

Course description

General information		
Instructor	Enoh Šeba, PhD	
Course title	Practicum 1	
Study Programme	University Graduate Programme in Protestant theology	
Type of course	Mandatory	
Year of study	First	
Number of credits and class hours	ECTS credits	2
	Class hours (L+E+S)	0+2+0

1. COURSE DESCRIPTION
<p>1.1. <i>Course Objectives</i></p> <p>The objectives of this course are:</p> <ol style="list-style-type: none"> 1. give students direct experience in cooperating with Church ministers and providing pastoral care to believers; 2. introduce students to the diversity and complexity of the needs and issues one faces in everyday work with believers in local ecclesial communities; 3. inspire a methodical interaction between a theoretical engagement in theology as a scholarly discipline, and a practical, experiential engagement in religious communities as sources of contextual theologies.
<p>1.2. <i>Prerequisite</i></p> <p>There are no prerequisites for this course.</p>
<p>1.3. <i>Learning outcomes for the Programme the course belongs to</i></p> <ol style="list-style-type: none"> 1. Critically and objectively evaluate the applicability of theological knowledge in a constructive contribution to the quality of ecclesial life and Christian engagement in the contemporary society. 2. Create and combine different models of practical action in the Church and evaluate their applicability in handling specific situations in ecclesial practice and the social engagement of Christians. 3. Design and discuss various theoretical and practical formulations within the ecclesial practice and social engagement of the Church. 4. Critically explore the existing pastoral practices and suggest and design the appropriate models of pastoral action in specific situations. 5. Integrate acquired knowledge into project planning and management 6. Lead and motivate people in achieving common goals.

1.4. *Learning Outcomes*

Upon completion of the course, the student will be able to:

1. identify and describe the various modes of pastoral care within particular local Christian communities;
2. demonstrate the ability to actively and empathetically listen to all involved parties in a given pastoral situation;
3. demonstrate the ability to complete tasks of pastoral care under the guidance of a mentor;
4. analyze the pastoral issues and needs observed within the context of local ecclesial communities, and then evaluate, apply, and contextualize the previously acquired knowledge, especially in the field of pastoral theology – pastoral ministry in the community, catechetics, liturgics, homiletics, and pastoral counseling;
5. through interaction with immediate experience and newfound insight gained through field teaching, self-evaluate previously acquired knowledge and assumptions about pastoral ministry.

1.5. *Course Content:*

This course is entirely based on practical engagement within the context of a local ecclesial community. Its content is largely determined by the given circumstances within the community, and mentors have the possibility to design particular activities in cooperation and with the agreement of the instructor.

Under the guidance of a chosen mentor, who is usually a minister in the given ecclesial community, the students can in various ways observe and take part in regular and special pastoral activities performed within the community.

Amongst others, those activities are:

1. Pastoral counseling
2. Instructing catechumens
3. Pastoral care for young people and students
4. Premarital counseling
5. Marital counseling
6. Pastoral care for the elderly
7. Pastoral care for vulnerable and special groups – e.g. single parents, singles, migrants, the unemployed, the homeless, ...
8. Pastoral care for the dying, sick, and grieving

During the course of field teaching, the mentor introduces students to his/her community, explains the particularities of pastoral work, introduces them to the dynamics of current activities, reveals particular issues, and clarifies all of the relevant factors that contribute to or determine existing and planned forms of pastoral activities.

<p>The students also attend select meetings and activities, and actively participate in them in accordance with their abilities. Depending on the circumstances, the students complete precisely defined tasks under the supervision of their mentor.</p> <p>During the course of the semester, the mentor is available to students for additional questions, discussion, and evaluation. Upon completion of field teaching, the students conduct a group oral evaluation of their engagement, and discuss their experiences and newly acquired insights.</p>						
1.6. Modes of Teaching		<input type="checkbox"/> lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> remote learning x field teaching	<input type="checkbox"/> homework assignments <input type="checkbox"/> multimedia and internet <input type="checkbox"/> laboratory work x mentored work <input type="checkbox"/> other _____			
1.7. Comments						
1.8. Course Requirements <ol style="list-style-type: none"> 1. Regular attendance and active participation in field teaching 2. Completion of tasks assigned by the mentor 3. Participation in the group evaluation of field teaching 						
1.9. Course Assessment ¹						
Class attendance		Active participation in class		Term paper		Experimental work
Written exam		Oral exam		Essay		Research
Project		Quizzes		Written report		Practical work
Portfolio						2
1.10. Grading structure during lectures and on the final exam						
Student's engagement in field teaching will be monitored during the course of the semester.						
1.11. Mandatory Resources						

¹ **IMPORTANT:** Along with every mode of Course Assessment an adequate number of ECTS credits needs to be given, so that the total number of ECTS credits matches the number for the course. Empty fields can be used for additional activities.

Since this is a practical course based on field teaching, there are no mandatory resources.

1.12. *Additional Resources*

- 1) C. GHERKIN, *An Introduction to Pastoral Care*, Abingdon Press, Nashville, 1997.
- 2) M. R. MCMINN, *Psychology, Theology, and Spirituality in Christian Counseling*, Tyndale House Publishers, Inc., Wheaton, Ill, 1996.

1.13. *Number of copies of mandatory resources relative to the number of students currently enrolled*

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>

1.14. *Modes of quality control that ensure acquisition of knowledge, skills and competences*

1. Discussion with students during the course of the semester.
2. Questionnaire conducted by the Centre and University.