

PASTORAL THEOLOGY 5272B

Pastoral Counseling II - St. Peter's Seminary

Pastoral Skills: Spiritual Direction and Pastoral Visitation

Second Semester – Tuesday – Room 115 – 7:00p.m. to 10:00p.m.

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COURSE DESCRIPTION:

This course aims to assist students in developing their awareness of the need for empathy, understanding and fitting pastoral responses to the sufferings experienced by others they will encounter in pastoral ministry. Through dialogue and role-play scenarios, students will be aided in developing their pastoral presence in accompanying others through struggle and pain. As well, through reflection on the goals and methods of spiritual direction, the course aims at equipping students to grow in competence and confidence to serve as spiritual directors for those who seek them out for this role of service amidst their unfolding spiritual journey.

GOALS:

This course will assist students' growth in the following areas of knowledge, skill and attitudes in preparation for their Pastoral Year

KNOWLEDGE:

- To grow in understanding and appreciation of the relationship between Pastor, Patients and their Families, during times of illness.
- To learn the tools for fostering holistic healing during times of suffering and illness.
- To understand the goals and means of fostering a supportive and meaningful spiritual direction relationship with future parishioners.
- To learn tools for discerning the movements of Spirits in the ongoing spiritual journey and to assist directees to respond to these movements (especially in moments of decision and desolation.)

SKILLS:

- To develop skills of active listening in pastoral visits.
- To develop a keen sense of the Patients', and their Families' needs during times of illness
- To develop an active / contemplative posture in engaging with spiritual directees
- To recognize ways directees need further healing and prayer, and to develop a sense of comfort in introducing prayer into the circumstance of the direction session.
- To recognize the significance of Scripture in the life of directees and to develop an ability to sense the appropriateness of suggesting Scriptural passages for directees' reflection.

ATTITUDES:

- To prepare participants for their upcoming CPE program.
- To develop a sense of confidence and comfort in visiting Health Care Institutions.
- To develop an attitude of trust and resolve that the Holy Spirit is the true Spiritual Director of souls, and that each person has been given the natural gifts to sense the Spirit's promptings within.
- To develop a sense of reverence for the experience of each directee as being genuine for them, and to foster a desire to assist their understanding of how the Holy Spirit is speaking to them through these experiences, drawing them into union with the Church.
- To recognize that one is not left on his/her own as a spiritual director, but that through supervision and consultation one can gain further expertise for support in this ministry.

ASSESSMENT:

Class Participation

Class participation is essential to this class, especially regarding feedback on role plays. The student ability to evaluate others will help them in evaluating themselves.

Worth 20% of of the course Grade

ROLE PLAYING

Empathic Response

This role play may be acted out in class or it will need to be video taped. For the first role play the director can only make empathic responses.

Worth 10% of of the course Grade

Summary Question

This role play may be acted out in class or it will need to be video taped. For the second role play the director can add a summary statement or question.

Worth 10% of of the course Grade

Probing Question

This role play may be acted out in class or it will need to be video taped. For the last role play the director can try a probing question.

Worth 10% of of the course Grade

ASSIGNMENTS

Hospital Visit Paper

A half page summary of research at a hospital.

Worth 5% of of the course Grade

Empathy Drill

Go to OWL and go to the assignment marked: "Empathy Drills." You will find several scenarios posted. Pick two of them and write a response to each one that you believe exemplifies good empathy.

Worth 5% of of the course Grade

Non-Verbal Reflection

Go to OWL and go to the assignment marked "Non-Verbal Reflection" Do a one-page reflection paper on your nonverbal behaviors that you typically use and what they mean (for example: "When I am bored I typically start to doodle on the page or twirl my hair, etc.) and/or on nonverbal behaviors that you have seen in others. Finish the paper with a note on how you can improve your own nonverbal behaviors in a counseling session to enhance the session and the message you are giving to your client.

Worth 5% of of the course Grade

Listening Skills

Go to OWL and go to the assignment marked "Listening Skills." You will find several scenarios. Choose two scenarios and read them with the expectation of responding. After each of these two scenarios, write four responses that exemplify each of the four listening responses and label them, ie which skills are you specifically using.

Worth 5% of of the course Grade

Action Response Drills

Go to OWL and go to the assignment marked "Action Responses Drills." You will find several scenarios. After two scenarios, write four responses to each scenario exemplifying each of the Four Action Responses: Probes, Confrontation, Interpretation and Information Gathering. Label each of them.

Worth 5% of of the course Grade

Paper

Go to OWL and got the assignment marked

- The final paper (4-5 typed pages) may be on:
 - a specific pastoral skill (such as empathy)
 - a specific modern pastoral challenge (such as counseling the cocaine addict)
 - a modern pastoral issue (such as counseling for the elderly)
 - a personal growth issue (such as burnout in pastoral counseling)
- It should be well researched, professionally written, and documented (i.e. quotes and footnotes and bibliography, the bibliography does not count toward the 4-5 pages)

Worth 25% of of the course Grade

COURSE PACK:

SAME AS THE 2015-2016 COURSE PACK

ATTENDING SKILLS

- *Egan, The Skilled Helper, Empathic Presence: Tuning in and Listening*
- *Egan, The Skilled Helper, Empathic Responding*
- *Egan, The Skilled Helper, The Art of Probing and Summarizing*
- *Cormier, Interviewing strategies for helpers, Ingredients of an effective helping relationship*
- *Cormier, Interviewing strategies for helpers, Nonverbal Behaviour*
- *Cormier, Interviewing strategies for helpers, Listening Responses*

SPIRITUAL DIRECTION

- *Martin, The Jesuit Guide to (Almost) Everything, A Way of Proceeding*
- *Martin, The Jesuit Guide to (Almost) Everything, What Should I Do?*
- *Barry, The practice of Spiritual direction, What is Spiritual Direction?*
- *Barry, The practice of Spiritual direction, The Centrality of the Religious Experience*
- *Barry, The practice of Spiritual direction, The relationship Between God and the Individual*
- *Barry, Discerning the will of God, The Means*
- *Ivens, Understanding the Spiritual Exercises, Rules for Discernment*
- *English, Spiritual Freedom, Discernment: First Week*
- *English, Spiritual Freedom, Discernment: Second Week*
- *English, Spiritual Freedom, Choosing a State in Life*

SPECIAL CASES

- *Ivens, Understanding the Spiritual Exercises, Annotations 18 and 19*
- *Ciarrocchi, A minister's handbook of mental disorders, Theories of Abnormal Theories*
- *Clinebell, Basic Types of Pastoral Care & Counseling, Bereavement Caregiving*