

## **PASTORAL MINISTRY 220:**

### **THE WOUNDED HEALER: THE MAKING OF A PASTORAL PERSON**

Winter Quarter 2025  
Graduate Program in Pastoral Ministries  
Santa Clara University

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Classes will be held Thursdays, 6:00 – 9:00 PM  
Office hours: Scheduled via Zoom, as necessary.

#### **COURSE DESCRIPTION AND GOALS:**

With his classic image of the “wounded healer,” Henri Nouwen has eloquently reminded us that imperfect people do effective ministry. Psychologist Margaret Alter notes, “In the post-Resurrection accounts it was not Jesus’ eloquence but his scars and suffering that made him credible. In the same way, human beings need not despair over the scars that identify them. It is precisely these scars that God transforms into ultimate good for those who bear them and for the enhanced ability to offer compassionate ministry to others.”

Drawing on the insights of developmental psychology, *The Spiritual Exercises*, and contemporary theologies of ministry, this course will examine the psychological and spiritual formation of the pastoral person. Students will be invited to discover within their own human imperfection the deepest wellsprings of pastoral identity and ministerial effectiveness. They will also experience a model of theological reflection on ministry which will help them:

- Integrate more deeply personal and spiritual development
- Explore their call to ministry in the context of their personal developmental process
- Articulate their personal, operative theology of ministry
- Deepen self-awareness and spirituality as the ground of ministry
- Expand their capacity for empathy, compassion, and service
- Practice using a model of ministerial reflection which deepens their facility with the tools of discernment

Class activities and assignments are designed with **GPPM Program and Learning Objectives** in mind, and students will be evaluated in light of the following specific objectives:

**GPPM Goal 2: Pastoral Proficiency**

Students will demonstrate familiarity with practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.

**GPPM Goal 3: Servant Leadership**

A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers, in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.

**REQUIRED TEXTS:**

DeGroat, Chuck: *Healing What's Within: Coming Home to Yourself—and to God—When You're Wounded, Weary and Wandering*. Carol Stream: Tyndale Press, 2024.

Kinast, Robert L. *Making Faith Sense: Theological Reflection in Everyday Life*. Collegeville: The Liturgical Press, 1999.

Nouwen, Henri J. M. *The Wounded Healer*. Penguin Random House, 2024. **(Please note: We will be using this 2024 revised and updated second edition.)**

Richo, David. *When The Past Is Present*. Boston and London: Shambala, 2008.

Tetlow, Joseph A., S.J. *Always Discerning: An Ignatian Spirituality for the New Millennium*. Loyola Press, 2016.

Thibodeaux, Mark E., S.J. *Reimagining The Ignatian Examen*. Loyola Press, 2015.

Thompson, Curt. *The Soul of Shame: Retelling the Stories We Believe About Ourselves*. IVP Books, 2015.

**SUPPLEMENTAL READER:**

Alter, Margaret G. "The Holiness of Being Human," in *Resurrection Psychology*. Eugene, Oregon: Wipf and Stock, 1994. Pp. 51-70.

Aschenbrenner, George, S.J. "Consciousness Examen: Becoming God's Heart for the World," *Review for Religious* 47: pp. 801-810.

Barry, William A., S.J. "Trusting the Action of God in Ministry" in *Handbook of Spirituality for Ministers*, Robert J. Wicks, ed., New York: Paulist Press, 2000. Vol. 2, pp. 178-195.

Burghardt, Walter J., S.J. "A Spirituality for Justice," in Wicks, Vol. 2, pp. 527-545.

Cunningham, Lawrence S., and Egan, Keith J. *Christian Spirituality: Themes from the Tradition*. New York: Paulist Press, 1996. Cf. Ch. 1, "Christian Spirituality," pp. 5-28; Ch. 3, "The Spiritual Journey" pp. 47-65; and Ch. 6, "Asceticism," pp. 105-122.

Dreyer, Elizabeth A. "A Tradition of Spirit: Breathing New Life into Ministry," in Wicks, op. cit., Vol. 2, pp. 276-298.

Gipprich, Marie D. and Wicks, Michael Barry. "An Experience of Darkness and the Search for a Compassionate God," in Wicks, op. cit., Vol. 2, pp. 105-119.

Hauser, Richard J., S.J. "The Minister and Personal Prayer: Evoking the Spirit of Jesus," in Wicks, op. cit., Vol. 2, pp. 375-395.

Kornfeld, Margaret. *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. New York: Continuum, 2008. Cf. Ch. 3, "Caregiver, Counselor: Yourself as Gardener," pp. 46-66, and Ch. 10, "Tending Yourself," pp. 281-305.

Reiser, William, S.J. "The Interior Life of Jesus as the Life of the People of God," in Wicks, op. cit., Vol. 2, pp. 396-417.

Richard, Lucien. "What Really Matters: Suffering and Spirituality," in Wicks, op. cit., Vol. 2, pp. 69-85.

Sneck, William J. "Carl Jung and the Quest for Wholeness," in Wicks, op. cit., Vol. 2, pp. 166-213.

Thompson, Helen, BVM. *Journey Toward Wholeness: A Jungian Model for Adult Spiritual Growth*. New York: Paulist Press, 1982. Cf. Ch. 2, "A Journey to the Center: A Comparison of Teilhard and Jung," pp. 10-28.

## **METHODOLOGY AND REQUIREMENTS:**

1. **Class attendance and active participation.** Class meetings will combine lecture and student activity (discussion, group work, etc.). Because of the highly interactive nature of our meetings, consistent attendance is required. Students are expected to come to class having completed all reading assignments and ready to actively engage the material. Inadequate preparation for class and/or a lack of participation will negatively impact a student's grade.

2. **Reflection Papers.** Three brief (2-3 pages) reflection papers based on the readings. More details to follow. (Due Classes 2, 4, 6).
3. **Article Presentation.** You will be assigned a specific article to read. Please prepare a **one-two page** overview of the article with copies for all in the class. You will give a **ten-minute** summation of the article in class and discuss its relevance for becoming a pastoral person.
4. **Operative Theology Paper.** There are two parts to this **six-page** assignment:
  - A. Your **personal definition of pastoral care/ministry** with an explanation and two appropriate scripture references. (2 pages)
  - B. Your **personal operative theology of ministry** (4 pages). There are two elements for you to discuss.
    1. Your personal **religious identity**: i.e., your personal particular lived experience, imagining and understanding of who your God is.
    2. Your **pastoral identity**: i.e., who you are personally as God interacts with you and you interact with God/others in doing ministry.

“Operational theology, in contrast to professed theology, looks beyond an individual’s verbally and intellectually articulated theology to the dynamic images, mental representations of God, world view, maps of reality, belief systems, and value systems which actually dominate the life experience of people....Operational theology refers to the implicit religious story by which one is living, including unconscious material.”

Merle R. Jordan, *Taking On the Gods: The Task of the Pastoral Counselor*. Nashville, Abingdon, 1986. P. 29.

**Please note:** All written assignments should, of course, reflect graduate level writing. This means, at the very least, no spelling errors, use of correct grammatical constructions, proper use of punctuation, and a discussion of the topic that is characterized by *unity, coherence, and emphasis*. Please carefully proofread all written assignments. Students who need additional help with writing skills should seek appropriate assistance from University resources *before* submitting assignments for grading.

**GRADING:**

Grades will be assigned on the basis of percentage totals:

95 --100	A
90 – 94	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
70 – 79	C

<u>Class Participation</u>	30%
<u>Article Presentation</u>	20%
<u>Reflection Papers</u>	20%
<u>Operative Theology Paper</u>	40%

**ATTENDANCE AND PARTICIPATION:**

Students are expected to attend ALL class meetings, and to actively engage the material under consideration. Should circumstances arise such that a student will need to miss a class due to illness or emergency, the student should discuss this with the instructor. **Missing two classes will adversely affect a student's grade** (the student's grade will be dopped a full letter). Under no circumstances will a student be allowed to miss three classes and still receive credit for the course.

**ALL students are expected to attend the first class. Missing the first class, for whatever reason, will result in being dropped from the course.**

## SCHEDULE OF CLASSES

### CLASS #1: (01/09/25)

#### TOPICS:

Introduction to Course

Who Are We and Why Are We Here?

What is a "Pastoral Person"?

Ignatius Loyola and a Spirituality of Ministry

Our Personal "Cannonball" Stories

Syllabus Review

*But now I realize that the real sin is to deny God's first love for me, to ignore my original goodness. Because without claiming that first love and that original goodness for myself, I lose touch with my true self, and embark on a destructive search among the wrong people and in the wrong places for what can only be found in the house of my Father.*

*--Henri Nouwen*

## CLASS #2: (01/16/25)

### READINGS:

Alter, Margaret G. "The Holiness of Being Human," in *Resurrection Psychology*. Eugene, Oregon: Wipf and Stock, 1994. Cf. Chapter 4, pp. 51-70.

Aschenbrenner, George, S.J. "Consciousness Examen: Becoming God's Heart for the World," *Review for Religious* 47 (1988): pp. 801-810.

Nouwen, Henri J. M. *The Wounded Healer*. Penguin Random House, 2024. **(Please use this revised and updated second edition.)**

### TOPICS

The Spirituality of Imperfection

Ministry and the Wounded Healer

Facing our Woundedness

"Minister, Heal Thyself"

Tools and Resources for the Journey

*Understanding personal attachments means overturning personal rocks to see what crawls out. Attachment to money is usually salve for some other debilitating ego-itch. I'm terrified of failing; I need to feel important and be the center of attention; I'm insecure about my real talent and worth. This is what Loyola was really after: the internal fears, drives, and attachments that can control decisions and actions.*

--Chris Lowney

### CLASS #3: (01/23/25)

#### READINGS:

DeGroat, Chuck. *Healing What's Inside*. Tyndale Press, 2024. Part One.

Richo, David. *When The Past is Present*. Boston and London: Shambala, 2004. Chs. 1-3.

Tetlow, Joseph A., S.J. *Always Discerning: An Ignatian Spirituality for the New Millenium*. Loyola Press, 2016. Parts One and Two.

Thibodeaux, Mark E., S.J. *Reimagining the Ignatian Examen*. Loyola Press, 2015. Pp. vii – xxiii.

#### TOPICS

Family of Origin: Where It All Begins

Roots, Ruts, Rules, and Roles

What Do You Bring from the “Basic Learning Lab”?”

Understanding Transference

Initial Genogram Work

*“All things” to Ignatius is the whole panoply of the human drama—our relationships, our work, our strivings and failures, our hopes and dreams. God can be found in all of it. Found does not mean an intellectual exercise of perceiving the presence of the divine. It is a matter of conversar—an intimate conversation and the interacting that takes place between family members who love each other.*

--David L. Fleming, S.J.



**CLASS #4: (01/30/25)**

**READINGS:**

DeGroat, Chuck. *Healing What's Within*. Part Two.

Richo, David. *When The Past Is Present*. Boston and London: Shambala, 2008. Chapters 4-6.

Tetlow, Joseph A., S.J. *Always Discerning*. Loyola Press, 2016. Parts Three and Four.

**TOPICS:**

Family of Origin  
(Our Own Eden Story)

Genogram Work, continued

Learning About Self

Developing a Pastoral Identity

*There are very few who realize what God would make of them if they abandoned themselves entirely into his hands and let themselves be formed by his grace. A thick and shapeless tree trunk would never believe that it could become a statue, admired as a miracle of sculpture, and would never submit itself to the chisel of the sculptor who sees by his genius what he can make of it.*

St. Ignatius Loyola

**CLASS #5: (02/06/25)**

**READINGS:**

Thompson, Curt. *The Soul of Shame*.

**TOPICS:**

Blurred Vision and Cloudy Motivations

The Lies We Tell Ourselves

The Issue of Choice

Ignatius: The Two Standards

How Free Are We?

*The Ignatian ideal is that we can have an experience of union and familiarity with God no matter the distractions of our work or banality of our lives. Here is the basis for finding God not only in all things, but in the flurry of everyday life. Nothing human is merely human. No common labor is merely common. Classrooms, hospitals, and artists' studios are sacred spaces. No secular pursuit of science is merely secular. Like Ignatius, after his experience at the Cardoner River, we see things differently. "The world is charged with the grandeur of God."*

--Ronald Modras

**CLASS #6: (02/13/25)**

**READINGS:**

DeGroat, Chuck. *Healing What's Within*. Part Three.

Richo, David. *When the Past Is Present*. Chapters 5-7.

Tetlow, Joseph A., S.J. *Always Discerning*. Parts Five, Six, and Seven.

**TOPICS:**

Mentors, Models, and the Human Condition

Idealization and Disillusionment

The Spiritual Life of the Minister

*Knowing that we can trust our experience is the first, and perhaps the most fundamental, lesson about discernment. Books and ideas and the counsel of the wise are all well and good, but the main arena for discernment is what we ourselves experience. We can discern the right direction by thoughtful reflection on our relationships with others, our work in the world, and on the feelings those encounters generated. They are meaningful because God is in them.*

--J. Michael Sparough, S.J.

**CLASS #7: (02/20/25)**

**READINGS:**

Richo, David. *When The Past Is Present*. Chapters 5 – 7.

Gipprich, Marie D., and Wicks, Michael Barry. “An Experience of Darkness and the Search for a Compassionate God” in *Handbook of Spirituality for Ministers*. Robert J. Wicks, ed., New York: Paulist Press, 2000. Vol 2, pp. 105-119.

Richard, Lucien. “What Really Matters: Suffering and Spirituality” in Wicks, op. cit., Vol. 2, pp. 69-85.

Tetlow, Joseph A., S.J. *Always Discerning*. Parts Eight, Nine, and Ten.

**TOPICS:**

A Path Through Darkness

Spiritual Growth and the Deconstruction of the Ego

Spiritual Exercises: Third Week Annotations

Spiritual Exercises: Rules for Discernment

Purification of Expectations

*More than ever I find myself in the hands of God. This is what I have wanted all my life from my youth. But now there is a difference: the initiative is entirely with God. It is indeed a profound spiritual experience to know and feel myself so totally in God's hands.*

--Pedro Arrupe, S.J.

**CLASS #8: (02/27/25)**

**READINGS:**

Kinast, Robert L. *Making Faith Sense*. Collegeville: The Liturgical Press, 1999.

Richo, David. *When The Past Is Present*. Chs. 8 – 10.

**TOPICS:**

Boundaries in Ministry

The Challenges of Pastoral Leadership

Burnout and Compassion Fatigue

Boundary Setting Exercises

Student Reports

*Many religions provide a long list of things to be wary of, shunned, despised. Ignatian spirituality offers an alternative means to discerning what is "of God." Rather than provide for people definitive lists of what is "in" and what is "out," Ignatius implored retreatants to seek the experience of God from the inside out, constantly discerning awareness of any "disordered inclinations" that are leading us away from God as well as those things that gave us peace and a sense of consolation. He noted that often those things that we most fear, most get stirred up over, or consider a weakness are instead the Spirit Not of God preventing us from being open to where God is calling.*

--Lisa Kelly

**CLASS #9: (03/06/25)**

**READINGS:**

Hauser, Richard J., S.J. "The Minister and Personal Prayer: Evoking the Spirit of Jesus," in Wicks, op. cit., Vol. 2, pp. 375–395.

Reiser, William J., S.J. "The Interior Life of Jesus as the Life of the People of God," in Wicks, op. cit., Vol. 2, pp. 396-417.

**TOPICS:**

The Minister and Self-Care

The Perils of Professional Helping

Ministry Versus Codependency

What Do We Model?

Personal Self-Care Plans

Student Reports

*Jesus did not leave us a list of truths to affirm, but a task to carry out. We must try to discern in our time and place how God wants us to live our lives in this world in tune with God's Spirit, the one divine action at work in this universe. This is what the discernment of spirits is all about. Followers of Jesus have been given a task to carry out and the means to do it. Impelled by God's Spirit, they must try to live in this world with the conviction that with the life, death, and resurrection of Jesus all the needful has been done, that God has won the victory he intends. Our task, therefore, is to follow the promptings of Spirit who has been poured out the into our hearts, to follow the way of Jesus.*

--William Barry, S.J.

**CLASS #10: (03/13/25)**

**READINGS:**

Richo, David. *When the Past is Present*. Boston and London: Shambala, 2008. Chs. 11-14.

**TOPICS:**

Becoming a Wounded Healer

The Alchemy Process: Suffering to Empathy

Cultivating Holiness and Wholeness

Student Reports

Course Conclusions and Evaluations

*I far prefer a Church that has had a few accidents to a Church that has fallen sick from being closed. Go out, go out! Think of what the Book of Revelation says as well. It says something beautiful: that Jesus stands at the door and knocks, knocks to be let into our hearts (see Rev. 3.20). This is the meaning of the book of Revelation. But ask yourselves this question: how often is Jesus inside and knocking at the door to be let out, to come out? And we do not let him out because of our own need for security, because so often we are locked into ephemeral structures that serve solely to make us slaves and not free children of God.*

--Pope Francis

### **ACADEMIC INTEGRITY:**

Students at Santa Clara University pledge themselves to Academic Integrity, as part of the University's commitment to fostering a culture of integrity ([www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity)). 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 SCU community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

You are expected to uphold the principles of this pledge for all work in this class. The standards of the University preclude any form of cheating, plagiarism, or falsification of data. A student who commits any offense against academic honesty and integrity will receive a failing grade for the course. An offense will be brought to the attention to the GPPM Program Director and may also dictate suspension or dismissal from the University.

### **OFFICE OF ACCESSIBLE EDUCATION (OAE):**

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216 <http://www.scu.edu/oae> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged such accommodations through the OAE, please discuss them with me within the first two weeks of the quarter.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from OAE. The OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. OAE must be contacted in advance to schedule proctored exams or to arrange other accommodations. For more information, you may contact OAE at 408-554-4109.

### **TITLE IX PROTECTIONS:**

SCU provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed necessary by a student's doctor, and students will be given an opportunity to make up missed work. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through OAE.



## **SAFETY MEASURES:**

In order to meet our learning objectives, we must uphold the highest standards for safety and mutual respect. Students are required to adhere to current University mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow university guidelines about health and public safety measures outlines on the [Prepared SCU website](#).

## **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, harassment, and sexual misconduct. California law SB 493 requires faculty members to report any information brought to their attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (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.

If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, please tell someone immediately. If you wish to speak with a confidential resource who is not required to report, please utilize one of the following SCU resources:

- *SCU Wellness Center*
- *CAPS*
- *Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.*

For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Jenna Elliott, at [408-551-3521](tel:408-551-3521), [jrelliott@scu.edu](mailto:jrelliott@scu.edu).