

PASTORAL THEOLOGY 5272B

Pastoral Counseling II - St. Peter's Seminary

Pastoral Skills: Spiritual Direction and Pastoral Visitation

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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 - February 2

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- February 23

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 – March 29

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 – January 19

A half page summary of research at a hospital.

Worth 5% of of the course Grade

Empathy Drill – January 26

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 – February 9

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 – March 1

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 – March 22

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 – April 5

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:

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*

OUTLINE OF CLASS THEMES

JANUARY 5

What is Pastoral Care?

- Review of the Goals and Expectations of the Course.
- The New Reality in Health Care
- Implications for Patients, Visitors, Spiritual Care providers
- The Patient's perspective
- What is it like to be the patient?
- Preparing for the visit; Orientation etc.

Buy Course Pack

JANUARY 12

The Therapeutic Dialogue I

- Empathic Presence: Tuning In and Listening

Read

- *Egan, The Skilled Helper, Empathic Presence: Tuning in and Listening*
- *Cormier, Interviewing strategies for helpers, Ingredients of an effective helping relationship*

JANUARY 19

The Visit

- Images of Pastoral Care
 - The Wounded Healer
 - The Intimate Stranger
 - Diagnostician
- The call comes
 - Get details
 - Your anxiety
 - The need to pray
- The visit
 - Fear, Rejection, Anger, Gratitude. Small talk.

Assignment: Hospital Visit - Paper

A half page summary of research at a hospital.

Worth 10% of of the course Grade

JANUARY 26

The Therapeutic Dialogue II

Emphatic Responding: Working at Mutual Understanding

Read

- *Cormier, Interviewing strategies for helpers, Nonverbal Behaviour*
- *Egan, The Skilled Helper, Empathic Responding*
- *Cormier, Interviewing strategies for helpers, Listening Responses*

Assignment: 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

FEBRUARY 2

The Therapeutic Dialogue III

The Art of Probing and Summarizing

Read

- *Egan, The Skilled Helper, The Art of Probing and Summarizing*

Role Play Due: 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

FEBRUARY 9

Spiritual Exercises

- Review of the Themes, Goals and Expectations of this Part of the Course; Model of "Spiritual Direction Triads" used throughout these classes.
- Foundations for Spiritual Direction:
- The Goal and Dynamics of Spiritual Direction
- Expectations of the Directee / developing a Covenant
- The Initial Direction Session

Read

- *Martin, The Jesuit Guide to (Almost) Everything, A Way of Proceeding*

Assignment Due: 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

FEBRUARY 16 - READING WEEK

FEBRUARY 23

Spiritual Direction

- Types of Individuals who seek Direction
- The Approach of the Spiritual Director
 - Attitude and perspective of the Director
 - Fostering a Contemplative attitude in the life of the Directee
 - Asking the right kinds of Questions
 - Attentiveness for cues that can lead deeper
- *Martin, The Jesuit Guide to (Almost) Everything, What Should I Do?*
- *Barry, The practice of Spiritual direction, What is Spiritual Direction?*

Role Play Due: 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

MARCH 1

The Director

- Qualities of a Good Spiritual Director
- Issues Directees may surface during direction
- Spiritual Direction and the Discernment of Spirits

- Recognizing the movements of the spirits
- The Indicators of Consolation and Desolation
- Ignatian Method for Making a Major Decision (re-visited)

Read

- *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*

Assignment Due: 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

MARCH 8

Discernment Initial

Read

- *Barry, Discerning the will of God, The Means*
- *Ivens, Understanding the Spiritual Exercises, Rules for Discernment*
- *English, Spiritual Freedom, Discernment: First Week*

MARCH 15

Discernment State of Life

Read

- *English, Spiritual Freedom, Discernment: Second Week*
- *English, Spiritual Freedom, Choosing a State in Life*

MARCH 22

Preparing for CPE

- History and description of CPE
- Guest will answer questions and reflect on his experience at University Hospital.

Assignment Due: 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

MARCH 29

Why Suffering

- Cultural attitude to suffering.
- Why? Is it really necessary?
- "Patient/Patience: Presence/Present"
- The paradigm shift.

Death and Dying

- Loss, and Despair, Grief and Mourning
- Preparing patients for death
- Regrets, anger and stages
- Story telling
- Caring for the disenfranchised

Spiritual Direction as a Channel of Healing

- Healing of Memories and Family Issues
- Journeying with Survivors of Abuse
- Integrating Prayer within the Direction Session
- The use of Scripture in and following the Direction Session

Read

- *Clinebell, Basic Types of Pastoral Care & Counseling, Bereavement Caregiving*

Role Play Due: 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

APRIL 5

Verbatim

- Sharing and Interaction regarding Students' Verbatim Reports
- Supervision of the Spiritual Director
- Knowing and following the Will of God: Wisdom from St. Francis de Sales

Next Steps

- Limits to Spiritual Direction and Counseling
- Re-visiting St. Ignatius' Three reasons desolations may be Experienced
- Encouraging Directees re. "What to do" during times of Desolation
- Leading Directees on Retreat (St. Ignatius' 19th Annotation)
- Course Conclusions and Further Resources on Spiritual Direction

Read

- *Ivens, Understanding the Spiritual Exercises, Annotations 18 and 19*
- *Ciarrocchi, A minister's handbook of mental disorders, Theories of Abnormal Theories*

Paper Due

- The final paper (4-5 typed pages) may be on:
 - a specific pastoral skill (such as empathy)
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 - 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 30% of of the course Grade

UNIVERSITY POLICIES ON WRITTEN ASSIGNMENTS:

1. Policies regarding Submission of Assignments and Tests
 - a. It is the responsibility of the student to organize his or her work so that the assignments can be completed on time.
 - b. Assignments are to be handed in at the class on the due date. Assignments may not be dropped off at King's or submitted electronically.
 - c. For a serious reason, a student may be granted an extension. On the form provided, the student is to write a brief explanation of the reason for the extension. This is to be signed by the teacher, with the extended date noted. A copy of the extension notice is given to the Dean.
 - d. Any medical reasons will be confirmed by proper documentation as approved by the Dean's Office.
 - e. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission.
 - f. No electronic devices will be allowed during tests or the examination, unless approved in advance by Student Services at the University or King's. (This refers to students with disabilities who have permission to use a word processor to write their exams/tests.)
 - g. Students who miss tests will negotiate a "make-up" date with the professor. Any medical reasons will be confirmed by proper documentation as approved by the Dean's Office.
2. Internet References
3. If references are given from Internet sites the exact designation of the site must be given a hard copy of the page from which the quote is taken or to which the reference is made.
4. Academic Offences
 - a. "Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:
<http://www.uwo.ca/univsec/handbook/appeals/scholoff.Pdf>
 - b. "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."
5. MLA Style

The MLA Style (Modern Language Association) is to be used in writing your papers: in the Bibliography/Works Cited and in the quotations in the text.