

DM 740– Foundations of Spiritual Direction

Doctor of Ministry J-Term 2023

January 9 – 13, 2023 via zoom

Monday – Thursday, 8:30 a.m. – 4:30 p.m. & Friday, 8:30 a.m. – 12:30 p.m. CT
(9:30 a.m. – 5:30 p.m. & 9:30 a.m. – 1:30 p.m. ET)

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Course Description

This course attends to the historical, biblical, and theological foundations and the current context and practice of spiritual accompaniment and direction. Formational and informational learning and experience are woven together with focus on spiritual direction in various faith traditions, cultures, and the students' context.

Goals

As a result of participation in this course, students should be able to:

- Articulate key tenets for historic and cultural models of individual, group, and corporate spiritual direction.
- Engage in storytelling and holy listening.
- Gain a foundational knowledge of the influence of multiculturalism on spiritual accompaniment and direction.
- Practice spiritual direction and learn with verbatims.
- Illuminate spiritual accompaniment and direction from the student's primary culture by compare and contrast this with at least one additional cross-cultural application.

Methods

Required readings provide the content and structure for engaging authentically in spiritual direction and accompaniment. The class will be comprised of lectures, small group activities, and triad experiences of spiritual direction. Silence and holy listening are the basis of spiritual direction and companionship others. Students will practice 20 minutes of silence three times weekly for the entire semester. Students are expected to share their experiences and knowledge of diversity and spirituality.

Required Readings Required Books

Barry, William A. and William J. Connolly. 2009. *The Practice of Spiritual Direction*. New York: HarperOne. ISBN # 978-0-06-165263-9.

Bryant – Johnson, Sherry and Rosalie Norman-McNaney and Therese Taylor-Stinson, editors. *Embodied Spirits: Stories of Spiritual Directors of Color*. New York: Morehouse Publishing. 2014. ISBN # 978-0-8192-2893-2.

Buckwell, Brenda. 2020. *Spiritual Direction and the Metamorphosis of Church*. Nashville, TN: Wesley's Foundry Books. ISBN # 978-1-945935-80-0.

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Guenther, Margaret. 1992. *Holy Listening: The Art of Spiritual Direction*. Boston, MA: Cowley Publications. ISBN # 1-56101-056-1.

Miller, Wendy. 2004. *Jesus our Spiritual Director*. Nashville, TN: Upper Room Books. ISBN # 0-8358-9876-8.

Peacock, Barbara L. 2020. *Soul Care in African American Practice*. Downers Grove, IL: IVP. ISBN # 978-0-8308-4671-9.

Vest, Norvene, editor. 2003. *Tending the Holy: Spiritual Direction Across Traditions*. Harrisburg, PA: Morehouse Publishing. ISBN # 978-0-8192-1918-3.

Storytelling teaching **videos** by Mary Alice on Moodle site and listed on the syllabus.

Articles on the Moodle site regarding spiritual direction with LGBTQIA+

Recommended Books

Benner, David G. and Gary W. Moon. 2004. *Spiritual Direction and the Care of Souls: A Guide to Christian Approaches and Practices*. Downers Grove, IL: IVP Academic. ISBN # 978-0-8308-2777-0.

Laird, Martin. 2006. *Into the Silent Land: A Guide to the Christian Practice of Contemplation*. New York: Oxford University Press. ISBN # 0-19-530760-7. \$15.65

Mabry, John, editor. 2014. *Spiritual Guidance Across Religions: A Sourcebook for Spiritual Director and Other Professionals Providing Counsel to People of Differing Faith Traditions*. Nashville, TN: Skylights Path Publishing. ISBN # 978-1-68336-3229.

Tucker, Lucy Abbot. 2020. *Spiritual Direction Supervision: Principles, Practices, & Storytelling: A workbook designed to support the care and growth of your spiritual direction practice*. Bellevue, WA: SDI Press. ISBN # 978-1-950309-01-6.

Materials for Class

In addition to assigned books, videos, and handouts posted on Moodle, class participants are expected to keep on hand the following for class each day: Required textbooks, spiritual direction verbatims.

Assignments and Grades

1. **Analysis of Readings (25 %)** Write a critical review of the readings, **for EACH assigned book**. (5 - 6 pages each, double-spaced, Times New Roman 12- point font) Include the premise of the book, explain the premise, and give 4 major points showing how the author supports the book's premise. In conclusion, interact with the text regarding how you believe this premise

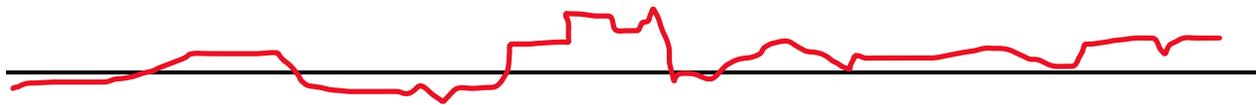
interfaces with your cultural experience on spiritual direction. **Due** on the first day of the class (January 9, 2023 at 9:00 am ET).

2. A Power/ Empowerment Life Map (15 %) Create a map of when you have felt powerful and empowered in your life and when you have not felt powerful and/or unempowered in your life. This map could be like a treasure hunting geographic map combined with a power time line as you journey through each stage of life. Please include:

- Events, people, readings that shape and influenced your life and personal perspective.
- Times when you have felt silenced.
- What your coping skills were for unempowered times of your life.
- How God has influenced and shaped your journey of power/empowerment.

Samples of printable treasure maps are found [here](#).

A power time line could look like this. The black line indicates neutral stance and experience of power and empowerment in life. Anything that is above the line are times you have felt empowered/ powerful. Anything below the line are times you have felt unempowered/ unpowerful or silenced. The power/ empowerment experiences are illustrated with the red line. Each peak and valley would be labeled.



For this assignment you will combine a life geographic map (like the sample treasure hunting map) and a power time line. Please write a narrative to accompany your Life Map providing antidotal commentary.

The narrative accompaniment of the student's Life Map is to be 4-5 pages of reflection and interruption of the Life Map.

NOTE: Whenever dealing with the events, people, and significant God-formative encounters of our lives, there is always the potential for stirring up difficult and painful memories. In completing this assignment, you need not disclose such experience – you do not include on your map or in your paper more than you feel comfortable sharing. Please maintain integrity of your boundaries. However, please do find ways to highlight significant times when you felt more powerful and times when you have felt disempowered and discuss God's role in that.

Due Date: January 10, 2023 at 9:00 am ET.

The Life Map and reflection paper is due Tuesday morning January 10, 2023.

3. Storytelling abstract (15 %) Engage with the process of storytelling and its foundational usefulness in spiritual direction and accompaniment. Write a 5-page paper using the 4 videos by Mary Alice from SOAR www.getsoaring.com and the Holy Listening and Storytelling section of the Buckwell book, along with your cultural experience to create a proposal on how you could and or do engage storytelling and holy listening in spiritual accompaniment ministry in your

ministry context. Ministry context is defined by a group that you frequently engage. This could be a congregation, family, friends gathering, small group, etc. Please double-spaced, Times New Roman, 12- point font with 1-inch margins.

Resources for this assignment:

- A. 4 videos by Mary Alice (365 ALIVE! www.365alive.org)
 - Video 1: From Rudderless to Purposeful: <https://vimeo.com/501956481>
 - Video 2: Finding your place on the map: <https://vimeo.com/502317272>
 - Video 3: Choosing the story you want to live in: <https://vimeo.com/502395512>
 - Video 4: Story & the fire of community: <https://vimeo.com/502852920>
- B. Buckwell, *Spiritual Direction and the Metamorphosis of Church* section three.

Due Wednesday January 11, 2023 at 9:00 am ET.

4. Spiritual Direction Multicultural Context Paper (30 %) Write an integrative research paper (15 pages, double-spaced, Times New Roman, 12-point font, Turabian style footnotes, with 1-inch margins, with a reference sheet/ bibliography) incorporating the insights from readings, lectures, research, and your primary ministry context.

This paper will begin with the historic tenants and definition of spiritual direction. What are the historic ways spiritual direction has been experienced in the tradition? Provide the biblical foundation for spiritual direction and give examples of how Jesus is an indigenous spiritual director. Theologically what happens in the ministry of spiritual direction and spiritual accompaniment? Name the desired goal of spiritual direction.

After the historical, biblical and theological foundation for spiritual direction the student will write the student's experience of spiritual direction. In this section includes the key tenants of your cultural experience of spiritual direction. Provide a culturally relevant definition of spiritual direction. Tell how it is practiced? Why is it practiced? What is the process? How is God experienced and present within the student's tradition of spiritual direction and accompaniment? What are the hoped-for results of spiritual direction? How does storytelling and holy listening interface in spiritual direction.

The third section of the paper is to **compare and contrast** the student's primary culture with at least one additional cross-cultural application of spiritual direction and spiritual accompaniment. In this section include the key tenants of cross-cultural application of spiritual direction. Provide a culturally relevant definition of spiritual direction. Tell how it is practiced? Why is it practiced? What is the process? How is God experienced and present within this tradition of spiritual direction? What are the hoped-for results of spiritual direction? How does storytelling and holy listening interface in spiritual direction.

Conclude by briefly summarizing how spiritual direction and spiritual accompaniment is vital to 21st century spiritual formation.

Materials needed:

Use **three (3) class resources** (textbooks, PPT lectures) and **four (4) research** sources. (See bibliography below for suggested research materials.) Books and academic articles that are in print format which you have downloaded from the Internet are considered a book source. Please no web site resources.

The Cultural Content:

A few examples of cultural contexts:

Ethnicity: African American, Hispanic, Asian (please be specific Chinese, Korean, Vietnamese etc.), European, African, Middle Eastern, Latin American, Puerto Rican, Filipino, Caribbean.

Gender: male/ female/ LBGTQIA+.

Language

Education Level

Faith Tradition

The student may suggest other cultural context of interest for approval by the instructor.

Due Dates:

- A. Please submit preliminary cultures you will be researching inclusive of a short bibliography to the instructor by the last day of the class (January 13, 2023).
- B. This Spiritual Direction Multicultural paper is **due Monday February 14, 2023 at 9:00 am ET**. This paper is submitted through the class Moodle site. Please check safe assign the plagiarism checker when you submit your paper.

5. **Contemplative Silence (10%)**

- From the first week of the semester the student will practice contemplative silence three times a week for 20-minutes each time. If needed, to assist with this practice, you may review the Laird book found on the recommended list.
- The student will keep a log of these times of silence. The log will include:
 - Date, duration of contemplative silence and the activity for contemplative listening.
 - The student will choose a mixture of contemplative techniques from:
 - Sit for 20 minutes in a quiet location(s)
 - Take a contemplative walk for twenty minutes noticing the deeper sounds of nature calling to the student's spirit.
 - Walk a labyrinth.
 - Take a photo pilgrimage walk with your digital camera and contemplate deeper seeing beyond the surface.
 - Centering Prayer
 - Breath Prayer
 - Examen or Rummaging backward through your day.
 - Icon gazing
 - Praying in Color
 - Other activities and locations of silence are the student's choosing.

- Please see class website or contact the instructor if you need information on any of the above prayer examples.
- The student will have a final summary from all the learnings of the semester's contemplative silent times at the conclusion of the log. This summary will highlight how the student has shifted in his or her experience of silence throughout the course of the semester. This assessment of silence will include theological themes in reflection upon the student's overall experience of quietude with and before the Divine. In addition to the date log information the **summary of the student's experience is to be at least 5 pages in length, double spaced with 12-point font.** This summary will include antidotal story and theological reflection on how silence is foundational to spiritual direction.

Due 9:00 am ET, Wednesday February 16, 2023

6. Class Participation (5 %) Active and attentive participation is expected from all students. Please always turn on your video. Late arrival and missing sessions will result in deduction in grade. Missing more than two sessions will result in failing the class. Class participation includes completion of spiritual direction verbatims and active engagement class discussions. **Each Student will lead the class in one prayer experience.**

Course Guidelines

As we will be sharing experiences of our own spiritual journeys, it is expected that all class participants will adhere to the following guidelines throughout the course, and afterwards: Maintain confidentiality. Maintain an environment where it is safe to raise difficult questions. Respect others and their belief systems. Engage in polite discourse at all times. Attend each class session in its entirety – and be on time. Be emotionally, spiritually, and academically present. Set aside cell phones and other non-academic technology. Complete all assigned readings; come to class prepared to engage in knowledgeable dialogue about the content of the readings and the topic(s) of the day. Be willing to make the most of our time together. Take responsibility for your own learning.

Course Outline

Date/ Day	Activity	Theme/ Prayer experience	Readings	Assignments Due
Monday January 9, 2023 Morning	Syllabus, Course overview, Lecture Small group discussion Large class discussion	Introductions Expectations & Questions History of spiritual direction Jesus an indigenous man as Spiritual Director	Miller Barry & Connolly, Bryant et al. Peacock	Analysis of Readings – papers.
Monday January 9, 2023	Lecture and large group discussion.	The Art of Listening and Communication skills in low and high	Barry & Connolly Guenther	Spiritual Direction

Afternoon	Spiritual Direction Triads Verbatim Large group debrief	context communication, The Dance of Dialogue Student led prayer	Bryant et al. Peacock Vest	
Tuesday January 10 Morning	Lecture https://youtu.be/YSp-AXzPaHc Video instruction to storytelling Small group discussion, Student observations from Life Map	Listening filters. Storytelling and holy listening The gift of silence, Wisdom from the desert. Student led prayer	Buckwell Author Videos Peacock Bryant et al. Vest Handout	Power Life Map
Tuesday January 10 Afternoon	Small group review and presentation of various traditions and spiritual direction. Spiritual Direction Triads Verbatim Large group debrief	Spiritual direction and the Care of souls, various traditions and context. Practice Spiritual Direction Student led prayer	Bryant- Johnson,	Verbatim due from previous day's spiritual direction Spiritual Direction
Wednesday January 11 Morning	Lecture and video teaching Worksheet in class Contemplative Tree Mandala Making, the Terrain of your heart. Small groups – your story of spiritual direction.	Wisdom sharing, a generational story, group spiritual direction Silence, Counter Story, Know Thy Self. Mandala Making Student led prayer	Buckwell Bryant- Johnson, Peacock Vest	Storytelling abstract paper. Verbatim from yesterday's spiritual direction.
Wednesday January 11 Afternoon	Lecture Group Spiritual Direction Verbatim Debrief	Spiritual Direction Across Traditions Formational Questions Student led prayer	Vest	Spiritual Direction Observer graph of the story levels
Thursday January 12 Morning	Lecture Large group discussion Small group examen on ethics and class presentation	“Multiculturalism in a pluralistic world” – the shift from “What” to “How” Resistance Ethics and Spiritual direction https://www.sdicom	Bryant et al. Peacock Vest handouts Buckwell on resistance	Storytelling abstract Readings

	Supervision: the whys, who, and how.	panions.org/media/guidelines-for-ethical-conduct/ LGBTQIA+ Sample formal covenant agreement Student led prayer		
Thursday January 12 Afternoon	Spiritual direction on experience of cultures. Group Spiritual Direction Large group debrief. Library time for research for multicultural paper	Verbatim, observers story level listening, formational questions Student led prayer		Spiritual Direction Verbatim Observer story levels Library Research
Friday January 13 Morning	Small group summary of all readings and Presentation to class. Questions about Multicultural paper.	Bring it all together. Student led prayer	Review all readings.	Preliminary theme with a short bibliography for multicultural spiritual direction paper.

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