COURSE DESCRIPTION
Pastoral Care, Self, Family, Congregation
An introduction to the study of the transgenerational processes operative in a minister’s three key contexts – the family of origin, the nuclear family/family of creation and the work ‘family’ or congregation. Current family systems theory will be explored for its insight in assessing the “emotional/instinctual system” of these three contexts. Practical applications will focus on the minister’s personal growth, use of self and leadership style in offering pastoral care.

COURSE OBJECTIVES: KNOWLEDGE, SKILLS and COMPETENCIES
(according to goals of the MDiv program)
In successfully completing this course a student will be able to –

Religious Heritage Outcomes
. identify, define and describe at least three family systems principles in relation to one’s spiritual/theological tradition and personal development.
. describe and compare principal theories and practices of pastoral care and counseling in the Christian tradition.

Cultural Context Outcomes
. identify, define and describe at least three family systems principles in relation to one’s own cultural context and as a person meaningfully connected i.e. “present and accounted for”, yet differentiating from one’s own family.
. demonstrate ability to be sensitive to the three generational family of cultures and traditions different from one’s own.

Personal Spiritual Formation Outcomes
. gather and select information from one’s three generational family to illustrate an understanding of how at least three family systems principles provide an understanding of one’s own motivation, functioning, leadership and faith formation.
. demonstrate a willingness to assess one’s own personal and spiritual/theological formation.
. demonstrate an ability to self assess one’s functioning in a pastoral role using one’s theological tradition.

Capacity for Ministry Outcomes
. demonstrate ability to self evaluate and assess one’s functioning in relating to peers and delivery of pastoral care.
. identify how one’s formation in a three generational family influences how one performs ministry.
. identify one’s vulnerabilities and strengths for ministry with recommendations for addressing vulnerabilities.
demonstrate effective and appropriate verbal and non-verbal expression in pastoral care communications with parishioners/those seeking pastoral care.

demonstrate ability to appropriately refer parishioners/those seeking counseling to appropriate care providers

This course also meets the following entry to Practice Competency for Registered Psychotherapists

1.4 Integrate awareness of self in relation to professional role
1.5 Integrate knowledge of human and cultural diversity
3.3 Maintain self-care and level of health necessary for responsible therapy
3.4 Evaluate and enhance professional practice.
3.5 Obtain clinical supervision or consultation
4.1 Orient client to therapist’s practice.
4.2 Establish and maintain core conditions for therapy
4.3 Ensure safe and effective use of self in the therapeutic relationship
4.4 Conduct an appropriate risk assessment

ASSIGMENTS:

1. A three generational family systems analysis of one’s own family (or an historical family or family from literature **), demonstrating your understanding of at least three principles of family systems theory. Important to the analysis is...
   . an evaluation including your strengths and vulnerabilities for congregational ministry with accompanying pastoral care recommendations and,
   . a theological reflection of your growth and development in the family.
(10 pages double spaced plus genogram, due Nov 23, 2011 – 50% of total mark).

Present a draft of this assignment, including preliminary genogram, in class to a small peer group of three, and also to the instructor, for feedback and discussion. The draft should include the identification of at least one major triangle that interlocks/connects to a triangle in a previous generation with a description of what you think might be a possible strength or vulnerability for congregational ministry. (maximum, three pages, not including the family tree/genogram. Due Oct 12 2011).

** some examples of novels containing three generational stories –
   Davies, Robertson Fifth Business
   Gray, Charlotte Sisters in the Wilderness
   McLeod, Alistair No Great Mischief
   Robinson, Marilyn Gilead
   Urquhart, Jane The Stone Carvers
   Urquhart, Jane Away

2. Read and complete reflection reports by the date assigned from the Readings (1 ½ - 2 pages double spaced – 20% to total mark).

3. In a group of three present to class a role play of a pastoral conversation demonstrating one’s ability to facilitate the conversation, make self assessments and observations on one’s personal awareness and awareness of the context. (20% of total mark).

4. Read and use these texts (available at CRUX):
   i) Collected Additional Readings (available from Print City, 180 Bloor St. W.).
Boers, Arthur Paul 1999 *Never Call Them Jerks: Healthy Responses to Difficult Behaviour* Alban Institute

**COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:**
Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

1. Reading required assignments in preparation for class.
2. Attendance at all classes. Participation in class discussions and weekly small group, outside of class, for draft presentation preparation and role play practice of a pastoral conversation. Comments, questions and involvement demonstrate an understanding of and integration of the assigned readings (10%) and a readiness to apply readings to the two assignments (family systems analysis and role play of a pastoral conversation).
3. Using the sheet provided, identify and use a model of theological thinking in the two assignments.

**COURSE POLICIES**
Policies for all courses taught at Knox are contained in the TST Basic Degree Handbook and the Knox Student Handbook. In particular please note -

**Late Policy:** 4 points deducted per week late (2 off by Wednesday, 2 more by Friday).

**Completion of Course work:** all course work (including any late work) must be completed by the end of term, the last day of exams. Only in case of illness (doctor’s note required), bereavement or other unusual circumstances will an extension be considered. Please note, that extensions must be approved by the Basic Degree Committee and the Faculty.

**Style Guidelines for Papers:** see Knox “Style Manual” booklet and *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian

**Email assignments:** Papers and assignments are not accepted by email, except in rare cases by prior permission.

**Plagiarism Policy:** See TST Basic Degree Handbook

**Consultation:** Please do not hesitate to consult with me about any questions or concerns.

**Class Schedule**

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<th>WEEK</th>
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<td>Orientation and Theological Reflection</td>
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<td>Sept 17</td>
<td>2</td>
<td>Origins and Principles of Human Systems Thinking</td>
<td>Reader # 1 &amp; Richardson* 1,2</td>
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<td>Sept 24</td>
<td>3</td>
<td>Principles of Family Systems</td>
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<td>The Self in the System</td>
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<td>The Marital System [draft paper due]</td>
<td>Reader # 4</td>
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<td>Oct 15</td>
<td>6</td>
<td>What is Pastoral Care and Counselling?</td>
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<td>Oct 22</td>
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<td>Reading Week</td>
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<td>What is Pastoral Care and Counselling?</td>
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<td>Reader # 7 &amp;</td>
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</tbody>
</table>
**BIBLIOGRAPHY**

(extensive for students interested in additional references by topic)

a) **Family Systems**

Bowen, Murray 1978 *Family Therapy in Clinical Practice* Aronson.

Friedman, Edwin 1992 “The Challenge of Change and the Spirit of Adventure” Keynote address to the 50th Anniversary of AAMFT, Miami Beach.


Hall, Margaret C. 1991 *The Bowen Family Theory and Its Uses* Aronson.


Sagar, Ruth Riley editor 1997 *Theory and Practice: Feature Articles from*
the Family Centre Report 1979-96  Georgetown Family Centre.

Steinke, Peter L. 2006  Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What  The Alban Institute

Steinke, Peter L. 1996  Healthy Congregations: a systems approach  Alban Institute Publications.


Video Presentations
Kerr, Michael E.  Lectures from the Georgetown Family Centre, Washington D.C.
  Lecture # 2  “Chronic Anxiety and Defining a Self”  2000.

b)  Leadership and Organizations
Comella, Patricia A., Bader, Joyce, Ball, Judith S., Wiseman, Kathleen K.
Sagar, Ruth Riley editors  1996  The Emotional Side of Organizations  Georgetown Family Centre.

Friedman, Edwin H. 1999  A Failure of Nerve: Leadership in the Age of the Quick Fix  The Edwin Friedman Estate.


Sagar, Ruth Riley and Wiseman, Kathleen Klaus edited  1982  Understanding Organizations: Applications of Bowen Family Systems Theory  Georgetown University Family Centre.


c)  Family of Origin/Creation

Bowen, Murray 1974  “Toward the Differentiation of Self in One’s Family of Origin”  Family Therapy in Clinical Practice  ch 22  Aronson.

McGoldrick, Monica 1995 You Can Go Home Again: Reconnecting with Your Family Norton.

McGoldrick, Monica & Gerson, Randy 1985 Genograms in Family Assessment Norton.


d) Birth Order
Richardson, R. & Richardson Lois A. 1990 Birth Order and You Self Counsel Press.


e) Pastoral Counselling

Friedman, Edwin, 1994 “An interview with the first family counsellor” paper Delivered to the American Association of Pastoral Counsellors.

Friedman, Edwin 1990 Friedman’s Fables Guilford.


f) Life Cycle Theory

Capps, Donald 1983 Life Cycle Theory and Pastoral Care Fortress.


g)  **Theological Reflection**


Capps, Donald 1983  *Life cycle Theory and Pastoral Care*  Fortress.

Capps, Donald  1987  *Deadly Sins and Saving Virtues*  Fortress.

Capps, Donald  1997  *Pastoral Care – A Thematic Approach*  Westminster.


Oglesby, William  1980  *Biblical Themes in Pastoral Care*  Abingdon.

Pruyser, Paul  1976  *Minister as Diagnostician*  Westminster.

h)  **Clergy Self Care**

Oswald, Roy  *Clergy Self Care*  Alban Institute Publications.


i)  **Domestic Violence/Abuse**

Clarke, Rita-Lou  1986  *Pastoral Care of the Battered Woman*  Westminster.

Cooper-White, Pamela  1995  *The Cry of Tamar: Violence against Women & The Church’s Response to it*  Fortress.

Fortune, Marie  1987  *Keeping the Faith: Questions and answers to the*
Abused Woman  Harper & Row.


Van Til, Reinder 1997  Lost Daughters: Recovered Memory Therapy and The People it Hurts  Eerdmans.

j)  Extra Marital Involvement (EMI)


Spring, Janis Abrahms  1996  After the Affair: Healing the pain and rebuilding trust when a partner has been unfaithful  Harper Perennial.

k)  Ethics
American Association for Marriage and Family Therapy 1991  Code of Ethics.

Canadian Association for Pastoral Practice and Education 1993  Code of Ethics.

Noyce, Gaylord  1988  Pastoral Ethics: Professional Responsibilities of the Clergy  Abingdon.


Rediger, G. Lloyd  1990  Ministry and Sexuality: Cases, Counselling and Care  Fortress.

Rutter, Peter  1989  Sex in the Forbidden Zone, When Men in Power – Therapists, Doctors, Clergy, Teachers and Others Betray a Woman’s Trust  Tarcher.

I) **Study of Families of the Biblical Patriarchs**


GUIDELINES FOR GROUP PRESENTATION
in
REALITY-PRACTICE EXERCISE

1. Form groups of three persons (parishioner, pastor, observer-coach) or if this is not feasible, dyads without the observer role.

2. Have regular practice sessions with one person taking the role of a parishioner who shares a fabricated personal pain or problem situation. Another plays the role of pastoral care giver. A third the role of observer. After a practice session of about 10 minutes the participants stop and discuss what has happened. The parishioner begins by telling the carer how he/she felt during the conversation. The pastoral care giver then shares her or his feelings and observations. Then, examine and evaluate the experience; reverse roles, and try to implement the learnings in another brief pastoral interaction. The observer-coach contributes to the learning experience by providing an ethnographic "external" perspective.

3. Focus on one specific pastoral care situation of your choice which you as a practice team wish to explore in some depth and present in class to be marked.

4. Prepare to present a vignette in class of a pastoral conversation (approximately 10 min.) demonstrating a style of pastoral care and counselling appropriate to the situation. Determine among yourselves who will play the pastor, the parishioner and the narrator. (In case of a group of two the narration will be provided by both pastor and parishioner).

5. The presentation will normally not exceed 20 minutes. It will include the role-play (10 min.) and some reflection both on the presented case and the joint and individual learning experiences of the assignment (10 min).

6. The presentation will be evaluated in class based on a combination of your own group's and your peers' assessment of how well the case was designed and presented in furthering personal awareness and competence in ministry. Specific criteria for the assessment are outlined in the evaluation form used for the assessment (see next page).
GROUP PRESENTATION

Case Study Presentation:

Date: ______________________

Participants and Roles:

RATING GUIDE

E - exceptional - 10
G - good - 8
S - satisfactory - 6
U - unsatisfactory - 4

A. CONTENT 40

1. Was the case situation of pastoral interest? E G S U
2. Were the issues well identified? E G S U
3. Was the narration informative? E G S U
4. Was systems theory related to practice? E G S U

B. PROCESS [including class discussion] 40

1. How well were the participants “in role”? E G S U
2. Did facilitation occur? E G S U
3. Was there evidence of personal awareness? E G S U
4. Was there group-class rapport? E G S U

C. COMMENTS