

Course Syllabus
KNP2548HS – Self, Family, Cultures: Spiritual Care In Context
Knox College
Toronto School of Theology
Winter 2023

Instructor Information

Instructor: Rev. Mi-Weon Yang, Ph.D, RP
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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 1-4
Contact Hours: 36 contact hours
Prerequisites: For Knox students KNP1443, Human Growth and Spiritual Journey; for other students any 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 psychotherapy and for students preparing for social ministry.

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, microphone, and high-speed internet access. Students are always expected to attend the class with their videos turned on unless the instructor acknowledges them

Course Methodology

Lectures, readings, discussion, small group work, group presentation, case study

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 (eBook, U of T)

Kagitcibasi, 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.

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.

Thomas, Murray. *Multicultural Counseling and Human Development Theories*. Springfield, Illinois: Charles C Thomas, 2000.

COURSE REQUIREMENTS AND EVALUATIVE CRITERIA:

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

Requirements

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Format for all papers:

- Use 12 point font, Times New Roman, double spaced with one-inch margins
- Include a Title page with first and last name, the course title, instructor name, assignment title, and date (Title page is not counted as a number of pages of each paper.)
- Include a Header and Page number for all remaining pages
- Cite all sources and include Author, date using APA guidelines, and include a full reference list at the end of the paper
- APA Style
 - <https://owl.excelsior.edu/citation-and-documentation/apa-style/>
 - <https://apastyle.apa.org/>
- Use inclusive language: Refer to Knox College -Inclusive Language Policy. Here are some links for information on inclusive language.
 - [Duke Divinity School \(Links to an external site.\)](#) (2015—a little old but still very applicable, especially in the theological field)
 - [Guiding principles for inclusive language at the UofTLinks to an external site.](#)
 - [Purdue Online Writing Lab \(Links to an external site.\)](#): gendered pronouns and singular “They”
 - [APA Bias-Free Language \(Links to an external site.\)](#)
 - [A Way with Words and Images: Suggestions for the Portrayal of People with Disabilities - Appropriate Words \(Links to an external site.\)](#): the government of Canada

Submitting Papers

- Upload all papers onto the Quercus site using a word.docx and the instructor will put all comments and feedback directly onto your paper.

Assignment and Evaluative Criteria

1. Active participation (10%)

Students will be expected to come to class prepared, have completed the required reading, and be ready for small group discussions or activities. Confidentiality must be maintained. Also, active and constructive participation is expected.

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

2. My Genogram Work (20%) - Due on Feb. 8, 2023

Write 6 pages of paper that demonstrate your awareness of your family of origin, your culture of origin, and your social identity and how these identities impact your theology and your practice of spiritual care/ministry. You need to include one page of your genogram in a diagram using symbols as learned in class. You only need to use some psychological and medical symbols unless you want to use all the symbols

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for your learning. Just use the basic symbols such as gender, birth, death, siblings, marriage, divorce, and the relational pattern and psychological dynamics between the family members.

You should include three generations above and below, including yourself. That's how you can understand the intergenerational structure, relationships, and patterns in your family of origin. If you cannot include all three generations, you could include as much as possible. I am looking for students to know how to draw a basic genogram and work on it to understand how they are shaped by interaction with the family of origin. For other components of your paper, try to answer each element described below.

Other than one page of your genogram, the main body of the paper should be 6 pages, excluding a cover page or reference/bibliography page.

- **Evaluative Criteria (Rubric)**

1) Format & Organization: Essay free from grammar and spelling errors and solid use of APA style and a logical, detailed, and flowing self-reflective essay (5%)

2) Genogram (5%):

- You could generate your genogram using a computer or just draw and take photos for submission. (Refer to <http://www.genopro.com/academic/> for an online genogram format.)

3) Analysis (10%): What psychological (including the concepts of family systems theory, i.e., relational patterns, differentiation/enmeshment, triangulation, boundaries, and stages in the family life cycle), social and cultural, and spiritual (explicit and implicit) issues/themes could you find in your genogram? Identify areas of gifts/skills/comfort and demonstrate your awareness of ongoing growth/triggers/blind spots. You need to show how your findings relate to the family system theories you have learned from this course.

3. Film or Book reflection paper (20%) - Due on March 1, 2023

Each student completes a 6-page critical review of a film or a book of her 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 - about Self, Family, and Culture and providing pastoral/spiritual care/psychotherapy in a clinical setting. You will have group discussions and presentations based on the film/book in class.

- The Color Purple – film (eBook, U of T)
- Minari – film
- The Stone Angel – Film or book (Film available online, U of T)
- Still Alice – Film or book (Film available online, U of T)

- Evaluative Criteria (Rubric)

1. Format & Organization (5%): Essay free from grammar and spelling errors and solid use of APA style. A logical, detailed, and flowing self-reflective essay with an inviting introduction and solid conclusion paragraph.

2. Analysis (10%): What psychological (including the concepts of family systems theory i.e., relational patterns, differentiation/enmeshment, triangulation, boundaries, and stages in the family life cycle), social and cultural, and spiritual (explicit and implicit) issues, could you find from the story of the film/book? You need to show how your findings relate to the specific page/scene of the book/film. *You need to answer these questions, referencing the literature of this course covered by Week 6.*
3. Implication (5%): How will the work influence your clinical practice of pastoral/spiritual care and psychotherapy?

4. Group Presentation in class (15%) - March 9, 16, & 23, 2023

Develop a group presentation based on your reflection on the choice among the Color Purple, Minari, The Stone Angel, and Still Alice and the group discussion. The group presentation is marked as a group. A sign-up schedule will be posted in Quercus as a google document during the first class. Please sign up before the second class.

Group Presentation (30 minutes: 20 minutes presentation and 10 minutes integrative activity/discussion time). Be creative in presenting the work, i.e., clinical role-playing, multi-media, interviewing, family play genogram, art, music, etc.

- Evaluative Criteria (Rubric):

- *Preparation and Teamwork (5%)*
- *Comprehensive understanding and Analysis (5%)*
- *Leading integrative activity/discussion (5%)*

5. Case Study Paper (35%) – Due on March 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 interviews (twice for 50 minutes) with the same person. The intention of the interview is not a therapy itself. The goal of the interview is to plan 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 is your family members or friends and someone with whom you would have a dual relationship. You cannot use the same person you used for other courses or units.

Using the results of the conversation, write **11 pages** of case study paper based on the interview. Organize your paper in the order of – Cover page, 1 page of a genogram, two pages of the verbatim report over two sessions, 6-7 pages of the main body of your paper – introduction, analysis, and conclusion), and 1-2 pages of references.

Rubrics

1. Organization (5%): A logical, detailed, and flowing self-reflective essay with an inviting introduction and solid conclusion paragraph
2. Content (25%): Genogram (5%) Verbatim Report (5%) Analysis (15%)

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3. Format (5%): Solid use of APA format. Essay free from grammar and spelling errors.

Verbatim Report Template

- Use single space for the Verbatim report pages.

“A verbatim is a reconstructed script of a pastoral or spiritual care conversation.” (Dohering, 2015, p.52)

- Write a verbatim as soon as possible after the conversation is over.
1. Client Profile (Pre-known facts): gender, age, ethnic background, cultural heritage, family relations, living condition, health condition, religious/spiritual affiliation, etc.

Your relationships with the client:

2. Observation: Describe the environment at the time of conversation – Time, space, background, tone of voice, facial expressions, posture and appearance of the client, etc.
3. Conversation (P: pastor/practitioner, C: Care-seeker, Use brackets to describe additional feelings or situations)

Example:

P 1: Hi! How are you?

C 1: Thank you, I am ok. How are you?

-
-
-
-

P 10: How were you at that time when you heard about your wife’s condition from her doctor?

C 10: Well, I am not sure. I am bewildered. (The client was hesitating, having his face down)

Analyze the interview from all the perspectives identified. If necessary, you can refer to the verbatim, such as P1 or C2, to discuss your analysis.

1) You should demonstrate self-awareness (self- as-caregiver awareness) and how this affects your care for the person/people in the case.

You can refer to the following components (Doehring, 2015, p.52).

- Describe any experiences you have had similar to the care seeker's circumstances or crisis.
- Reflect on the extent to which the similarities or differences between your story and the care seeker's may be a resource in terms of helping you empathize and compassionately listen to the care seeker's pain.

How might each similarity or difference make it likely that you will

(1) become emotionally merged with or disengaged from the care seeker;

(2) become helpless because of feeling overpowered; and

(3) become directive because you need to be in control? Reference specific responses in the verbatim that illustrate the dynamics you described.

- Identify any moments in which you felt jarred either by what was going on in the conversation or within yourself. Describe what was going on in terms of the power dynamics and relational boundaries in these moments and how you handled these dynamics.

2) As well you should demonstrate intercultural awareness and theories and concepts of family systems covered in class and readings (developing and maintaining a caregiving relationship, assessment, and plan for care, listening, life review, grief, and bereavement, crisis care, spiritual counselling, use of rituals, etc.)

Coursework Completion

All course work must be completed by the end of Exam Week. 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.

- **Policy of late submission of assignment:** One point per assignment to be deducted per day

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Attendance and lateness: Consistent and timely attendance is required. If a student is unable to attend a class, the instructor is to be informed by email before the class. 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 12, 2023 – **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. 19, 2023– **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. 1, 2, & 3, pp. 1-58

Recommended:

Johnson, *Drinking from the Same Well*, Ch. 6: The Family pp. 88-102. (eBook, U of T)

Week 3

Jan. 26, 2023 – **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. 4, 5, 6 & 7

Week 4

Feb. 2, 2023 – **Relational Patterns through the Life Cycle**

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Required:

McGoldrick et al, *Genograms, Assessment & Intervention* pp. 168-256
Reeves, *The Whole Church* Ch. 8,9,& 10

Week 5

Feb. 9, 2023- **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)
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. 16, 2023 - **Discerning your Helping/Caregiving Preferences and Cultural Contexts**

Required:

Lartey chapter 4, Pastoral Care: Functions and Resources, pp 60-78
Van Katwyk, "Helping Styles Inventory," *Spiritual Care and Therapy*, Wilfred Laurier University Press, 2003. Ch. 7 pp. 75-84. (eBook)
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 2, 2023 –**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 9, 2023– **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, pp.115 –
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: Minari

Week 10

March 16, 2023 – **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. https://www.camh.ca/en/health-info/guides-and-publications?facets=filter_tags:3FC6D30C845C4CE093A5486F54C8BBD6,E984F8D0F5A04273BF29B5D43DECA644;alphabet_facet:S

- Group Presentation: The Color Purple

Week 11

March 23, 2023–**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

Recommended:

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

- Group Presentation: The Stone Angel, Still Alice

Week 12

March 30, 2023– **Planning Intercultural Care**

Required:

Doehring, *Practice*, ch.7: Systemic Assessment (pp.155-172) and ch.8: Planning Care (pp.173-186)

- Case Study Presentation in a small group

Week 13

April 6, 2023 – **Case Studies in Intercultural Pastoral Care & Intercultural Approach to Pastoral Care**

Required:

Lartey, *In Living Color*, Ch.8 and Ch. 9

- Case Study Presentation in a small group

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.

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

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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.

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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.thebowencenter.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. SeaburyBooks, 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.

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