

HUMAN RELATIONS SKILLS FOR THE PASTORAL COUNSELOR

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TEXT

Looking In – Speaking out. Allan Schnarr, Connie Vitale, Kevin O'Connor
(Blackboard)

REQUIRED READING (second half of semester)

Saying What's Real, Susan Campbell. (HJ Kramer, 2005)

Nonviolent Communication. Marshall Rosenberg. (Puddle Dancer, 2002)

DATE	SKILL FOCUS (Read Chapter on Blackboard)
Aug.25	1. Orientation
Sept.1	2. Self-Reflection
Sept.8	3. Attending & Paraphrasing
Sept.15	4. Self-disclosure
Sept.22	5. Emotional Availability
Sept. 29	6. Empathy
Oct. 6	NO CLASS
Oct.13	7. Assertiveness
Oct.20	8. Immediacy
Oct.27	9. Differing / Conflict
Nov.3	10. Differing / Conflict
Nov.10	11. Encouragement

Nov.17 12. **Skills Assessment** (small group)

Nov. 24 13. **Open Group** (small group)

Dec.1 14. **Closure** (large group – small group)

ASSIGNMENTS:

Whole Class:

- *Reading as identified above. Important for participation in class.*
- *Reflection exercises identified in the reading (not handed in)*
- *Self-assessment, written, handed in (Class # 12).*

Small Group:

- **Weekly Relational Review:** *Follow the instructions as handed out by Allan in the second class.*

HUMAN RELATIONS SKILLS

CONTRACT

1. SELF-REFLECTION:

- *I choose to be diligent in investigating my experiences in small group, risking the discovery of depthful information about myself.*
- *I am particularly attentive to patterns in my way of relating to others (i.e. interpersonal style).*

2. SKILL DEVELOPMENT:

- *I choose to invest myself in experimenting with new interpersonal behaviors.*
- *I accept responsibility for the initiative to work at understanding each skill (through reading & discussion), conscientiously practice each skill when it is the focus, and to continue improving prior skills as opportunity in group allows.*

3. RELATIONSHIP DEVELOPMENT:

With each member of my small group:

- *I take initiative to develop our relationship by disclosing myself and communicating understanding of their disclosures.*
- *I choose to be open to the discovery of my feelings, however small or big, in relationship to each member.*
- *I risk making these feelings available in each relationship.*

4. HERE & NOW:

- *I choose to continually challenge myself to risk being aware of my experience (sensing, reasoning, imagining, and feeling) in the present moment, and at appropriate times, to risk articulating this awareness.*

I will review this contract regularly to remain consistently invested.

signature

HUMAN RELATIONS SKILLS

GRADING GUIDELINES

*Grades will be assigned primarily based on
the behaviors outlined in the Contract.*

This includes

consistency of initiative

and degree of skill

within the small group.

*Arriving on time for class and returning from break,
communicating about absences,
and participating in the large group may also be considered.*

Available Grades: A, B+, B, C.

Note regarding a C grade:

**This grade means that readiness for internship is in question.
Internship application may proceed, but a final decision as to
readiness**

**will be made during the Fundamentals class, second
semester.**

**More than two C's means discontinuation in the Graduate School
at Loyola.**

HUMAN RELATIONS SKILLS

SKILLS ASSESSMENT PART ONE

SELF-REFLECTION:

- a)explores events using **Sense, Reason, Imagine, and Feel**
- b)identifies **patterns** in interpersonal style
- c)**plans** a skilled response in a specific relationship

ATTENDING:

- a)SOLER - communicates **presence** to Discloser
- b)**Facial Responsiveness** (psychological attending)

PARAPHRASING:

- a)Responds with a **frequency** that maintains connection
- b)Paraphrases **briefly**
- c>Selectively paraphrases the **core**

SELF-DISCLOSURE:

- a)Identifies own **feeling state entering** the event
- b)Describes **words and actions** of self and other
- c)Describes own **thoughts** (reasoning & images) **& feelings**
- d)Identifies **personal meaning** of the event, including feelings
- e)Identifies **feelings now**, while disclosing
- f)Shows **congruence** between verbal and bodily expression

EMPATHY:

- a)responds with **frequency** that maintains empathic connection
- b)Identifies **feelings in the past**
- c)Identifies **present feelings**
- d)**Connects feelings to context** or meaning
- e)Is **brief** with basic empathy

EMOTIONAL AVAILABILITY:

- a)**Experiences own feelings**
- b)**Identifies feelings** in self to self
- c)**Verbally expresses past feelings** to the other
- d)**Verbally expresses present feelings** to the other
- e)**Allows bodily expression of feelings**

ASSERTIVENESS

- a) uses **"I" language**
- b) **expresses clearly** one's thoughts, feelings, and wishes
- c) **listens to the other's** thoughts, feelings and wishes
without assuming responsibility for them.
- d)uses words to express one's thoughts and feelings
without attack, criticism or attempts to control.

SAFETY GUIDELINES

(clear boundaries)

to allow the truth freedom to emerge

- 1. I accept the truth, revealed from within myself and from within you.*
- 2. I decide the appropriate level of my risk so as to deepen my sense of safety.*
- 3. I decide what I disclose and what I keep private.*
- 4. I speak for myself, from within my frame of reference ("I language").*
- 5. I listen with care and respect to whatever you have to say.*
- 6. I am attentive to, accept, and decide what to do with my feelings.*
- 7. I am attentive to, accept, and let you decide what to do with your feelings.*
- 8. I do not hold either of us responsible for the other's feelings.*
- 9. I do not expect either of us to protect the other from painful truth.*
- 10. I agree not to ask you questions, except to clarify what you've already said.*
- 11. I do not presume to offer you advice, nor to be the judge of your experience.*
- 12. I let my judgments about you tell me about myself.*
- 13. I have the right to set limits regarding touch and physical closeness.*
- 14. I have the right to make requests regarding my safety needs.*
- 15. I can leave whenever my safety requires me to do so.*