

| PROFESSIONAL PRACTICE IN PASTORAL THEOLOGY                              |   |  |     |   |    |   |
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| Code  | KBF646<br>ISVU: 209272  | Year of study  | IV. |   |    |   |
| Course teacher/s  | Assoc. prof. dr. sc. Alojzije<br>Čondić   | Credit (ECTS)  | 3.  |   |    |   |
| Assistants  | Assistant professor Ivica<br>Jurić Ph. D. and external<br>mentors   | Type of instruction<br>(number of hours per<br>semester) | L   | S | E  | F |
|   |   |  |     |   | 26 | 4 |
| Course status   | Elective course   | Percentage of e-learning<br>implementation               | 30% |   |    |   |
| COURSE DESCRIPTION  |   |  |     |   |    |   |
| Course goals  | Practically introduce students to integral pastoral work, train them to work in various pastoral fields and church and social institutions. Present the concrete application of theological-pastoral guidelines and raise awareness of co/ responsibility and cooperation in the synodal form of pastoral care. Gain pastoral experience in some areas of church work.  |  |     |   |    |   |
| Course enrollment requirements and core competencies                    | Enrolled and/or audited course: Basic Pastoral Theology (FCT 426).  |  |     |   |    |   |
| Expected learning outcomes at the course level (4-10 learning outcomes) | <p>After successfully completing the course the student is able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish and implement the guidelines of pastoral theology on the cooperation of priests and lay believers.</li> <li>2. Compare, critically judge and cooperate in charitable work.</li> <li>3. Apply church guidelines in working with the elderly and infirm.</li> <li>4. Create and implement a holistic form of patient pastoral care.</li> <li>5. Design, critically evaluate and participate in parish pastoral work.</li> </ol>   |  |     |   |    |   |
| Detailed course content (weekly class schedule)                         | <p>- <i>Referral to professional practice(1).</i></p> <ol style="list-style-type: none"> <li>1. Introduction to the work of the central Caritas of the Split-Makarska Archdiocese (2).<br/>Cooperation with charitable area leaders and concrete work with Caritas users under the guidance of a mentor (5).</li> <li>2. Presentation of work to help the elderly and infirm in the Catholic Association "Lovret" and getting acquainted with the work of other social institutions (1).<br/>Cooperation with the leadership and staff of the Catholic Association "Lovret" and practical work with beneficiaries of the Association under the guidance of a mentor (4).</li> </ol> <p>- <i>Consultations and evaluation (1).</i></p> <ol style="list-style-type: none"> <li>3. Presentation of hospital pastoral care on the relation: patient, medical staff, doctor and spiritual care at the Clinical Hospital Center in Split at Firule and / or Križine (1).<br/>Participation in hospital pastoral care under the mentorship of the hospital chaplain (3).</li> <li>4. Introduction to the complete parish pastoral work - plans and programs (2).<br/>Active participation in parish pastoral care in their parish community or in the parish community in the Split-Makarska Archdiocese, appointed by superiors, and under the mentorship of the parish priest and / or parish vicar: development / implementation of the parish plan and program, work with parish animators and pastoral associates, preparation for the sacraments, participation in sacramental celebrations, parish catechesis, charitable work, social pastoral care, family pastoral care, youth pastoral care and other pastoral areas, servers; acquaintance with church movements, prayer / biblical / liturgical and other parish communities; administration and work in the</li> </ol> |  |     |   |    |   |

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|  | parish office, work of parish councils and pastoral leadership, parish pastoral care (8).<br>Evaluation (2).  |      |              |  |                                     |      |
| Format of course instruction   | <input checked="" type="checkbox"/> field teaching<br><input checked="" type="checkbox"/> professional practice<br><input checked="" type="checkbox"/> exercises<br><input checked="" type="checkbox"/> mentoring work  |      |              | <input checked="" type="checkbox"/> individual tasks<br><input checked="" type="checkbox"/> consultations<br><input checked="" type="checkbox"/> evaluation<br><input checked="" type="checkbox"/> combined e-learning |                                     |      |
| Student obligations  | Students are required to regularly attend and actively participate in fieldwork, professional practice and exercises. Specific activities are determined by external mentors in agreement with the lecturer. They are obliged to keep a diary of professional practice and submit their report to the subject teacher before the last evaluation. Participate in consultations and evaluation.  |      |              |  |                                     |      |
| Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course) | Field instruction   | 0,2  | Research     |  | Professional practice/<br>Exercises | 0,65 |
|  | Experimental work   |      | Paper        | 0,5  | Professional practice diary         | 0,5  |
|  | Consultation/Evaluation   | 0,15 | Seminar work |  | Report on professional practice     | 0,5  |
|  | Mid-term exam   |      | Project      |  |                                     |      |
|  | Written/Oral exam   | 0,5  |              |  |                                     |      |
| Grading and evaluation of student work in class and at the final exam  | <p>Exercises and descriptive evaluation of the mentor: 50%</p> <p>Final exam: 50%</p> <p>The numerical scale of student work evaluation is based on 100 points:</p> <ul style="list-style-type: none"> <li>- sufficient (2): 50-64 points</li> <li>- good (3): 65-79 points</li> <li>- very good (4): 80-89 points</li> <li>- excellent (5): 90 and more points.</li> </ul> <p>How to earn points:</p> <p>a) Professional practice / exercises - 50% of the grade</p> <ul style="list-style-type: none"> <li>- During field teaching and professional practice, the activity of students in field teaching, practice, discussions and evaluation is monitored.</li> </ul> <p>b) Final exam - 50% of the grade.</p> <ul style="list-style-type: none"> <li>- The final exam is oral and / or written, and at least 60% of the required content must be answered in order to pass.</li> </ul> |      |              |  |                                     |      |
| Obligatory   | <b>Title</b>  |      |              | <b>Number of copies in the library</b>   | <b>Availability via other media</b> |      |

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| literature(available in the library or via other media)                                  | - <i>Naputak o nekim pitanjima suradnje vjernikâ laikâ u svećeničkoj službi - Ecclesia de mysterio</i> (15. VIII. 1997.), KS, Zagreb, 1999., 47. pp.  |  |  |
| Supplementary literature   | <ul style="list-style-type: none"> <li>- Benedikt XVI., <i>Enciklika Deus caritas est – Bog je ljubav</i> (25. 12. 2005.), Kršćanska sadašnjost, Zagreb, 2006., (no. 42.), 69. pp.</li> <li>- Franjo, Apostolska pobudnica <i>Evangelii gaudium</i> (24. 11. 2013.), Kršćanska sadašnjost, Zagreb, 2013. (no. 288.), 222. pp.</li> <li>- Hrvatski Caritas, <i>Opservatorij siromaštva i resursa s ciljem animiranja župne zajednice</i>, Zagreb, 2009., 211. pp.</li> <li>- A. Grün, <i>Voditi ljude – buditi život</i>, Kršćanska sadašnjost, Zagreb, 2006., 104. pp.</li> <li>- D. Burke - J. Bartunek, <i>Upravljanje nutarnjim životom. Duhovno vodstvo i putovanje Bogu</i>, Stella Maris, Zagreb, 2014., 163. pp.</li> <li>- Hrvatska udruga prijatelja hospicija, <i>Palijativna skrb. Priručnik za volontere u hospicijskim kućnim posjetima</i>, Zagreb, 2011., 135. pp.</li> <li>- N. Vranješ, <i>Na tragu vječnost. Promišljanja o pastoralu umirućih</i>, Glas Koncila, Zagreb, 2015., 139. pp.</li> <li>- J. Šimunović, <i>Župna zajednica na početku trećeg tisućljeća</i>, Glas Koncila, Zagreb, 2009., 382., pp.</li> </ul> |  |  |
| Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes | <ul style="list-style-type: none"> <li>- Personal consultations, evaluation, interactive dialogue with students, recording attendance at fieldwork, consultations, evaluation and professional practice, and recording the performance of work tasks (Teacher and External Mentor).</li> <li>- Monitoring the attendance of professional practice and the success of other students' tasks (Teacher and External Mentor).</li> <li>- Supervision of teaching and practice (Vice Dean for Teaching).</li> <li>- Analysis of the success of studying in all subjects of study (Vice Dean for Teaching).</li> <li>- Student survey on the quality of teachers and teaching for each subject (UNIST, Center for Quality Improvement).</li> <li>- The exam conducted by the subject teacher checks all learning outcomes of the subject.</li> <li>- Periodically, the content of the exam is checked, based on which the appropriateness of the method of checking learning outcomes is determined. (Vice Dean for Teaching)</li> </ul>  |  |  |
| Other (according to the opinion of education provider                                    |   |  |  |