KNOX COLLEGE
SELF, FAMILY, CULTURES: SPIRITUAL CARE IN CONTEXT
KNP2548HS Instructor: Rev. Esther E. Acolatse, Ph. D
Winter 2020
Wednesday 11am – 1pm **Office Hours: By Appointment**
esther.acolatse@utoronto.ca
416.978.2793
PLEASE NOTE: The classroom is a SCENT FREE ZONE!!!

Course Prerequisites

For Knox students KNP1443, Human Growth and Spiritual Journey; for other students an introductory course in human growth and development or by permission of the instructor.

Course Description

This course introduces students to practices of care with an emphasis on self-awareness, family systems theory, assessment and interculturality in pastoral/spiritual care. The first part of the course will focus on family systems theory. Students will explore their own families and cultures of origin and creation and their social identities as a means to learn related theories and develop self-awareness (safe and effective use of self) for pastoral/spiritual care practice. The second part of the course will relate family systems and intercultural approaches to care in the face of grief and loss, death and dying, aging and dementia while deepening the students' understanding of the pastoral and therapeutic relationship. This course is suitable for students preparing for work in congregational ministry, in spiritual care and counseling and for students preparing for social ministry.

Course Methodology

Lectures, readings, discussion, small group work, mid-term self-assessment paper, verbatim report, role play

Course Outcomes

By successfully completing this course student will meet the following Knox College outcomes:

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.

. show an emerging understanding of what it looks like to work pastorally within multicultural/intercultural contexts.

. openness to learn from cultures/perspectives 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

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.

. ability to make appropriate referrals

CPRO Entry-to-Practice Competencies

(Please see the College of Registered Psychotherapists of Ontario Entry-to-Practice Competencies, www.crpo.ca for numbers referred to throughout this list and for the full listing of competencies)

1.1 Further integrate knowledge of human psychological and spiritual functioning - through all aspects of the course.

1.2 Work within a framework based on established psychotherapeutic theory (systems theory and spiritual assessment and care) - through case studies, role plays, verbatims, discussion, lectures.

1.3 Integrate knowledge of comparative psychotherapy relevant to practice (esp. a, c) – through readings, discussion, role plays, case studies, verbatims, self-assessment, lectures.

1.4 Integrate awareness of self in relation to professional role – through self assessment assignment, paper, discussion, readings, case studies, lectures etc.

1.5 Integrate knowledge of human and cultural diversity – throughout course in content and process

2.2 Build and maintain effective relationships – through small group work and discussion of practice

3.2 Apply ethical decision making – through readings, case studies, self-assessment assignment, verbatims, lecture

3.3 Maintain self-care and level of health necessary for responsible therapy – discussion, self-assessment assignment, role play, case studies, lecture

3.4 Evaluate and enhance professional practice – through discussion, self-assessment assignment, case studies/verbatim.

3.8 Assist client with needs for advocacy and support - through role play, case study/verbatim, self- assessment assignment, lecture, readings

4.2 Establish and maintain effective therapeutic relationship – through role play, verbatim, discussion, readings, lecture, case study

4.3 Apply safe and effective use of self in therapeutic process – through lecture, self-assessment assignment, role play, case study/verbatim, discussion, readings, research

4.4 Conduct an appropriate risk assessment – through readings, discussion, class room activities and case report.

4.5 Structure and facilitate the therapeutic process – through lecture, role play, readings/discussion, case study, verbatims

4.6 Identify how to refer clients appropriately – readings, lecture, discussion, case study/verbatim, role play

5.1 Remain current with professional literature – through case study/verbatim, readings, lectures.

5.2 Use research findings (of others) to inform clinical practice – through case study/verbatim, readings, lectures.

Required Course Texts

Doehring, Carrie, *The Practice of Pastoral Care, Revised and Expanded*. Westminister John Knox, 2014

Lartey, Emmanuel Y., *In Living Color: An Intercultural Approach to Pastoral Care and Counselling*, 2nd ed. Jessica Kingsley Publishers, 2002

McGoldrick, Monica. *Genograms: Assessment and Intervention* (3rd ed) New York: Norton & Co. 2008.

 Ken Reeves *The Whole Church: Congregational Leadership Guided by Systems Theory* Lanham: Rowman and Littlefield (2019)

Selected Readings from:

McGoldrick, Monica, Giodano, Joe, Garcia-Preto, Nydia eds *Ethnicity and Family Therapy.* Guilford Press (3rd ed) 2005

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist. The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning

environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/content/handbooks) and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871

Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges.

(http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm
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Email correspondence: Multi-media presentations can be submitted electronically**.** Papers are accepted in hard copy only, preferably *on recycled or re-used paper*. Communication by email can ONLY take place through UTOR email accounts.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters*
http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Evaluation and Assignment due dates:

Requirements

Self-as-Caregiver Assessment Presentation – 10%

By Friday March 10 students will have met in a threesome to present and discuss the contents of each other's' papers. Ensure confidentiality and safety is maintained for all. Each presenter will evaluate herself/himself and the group. Submit **March 13, 2019** (with paper)

See also http://www.genopro.com/academic/ for an online genogram format.

Self-as-Caregiver Assessment Paper 35%

Write a summary of your awareness of your family of origin and family of creation, your culture of origin and your social identity and how these identities impact your theology and your practice of spiritual care/ministry. Use the genogram tool (week 2) and theory of family/culture of origin (weeks 2, 3, 4), the social identity inventory (week 5), the helping styles inventory (week 6), your Profile of Ministry (as applicable) and other tools (as applicable) to help you in the analysis. For the culture of origin reflection each student is expected to integrate learning from the "Introduction" and personally relevant chapters in Ethnicity and Family Therapy. Use the items in the "Self-as-Caregiver Presentation Feedback Form" to frame the content of your paper/multi-media presentation. Identify areas of gifts/skills/comfort and areas of ongoing growth/ triggers/blind spots and provide recommendations for further integration and competency development. As well, student should identify how they would integrate use of systems theory into their spiritual care/ministry practice.

10 pages or submit as a multi-media presentation (including notes). *Due March 13, 2019*

Role Plays - 15% final mark

In a small group engage in regular role plays and discussion throughout classes to demonstrate learning (5%). Role play a pastoral/spiritual caregiving conversation for the class that

demonstrates caregiving skills (attentive listening, open-ended questions, safe and ethical practices, appropriate understanding of situation, assessment and developing a plan for care etc.) and awareness of theories (regarding death and dying, grief and bereavement, crisis care, aging and dementia, etc). Be prepared to talk about personal and contextual awareness and process in the scenario. ***Completed in class***

Verbatim Report - 25% final mark

Verbatim Report

Visit someone in your community/congregation/long-term care. Follow the Verbatim Report template and analyze the visit from all the perspectives identified. This should demonstrate self-awareness (self- as-caregiver awareness) and how this affects your care for the person/people in the case. As well it should demonstrate intercultural awareness and theories and concepts of care covered in class and in readings (developing and maintaining a caregiving relationship, assessment and plan for care, listening, life review, ethical practices grief, and bereavement, crisis care, spiritual counseling, use of rituals, etc.) Finally, it should demonstrate understanding of given conditions presented in the case.

For those in TFE this must be a different visit than that used for the TFE Verbatim Report.

Due April 3rd, 2019

Participation - 15% - Regular attendance and engagement in course

Coursework Completion

All course work must be completed by the end of Exam Week. (April 12, 2019)**.** Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an SDF extension be considered and this must be authorized by the Knox Faculty. A request for a SDF extension must be submitted in writing by the last day of the class to the Registrar or the Director of Academic Programs who will refer the matter with a recommendation, to the Faculty for final decision.

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate.

Degree students are expected to hand in assignments by the date given in the course outline. One grade (4 marks) deducted per week late.

Attendance and lateness: Consistent and timely attendance is required. If a student is unable to attend a class the professor is to be informed by email. More than 2 absences will result in failure to pass the course. Habitual lateness will be regarded as absence.

Grading System

> A+ (90-100)
> A (85-89)

A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Course grades. Consistent with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) or college grading policy.

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Weekly Descriptions

Week 1 01/08/20 – **Introduction and Overview – Spirituality, Religion and Well-Being**, an intercultural perspective

> Required: Barbara McClure, "Pastoral Care," *Wiley-Blackwell Companion to Practical Theology*, pp 269-278
> Koenig, Harold, Handout
> Lartey – Introduction & chapters 1-3, pp. 11-59.
> Doering – Introduction, chapter 1

Week 2 01/15/20– **Family of Origin, Cultures of Origin, Genograms**

> Required: McGoldrick et al, *Genograms, Assessment & Intervention* p. 1-54
> Richardson, *Becoming a Healthier Pastor,* Intro & PART 1, pp.iv-33
> Richardson, *Becoming a Healthier Church*, Intro, ch 1. pp. 1-40.

Week 3 01/22/20 –**Family of Origin, Cultures of Origin – Responses to Anxiety, Triangles**

> Required:
> McGoldrick et al, *Genograms, Assessment & Intervention* p. 81-113
> Reeves, *The Whole Church* Ch. (*TBA*)

Week 4 01/29/20– **Family of Origin, Culture of Origin – Sibling Order**

> Required:
> McGoldrick et al, *Genograms, Assessment & Intervention* Ch 114-188.
> Reeves, *The Whole Church* Ch. (*TBA*)

Week 5 – 02/05/20- **Social Identities in Context, Self as Caregiver**

> Required
> Handouts*:*
> McGoldrick et al, *Ethnicity, & Family Therapy* (Overview pp1-40 and chapters of interest or most related to your ethnicity)
> Holbrook& Montagno *Injustice and the Care of Souls*, ch. 1 & 3
> Karen B. Montagno, "Midwives and Holy Subversives",
> Brita L. Gill-Austern, "Engaging Diversity and Difference"
> Doehring, *The Practice of Pastoral Care*, chapter 6, pp. 97-109

Week 6 – 02/12/20 **Discerning your Helping/Caregiving Preferences and Cultural Contexts**

> Required:

Handout: Van Katwyk, "Helping Styles Inventory," *Journal of Pastoral Care and Counseling/ Spiritual Care and Therapy*, Wilfred Laurier University Press, 2003.
Lartey chapter 4, pp 60-78

WEEK 7 READING WEEK

Week 8 -- 02/26/20 – Spiritual Care in Context: **Developing and sustaining spiritual care relationships - Listening, open-ended questions, non-verbal communication**

Required:
Lartey*, In Living Color*, Intro & ch. 5-6, pp.79-139
Doehring, *The Practice of Pastoral Care*, Intro, ch. 1-2

Recommended: Stairs, *Listening for the Soul*, pp. 1-72

Week 9 03/04/20– **Spiritual Care in Context**: **Spiritua**l **Assessment, developing plans for care**
Required: Lartey, *Color*, ch 7- pp.140-152
Doehring, *Practice*, chapters 3-4

Recommended: Stairs, *Listening*, ch. 3&4 – pp.73-134

Week 10 03/11/20 – **Spiritual Care in Context: Aging and Dementia, life review, use of senses**
Required:
Lartey, *Color*, ch. 8-9, pp. 153-177.
Doehring, *Practice*, ch.5-6, pp. 65-95
*Swinton, "Forgetting Whose we are: Theological Reflections on Personhood, Faith and Dementia."
Quercus links: Helpguide; Canadian Association of Mental Health; Centre for Addiction and Mental Health

Recommended: Stairs, *Listening*, ch. 5-7, pp. 135-196 & Epilogue, Appendix
Still Alice – film or book
Away from Her – film
The Iron Lady – film
Stone Angel, by Margaret Lawrence - book

<u>Week 11</u> 03/18/20– **Spiritual Care in Context**: **Loss and Grief, being there interculturally** - **Role Play
    Required:
        Doehring, *Practice*, ch. 7-8, pp. 111-142
    Quercus links to Help Guide

<u>Week 12</u> 03/25/20 – **Spiritual Care in Context: Death/Dying, - end-of-life care, ethical considerations**
    Required:
        Doehring, *Practice*, ch. 9, pp.143-164.
        Quercus links: Help Guide; http://www.huffingtonpost.com/kenneth-j-doka/spiritual-needs-of-the-dy_b_831123.html

<u>Week 13</u> 04/01/20 **- Spiritual Care in Context**: **Rituals of transition and closure** **Role Play
    Required:
        Lartey, *In Living Color*, ch. 8, case study
        Doehring, *Practice*, conclusion

Bibliography

Spiritual Care/ Pastoral Theology – classic and contemporary texts

Clinebell, Howard. *Basic Types of Pastoral Care and Counseling*, updated and revised, 3rd ed. Nashville:
    Abingdon Press, 2011.

Cooper, Terry D., *Dimensions of Evil: Contemporary Perspectives*. Minneapolis: Fortress, 2007.

------------------, *Sin, Pride and Self Acceptance: The Problem of Identity in Theology and
    Psychology.* London: Intervarsity Press, 2003.

Cooper-White, Pamela. *Shared Wisdom: Use of the Self in Pastoral Care and Counseling*.
    Minneapolis: Fortress Press, 2004.

Fitchett, George & Steve Nolan, eds. *Spiritual Care in Practice: Case Studies in Healthcare Chaplaincy*.
    London: Jessica Kingsley Pub., 2015.

Fitchett, George. *Assessing Spiritual Needs*. Academic Renewal Press, 2002.

Gerkin, Charles V. *An Introduction to Pastoral Care.* Nashville: Abingdon, 1997.

Killen, James L. Jr. *Pastoral Care in the Small Membership Church*. Nashville: Abingdon, 2005.

Koenig, Harold. *Medicine, Religion and Health: Where Science and Spirituality Meet*. Templeton Press,
  2008.

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  Press, 2012.

Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Pilgrim Press, 2006.

Louw, Daniël J. and Takaaki David Ito, Ulrike Elsdörfer. *Encounter in Pastoral Care and
  Spiritual Healing: Towards an Integrative and Intercultural Approach*. LIT Verlag
  Münster, 2012.

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  Blackwell Pub., 2012.

Miller-McLemore, Bonnie J. & Gill-Austern, Brita L. *Feminist and Womanist Pastoral Theology.* Nashville:
  Abingdon, 1999.

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  Westminster John Knox Press, 2005.

Patton, John. *Pastoral Care: An Essential Guide*. Nashville: Abingdon, 2005.

Pembroke, Neil. *Pastoral Care in Worship: Liturgy and Psychology in Dialogue*. London: T&T Clark, 2010.

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      Handbook. SkyLight Paths, 2001

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      Waterloo: WLS Pub., 2014

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      2003.

Way, Peggy. *Created by God: Pastoral Care for all God's People*. Chalice Press, 2005.

Gregory the Great, *The Book of Pastoral Rule*, c. 590 CE.

Family Systems

The Bowen Centre for the Study of the Family - https://www.thebowencenter.org/theory/

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      Institute, 1999.

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    What. Virginia: Alban Institute, 2006.

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    Rowman & Littlefield Pub., 2006.

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Death and Dying, Grief and Bereavement

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    Communications of the Dying. Simon & Schuster reprint, 2012

Chochinov, Harvery Max. *Dignity Therapy: Final Words for Final Days*. Oxford: Oxford University Press,
    2012

Kissane, David & Bloch, Sidney. *Family Focussed Grief Therapy*. Open University Press, 2002.

Kubler-Ross, Elisabeth. *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and*
    their Families. Scribner Reprint, 2014.

Nolan, Steve. *Spiritual Care at the End of Life*. London: Jessica Kingsley Pub., 2011.

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    Toronto: United Church Pub. House, 2013

Wolfelt, Alan. *Understanding Your Grief*. Companion Press, 2004.

Worden, William. *Grief Counseling and Grief Therapy*, 4th ed. Springer Pub. Co., 2008>

Aging and Dementia

Koenig, Harold, *Aging and God. Spiritual Pathways to Mental Health in Midlife and Later Years.* NY, NY" The Hathworth Press. 2007

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Swinton, John. *Dementia: Living in the Memories of God*. Eerdmans, 2012

Weaver, Andrew and Harold Koenig. *Counseling Troubled Older Adults.* Nashville, TN: Abingdon Press. 2005

http://www.youtube.com/watch?v=AvVqhX7E0nU&list=PL8dBd7sfo45eYwGn-bjYUjzfFG4EwqvEl&index=13 John Swinton about "Theology and Dementia" at 2012 Summer Institute on Theology and Disability, Bethesda Institute, Watertown, WI

http://www.alzheimer.ca/en Alzheimer's Society Canada

http://www.youtube.com/user/AlzheimersSociety link to multiple educational youtube videos

 http://www.disabilitytraining.com/product-list.php?Aging_Alzheimers-pg1-cid36.html many practical resources (DVDs)