

UNIVERSITY DIPLOMA IN HEALTHCARE PASTORAL

Main Language of Instruction:

French ☐ English ☐ Arabic ☒

Campus Where the Program Is Offered: CSH

OBJECTIVES

This program aims to address the evolving landscape of contemporary healthcare increasingly recognizes the essential role of spirituality in patient care. It responds to the need for specialized training in spiritual accompaniment and for pastoral caregivers equipped to collaborate effectively with medical teams.

Established at the request of the Episcopal Commission for the Pastoral Care of Health Services in Lebanon (CEPSSL), this program aims to cultivate a culture of attentive listening, compassionate presence, and interdisciplinary cooperation within healthcare settings. It is rooted in the Christian understanding of health, illness, suffering, healing, and salvation, and seeks to support patients as well as their personal, social, and medical environments. The program prepares pastoral agents and facilitators to serve in parishes and institutions dedicated to the care of the sick, the elderly, and individuals with special needs. Its comprehensive curriculum integrates the human, theological, spiritual, ethical, pedagogical, and methodological dimensions required for this mission, ensuring a holistic and rigorous formation.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

- DUPS.1 Promote an Integral Approach to Health
Ability to promote a holistic understanding of health by integrating Christian anthropology with insights from other religious traditions—particularly Islam—while respecting the patient’s care pathway and sociocultural environment.
- DUPS.2 Provide Specialized Clinical Spiritual Care
Capacity to offer specialized clinical spiritual accompaniment, bearing witness to God’s compassion in the presence of individuals who are ill, suffering, or in vulnerable situations.
- DUPS.3 Establish and Lead Pastoral Structures in Healthcare
Ability to establish, organize, and animate pastoral care structures within healthcare settings, ensuring effective collaboration with medical teams and institutions.

ADMISSION REQUIREMENTS

- Lebanese Baccalaureate or its equivalent, recognized by the Equivalence Committee of the Ministry of Education and Higher Education.
- Candidates who do not hold the Lebanese Baccalaureate or its equivalent may still be admitted to the program following a review of their application and may obtain the appropriate certification.
- Interview with the Program Coordinator.

PROGRAM REQUIREMENTS

35 Credits: Required Courses (35 credits)

Required Courses (35 Cr.)

History and Theology of Spirituality in Healthcare (2 Cr.), Health and Healing in The Bible (2 Cr.), Anthropology of Health in Islam and Christianity (2 Cr.), Spiritual Growth, Wounds and Healing (2 Cr.), Clinical Ethics (2 Cr.), Religious and Social Psychology (2 Cr.), Differentiated Support (4 Cr.), Person-centered Approach (2 Cr.), Models of Spiritual Care (2 Cr.), Logocounseling (3 Cr.), Observational Training and Pastoral Care Unit (2 Cr.), Clinical Internship (8 Cr.), Final Report (2 Cr.).





COURSE DESCRIPTION

018SSFT11	History and Theology of Spirituality in Healthcare	2 Cr.
This course examines the integration of spirituality into healthcare by tracing its historical and institutional development. It defines the key concepts that shape the field, including spirituality, the spiritual dimension, spiritual care, and spiritual accompaniment, and explores the roles of the various professionals involved. This course also examines the theological foundations of spiritual accompaniment, with particular emphasis on the Christian tradition, and their implications for contemporary pastoral practice. It enables students to situate spiritual accompaniment within a holistic approach to care that integrates the anthropological, medical, spiritual, and institutional dimensions of patient care.		
018SGDB11	Health and Healing in The Bible	2 Cr.
This course offers a theological and exegetical study of health, illness, healing, and salvation in the Bible. It highlights the anthropological and spiritual representations of suffering and healing in the Old and New Testaments, notably by analyzing the healing narratives and their symbolic and salvific significance. The course enables students to understand the biblical foundations of the spiritual support of people affected by illnesses and to articulate these references within a contextualized pastoral practice.		
018 ASIC11	Anthropology of Health in Islam and Christianity	2 Cr.
This course examines the anthropological conceptions of health in the Islamic and Christian traditions. It aims to develop a capacity for comparative analysis and an intercultural sensitivity, necessary for spiritual support in a pluralistic context.		
018CSBG12	Spiritual Growth, Wounds and Healing	2 Cr.
This course addresses the dynamics of spiritual growth in connection with experiences of injury, suffering, and healing. It explores the psychospiritual processes involved in life paths. The course enables students to identify spiritual and psychological resources in support and to sustain processes of reconstruction and meaning.		
018ETCL12	Clinical Ethics	2 Cr.
This course introduces, on the one hand, the ethical issues inherent in medical practice and, more specifically, the implications of contemporary biomedical developments; and, on the other hand, it situates complex bioethical reflection within the field of pastoral care. It thus seeks to present the foundations and guiding principles of the Catholic Church's teaching on ethics, in order to identify the principal reference points for clinical ethics, as well as the underlying orientations of the Church's teaching in this domain. The course aims to foster the capacity for ethical discernment and informed decision-making when confronted with complex situations.		
018PRES12	Religious and Social Psychology	2 Cr.
This course introduces the main concepts and approaches of social psychology and the psychology of religion. It explains the interactions between beliefs, religious practices, individual behaviors, and social dynamics. By shedding light on the way religion shapes identity, social relationships, norms, and behaviors within groups, students will understand the attitudes and religious experiences of the people accompanied and develop a professional posture based on listening, analysis, and respect for diversity.		
018ACDF12	Differentiated Support	4 Cr.
This course explores the practice of spiritual accompaniment across a range of healthcare settings and life situations. It examines the sacramental dimension of pastoral care, as well as the particular needs associated with geriatrics, oncology, palliative care, and bereavement. The course develops the discernment and practical skills required to provide compassionate, person-centred spiritual accompaniment tailored to the needs of patients, their families, and healthcare professionals.		



018ACSPI3	Person-centered Approach	2 Cr.
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This course examines the theological and clinical foundations of spiritual accompaniment through two complementary perspectives: the person-centered approach and the theology of otherness. It equips students with the knowledge, skills, and professional disposition needed to accompany individuals of all backgrounds, beliefs, and cultures with respect for their dignity, freedom, and uniqueness, while avoiding any form of proselytism.

018MACSI3	Models of Spiritual Care	2 Cr.
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This course examines the principal models of spiritual care in healthcare settings, exploring the relationship between spiritual care and pastoral care through a rigorous understanding of spirituality and spiritual accompaniment. Particular emphasis is placed on the STIV-RePer model, in which students develop specialized competence. This course enables students to identify the stages of the spiritual care process and to discern the most appropriate interventions for different clinical situations. It also provides practical training in conducting a structured spiritual assessment based on three stages: exploration, through active listening; understanding, through the analysis of the person's spiritual profile, dynamics, and possible spiritual distress; and the mobilization of the person's spiritual resources to formulate appropriate recommendations for the interdisciplinary care team.

018LOGCI3	Logocounseling	3 Cr.
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This course introduces the foundations of logotherapy and existential analysis, as developed in the contemporary approach known as Logocounseling. Centered on the search for meaning, this clinical approach emphasizes the person's capacity to find meaning in life, even in the midst of suffering and adversity. This course enables students to understand the theoretical foundations of Logocounseling, distinguish it from other psychological approaches, and apply its principles to the helping relationship and spiritual accompaniment.

018SOCPI4	Observational Training and Pastoral Care Unit	2 Cr.
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This course presents the main theoretical and practical models of spiritual support developed in healthcare settings. It analyzes their foundations, their methods, and their fields of application. The course enables students to appropriate these models and to mobilize them in critical and adapted manner in their practice.

018STCLI4	Clinical Internship	8 Cr.
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The clinical internship constitutes the practical component of the program and offers students the opportunity to implement, in real situations, the conceptual and methodological skills acquired throughout the training. It takes place in a host institution (parish, hospital establishment, or other care structure) and places the student in direct contact with the accompanied persons as well as with the multidisciplinary teams that take care of them.

During this clinical experience, students will consolidate their mastery of the STIV-RePer model and of spiritual anamnesis techniques, while developing a professional posture adapted to the diversity of contexts and situations encountered. They will also learn to mobilize clinical tools within the framework of concrete interventions, to adjust their practice to institutional specificities, to collaborate with care actors, and to formulate relevant recommendations for the teams.

This internship thus aims to promote the integration of theoretical, methodological, and relational knowledge into a reflective practice and to allow students to progressively appropriate the tools, ethical reference points, and the professional posture specific to spiritual support in healthcare settings.

018RFESI4	Final Report	2 Cr.
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This course culminates in the preparation of a final report bringing together the work completed throughout the program. The report includes an in-depth personal reflection and analysis, leading to practical recommendations for strengthening the integration of spirituality within healthcare settings. The final report is evaluated and validated by a jury.