COURSE DESCRIPTION:

Ministry is a relational process which requires effective interpersonal communication. This course will provide ministering persons an opportunity to explore, deepen, and expand their personal and interpersonal communication skills through experiential exercises, class and instructor feedback, and reflective self-examination. Topics to be considered include: a theology of helping; listening and attending skills; learning how to ask questions; paraphrasing and encouraging; confrontation and empathy. Basic techniques of conflict resolution and use of small groups in ministry will also be explored.

[This course will meet on five consecutive Saturdays from 9:00 Am to 4:00 PM: June 29, July 6, 13, 20, 27, 2013.

PRIMARY COURSE GOALS:

• Obtain basic competency with helping relationships microskills to enhance your effectiveness as a pastoral minister
• Explore the process of helping/counseling from exploration, insight and action
• Integrate the skills you have learned into your own personal style of ministerial helping
• Learn ways to cope with the hazards and stresses associated with being a professional helper.
METHODOLOGY AND REQUIREMENTS:

1. **Class attendance and active participation.** Class meetings will combine lecture and student activity. Because this course is highly experiential and a substantial amount of in-class time will be dedicated to practicing skills, consistent attendance is essential.

2. **Required Texts:**


3. **Papers.** One two-page reflection paper on your development of communication skills as discussed in the assigned readings (due July 6). A second paper of 6-8 pages discussing your personal growth as a helper and effective communicator in your ministry (due at the last class).

4. **Audio/Video Assignments:** These assignments (two 20-minute interviews) will demonstrate your basic knowledge and competence in the assigned skills. You will also review and critique your videotaped sessions according to criteria explained in class.

5. **Small group exercises and role plays.** Active participation in class exercises with the ability to give constructive feedback to colleagues and to receive constructive feedback from the instructor and from colleagues.

**GRADING:**

- Class Participation 35%
- Reflection Papers 30%
- Videotaped Exercises 35%
**SCHEDULE OF CLASSES**

Readings are to completed **before** the class for which they are assigned.

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<th>DATE</th>
<th>TOPIC</th>
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<td>06/29/13</td>
<td><strong>Morning Session:</strong></td>
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<td>Introduction to Course</td>
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<td>Some Initial Exercises</td>
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<td><strong>Afternoon Session:</strong></td>
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<td>Intro to the Helping Process</td>
<td>Nichols: Chs. 1-3</td>
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<td>Effective Helping: Stages</td>
<td>Hammond: Chs. 1-3</td>
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<td>Communication Barriers</td>
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<td>Skill Development Exercises</td>
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<td>07/06/13</td>
<td><strong>Morning Session:</strong></td>
<td>Nichols: Chs. 4-6</td>
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<td>Perceiving Client Feelings</td>
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<td><strong>Reflection Paper #1 Due</strong></td>
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<td><strong>Afternoon Session:</strong></td>
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<td>Empathy: Reciprocal Responses</td>
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<td>Skill Development Exercises</td>
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07/13/13  **Morning Session:**  Nichols: Ch. 7
Expanding Client Meaning:  Hammond: Ch. 6
  Additive Responses
The Listening Boundary
Skill Development Exercises
**Video #1 and Review**

**Afternoon Session:**  Nichols: Chs. 8-9
Relating W/ Respect and Genuineness  Hammond: Chs. 7-8
Skill Development Exercises

07/20/13  **Morning Session:**  Nichols: Chs. 10-12
Relational Immediacy  Hammond: Chs. 9-11
Confrontation in Helping

**Afternoon Session:**
Use of Small Groups in Ministry, Part I
**Video #2 and Review**

07/27/13  **Morning Session:**
Use of Small Groups In Ministry, Part II
**Personal Growth Paper Due**
Afternoon Session:

Bringing It All Together

The Hazards of Helping

Preventing Burnout

Course Conclusions and Evaluations

ACADEMIC HONESTY:

Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

In particular, it is each student’s responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else’s written or creative work, in whole or in part, into one’s own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.

DISABILITY POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in Benson 216 (408-554-4109). Please note, students must register and provide documentation of a disability to Disability Resources prior to receiving academic accommodations.