**Vancouver School of Theology**

**6015 Walter Gage Road**

**Vancouver, BC V6T 11**

**Course Information:** PT551 Pastoral/Spiritual Care and Practice

Spring 2024

**Instructor:** Rev Dr Canon Philip Tse, *MTh, MDiv, DMin, EdD*

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**Weekly Class Meeting on the following day/time:**

* **Wednesdays via ZOOM (2:00pm-5:00pm with a 10-minute break)** on Jan 17, Jan 31, Mar 6, Mar 20 and Apr 3; and,
* **Intensive (in-person onsite)** on Feb 29-Mar 2-25 (Thurs 6-9pm, Fri 9am-12pm & 2-5pm, and Sat 9am-12pm & 2-5pm)

**PLEASE NOTE THE FOLLOWING**

All students in this course must have current Police Record check on file with the Theological Field Education office at VST to take this course. It is the student’s responsibility to bring or send evidence of that to the first class on January 17th. Students who do not do this will not be allowed to continue in the course.

Prior to the second class (January 31st), students are expected to have taken the following online personality tests:

* Myers-Briggs Typology Indicator online (<https://www.mtbionline.com> ) and to have purchased Introduction to Type (see Required Reading). Taking the instrument is an extra expense of approximately US$50. You may want to take the Myers-Briggs online for free (<https://www.6personlities/Free-Personlity> test), but the results may not be as good as the “Myers-Briggs Typology Indicator”
* Enneagram Test ([www.enneagraminsitiute.com](http://www.enneagraminsitiute.com)), The cost for this test is about US$12.

**COMPETENCY OBJECTIVES FOR THE COURSE**

By the end of the course, students should be able:

* To initiate and develop pastoral/spiritual relationships with confidence and competency across a variety of pastoral situations and life transitions and among people of diverse cultures, gender identities and sexual orientations, generations, races and ethnicities, life circumstances and religious or spiritual traditions.
* To demonstrate active and responsive listening skills.
* To increase self-awareness as an instrument of pastoral/spiritual care – the effective use of self. This includes the practice of self-reflection, increased depth of pastoral presence, the ability to self-regulate emotions and opinions in the face of difference, and the ability to observe appropriate boundaries related to those receiving care.
* To state their personal theological commitments as related to pastoral/spiritual care and to articulate a clear sense of appropriate scope of practice in the pastoral/spiritual professional role, its limitations and dynamics. This will involve the practice of theological reflection. This also includes articulating an understanding of the similarities and differences among pastoral/spiritual care, pastoral/spiritual counselling and spiritual direction; articulating and demonstrating a sensitivity to the dynamics of power and authority within a pastoral/spiritual relationship; and, demonstrating a comprehension of and sensitivity to personal and professional boundaries.

**REQUIRED TEXTS**

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts.* New York: Simon and Schuster 2011.

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach.* Louisville KY: Westminster John Knox Press, 2015.

Truman, Karol K,  *Feelings Buried Alive Never Die*. Olympus Distributing: Las Vegas, 1991.

Myers Briggs, Isabel. *Introduction to Myers-Briggs Type, 7th edition*. Pal Alto, CA USA: Consulting Psychology Press, 2016.

Vancil, Marilyn, *Self To Lose Self to Find: Using the Enneagram to uncover your true, God-gifted self*. Convergent: New York, 2020.

Whitehead, James and Evelyn. *Transforming Our Painful Emotions*. NY: Orbis, 2012.

**ASSIGNMENTS**

* **Readings:** Students are expected to complete all readings for the course on the timing assigned.
* **Pastoral/Spiritual Conversations:** Beginning the week of Jan 31st and continuing through the week of Mar 20th, students are expected to spend on average 1 hour per week in pastoral/spiritual conversations with others outside of class for a total of seven hours over the duration of the course.
* **Autobiography:** Students will write an autobiography of their own (4-6 pages). **Due: Feb 7th.**
* **Journal and Journal Reflection:** Students are to keep a journal for the duration of the course recoding their own reflections and responses to readings, teaching sessions, triad exercises, pastoral/spiritual conversations, etc. Two journal reflections are required to be submitted on personal explorations and insights gained through your experience in the course. **Due Dates: Feb 19th and Mar 6th.**
* **Verbatim Report:** Student will submit one verbatim based on their pastoral/spiritual conversation outside of class. Format for this report will be shared with students in the second session of the course. **Due: Mar 20th.**
* **Final Paper:** Each student will write an 6-8 page final paper in which they evaluate their ability to engage this learning process, especially as experienced in the triads, their progress in developing their competencies, and what skills or learning is needed to further their development as a pastoral/spiritual professional. **Due: Apr 8th.**

**COURSE OVERVIEW**

To be a caregiver of another person (who often not like ourselves) in times of every discernment, life transitions, trauma or crisis is a sacred and privilege calling. As human beings our first instinct may be to try to provide answers to others or to “fix” what is wrong and restore the comfort of the other and of ourselves. To be present with another’s questions, perplexity, and suffering without imposing one’s own opinions, prejudices or agenda is a critical skill. Active and responsive listening is at the heart of that skill.

This is course that is a combination of learning frameworks and practicing specific listening skills within the context of pastoral and spiritual conversations both in class and outside of class. Alongside these two things, students will learn about themselves as instruments of pastoral and spiritual care and have the opportunity to articulate their understanding of a theological basis for who they are and how they function as caregivers. This class is meant to provide students with tolls to engage the very practical but complex issues that the pastoral/spiritual professional may encounter in today’s society.

**FORMAT**

This course, which will be held on ZOOM as indicated on the class schedule and also in-person onsite for the 3 days (5 sessions) of intensive, is designed to include reflection on and discussion of both assigned readings and in-class teaching sessions, in-class experiential speaking, listening, observing and feedback practice in triad groups, and pastoral/spiritual care practice outside of class. Written assignments will be due throughout the semester as outlined above. However, the 3-day intensive will be held in-person VST.

**PARTICIPATION AND EVALUATION CRITERIA**

1. **Attendance by ZOOM and in-person onsite (as indicated on the class schedule), and participation in class activities during class time as specified by VST requirements:** reading assignments before class, preparation of in-class reflections, to include the work of triads, and participation in in-class discussions. In the triads and in any other small group work, confidentiality and respect for differences will be of the norms.
2. **Participation in Triad Listening Groups:** Most class sessions will involve participation in Triad listening groups that will involve all members of the triad in speaking, listening, and observing as well as giving feedback. The preparation for and the work in Triads is essential to the course.
3. **This course is graded on an “Approved/Not Approved” basis**. Students will be evaluated on their attendance at all class sessions, engagement in activities and discussion, and completion of the required readings and assignments. Students competencies will also be accounted for in the final evaluation. Completion of all assignments is necessary to receive a mark of “Approved.”
4. Submission of assignments on time is a part of academic, professional, and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.

**OVERVIEW OF CLASS SESSIONS**

* **Wednesday via Zoom** on Jan 17, Jan 31, Mar 6, Mar 20 and Apr 3; and,
* **Intensive in-person at VST** on Feb 29-Mar 2 (Thurs 6-9pm, Fri 9am-12pm & 2-5pm, and Sat 9-12pm & 2-5pm)

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| **Session** | **Date** | **Content (things to be included)** |
| **1** | Jan 17At 2-5pmVia Zoom | Introduction to pastoral/spiritual care* What is pastoral/spiritual care
* Feelings
* Styles of caring/helping
* Formats for spiritual care: life review, spiritual assessment, chart notes and pastoral plan, case study

Assignment:* Read “People Skills”
* Use this week to do online Myers Briggs and Enneagram tests
* Read the “Introduction to Type” (Myers Briggs), and “Self to Lose Self to Find”
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| **2** | Jan 31At 2-5pmVia Zoom | Self-awareness – Knowing self, knowing others* Review and use Myers Briggs Indicator
* Review and use Enneagram
* Johari Window model
* Stages of Faith (James Fowler)

Read “Transforming our painful emotions”**Autobiography Due on Feb 7th**  |
| **3** | Feb 29At 6-9pmIn-person at VST | Listening* Active listening
* Reflective listening
* ABC model of crisis handling
* Listening experience in Triads

Read “Feeling Buried Alive Never Die…”**1st Journal reflection due on Feb 19th**  |
| **4** | Mar 1At 9am-12pmIn-person at VST | Spiritual Assessments* Pruyser
* Anandaraaj & Hight -HOPE,
* Diagnostic Criteria for spiritual emergency
* Shelly & Fish
* 5Rs, 4Cs, and 3Ss
* Fitchett’s 7X7 Moel3
* FICA
* Other assessments tools

Charting and documents* SOAP
* DAR

Assignments* Continue your Pastoral conversations
* Continue your Triad experience
* Continue your reading

Read “The practice of Pastoral Care: A Postmodern Approach” |
| **5** | Mar 1At 2-5pmIn-person at VST | Intervention Approaches* Human growth and development (Eric Erickson) for time line and life review
* Narrative approach (Michael White)
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| **6** | Mar 2At 9am-12pmIn-person at VST | Intervention Approaches (continued)* Family system approach
* Logotherapy (Vicktor Frankl)
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| **7** | Mar 2At 2-5pmIn-person at VST | Understanding of culture in pastoral/spiritual careEthical framework in pastoral/spiritual careCASC code of Ethics and Professional Conduct |
| **8** | Mar 6At 2-5pmVia Zoom | Caring for elderlyConversations on death and dyingLoss and grief handling**2nd Journal reflection due on Mar 6th**  |
| **9** | Mar 20At 2-5pmVia Zoom | Differences between a social and a pastoral/spiritual visitConversations on death and dyingUse of prayer in pastoral/spiritual care**Verbatim due on Mar 20th** |
| **10** | Apr 3At 2-5pmVia Zoom | Introduction to CPEPastoral/spiritual terms and vocabularyThe top 10 list: When to Call the ChaplainHospital visit and referralsWeekend coverage**Final Paper due on Apr 8th**  |

**SUPPLEMENTAL BIBLOGRAPHY**

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Bridges, William. *The Way of Transition: Embracing Life’s Difficult Moments*. Boston: Da Cao Lifelong Books, 2001.

Dykstra, Robert C. *Images of Pastoral Care*. St. Louis, MO: Chalice Press, 2005.

Ferder, Fran. *Words Made Flesh: Scripture, Psychology and human Communication*. Notre Dame, IN: Ave Maria Press, 1986, 1995.

Fowler, James W. *Stages of Faith*. New York: HarperCollins Pusblisher, 1981.

Frankl, Viktor E. *Man’s Search for Meaning, Revised and Updated*, New York: Washington Square Press, 1984.

Goldsmith, Malcolm, *Knowing Me Knowing God.* Nashville, TN Abingdon Press, 1997.

Haskell, Robert. *Deep Listening: Uncovering the Hidden Meanings in Everyday Conversation.* Cambridge, MA: Perseus Publishing: 2001.

Holmes, Tom & Holmes, Lauri. *Parts Work: An Illustrated Guide to Your Inner Life, 4th Ed.* Kalamazoo, MI: Winged Heart Press, 2007.

Justes, Emma J. *Hearing Beyond Words*. Nashville, TN Abingdon Press, 2006.

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Kramer, Kenneth. *The Sacred Art of Dying*. Mahwah, NY: Paulist Press, 1988.

Kritek, Phyllis. *Negotiating at An Uneven Table*. San Francisco, Jossey Bass. 2007.

Kubler-Ross, Elisabeth. *On Death and Dying*. New York: Quality Paperback Book Club, 2002.

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Papalia, Diane E., Olds, Sally Wendkos & Feldman, Ruth Duskin. *Human Development*. New York: McGraw Hill, 20004.

Rosenbery, Marshall B. *Nonviolent Communication: A Language of Life*. Encinitas, CA Puddle Dancer, 2003.

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Walsh, Froma & McGoldrick, Monica. *Living Beyond Loss: Death in the Family.* New York: W.W. Norton & Co., 1991.

White, Michael. Narrative Practice: Continuing the Conversations. New York: W.W. Norton & Co., 2011.

White, Michael & Epston, David. *Narrative Means to Therapeutic Ends.* New York: W.W. Norton & Co., 1990.

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Zuercher, Suzanne. *Enneagram Spirituality*. Notre Dame, IN: Ave Maria Press, 1992.