/issues-and-action/cultural-diversity/intercultural-competencies/intercultural-competencies-module-3.cfm>

### *Objectives:*

- a. Discuss how different perceptions affect meetings where groups from different cultural perspectives need to interact
- b. Develop practical knowledge about intercultural communications in pastoral settings
- c. Increase awareness of how to communicate effectively with persons and groups in cultures other than one's own
- d. Discuss practical strategies for greater integration and inclusion of cultural diversity in participants’ schools and parishes (See: “Module 5” <http://www.usccb.org/issues-and-action/cultural-diversity/intercultural-competencies/intercultural-competencies-module-5.cfm>)

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