

Competency Exercise

Leading the Church through Care and Interpreting the Past for the Church

For the competency exercise joining Leading the Church through Care and Interpreting the Past for the Church, the student will submit a portfolio for review by the faculty including:

- 1) Credo: The student will prepare a critically written credo (approx. 2,000 words) concerning the relation of Church History and practices of care, which includes:
 - a statement concerning the significance and value that the Church's past should hold for contemporary congregational life, identity and care practices
 - a statement of the role that the Church's past (e.g., events, periods, denominations, persons, figures, doctrine, tradition, etc.) should play as a theological authority for the church
 - an expression of the purpose of care within the community of faith
 - an expression of the influence of historical sources and practices of care that shape the operative theology grounding the student's approach to contemporary congregational care

- 2) Lay Care Giver Training: The student will prepare and lead a lay care giving training with an existing lay care giving group, or with a group of lay persons interested in obtaining pastoral care skills, in the accountable ministry setting. The topic of care addressed in the training will be negotiated with the faculty. *The training should be approximately 2 hours in length.* The student must video tape each session. The topic of care addressed in the training will be negotiated with the faculty.
 - Prepare a research paper (approx. 2,000 words) that focuses on the historical theme and practice of care that is grounding the lay care giver training which
 - uses both primary resources {documents from the element's historical period} and secondary resources {scholarly work on the historical element that utilizes contemporary critical methodology} to provide basic historical information, context and setting of the element (60% of the paper); and
 - highlights the relevance of the historical subject for today's individual Christians, congregations, and/or the Church universal (40% of the paper)

 - Prepare an annotated outline of the training lesson plan (approx. 1,000 2,000 words) that provides
 - a description of the intended participants
 - an explanation of why this training is appropriate for the particular cultural and congregational setting
 - identification of what adjunct disciplines (e.g. history, ethics, theology, philosophy, sociology, gender theory, psychology, anthropology, cultural studies, critical race theory, etc.) influence the material presented
 - identification of what printed or video resources would be used
 - the intended learning objectives and outcomes of the training
 - identification of what historical and pastoral care resources influence the material presented

- a list of potential questions the student might ask to facilitate group discussion of the role play video. (Session three)
 - *The training session should include:*
 - **1) History:** *A brief review of the historical theme and practice of care that is grounding the lay care giver training on the identified topic.*
 - **2) Pastoral care skill:** *A demonstration of the pastoral care skill the student believes is most important for the group to cultivate, including a presentation of a 5-10 minute segment from a videotaped role play.*
 - **3) Identifying and discussing theology and skills:** *An opportunity for participants to discuss the pastoral care skill/s and theological issues demonstrated in the video (See below for details)*.*
- 3) Analysis: After completing the three sessions, the student will write an analysis of the training (approx. 500-1,000 words), which includes:
- i. Observations from the four videos
 - ii. Identification of how you addressed the historical topic
 - iii. Reflection on how your embedded theological commitments shaped your training and role play, and how the training and role play, now completed, has invited you to confirm, change or reconsider those theological commitments
 - iv. Self-evaluation of your teaching and demonstration of the pastoral care skill
 - v. A reflection on what you would do differently if you were to repeat this training, and why.

As part of their evaluation and grading of the exercise, the two faculty (one from Leading the Church through Care and one from Interpreting the Past for the Church) will take into consideration:

- an evaluation form filled out by the participants; and
- an evaluation form filled out by the student's onsite mentor (who may watch the video or read the devotionals).

Students will receive two grades for the exercise—one for each area covered. As part of the feedback provided to the student, the attached rubric will be used to signal to the student her or his strengths and weakness in the two areas.

*Video Role Play Guidelines

In this video role play, you will demonstrate the particular pastoral care skill you are teaching in your training.

- Select a **topic** in ministry you're interested in exploring in your training (e.g. disability, grief/loss, human sexuality, relationships/family, etc.)
- Within that topic, **imagine an event** that might occur in a person's life that would raise relate to your selected topic of ministry
- Identify relevant **historical discourses and practices within the church** that form pastoral responses to this event in the person's life. A few examples are:

Topic	Possible Event	Historical Discourses	Historical Practices
grief/loss	a couple's newborn baby died during childbirth	theodicy, theological anthropology, soteriology	funerals, rituals of grief, All Saints Day liturgies
disability	a member of your church has become disabled in an auto accident	embodiment, theological anthropology, theodicy	healing practices, exorcisms, architecture
visitation	lay members visiting the homebound or sick	theodicy, ecclesiology, eucharist, theological anthropology	taking communion, prayer, church membership

- Once you've identified a probable event in a person's life, and the historical topic, consider which **pastoral care skill** you would like to demonstrate in the role play (e.g. reflective listening, exploring alternative stories, theological reflection, crisis support, advocacy, etc.)
- Ask a member of your congregation who is willing to participate to create a **fictional character** in her/his mind. S/he should imagine the character being a member of your congregation, but not any one specific member per se. (The point here is that the role play should be based on a "typical" member of your congregation, not someone in particular). Share with the participant the scenario so s/he can begin thinking about what it might be like to experience such an event in her/his life.
- You and the participant will **videotape the role play**. Assume that the character in the role play came up to you during coffee hour and asked to see you this week. You made an appointment, and this is the first conversation the two of

you have had. Begin a pastoral care conversation in a way you typically would.

- The role play should last approximately **30-45 minutes**, but don't worry if it goes longer. It should be long enough to "get into" the role play. It should also last long enough for you to demonstrate the skill you're illustrating for your training.
- During your third session you will show a 5-10 minute segment of the video tape role play as a teaching tool in the training. (The segment doesn't need to be the first 10 minutes, but needs to demonstrate the skill you are teaching.) You will then **facilitate a discussion on the video.**