Hospital Chaplains and Deacons in Formation: Partners in Ministry

- NACC 2019 Conference “Partners in Pastoral Care”
- University of St Mary of the Lake, Mundelein, IL
- June 2, 2019
- Rod Accardi, DMin, BCC
- Karen Pugliese, MA, BCC - PCHAC
## Theological Field Education Model

<table>
<thead>
<tr>
<th>Clinical Pastoral Education Model</th>
<th>Theological Field Education Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>400 hours</td>
<td>18 – 48 hours</td>
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<td>Hospital/site based</td>
<td>Parish based</td>
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<td>Individual and group supervision</td>
<td>Group supervision</td>
</tr>
<tr>
<td>Institutional policy, orientation, paperwork, health screen, etc.</td>
<td>No additional administrative prep work</td>
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<tr>
<td>Multi-faith and no-faith patients</td>
<td>Catholic patients</td>
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</table>
# Dimensions of Deacon Formation

<table>
<thead>
<tr>
<th>Human</th>
<th>Spiritual</th>
<th>Intellectual</th>
<th>Pastoral</th>
</tr>
</thead>
<tbody>
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</table>
Dimensions of Deacon Formation

Human Dimension

• To know yourself sufficiently to assess your personality, your abilities and your limitations and know how these will effect your ministry.

• Be able to set healthy and responsible goals and objectives with respect to personal life, family life and ministry, to infuse a family perspective into ministerial and personal scheduling, to assign appropriate priorities to varied circumstances.

• Be able to communicate with a wide variety of people and demonstrate trustworthiness and dependability in your relationships.

• Be able to recognize and dispel prejudices and cliques in your own life and in the life of the community, work with others to challenge injustice.

• Demonstrate preparedness for ministry through appropriate care for health, spiritual growth, ability to set priorities, use of support groups and understanding of the interaction of family and ministry.
Dimensions of Deacon Formation

Spiritual Dimension

• To develop an integrated spirituality based on prayer, reflection and participation in the sacraments and liturgies of the church.
• To develop and commit to a plan for continuing growth in holiness and for continued growth in personal spirituality, to understand the use of support systems and professional advisors in this process.
• To identify and critique various forms of spirituality both for yourself personally and for the community you serve, to be able articulate personal expressions of faith.
• To develop a lifelong commitment to Christian Ministry and to integrate the wide spectrum of moral and human issues into your spiritual consciousness and into your ministry.
Dimensions of Deacon Formation

Intellectual Dimension

• Biblical Studies: a theology of the Old Testament, the New Testament, especially the Gospels and Epistles; the relationship between Scripture and tradition; how to use the Scripture in preaching, catechesis, counseling etc.

• Dogmatic theology: the sources, themes, and methods of moral theology, revelation, faith and reason

• Faith of the Church: the mystery of God the Creator and Redeemer, Christology, ecclesiology, the role of the Blessed Virgin Mary, sacraments and liturgy, especially the theology of ministry

• Christian morality in both its personal and social dimensions, including principles of Christian social justice as proclaimed in the documents of the Second Vatican Council, key papal encyclicals, and pastoral letters of the U.S. Bishops

• History and nature of the Church: pastoral practice of canon law, models of Church, apologetics, religious pluralism, historical and canonical dimensions of the diaconate, and the ministering role of the laity
Dimensions of Deacon Formation

Pastoral Dimension

• Be able to facilitate critical reflection on complex human and church pastoral issues by doing theological reflection from within concrete experiences.
• Be an effective pastoral minister through empathetic and active listening, expressing yourself in a well-ordered and logical manner, withholding and making judgments appropriately, and convey your feelings/views with tolerance for the position of others.
• Be empathetic, genuine, patient, and respectful in dealing with others, maintaining confidences and trust.
• Understand your level of competence in pastoral situations and know when, how, and to whom appropriate referrals should be made.
• Understand and integrate the principles of justice and peace into all ministries.
• Be aware of and respond to the needs of particular cultural/racial/ethnic communities.
• Understand and enable lay participation and leadership in the Church.
• Know how to establish prudent and appropriate boundaries for interpersonal conduct, especially with women and youth.
## Deacon Three-fold Ministry

| The Church’s Ministry of the Word: Deacon as Evangelizer & Teacher | • Herald of the Gospel  
• Witnessing the Word in his own life, the deacon leads people to their practice of charity and justice |
| --- | --- |
| The Church’s Ministry of Liturgy: Deacon as Sanctifier | • Liturgical ministry  
• An integral *diakonia*  
• Liturgical functions |
| The Church’s Ministry of Charity & Justice: Deacon as Witness & Guide | • Service: hallmark of faithfulness  
• The washing of feet: foundational model of diaconal service |

### An Intrinsic Unity

• In the word, he is involved in every kind of missionary outreach.  
• In the liturgy, he infuses and elevates people with new meaning and with a Christian worldview.  
• In charity and justice, he brings Christ’s reign into every stratum of society, he develops a Christian conscience among all people of good will motivating their service and commitment to the sanctity of human life.
Silent Lamp Program

- Objectives
- Learning Outcomes
- Assessment and Evaluation
- Required Reading
- Program Structure
- Session Structure
- Visitation
- Verbatim: Ministry Reflection
- Integrative Paper
- Program Feedback
Silent Lamp Program

Objectives

The course is designed to provide diaconate candidates with:

1. An understanding of visiting the sick as a corporal work of mercy
2. An understanding and practice of the skill of active listening
3. An understanding of the policies, procedures and culture of the healthcare facility related to pastoral visitation
4. An understanding of pastoral prayer
5. An understanding of grief and loss that accompanies illness, aging, dying and death
6. An understanding of the spiritual significance of shared stories
7. An understanding of a comprehensive model of contemplation and action
Silent Lamp Program
Learning Outcomes

Upon successful completion of the course, the candidates should be able to:
1. Establish a pastoral relationship with those being visited
2. Initiate and bring closure to patient visits
3. Listen empathetically
4. Participate in pastoral prayer with patients, families and peers
5. Reflect theologically on the experience of visiting the sick
6. Initiate appropriate and timely ministry feedback
Successful completion of this course will require:

1. Active participation in group sessions
2. Visiting the sick as assigned
3. Small and large group reflection on the visits
4. Writing verbatim accounts of pastoral visits
5. Writing an integrative paper to be shared with peers
6. Providing evaluative feedback for at least two peer candidates
Silent Lamp Program
Required Reading


• Session One:
  ➢ Called to Minister with the Sick
  ➢ Understanding Sickness and Healing
  ➢ Basic Skills

• Session Two
  ➢ Organizing the Visit
  ➢ Visiting in Hospital and Nursing Home
  ➢ Concerns and Pitfalls

• Session Three
  ➢ Pain
  ➢ Special Cases
  ➢ Your Own Life
  ➢ Evaluating Your Ministry
Silent Lamp Program

Program Structure

- Number of students: 4-6
- Number of facilitators: 3
- Number of sessions: 4 four hour sessions
Silent Lamp Program
Session Structure

- Warm-up question
- Lectio
- Verbatims: Reflection on Ministry
- Didactic
- Review of Text
- Breaking Bread
- Music
Silent Lamp Program
Visitation and Verbatim

• Contact parish for list of patients:
  – Hospitalized
  – Long-term care
  – Homebound (prayers for the sick)

• Establish Pastoral Identity: visit in the name of the Church

• Write a Ministry Reflection (verbatim) for peer feedback
## Silent Lamp Session 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:20</td>
<td>Warm-up question</td>
<td>What does it mean to be meek? How does meekness relate to your ministry?</td>
</tr>
<tr>
<td>8:20-8:45</td>
<td>Rod</td>
<td>Video reflection: Even Unto Death (first listen and share word)</td>
</tr>
<tr>
<td>8:45-8:47</td>
<td>Rod</td>
<td>Session agenda: review today’s activities</td>
</tr>
<tr>
<td>8:47-9:10</td>
<td>Rod</td>
<td>Journal review: 1-2 key learnings from last class and visits</td>
</tr>
<tr>
<td>9:10-9:25</td>
<td>Karen</td>
<td>Religiosity &amp; Spirituality</td>
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<tr>
<td>9:25-9:40</td>
<td>break</td>
<td></td>
</tr>
<tr>
<td>9:40-10:10</td>
<td>AJ</td>
<td>Ministry Reflection</td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>Rod</td>
<td>Review reading assignment: Chapters 7, 8, 9 (pages 39-55)</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Manny</td>
<td>Ministry Reflection</td>
</tr>
<tr>
<td>11:00-11:05</td>
<td>Rod</td>
<td>Story of Martin of Tours</td>
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<tr>
<td>11:05-11:35</td>
<td>Glenn</td>
<td>Ministry Reflection</td>
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<tr>
<td>11:35-12:05</td>
<td>Lunch break</td>
<td>Rob Bell “Open”</td>
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<tr>
<td>12:05-12:25</td>
<td>Rod</td>
<td>Praying with Patients (article) + case with spontaneous prayer</td>
</tr>
<tr>
<td>12:25-12:45</td>
<td>Karen &amp; Rod</td>
<td>Fixing-helping-serving + Not Knowing-Bearing Witness-Compassionate Action</td>
</tr>
<tr>
<td></td>
<td>Rod</td>
<td>Session 2 reading assignment: Chapters 10, 11, 12, 13 (pages 56-81)</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Rod</td>
<td>Video reflection: Even Unto Death (first listen only, then share commitment)</td>
</tr>
</tbody>
</table>
Silent Lamp Program
Integrative Paper

Write a 3 page double-spaced reflection paper based on your ministry experience and learning in relation to the Relationship-Identity-Mission Dynamic that responds to three questions:

1. What did your experience reveal about your *relationship to Christ* the Servant?
2. What did your experience reveal about your *identity in Christ* the Servant?
3. What did your experience reveal about your *mission with Christ* the Servant?

This paper should integrate both your theology of ministry and you as minister, as well as practical examples from your ministry experience.
4-Fold Lectio Divina
and the Living Human Document

Solitude: inner
- lectio
- meditatio
- oratio
- contemplatio

Ministry: outer
- eliciting & listening
- accompanying & linking
- honoring & discerning
- compassionate hope

Community: outer
- review
- present & receive
- communion

Solitude: inner
- reviewing
- present & receive
- reflecting
- word incarnate

Community: outer
- forgive & celebrate
- accompanying & linking
- ελέειν

Ministry: outer
- eliciting & listening
- review
- present & receive

Solitude: inner
- remembering
- reviewing
- reflecting
- blessing & or curse
Diocesan Deacon Formation Structural Changes

• Newly appointed Director of Deacon Formation
• Historically two option approach
  – Silent Lamp
  – Introduction to hospital ministry
• Hospital ministry option ends
• Possibility to integrate into one program
• Maintain two options based on self-selection to Visiting the Sick and application to Silent Lamp
• Generate two distinct course descriptions with corresponding syllabi
• Meet with Deacon Class of 2020 and present courses
• Introduction of Relationship-Identity-Mission dynamic
What is Diaconal Ministry?

• Diaconal ministry begins in the interior life with an ongoing reflection on the Servant Mysteries
• The Servant Mysteries reveal Christ the Servant in the Scriptures, Tradition & Magisterium
• This gives rise to a relationship of intimate communion in Christ the Servant
• Relationship then gives rise to identity in Christ the Servant
• Identity gives rise to mission (ministry) for Christ the Servant
• This process is continual and ongoing
• Where relationship gives rise to identity,
• Identity gives rise to mission (ministry),
• Mission is the concrete living out of who the deacon is,
• Ministry is the deacon’s participation in the mission of the Church,
• Knowing who we are (identity) reveals how we ought to act (mission),
• Diaconal ministry flows from the deacon’s identity which, in turn arises out of his intimate communion with Christ the Servant (interior life).
Relationship-Identity-Mission Model
Fr. Burke Masters

• RIM Fr. Burke.mp4
Visiting the Sick Course

• Objectives
• Learning Outcomes
• Assessment and Evaluation
• Required Reading
• Program Structure
• Session Structure
• Visitation
• Verbatim: Ministry Reflection
• Integrative Paper
• Program Feedback
Visiting the Sick Course

Objectives

The course is designed to provide diaconate candidates with:

1. An understanding of visiting the sick as a corporal work of mercy
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4. An understanding of pastoral prayer

5. An understanding of grief and loss that accompanies illness, aging, dying and death
6. An understanding of the spiritual significance of shared stories
7. An understanding of a comprehensive model of contemplation and action
Visiting the Sick Course
Learning Outcomes

Upon successful completion of the course, the candidates should be able to:

1. Establish a pastoral relationship with those being visited
2. Initiate and bring closure to patient visits
3. Listen empathetically
4. Reflect theologically on the experience of visiting the sick
5. Participate in pastoral prayer with patients, families and peers
6. Initiate appropriate and timely ministry feedback
Visiting the Sick Course
Assessment and Evaluation

Successful completion of this course will require:
1. Active participation in group sessions
2. Visiting the sick as assigned
3. Small and large group reflection on the visits
4. Writing an integrative paper to be shared with peers
5. Providing evaluative feedback for at least two peer candidates
6. Writing verbatim accounts of pastoral visits
Visiting the Sick Course
Required Reading


• Session One:
  - Called to Minister with the Sick
  - Understanding Sickness and Healing
  - Basic Skills

• Session Two
  - Organizing the Visit
  - Visiting in Hospital and Nursing Home
  - Concerns and Pitfalls

• Session Three
  - Pain
  - Special Cases
  - Your Own Life
  - Evaluating Your Ministry
Visiting the Sick Course

Program Structure

- Number of students: 15
- Number of facilitators: 3
- Number of sessions: 3 2-hour sessions
Visiting the Sick Course
Session Structure

- Modified Lectio
- Verbatims: Reflection on Ministry
- Didactic
- Review of Text
Visiting the Sick Course
Visitation and Verbatim

• Contact parish for list of patients:
  – Hospitalized
  – Long-term care
  – Homebound (prayers of the sick)

• Establish Pastoral Identity: visit in the name of the Church

• Write a Ministry Reflection (verbatim) for peer feedback
Visiting the Sick
Ministry Reflection Format

• What did you know ahead of time about the person you visited?
• What did you notice in the environment where you visited?
• Quotes from person visited:
• What did I say and do?
• Assessment of the other:
  ➢ What kind of person is this? What is your overall assessment? What are the theological, psychological, and sociological concerns of the person, as you perceive them?
• Assessment of self:
  ➢ Recall in as much detail as possible your own feelings during this visit. Confident, bewildered, shocked, delighted, etc. How would you assess the quality of your visit, prayer, etc.? What might you have done differently?
• Theological issues, themes that surfaced in this visit:
  ➢ Was this a story of blessing, curse, alienation, connection, abandonment, guilt or shame? Reflecting on this specific visit identify theological principles involved -- such as parallels in scripture or theological literature, worship, or sacraments.
Visiting the Sick
Peer Ministry Feedback

What feedback do you want to share with your peer about his ministry in light of his Ministry Reflection?

• **Listening**: How did he demonstrate empathetic listening?

• **Strength**: What was the greatest strength you perceived in this Reflection?

• **Need**: What suggestion for continuous improvement would you offer to your peer?

• **Prayer**: How did he assess whether or not to pray with the patient? How appropriate was the prayer to the encounter? How well did he lift up the needs of the encounter in his prayer?
## Visiting the Sick
### Scoring Guide

<table>
<thead>
<tr>
<th>Name:</th>
<th>First visit</th>
<th>#</th>
<th>Second visit</th>
<th>#</th>
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<tbody>
<tr>
<td>Follows instructions</td>
<td>Follows template</td>
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<tr>
<td>Ministry Report on time</td>
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<td>Ministry Report on time</td>
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<td>Feedback on time</td>
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<td>Feedback on time</td>
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</tr>
<tr>
<td>Establishes Pastoral relationship</td>
<td>Contacts parish for visit</td>
<td></td>
<td>Establishes Pastoral relationship</td>
<td>Contacts parish for visit</td>
</tr>
<tr>
<td>Identifies self in pastoral role</td>
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<td>Identifies self in pastoral role</td>
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<td>Pastoral v social visit</td>
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<td>Pastoral v social visit</td>
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<td>Initiates and brings closure</td>
<td>Name and purpose</td>
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<td>Initiates and brings closure</td>
<td>Name and purpose</td>
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<td>Relate to the situation How v y/n</td>
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<td></td>
<td>Relate to the situation How v y/n</td>
<td></td>
</tr>
<tr>
<td>Closure with encouragement &amp; contract</td>
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<td>Closure with encouragement &amp; contract</td>
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<tr>
<td>Listen empathetically</td>
<td>Expresses sympathy</td>
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<td>Expresses sympathy</td>
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<td>Extra: Theological Reflection</td>
<td>Connects encounter with scripture or spiritual theme</td>
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<td>Extra: Theological Reflection</td>
<td>Connects encounter with scripture or spiritual theme</td>
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Visiting the Sick

Outcome Scores

Visiting the Sick Visits

Scores

Students

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<th>2</th>
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<th>4</th>
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<th>12</th>
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<tbody>
<tr>
<td>Visit One</td>
<td>21</td>
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<td>44</td>
<td>50</td>
<td>63</td>
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<td>69.07</td>
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<td>108</td>
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<td>Visit 2 Average</td>
<td>86.13</td>
<td>86.13</td>
<td>86.13</td>
<td>86.13</td>
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</table>
Pre-Test and Post-Test Scores
Visiting the Sick and Silent Lamp

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-test</th>
<th>Post-test</th>
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<tbody>
<tr>
<td>Visiting the Sick</td>
<td>51%</td>
<td>67%</td>
</tr>
<tr>
<td>Silent Lamp</td>
<td>45%</td>
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## Visiting the Sick Course

### Lesson Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:40</td>
<td>Rod</td>
<td>Video reflection: New Every Morning</td>
</tr>
<tr>
<td>7:40-8:10</td>
<td>All in 3 Groups</td>
<td>Ministry Reflection Feedback</td>
</tr>
<tr>
<td>8:10-8:20</td>
<td>Rod, Karen, Tom</td>
<td>Praying with Patients: lift up the words of the Living Human Document to God; Silence is a form of prayer; <em>May my prayer be set before you like incense</em> (<em>Ps 141:2a</em>); <em>And the smoke of the incense, together with the prayers of the saints, rose up before God from the hand of the angel.</em> (<em>Rev. 8:4</em>)</td>
</tr>
<tr>
<td>8:20-8:35</td>
<td>Rod</td>
<td>Review reading assignment: Reading assignment: Chapters 10, 11, 12, 13 (pages 56-81)</td>
</tr>
<tr>
<td>8:35-9:00</td>
<td>Rod</td>
<td>Lectio and RIM</td>
</tr>
<tr>
<td>9:00-9:10</td>
<td>Rod</td>
<td>Post-test</td>
</tr>
<tr>
<td>9:10-9:15</td>
<td>Rod</td>
<td>Distribute Program Review/Feedback Write an integrative paper on how RIM was manifested in Visiting the Sick</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Rod, Karen, Tom</td>
<td>Closing Ritual: Shelter Me O God</td>
</tr>
</tbody>
</table>
Visiting the Sick Course
Integrative Paper

Write a 3 page double-spaced reflection paper based on your ministry experience and learning in relation to the Relationship-Identity-Mission dynamic that responds to three questions:

1. What did your experience reveal about your relationship to Christ the Servant?
2. What did your experience reveal about your identity in Christ the Servant?
3. What did your experience reveal about your mission with Christ the Servant?

This paper should integrate both your theology of ministry and you as minister, as well as practical examples from your ministry experience.
Visiting the Sick Course
Integrative Paper Peer Feedback

What feedback do you want to share with your peer about his ministry in light of his Integrative Paper?

- **Relationship:** What is your feedback on how your classmate described the ways in which he encountered the face of God in his patients?
- **Identity:** What is your feedback on how your classmate described the ways he experienced himself as a beloved son of God in visiting the sick?
- **Mission:** What is your feedback on how your classmate described his ministry/mission as the concrete living out of who he is as a deacon-in-formation?
- **Pastoral Prayer:** What is your prayer for your classmate as a visitor to the sick?
- **Other:** Any other general comments for your classmate?
The aim of the Visiting the Sick class is “to provide a foundation for the candidates who are rooted in their parish community, to be liaisons with those who have been separated from that community because they are homebound, residents of a healthcare facility, or patients hospitalized due to their infirmities.” On a 1-10 scale, with 1 low and 10 high:

<table>
<thead>
<tr>
<th>To what degree has the program met its aim?</th>
<th>9.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what degree did the Visiting the Sick class achieve its Intended Results of further developing your skills in the following areas:</td>
<td></td>
</tr>
<tr>
<td>Establishing a pastoral relationship with those being visited</td>
<td>8.8</td>
</tr>
<tr>
<td>Initiating and bringing closure to patient visits</td>
<td>9.2</td>
</tr>
<tr>
<td>Listening empathetically</td>
<td>8.9</td>
</tr>
<tr>
<td>Reflect theologically on the experience of visiting the sick</td>
<td>8.7</td>
</tr>
</tbody>
</table>
Program Review and Feedback

Narrative Responses

How has the Visiting the Sick class helped you in your ministry?

• I believe that the class has taught me a better way to view people in a more caring and non-judgmental way. We don’t always know what they are going through, what their background might be. We have to listen with an open ear and heart to get to the real issue.

• The 4-Fold Lectio model was something that I kept coming back to review. I found it to be very helpful in looking at my own formation. Particularly in the model of RIM. It will be a part of my life in ministry no matter where I am led by God to be.

• Prior to this class, I did not distinguish between a social and a pastoral visit. I am now aware how visiting the sick needs to be a pastoral visit even if you know the person you are visiting.

• The class helped me tremendously because it gave me a better understanding of how to help people in need. I was also able to see how I represent the Church as a Deacon. It helped me to see the different points of view of my peers by sharing our experiences. The textbook was a great help to me to help me get grounded and see better ways to minister.
Program Review and Feedback

Narrative Responses

What was your most significant learning?

• The visiting the sick class has made me more comfortable being around and talking with people who are sick. I think that this class forced me to visit sick people and that in itself has helped me grow more comfortable. The class has also helped me to listen for key words and ask open ended questions that lead to deeper conversations.

• My most significant learning was to stay in the moment and be present to patients where they are. I tend to look to the bright side of life and when someone shares their sadness with me I tend to redirect the focus of the conversation to the blessings that the patient has instead of the pain and suffering. This class has taught me that it is better to stay in the sadness and dwell there with them. It is not about lifting people out of their suffering, it is more about joining them and accompanying them while they suffer.

• I really felt the peer feedback was helpful. It gave some helpful feedback even when the advice wasn’t directed toward me. I was able to hear some of the advice given to others and apply that to my own visits the next time around.

• It helped me open my eyes to different situations and be a good listener. I was grateful for the opportunity to minister and pray with them. All the information that was given to me in the class changed my perspective on how to minister.
Strengths, Challenges, Refinements

Strengths

• Instructors were male and female, ordained and lay
• 2 distinct classes with corresponding skill sets, intensity and readiness
• Goals, objectives, outcomes, and lesson plans
• Peer feedback opportunities
• Program feedback opportunities
• Parish-based rather than healthcare-based
• Text worked well: good, basic, helpful
• Minimized clericalism
• Established a relationship, an identity and a mission with the diocese
Strengths, Challenges, Refinements

Challenges

• Visiting the Sick was Plan B (Plan A collapsed 1/10/19) for a 3/11/19 Go Live
• Putting so much content in a short classroom time
• 3 instructors supervising 15 students (vs. 5)
• Selection process i.e. choosing to not select some applicants
• Such a wide range of theological, academic and pastoral readiness
Strengths, Challenges, Refinements

Refinements

• Consider designing both courses with equal amounts of time
• Further develop peer feedback skill methodology
• Review list of “want to learn” at each session
• Conscious alignment with diocesan theological reflection skill development
• Conscious alignment with diocesan pastoral skills development
• Further integration of Field Ministry Education components
Questions?
Thank You