Course Syllabus—Certificate in Spiritual Care and Counselling/Psychotherapy courses  
Toronto School of Theology

Note: courses posted to the Toronto School of Theology website have been approved by the appropriate departments; the work “draft” indicates University of Toronto policy that a professor may adjust the course content up to 20 percent after the course has been approved.

**Course Identification**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>KNP2548HS</th>
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<tbody>
<tr>
<td>Course Name:</td>
<td>Self, Family, Cultures: Spiritual Care in Context</td>
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<tr>
<td>Campus:</td>
<td>Knox College, St. George</td>
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<tr>
<td>Contact hours:</td>
<td>36 contact hours, 2-5pm Thursdays, Winter Semester</td>
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**Instructor Information**

Instructor: Pamela McCarroll, PhD  
Certified Specialist & Teaching Supervisor (CPE) Canadian Association of Spiritual Care (CASC)

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**Course Prerequisites or Requisites**

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

**Course Description**

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

**Course Methodology**

Lectures, readings, discussion, small-group work, mid-term self-assessment paper, case studies, verbatim report, role play.
Course Outcomes

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

Religious Heritage
- identify, define and describe at least 3 family systems principles in relation to one’s spiritual/theological tradition and personal development
- describe and compare principle theories and practices in pastoral care and counseling

Cultural Context
- demonstrate sensitivity to family and culture systems and traditions different from one’s own
- demonstrate links between family cultures & larger social-ethnic cultural contexts
- 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
- gather and select information from one’s 3 generational family and illustrate an understanding of how family systems principles provide ways of interpreting one’s own motivation, functioning, leadership and faith formation
- willingness to assess one’s own personal and spiritual/theological formation
- demonstrate ability to self assess one’s functioning in a pastoral role

Capacity for Ministry
- demonstrate ability to self evaluate and assess evaluate and assess one’s functioning in relation to peers and provision of pastoral care
- identify how one’s family of origin influences how one functions in ministry
- identify one’s vulnerabilities and strengths for ministry with recommendations for addressing vulnerabilities
- effective verbal and non-verbal expression in pastoral care communications
- ability to make appropriate referrals

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

1 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.

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2.1 Use effective professional communication – written work, presentations, small group work, role plays, lecture.
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, research paper, 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, research paper, case studies/verbatim.
3.8 Assist client with needs for advocacy and support - through role play, case study/verbatim, research, and 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, research
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
4.7 Conduct an effective closure process to end a course of therapy appropriately – through lecture, readings, case study/verbatim, role play.
5.1 Remain current with professional literature – through research paper, case study/verbatim, readings, lectures.
5.2 Use research findings (of others) to inform clinical practice – through research paper, case study/verbatim, readings, lectures.

Course Resources

Required Course Texts

Required for Spiritual Care/Counselling:
McGoldrick, Monica, Giordano, Joe, Garcia-Preto, Nydia, eds. *Ethnicity and Family Therapy*. Guilford Press (3rd ed), 2005. (Spiritual Care)

Required for congregational/ministry:
and

Articles/website links on Blackboard
Recommended Texts


Course Website(s)

- Blackboard [https://weblogin.utoronto.ca/](https://weblogin.utoronto.ca/)

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at [http://portal.utoronto.ca](http://portal.utoronto.ca) and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the My Courses module, where you’ll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at [http://www.portalinfo.utoronto.ca/content/information-students](http://www.portalinfo.utoronto.ca/content/information-students). Students who have trouble accessing Blackboard should ask the librarian for further help.

Evaluation

Requirements

**Self-as-Caregiver Assessment Presentation** – 10%

**Before the end of reading week** 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 with the “Self as Caregiver Presentation Feedback Form.” Submit feedback from with Self-as-Caregiver Analysis Paper/Multi-media Presentation, February 27, 2016.

See also [http://www.genopro.com/academic/](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, your culture of origin and your social identity and how these identities impact your theology and your practice of spiritual/pastoral care. 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. 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. 10 pages or submit as a multi-media presentation (including notes). Due February 27, 2016

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

Case Study or Verbatim Report - 25% final mark
Case Study – Complete 2 Case Studies based on cases to be handed out in class. 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.)
Or
Verbatim Report
Visit someone in your community/congregation/long-term care. Follow the Verbatim Report template and analyse 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.)
For those in TFE this must be a different visit than that used for the TFE Verbatim Report. Due Exam week, April 2016

Participation - 10% - Regular attendance and engagement in course.

Completion of Course work:
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 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: 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).

Weekly Descriptions

Week 1 – 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.
Doehring – Introduction, chapter 1

Week 2 – Family of Origin, Cultures of Origin, Genograms
Required: McGoldrick et al, Ethnicity and Family Therapy
Richardson, Becoming a Healthier Pastor, Intro & PART 1, pp.iv-33
Richardson, Becoming a Healthier Church, Intro, ch 1. pp. 1-40.

Week 3 – Family of Origin, Cultures of Origin – Responses to Anxiety, Triangles
Required:
McGoldrick et al, Ethnicity and Family Therapy
Richardson, Pastor, chapters 3-10, pp. 37-112
Richardson, Church, pp. 41-130

Week 4 – Family of Origin, Culture of Origin – Sibling Order
Required:
McGoldrick et al, Ethnicity and Family Therapy
Richardson, Pastor, pp.115-148.
Richardson, Church, pp. 131-157

Week 5 – Social Identities in Context, self as caregiver
Required Reading - Handout: Injustice and the Care of Souls, ch. 1 & 3
Doehring, The Practice of Pastoral Care, chapter 6, pp. 97-109

Week 6 - Discerning your Helping/Caregiving Preferences and Cultural Contexts
Lartey chapter 4, pp 60-78
------Reading Week------

**Week 7 – 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 8 – Spiritual Care in Context: Spiritual 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 9 – Spiritual Care in Context: Aging and Dementia, life review, use of senses**

Doehring, *Practice*, ch.5-6, pp. 65-95
Blackboard 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

**Week 10 – Spiritual Care in Context: Loss and Grief, being there interculturally - **Role Play**

Required: Doehring, *Practice*, ch. 7-8, pp. 111-142
Blackboard links to HelpGuide

**Week 11 – Spiritual Care in Context: Death/Dying, - end-of-life care, ethical considerations**

Required: Doehring, *Practice*, ch. 9, pp.143-164.
Blackboard links: HelpGuide;

**Week 12 - Spiritual Care in Context: Rituals of transition and closure **Role Play**

Required: Lartey, *Color*, ch. 8, case study
Doehring, *Practice*, conclusion
Bibliography

Spiritual Care/ Pastoral Theology – classic and contemporary texts


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/](https://www.thebowencenter.org/theory/)


**Death and Dying, Grief and Bereavement**


**Aging and Dementia**


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

http://www.youtube.com/watch?v=AvVqhX7E0nU&list=PL8dBd7sfo45eYwGn-bjUYjzfFG4EwqvEl&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