

Helping Skills for Ministers (PMIN 250)
Santa Clara University
Graduate Program in Pastoral Ministries Summer 2023

“I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.” –Graffito in the Haight-Ashbury, San Francisco, 1968

Instructor Amanda Quantz, Ph.D.

Email amandaquantz@gmail.com

Phone number will be provided at first class session.

Office hours By phone or Zoom appointment as well as before and after on-campus sessions.

Class sessions

Saturdays 9 a.m.-3 p.m. 6/17, 7/1, 7/15

Wednesdays 6-9 p.m. 6/21, 6/28, 7/5, 7/12

Course description

This course offers students opportunities to develop personal and interpersonal skills for effective ministry. These include contemplative listening, techniques for active communication, attentiveness to feelings and boundaries, as well as practices to assist caregivers with their own spiritual integration. The skills learned in this course can be applied in any helping profession but are particularly geared towards ministry in prisons, hospitals and parishes. It is especially useful for students who have supervisory responsibilities.

Learning Goals and Objectives (2A and 5A)

Learning Goal 2: Students will develop pastoral skills, ministry knowledge, and liturgical fluencies in at least one field of study relevant to Christian ministry (pastoral proficiency).

Objective A: Students will demonstrate a depth of practical and theoretical knowledge in their area of concentration.

Learning Goal 5: Students will become prepared ministry professionals able to function effectively in a diverse global religious environment.

Objective A: Students will describe and address cultural differences in Christian practice.

Course texts

David Richo. *How To Be An Adult: A Handbook on Psychological and Spiritual Integration*. Paulist Press, 1991. ISBN 0-8091-3223-0.

Matthew Westra. *Active Communication*. Brooks/Cole Publishing, 1996. ISBN 0-534-34007-5 (A free PDF of this book will be provided).

Method

This course will use a variety of learning modalities including discussion, verbatims, lecture, role-play, and journaling.

Grading

Assessment grids for all assignments will be available online. The grade ranges are:

A+ 98-100

A 94-97

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C-70-72

D+ 67-69

D 64-66

D- 60-63

F Below 60

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

In-class recordings/Zoom Policy 4

The Student Conduct Code (p. 13) prohibits students from "(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties," except in cases of approved disability accommodations. The Student Conduct Code also prohibits the "falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents."

Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade. The use of video-conferencing software to record or replace in-person attendance is not allowed, except in exceptional circumstances with the permission of the instructor and Program Director.

If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, please make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

Cell phones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings.

Guidelines for Disability Accommodation

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oea>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University’s EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life

<https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Regular Attendance

If you must be absent from class, please inform me in advance and make arrangements to complete the coursework. Provided that you complete the make-up work, one excused absence will not affect your grade. An unexcused absence will affect your grade. Please arrive at each class session on time and prepared to discuss the material listed in the course schedule. A pattern of tardiness will affect your grade. Comments, questions and written assignments should demonstrate your ability to analyze the material critically and carefully. A significant component of the course grade is the quality of your contribution to the dialogue following one another's class presentations. We will practice attentive, active listening, which is one of the major themes in this course. We will also demonstrate respect for our peers' religious experiences.

Assignments:

- 1) Learning Goals for Pastoral Skill-Building 10% due 6/28
- 2) Genogram 10% [2A and 5A] Presented in class on 7/5
- 3) Verbatim 10% [2A and 5A] (presented in rotation on Wednesday evenings)
- 4) 4 Journal assignments 40% (2-3 pages; 5% each) [5A]
*Due on Friday 6/23, 6/30, 7/7. 7/14 by 8 p.m.
- 5) Role-playing final exercise [2A] 7/15 10%
- 6) Integrative assignment based on student's concentration and Learning Goals for Pastoral Skill-Building [2A and 5A] *Due in class on 7/15 20%

Course schedule:

6/17 Introductions; course overview; Designing learning goals and genograms.

In preparation for our first class please read: Richo *Introduction* and Part I "Personal Work"

Journal 1 (due 6/23): Describe someone who modeled empathy for you as a child. How has that experience shaped your ministry?

6/21 Richo Part II "Relationship Issues" and Part III "Integration"

Journal 2 (due 6/30): Write about a time when you gave someone feedback that was not well-received. How did you go about it and what would you do differently in hindsight? What did you learn about ministry, yourself and others from the experience?

6/28 Westra chapter 1 "The Pyramid of Active Communication", chapter 2 "Process of Communication", chapter 3 "Attitudes for Active Communication", 4 "Skills of the Body"

Journal 3 (due 7/7): See Westra's list of potential situations that often lead people to make judgments. Write about one of those or a related pastoral situation that you experienced in the last six months. What expectation did you have? What judgment did you make? What stereotype was involved in your judgment? What part did you play in the conflict?

7/1 Westra chapter and chapter 5 “Probes and Questions”, 6 “Skills of Reflection”, 7 “Speaking to be Heard”, 8 “Applications”

Journal 4 (due 7/14): At some point this week have a substantive conversation in which you seek clarification while avoiding the word “why?” The conversation might be with a spouse, child, housemate, employee, supervisor, coworker, store clerk, customer service representative, etc. Describe your experience of this exercise, including your level of satisfaction with the clarification received. Provide an assessment of what you believe is the person’s core spiritual need.

7/5 Genogram Presentations

7/12 Theological Integration in-class exercise

7/15 Role-playing exercise and Integrative assignment presentations.

Integration of Richo with inter/intrapersonal awareness

Integrative exercise. This assignment focuses on three areas: *1) New awareness of one of your ministerial gifts. 2) A self-assessment of progress on your learning goals. 2) An area for continued growth in your “use of self” as a minister.*