

MINISTRY OF LISTENING
PC 2361 Fall 2012
Tuesdays 8:30-9:50
Nelson Hall

Instructor: Marie S. Ruf, LMFT, LCSW

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Office hours by appointment/ on campus Monday and Wednesday afternoons

Course description

Listening is an essential dimension of ministry. Effective listening is a relational way of being with people in ministry. This course will provide the practical skills that a person will need to effectively engage with people in a variety of pastoral contexts. Emphasis is placed on basic attending and active listening skills as a vital part of ministry.

Objectives for the student learning include

1. Demonstrating competence in basic attending and active listening skills;
2. Increasing awareness of the importance of use of self for pastoral practice in pastoral counseling and congregational settings;
3. Demonstrating the integration of the Brief Pastoral Counseling Model with “The Basic Listening Sequence.”

Methods

Students will integrate basic listening skills with the Brief Pastoral Counseling Model through assigned readings, classroom lecture, and discussion. Class sessions will be divided between lecture/discussion and practice designed to build listening skills. Students should also be prepared to videotape and review mock counseling sessions.

Inclusive Language

Learning is fundamentally concerned with communication, and personal and social transformation. Learning respects individuals, their feelings, their values and worth, and their particular potential for contribution to common knowledge and community virtue. All learning is inherently ethical and political, and theological discourse has been traditionally patriarchal, heterosexist, and gender exclusive. Because the Seminary is committed to the construction of an inclusive and egalitarian community, the Seminary has established a policy that the language (symbols and metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.

Academic Honesty

Be careful to fully document any information included in your papers that is not original. Also be aware that when you summarize information, even when you give the complete

documentation information, your summaries should be in your own words and not retain too much of the original author's style.

A paper that presents the ideas or writing of someone else as if they were your own is considered plagiarism, and school and departmental policies on academic honesty will be followed. The Academic Support Center has handouts, and /or the Library can assist you.

Assignments

Assignments are due on the date given in the syllabus. Advance consultation with the instructor is required for delayed submission without penalty. Reflecting school policy, extensions in assignments will not be granted except in the case of serious illness or a family crisis affecting all current courses.

Attendance

In line with Seminary policy, prompt attendance at class sessions is expected out of respect for classmates as well as the instructor. Learning is a complex activity that requires conceptual and experiential participation by those who wish to learn. Because this class consists of only six sessions for the semester, missing one class will result in additional assignments. Missing two classes will result in a failing grade. Extreme circumstances such as major health problems, family problems, etc., must be discussed with the instructor prior to missing a class.

Course Requirements

30% class participation

Criteria for evaluating class participation are:

- Accurate use of assigned material.
- Attention to and ability to engage contributions of classmates respectfully and constructively.
- Completion of the multi-cultural class presentation with a partner.
- Willingness to reflect critically on the implications of ideas in readings and in class practice sessions.
- Prompt, regular attendance; absences and /or tardiness will seriously impact your participation and overall course grade.

30% Midterm videotape due October 23, 2012

- A 20-30 minute video taped session with a classmate, demonstrating the integration of Basic Attending Skills as practiced in the classroom.

40% Final Exam

- A 30-40 minute videotape of a mock counseling session conducted with a classmate, integrating attending and listening behaviors with the Brief Pastoral Counseling Model. Accompanying the videotape should be a write-up identifying the problem, identifying the exceptions to the problem, reflecting on the "use of self," determining a goal and a plan for homework before the next session.
- **Due December 12, 2012 NOON!!!!**

PRIMARY COURSE TEXTS

Hedahl, Susan. (2001). *Listening Ministry*. Minneapolis: Fortress Press.

Stone, Howard, (Ed.). (2001). *Strategies of Brief Therapy*. Minneapolis: Fortress Press.

Zagelbaum, Adam and Carlson, Jon, (Ed.) (2011). *Working With Immigrant Families A Practical Guide For Counselors*. New York: Routledge.

BIBLIOGRAPHY

Bidwell, Duane R. (2004). *Short-Term Spiritual Guidance*. Minneapolis: Fortress Press.

Carkhuff, Robert R. (2000). *The Art of Helping in the 21st Century*, 8th ed.
Massachusetts: Humans Resources Press.

Constantine, Madonna G., (Ed.) (2007). *Clinical Practice with People of Color: A Guide to Becoming Culturally Competent*. New York: Teachers College Press.

Hedahl, Susan K. (2001). *Listening Ministry*. Minneapolis: Fortress Press.

Howe, Leroy. (2003). *Comforting the Fearful*. New York: Paulist Press.

Ivey, Allen E. (2006). *Basic Attending Skills*. Massachusetts: Microtraining Associates.

Jackson, Cari. (2003). *The Gift of Listening, the Courage to Hear*. Minneapolis:
Augsburg Books.

Justes, Emma J. (2006). *Hearing Beyond the Words*. Nashville: Abingdon Press.

Kollar, Charles A. (1997). *Solution Focused Pastoral Counseling*. Michigan: Zondervan
Publishing House.

Ramsay, Nancy J. (2004). *Pastoral Care and Counseling: Redefining the Paradigm*.
Nashville: Abingdon Press.

Savage, John. (1996). *Listening and Caring Skills*. Nashville: Abingdon Press.

Stone, Howard W. (Ed.). (2001). *Strategies for Brief Counseling*. Minneapolis: Fortress
Press.

Sue, Derald W., Allen E. Ivey, and Paul B. Pederson. (1996). *A Theory of Multicultural
Counseling & Therapy*. Boston: Brooks/Cole Publishing Company.

Sue, Derald W., David W. Sue. (1999). *Counseling the Culturally Different*. New York: John Wiley & Sons, Inc.

Taylor, Charles W. (1991). *The Skilled Pastor: Counseling as the Practice of Theology*. Minneapolis: Fortress Press.

Zagelbaum, Adam and Carlson, Jon (Ed.). (2011). *Working With Immigrant Families A Practical Guide For Counselors*. New York: Routledge.

CLASS SCHEDULE

Tues 9/11 The Holy Art of Listening: Listening as Christian Hospitality

Guiding Assumptions

Readings: Kollar, pp. 67-93

Jackson, pp. 1-25

Justice, pp. 1-19

Stone, pp. 126-138

Practice: Basic Attending Skills

Tues 9/25 Basic Listening Behaviors for Ministry: A Framework for Change

Readings: Kollar, pp. 119-139

Stone, pp. 92-121

Savage, pp. 23-25

Hedahl, pp. 6-15 and pp. 26-35

Practice: Basic Listening Behaviors

Tues 10/9 Brief Pastoral Counseling in Ministry

Readings: Bidwell, pp. 38-51

Stone, pp. 1-52

Practice: Basic Listening Behaviors

Tues 10/15 Research and Study Week

Tues 10/23 Brief Pastoral Counseling in Ministry (Continued)

DUE: 20-30 minute videotape of an initial mock counseling session demonstrating an understanding of Attending Behaviors and Basic Behaviors

Determining outcomes

Looking for exceptions

Generating solutions

Practice: Determining outcomes, looking for exceptions, generating solutions.

Tues 11/6 Developing Cross Cultural Awareness

Reading: Zegelbaum and Carlson. pp. 1-37 and pp. 261-268

Each student will be assigned a chapter in the book to read and report on during class.

Tues 11/20 Developing Cross Cultural Awareness (Continued)

Tues 12/4 Pastoral Care by Referral: Knowing when to refer, knowing community resources, and seeking consultation

Reading: Howe, pp. 120-131