

KNOX COLLEGE
SELF, FAMILY, CULTURES: SPIRITUAL CARE IN CONTEXT

KNP2548HS

Winter 2017

Wednesday 11am – 1pm

Instructor: John C. Henderson

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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.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
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- 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*. Westminster John Knox, 2014

Lartey, Emmaunel Yartekwei, *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

Selected Readings from:

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

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

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Minneapolis: Fortress Press 1996

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).

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 others' papers. Ensure confidentiality and safety is maintained for all. Each presenter will evaluate herself/himself and the group. Submit **March 15, 2017** (with paper)

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

Self-as-Caregiver Assessment Paper (or Multi-media Presentation) - 35%

Write a summary of your awareness of your family 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 15, 2017***

Role Plays - 20% 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. (15%)

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 Exam week, April 5th, 2017

Participation - 10% - Regular attendance and engagement in course

Coursework Completion

All course work must be completed by the due date of final case studies paper (April 2016). 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+ (90-94) A (85-89) A- (80-84)
 B+ (77-79) B (73-76) B- (70-72) Failur

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.

Class Schedule

| DATE | WEEK | TOPIC | READING |
|--------|------|---|---|
| Jan 4 | 1 | Orientation | Lartey Intro & chapters 1-3 pp 11-59 Doehring Intro & Chapter 1 |
| Jan 11 | 2 | Origins and Principles of Human Systems Thinking | McGoldrick, Gerson, Petry pp 1-60 Richardson (Pastor) Intro pp iv – 33 Richardson (Church) Intro chap 1 pp 1-40 |
| Jan 18 | 3 | Family & Culture of Origin and Creation. Responses to Anxiety and Triangles | McGoldrick, Gerson, Petry pp81-188 Richardson (Pastor) pp37-112 |

| | | | |
|--------|----|---|---|
| | | | Richardson (Church) pp 41-130 |
| Jan 25 | 4 | Family & Culture of Origin and Creation. Sibling position and roles | Richardson (Pastor) pp 115-148 Richardson (Church) pp 131-157 |
| Feb 1 | 5 | Social identities & ethnicities: self as caregiver | <i>Ethnicity & Family Therapy</i> Overview pp 1-42 and chapters most related to your ethnicity <i>Injustice and the Care of Souls</i> chapters 1 & 3 “Midwives & Holy Subversives” “Engaging Diversity and Difference” |
| Feb 8 | 6 | Helping Styles Inventory; Intercultural Spiritual Care – Facilitative Caring Conditions | Handout VanKatwyk Helping Styles Inventory Lartey Chapter 4 & 5 Doehring Intro & chapters 1,2,3 pp xiii-72 |
| Feb 15 | 7 | Reading Week | |
| Feb 22 | 8 | Establishing the Caregiving Relationship Contract/covenant of care | Doehring <i>The practice of pastoral care</i> chapters 4 & 5 pp73-116 Lartey chapters 6 & 7 pp113-152 |
| Mar 1 | 9 | Spiritual Assessment and Care, risk assessment, loss, grief, trauma | Doehring chapter 6 pp117-155 Handout Attig How We Grieve |
| Mar 8 | 10 | Spiritual Assessment and Care Loss and grief in death & dying | Doehring chapter 7 pp156-171 |
| Mar 15 | 11 | Spiritual Assessment and Developing Plans for Care | Doehring chap 8 pp 173-186 “Planning Care: Liberative Spiritual Integration” Lartey chap 8 & 9 pp 153-177 |

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|--------|----|-------------------------|---|
| | | | “Case studies for Intercultural Pastoral Care” “Approaches to Pastoral Care in Pluralistic Settings” |
| Mar 22 | 12 | Role play presentations | |
| Mar 29 | 13 | Role play presentations | |
| Apr 5 | 14 | Examination Week | |

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.

Friedman, Edwin 1999, 2007, **Leadership in the Age of the Quick Fix: A Failure of Nerve** Seabury Books

Gilbert, Roberta 1992 **Extraordinary Relationships: a new way of thinking About human relationships** Chronimed.

Guerin Jr. Philip J., Fogerty, Thomas F. Fay, Leo F & Kautto, Judith Gilbert
Working with Relationship Triangles Guilford.

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

Kerr, Michael E and Bowen, Murray 1988 **Family Evaluation: An approach Based on Bowen Theory** W.W. Norton.

Lerner, Harriet Goldhor, 1985 **The Dance of Anger: a Woman’s guide to Changing the patterns of Intimate relationships** Harper & Row.

McGoldrick, Monica, Giordano, Joe, Pearce, John K. **Editors Ethnicity and Family Therapy** 1996 second edition Guilford Press New York.

Mitchell, Kenneth R. 1988 **Multiple Staff Ministries** Westminster Press.

Papero, Daniel 1990 **Bowen Family Systems Theory** Allen & Bacon.

Randall, Robert L 1992 **The Eternal Triangle: Pastor, Spouse and Congregation** Fortress.

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

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. 1993 **How Your Church Family Works: Understanding Congregations as Emotional Systems** Alban Institute Publications.

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

Titleman, Peter editor 1998 **Clinical Applications of Bowen Family Systems Theory** Haworth Press New York.

Titleman, Peter. 2003, editor, **Emotional Cutoff in Bowen Family Systems Theory: An Overview** The Haworth Clinical Practice Press.

Video Presentations

Kerr, Michael E. Lectures from the Georgetown Family Centre, Washington D.C.

Lecture # 1 "Applying Systems Thinking to Human Behavior" 1999.

Lecture # 2 "Chronic Anxiety and Defining a Self" 2000.

Lecture # 3 "Individuality, Togetherness and Triangles" 2001.

Lecture # 4 "The Nuclear Family" 2002.

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.

Parsons, George and Leas, Speed B **Understanding Your Congregation As a System: The Manual** An Alban Institute Publication 1993.

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

Steinke, Peter **The Balancing Act: The Congregation as Emotional System** a Video by Seraphim Communications Inc. 1998.

c) **Family of Origin/Creation**

Bowen, Murray 1972 *"On the Differentiation of Self"* **Family Therapy in Clinical Practice** chapter 21 Aronson.

Bowen, Murray 1974 *"Toward the Differentiation of Self in One's Family of Origin"* **Family Therapy in Clinical Practice** ch 22 Aronson.

Friedman, Edwin *"The Birthday Party Revisited: Family Therapy and the Pattern of Change"* chapter XI **Family Life Cycle**.

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

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

Kramer, 1985 *"Transgenerational Patterns: Changing Self with Family of Origin Checklist"* (photocopy).

d) **Birth Order**

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

Sulloway, Frank J. 1996 **Born to Rebel: Birth Order, Family Dynamics and Creative Lives** Pantheon.

Syren, Roger 1993 *"The forsaken Firstborn: a study of a recurrent motif in the Patriarchal narratives."* **Journal for the Study of the O.T.** Supplement Series 133 Sheffield Academic Press.

Toman, Walter, 1961 **Family Constellation** New York: Springer Publishing Co.

e) **Pastoral Counselling**

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

Friedman, Edwin *"Empathy Defeats Therapy"* an interview with Edwin Friedman by Helen Gil in the Sept/Oct 1988 **Family Therapy News**.

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.

Friedman, Edwin 1984 *"A Family Approach to Pre-Marital Counselling"* **Practicing Family Therapy in Diverse Settings** Jossey-Bass.

Richardson, Ronald 2010 "**Couples in Conflict: A Family Systems Approach to Marriage Counselling**" Fortress Press

f) **Life Cycle Theory**

Carter & McGoldrick 1988 rev. ed. **The Family Life Cycle, a Framework For Family Therapy** Gardner.

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

Anderson, Herbert, & Mitchell, KennethR 1993 **Leaving Home** Westminster Press.

Anderson, Herbert & Fite, Robert Cotton 1993 **Becoming Married** Westminster/John Knox.

Anderson, Herbert & Johnson, Susan B.W. 1994 **Regarding Children: a New Perspective for Childhood and Families** Westminster/John Knox.

Anderson, Herbert, Hogue David & McCarthy, Marie 1995 **Promising Again** Westminster/John Knox.

Anderson, Herbert & Gardner, Freda A. 1997 **Living Alone** Westminster John Knox.

g) **Theological Reflection**

Bruggeman, Walter. 1982, **Genesis** Interpretation: A Bible Commentary for Teaching and Preaching John Knox Press.
(stories of Abraham and Sarai, Isaac and Rebekah, Jacob, Leah & Rachel).

Bruggeman, Walter. 1990 **First and Second Samuel** Interpretation: A Bible Commentary for Teaching and Preaching, John Knox Press.
(stories of Samuel, Saul and David).

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.

Jordan, Merle R. 1999 **Reclaiming Your Story: Family History and Spiritual Growth** Westminster/John Knox.

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.

Wimberly, Edward 1997 **Recalling our own Stories: Spiritual Renewal for Religious Caregivers** Jossey-Bass.

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.

Fortune, Marie 1989 **Is Nothing Sacred?: When Sex invades the Pastoral Relationships** Harper & Row.

Nason-Clark, Nancy 1997 **The Battered Wife: How Christians Confront Family Violence** John Knox.

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

j) **Extra Marital Involvement (EMI)**

Moultrup, David J. 1990 **Husbands, Wives and Lovers: the Emotional System of Extramarital Affairs** Guilford.

Pittman, Frank 1989 **Private Lies: Infidelity and the Betrayal of Intimacy** Norton.

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.**

Peterson, Marilyn R. 1992 **At Personal Risk: Boundary Violation in Professional – Client Relationships** Norton.

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.

Wiest, Walter E. & Smith, Elwyn A. 1990 **Ethics in Ministry: A Guide for the Professional** Fortress.

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

Bruggeman, Walter, 1982 **Genesis** Interpretation: A Bible Commentary for Teaching and Preaching, John Knox Press.

Diamant, Anita. 1997, **The Red Tent** Picador.

Trible, Phyllis. 1984, **Texts of Terror: Literary Feminist Readings of Biblical Narratives.** Fortress.

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**