

Course Syllabus
KNP2548HS – Self, Family, Cultures: Spiritual Care In Context
Knox College
Toronto School of Theology
Winter 2022

Instructor Information

Instructor: Rev. Mi-Weon Yang, Ph.D, RP
E-mail: miweon.yang@utoronto.ca
Office: Knox College
Office Hours: By appointment (Via zoom)

Course Identification

Course Number: KNP2548HS
Course Name: Self, Family, Cultures: Spiritual Care in Context
Course Location: Remote due to the pandemic
Class Times: Thursdays 2-5
Contact Hours: 36 contact hours
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/postcolonial pastoral theology to care 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.

COVID-19 Notice: *As a result of public health events requiring physical distancing, this course is offered using a remote delivery method. In this circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. This format will require a computer with a webcam and microphone as well as access to high speed internet. If you have questions about what remote delivery might mean for you, please feel free to contact the course instructor or the Knox College registrar.*

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.crho.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: A Postmodern Approach*, Presbyterian Publishing Corporation, 2015. (eBook, U of T)

Lartey, Emmanuel Y. *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2nd ed. Jessica Kingsley Publishers, 2003. (eBook, U of T)

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

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

Reeves, Ken. *The Whole Church: Congregational Leadership Guided by Systems Theory* Lanham: Rowman and Littlefield, 2019. (eBook, U of T)

Selected Readings from:

Choi, Hee An. *A Postcolonial Self*, Ch. 3, pp. 115-152, New York: State University of New York Press, 2015. (Quercus)

Coyle, Suzanne M. "From Systems to Narrative Family Therapy," in Kelcourse, F. & Brynolf Lyon, K. *Transforming Wisdom: Pastoral Psychotherapy in Theological Perspective*, Ch. 14, Wpf and stock Publishers, 2015. (eBook, U of T)

Johnson, Lydia F. *Drinking from the Same Well: Cross-Cultural Concerns in Pastoral Care and Counseling*, Ch. 6: 2011

Kagiticbasi, Cigdem. *Family, Self, and Human Development Across Cultures*, Ch.4: Culture, Self, and Individualism-Collectivism, New York: Routledge, 2017. (eBook, U of T)

Stairs Jean. *Listening for the Soul: Pastoral Care and Spiritual Direction*, Fortress Press, 2000.

Thomas, Murray. *Multicultural Counseling and Human Development Theories*. Springfield, Illinois: Charles C Thomas, 200.

Assignment and Evaluative Criteria

1. Active participation (15%)

Students will be expected to come to class prepared, having completed the required reading and be ready for small group discussion or activities. It is important that confidentiality be maintained. Also, active and constructive participation is expected.

Evaluative Criteria: active participation in class as well as in group work, constructive comments and questions from readings on presentations, insights, respect for others.

2. My Genogram Work (20%) - 8 pages Due Feb. 9, 2022

Write 8 pages of paper that demonstrates 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 and theory of family/culture of origin, your Profile of Ministry (as applicable) and other tools (as applicable) to help you in the analysis. 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. See also <http://www.genopro.com/academic/> for an online genogram format.

3. Film or Book reflection paper (20%) - Due on March 2, 2022

Each student completes a 6-page critical review of a film or a book of your choice listed below. The purpose of this report is NOT to write an academic review, but rather to engage in dialogue with the work, especially from the perspectives of what this course has taught you so far - about Self, Family, and Culture and providing spiritual care/psychotherapy in a clinical setting. You are going to have group discussion and group presentation based on the film/book in class. The paper should respond to the following questions. It is important for you to answer these questions with reference to the literatures of this course covered by Week 6.

The Color Purple – film
Minari – film
The Stone Angel – Film or book
Still Alice – Film or book

1. Provide a concise summary of the premise of the work.
2. What psychological (including the concepts of family systems theory i.e., differentiation/enmeshment, triangulation, boundaries, and stages in the family life cycle), social and cultural, and spiritual (explicit and implicit) issues you could find from the story of the film/book?
3. How does this work tell you about how you have been shaped by the related themes presented in the work?
4. How will the work influence your clinical practice of spiritual care and psychotherapy?

4. Group Presentation in class (10%) - March 10, 2022

Based on your reflection on the choice among the Color Purple, Minari, The Stone Angel, Still Alice and the group discussion, develop a group work and present:

Group Presentation (30 minutes: 20 minutes presentation and 10 minutes of reflection time including leading discussion with the class). Be creative to present the work, i.e., clinical role playing, multi-media, interviewing, family play genogram, art and music, etc.

- Evaluative Criteria: Comprehensive, Insightful, Creative, and Participating of all group members

5. Case Study Paper (35%) – Due on Mary 30, 2022

Conduct an interview with someone in your community of faith, patients in care facilities, or clients in placements/practices, etc. You should conduct two sessions of interview (twice of 50 minutes) on the same person. The intention of the interview is not therapy itself. The goal of the interview is to plan a spiritual care and psychotherapy by getting information on family, social, spiritual genogram overarching changes and transitions in individual and family life. You should not use anyone who are your family members or friends and someone with whom you would have a dual relationship. Using the results of the conversation, write a 11 **pages** of case study paper based on the interview (including 1 page of genogram and 2 pages of verbatim following Verbatim Report template).

Analyze the interview 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 family systems covered in class and in readings (developing and maintaining a caregiving relationship, assessment and plan for care, listening, life review, grief, and bereavement, crisis care, spiritual counseling, use of rituals, etc.)

Coursework Completion

All course work must be completed by the end of Exam Week. (April 7, 2022). 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.

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>. A student who plagiarizes in this course. 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)

Email correspondence: 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>).

Course Schedule

Week 1

Jan 13, 2022 – **Introduction and Overview** – Self and Family from an intercultural perspective

Required:

Lartey – Introduction & chapters 1-3, pp. 11-59.

Doehring – Introduction, ch. 1: Intercultural Care

Thomas, Murray. *Multicultural Counseling and Human Development Theories, Ch. 2: The Self, pp. 31-62*

Recommended:

Choi, A Postcolonial Self, ch.3 pp.115-152

Week 2

Jan. 20, 2022– **Mapping Family Systems: Genogram Work**

Required:

McGoldrick et al, *Genograms, Assessment & Intervention* pp. 1-80

Thomas, Murray. *Multicultural Counseling and Human Development Theories, Ch. 3: Family, pp. 63-108.*

Reeves, *The Whole Church* Ch. (TBA)

Week 3

Jan. 27, 2022 –**Family Patterns, Structures, and Functioning**

Required:

McGoldrick et al, *Genograms, Assessment & Intervention* pp. 81-167

Kagitcibasi, Cigdem. *Family, Self, and Human Development Across Cultures, Ch.4: Culture, Self, and Individualism-Collectivism*

Reeves, *The Whole Church, Ch. (TBA)*

Week 4

Feb. 3, 2022 – **Relational Patterns through the Life Cycle**

Required:

McGoldrick et al, *Genograms, Assessment & Intervention* pp. 168-224.

Reeves, *The Whole Church* Ch. (TBA)

Week 5

Feb. 10, 2022- **Social Identities in Context, Self as Caregiver**

Required

McGoldrick et al, *Ethnicity, & Family Therapy* (Overview pp. 1-40 and chapters of interest or most related to your ethnicity)

Doehring, *The Practice of Pastoral Care, ch.4*

Thomas, Murray. *Multicultural Counseling and Human Development Theories, Ch. 4: Social Relations, pp. 109-152.*

- Small Group Work: My genogram work 1

Week 6

Feb. 17, 2022 - **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, *Pastoral Care: Functions and Resources*, pp 60-78

Thomas, Murray. *Multicultural Counseling and Human Development Theories, Ch. 1: Theories, Cultures, and Counseling*, pp. 3-30.

- Small Group Work: My genogram work 2

WEEK 7 READING WEEK

Week 8

March 3, 2022 –**Interpathy: Intercultural Caregiving Relationship**

Required:

Lartey, *In Living Color*, ch. 5, pp.79-112: Counseling as Pastoral Care

Doehring, *The Practice of Pastoral Care*, ch. 2-3 Caregiving Relationship,
Embodied Listening

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

- Group Discussion(Preparation for Group Presentation): The Color Purple, Minari, The Stone Angel, Still Alice

Week 9

March 10, 2022– **Intercultural Pastoral Care and Theological Perspective**

Required:

Lartey, *In Living Color*, ch. 6, pp.113-139: Liberation as Pastoral Praxis

Doehring, *Practice*, ch. 5, Theological Themes and Reflexivity

Coyle, Suzanne M. "From Systems to Narrative Family Therapy," in Kelcourse, F. &

Brynolf Lyon, K. *Transforming Wisdom: Pastoral Psychotherapy in Theological Perspective*, Ch. 14, Wpf and stock Publishers, 2015.

- Group Presentation (30 minutes: 20 minutes presentation and 10 minutes of reflection time leading discussion with the class). Be creative to present the work, i.e., clinical role playing, multi-media, interviewing, family play genogram, art and music, etc.:
The Color Purple, Minari, The Stone Angel, Still Alice

Week 10

March 17, 2022 – **Intercultural Spiritual Care: Loss, Violence, and Substance Abuse**

Required:

Doehring, *Practice*, ch. 6 Narrative Themes of Loss, violence, and Coping

Quercus links: Helpguide; Canadian Association of Mental Health; Centre for Addiction and Mental Health

Week 11

March 24, 2022–**Intercultural Spiritual Care: Aging, Dementia, Death and Dying**

Required:

Swinton, John, “Forgetting Whose we are: Theological Reflections on Personhood, Faith and Dementia,” *Journal of Religion, Disability & Health*, 2007, Vol.11(1), p.37-63

Stairs, *Listening*, ch. 3 – The Soul’s Rhythm: Death and Resurrection pp.73-106

Quercus links to Help Guide; http://www.huffingtonpost.com/kenneth-j-doka/spiritual-needs-of-the-dy_b_831123.html

Week 12

March 31, 2022 – **Planning Intercultural Care**

Required:

Doehring, *Practice*, ch.7: Systemic Assessment and ch.8: Planning Care

- Case Study Presentation in a small group

Week 13

April 7, 2022 – **Case Studies in Intercultural Pastoral Care**

Required:

Lartey, *In Living Color*, ch. 8, case study

- Case Study Presentation in a small group

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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.

Johnson, Lydia F. *Drinking from the Same Well: Cross-Cultural Concerns in Pastoral Care and Counseling*. 2011.

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

Koenig, Harold. *Faith and Mental Health: Religious Resources for Healing*, Templeton Press, 2005.

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

Koenig, Harold, Carson, Verna, King, Dana. *Handbook of Religion and Health*, 2nd ed. Oxford University 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.

Miller-McLemore, Bonnie J., ed. *The Wiley Blackwell Companion to Practical Theology*. London: Wiley Blackwell Pub., 2012.

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

Pargament, Kenneth I. *Spiritually Integrated Psychotherapy*. New York: Guilford Press, 2007. Pattinson,

Stephen. *Pastoral Care and Liberation Theology*. Cambridge University Press, 1994.

Patton, John. *Pastoral Care in Context: An Introduction to Pastoral Care*. Reprint edition, Louisville: Westminster John Knox Press, 2005.

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

Poling, James Newton and Kim, Heesung. *Korean Resources for Pastoral Theology: Dance of Han, Jeong, and Salim*. Eugene Oregon: Pickwick Pub., 2012.

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

Pruyser, Paul. *Minister as Diagnostician*. Louisville: Westminster John Knox, 1976.

Roberts, Stephen B., ed. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. SkyLight Paths, 2001

Schipani, Daniel S., ed. *Multifaith Views in Spiritual Care*. Kitchener: Pandora Press, 2013.

Stairs Jean. *Listening for the Soul: Pastoral Care and Spiritual Direction*. Fortress Press, 2000.

Stevenson-Moessner, Jeanne. *A Primer in Pastoral Care*. Minneapolis: Fortress, 2005.

Stone, Howard W. *Crisis Counseling*, 3rd Edition. Minneapolis: Fortress, 2009.

St. James O'Connor, Thomas, Lind, Kristine, Berendsen, Patricia, eds. *Psychotherapy: Cure of the Soul*. Waterloo: WLS Pub., 2014

Thornton, Sharon G. *Broken Yet Beloved: A Pastoral Theology of the Cross*. Chalice Press, 2002.

Van Katwyk, Peter. *Spiritual Care and Therapy: Integrative Perspectives*. Wilfred Laurier University Press, 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.thebowncenter.org/theory/>

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behaviour*. Virginia: Alban Institute, 1999.

Friedman, Edwin. *Leadership in the Age of the Quick Fix: A Failure of Nerve*. 2nd ed. Seabury Books, 2007.

Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. Guilford Press, 1985 or more recent edition.

Gilbert, Roberts. *The Eight Concepts of Bowen Theory*. Leading Systems Press, 2006.

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

McGoldrick, Monica. *You can Go Home Again*. Borthon, 1995.

Richardson, Ronald W. *Polarization and the Healthier Church: Applying Bowen Family Systems Theory to Conflict and Change in Society and Congregational Life*, 2012.

Richardson, Ronald W. *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*. Minneapolis: Fortress Press, 2005.

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

Steinke, Peter L. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Rowman & Littlefield Pub., 2006.

Stevens, R. Paul & Phil Collins. *The Equipping Pastor: A Systems Approach to Congregational Leadership*. Virginia: Alban Institute, 1993.

Death and Dying, Grief and Bereavement

Callahan, Maggie, Kelley, Patricia. *Final Gifts: Understanding the Special Awareness, Needs and Communications of the Dying*. Simon & Schuster reprint, 2012

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

Kissane, David & Bloch, Sidney. *Family Focused 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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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

Koenig, Joanne and Robert Butle. *Learning to Speak Alzheimer's: A Groundbreaking Approach for Everyone Dealing with the Disease*. Chicago, IL: Houghton Mifflin Harcourt, 2008

McKim, Donald. *God Never Forgets: Faith, Hope and Alzheimer's Disease*. Louisville, KY: Westminster John Knox Press (April 15 1998)

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.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)

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