



加拿大華人神學院  
Canadian Chinese School of Theology

道學碩士 - 實習教育手冊  
Master of Divinity  
Internship Studies Handbook

Internship  
INTN CM01

CCST-Toronto Academic Dean Office

May 2019

## **Introduction**

In addition to the required course work, each MDiv student is required to complete three credits of Internship studies which includes 12 hours classroom instruction and 260 hours field education, maintain an ongoing involvement in a ministry related Chinese church/para-church/mission setting that will provide him/her with direct pastoral experience under the supervision of an experienced pastor/professional/missionary.

This pastoral placement is intended to provide students with an opportunity to practice what he or she has learned in the classroom experience. It is anticipated that this practical experience, along with the wisdom and expertise of the supervisor will further enhance the growth and development of each student, personally and professionally.

## **Field Education Credits**

The Field Education course comprises of 10 hours per week of supervised internship in a local church or para-church setting over a period of 2 terms, 13 weeks each term with a total of 26 weeks, 260 hours. This Internship studies will take place during the second year of MDiv study.

To encourage mission participation and understanding, students should join a short term mission during the summer after the second year of study. However, this short term mission involvement has nothing to do with field education credits.

## **Placement Settings**

Students are expected to find a placement in a local congregation or para-church institution, and it is the student's responsibility to find a placement setting that is appropriate to his/her present or anticipated interests. However the placement ought to afford the widest possible experience in pastoral ministry. Listings of placements can also be acquired from the Director of Internship Program.

It is recommended that students should stay in the home church during their first year of MDiv study. Upon completion of the first year, students will start their Internship studies in a different church setting with the permission of the home church.

Normally students should complete the Internship studies in the second year of MDiv study. Students are encouraged to continue to gain field experience with a ministry setting of their choice during the last year of the degree program, in view that the internship may prepare them for ministry after graduation.

## **Internship Requirement**

Internship Studies includes two components:

1. 12 hours In classroom sessions in the Fall semester of second year of studies
2. 10 hours per week (for a total of 26 weeks, 13 weeks per term) of field studies in local church in G.T.A. and Southern Ontario, para-church organizations, local community.

Internship Studies begins in Fall term (September) and end in Winter term (April). It is strongly recommended students should have taken the Internship Studies course in the second year of the three-year program if they enter the MDiv program in May or September. For students entering MDiv program in January, they can begin in the September of the same year. Exceptional cases may be considered by the Director of Internship Program.

## **Required Textbooks**

1. 蘇文隆編著。《牧養事奉的藝術》。美國：使者。2008.3初版，2009.10修訂再版。ISBN: 978-1-882324-60-6
2. 韋艾倫著，鄭林生譯。《讓世界不一樣-----成為差傳教會》。香港：海外基督使團。2014.9中文版。ISBN: 978-962-8402-24-3
3. 余建時著，陳永財譯。《致新手牧者的信》。香港：基道。2010.7 初版。ISBN: 978-962-457-403-6
4. 許道良著。《牧養與承擔—基本教牧學》。美國:中信出版社
5. 林安國。《短宣訓練手冊》。再版。香港：華傳，2007.2。

For the classroom instruction session, students are to read all required textbooks and write three reading reports (2-3 pages each) on any three of the textbooks.

## **Required Bible Reading**

Students must have completed the reading of the whole Bible with a version of his/her choice during M.Div. Year 1. During M.Div. Year 2, students are to complete the reading of the whole Bible with another version. Students are required to submit a Bible reading log sheet provided by the Director of Internship Program.

## Learning Competencies

### *Cognitive Mastery*

1. Understanding the call to the pastoral office and the giftedness required so the people of God can be trained and equipped to minister.
2. A biblical and theological awareness of ministry so that it can be integrated into all aspects of ministry.
3. Understanding the nature and function of the local church / parish so that a meaningful and versatile philosophy of ministry can be established.
4. Understanding the nature and use of leadership and administration in a church context.
5. An awareness of biblical and historical foundations of worship so that worship is biblically based and culturally relevant.
6. The use of an exegetical / analytical outline of a passage in the structuring of outlines for sermons, Bible studies, etc. and in the launching of further exegesis.
7. Expository preaching and topical preaching on basic genres and for basic occasions at the introductory level; and other styles, such as narrative preaching, and on more genres at the advanced levels which will enable the individual to relate the Word of God in a relevant manner so people can comprehend and implement the Word as they live and interface with the community at large.
8. The basic principles of Christian education, discipleship, mentoring and the spiritual disciplines.
9. Understanding the biblical foundation of *koinonia*, and the principles of small groups, large groups and community life.
10. Understanding the contemporary family system & structure, and the different life-stages (e.g. adolescent/parents issues), with special reference to the immigrant & ethnic context, to effectively minister to these individuals & families.
11. The essential elements in pastoral care & counselling, with special reference to the Chinese church & culture, to effectively care for the congregation and train the congregants in this area of care and compassion.
12. The foundations and principles of evangelism, missions and social concern so that the congregation can reach out in a comprehensive and effective way.
13. Understanding the principles of church growth.
14. Understanding the future, the challenges (including the myriads of cultures) it presents, and the principle of change management in assisting the Church as it seeks to anticipate the future and engage in the present in a meaningful manner.

15. Understanding pastoral ethics to ensure the healthy boundaries that exist within the various relationships established in the congregation.

### *Ministry Skills*

1. The assessment of pastoral situations and church health.
2. The development and renewal of visions, strategies and planning based on sound exegesis and theology.
3. The building of teams and the enhancement of both team spirit and team work.
4. The design and conduct of worship service(s) that is biblically sound and culturally sensitive, and the training of others to do so.
5. The preparation and communication of biblically based and culturally relevant sermons for a variety of occasions.
6. The ability to use biblical language(s) for preaching and teaching.
7. The development of leadership and servanthood within the congregation.
8. The development of Christian education, discipleship, mentorship and the practice of spiritual disciplines.
9. The building of Body Life through visitation, small groups and large groups.
10. The further development of one's ministry skills in working with families and one or more age-groups.
11. The assessment of the personal and relational needs of the people and the implementation of basic educational / preventive and interventive counselling.
12. The training of the congregation to relate in a variety of ways the Christian faith to the community.
13. The assessment of the community needs and the mobilization of the congregation to meet some of the needs.
14. The development of a comprehensive missions ministry.
15. The ability to guide the congregation to plant a new church.
16. The ability to initiate and process change.
17. The ability to manage conflict.

## ***Character and Spiritual Formation***

1. A life of God's Presence and sanctification.
2. Value and practice spiritual disciplines and the integration of these into the formation of one's spiritual life.
3. An awareness of and submission to the work of the Holy Spirit in the transformation of one's life, producing "fruit" of the Spirit.
4. A development of "passion" in the person's ministry.
5. Explore and develop the gifts of the Spirit for ministry.
6. An appreciation of one's faith tradition, generational & ethnic culture, and an awareness of the richness and diversity within the universal church.
7. Knowledge of one's temperament and work-style and the willingness to stretch and adapt.
8. An ability to self-reflect and to evaluate openly areas of strength & growth, as well as weakness & limitations.
9. A spirit of servant-leadership, especially a proactive willingness & determination to empower.
10. A spirit of collegiality, collaboration and complementarity within a team context.
11. An awareness of the high level of trust and the position of power that the pastoral office bears and thus the respect of the boundaries of others, and the willingness to place oneself in a relationship of accountability.
12. An awareness of ministry for the long-haul and thus develop consistency, persistency, as well as self-care to prevent emotional & spiritual burnout.
13. An awareness of the waves of "change" and an attitude of anticipation towards change.

## **General Expectations**

### **1. Time Commitment**

The total time commitment expected of each student is 12 hours of classroom instruction and 260 hours for the field education which is to be completed in the second year of the three-year M.Div. degree program.

This time commitment includes the time spent in pastoral/mission ministry, preparation, follow-up procedures and weekly supervision.

## 2. Nature of the Pastoral/Mission Experience

It is expected that the pastoral/mission interns will be actively engaged in various elements of pastoral/mission ministry. This ought to include teaching, occasional/regular pulpit ministry, evangelism, worship leading, assisting in the administration of the sacraments and ordinances, pastoral care, and administration.

It is recommended that students stay in their home church during the first year of pastoral internship program. Internship completed in a congregation of a different size and/or different denomination than one's own is an important learning experience. Student interns from large congregations are encouraged to do their pastoral internship in small church settings and vice versa for interns from small churches.

## 3. Learning Contract

Students are expected to complete a learning contract with their on-site supervisor and to return this contract to the Director of Internship Program ideally 2 months before starting the pastoral internship. This contract should clearly specify the learning goals for the pastoral internship, the responsibilities and expectations of the student, as well as the nature and the frequency of the supervisory relationship.

## 4. Financial Compensation

Some churches are able to provide financial remuneration to students others are not. This issue is a matter of discussion between the student and the church.

## 5. Supervisory Relationship

Each student is expected to maintain ongoing weekly supervision, preferably with an on site supervisor. In some cases it may be more appropriate to meet every two weeks.

The main focus of supervision is to assist the student in their development of pastoral ministry skills. This involves helping the student to discover their strengths as well as the areas of growth, showing alternative ways of doing ministry as well as suggesting how certain ministry skills can be improved.

When the student completed two years of academic course work which would include at least Introduction to Chinese Preaching, the student is expect to function at a reasonable level of competency in terms of both knowledge and practice. While the student will learn much from the supervisor, the supervisor is not expected to become the teacher in the formal sense. The supervisory relationship is rather one in which the knowledge and skills that the student possesses may be more finely developed and sensitively applied in the praxis of ministry.

Since pastoral ministry cannot be learned solely from a textbook or from a lecture, the supervisor's time and personal involvement with this student's personal, spiritual and professional development is greatly appreciated.

Students who are beginning this practical experience in pastoral ministry, come from a variety of backgrounds and experience. Supervisors are encouraged to discuss with the students the nature of their academic and experiential background and to set the learning objectives accordingly.

As this experience is part of their program requirements, some feedback from the supervisor is required twice during the year, at the end of Fall and Winter semesters. A sample form for the two semesters is included for the supervisor's information. At least one month before it is due, the student will provide the supervisor with an official copy of the actual evaluation form that is to be completed in consultation with the student and returned to the Director of Internship Program.

## 6. Supervisory Guidelines

The following guidelines may be helpful:

- meet with the student on a weekly or bi-weekly basis
- discuss time management issues in terms of ministry planning
- assist the student in learning administration procedures
- provide feedback to their sermons
- enable them to assist you in the planning and leading of worship
- provide opportunities to sit on various church committees and/or deacon board meetings
- provide opportunities for assisting in the celebration of the sacraments and ordinances
- provide opportunities for teaching
- provide opportunities for pastoral care

## 7. Other Information

- Students are expected to function within the expectations and established procedures of the particular setting they are involved with.
- While a mid-year grade and end of the year report will be requested from the supervisor, no grade is assigned to the pastoral placement.
- Students who are engaged in a required off site internship under supervision are covered under Tyndale's insurance.



## INTERNSHIP – SUPERVISOR'S REPORT

Term            Fall & Winter of Year 20\_\_\_\_\_

Student \_\_\_\_\_ Date: \_\_\_\_\_

Church or Organization \_\_\_\_\_

Student Position \_\_\_\_\_

Supervisor \_\_\_\_\_

Date student began this position \_\_\_\_\_

1. Describe the responsibilities of the student this semester:

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Please rank this student by circling the number representative of your honest evaluation of his/her performance this semester. 5=Excellent, 4=Good, 3=Acceptable, 2=Fair, 1=Unsatisfactory, NA=Not Applicable.

2. Personal work habits:

Punctuality	5	4	3	2	1	NA
Keeping appointments	5	4	3	2	1	NA
Handles absences responsibly	5	4	3	2	1	NA
Preparation for assignments	5	4	3	2	1	NA
Personal appearance	5	4	3	2	1	NA
Flexibility	5	4	3	2	1	NA
Goes beyond minimal requirements	5	4	3	2	1	NA

Remarks:

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3. Relation to church or agency:

Accepts limits of setting	5	4	3	2	1	NA
Meets agency obligations	5	4	3	2	1	NA
Understands agency goals and objectives	5	4	3	2	1	NA
Committed to its goals and objectives	5	4	3	2	1	NA
Follows proper Channels in functioning	5	4	3	2	1	NA

Remarks:

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4. Relationships with people:

Able to relate with warmth and interest	5	4	3	2	1	NA
Works comfortably with staff	5	4	3	2	1	NA
Relates to individuals on a one-to-one basis	5	4	3	2	1	NA
Relates to individuals in a group	5	4	3	2	1	NA
Relates to group as a whole	5	4	3	2	1	NA
Relates well to community people	5	4	3	2	1	NA
Honest in feelings toward others	5	4	3	2	1	NA
Assumes responsibility for his/her part in relationship	5	4	3	2	1	NA

Remarks:

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5. Functioning within expected role:

Exercises initiative in fulfilling assignments	5	4	3	2	1	NA
Protects confidentiality	5	4	3	2	1	NA
Demonstrates ability to integrate classroom theory with field assignment	5	4	3	2	1	NA
Aware of community resources	5	4	3	2	1	NA
Utilizes community resources	5	4	3	2	1	NA
Understands role as helping (enabling) individuals	5	4	3	2	1	NA
Understands program as a part of Christian ministry	5	4	3	2	1	NA
Is creative in completion of tasks	5	4	3	2	1	NA
Is a good leader	5	4	3	2	1	NA

Remarks:

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6. Supervisory relationship:

Understands the process of supervision	5	4	3	2	1	NA
Assumes responsibility for participation in conference	5	4	3	2	1	NA
Submits records when required	5	4	3	2	1	NA
Evaluates supervisor's suggestions before acting upon them	5	4	3	2	1	NA
How often have you meet with the student? _____						

Remarks:

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7. Evaluation of Student's performance (Circle one)      5      4      3      2      1      0

8. Grade (Circle one)                      CR (Credit)                      NC (No Credit)

Supervisor's Signature \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

(I have reviewed this form.) Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Adapted from "the Ministry of Supervision" by Doran McCarty. Used by Permission.  
9/93

## Sample of miscellaneous comments in Supervisor's Report

1. Steve has been learning a lot about how a pastor and church function. Authority issues have arisen in connection with a committee Steve participates in. He has recognized his resistance to authority in some instances and we will continue to deal with this.

Steve is discouraged with his performance in preaching. It needs some work. But I don't consider it hopeless. There are some definite steps he can take and we plan to keep working on this area.

The hospital visitation is going well. People mention how they enjoy Steve and appreciate his concern for them. He had had no previous acquaintance with hospitals. Now he is at ease in this environment, and often finds himself ministering to others besides our parishioners. He is also making some friends among the staff.

2. Steve exhibited much maturity in being able to admit his problem with authority. This issue arose in the context of a committee meeting recently. Steve bristled at the expectations of a "pillar of the church" and resisted his authority quite evidently. We have discussed the matter and have some immediate steps outlined for dealing with the present situation. Also, Steve is reading some materials I gave him from Leadership magazine on authority issues in the church. Steve is eager to learn, and to grow in general. I am sure we will work out this hitch. Besides, Steve is not the first person to react to our dear brother's style.
3. Steve is gifted in one-on-one relationships. He listens well, and exhibits sincere concern for people. This enhances his visitation and discipling ministries especially.
4. Steve appears quite interested in outreach efforts such as the ecumenical hostel. We have chosen Steve to be our official delegate to our convention's area seminar on outreach.
5. Steve is quite shaken by the failure and breakup of a marriage within our church leadership. He feels we don't do enough here to minister to divorced people. I have suggested he research what some others are doing across the country, and come up with a proposal. I have also recommended we both read "Beyond Forgiveness" by Don Baker and "Healing the Wounded" by John White & Ken Blue, and this will be the focus of some of our supervisor sessions.
6. I have suggested Steve might enjoy joining the neighbourhood drama group. It would give him some more practice at public speaking, and put him with people outside of our church family.

Donald N. Barnes

OUTLINE OF THE STUDENT SELF EVALUATION (S.S.E.) REPORT.  
PROVIDE REFLECTIVE COMMENTS IN EACH SECTION. SEE SAMPLE S.S.E.

**INTERNSHIP – STUDENT’S SELF EVALUATION**

Length:	two pages, typed single space.
Procedure:	Type this, give to your supervisor to read, discuss with you and sign. Return with other evaluation forms.

1. Summary of activities
  - one paragraph in length; be specific.
2. Successes/Failures and Principles/Insights learned
  - a. One thing that we went well.
  - b. One thing that did not go well.

3. Specific Issues

Provide reflective comments in each of the following areas:

- a. Theological
  - What major theological issues were raised?
  - What are the implications of these issues for you?
- b. Professional
  - How has this term influenced your sense of calling to your vocation?
  - Are there skills and competencies you feel you used well or need to develop further?
- c. Personal
  - What did you learn about yourself?
  - To what extent did your personality affect your actions this term?
- d. Spiritual Formation
  - How has this term nurtured your own spiritual development?
  - What spiritual disciplines did you find necessary and helpful?
- e. Initiative
  - Mention any ministries that you undertook or recommended, after the contract was established, to respond to needs which arose.
- f. Supervisory focus
  - What was the major focus or themes which you discussed in your session?

\_\_\_\_\_  
SUPERVISOR'S SIGNATURE

3. Specific Issues

- a. Theological: The main theological issue I have reflected on this term is divorce among Christians. One of the leading couples in our church surprised many people by separating. They appeared to be an ideal couple. I love them both and it is a very painful situation for us all. There is no infidelity involved. The issues of commitment, failure, and grief are what I struggle most with in this.
- b. Professional: How, as a pastor will I deal with divorce among Christians? This church has no special ministry to the formerly married. In fact, they seem shunned. Divorce is something we disapprove. We should reach out more in ministry to the parties involved. I plan to do some more thinking on this and propose some steps for this church to consider. The time is right for it.
- c. Personal: I have recognized that I have a slight problem with authority. It surfaced in our last supervisory session. Pastor Barnes confronted me gently about it. I know I have to work it out. Another item for prayer! My reaction to authority seems to depend on the style of the authority figure sometimes. This particular person just rubbed me the wrong way in a committee meeting. But I do know he has authority in the area he bossed me in. His style just turned me off.
- d. Spiritual formation: It has been great for me to be discipling one individual from the singles' ministry. I have really had to dig, and nurturing others in this intimate way makes me more aware of my own sin and the need for more faithfulness. In particular, God has convicted me of my need to pray more. I am journaling in connection with my prayer life and it helps me to be more accountable.
- e. Initiative: I suggested that the singles' group leaders meet weekly for prayer for individual group members and the group's ministry in general. This is enriching the group in a special way, and is helping to build a solid relationship among the leaders. Everyone says we should have thought to do this long ago. It seems so easy to just get caught up in all the activity, and forget things like prayer and reflection.
- f. Supervisory focus: The main focus of our supervisory sessions has been on my struggle with preaching, my "call," how to deal with divorce among Christians, and what we can do to strengthen our outreach here, like through the ecumenical hostel. Also, we talked about authority.

SUPERVISOR'S SIGNATURE \_\_\_\_\_





**II. RECOMMENDED CHANGE FROM PREVIOUS INTERNSHIP UNIT**

The following are the modifications in Learning Goals and tasks as recommended in my previous unit's Supervisor's Report, Section 7.

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**III. PLAN FOR LEARNING**

A. General statement of student's learning goals for participation in this Internship program. (Reason for being in this setting, general learning expectations as a result of engaging in this educational experience.)

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NOTE: The items in Columns C, D and E should parallel objectives in column B.

<b>B. Learning Objectives</b>	<b>C. Tasks</b>	<b>D. Resources</b>	<b>E. Supervision</b>
Specific identification of areas the student wants to learn or grow in as an outcome of this Internship experience.	Work assignments which are directly related to learning objectives in column B.	Completed courses, research, reading, and other experiences which will assist the student in achieving learning objectives.	Ways the student's work will be presented, reflected upon, and assessed in supervisory meetings.

<b>B. Learning Objectives (cont'd)</b>	<b>C. Tasks (cont'd)</b>	<b>D. Resources (cont'd)</b>	<b>E. Supervision (cont'd)</b>

IV. **THE STUDENT'S POSITION** (e.g. youth pastor; chaplain, etc.) \_\_\_\_\_

V. **SUPERVISION** (supervisor to initial one)

The supervisor/student conference will be: \_\_\_\_\_ One field education credit - one hour *every* week on \_\_\_\_\_ (day) at \_\_\_\_\_ am/pm.

VI. **PRACTICAL ARRANGEMENTS**

Dates of student's service: Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

The student will be involved weekly except the following date(s) \_\_\_\_\_.

VII. **DIVISION OF STUDENT'S TIME** (to the best of your ability estimate the hours per week):

Event	Hours
1. TASKS	
2. SUPERVISION	
3. PREPARATION	
4. TRAVEL (1 hour max.)	
5. OTHER RESPONSIBILITIES	
(1 unit = 10 hours) <b>TOTAL</b>	

**Reading program** (no more than 200 pages per term)

Books and articles to be read by student:

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VIII. **BRIEF DESCRIPTION OF REGULAR TASKS TO BE PERFORMED.** Be specific about detail.

TASK (e.g. Teach Adult class)	DAY (e.g. every other Sunday)	TIME (e.g. 9:45 - 10:45)

IX. **STIPULATIONS**

1. The supervisor will provide the student with regular personal supervision as outlined above and will complete the required evaluations of the student's work.
2. The student will fulfill the tasks outlined in this covenant, complete the required self-evaluations, and submit all reports to the Internship Program office.
3. This covenant cannot be terminated except by written notice and mutual agreement of the student, supervisor, and the Director of Internship Program.

See syllabus for specific deadline dates, but the following guidelines apply:

1. Learning Covenant for is to be submitted in the winter term, prior to the Fall term when the internship unit begins, unless otherwise arranged with the Director of Internship Program.
2. Learning Covenants for of the internship are to be submitted no later than the date indicated in the syllabus.
3. All Learning Covenants for summer internship units are to be submitted no later than the date indicated in the syllabus.

NOTE: No late Learning Covenants will be accepted and no internship can be started unless the contract has been submitted and approved prior to the beginning of the internship.

KEEP A PHOTOCOPY OF THIS LEARNING COVENANT FOR YOUR RECORDS.

**SAMPLE**

**Name:**

**PLAN FOR LEARNING**

I. General statement of student's learning goals for participation in this field education program. (Reason for being in this setting, general learning expectations as a result of engaging in this educational experience.)

I want to learn how to function comfortably and effectively as a parish minister in a suburban church - especially in the areas of preaching and pastoral work.

II. LEARNING OBJECTIVES	III. TASKS	IV. RESOURCES	V. SUPERVISION
Specific identification of what the student wants re learning and growth as an outcome of this FE experience.	Work assignments which are directly responsive to learning objectives.	Courses, research, reading, other experience, which will assist the student in achieving learning objectives.	Ways in which student work will be presented, reflected upon, and assessed in supervisory meetings.
1) I want to develop:	1)	1) I have completed "Introduction to Preaching: (641) during my first year at seminary, and this year I will be electing "Preaching Practicum I, II."	1)
a) some new communication skills, and	a) Susan will preach on the 2 <sup>nd</sup> Sunday each month;	a) I will be taking "The Pastoral Epistles" (628) and will ask to be able to do a term paper on women in ministry.	a) In consultation with the supervisor Susan will be continually assessing the needs of the congregation in relation to preaching.
b) an effective preaching style as a minister of the Word,	b) she will also give the children's story on the 4 <sup>th</sup> Sunday of each month.		b) A Lay Committee will provide feedback, criticism, and suggestions after each of Susan's devotionals and/or sermons.
c) work through my feeling regarding the ministry of women in general and my place in particular.	c) Susan will interview other women in pastoral ministry and meet with a denominational executive to discuss opportunity for women ministering in our denomination.		c) Supervisory Conferences will focus upon data provided by sermon notes, cassette recordings and/or video-tapes of Susan's sermons, and devotionals.
2) I want to:	2) Susan will spend Tuesday and Thursday afternoons calling upon persons who are:	2)	The elders' board and myself will provide feedback on the congregation's response to Susan's ministry.
a) develop sensitivity and skills in ministering with the sick and elderly, and	a) hospitalized, and	a) I have completed "Nature of Ministry" (541) during my first year in seminary. This year I will be electing "Pastoral Ministry to the Dying and Grieving."	2) Supervisory conferences will focus on Susan's ministry and her Verbatim Reports and Critical Incident Reports.
b) work through my feelings in relation to older people and death.	b) "shut-in" at home or in chronic/terminal care facilities.		
3)	3)	3)	3)

