

Helping Skills for Ministers (PMIN 222)
Santa Clara University Graduate Program in Pastoral Ministries
Fall 2025

"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." –Graffiti in the Haight-Ashbury, San Francisco, 1968

Instructor Amanda Quantz, PhD

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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

Wednesdays 6-9 p.m. 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19

Saturday 8 a.m.-11 a.m. on 11/22

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.

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.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this LibGuide on Academic Integrity.

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law and University policy require me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU Office of Equal Opportunity and Title IX, (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the Student Resources page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- SCU Wellness Center
- CAPS

Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX. This resource page from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through the OAE portal and 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. In-class recordings/Zoom

Policy 4

The Student Conduct Code 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.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the Student Conduct Code, which I will need to report.

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For support with Camino (SCU’s branded instance of Canvas), contact caminosupport@scu.edu or call 408-551-3572. You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the SCU website or the Zoom Help Center website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Respect for All

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Wellness Statement

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

SCU Culture of Care

If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together. Drahmman Center can also offer support with issues regarding your academic progress more broadly.

SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

Drahmman Tutoring (for many courses in the College of Arts & Sciences including Natural Sciences, Modern Languages, Economics, and Computer Science)

The HUB Writing Center (Writing and Public Speaking assignments across departments)

Mathematics Learning Center (MATH 4, 6, 8, 11-14, 30-31, 35-36, 51, 53)

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 on 10/2
- 2) Genogram 10% [2A and 5A] Presented in class on 10/29 or 11/5.
- 3) Verbatim 10% [2A and 5A] (presented in rotation)
- 4) 4 Journal assignments 40% (2-3 pages; 10% each) [5A] (see due dates below).
- 5) Role-playing exercise [2A] 10%
- 6) Integrative assignment. This assignment integrates the student's learning goals with self-awareness gained from Richo's book. [2A and 5A] Presented in class on 11/22. 20%

Course schedule

9/24 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 10/1): Describe someone who modeled empathy for you as a child. How has that experience shaped your ministry?

10/1 Richo Part II “Relationship Issues” and Part III “Integration”

Journal 2 (due 10/8): 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?

10/8 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 (10/15): 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?

10/15 Westra chapter and chapter 5 “Probes and Questions”

Journal 4 (due 10/22): 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.

10/22 6 “Skills of Reflection”, 7 “Speaking to be Heard”, 8 “Applications”

10/29 Genogram Presentations

11/5 Genogram Presentations

11/12 Theological Integration in-class exercise

11/19 Role-playing exercise.

11/22 (Saturday 8:00-11:00 a.m.) Integrative assignment. 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.*