

**ASSOCIATION CATHOLIQUE CANADIENNE DE LA SANTÉ  
CATHOLIC HEALTH ASSOCIATION OF CANADA**

**Report on the**

**CHAC Health Care Leadership Program**

**1999 to 2006**

prepared by  
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## **Introduction**

### *A Brief history*

The Catholic Health Care Leadership (CHCL) Program began in 1994 as a project co-sponsored by Saint Paul University (Ottawa) and the Catholic Health Association of Canada. It was a three-year certificate program of theological and professional formation for senior and middle management personnel engaged in the Catholic health care ministry in Canada.

The structure of the original program required students to go to Ottawa each year for one week of intensive course work in June after which they returned home with follow-up assignments to be completed over the next academic year. Three 3-credit university-level courses were taken in the first and second years, one in the third, for a total of 21 credits for the certificate.

Students who passed through the program were very enthusiastic. To a person, they found the whole experience extremely rewarding and enriching both personally and professionally. But, they were not successful in replacing themselves in the program. This failure to meet the student quotas, required to make the program a fiscally viable one from the point of view of the university, led St. Paul's to withdraw from sponsorship in 1998.

The CHAC then undertook an analysis of the situation on its own. It considered the feedback of the CHCL Program's graduates, polled the Association's membership, and came to the conclusion that the target population wanted the content, but not the structure, of such a program. And, university credit for the work seemed to have little importance.

As a result of this analysis, the CHCL Program was completely redesigned. The structure was modified: the program, to go where the students were, rather than vice-versa; the courses, to be completed one at a time within a four month period, rather than concurrently over a year. The curriculum was modified: in response to student and Association member recommendations, two new courses (Canon Law and Social Justice) were added to the original seven. The rigorous standards of the first program re teaching staff and course content were maintained, and alternative possibilities for co-sponsorship were introduced. A coordinator was engaged to be responsible for all academic aspects of the program and for working with the co-sponsors to implement it, while the CHAC president retained responsibility for finances and publicity. And, thus, the current CHAC Health Care Leadership Program was born.

The revised program was launched by the CHAC and NBCHA in Miramichi, New Brunswick in June 1999. To date, it has been co-sponsored at five other locations across Canada. It has been successfully completed at four of these sites, and is in process a second time at one of them, where it will finish in February 2007.<sup>1</sup>

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<sup>1</sup> For details, see Appendix I.

## A. The Program

### 1. Purpose

The Health Care Leadership (HCL) Program is a certificate program of theological/professional formation which seeks to equip and empower senior and middle management personnel to be more effective leaders in the Catholic health care ministry in Canada.

### 2. Sponsorship

The HCL Program is sponsored by the Catholic Health Association of Canada in conjunction with other agencies engaged in the healing ministry; e.g., Catholic health care institutions, provincial Catholic Health Associations, diocesan offices concerned with health care and social services.

### 3. Objectives

The HCL Program has a two-pronged objective: 1) the personal enrichment of the individual student and 2) the enhancement of the entire health care community within which that student works as an administrator.

More specifically, the program is designed to enable those in senior and middle management:

- to identify, understand and appreciate the fundamental values of the Catholic ministry of health care;
- to integrate these values into their own lives as leaders in Catholic health care;
- to be creative in implementing these values in the organizational (hospital, clinic, parish) frameworks within which they work;
- to be more effective in representing these values within the wider health care community

The program intends to be informational not proselytizing. The information conveyed about general principles of ethics, spirituality, social justice, and leadership can enrich the personal life of any participant, whether from the christian tradition, another faith tradition, or no faith tradition at all. The information conveyed about specifically christian and Catholic anthropology, history, values, world view and health care ministry is essential for anyone who wishes to competently fulfill a leadership role in a Catholic system or institution of health care.

The program is uniquely focused on the needs of *health care* personnel, whether their affiliation is with health care, social services, or diocesan institutions. This characteristic distinguishes it from other leadership formation programs which, while offered to health care professionals, target a wider audience (e.g.,

educators, etc.) whose profession-specific needs often diverge from those of health care providers.<sup>2</sup>

#### 4. Structure

Three courses are offered in each year of the three-year program, for a total of nine courses. Each course consists of an intensive fifteen-hour, two-day class session, a follow-up written assignment, and a conference call mid-way between the end of the session and the paper due date. The instructor is available to the students for telephone/email consultation all during this follow-up time. The courses are offered at four month intervals (June, October, February). The requirements of one course must be completed before the next course begins.

The basic rationale for this structure is the integration of lived experience, personal reflection and supervisory process, three dimensions of adult learning which the student is invited to exercise in a congruent manner.

#### 5. Curriculum

In keeping with the Program’s twofold objective of *personal* enrichment and *community* enhancement, the course content falls into two categories: 1) material pertinent to the leader in the ministry of health care and 2) material pertinent to the organizational context of the ministry of health care. The courses offered in each category are the following:

##### I. The Leader in the Ministry of Health Care

- Course 1 Christian Anthropology
- Course 2 Religious Experience
- Course 3 Christian Leadership
- Course 4 Christian Hope

##### II. The Organizational Context of the Ministry of Health Care

- Course 1 Catholic Health Care
- Course 2 Organizational Ethics
- Course 3 Communicating Values in an Organizational Framework
- Course 4 Church Life and the Ministry of Health Care
- Course 5 Social Justice and the Ministry of Health Care

This content is distributed over the years of the program as follows<sup>3</sup>:

<u>Year A</u>	<u>Year B</u>	<u>Year C</u>
<u>Christian Anthropology</u>	<u>Religious Experience</u>	<u>Christian Leadership</u>
<u>Catholic Health Care</u>	<u>Communicating Values in an Organizational Framework</u>	<u>Social Justice and the Ministry of Health Care</u>
<u>Organizational Ethics</u>	<u>Church Life and the Ministry of Health Care</u>	<u>Integration Session: Christian Hope</u>

<sup>2</sup> This was a point much appreciated by the students in the original 1994-1998 program.

<sup>3</sup> For full course descriptions and readings, see Appendix II.

## **6. Admission requirements**

There are three categories of participation in the HCL program: regular, special, and auditor.

Regular Student. To be admitted to the program as a regular student, the candidate must already have a B.A. or B.S. degree and at least one year of administrative experience in a health care or social services delivery system.

Special Student. Someone who does not fulfill the requirements for regular student status may register as a special student for the first year of the program. Upon successful completion of all the requirements of the first year, s/he may then change her/his status to that of a regular student and pursue certification by completing the two remaining years of the program.

Auditor. Anyone in the health care ministry may register as an auditor for any two-day session of the program. There are no prerequisites. This level of participation does not lead to certification.

## **B. The Students**

### **1. Who are they?**

Students are senior and middle management personnel from institutions involved in the Church's ministry of health care. They have come from a variety of faith traditions and from none.

Since 1999, 83 leaders have enrolled as regular students in the program. The participation of 29 of these students ended during or after their second year, when the co-sponsors at two sites made the decision that the program was no longer feasible.<sup>4</sup> To date, 34 participants have graduated and another 8 will graduate in 2007. As with almost any program, some individuals (12 in this case) have left from various sites for a variety of personal reasons.

At the time of their admission to the program, students have held one or another of the following positions within their organizations:

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<sup>4</sup> See, again, Appendix I.

Administrator	Director, Pastoral Care	Leadership and Management
Assistant Administrator, Programs	Director, Pastoral Care and Mission	Function
Assistant Executive Director, Patient Care	Director, Pastoral Care / Activities / Volunteers	Manager
Board Trustee	Director, Rehabilitation Services	Manager
CEO	Director, Resident Services	Manager of Nursing
Chaplaincy / Religious Formation	Director, Social Work	Medical Staff Co-ordinator
Clinical Audit Coordinator	Director, Support Services	Nurse Manager
Clinical Nurse Educator / Director on the Saskatoon	Enterostomal Therapy Nurse Educator	Nursing Service
Catholic Health Corporation	Executive Director	Pastoral Care
Co-ordinator, Pastoral Services	Executive Director	Pastoral Care
Director of Care	Executive Director	President and CEO
Director of Resident Services	Facilitator, Mission / Coordinator, Fund Development	President and CEO
Director, Cardiorespiratory Director, Communications & Community Relations	Facilitator, Pastoral Care / Mission	Program Director, Rehab / Continuing Care
Director, Human Resources	Facility Manager	Programs Coordinator, Nursing
Director, Mission	Financial Management Advisor	Social Worker
Director, Mission and Pastoral Care	Leader, Professional Development / Charge Therapist Respiratory	Special Assistant to the Executive Director
Director, Mission Effectiveness		Vice President Operations, SC
		Vice-President, Corporate Services
		Vice-President, Long Term Care

## 2. Student evaluation of the program

At the end of each class session, students complete an evaluation form on which they rate the instructor's contribution and their own participation, and offer feedback about the whole experience.<sup>5</sup>

The quantifiable data from the evaluations for 65% of the courses (35 of 54, with an average 90% response in each course) given since 1999 indicates 97% overall satisfaction with the instructors' input, and 80% overall satisfaction with students' own personal participation in the program.

The following, unsolicited, testimonial from one of the graduates echoes sentiments expressed over and over again in the final (integration) session of the program.

For me, the following testimonial best expresses how the Catholic HealthCare Leadership Program has shaped my life:

It has deepened my understanding of the importance of values-based leadership, social justice principles and my responsibilities as a Christian in this regard, spirituality and healing, modeling the way and leading from the heart. It has reminded me that there is hope for the future of Catholic healthcare even as we struggle to find new ways. It has deepened my own sense of spirituality. After 20 years of participating in leadership courses, I know of very few forums that have this as their primary objective. This course has not only changed my life but has transformed me as a person and as a leader. I am most grateful to the Catholic Health Association of Canada and all those involved for this exceptional learning opportunity.

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<sup>5</sup> For details of the evaluations, see Appendix III.

I would like to express my sincere appreciation to all those involved in this course. It is obvious that they are committed to the enhancement of Catholic health care.

*(Bernie Blais, Former CEO, Chatham-Kent Health Alliance)*

## C. The Faculty

### 1. Teaching personnel

From 1999 to 2006, a total of 19 highly qualified university professors, health care professionals, and consultants have taught in the HCL Program. They include:

G. G. Archibald, Ph.D.  
*Christian Leadership*

Diane Bisson, Ph.D. (Theo)  
*Communicating Values in an Organizational Framework*

Michael Coughlin, Ph.D.(Dev. Bio.)  
*Organizational Ethics*

Elizabeth Davis, RSM  
*Christian Leadership*

Maureen Duffy, Ph.D., D.Th.  
*Christian Anthropology*  
*Christian Hope*

Kateri Ghesquiere, CSJ  
*Catholic Health Care*

Richard Haughian, D.Th.  
*Catholic Health Care*

David Levangie, M.A. (Theo)  
*Organizational Ethics*

Cate McBurney, Ph.D.  
*Catholic Health Care*

Michael McGowan, Ph.D., J.C.D.  
*Church Life and the Ministry of Health Care*

Mark Miller, CSSR  
*Organizational Ethics*

Kevin Murphy, Ph.D., D.Th.  
*Organizational Ethics*

Dennis Patrick O'Hara, Ph.D.  
*Religious Experience*

Claudette Savard, Ph.D.  
*Communicating Values in an Organizational Framework*

Stephen B. Scharper, Ph.D.  
*Social Justice and the Ministry of Health Care*

Derek Simon, Ph.D., D.Th.  
*Christian Anthropology*  
*Religious Experience*

Judy Size-Cazabon, Ph.D.  
*Christian Leadership*

Mary Pat Skene  
*Christian Leadership*

Jane Smith-Eivemark, D.Min.  
*Communicating Values in an Organizational Framework*

### 2. Support staff

Prior to June 2005, the support staff consisted of the program coordinator and CHAC secretary in Ottawa, and the CEO and administrative assistant of each co-sponsoring agency. Since that time, the staff has consisted of the program coordinator and the co-sponsor's CEO and administrative assistant, the position of full-time secretary at the CHAC having been eliminated as a cost saving measure.



The program coordinator is engaged by the CHAC on a part-time, contractual basis. From 1999 to 2004, she reported to the CHAC president. Currently, she reports to the Director of Convention Coordination and Member Resources.

## **D. Resources**

The HCL Program draws on the resources of the CHAC, the co-sponsoring agencies, and the facilities where the course sessions are held for the things needed to implement its agenda.

### *CHAC*

A Cancopy license, renewed annually by the Association, makes it possible for the CHAC secretary to produce the anthologies of readings requested by instructors. For this, the CHAC office photocopy equipment and supplies are used. Since the secretary's departure, this work has been done by the reprography department at St. Paul University.

The clerical work of administering the program is done out of the program coordinator's own office wherever that may be. Except for CHAC stationery supplies, none of the equipment necessary for coordinating the program—space, desk, files, computer, telephone, etc.—belongs to the program.

### *Co-sponsors*

The on-site administrator of the program, working in conjunction with the program coordinator, uses resources of the co-sponsoring agency—for example, time of an administrative assistant or secretary, space, desk, stationery, files, computer, telephone, etc.—to complete the preliminary and follow-up work entailed by each of the nine sessions.

Teaching tools requested by instructors, e.g., AV and electronic equipment, projection screens, lecterns, etc. are supplied from the offices of the co-sponsors or by the facilities where the sessions are held.

## **E. Costs of the Program**

The costs of the program are borne mainly by the co-sponsoring agencies. They decide whom, and how much, to bill for which expenses. Most often, it is health care institutions which subsidize employee participation, but provincial health associations have also funded participants and, in some instances, individual participants have been required to pay certain costs themselves.

Costs to the co-sponsors include an annual administration fee paid to the CHAC; the instructor's stipend, travel, lodging and meals for the two-day session; instructor stipends for make-up courses; meeting facilities and student meals for the session; any charges for use of teaching equipment; course reading and other

materials; certificates and pins presented at graduation; as well as any other expenses incurred in the administration of the program.<sup>6</sup>

The instructor's stipend began at the fixed rate of \$1000.00 per course (two-day session, one hour conference call, grading and return of written papers, general availability to students over a four-month period). Over time, and in justice, this amount has begun to rise gradually, from site to site according to what is feasible in a given situation. The new plateau envisioned is \$1800.00 per course.

In the unusual situation of a make-up course (2-3 teleconferences with the instructor, follow-up written paper, ongoing instructor availability), the instructor's stipend is \$500.00.

With this distribution of expenses in place, the overall average cost to a co-sponsor for the HCL program has been approximately \$ 35, 823.00. This amounts to approximately \$ 2795.00 per student/program, \$ 932.00 per student/year, and \$ 311.00 per student/course.<sup>7</sup>

Costs to the CHAC itself include the program coordinator's salary and reimbursements (paid, at least in part, from the administration fee charged to the co-sponsor) and the Cancopy license.

## F. Evaluation of the Program

### 1. Assets

A number of things have worked well in the present design of the CHAC Health Care Leadership Program.

One overarching aspect that should be mentioned is the *sense of community* that has sprung up within each group of participants. Students often cite this as one of the program highlights; they speak of drawing support, encouragement, inspiration from their peers. A synergy of three factors has no doubt contributed to this:

*Customized content.* First, the content of all the courses is tailored to the needs of a single interest group, viz. Catholic health care workers.

*Adult learning model.* Second, the adult learning structure, a strong feature of the leadership *formation* program, puts responsibility for learning squarely on the student's shoulders, giving ample opportunity—in small and large group discussions, the conference call, and the preparation of the final essay or research

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<sup>6</sup> See Appendix IV.

<sup>7</sup> The program in New Brunswick has not been factored into this calculation because the NBCHA paid the entire bill for the first time round. The costs at that site were: overall, \$43,037.04; \$1593.96 per student per year; and, \$531.32 per student per course.

project—to grapple with ideas, not just to receive them passively, and this over a period of months, not hours. This process promotes the integration of new learning with previous knowledge, so it can, ultimately, impact behavior.

*Peer interaction.* Third, the able implementation of the adult learning model creates a significant occasion for these professional peers to come to know each other as they interact in some depth, on serious issues of concern to them all, at regular intervals over a three-year period.

*Intellectual challenge.* The quality of course content is another asset. The focus on *leadership* personnel was at the heart of the decision to maintain university-level requirements for course instructors and contents in the redesigned program. The material is often new, sometimes difficult, always pushing participants toward a broader and deeper horizon of understanding. But the stakes are high, too. Competence in the fulfillment of their role is essential to the future of the Catholic ministry of health care in a fraught world.

*Resource people.* The teaching staff of the HCL Program is certainly a strong point. These professionals gladly contribute time, talents and insight when called on to teach the courses. The monetary recompense is minimal, but they understand the importance of an informed leadership to the future of the Church's health care ministry, and manifest a genuine dedication in their work with program participants.<sup>8</sup>

*Costs.* The program is economical. Participants receive an introduction to basic concepts and serious literature in a field of knowledge relevant to the leadership role in Catholic health care; are encouraged to wrestle personally with the material to make it their own; and, have access to a very qualified and competent instructor for consultation—during a four month period. For less than \$400.00/student/course, that is a bargain!

## **2. Weaknesses**

Certain limitations or lacunae in the program have become apparent over the years since 1999, from either the administrative or student point of view. These include the following.

*Publicity.* Students in the program have referred to "poor" packaging and publicity, both on the CHAC web-site and in the written literature about the program. It has been suggested that publicity materials include testimonials, photos, and profiles of graduates; more detailed descriptions of course content; and, emphasize the fact that the program's focus is not just the Catholic religion.

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<sup>8</sup> Evidently, not every instructor suits every student perfectly, at every site. However, to date, there has been only one really difficult situation. The students' evaluations were thoughtful, written with respect and great sensitivity for that person, and their enthusiasm for the program was not dampened. That instructor requested that her name be removed from the faculty list.

The recommendation has also been made that the best papers from the year's course work be presented at the annual CHAC meeting.<sup>9</sup>

*Accreditation.* Renewed interest in outside accreditation has been expressed by some students. Of these, a number would like to see university credit given once again.<sup>10</sup> Others have spoken of credit from the Canadian College of Health Service Executives.<sup>11</sup> Both possibilities would be worth exploring.

*Curriculum.* After completion of the revised program with its augmented curriculum, students have recommended the addition of one more course, on finances. There is a certain overlap in the content of A/3: Organizational Ethics and B/2: Communicating Values in an Organizational Framework. Since it has been more difficult to find facilitators for the B/2 course than for any of the others, a replacement of that course with one on Finances and the Catholic Ministry of Health Care could perhaps be considered. It would round out the content more satisfactorily without disturbing the three year/three course cycle.

*Follow-up assignments.* The written assignments have been an issue for many students. Suggestions made range from the very positive: distribute and discuss an abstract of each paper at the beginning of the subsequent session in order to share ideas and information, to the predictable negative: eliminate them.

*Promptness.* Both administration and faculty have been remiss in this regard. As the program has evolved, students have begun to request the delivery of course materials in advance of the sessions. Administration has not always succeeded in fulfilling this request. And, faculty has not always succeeded in returning evaluated written work in a timely fashion.

*Process for redress of grievances.* Currently, the program has no provision for this kind of process. Yet, conflicts do inevitably arise, and if they are resolved only on an *ad hoc* basis, sooner or later someone, student, facilitator, administrator, may well be treated unjustly.

## **G. Some Reflections on Catholic Health Care Leadership**

The following brief reflections on leadership in the Catholic health care ministry are those of a theologian and adult educator who has worked with leadership

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<sup>9</sup> The issue of marketing is, arguably, at the root of the fact that this national program, intended to be bilingual and ready to be offered in French, as well as English, has never found a co-sponsor in Québec where the Church's ministry of health care is seeking new avenues of service more urgently, perhaps, than in any other province.

<sup>10</sup> St. Paul University would be open to beginning that discussion again, in view of the fact that the redesigned program still meets its academic standards and has succeeded in drawing a much larger number of students.

<sup>11</sup> The past CHAC president, Richard Haughian, had begun a dialogue with the CCHSE to upgrade the credit level.

personnel, since 1995, in the context of the CHAC Health Care Leadership Program. They are pertinent thoughts, from an "outsider," thoughts which bear on the "Catholic," rather than the "health care" or "leadership," in the above subtitle.

*Concerning fundamental components of Catholic health care leadership*

In however many other ways leadership in the church's ministry of health care may differ from leadership in non-faith-based health care systems, it is certainly distinguished by the obligation to uphold the christian understanding of human life in its care for the sick and its advocacy for wellness. It must affirm the "gift-ness" of human life, the dignity and integrity of the human being from conception to natural death, and the interconnectedness of all living things. It must maintain a preferential option for the poor, the weak, the marginalized, the outcast in any situation, local or national, in which it finds itself.

This would suggest that, along with all the necessary competences in health care science and management, fundamental components of leadership in the Catholic health care ministry must include *ability, knowledge, and conviction* 1) to insure the implementation of the aforementioned values in the health care work place; and, 2) to defend and argue for these values in dialogue with other health care and governmental agencies in Canada.

*Concerning essential(s) for effective Catholic health care leadership development now and in the future*

This is a moment of upheaval, rethinking and restructuring in the domain of health care in Canada. In the future, there may be an even greater place for health care leadership-in-the-Catholic-tradition outside the traditional hospital configuration, e.g., in the palliative and other long term care facilities, birthing centers, parish nursing programs, caregiving to the elderly who are "aging in place," and leadership development programs will have to meet changing professional needs.

Realistically, though, there is little reason to think that the situation with lay persons engaged in leadership roles will be very different—in regard to the theological issue—from that of the first generations of laity who replaced the religious sisters. Future leaders will be competent professionals in health care or management, or both. But, probably very few, if any, will also have an adult formation in the Catholic/christian understanding of the meaning of human life and its place in the universe, and the implications of this vision for the quality and delivery of health care. Like their predecessors, they will experience a certain sense of "theological" inadequacy-for-the-task, a felt need for a deeper understanding of the rationale for Catholic health care, in order to confidently articulate and uphold this vision and values in the real world business of health care.

To be effective, future leaders, too, will need to believe in what they are doing and to feel that they are equipped, i.e., competent, to do it. For this reason, it will be essential that any program of leadership formation in Catholic health care include a basic, university-level theological component for the participants.<sup>12</sup>

To prepare and sustain the effective leadership necessary for the present and future Catholic health care ministry, whatever form(s) it may take, current sponsors, boards, and CEOs should be encouraged to: 1) insure the continued existence and availability of a high quality program of theological/professional education for leadership personnel; 2) do whatever is required within their own institutions to encourage and support participation in the program by all newly-hired leadership personnel and longstanding leaders who would benefit from "renewal"; 3) identify those with leadership potential and interest among younger workers within their institutions, and subsidize their participation in such a program.

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<sup>12</sup> The CHAC leadership program was initiated to meet precisely this need. It includes three theology courses which present the christian vision (christian anthropology, religious experience, and christian hope) and six practical "business"-oriented courses in which the implications of the vision for work in health care are drawn out.

## Appendix I: Sites and Co-Sponsors

Between 1999 and 2006 the Health Care Leadership Program, co-sponsored by the CHAC and another interested Catholic health care institution, has been offered a total of seven times across Canada. The details are as follows:

<i>Site/Co-Sponsor</i>	<i>Dates</i>	<i># Students at start</i>	<i>#Students Graduated</i>
Miramichi, NB <i>New Brunswick Catholic Health Association</i>	06/1999 to 09/2002	8	9
Sault Ste Marie, ON <i>Sault Area Hospitals</i>	10/1999 to 11/2001	15	terminated after the C/1 course <sup>13</sup>
Vancouver, BC <i>Catholic Health Association of British Columbia</i>	9/2000 to 2/2002	14	terminated after the B/2 course <sup>14</sup>
London, ON <i>St. Joseph's Health Care Society</i>	10/2000 to 5/2003	17	10
Winnipeg, MB <i>Catholic Health Association of Manitoba</i>	2/2002 to 10/2004	12	7
Saskatoon, SK <i>Catholic Health Association of Saskatchewan</i>	2/2003 to 9/2005	11	8
London, ON <i>St. Joseph's Health Care Society</i>	2/2004 to [2/2007]	6	8 (anticipated)

<sup>13</sup> Changes due to organizational restructuring had made it virtually impossible, at that point in time, to maintain a core of regular students who could finish the program, although students had enjoyed it and evaluated it favorably.

<sup>14</sup> Disagreement over an issue of course content led the CHABC to cancel its co-sponsorship of the program. Here, too, students had appreciated the program and evaluated it favorably.

## Appendix II: Detailed Description of Curriculum

The following are the course descriptions and lists of study texts for each of the nine courses of the HCL Program.

<b>HEALTH CARE LEADERSHIP PROGRAM</b>	<b>YEAR A/ Session 1</b>
<b>TITLE:</b> Christian Anthropology	<b>FACILITATOR:</b>

<b>DESCRIPTION</b>	The subject of this course is the <u>christian</u> explanation of human nature. The course will begin with a discussion of the place of human beings in the space-time universe. It will move through a brief consideration of various anthropologies and other religio-cultural ideas of human nature. Then, concepts essential to the christian idea will be examined. These include the following: human nature as image of God; freedom and responsibility; sin and salvation; Jesus, the Christ; the christ-ed human individual as a new being; the implications of this anthropology for an individual's personal and spiritual identity; and, the implications of this anthropology for persons in leadership roles in Catholic health care institutions.
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>—To situate the christian perspective on human nature within the horizon of nature and culture</li> <li>—To develop the mental habit of operating within the christian anthropological horizon when dealing with concrete issues entailed in health care leadership</li> <li>—To reflect on the complexities of making health care decisions consistent with christian anthropology in multicultural social situations</li> </ul>
<b>WORKLOAD</b>	<ul style="list-style-type: none"> <li>—Assignments during the class session, 28-29 May 2004</li> <li>—Participation in one (1) conference call, date to be discussed</li> <li>—Written Essay, due date to be discussed</li> </ul>
<b>EVALUATION</b>	Pass / Fail based on: 1) Assignments 28-29 May 2004 2) Essay
<b>REQUIRED TEXTS</b>	<i>Anthology of Readings</i> prepared by the facilitator
<b>RECOMMENDED TEXTS</b>	<ul style="list-style-type: none"> <li>—A <u>study edition</u> of one of the modern translations of the bible*</li> <li>—Childs, Brian H. and David W. Waanders, eds. <i>The Treasure of Earthen Vessels: Explorations in Theological Anthropology</i>. Louisville, KY: Westminster John Knox Press, 1994.</li> <li>—Edwards, Denis. <i>Jesus and the Cosmos</i>. New York / Mahwah: Paulist Press, 1991.</li> <li>—Killen, Patricia O'Connell and John de Beer. <i>The Art of Theological Reflection</i>. New York: Crossroad, 1994.</li> <li>—Law, Eric H. F., <i>The Wolf shall Dwell with the Lamb: A Spirituality for Leadership in a Multicultural Community</i>. St. Louis, MO: Chalice Press, 1993.</li> <li>—Sachs, John R. <i>The Christian Vision of Humanity: Basic Christian Anthropology</i>. Collegeville, MN: Liturgical Press, A Michael Glazier Book, 1991.</li> </ul>

\*E.g., the New Jerusalem Bible, the New American Bible, the New American Standard Bible, the New International Bible, the New Oxford Bible



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**HEALTH CARE LEADERSHIP PROGRAM**

**YEAR A/Session 2**

**TITLE: Catholic Health Care**

**FACILITATOR:**

DESCRIPTION	The subject matter of this course flows from the Gospel stories about Jesus, especially the healing stories. We will examine how his example was followed in Canada, the theology that has developed from these stories and how current Catholic health care strives to incarnate this theology especially in institutional settings.
OBJECTIVES	<ul style="list-style-type: none"><li>• To examine the history of Catholic Health Care in Canada</li><li>• To place this history in the context of the theology of healing ministry</li><li>• To examine the present day ministry in the light of this theology, especially as revealed in on-going questions regarding Catholic identity and sponsorship</li></ul>
WORKLOAD	<ul style="list-style-type: none"><li>• Readings and assignments during the class session, May 23-24, 2003</li><li>• Participation in one conference call – date to be discussed</li><li>• An essay, due as discussed during the session</li></ul>
EVALUATION	Pass/Fail based on <ul style="list-style-type: none"><li>• Participation in discussions during class sessions</li><li>• Assignments during class sessions</li><li>• Essay</li></ul>
REQUIRED TEXTS	<i>Anthology of Selected Readings prepared by Sr. Kateri Ghesquiere, csj</i> Any modern translation of the Bible <i>The Hospital: A Social and Architectural History</i>
RESOURCE MATERIALS	<i>Food For the Journey, Juliana Casey (CHA-US)</i> <i>Integrating Health &amp; Values (CHAC-Canada)</i>

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-----*Called to Health and Healing*, CHAC, 1993

Cassidy, Judy, "Catholic Identity is Based on flexible, Reasonable Tradition," *Health Progress*, January-February, 1994

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-----*Catholic Health Ministry: Sharing the Healing Mission of Jesus*, Catholic Health Association of Ontario

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CHA - US, *The Search for Identity: Canonical Sponsorship of Catholic Health Care*, St. Louis, Mo, 1994

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Griese, Orville, *Catholic Identity in Health Care: Principles and Practice*, Pope John Center, Braintree, MA, 1987

Hehir, J. Bryan, *Identity and Institutions*, CHA-US, St. Louis, 1995

Hug, James E., ed., *Dimensions of the Healing Ministry*, CHA-US(with the Center of Concern), St. Louis, 1989

-----*Integrating Health & Values*, CHAC,1994

MacNeill, Everett John, Catholic hospital in Today's Canada, *Health Management Forum*, Spring, 1982

McCormick, Richard, *Health and Medicine in the Catholic Tradition*, Crossroad, New York City, 1995

McGowan, Michael Dennis, *The Canonical Status of Catholic Health Care Facilities in the Province of New Brunswick in the Light of Recent provincial government Legislation*, St. Paul University, Ottawa, 1998

Maida, A and N. Cafardi, *Church Property, Church Finances, and Church Related Corporations: A Canon Law Handbook*, St. louis,MO, CHA-US, 1984

Mulvihill, Nancy, "Public Juridic Person ensures Catholic Presence," *Health Progress*, January-February 1996

National Conference of Catholic Bishops, *Ethical and Religious Directives for Health Facilities*, U.S. Catholic Conference, Washington, DC,1995

-----*Spirituality and Health*, Catholic Health Association of Canada,1996

Turner, Ty, "The True Roots of Canadian Medicare," *CHAC Review*, 30(3) (Autumn 2002): 10-14

<b>HEALTH CARE LEADERSHIP PROGRAM</b>	<b>YEAR A – SESSION 3</b>
<b>TITLE: ORGANIZATIONAL ETHICS</b>	<b>FACILITATOR:</b>

<b>DESCRIPTION</b>	<p>This course provides an exploration of clinical and administrative ethical issues that challenge health care organizations. The general context, the historical, cultural and underlying factors that tend to shape health care ethics, will be examined, along with the contributions of Catholic tradition to bioethics. The course will focus on the following topics:</p> <ol style="list-style-type: none"> <li>1) approaches to ethical decision making and the place of the Health Ethics Guide;</li> <li>2) frameworks for approaching difficult decisions</li> <li>3) clinical issues that often involve the “organizational conscience” such as reproductive issues, end-of-life decisions, demand for “futile” treatment, family conflict</li> <li>4) resource allocation</li> <li>5) employer/employee relationships</li> <li>6) partnerships and moral compromise</li> </ol>				
<b>OBJECTIVES</b>	<ol style="list-style-type: none"> <li>1) To develop a basic familiarity with some of the major issues in current bioethics and an ability to identify ethical issues in health care organizations.</li> <li>2) To demonstrate an ability to analyze a values conflict situation and present moral arguments to justify a course of action.</li> <li>3) To increase awareness of cultural biases that may influence and/or impede ethical decision making.</li> <li>4) To acquire a basic understanding of the Catholic ethical tradition in regard to the administration of a health care organization.</li> <li>5) To develop familiarity with the resources available for facilitating ethical decision making in an organization.</li> </ol>				
<b>WORKLOAD</b>	<ol style="list-style-type: none"> <li>1) a <u>2-page</u> “case description” of a situation faced personally which required administrative decisions that posed difficult ethical problems (i.e. administrative cases). The case description should include a brief description of the situation, identification of the value conflict, alternatives considered, and criteria used to make a final decision. It will be used for the teleconference, and so submitted beforehand.</li> <li>2) A more extensive <u>5-7 page</u> “project report” on one of three options: <ol style="list-style-type: none"> <li>a) <u>a description of an experiment or activity</u> initiated at one’s own organization that had the goal of creating or enhancing communal moral discourse around organizational ethical issues, e.g. management ethics rounds, incorporation of ethics and values into administrative decision-making, development of policy that might focus on an organizational ethics issue, (e.g. downsizing, whistle blowing, medical mistakes). The report should describe the rationale for the activity, ethical principles involved, method, difficulties encountered, and evaluation</li> <li>b) <u>an in-depth analysis</u> of a major ethical dilemma (administrative case) using one of the frameworks presented and with “thick” description identification of problems, values and moral justification of decision, or,</li> <li>c) <u>an in-depth critique</u> of a major article in the Anthology.</li> </ol> </li> </ol>				
<b>EVALUATION</b>	<table> <tr> <td>Case description</td> <td>25%</td> </tr> <tr> <td>Project</td> <td>75%</td> </tr> </table>	Case description	25%	Project	75%
Case description	25%				
Project	75%				
<b>REQUIRED TEXTS</b>	<p>Philip J. Boyle, E. R. DuBose, S.J. Ellingson, D.E. Guinn, D.B. McCurdy (2001) <i>Organizational Ethics in Health Care: Principles, Cases and Practical Solutions</i>. John Wiley &amp; Sons, San Francisco.  CHAC (2000) <i>Health Ethics Guide</i>  Anthology of Readings</p>				

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<b>HEALTH CARE LEADERSHIP PROGRAM</b>	<b>TITLE: Religious Experience</b>
<b>YEAR B/ Session 1</b>	<b>FACILITATOR: _____</b>

<b>DESCRIPTION</b>	1) We begin with an exploration of the meaning of religion and faith followed by a discussion of how these translate into religious experience and faith development. Our implicit goal is to understand how these are related to our understanding of health and health care. 2) After constructing a working definition for spirituality, we investigate a contemporary understanding of the spiritual dimension of human health. We then consider the links among spirituality, health and illness, particularly from a Christian perspective. To bring a more clinical focus to our discussions, we ask how religion and spirituality are related to the work (and survival) of the caregiver, and if there is a role for prayer and spirituality in health care. 3) In the third stage of the course, we consider theological models for ecumenism. Having considered an overview of Buddhism, Hinduism, Islam and Judaism, we explore how these major world religions (and Christianity) engage notions of illness and health
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• to explore how religion and faith inform and influence the ways people choose to live their lives;</li> <li>• to develop a working definition for spirituality;</li> <li>• to consider the role of spirituality in health and health care;</li> <li>• to understand how our Catholic faith informs and guides the emergence and role of spirituality;</li> <li>• to appreciate the contribution of ecumenism in a pluralistic society;</li> <li>• to discern how the delivery of health care services might be sensitive to the religious sensitivities and needs of others</li> </ul>
<b>WORKLOAD</b>	<ol style="list-style-type: none"> <li>1. attend and participate in the lecture sessions;</li> <li>2. complete readings in the course anthology;</li> <li>3. participate in the conference call;</li> <li>4. submit 7-9 page integration paper to instructor by May 7, 2004</li> </ol>
<b>EVALUATION</b>	Pass/Fail based on: <ul style="list-style-type: none"> <li>• informed participation in lecture sessions (20%) &amp; conference call (20%)</li> <li>• integration paper (60%)</li> </ul>
<b>REQUIRED TEXTS</b>	Anthology of readings prepared by instructor
<b>RECOMMENDED TEXTS</b>	See handout of supplementary readings

**Conference Call Date:** \_\_\_\_\_

**Essay:** The integration paper permits the student to consider an aspect of the course in greater depth, or presents the opportunity to bring another dimension or issue into critical dialogue with syllabus material. The paper will be 7-9 double-spaced pages in length, properly referenced, and demonstrate a synthetic grasp of the course material. Each student is asked to contact the instructor by e-mail by March 8, 2004 (i.e., approximately 2 weeks after the lectures) to discuss the topic for his/her integration paper.

## CHAC Health Care Leadership Program

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- Lease, Gary. "The Definition of Religion: An Analytical or Hermeneutical Task?" *Method and Theory in the Study of Religion*. 12 nos 1-2 2000, p 287-293.
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#### Ecumenism and Health Care

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- Bergman, Gerald. "Is religion good for your health: the effects of religion on physical and mental health." *Journal of Interdisciplinary Studies*. 10 no 1-2 1998, p 189-190
- Chauvet, Louis Marie, Tomka, Miklos. *Illness and healing*. London: SCM Pr, 1998 ; Maryknoll, NY : Orbis, 1998. ix, 128 p.
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- Hinnells, John R.; Porter, Roy. *Religion, health and suffering*. London: Kegan Paul, 1999. xviii, 498 p.
- Levin, Jeffrey S. ed. *Religion in aging and health: theoretical foundations and methodological frontiers*. Thousand Oaks, Calif : Sage Pubns, 1994.
- Kegan, Robert. *In over our heads: the mental demands of modern life*. Cambridge, Mass: Harvard Univ Pr, 1994. 394 p
- Kimble, Melvin A; McFadden, Susan H; Ellor, James W; Seeber, James J. *Aging, spirituality, and religion: a handbook*. Minneapolis: Fortress Pr, 1995. xxiv, 637 p.
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- Larson, David B; Sherrill, Kimberly A; Lyons, John S. "Neglect and misuse of the r word: systematic reviews of religious measures in health, mental health, and aging." *Religion in aging and health*, p 178-195. Thousand Oaks, Calif : Sage Pubns, 1994.
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- Williams, David R. "The measurement of religion in epidemiologic studies: problems and prospects." *Religion in aging and health*, p 125-148. Thousand Oaks, Calif : Sage Pubns, 1994.
- Williams, Richard N; Faulconer, James E. "Religion and Mental Health: A Hermeneutic Reconsideration." *Review of Religious Research*. 35 Je 1994, p 335-349.



**HEALTH CARE LEADERSHIP PROGRAM**

**TITLE:** Communicating Values in an Organizational Framework

**YEAR B/ Session 2**

**FACILITATOR:**

<b>DESCRIPTION</b>	<p>The subject of this course is Communicating Values in an Organizational Framework. It is based on the understanding of Mission as the forward thrust of the tradition. Values are the attitudes and behaviours which are critical if a facility is to be faithful to its Mission. The course addresses both the “why” and “how” of the subject. Beginning with the understanding of Values arising out of Catholic Social Teaching, the course then explores the notion of institutional conscience and corporate behaviour. One institution is used as a case study for resources developed for communicating Values. Depending on the participants’ areas of interest, the course then moves to the participants beginning to explore the development of resources for communicating Values in their own organizations. Specific areas could include mission based planning, policy development, hiring practices, performance appraisals, ongoing education, and corporate decision making.</p>
<b>OBJECTIVES</b>	<p>To gain a deeper understanding of the Values articulated by Catholic Social Teaching To gain a deeper understanding of what it means for an organization to function as a communal “body” with a communal conscience To explore a case study of the structures and processes of one organization which seeks to communicate Values To enable the adult learners to reflect on their experience of communicating Values in an organizational framework and to explore additional ways to support that communication</p>
<b>WORKLOAD</b>	<p>Assignments during class session Participation in one conference call, date to be discussed Essay / project (5-10 pages maximum)</p>
<b>EVALUATION</b>	<p>Pass / Fail based on: Assignments during class session Essay / Project</p>
<b>REQUIRED TEXTS</b>	<p><i>Anthology of Selected Readings</i> prepared by the facilitator</p>
<b>RECOMMENDED TEXTS</b>	<p>Gerald Arbuckle, <i>Healthcare Ministry: Refounding the Mission in Tumultuous Times</i>, (Collegeville: Liturgical Press, 2000)</p>

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for B/2: Communicating Values in an Organizational Framework**

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Maddix, Thomas D., CSC, "The Added Value of Catholic Health Care," <i>CHAC Review</i> (Winter 1993) 4-7.	58
Nystrom, Paul C., "Organizational Cultures, Strategies and Commitments in Health Care Organizations," <i>Health Care Management Review</i> 18/1 (1993) 43-49.	62
Maddix, Thomas D., CSC, and Claudette Savard, "Mission and Diversity: An Experience in Integration," <i>Health Progress</i> (Jan-Feb 1999) 44-47.	69
Sinclair, John L., "Mission Based HR Drives Business Success," <i>Health Progress</i> (Sept-Oct 2000) 28-31.	73
Clifton, Regina M., and James McEnroe, Th.D., "A Synergy of Values," <i>Health Progress</i> 51 (June 1994) 37-39.	77
McGuire, Terrance P., Ed.D., and Brother Warren Longo, CFA, "Evaluating Your Mission: A Practical Approach to Developing and Assessing a Facility's Organizational Culture," <i>QRB</i> (February 1993) 48-55.	81
St. Joseph Health System, Orange, CA, "Values, Standards and Key Indicators," as found on the website <a href="http://www.chausa.org">www.chausa.org</a> (2/8/01).	89
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(Information not available at the time this report was prepared)

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Hehir, B.	"Identity and Institutions," in <i>Health Progress</i> .	58
Morrissey, F.	"Catholic Identity in a Challenging Environment."	65
Hite, J.	"Structures in Health Care Ministry in the Church."	70
Dunn, B.	"The Evolving Nature of Sponsorship."	74
Morrissey, F.	"Juridic Persons: A Practical Guide."	77
McGowan, M.	"Sponsorship: Its Meaning, Role and Purpose."	82

Health Care Leadership Program	Title: <b><u>Christian Leadership</u></b>
Year <u>C</u> / Session <u>1</u>	Facilitator:

DESCRIPTION	The purpose of this course is the exploration of Christian leadership in a pluralistic world with particular attention to leadership within the health care system. There will be a balance between an examination of the theories related to leadership in a time of intense social change and a reflection on the personal characteristics required of effective leaders today. The course is based on the assumption that authentic Christian leadership is values-based, is built on scriptural and theological foundations, and is an asset in organizations and society today. The session will use a variety of methods including presentations, personal reflection and group conversation.
OBJECTIVES	<ul style="list-style-type: none"> <li>* to explore the kinds of leadership needed in times of intense social change</li> <li>* to understand better the complexities of values-based leadership in a pluralistic world</li> <li>* to examine the use of power in values-based leadership</li> <li>* to appreciate leadership as ministry in the Christian scriptural and theological tradition</li> <li>* to reflect on the personal implications of a commitment to values-based Christian leadership</li> </ul>
WORKLOAD	<ul style="list-style-type: none"> <li>* assignments during the class session, 17-18 September 2004</li> <li>* participation in one conference call late in November or early in December</li> <li>* a written assignment of 8-10 pages due at the end of January 2005</li> </ul>
EVALUATION	<p>Pass/Fail based on</p> <ul style="list-style-type: none"> <li>* participation in the class session, 17-18 September 2004</li> <li>* the written assignment</li> </ul>
REQUIRED TEXTS	<ul style="list-style-type: none"> <li>* the Bible in a modern translation</li> <li>* the Anthology of Readings</li> </ul>
RECOMMENDED TEXTS	None assigned

## Table of Contents for C/1: Christian Leadership

### Context

1. Diane Kennedy, O.P., *A Contextual Theology of Leadership*..... 1
2. John Storey, *Changing Theories of Leadership and Leadership Development*... 8

### General Articles

3. Mark Chater, *Theology and Management*..... 22
4. Daniel Goleman, *What Makes a Leader?* ..... 25
5. Stephen Covey, *Characteristics of Principle-Centered Leadership*..... 35
6. Stephen Covey, *Principle-Centered Power*..... 39
7. Caela Farren and Beverly Kaye, *New Skills for New Leadership Roles*..... 44
8. William George, *The Transformation of Leaders*..... 51
9. Emma Ineson, *Transforming Power: Is There a "Feminine" Style of Leadership?* ..... 61
10. Michael Jones, *From Performance to Presence: The Organic Nature of Learning and Change*..... 70
11. Sara E. Meléndez, *An "Outsider's" View of Leadership*..... 80
12. Jacqueline Moore and Steven Sonsino, *Leadership Unplugged: The Organization as a Nexus of Conversations*..... 86
13. Thomas J. Savage, *Beyond Hierarchies: Transforming Power and Leadership*..... 101
14. Margaret J. Wheatley, *Discovering an Orderly World*..... 108
15. CHAC Health Ethics Guide, *Governance and Administration*..... 117

C/2 course description  
(Information not available at the time this report was prepared)

## Health Care Leadership Program

### C/2: Social Justice and the Ministry of Health Care

#### Readings

Neal, Sr. Marie Augusta, "Social Justice and the Sacred," from *The Sacred in a Secular Age*, ed. P.E. Hammond, Berkeley, University of California Press, 1985.

*Gaudium et Spes: Pastoral Constitution on the Church in the Modern World* (Second Vatican Council, December 1965), from *The Gospel of Peace and Justice: Catholic Social Teaching since Pope John*, ed. Joseph Gremillion, 243-337.

*Justice in the World*, Synod of Bishops, Second General Assembly (November 30, 1971), from *The Gospel of Peace and Justice: Catholic Social Teaching since Pope John*, ed. Joseph Gremillion, 513-529.

Baum, Gregory, "The Solidarity Movement in the Church" and "Opposition to the Solidarity Movement" from *Compassion and Solidarity: The Church for Others* (CBC Massey Lecture Series), Montreal: CBC Enterprises, 1987, 11-49.

Gutierrez, Gustavo. "Option for the Poor: Assessment and Implications," *ARC* 22 (1994), 61-72.

Mihevc, John, "The Ambiguous Promise of Biotechnology," *ARC* 22 (1994), 61-72.

Henriot, Peter. "Afterword: Social Analysis: A Practical Methodology" and "Questionnaires 1 and 2" from *Social Analysis: Linking Faith and Justice*. Maryknoll, N.Y.: Orbis Books, 1983, 95-112.

Cunningham, Hilary and Stephen Scharper, "Patenting the Primitive: Reflections on the Human Genome Project, *Third World Resurgence*, 65/66: 2-5.

Lustig, B. Andrew, "The Common Good in a Secular Society: The Relevance of a Roman Catholic Notion to the Health Care Allocation Debate," *The Journal of Medicine and Philosophy* 18: 6 (December 1993), 569-88.

McGoldrick, Terrence, "Episcopal Conferences Worldwide on Catholic Social Teaching," *Theological Studies* 59 (1998), 22-50.

Cnaan, Ram A. and Femida Handy, "Comparing Neighbors: Social Service Provision by Religious Congregations in Ontario and the United States," *The American Review of Canadian Studies* (Winter 2000), 521-543.

Fitzgerald, Pam, "Who Can Speak for Medicare?" *Canadian Dimension*, September-October 1993, 13-17.



<b>HEALTH CARE LEADERSHIP PROGRAM</b>	<b>YEAR C / SESSION 3</b>
<b>TITLE: Integration Session - Christian Hope</b>	<b>FACILITATOR:</b>

<b>DESCRIPTION</b>	This course will reflect on the meaning of sickness, suffering and death in the light of Christian faith and hope. It will include considerations on such things as the place of non-religious belief and hope in human life, the qualifying difference that the Judaeo-Christian revelation makes in these attitudes, and the meaning of human suffering and death in the light of this revelation.
<b>OBJECTIVES</b>	To furnish each student with the opportunity to integrate and complete the work of the eight other HCL Program courses in a way that makes sense to him/her personally, both intellectually and affectively, and that will be relevant to his/her leadership role in his/her own health care institution
<b>WORKLOAD</b>	I. Preparation, presentation and animation of one <u>twenty minute</u> learning session on Saturday, 17 September 2005  II. Written essay (8-10 pages), due date to be discussed
<b>EVALUATION</b>	Learning session: 60% Essay: 40%
<b>REQUIRED TEXTS</b>	<i>Anthology of Readings</i> prepared by the facilitator  Walter Brueggemann. <i>Hopeful Imagination: Prophetic Voices in Exile</i> . Philadelphia: Fortress Press.  James W. Roche. <i>Facing Death, Discovering Life</i> . Ottawa: Catholic Health Association of Canada, 2000.
<b>RECOMMENDED TEXT</b>	A <u>study edition</u> of one of the modern translations of the bible*

\*E.g., the New Jerusalem Bible, the New American Bible, the New American Standard Bible, the New International Bible, the New Oxford Bible

## Table of Contents for C/3: Integration Session - Christian Hope

### Re Suffering

1. Baum, Gregory. <i>Meister Eckart and Dorothee Soelle on Suffering and the Experience of God</i> .....	1
2. Puchalski, Christina. <i>Listening to Stories of Pain and Joy</i> .....	8
3. Rappmann, Susanne. <i>The Disabled Body of Christ as a Critical Metaphor - Towards a Theory</i> .....	13
4. Hull, John. <i>The Broken Body in a Broken World: A Contribution to a Christian Doctrine of the Person from a Disabled Point of View</i> .....	22
5. Lee, Judith. <i>The Village of Old Children: A Theological Fable</i> .....	32
6. Byock, Ira. <i>The Ethics of Loving Care</i> .....	40

### re Life and Death

7. Lane, Dermot. <i>The Permanence of Death: Reconnecting Life and Death</i> .....	53
8. O’Hanlon, Gerard. <i>Life after Death</i> ... ..	62
9. Mulvihill, Nancy. <i>Giving Patients a "Good Death"</i> .....	68
10. Jeanrond, Werner. <i>Death, Where Is Your Sting? Death as the Ultimate Challenge to Christian Hope</i> .....	75

### re Hope

11. Junker-Kenny, Maureen. <i>The Search for Hope Today: Religious and Cultural Expressions</i> ... ..	84
12. Lane, Dermot. <i>In Search of Hope</i> . .....	91
13. McClain, Joseph. <i>Hope: The Disarming of Diminishments</i> . .....	100
14. Johnson, Elizabeth. <i>Resurrection: Promise of the Future</i> .....	104
15. Sulmasy, Daniel. <i>Hope and the Care of the Dying Patient: A Catholic, Christian Perspective</i> ... ..	108

### re the Health Care Giver

16. Chittester, Joan. <i>Spirituality for the Long Haul</i> .....	115
17. Hallstein, Ann. <i>Spiritual Opportunities in the Liminal Rites of Hospitalization</i> .....	117
18. Martini, Carlo Maria. <i>Hope and Religious Leadership in a Secular Society</i> .....	122
19. Vandercreek, Larry et al. <i>Where There’s Life, There’s Hope, and Where There Is Hope, There Is . . .</i> .....	125
20. Baird, Robert. <i>On Bad Luck: Job and Jesus</i> .....	130

### re the Health Care Institution

21. Macdonald, Eric and Michael Pontus. <i>The Healing Ministry of the Church in the Health Care System</i> .....	135
22. Van Ness, Peter. <i>Theology and Epidemiology as Complementary Perspectives on Aging</i> .....	139
23. Kavanaugh, John. <i>Wounded Humanity and Catholic Health Care</i> .....	148

## **Appendix III: Student Evaluations**

### **The CHAC Health Care Leadership Program in the Students' Own Words**

#### **I. On the Program in Its Entirety**

##### **A) Comments from C/3 synthesis papers**

- The Christian Leadership course has been a valuable source of information and even more, a source of empowerment from which to minister toward a more joyful and hopeful future in Health Care. This course has provided a better understanding of the meaning and history of Catholic Health Care, which is grounded in Gospel values and committed to those values, thus assuring an authentic and viable future for Catholic Health Care in today's society.... My growing awareness that my ministry in Catholic Health Care is indeed purposeful has been affirmed and confirmed during these past three and one half years. Like a spiral, the learnings have permeated the core of my being and my desire to seek "the more" has been reinforced. I have learned the true meaning of Catholic Health Care and therefore have been better able to respond to what I now see as a call to Spiritual Care giving.

- the Catholic Health Care Leadership Program provided a tremendous opportunity for growth and development to the individuals who participated. Naturally, we began with different perspectives, expectations and needs, and although we were all changed and impacted by the experience, our experiences were unique.... The entire Health Care Leadership Program has enlightened me considerably. I feel that because of it, I have come to know myself better and have gained greater insight into my own inadequacies. This, in turn, has helped me to develop patience and more tolerance for the differences of others. Certainly, I experienced validation and affirmation which will enhance my ability to provide similar opportunities for co-workers and patients.

- The nine sessions and readings of the Catholic Health Care Leadership Program were an invaluable opportunity to update my knowledge and appropriate my own experiences more deeply. Each session, with its readings and homework, brought new insights that enable me to better fulfill the mission which has been confided to me... During this formation received in the Catholic Health Care Leadership Program, I have acquired new understandings—above all, in the course on Canon Law about which I had a rather negative image. I came to understand the rules of the Church and their necessity. I can say that each of the courses succeeded in affirming my convictions, caused me to discover the richness of my experience, and touched what I feel called to live in the depths of myself. [translated from French]

- This program has been truly a gift for me and has helped me contribute more fully to my health care community. I look forward to continuing that journey with my co-workers.

- I have had no theological formation whatsoever, so I appreciated greatly the opportunity to plunge into it through the formation made possible by the Health Care Leadership Program. Because I am so "secular," I was obliged to work harder on the subjects covered, and that's not a bad thing in itself. I am forever grateful to the Catholic Health Association of New Brunswick which believed in us and so generously took the initiative to sponsor such a program. I profited from every single session, even if, in all honesty, I must admit that some were perhaps less profitable for me than others. [translated from French]

- Throughout this course I have felt a great deal of support and oneness with everyone in the group. It is this camaraderie which has assisted me through some difficult sessions and work. Not being used to studying theology or religion in any great detail, I worried about my knowledge as well as my comprehension. There were concepts which I struggled with— and I can say that my understanding of Canon Law is still very limited—but, it all helped to give me some insight into my beliefs as a Christian. In general, most people do not get the opportunity to do just that. It certainly is a worthwhile endeavor, as it allows one the time to reflect on basic beliefs and on how deeply one is committed to their beliefs. The Health Care Leadership Program confirmed for me the belief that I can make a difference in my workplace, which is why I became interested in the program to begin with. I felt the need to learn more about what Christian values are and how they can be reflected through health care.... The learning and sharing which has taken place over the last few years has positively influenced my work life. It has increased my confidence in my judgment of other people and in my reactions to others.

## **B) General comments from individual course evaluations**

- wonderful high-calibre program; it is a privilege to participate
- [Religious Experience] should follow Christian Anthropology as it helps form the basis for the other courses, i.e., Catholic Health Care and Organizational Ethics
- just when I thought the sessions couldn't possibly get any better, you came up with an even more fantastic presenter
- each session is so unique yet ties into the previous section. This is a great program
- I think members of the Boards should have the opportunity to attend such a class [B/3 Church and the Ministry of Health Care]
- I always feel revitalized
- God is so wonderfully orchestrating this program; topics seem to come just at the perfect time
- very nice to have [A/1 prof] back to complete the circle and give closure to the program [C/3]
- change format of program so that reading materials are always given out before session meets
- we could have used another two days [for A/1]. Perhaps if the program is run again, this class should be extended to four days; there is too much enlightening material for two days, and it provides the groundwork for the remaining sessions
- thanks for the continued anthologies, bibliographies and the books! They continue to be of benefit with my daily work even when the course is finished
- I would recommend this for anyone in leadership
- the connections with our classmates and facilitators were brilliant and will go with me throughout my life's journey
- share written papers (from previous course) at beginning of new session; helpful if instructors could familiarize themselves with the content of individual courses so they can benefit from the "paper-sharing" time, too

## II. On the Individual Courses

The HCL Program was evaluated by the participants a total of 54 times between June 1999 and February 2006. The form used asks the following information:

<u>A. INSTRUCTOR EVALUATION</u>	N/A	Strongly Disagree	2	3	Strongly Agree
1. The instructor was knowledgeable in the subject area	0	1	2	3	4
2. The instructor was well-prepared for classes	0	1	2	3	4
3. The instructor encouraged discussion and respects differing opinions	0	1	2	3	4
4. The instructor was able and willing to help with questions during and after class	0	1	2	3	4
5. The course content challenged and stimulated my interest in the subject area	0	1	2	3	4
6. The course, overall, was a high quality learning/educational experience	0	1	2	3	4
Other Comments:					
<u>B. STUDENT EVALUATION</u>	N/A	Strongly Disagree	2	3	Strongly Agree
1. I contributed actively in course activities	0	1	2	3	4
2. I sought help with my learning needs when necessary	0	1	2	3	4
3. I brought expertise and knowledge in the subject area to the class	0	1	2	3	4
4. I helped in creating a conducive learning environment	0	1	2	3	4
Other Comments:					
<u>C. FEEDBACK QUESTIONS:</u>					
1. What were the best features of the course?					
2. What specific things could the instructor do to improve the course?					
3. Other observations:					

Unsigned evaluations are not counted.

Thirty-five of the evaluations, 29 from the sites where the program has been completed and 6 from the program that will finish in 2007, were available for tabulation here, permitting the students (at least 65% of them) to speak for themselves. The "Other Comments" from sections A and B, and the responses to the Feedback Questions in section C have been included.

**Key:**

1. figures just below the course title represent what is quantifiable:
  - R: ratio of students responding to students in attendance at the sessions
  - IE: average student rating of the course instructors (score rounded out to nearest decimal)
  - SSE: average student satisfaction with his/ her own participation (score rounded out...)
2. for each question, each row of the grid contains the comments from a different site

## A/1: Christian Anthropology

R: 51/58    IE: 3.9/4    SSE: 3.1/4

<b>Instructor Evaluation: <i>Other Comments</i></b>
<ul style="list-style-type: none"><li>- important to note that the instructor was very flexible, able, and confident enough in herself and her course content to allow for changes due to student requests and student participation. Her openness and excitement for the material encouraged us to "catch her spirit"</li><li>- the course far exceeded my expectations! I came tired, anxious even if eager, and experienced the weekend as a door leading me into fuller appreciation of God and God's longing to be involved with humankind, warts and all</li><li>- prof presented her content very knowledgeably, clearly and attentive to the questions and comments. She even came to me and commented on my excellent sharing and participation. Very present to all of us!</li><li>- if the following facilitator is as personable as this prof, it will make for a very pleasant learning experience</li><li>- very dynamic teacher</li><li>- prof is very open and communicates easily; even if the subject is difficult, she succeeded in making it understandable; the material demands a great deal of concentration</li><li>- exceptional level of material presented; however it was extremely thought provoking; prof was methodical in approach and tied all concepts together brilliantly</li></ul>
<ul style="list-style-type: none"><li>- great presentation, gave us a thirst for more</li><li>- material presented in a logical and methodical fashion, keeping us students in mind at all times</li><li>- prof extremely knowledgeable; enthusiasm for material was infectious; captured and held attention simply through delivery style and depth of knowledge</li></ul>
<ul style="list-style-type: none"><li>- the way the course ran: open to our opinions; adult standards; readings followed by class discussion; articles were phenomenal</li><li>- adult learning principles were not only spoken about, they were respected; opened my mind to further possibilities!</li><li>- absolutely enlightening and passionate material</li><li>- as a non-Catholic, I was concerned that this course would be difficult for me to follow/understand; concerns totally unfounded</li><li>- more lecture time; only do one breakout session with readings</li></ul>
<ul style="list-style-type: none"><li>- prof had a passion to her teaching which lent to a "thirsting" for learning</li></ul>
<ul style="list-style-type: none"><li>- a very interesting and challenging 2 days; the social opportunities were a positive way to develop relationship with one "unknown" student and instructor</li><li>- prof very open and supportive of our learning and discussion—this was a key strength to the program</li><li>- very helpful foundational info; topic gave me a background to key premises and beliefs about christianity that I did not have before</li><li>- more lecture than I had anticipated but an acceptable balance with reading and discussion in groups</li></ul>
<b>Student Self-Evaluation: <i>Other Comments</i></b>
<ul style="list-style-type: none"><li>- the openness and adult learning style helped a great deal towards my learning and my involvement</li><li>- because of fatigue and other personal factors, I do not feel I was able to be as involved as I would have liked to be. However the stress-free environment helped me overcome much and so be more involved than I otherwise could have been</li><li>- we were somewhat limited with time but it was interesting to share and hear from others</li><li>- a very in-depth program that made me look at my christian background in a very positive way</li><li>- difficult to contribute to this specific course because of my lack of knowledge in the subject</li><li>- I found this course to be very enlightening! So much to think about! Thank you</li><li>- this material is all <u>new</u> for me; concepts and terms tended to hinder me somewhat</li></ul>
<ul style="list-style-type: none"><li>- tone set by prof made it possible for me to participate fully as a student</li><li>- participation was always welcomed; class assignments were reasonable</li><li>- felt very inadequate, was a very difficult field for me</li></ul>
<ul style="list-style-type: none"><li>- although participation was strongly encouraged, I sometimes felt overwhelmed by the depth of information presented</li><li>- sometimes terminology in articles was unfamiliar; not sure it that's because I am not a Catholic or that the</li></ul>

<p>article was written on a level I was not able to grasp</p>
<ul style="list-style-type: none"> <li>- excellent 2 days of learning; refreshing</li> <li>- very good two days; amenities terrific; location good; facilitator top notch!!</li> <li>- I found the second day (end of day) exhausting. This was a common thread amongst students. So much to cover in so little time</li> <li>- a very enjoyable learning experience overall; very provocative and life-giving at a personal and faith level</li> <li>- a very positive growth and learning experience; I feel I can approach my life at home and work in a renewed way</li> </ul>
<ul style="list-style-type: none"> <li>- participation was eagerly sought and valued</li> <li>- course <u>very</u> different from what I expected, and took one day to settle in</li> <li>- some content new to me</li> </ul>
<p><b>Feedback Questions</b></p>
<p><b>1) What was the best feature of course?</b></p>
<ul style="list-style-type: none"> <li>- the smallness of the group and flexibility; time away for reading and reflection; open group sharing and interaction</li> <li>- I found the way the course was structured, input, reading, sharing, very helpful—not too stressful even if it was quite heavy</li> <li>- really appreciated the introductory Part I, i.e., situating the human in space, time and thought - very informative and well-presented</li> <li>- the camaraderie with others in the program, sharing as a group</li> <li>- valuable reading material to support the course content</li> <li>- the concept of the human being (homo sapiens) in the universe; the meaning of God made known in Jesus: transcendent and engaged with humanity</li> <li>- prof's knowledge and enthusiasm for the material</li> <li>- the style of delivery; the content was very new to me and therefore a valuable learning experience</li> <li>- conducive learning environment</li> </ul>
<ul style="list-style-type: none"> <li>- teaching style appropriate for adult learning</li> <li>- interaction: small group discussions</li> <li>- diversity in group overall</li> <li>- content, mode of presentation, atmosphere; prof's ability to inspire enthusiasm for the course content and flow, respect for topic and students</li> <li>- challenged one's ability to grasp new concepts and to expand one's thinking</li> <li>- time to reflect on the information</li> </ul>
<ul style="list-style-type: none"> <li>- location</li> <li>- openness</li> <li>- flexibility to consider my life</li> <li>- prof's knowledge and group's participation</li> <li>- prof's knowledge and easy presentation style; interaction with others</li> <li>- format was great: combination of lecture and discussion</li> <li>- application to today's challenges; very thought-provoking</li> <li>- prof and her enthusiasm</li> <li>- first time I have done this type of reading and critical thinking for a long time</li> <li>- instructor's knowledge and ability to share it in a meaningful way</li> <li>- discussion groups were beneficial</li> </ul>
<ul style="list-style-type: none"> <li>- the open and frank discussions; the new information for me. The articulate and very knowledgeable teacher was very appreciated</li> <li>- open discussion, opportunity for reflection / absorption time</li> <li>- lectures, article review and dialogue</li> <li>- the material presented was excellent</li> <li>- prof's passion; also the information re: the universe and biblical beginnings; learning to critically look at life, articles and self</li> <li>- provocative articles that raise many question and issues re Christianity and theology; quality of presentation. Thank you.</li> <li>- everything was excellent</li> <li>- the lecture portions with the visual aids</li> </ul>
<ul style="list-style-type: none"> <li>- the instructor definitely knew her stuff and that is always more enjoyable; she was very non-judgmental</li> </ul>

<p>which aided open discussion; I love the topic so was pleased to be "stretched" and challenged personally</p> <ul style="list-style-type: none"> <li>- formal and informal opportunities for discussion; context, setting</li> <li>- openness of the instructor; always asked for feedback from participants</li> <li>- group discussions about learning</li> <li>- resource / texts provided as handouts; prof's openness to questions, challenge and discussion</li> <li>- prof's <u>clear</u> <u>contexting</u> of the 1) space-time continuum and basic beliefs about Christ and God in the christian experience</li> <li>- very good reading anthology</li> </ul>
<p><b>2) What specific things could instructor do to improve course?</b></p>
<ul style="list-style-type: none"> <li>- I'm not sure the instructor could do anything better. Whatever improvements were requested, she implemented during the 2 day session</li> <li>- prof could not have done more</li> <li>- at this point, everything was top notch</li> <li>- it was quite good</li> <li>- a copy of prof's lecture notes would have helped; I would have re-read them in the evenings, thus allowing me to follow even more closely</li> <li>- more areas for quiet and private study; original environment too noisy</li> <li>- suggest some reading material ahead of time for the students who would like to better prepare for this specific course</li> <li>- limits of our time together forced us to move too quickly through the material; if we had prof's notes we could delve deeper into this area once we are home</li> </ul>
<ul style="list-style-type: none"> <li>- give more of a notice to students on the pre-class work, at least a week</li> <li>- more time for readings or material ahead of time</li> <li>- simpler versions of readings for "novices"</li> <li>- a simple article, course outline and schedule of lectures before session begins</li> </ul>
<ul style="list-style-type: none"> <li>- prof didn't start and finish one specific topic before going into other areas</li> </ul>
<ul style="list-style-type: none"> <li>- provide several articles for initial reading as introduction to course</li> <li>- clarify readings; provide tips on reading in advance</li> <li>- have more lecture time and assign readings for homework</li> <li>- more time to "pour over" some of the articles; otherwise, presentations, etc. were excellent</li> <li>- reporting group discussions: clarifying expectations and /or process in reporting</li> <li>- choose articles which are not written in academia</li> </ul>
<ul style="list-style-type: none"> <li>- was quite good</li> <li>- dont' apologize for the content; it is not dry</li> <li>- provide either an overview or readings ahead of course</li> <li>- detailed agenda before the meeting; readings before the seminar</li> <li>- historical, biblical information is not well-known to me and sometimes I struggle with relevance</li> <li>- a couple of introductory readings, although I liked prof's awareness that there would not be time for a lot of reading ahead</li> <li>- detailed agenda beforehand; I was not sure what to expect</li> </ul>
<p><b>3) Other observations</b></p>
<ul style="list-style-type: none"> <li>- the group that took part came from a variety of backgrounds and yet were all able to not only learn from the material and reflect on how they could integrate their learning, they were also given an opportunity to learn from the others in the class</li> <li>- the way the course was set up truly encouraged the group to become connected quite easily; individuals coming from such diverse backgrounds and circumstances were thus able to relax and get on with the job</li> <li>- over the years I have studied theology, However in the recent past I have not done much formal study so it has been a source of joy to have the opportunity, and (perhaps) a surprise to see the change in perspective</li> <li>- the Readings and the summary that we had to prepare for discussion were very helpful. Excellent method.</li> <li>- this gave a look at christianity from a scientific and theological perspective</li> <li>- difficult subject for somebody with no theology background</li> <li>- thank you very much!</li> <li>- an extremely well-prepared stimulating presentation; the pace was very appropriate and the assignments were manageable. Thank you</li> <li>- the time went by so fast! we could have used another two days! Perhaps if there is another course this clss</li> </ul>



<p>should be extended, as it provides the groundwork for the remaining courses</p> <ul style="list-style-type: none"> <li>- enjoyable, thought-provoking experience</li> </ul>
<p>No comments</p>
<ul style="list-style-type: none"> <li>- well done. Good facility to host course</li> <li>- course was excellent, although it was "exhausting"</li> <li>- very enjoyable two days</li> <li>- well done! Thank you</li> <li>- it was different for me to have the Catholic material presented by someone other than a priest or nun</li> <li>- have a theological dictionary available</li> </ul>
<ul style="list-style-type: none"> <li>- great dynamic group</li> <li>- material was challenging but not overwhelming. Can we get a participants list and contact #'s, emails, etc.?</li> <li>- terrific!</li> <li>- I felt a sense of family and caring about each person attending; prof brought positive energy; look forward to continuing</li> <li>- SBGH was an excellent location for classes even if it meant [one student] had to sacrifice her Saturday!</li> <li>- the room we were in was very hot when the door was shut; hard to stay awake. Also, would have been more pleasant to be able to see one another instead of the room being set up like a classroom; circles are more conducive to sharing, etc.</li> <li>- very sustained (scholarly) language in most articles diminishes enthusiasm in reading them</li> </ul>
<ul style="list-style-type: none"> <li>- well-prepared; great binder of varied reading materials</li> <li>- thank you for your patience and sensitivity to the needs of the group</li> <li>- I liked the time provided in the days for reading—very good balance of this with lecture and discussion</li> <li>- very challenging content; found it to be very interesting and I would encourage us to be engaging in discussion with how <u>this</u> content relates to modern/current understanding of the christian context and experience</li> <li>- more basic theology, less trying to incorporate modern examples</li> </ul>

**A/2: Catholic Health Care**  
 R: 39/47      IE: 3.9/4      SSE: 3.4/4

<p><b>Instructor Evaluation: <i>Other Comments</i></b></p>
<ul style="list-style-type: none"> <li>- prof did a great job of pushing us to think beyond the parameters</li> <li>- high level of credibility of prof</li> </ul>
<ul style="list-style-type: none"> <li>- prof was great!</li> <li>- A/2 follows well what we took in A/1</li> <li>- I've loved these 2 days; stimulating and inspiring without pressure</li> <li>- prof was very approachable for questions during and after class</li> <li>- class interaction was very beneficial to understanding course content</li> </ul>
<ul style="list-style-type: none"> <li>- excellent course...very pertinent to "where I'm at" at this moment in time</li> </ul>
<ul style="list-style-type: none"> <li>- prof had answers to all questions and he was able to pull answers together in reference to the material under discussion</li> <li>- keeping a focus on "so what does this mean for us as leaders in this organization?" is key—prof did this quite well and it needs to be the practice for all future modules; applicability to our leader context is key to demonstrate adult education principles</li> </ul>
<p><b>Student Self-Evaluation: <i>Other Comments</i></b></p>
<ul style="list-style-type: none"> <li>- course has prompted further soul-searching re who I am as a spiritual person, what personal identity is as a Christian and Christian health care leader</li> <li>- groups were better this time, probably due to fact that we are getting to know one another</li> <li>- enjoyed the more concrete (as opposed to philosophical) material</li> <li>- pushed me to examine my role in Mission Effectiveness</li> <li>- format conducive to student involvement</li> </ul>

<ul style="list-style-type: none"> <li>- as an adult learner, I am provided in this course with the opportunity to reflect, feel and articulate what I am feeling</li> <li>- staying at Queen's House is especially wonderful</li> <li>- the more I learn, the more I realize what I need to learn</li> <li>- we had fun too!</li> </ul>
<ul style="list-style-type: none"> <li>- was very much "fun learning" with everyone</li> <li>- I enjoyed the large group sharing/ discussion sessions in particular, as well as prof's gentleness and respect in leading discussions....</li> <li>- very enjoyable; I like getting together with other "like" organizations, similar views, problems and ideas</li> </ul>
<ul style="list-style-type: none"> <li>- this was a very good course!</li> <li>- found the content interesting and the dialogue with others stimulating</li> </ul>
<b>Feedback Questions</b>
<b>1) What was the best feature of course?</b>
<ul style="list-style-type: none"> <li>- interaction with colleagues</li> <li>- wine and cheese</li> <li>- ability to speak freely and safely with other deeply committed leaders and the personal growth which is the fruit of such discussion</li> <li>- scheduling and good readings</li> <li>- hearing other faith-based comments about Catholic hospitals</li> <li>- both sessions, so far, have facilitated a stretch of thinking and discussion in areas I do not often venture into</li> </ul>
<ul style="list-style-type: none"> <li>- prof made everyone feel very relaxed; room was very conducive to talking and seeing everyone; locale has a great atmosphere</li> <li>- easier to relate to the subject matter; seems more relevant to my work life</li> <li>- class discussions and group dialogue</li> <li>- the relaxed way information was presented</li> <li>- dialogue, readings, environment conducive to learning about our faith</li> <li>- all of it: sharing, raising questions, feedback</li> <li>- group discussion, large and small</li> </ul>
<ul style="list-style-type: none"> <li>- open, informal atmosphere</li> <li>- good articles; excellent input from prof and participants</li> <li>- interaction with the readings in the small groups, then in the large group</li> <li>- the discussion; the presentations on history and catholic identity</li> <li>- interactive times, group learning, history section really interesting</li> <li>- interaction in groups; exploring new ideas and thinking</li> <li>- discussion time was beneficial</li> </ul>
<ul style="list-style-type: none"> <li>- the history, the reference to the Bible, the readings and dialogue</li> <li>- small group dynamics, good discussion and exchange of ideas</li> <li>- openness of instructor to engage group in discussion</li> <li>- prof's style was a plus; ready, not pushy; knowledgeable and interested. Group discussion was very lively and east to get - comfortable</li> <li>- prof was very helpful in his facilitation, encouraging, challenging us, fostered discussion</li> </ul>
<b>2) What specific things could instructor do to improve course?</b>
<ul style="list-style-type: none"> <li>- more description/ explanation of areas by prof</li> <li>- more interchange with group following prepared presentations</li> <li>- more free discussion (what do you think? why?)</li> </ul>
<ul style="list-style-type: none"> <li>- can't think of anything to improve it</li> <li>- nothing I can think of</li> </ul>
<ul style="list-style-type: none"> <li>- it was excellent</li> <li>- clarify purpose of some of questions for small group discussion so that we can see more clearly the expected progress</li> <li>- small group discussions tended to be somewhat repetitive; sense that we hd already answered the same or</li> </ul>

<p>similar questions in previous session</p> <ul style="list-style-type: none"> <li>- bring <u>new</u> learning, lectures about prof's knowledge, things I don't know or didn't take time to read about</li> </ul>
<ul style="list-style-type: none"> <li>- prof should update his transparencies; they look like they came from another life</li> <li>- have handouts of notes available in class</li> <li>- a copy of overheads during the course would be helpful for any relevant note-taking</li> <li>- handouts of overheads would have helped my note-taking; it would have saved my time of copying so that I can capture the discussion</li> <li>- encourage group discussion to move to the "comfy" chairs now and then!</li> </ul>
<p><b>3) Other observations</b></p>
<ul style="list-style-type: none"> <li>- importance of pushing forward in terms of establishing, reconfirming values of our institutions really hit home</li> <li>- personally find being at the Seminary to be a point of connection for me with the Catholic Church; being in a hotel conference room or a hospital meeting room as an alternative would lose something for me</li> <li>- getting reading list sooner would be helpful</li> </ul>
<ul style="list-style-type: none"> <li>- very informative and enjoyable 2 days</li> <li>- great group!</li> <li>- it is so exciting to gain new understanding</li> <li>- quality of the prof's ability to do the job; adult-education principles were honored</li> <li>- appreciate photocopies made available</li> <li>- excellent course</li> <li>- would like info in advance of course to preview and get mind set on course</li> </ul>
<p>No comments</p>
<ul style="list-style-type: none"> <li>- prof knows the material, has a good style in gaining group participation</li> <li>- thanks for session</li> </ul>

**A/3: Organizational Ethics**

R: 46/49      IE: 3.9/4      SSE: 3.3/4

<p><b>Instructor Evaluation: Other Comments</b></p>
<ul style="list-style-type: none"> <li>- good reading content; more time for reading or reading before session would allow for more in-depth learning, background and questions</li> <li>- very thought-provoking issues which we are struggling with daily at our institutions. Excellent session!</li> <li>- some examples dated</li> <li>- sometimes rushed through overheads</li> <li>- would have appreciated more case studies and group discussion to access knowledge prof brings</li> </ul>
<ul style="list-style-type: none"> <li>- prof was very knowledgeable and a great facilitator for an ethics course</li> <li>- inspiring presentations and discussions; it is wonderful to discover that ethical decision-making is no longer distanced from the individuals concerned; prof gave many avenues for seeking further insight</li> <li>- great course</li> <li>- phenomenal teacher/presenter</li> </ul>
<ul style="list-style-type: none"> <li>- well-prepared; excellent material; good opportunity to discuss issues</li> <li>- very good course</li> <li>- prof was high energy and humorous; kept my attention; highly knowledgeable</li> <li>- excellent forum</li> <li>- it was a pleasure to spend the two days with prof!</li> <li>- very good session</li> </ul>
<ul style="list-style-type: none"> <li>- thank you...great course; excellent discussion and focus on positive, practical application</li> <li>- this was a highly engaging and stimulating experience! Thank you!</li> <li>- this was the most productive, enlightening learning experience in which I have participated recently</li> <li>- the anthology and text are excellent and will be very valuable resources</li> </ul>

<b>Student Self-Evaluation: <i>Other Comments</i></b>
<ul style="list-style-type: none"> <li>- area in which I need further research and reading; two books provided will help</li> <li>- very committed to the learning process and am enjoying the questions and stimulation elicited by this session</li> <li>- very good session, very important in my work</li> </ul>
<ul style="list-style-type: none"> <li>- I don't contribute alot in group activities, but I do get alot of thought-provoking information</li> <li>- the rest of the participants are like family now</li> <li>- prof has a passion for ethics as I also do</li> <li>- I tend to talk too much</li> </ul>
<ul style="list-style-type: none"> <li>- very interesting teacher; led great discussions. Class is very enjoyable as we get to know each other better</li> <li>- enjoyed the 2 days very much</li> <li>- it helped me with looking at the larger picture of ethics within organizations</li> </ul>
<ul style="list-style-type: none"> <li>- I came in thinking I wasn't confronted with many ethical issues in my daily routine; I learned differently</li> <li>- instructor was respectful of all participants, did an excellent job of facilitation</li> <li>- the other students were great at sharing and giving examples</li> <li>- I enjoyed the case studies</li> </ul>
<b>Feedback Questions</b>
<b><i>1) What was the best feature of course?</i></b>
<ul style="list-style-type: none"> <li>- very good material given directly to us</li> <li>- case discussions</li> <li>- good exchange with colleagues</li> <li>- use of Health Ethics Guide in analyzing ethical cases</li> <li>- corporate ethics</li> <li>- informal relaxed atmosphere</li> <li>- content relevance, excellent interaction within large group, probably best yet</li> <li>- wealth of excellent resource materials, i.e., anthology and 3 books</li> </ul>
<ul style="list-style-type: none"> <li>- prof's knowledge and expertise</li> <li>- discussions</li> <li>- the discussions on the Health Ethics Guide as it pertains to Canadians</li> <li>- relaxed atmosphere; examples of principles helped to relate them back to our institutions</li> <li>- prof's depth of knowledge and understanding; opportunity to discuss ethical issues with him</li> <li>- interaction with others</li> <li>- prof's knowledge in this area and ability to lead us through the content; also, the participants and the environment</li> <li>- prof encouraged reflection and thinking and was accepting of our many questions</li> <li>- prof's ability to turn a complex issue into something we can all relate to—an awesome gift</li> </ul>
<ul style="list-style-type: none"> <li>- case studies were very good</li> <li>- the openness and freedom to express</li> <li>- discussion, reading times and reports back to group</li> <li>- the discussions around the case studies were excellent</li> <li>- the shared knowledge, sensitivity and respect of all members</li> <li>- interactions on the readings</li> <li>- open/honest, knowledgeable discussion; power point presentation</li> <li>- open discussion and examples taken from instructor's experience!</li> <li>- discussion time; instructor's ability to relate appropriate experiences</li> <li>- discussions were encouraged; facilitator's stories and experience were very stimulating; variety of learning experiences: discussion, lecture, video, participation</li> </ul>
<ul style="list-style-type: none"> <li>- very practical; case/experience-based; safe, not right/wrong. Encouraged use of relevant resources</li> <li>- excellent dialogue; facilitation of discussion; cases. opportunity for application project as part of evaluation.; anthology seems well-balanced .</li> <li>- easy style, comfort of group, passion of presenter and participants</li> <li>- case study discussion</li> <li>- opportunities to share ideas, thoughts, participate in discussion; great handouts; good use of resources; flexible to group's needs</li> <li>- the subject matter; method of presentation; it was interesting that the "old" values were still relevant</li> </ul>

<ul style="list-style-type: none"> <li>- discussion with the participants of real life ethical issues</li> <li>- cases and facilitated discussion</li> </ul>
<p><b>2) <i>What specific things could instructor do to improve course?</i></b></p>
<ul style="list-style-type: none"> <li>- a few more current exmples - introduce the privacy, genetic issues</li> <li>- tried to cover too much material, so a bit superficial, could not really get into topics</li> <li>- more handouts to reduce need to write rather than pay full attention</li> <li>- pre-designated small groups would speed things up a bit</li> <li>- more time with case studies and experience sharing</li> <li>- role playing to see what ethical communication looks like</li> <li>- fewer overheads and left on screen longer</li> </ul>
<ul style="list-style-type: none"> <li>- another day with prof</li> <li>- cannot think of one thing</li> <li>- there's <u>so</u> much to read, but I guess that's part of it!</li> <li>- more time given to the "process" to undertake when addressing an ethical issue</li> <li>- do photocopying of articles (or have someone else do it) ahead of time</li> </ul>
<ul style="list-style-type: none"> <li>- the presentations were excellent and the facilitation of discussions too; I have no suggestions</li> <li>- was very good and interesting, a real learning environment</li> <li>- afternoons, very difficult to sit for long periods; need to "rise" every half hour or so but continue dialogue</li> <li>- when asking students to read, give more guidance on expectations in terms of reporting back</li> </ul>
<ul style="list-style-type: none"> <li>- no significant improvement needed; more cases would be helpful to apply thinking, but we had terrific dialogue that got the same outcome</li> <li>- I liked the videos that stimulated discussion; not sure reading articles does the same thing</li> <li>- this course would have benefited from the Friday evening discussion as we didn't have enough time. Would have been interesting to carry on!</li> <li>- maybe more integration of text into class; it is homework, but likely having the text will insure it is read; it does look very interesting</li> <li>- the tie-in to Catholic health care could be made more clear and related to the concept of the CHAC leadership</li> <li>- perhaps a quick overview of the anthology so we appreciate its breadth</li> </ul>
<p><b>3) <i>Other observations</i></b></p>
<ul style="list-style-type: none"> <li>- entire group should stay together, at the same facility, throughout the sessions to better network/ team build/ exchange ideas and discuss issues</li> <li>- more dialogue re organizational ethics, i.e., structures, processes, how other organizations have addressed these things</li> <li>- appreciate the "reception" to provide opportunity for developing camaraderie</li> <li>- Friday evening reception very much appreciated and the supplies provided for our gathering later that evening</li> <li>- not enough coffee, thermos kept running out</li> </ul>
<ul style="list-style-type: none"> <li>- prof's ability to share and guide us in a better understanding of the Catholic faith in respect to being a more effective person/leader in our health care facility</li> <li>- it was a great 2 days!</li> <li>- thank you so much for the opportunity to participate in this class</li> <li>- very enlightening</li> <li>- good participation by most of group which really adds to these sessions</li> <li>- food excellent</li> </ul>
<ul style="list-style-type: none"> <li>- as with the other courses, it is a lot of material to digest and will have to be thought about in the days to come</li> <li>- it was great as always</li> <li>- the group was extremely lively, hope it wasn't too much</li> <li>- thanks to Suzanne and the lunch crew behind the scenes. <u>No</u> lulls in the afternoon to feel tired or such!</li> <li>- prof had a great sense of humour and was very approachable!</li> <li>- level of participation was great!</li> </ul>

- this spurred ideas, options to consider for my own organization moving forward; it gave me energy for this work. Prof was top notch! Sincere thanks!
- prof was excellent in letting the conversation flow. He was emphatic in this and it was very positive!
- this section is probably the one that is best served through case studies—good examples

**B/1: Religious Experience**

R: 45/48      IE: 3.9/4      SSE: 3/4

**Instructor Evaluation: *Other Comments***

- prof summarized much discussion accurately and honourably
- prof was a good listener
- reading presentation from laptop was distracting
- reference material should be circulated prior to course

- there weren't any break-out group sessions and I think that was good.; prof was such a knowledgeable fellow that I, myself, gained far more by listening to him; enjoyable, informative and moving!
- prof did a great job; provided written notes which was good
- prof's presentation and understanding of the topic were inspiring; lecture notes were wonderful since you could listen a lot more without scribbling madly
- very thought-provoking and uplifting for me; I liked the handout of notes and the use of videos. They were a good and informative way to break up the lecture part
- absolutely fabulous, awakening, exciting, supportive. thank you

- great!
- wonderful content, well-presented; wonderful challenge—excellent. I now have to regroup and rethink about religious experience and ecumenism
- fantastic! would like to have him again for other courses /speaking engagements
- super, excellent course
- prof was very well-informed and respectful of the diverse group

- excellent instructor

**Student Self-Evaluation: *Other Comments***

- enjoyed being here and being engaged
- enjoyed this session so much; discussions were wonderful
- more helpful to be focused on group leadership and administration rather than on nursing

- brought questions and experience in my own area

- always great to be with this group
- sometimes I felt a little inept and confused, but only due to my own lack of experience and knowledge
- une présentation extraordinaire!
- merci beaucoup

- I brought expertise and knowledge mostly from my work/life experience
- I learned some new concepts; am still not sure overall what level of knowledge I require as a Catholic health leader v/s student of theology
- this course was largely more relevant to my work; I found concepts from the first course were a good foundation for this course
- I listened respectfully; could have asked more questions of others but so much content and not a lot of flexible time to debate issues; was very mindful of time pressures to cover content
- the move to the lounge was excellent and greatly appreciated; those wooden chairs affected my ability to concentrate on the content at times

**Feedback Questions**

**1) What was the best feature of course?**

- creating an understanding of spirituality

<ul style="list-style-type: none"> <li>- candid, honest class discussions</li> <li>- opportunity to network, share ideas</li> </ul>
<ul style="list-style-type: none"> <li>- group discussions in class</li> <li>- group discussions after meeting hours</li> <li>- appreciated the printout of his lecture material</li> <li>- format of presentation was very good</li> <li>- class discussions as opposed to breakout groups</li> <li>- learning how to articulate "spirituality"</li> <li>- broadened knowledge; opened to experiences in other religions</li> <li>- prof was great teacher; truly enjoyed this time; gave me lots to think about and apply in my work and home; social on Friday night was really good—and therapeutic</li> <li>- prof's openness and genuine interest in us</li> <li>- always wanted to know more about the other religions of the world and found the course very informative</li> <li>- the time together in class exchanging ideas, etc.</li> </ul>
<ul style="list-style-type: none"> <li>- power point, dialogue and instructor</li> <li>- historical information, the passion of the presenter, not having to take notes</li> <li>- content was superb; discussion was very good in the group</li> <li>- very interesting, well-organized presentation</li> <li>- challenges, open to new ideas</li> <li>- listening to prof, new information</li> <li>- openness of facilitator</li> <li>- interesting topic and relevant to my work where these issues come up</li> <li>- very challenging; not having to take notes</li> <li>- power point presentation, topic</li> </ul>
<ul style="list-style-type: none"> <li>- the instructor</li> <li>- prof was very well prepared</li> <li>- great overview—almost too much</li> <li>- really liked the instructor's use of power point presentation and received notes</li> <li>- Saturday—higher involvement, although I would value greater involvement, e.g., pairs &amp; assignment &amp; group dialogue for concepts</li> <li>- liked the combination of lecture and video; instructor's knowledge base is vast; he could respond to everyone's questions, comments, confusions</li> </ul>
<p><b>2) <i>What specific things could instructor do to improve course?</i></b></p>
<ul style="list-style-type: none"> <li>- change the front page of Anthology</li> <li>- a little more interaction with the instructor and his deep experience would have been nice</li> <li>- instructor is very knowledgeable and should credit himself and be less formal; our group embraced him in order to calm him</li> </ul>
<ul style="list-style-type: none"> <li>- nothing</li> <li>- very helpful not to have breakout sessions; left more time for learning and understanding; breakout sessions are often not as helpful as class discussions</li> <li>- need one more day with prof</li> <li>- definition of health was a little bit long; could have liked to see the third video if it was possible</li> </ul>
<ul style="list-style-type: none"> <li>- nothing, it was great! perhaps only suggestion is to have copies of power point for class, might have been too distracting, though!</li> <li>- lots of storytelling! I loved to hear about prof's personal experiences discovering his knowledge</li> <li>- come back a second time!</li> <li>- it was excellent</li> <li>- pictures</li> </ul>
<ul style="list-style-type: none"> <li>- I very much appreciated prof's sensitivity to the extremely uncomfortable seating space in the library; we moved to the common space in St. Thomas Aquinas - very comfortable - very much improved educational experience</li> </ul>
<p><b>3) <i>Other observations</i></b></p>
<ul style="list-style-type: none"> <li>- the group felt safe to engage in some real dialogue this time</li> </ul>

<ul style="list-style-type: none"> <li>- excellent sharing by the group</li> <li>- good anthology</li> <li>- main room not conducive to quiet reflection or active learning; too large and cold</li> </ul>
<ul style="list-style-type: none"> <li>- nice not to have an evening session; days are full as it is</li> <li>- very good course</li> <li>- food, etc. and hospitality of Queen's house to be commended. Thank you</li> <li>- experience was a divine gift for my journey; I am privileged to be part of this experience</li> <li>- was a great two days. Thank you</li> </ul>
<ul style="list-style-type: none"> <li>- very good adult learning experience</li> <li>- great course! Thank you</li> <li>- delightful</li> <li>- would like to see prof come back, for example, for CHAM conference</li> </ul>
<ul style="list-style-type: none"> <li>- hard chairs - was rectified the second day</li> <li>- more relevance to leadership and the leadership imperative in faith-based facilities</li> <li>- it would help me to better plan my schedule if all dates of the program could be scheduled and if we had an outline of the components of the course, i.e., full schedule with topics for each session</li> </ul>

**B/2: Communicating Values in an Organizational Framework**

R: 29/34      IE: 3.5/4      SSE: 3.2/4

<b>Instructor Evaluation: <i>Other Comments</i></b>
<ul style="list-style-type: none"> <li>- used fun technique: auction</li> </ul>
<ul style="list-style-type: none"> <li>- course content was very good and very practical</li> <li>- prof gave very usable information, easily applied to everyday work</li> <li>- instructor's speaking ability could be improved; that would greatly increase the overall learning/educational experience</li> </ul>
<ul style="list-style-type: none"> <li>- the 2 days allowed me time to focus on the topic which I would not have done otherwise; the reading time was often used for small group discussion which was helpful and self-initiated</li> <li>- would have appreciated reading material ahead of time; we spent 5+ hours reading by ourselves during the two days, not productive use of time</li> </ul>
<b>Student Self-Evaluation: <i>Other Comments</i></b>
<ul style="list-style-type: none"> <li>- very enjoyable dialogue and learned a lot</li> <li>- very useful to my work, goals and objectives</li> </ul>
<ul style="list-style-type: none"> <li>- this was a class that was very easy for us to relate to!</li> <li>- I hope I helped to create a conducive learning environment</li> </ul>
<ul style="list-style-type: none"> <li>- participants "were respectful of" instructor and process</li> <li>- found it difficult to identify new information that I learned</li> <li>- these are heady topics that require dialogue and discussion; I would have liked more content from instructor; facilitated exercises were a little weak</li> </ul>
<b>Feedback Questions</b>
<b>1) <i>What was the best feature of course?</i></b>
<ul style="list-style-type: none"> <li>- personal experiences of instructor</li> <li>- meeting with colleagues</li> <li>- sharing among hospitals about common issues</li> <li>- process and structure for the break-out seminars was excellent this time around</li> <li>- conversations in small and large groups were a highlight</li> <li>- anthology was very helpful</li> </ul>



<ul style="list-style-type: none"> <li>- really appreciated the relevant reading material; so much of it was easy to read and relate to in terms of philosophy and practice</li> <li>- the values auction</li> <li>- the method: prof walked us through the reference articles and topics; awareness of how values may be behind passionate reactions</li> <li>- group discussions were very helpful; information was concrete and applicable to work</li> <li>- the conversations, the instructor and the course content</li> <li>- liked the "auction of values;" topic was enjoyable because it is familiar to all of us and essential that we keep this awareness on a daily basis</li> <li>- always great to interact with other participants</li> <li>- excellent 2 days!!</li> </ul>
<ul style="list-style-type: none"> <li>- collegial dialogue/discussion</li> <li>- the interactive "values auction" exercise; large group dialogue</li> <li>- some of the readings were very good</li> <li>- small and large group discussions</li> <li>- the subject, depth of resources available; use of anthology</li> </ul>
<p><b>2) <i>What specific things could instructor do to improve course?</i></b></p>
<ul style="list-style-type: none"> <li>- more content re prof's own experiences</li> <li>- too much reading for a short time; have readings a week in advance</li> </ul>
<ul style="list-style-type: none"> <li>- really liked the course just the way it was</li> <li>- prof was very relaxed</li> <li>- nothing; prof had a very good approach</li> <li>- more class time together</li> <li>- prof could stand up or use the lectern when instructing; when she sat behind the desk it really reduced the impact of what she was teaching; a Toastmasters course could really help her delivery</li> <li>- perhaps more of the discussion sessions could have been as a large, rather than small, group; I realize that can have its drawbacks too!</li> </ul>
<ul style="list-style-type: none"> <li>- alter format, less focus on past employment and understanding of outcomes; instructor unable to enable group to drive agenda or to negotiate with group to adjust timetable</li> <li>- more exercises; a little less reading during the day</li> <li>- more dynamic; more presentation of content; more discussion among participants</li> <li>- decrease reading time in class; share key points and encourage discussion, possibly case presentations</li> <li>- be personally engaged; allow the flow of conversation; intervene to make points</li> <li>- consider other learning processes; for example, divide reading up and discuss in large group. I found much/all of Saturday was a series of tasks and limited integration other than what the learner could do herself/himself</li> <li>- less reading time; more dialogue and challenge of answers</li> </ul>
<p><b>3) <i>Other observations</i></b></p>
<ul style="list-style-type: none"> <li>- have another session on Friday evening since we are here anyway; then leave earlier on Saturday for those traveling</li> <li>- atmosphere was very open and relaxed, stimulated good discussions</li> <li>- food service staff were awesome</li> <li>- the diversity of this group lends itself to a number of benefits: makes one aware of and attuned to issues and values at different levels within health care; peer group provides a supportive environment and challenge to grow; commonality in the area of values ties us all together; skills in health care can be taught, e.g., where is a staff member coming from in terms of values</li> <li>- great weekend!</li> <li>- prof not as comfortable lecturing as previous faculty</li> <li>- set up of tables was better (more and smaller tables rather than one large one)</li> </ul>
<ul style="list-style-type: none"> <li>- course days were great</li> <li>- it has been my experience that staying "in house" the night before and the remainder of the weekend helps me get a focus</li> </ul>

- integrate with session on ethics
- not the same calibre as other presenters
- I do like having the sessions at St. Peter's since it provides an appropriate atmosphere for reflection
- while very nice, our instructor lacked the visible passion seen and felt in our other instructors
- [re follow-up assignment] I'm excited by another opportunity to work with colleagues on a project/focus in the work setting. This feels like meaningful and appropriate work to do, versus solely focusing on an academic paper for evaluation, particularly when this is not a graduate course equivalent
- the adult learning model should be upgraded; advance reading; more dialogue, discussion and debate, development of contrary opinions

### **B/3: Church Life and the Ministry of Health Care**

R: 37/43      IE: 3.8/4      SSE: 3/4

#### **Instructor Evaluation: *Other Comments***

- prof created a fun and informal environment
- good communication
- superb lecturer
- was leery of taking this course because I thought it would be dull! It was exactly the opposite

- prof gave me an awareness of laws I was not aware existed; I think members of the Boards should have opportunity to attend such a class; enjoyed hearing the facilitator most of the time rather than having discussion group sessions
- very interesting and informative, helpful in understanding what canon law is all about

- prof was well-prepared and knew his stuff, but I felt that Friday morning was a loss of time and content
- a very good course

- prof is very knowledgeable and skilled
- made topic very interesting
- interesting anecdotes
- thanks for spending valuable time with the group
- very interesting- raised consciousness re Canon Law/Sponsorship/Juridic person, etc.
- interesting content; difficult to determine how it might impact my role within the organization
- very brisk, focused, good context provided, good examples provided

#### **Student Self-Evaluation: *Other Comments***

- appreciated and enjoyed the change in location of session
- course required a little less group dialogue and interaction than others; some questions were more N/A
- this session connected me with why I do what I do
- could only attend Saturday session which I thoroughly enjoyed; an interesting subject that the prof brought to life

No comments

- came to this course not knowing anything about canon law; very interesting—excellent 2 days
- I really enjoyed and got a lot out of these 2 days
- very interesting; the more I heard the more I realized how little I knew and how much more there is to learn

- I had done my pre-reading so came equipped that way; otherwise unknown to me (non-Catholic)
- pre-reading was essential to become engaged in the class
- this is an area that I have little or no content knowledge of, therefore was not able to add much to the discussion

#### **Feedback Questions**

##### **1) What was the best feature of course?**

- difficult topic made easy

<ul style="list-style-type: none"> <li>- created a good learning environment; having some FUN was encouraged and helped improve learning</li> <li>- examples, storytelling, energy and enthusiasm of instructor</li> <li>- learning about a subject I knew nothing about</li> <li>- ability to network with a great group</li> </ul>
<ul style="list-style-type: none"> <li>- very informative in canon law; property / ownership of great interest in terms of SEH new facility; looking forward to the readings to affirm / expand on discussions</li> <li>- opened the door to new possibilities to consider for MSJ Home and its viability over the long term</li> </ul>
<ul style="list-style-type: none"> <li>- instructor was obviously well-prepared and had great knowledge of subject area</li> <li>- very interesting; a wonderful facilitator</li> <li>- real life examples which helped with making sense of issues</li> <li>- Saturday afternoon's content; made me feel like we finally arrived at the stuff, then it was over</li> <li>- anecdotes, examples, sense of humour, challenging truths</li> <li>- presented in a clear and concise manner</li> <li>- the information sharing was great; very good discussions; the informal atmosphere was appreciated</li> <li>- great prof; good stories; good humour</li> <li>- prof is a very pleasant person to spend time with</li> </ul>
<ul style="list-style-type: none"> <li>- prof and his wealth of knowledge</li> <li>- very knowledgeable instructor</li> <li>- great presentation skills</li> <li>- interesting content</li> <li>- leader's style and grasp of topic made the topic very interesting</li> <li>- personal reading time - rather than during class</li> <li>- focused discussion, video was very good</li> <li>- reading focused on own on day one for a few hours before class started—a good new model to consider</li> </ul>
<p><b>2) What specific things could instructor do to improve course?</b></p>
<ul style="list-style-type: none"> <li>- provide notes to help minimize note-taking and facilitate better listening</li> <li>- more group interaction, though the subject is not always conducive to such dialogue</li> <li>- more time, simply because it was so pleasurable to learn this important material</li> </ul>
<ul style="list-style-type: none"> <li>- complex topic and not a lot of time , that is the only comment!</li> </ul>
<ul style="list-style-type: none"> <li>- not much; we could have had a third day and it wouldn't have been too much. The subject was enormous. thanks to the facilitator</li> <li>- more discussion; so much to talk about</li> <li>- would have been interesting to have some case studies written out to work on as groups of 2-3 persons to then discuss in the large group</li> <li>- involve students in discussion; possibly study cases and elicit responses</li> </ul>
<ul style="list-style-type: none"> <li>- would have loved a little more interaction, but appreciated reasonable approach re time management and assignments</li> <li>- it's difficult to sit in a cold room, uncomfortable chair for a length of time. I can't think of how to break it up differently but it's difficult to sit that long and keep attentive</li> <li>- perhaps ask us about our roles within the organization in order to understand what elements of Canon Law might be more or less valuable</li> </ul>
<p><b>3) Other observations</b></p>
<ul style="list-style-type: none"> <li>- prof did a great job, enjoyed this session</li> </ul>
<ul style="list-style-type: none"> <li>- how blessed I am to have the opportunity to participate in this session</li> <li>- as a newly appointed manager of a Catholic health care facility, the information was invaluable and will be an excellent resource for me in my new role</li> <li>- it was so good</li> </ul>
<ul style="list-style-type: none"> <li>- it would be something to consider having 2 sessions on this topic</li> <li>- it was excellent</li> <li>- a course on the church's constitution and teachings would be good and help understand even more, would lead to meaningful discussion. Two courses on Mission/Values is repetitive</li> </ul>

- prof was extremely sensitive to the students' needs, i.e., times, breaks, deadlines
- really enjoyable and stimulating and entertaining

**C/1: Christian Leadership**

R: 18/18

IE: 4/4

SSE: 3.2/4

**Instructor Evaluation: *Other Comments***

- very organized and full of content
- excellent, excellent session
- very professional, exceptionally prepared facilitator
- was able to demonstrate his abilities while sharing and empowering the group
- casual open style made it easy to participate, learn and be creative
- this session was inspiring beyond all belief
- prof was a perfect mentor for this topic on leadership; we are very lucky to have spent 2 days learning with her. Thank you!
- very informative; prof brought good life experience examples to discuss. Impressive
- two wonderful but "taxing" (in a positive sense) days; thanks to CHAS and CHAC for providing us with this prof
- CHA should envision the possibility of inviting prof to present to other Catholic leaders in the near future
- a very good experience; prof is a woman of wisdom, experience and deep faith; I enjoyed the 2 days very much
- excellent, inspiring and thought-provoking

**Student Self-Evaluation: *Other Comments***

- I participated the most in this session
- wonderful
- enjoyed the exchanges with other group members
- instructor flexible, open to suggestion; doesn't pressure to get participants to speak and I appreciate this
- open discussions with peers very helpful and reassuring that we're not alone in our struggles
- prof was so real and a top notch presenter and teacher; your mind was challenged in a positive way

**Feedback Questions**

**1) *What was the best feature of course?***

- good handouts
- tried hard to get information out in advance
- prof plus organized material
- interactions amongst participants
- very knowledgeable, adaptable, intuitive instructor
- participation
- prior circulation of some of the material
- content was excellent
- appreciated advanced communication and resources
- instructor's knowledge and flexibility
- discussion groups
- fellowship and support of colleagues
- wonderful input
- instruction / participation, interaction was open and easy
- warmth of facilitator and networking fellowship of group
- case studies were an effective method to apply principles presented and discussed
- the understanding of the changes in society and health care and what is within my control
- prof - she had such tremendous experiences and is a leader in so many ways!! What a role model. The other members of the class! Such great people
- I liked the handouts; enabled me to listen more

<ul style="list-style-type: none"> <li>- listening to prof's experiences; peer discussion</li> <li>- Everything!</li> <li>- content very applicable for facing the changes / challenges in health care; valuable hearing of prof's amazing experiences</li> <li>- listening to a very learned person; Friday night; the walks!</li> <li>- prof's gift of self</li> </ul>
<ul style="list-style-type: none"> <li>- the openness for discussion; prof has a wonderful and warm way of presenting things; in her gentle way she made us grow and challenged us to think outside of the box</li> <li>- the logical and well-thought out presentation format</li> <li>- the facilitator / instructor; this was one of the best sessions we have had</li> <li>- the contents, group sharing</li> <li>- the experience, knowledge, inspiration, respect as demonstrated by the prof; excellent knowledge of adult education process!</li> <li>- good content and good articles and discussions</li> <li>- formal presentations by prof; discussions</li> <li>- instructor's experience and knowledge</li> </ul>
<p><b>2) What specific things could instructor do to improve course?</b></p>
<ul style="list-style-type: none"> <li>- deliver all course materials prior to program</li> </ul>
<ul style="list-style-type: none"> <li>- I really cannot think of one thing</li> <li>- stay longer!</li> <li>- nothing. I thought the prof was GREAT!!</li> <li>- more lecturing from prof</li> </ul>
<ul style="list-style-type: none"> <li>- readings were long, but we adapted well</li> <li>- decrease readings or increase time to read</li> </ul>
<p><b>3) Other observations</b></p>
<ul style="list-style-type: none"> <li>- special thanks to prof for stepping in and doing this session</li> <li>- very good overall</li> <li>- this is one of the best sessions; should retain this prof</li> <li>- very good instructor</li> <li>- most enjoyable</li> <li>- prof is the consummate "servant leader"</li> <li>- prof's humour enhanced the learning process</li> </ul>
<ul style="list-style-type: none"> <li>- thanks to all of you</li> </ul>
<ul style="list-style-type: none"> <li>- this was a great session—challenging, thought-provoking</li> <li>- no need for so much food; it was absolutely wonderful, but a little too much; greatly appreciated, but a little wasteful</li> </ul>

**C/2: Social Justice and the Ministry of Health Care**

R: 16/17      IE: 4/4      SSE: 3.2/4

<p><b>Instructor Evaluation: Other Comments</b></p> <ul style="list-style-type: none"> <li>- prof broadened and deepened my understanding of social justice in a wonderful and meaningful way; he was a most stimulating and thought / value provoking teacher and I have been truly blessed</li> <li>- prof generated incredible enthusiasm around the subject over the 2 days of the course; exceptionally stimulating, very knowledgeable—excellent...</li> <li>- fabulous</li> <li>- really enjoyed this session; good learning opportunity</li> <li>- instructor passionate about subject</li> <li>- a great teacher!</li> </ul>
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<ul style="list-style-type: none"> <li>- very informative, gives much thought for reflection on everyday life</li> <li>- prof expanded awareness of social issues; it was wonderful</li> <li>- absolutely phenomenal program; this is an area of great interest to me</li> <li>- good mix of methods of presentation: casual discussion, videos, lecture, "good jokes"</li> </ul>
<ul style="list-style-type: none"> <li>- very challenging subject matter; we could have spent a few more days exploring this topic</li> <li>- appreciated the modern examples R/T South America, globalization of economies; good repeated reference to preferential option for the poor and clear explanation as to what that is</li> <li>- I have learned a huge amount of information over the last 2 days; prof's vast knowledge of the topic, books and film are wonderful; I have now many books on my list to read</li> <li>- excellent—surpassed by far my expectations!</li> </ul>
<p><b>Student Self-Evaluation: <i>Other Comments</i></b></p>
<p>No comments</p>
<p>No comments</p>
<ul style="list-style-type: none"> <li>- really good session</li> <li>- class stimulated my quest for knowledge</li> </ul>
<p><b>Feedback Questions</b></p>
<p><b>1) <i>What was the best feature of course?</i></b></p>
<ul style="list-style-type: none"> <li>- course content, stimulating exchange and dialogue</li> <li>- teaching input</li> <li>- prof was amazing, articulate, knowledgeable, sensitive, intuitive</li> <li>- social justice teaching and dialogue</li> <li>- truly enjoyed the extensive dialogue encouraged among participants and teacher</li> <li>- use of stories, video, readings and dialogue</li> <li>- stories re subject</li> <li>- video and discussion</li> <li>- readings</li> <li>- prof was a very good / knowledgeable facilitator</li> </ul>
<ul style="list-style-type: none"> <li>- student interaction, prof's personal reflection and personal experience</li> <li>- the course discussions</li> <li>- prof was very knowledgeable and interesting!</li> <li>- speaking on worldly issues</li> <li>- all of it: prof's openness and attentiveness; appreciated how he validated us</li> <li>- relaxed approach; knowledgeable prof; my interest in social justice</li> <li>- openness of group discussions; prof extremely enlightening and inspiring</li> <li>- prof's personal experiences that he was able to draw on and use to explain things</li> </ul>
<ul style="list-style-type: none"> <li>- the sharing and discussion</li> <li>- good set of readings, creative use of videos to stimulate specific discussion</li> <li>- the openness; the prof was absolutely wonderful</li> <li>- discussions on the reading material</li> <li>- the instructor's knowledge, method of teaching, humour</li> <li>- very thought-provoking</li> <li>- instructor was incredible and well-informed, used day-to-day examples we could relate to</li> </ul>
<p><b>2) <i>What specific things could instructor do to improve course?</i></b></p>
<ul style="list-style-type: none"> <li>- nothing</li> <li>- personal stories</li> <li>- humour</li> <li>- use of more videos</li> <li>- prof was well prepared, no improvements necessary</li> </ul>
<ul style="list-style-type: none"> <li>- perhaps stay longer!!</li> <li>- can't think of anything</li> <li>- more information about companies whose profits come from social injustices</li> </ul>

- provide anthology prior to course; I am not a fast reader and this would take some pressure off when reading assignments given during class
- very good videos - focus on political/economic factors R/T social injustice in a more in-depth way; some of class needed more basic material on global politics/economics/globalization; discussion was hampered by their lack of awareness - we get off topic at times and less reading's done
<b>3) Other observations</b>
- this was not an area of expertise for me but I learned much - congratulations!!! - great experience! Thank you! - excellent - great session
- very good - once again, it was a wonderful, enlightening 2 days - it seems to me that this topic is so important that we need to find a way to build discussions repeatedly around social and ecological issues; I am very interested in ecology and health care - the days have created many questions for me, for instance how much different the priorities of social justice are in Canada from those in all third world countries; this subject matter will cause me sleepless nights. Thank you
- I found the 2 days completely draining but very fulfilling; I learned more about the catholic tradition and our obligations; it has been very encouraging and inspiring; it has given a more in-depth meaning to Catholic health care

**C/3: Integration Session - Christian Hope**

R: 35/37      IE: 4/4      SSE: 3.2/4

<b>Instructor Evaluation: Other Comments</b>
- bravo - great presentation; gave us a thirst for more - prof brings an expertise and enthusiasm to this "awesome" topic. Thanks - prof was enthusiastic, passionate and stimulating; she presented the topic in a logical and methodical fashion, keeping us students in mind at all times
No comments
- a wonderful time, as usual - appreciated having the information prior to the session - found the first day dealing with things other than hope, i.e., the part about emotional intelligence, Pandora's box, and the paradoxes, not as meaningful as the morning on the second day
- an amazing session; it completed the entire program - great content and great sharing
<b>Student Self-Evaluation: Other Comments</b>
- tone set by prof made it possible for me to participate fully as a student - participation was always welcomed; class assignments were reasonable; however, preparation for the course could have been more than three days before the actual program
- great course! excellent learning experience
- a very inspiring session
- thank you, thank you

<b>Feedback Questions</b>
<b>1) What was the best feature of course?</b>
<ul style="list-style-type: none"> <li>- allowing us to bring together our insights that we acquired over the past three years, a chance to reflect</li> <li>- group sharing of our papers and prof's clear and thought-provoking material</li> <li>- the material of the course and dynamism of the presenter; the group work at the end was a super idea</li> <li>- the content, mode of presentation, atmosphere; prof's ability to inspire enthusiasm for the course content and flow; her respect for her topic and her students</li> <li>- the meaning of hope, pain suffering and death</li> <li>- class sharing process / dialogue</li> <li>- material content, presentatiao style, and allowance of group discussion</li> </ul>
<ul style="list-style-type: none"> <li>- networking</li> <li>- integration of knowledge from all 8 other courses</li> <li>- presentations on integration and major learnings from participants</li> <li>- sharing by the group</li> <li>- prof's thought-provoking conferences</li> <li>- quality of individual student's presentation and interaction with each one</li> <li>- receiving materials in advance gave opportunity to enjoy the content; it was less rushed</li> <li>- the way the instructor brought the three years of courses together under the context of christian hope</li> </ul>
<ul style="list-style-type: none"> <li>- knowledge and understanding provided by prof</li> <li>- content was challenging; it challenged us to reflect on the importance of our "inner work" and motivated me to take on this work / growth; appreciated prof's sharing her depth of knowledge and insight which will help me in my spiritual journey. Thank you!</li> <li>- having the info in advance</li> <li>- I liked being able to read the material before the session as it made more sense to me and I could formulate my questions before the class</li> <li>- very interesting readings. As always, interactions with prof and fellow classmates</li> <li>- prof's incredible knowledge and ability to switch topics and answer questions</li> <li>- cannot express my appreciation</li> </ul>
<ul style="list-style-type: none"> <li>- the sharing session</li> <li>- the content, the sharing of the different participants' synthesis presentations</li> <li>- the discussions; the sharing of our experiences and learning from the last 3 years</li> <li>- ability to discuss and feel the experience</li> <li>- prof's charm and knowledge</li> <li>- the group sharing and camaraderie</li> </ul>
<b>2) What specific things could instructor do to improve course?</b>
<ul style="list-style-type: none"> <li>- no improvement; bravo!</li> <li>- instructor's knowledge base was exceptional; she made the course interesting and manageable</li> <li>- give more of a notice to students on the pre-class work—at least a week</li> <li>- have us prepare in advance for say two weeks before the program or at the conference call session</li> <li>- have the reading texts (books) available at the session</li> </ul>
No comments
<ul style="list-style-type: none"> <li>- not one thing</li> <li>- move to Saskatchewan!</li> <li>- continued to speak even though time was up</li> </ul>
<ul style="list-style-type: none"> <li>- allow for more discussion time</li> </ul>
<b>3) Other observations</b>
<ul style="list-style-type: none"> <li>- wonderful course, much to think about and mull over</li> <li>- very much appreciated</li> <li>- I enjoyed the "mulling" time</li> <li>- very good facilitator; the subject invites to more reflection. Thank you!</li> <li>- I thoroughly enjoyed this session and feel encouraged and strengthened in my effort to translate our</li> </ul>



Mission Statement into behaviour
- interactions with other students and exchange of ideas and knowledge is one of the best experiences
- another wonderful, inspiring experience. Thank you, thank you, thank you - prof well-versed in what she is speaking about; speaks from her heart; true example of someone who has been and continues on a spiritual journey
- I would recommend this for anyone in leadership; prof is wonderful - great course. Thank you! - Thanks! - the connections with our classmates and facilitators were brilliant and will go with me throughout my life's journey

## **Appendix IV: Cost Analyses**

### **A. Catholic Health Association of Canada**

(Information not available at the time this report was prepared)

**B. New Brunswick Catholic Health Association**

The cost breakdown NBCHA submitted to its Board was as follows:

Cost of the program:                    approximately \$ 531.32 per student per course  
or  
\$ 1,593.96 per student per  
year<sup>15</sup>

Overall cost to the Association:    \$ 43, 037.04

Cost includes:                registration  
                                     course instruction  
                                     materials  
                                     accommodation

The situation in New Brunswick was quite unique because the total cost of the first program was paid through NBCHA's Advisory Trust Fund . In future programs, the students or facilities will have to share some of this cost.

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<sup>15</sup> By contrast, the cost of the program through St. Paul University [was] \$990.00 per student per year, but this did not include accommodations and travel.

**C. St. Joseph's Health Care Society**  
**Analysis of CHAC Leadership Costs**

**Group 1**

	<b>C-3</b>	<b>C-2</b>	<b>C-1</b>	<b>B-3</b>	<b>B-2</b>	<b>B-1</b>	<b>A-3</b>	<b>A-2</b>	<b>A-1</b>	
	<b>May 2003</b>	<b>February 2003</b>	<b>October 2002</b>	<b>June 2002</b>	<b>February 2002</b>	<b>October 2001</b>	<b>June 2001</b>	<b>February 2001</b>	<b>October 2000</b>	<b>Total</b>
<b>Total</b>										
London	550.66	665.77	1,777.43	653.96	1,395.88	873.82	873.82	817.72	1,320.52	8,929.58
Sarnia	579.23	332.88	1,251.62	653.96	1,166.91	806.19	806.19	688.29	1,074.75	7,360.02
Chatham	1,187.04	1,421.53	2,469.91	1,166.23	1,864.84	1,436.56	1,436.56	1,251.58	2,121.38	14,355.63
Windsor	911.71	1,421.53	2,503.24	871.95	1,675.88	1,141.59	1,141.59	1,017.72	1,583.00	12,268.21
<b>Total</b>	<b>3,228.64</b>	<b>3,841.71</b>	<b>8,002.20</b>	<b>3,346.10</b>	<b>6,103.51</b>	<b>4,258.16</b>	<b>4,258.16</b>	<b>3,775.31</b>	<b>6,099.65</b>	<b>42,913.44</b>
<b>Per Student</b>										
London	275.33	332.89	592.48	163.49	348.97	218.46	218.46	204.43	330.13	2,684.62
Sarnia	289.62	332.88	625.81	217.99	388.97	268.73	268.73	229.43	358.25	2,980.40
Chatham	296.76	355.38	617.48	233.25	372.97	287.31	287.31	208.60	424.28	3,083.33
Windsor	227.93	355.38	625.81	290.65	558.63	380.53	380.53	339.24	527.67	3,686.36
<b>Major Expenses</b>										
Facilitator	1,000.00	1,000.00	2,500.00	1,000.00	1,400.00	1,400.00	1,000.00	1,000.00	1,000.00	11,300.00
Travel	370.18	183.00	1,000.00	691.33	923.08				555.00	3,722.59
Books	299.24	607.00	800.00	427.50	1,672.85	1,137.32	346.68	313.55	450.00	6,054.14
	1,669.42	1,790.00	4,300.00	2,118.83	3,995.93	2,537.32	1,346.68	1,313.55	2,005.00	21,076.73

## D. Catholic Health Association of Manitoba

### Finances

Last updated 31-Dec-2005

<b>Income</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Budget</u>
Registration	\$10,400	\$9,600	\$7,200	\$9,600
Outstanding Registration Refund	\$(568)	\$(800)		
<b>TOTAL</b>	<u>\$9,832</u>	<u>\$8,800</u>	<u>\$7,200</u>	<u>\$9,600</u>
<b>Expenses</b>				
Surplus/Deficit from Previous Year				
Class 1.1				
Books	\$598			\$300
Room/Food	\$633	\$488	\$786	\$360
Professor				
Travel	\$475	\$328	\$321	\$1,200
Lodging	\$90	\$100	\$70	\$200
Honorarium	\$1,000	\$1,000	\$1,000	\$1,000
Other	\$41	\$96	\$117	
	<u>\$2,836</u>	<u>\$2,012</u>	<u>\$2,294</u>	<u>\$3,060</u>
Class 1.2				
Books	\$100		\$541	\$300
Room/Food	\$474	\$527	\$401	\$360
Professor				
Travel	\$411	\$312	\$486	\$1,200
Lodging	\$147	\$45	\$212	\$200
Honorarium	\$1,000	\$1,000	\$1,000	\$1,000
Other	\$84	\$60	\$192	
	<u>\$2,217</u>	<u>\$1,944</u>	<u>\$2,833</u>	<u>\$3,060</u>
Class 1.3				
Books	\$485		\$331	\$300
Room/Food	\$474	\$466	\$894	\$360
Professor				
Travel	\$761	\$599	\$355	\$1,200
Lodging	\$194	\$105		\$200
Honorarium	\$1,000	\$1,250	\$1,131	\$1,000
Other	\$63	\$86		
Certificates			\$161	
	<u>\$2,978</u>	<u>\$2,506</u>	<u>\$2,872</u>	<u>\$3,060</u>
CHAC Fee	\$500		\$500	\$500
<b>TOTAL</b>	<u>\$8,531</u>	<u>\$6,462</u>	<u>\$8,499</u>	<u>\$9,680</u>
<b>Balance Forward</b>		\$1,301	\$3,639	
<b>Net Revenue</b>	<u><u>\$1,301</u></u>	<u><u>\$3,639</u></u>	<u><u>\$2,340</u></u>	<u><u>\$152</u></u>

### E. Catholic Health Association of Saskatchewan

Session Dates	CHAC Administra tion Fee	Professor s' Travel	Professor s' Accomm odation	Professor s' Honorari um	Publicati ons Materials	Facilities & Equipme nt	Students' Conferen ce Calls	Total
February 21-22, 2003	700.00	469.00	270.00	1200.00	335.67	85.60		3060.27
May 23-24, 2003	-	996.75	235.00	1400.00	133.62	42.80	220.79	3028.96
October 2-3, 2003	-	-	122.85	1600.00	597.05	171.20	130.40	2621.50
February 20-21, 2004	700.00	627.89	266.50	1800.00	67.86	115.56	115.73	3693.54
May 14-15, 2004	-	556.09	308.00	1800.00	75.89	162.90	-	2902.88
September 17-18, 2004		646.26	217.50	1800.00	101.06	145.78	-	2910.60
March 10-11, 2005	700.00	1027.22	47.50	1800.00	193.72	-	155.08	3923.52
June 3-4, 2005	-	971.60	162.50	1800.00	453.52	81.32	69.03	3537.97
September 16-17, 2005	-	715.03	253.43	1800.00	682.92		145.41	3596.79
<b>Total Shared Costs</b>	<b>2100.00</b>	<b>6009.84</b>	<b>1883.28</b>	<b>15000.00</b>	<b>2641.31</b>	<b>805.16</b>	<b>836.44</b>	<b>29276.03</b>

**Total Cost per Student = \$2,927.60** (not including Travel & Accommodations - see separate sheet, p. 2)  
Tuition was based on shared costs for each session. There were 10 students in the Program. (\$29,276.03 divided by 10)

Catholic Health Association of Saskatchewan (CHAS) sponsored three(3) students.

The other seven(7) students received funding from other sources.

#### **ACCOMMODATIONS (Meals and Lodging) - Students paid their own travel and accommodations**

Session Date	Commuter Accommodation (per student)	Live In Accommodation (per student)
February 21-22, 2003	96.30	160.00
May 23-24, 2003	96.30	155.00
October 2-3, 2003	96.30	155.00
February 20-21, 2004	47.50	162.50
May 14-15, 2004	47.50	162.50
September 17-18, 2004	47.50	151.00
March 10-11, 2005	47.50	151.00
June 3-4, 2005	47.50	151.00
September 16-17, 2005	47.50	151.00
<b>Total</b>	<b>573.90</b>	<b>1399.00</b>

**Sessions were held at "Queens House Retreat Centre" in Saskatoon, and accommodations and meals were provided by the Centre.**

(Students who commuted each day were classed as "**commuters**")  
(Students who stayed overnight at the facility were classed as "**live ins**")