

## **S3001-1: SPIRITUAL COMPANIONING FOR MINISTRY**

Christina R. Zaker, D.Min.

Spring 2020: 9-11:45am, Wednesdays

Office Hours: Monday mornings, Tuesdays afternoons or by appointment

Office Location: Room 357

Class location: Room TBD

Class on D2L: S3001-1: Spiritual Companioning for Ministry

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**COURSE DESCRIPTION** Both in daily life and in explicit ministry, Christians are frequently called upon to offer a companioning presence to people who are struggling with spiritual issues. Students in this course develop an understanding of this "everyday" ministry and practice the skills that will help them exercise it more fruitfully.

**REQUIRED TEXTS** - Current required and recommended book list is available on the D2L home page. Please login to D2L and near the top of the D2L home page click the Course Book List tab.

1. Anderson, Keith R. *Reading Your Life's Story --: An Invitation to Spiritual Mentoring* (Intervarsity Press 2016). 9780830846214 (print) 9780830873197 (digital).
2. Justes, Emma J. *Hearing Beyond the Words: How to Become a Listening Pastor* (Abingdon 2006). 9780607494996
3. Savage, John. *Listening and Caring Skills for Ministry* (Abingdon 1996). 9780687017165
4. Bryant-Johnson, Sherry et al. Eds. *Embodied Spirits: Stories of Spiritual Directors of Color* (Morehouse Publishing 2014).

Students will also be required to read a number of articles throughout the semester. These articles as well as a full class bibliography are available on the course D2L site. All reading listed on a particular day should be read BEFORE that class begins.

### **LEARNING OUTCOMES AND ASSESSMENT:**

#### **Learning Outcomes:**

**Student success in this course is manifest in the ability to:**

1. Practice skills in deep listening – to self, God, and others – in the midst of daily life as well as in ministerial settings. (MDiv Pastoral Skills; MAPS Formation; MA 3)
2. Build a basic understanding of neuroscience as it pertains to listening skill development and a persons ability to thrive. (MDiv Pastoral Skills; MAPS Formation; MA 3)
3. Listen sensitively across differences of life experience, culture, language, race, gender, sexual orientation, and role. (MDiv Pastoral Leadership; MAPS Religious Heritage and Context, Leadership Skills; MA 2)
4. Articulate appropriate historical, scriptural, theological, cultural, and ethical insights into the practice of spiritual companionship. (MDiv Roman Catholic Tradition; MAPS Religious Heritage and Context); MA 2)
5. Demonstrate a basic understanding of how to attend to commonly encountered elements of

spiritual growth, such as religious experiences, vocation issues, life stage changes, the roles of loss and crisis, and discernment. (MDiv Pastoral Skills; MAPS Leadership Skills; MA 3)

6. Understand distinctions among spiritual companionship, spiritual direction, pastoral counseling, twelve-step programs, and psychotherapy, and know when and how to refer persons appropriately. (MDiv Pastoral Leadership; MAPS Leadership Skills; MA 2)
7. Build a working vocabulary of basic psychological terms and concepts that impact spiritual companionship relationships especially as they pertain to companionship others in crisis or stress.

### **Assessment of Student Performance**

Student performance [written, oral, online, etc.] will be assessed in several ways. Please see Assignment list below for specific criteria.

**Grading Scale** – See CTU Academic Policies [located in the Helpful Links section of D2L at <https://d2l.ctu.edu>].

### **EXPECTATIONS**

***Bias-Free Language*** – See CTU Academic Policies on D2L

***Internet Etiquette and Ethics*** – See CTU Academic Policies on D2L

### **COURSE CALENDAR**

#### **Part I: Introductory**

1 January 8

What is Spirituality and what is Spiritual Companionship?

- Sandra A. Schneiders, "Theology and Spirituality: Strangers, Rivals or Partners?" *Horizons*, 13,2 (Fall 1986). 253-274.
- Gerald G. May, "Spiritual Direction and Psychotherapy," in *Care of Mind, Care of Spirit: Psychiatric Dimensions of Spiritual Direction* (Harper & Row, 1982), 12-17.
- Eugene H. Peterson, "First Language" and "The Ministry of Small Talk," in *The Contemplative Pastor: Returning to the Art of Spiritual Direction* (Eerdmans 1989), 88-94 and 112-16.

2 January 15

Biblical, Historical, and Cultural Models of Spiritual Companionship and Intro to the science themes in the course

In class video "How Children and Adults Build Core Capacities for Life – (Center for Executive Functioning in the Developing Child)

- Justes, *Hearing Beyond the Words*, Intro & ch. 1
- Janet Ruffing, "Typological History of Spiritual Direction," in *To Tell the Sacred Tale: Spiritual Direction and Narrative* (Paulist 2011), 1-18.

You do not need to read this article until later in the semester, but I want you to take a look at it prior to class today.

- Hutton et.al. "Story Time Turbocharger? Child Engagement During Shared Reading and

Cerebellar Activation and Connectivity in Preschool-age Children Listening to Stories. In *PLoS One* 12(5). 1-19.

Pick one of the following to read:

- Joohyung Lee, “Reflections of a Korean Male Spiritual Director.” *Presence* 21 (2015): 40-46.
- Puleng Matsaneng, “Spiritual direction in Africa: a need for a different approach?” *The Way* 49 (2010): 53-64.
- *Embodied Spirits*, Chapter 1.
- Hofsman Ospino, “Theological Horizons for a Pedagogy of Accompaniment.” *Religious Education* 105 no 4 (Jul-Sep 2010): 413-429.

## Part II: Basic Elements of a Companionship Encounter

3 January 22

Presence \*\* Complete Online Quiz before class today!

- Anderson, *Reading your Life's Story*, Intro and Chapter 1
- Savage, *Listening and Caring Skills for Ministry*, Intro & ch. 1
- Douglas Steere, *On Beginning from Within & On Listening to Another* (Harper & Row 1964), 185-211.
- John Eudes Bamberger, “Spiritual Accompaniment: Observing Love and its Transformations.” *Cistercian Studies* 37 (2002): 415-428.

4 January 29

Listening \*\* Topic of Collection or Research Paper due today!

- Justes, *Hearing Beyond the Words*, ch. 2
- Savage, *Listening and Caring Skills for Ministry*, ch. 2-4
- Nicole Chivilis, “Listening Well – A Chaplain’s Vocation.” *Christian Century* 131 no. 11 (2014): 13.
- Feyten, “The Power of Listening Ability: An Overlooked Dimension in Language Acquisition” *The Modern Language Journal*, Vol 75, No 2 (1991) 173-180.
- Harris and Flynn, “Medical Education of Attention: A Qualitative Study of Learning to Listen to Sound” *Medical Teacher*, Vol 39, No 1 (2017) 79-84.

5 February 5

Divine Initiative

- Justes, *Hearing Beyond the Words*, ch. 3
- Savage, *Listening and Caring Skills for Ministry*, ch. 5
- Anderson, *Reading Your Life's Story*, ch. 2
- Mary Ann Scofield, “Waiting on God: Staying with Movements of God.” In Buckley, ed. *Sacred is the Call* (Crossroad 2005), 52-59.

6 February 12

Images and Stories

- Anderson, *Reading Your Life's Story*, ch. 3
- Savage, *Listening and Caring Skills for Ministry*, ch. 8-10
- Janet Ruffing, "Spiritual Identity and Narrative." *Spiritus* 12/1 (2012): 63-74.
- Mary Frohlich, "The Responsorial Self," *Liturgy* 7/2 (1987): 39-45.

Class will end an hour early today to allow for participation in the March 20<sup>th</sup> Conference.

February 19

READING WEEK – no class

**Part III: Things People Talk About**

7 February 26

Prayer and Religious Experience \*\* First five articles of Collection, **or** thesis statement, outline, and bibliography of Research Paper, due today!

- Embodied Spirits, chapters 5 and 8
- Julie Douglas, "Categories of Religious Experience for Spiritual Direction." *African Ecclesial Review* 36/3 (1994): 147-159.
- Barbara Bradley Hagerty, "The God Who Breaks and Enters" in *Fingerprints of God: What Science is Learning About the Brain and Spiritual Experience* (Riverhead Books: New York, 2010): 16-44.

8 March 4

Discerning Choices and Vocation

- Embodied Spirits, Chapter 6, 7 and 9
- David Lonsdale, "Consolation and Desolation," in *Listening to the Music of the Spirit* (Ave Maria 1992), 67-93.
- Frohlich, "Discernment as a Way of Life." *New Theology Review* 18/3 (2005): 41-51.
- Justes, *Hearing Beyond the Words*, ch. 5 & Epilogue.
- F.K. Nemeck and M.T. Coombs, "The Will of God and Vocation," in *Called by God* (Michael Glazier 1992), 29-35.

9 March 11

Referrals and Limitations in Companionship through Crisis

Guest Speaker – Dr. Abby Brown - Licensed Clinical

Psychologist. <https://www.cityscapecounseling.com/dr-abby-brown>

- Articles Dr. Brown has provided:
  - o Blalock and Dew, "A Pilot Survey of Clergy Regarding Mental Health Care for Children" in *Depression Research and Treatment*, Hindawi Publishing Corporation, 2012 p 1-5.

- VanderWall, Hernandez, and Sandman, "The Gatekeepers: Clergy Involvement in Referrals and Collaboration with Mental Health and Substance Abuse Professionals" in (2012). Faculty Publications. 5. <http://digitalcommons.andrews.edu/socialwork-pubs/5>
- Gelles and Cavanaugh, "Violence, Abuse, and Neglect in Families and Intimate Relationships" in *Families and Change: Coping with Stressful Events and Transitions*. (2017) p129-147.
- Explore the website for the Archdiocese of Chicago Domestic Violence Ministry. Familiarize yourself with the resource manual page specifically and watch at least one video on this site prior to coming to class. <https://pvm.archchicago.org/human-dignity-solidarity/domestic-violence-outreach>

10 March 18

Loss, Suffering, Trauma and the Science of Neglect

- Embodied Spirits, Chapter 2
- Justes, *Hearing Beyond the Words*, ch. 4
- Annemarie Paulin-Campbell, "Teaching Spiritual Accompaniment in the Context of Trauma." *The Way* 53/4 (2014): 29-44.
- Hutton et.al. "Story Time Turbocharger? Child Engagement During Shared Reading and Cerebellar Activation and Connectivity in Preschool-age Children Listening to Stories. In *PLoS One* 12(5). 1-19.
- William A. Mosier, "Addressing the Affective Domain: What Neuroscience Says About Social/Emotional Development in Early Childhood" in *Early Childhood and Neuroscience – Links to Development and Learning*, eds Leslie Haley Wasserman and Debby Zambo (Springer: New York 2013) 77-105.

March 20 – Science and Theology Conference at CTU. It is expected that students attend this conference from 1-4pm. You are welcome to be present for the entire day. More information will be given in class. There will be two class periods where students will be released early to make up the time expected for participation in this conference. If you are unable to attend the conference please see Dr. Zaker for equivalency opportunity.

11 March 25

Companioning to build Executive Functioning Skills

- Hodgkinson and Parks, "Teachers as Air Traffic Controllers: Helping Adolescents Navigate the Unfriendly Skies of Executive Functioning" *Clearing House* Vol 89, 2. (2016) p 208-214.
- Bush et.al., "Families Coping with Change: A Conceptual Overview" *Families & Change: Coping with Stressful Events and Transitions* (Sage: Los Angeles) 5<sup>th</sup> edition 2017, p. 3-24.

In addition, read one of the following:

- Stetka, "Changing our DNA through Mind Control?: A study finds meditating cancer patients are able to affect the makeup of their DNA"  
<https://www.scientificamerican.com/article/changing-our-dna-through-mind-control/>
- Bradstreet, "Science Proves We Can Change Our DNA with Mind Control"  
<https://medium.com/change-your-mind/science-proves-we-can-change-our-dna-with-mind-control-14cc8e005510>
- Massey et al. "Neighborhood Disadvantage and Telomere Length: Results from the Fragile Families Study" *The Russell Sage Foundation Journal of the Social Sciences*, vol. 4, no. 4 (April 2018) p 28-42.
- Bush, et al. "Families Coping With Change: A Conceptual Overview" in *Families and Change: Coping with Stressful Events and Transitions*.(2017) p 3-24.

Class will end at the break today to leave time for participation in March 20<sup>th</sup> Conference

12 April 1

Nuts and Bolts: Self Care, Limitations, Group Work, and Basics

- Embodied Spirits, Chapter 10
  - Anderson, Select 2 chapters in Part 2 (chapters 6-11) and All Appendices
- Small Groups present their Integrating Skits and Commentaries

13 April 8

Portfolios and Research Papers due Complete Post Course Survey

Small groups present their Integrating Skits and Commentaries

## ASSIGNMENTS AND ASSESSMENT

**1. Presence and participation.** All students are expected to be present for the weekly class session and to participate in discussions and practicum. A second absence will result in being dropped from the course (except in documented cases of extreme emergency). *Assessment:* Quality of active participation – includes astuteness and appropriateness of comments and questions; growth in self-awareness; openness to learning from/with others; sensitivity across differences of life experience, culture, language, race, gender, sexual orientation, and/or role; mastery of specific skills taught; balance (neither dominating group nor overly reticent). (20% of overall grade)

### 2. Online Quizzes.

1. As part of the Science and Theology focus, all students will be asked to complete a "pre-course" survey as part of our first class. There is no grade associated with the survey.
2. An online quiz on distinctions among spiritual companionship, spiritual direction, pastoral counseling, twelve-step programs, and psychotherapy, and on guidelines for when and how to

refer persons appropriately, is to be completed by January 22. This quiz is 5% of your grade.

3. As part of the Science and Theology focus, all students will be asked to complete a “post-course” survey as part of our final class. No grade is associated with this survey.

3. **Weekly Readings Forums.** Before each class, each student posts one to two paragraphs identifying an insight or two that captured your attention from the readings for that week’s class. For January 15, your post should include why you chose the article you did, and note any comparisons or contrasts between the two cultural contexts. For April 1, your posts should also include a paragraph on why you choose the two chapters in Anderson’s text. *Assessment:* Posted on time; gives evidence of thorough and thoughtful reading; attends to historical, scriptural, theological, cultural, and/or ethical framework as well as to practical aspects of spiritual companionship. Scale: zero (0), pass (1), merit (2), distinction (3). (15% of overall grade)

4. **Journal and Weekly “Noticings” Forum.** Each student is strongly encouraged to keep a journal of “noticings” related to spiritual companionship that occur in your everyday life and/or ministry. Suggested points for noticing and reflection will be provided each week, but you are not limited to these topics. This journal will not be handed in. However, by 5 pm on Tuesday before class, each student should post one paragraph of “noticings” (being careful, of course, to respect confidentiality). Small groups will be formed for discussion (see Noticings Forum Guidelines). *Assessment:* self-awareness, sensitivity to other persons and cultures, evidence of learning from class content and practicum, appropriate participation in group. (15% of overall grade)

5a. **Topical Reading Collection.** Select a topic (it may be broad or narrow) and read 10 published articles about it. Up to five of these articles may be from the bibliographies provided in class but you may not use articles that were required readings. At least four of these articles must be drawn from scientific sources (psychology, neuroscience, biomedical ethics etc.) For each article write a one paragraph summary and a second paragraph of personal reflection. Conclude the Collection with a 2-3 page essay summarizing your learnings on this topic. Topic due January 29; first five articles due February 26; full Collection and summarizing essay due April 8. *Assessment:* Quality of selected articles; accurateness of summary; depth of integration and insight in concluding essay; overall academic quality of written work (i.e. following *Writing Handbook*).

OR

5b. **Research Paper.** MA in Theology students must choose this option. Write a 15-20 page research paper on a topic approved by the instructor. Proposed topic due January 29; outline, thesis statement, draft outline and initial bibliography (at least 5 sources) due February 26; paper due April 8. **Final Research Bibliography should include a minimum of 10 sources and at least 4 of them must be from the scientific field (Psychology, Neuroscience, Biomedical Ethics etc.)** *Assessment:* Academic quality

and quantity of resources used; clarity and organization of the paper; accuracy, thoroughness, critical character, and creativity of approach to the topic; overall academic quality of written work (i.e. following *Writing Handbook*).

This final project is 30% of your overall grade

6. **Integrating Skit and Commentary.** In the final two classes (April 8th), each small group will offer a skit and commentary demonstrating some of their key learnings on an aspect of spiritual companionship. Further guidelines and assessment points will be provided. (15% of overall grade)

**BIBLIOGRAPHY** – See course D2L page for Bibliography

**CTU MISSION STATEMENT** – see Student Handbook [located in the Helpful Links section of D2L at <https://d2l.ctu.edu>].

**COPYRIGHT POLICY** – See CTU Academic Policies on D2L

**STATEMENT ON ACADEMIC INTEGRITY** – See CTU Academic Policies on D2L

Academic integrity demands that a student acknowledge all sources employed in the preparation of written assignments, whether in the use of exact quotations, or in substantial reproduction of ideas. **Failure to do so (plagiarism) will result in a failing grade for the course and may also result in dismissal.**

#### **CAMPUS RESOURCES**

Library Hours: <http://www.ctu.lib.il.us/> For information, contact: Kristine Veldheer, Library Director, [kveldheer@ctu.edu](mailto:kveldheer@ctu.edu) or 773-371-5460; For the Electronic Resources and Instruction Librarian, contact: Deborah Winarski, [dwinarski@ctu.edu](mailto:dwinarski@ctu.edu) or (773) 371-5463.

**English for Theological Education:** contact Christina Zaker: [czacker@ctu.edu](mailto:czacker@ctu.edu)

**Writing Handbook:** located in the Helpful Links section of D2L at <https://d2l.ctu.edu>.

**Writing & Resource Center:** There are a number of writing resources available to all CTU students. The Writing and Resource Center is located in room 338 for drop in help with writing and presentation skills. Contact: Kathleen Martin, [kmartin@ctu.edu](mailto:kmartin@ctu.edu), room 344.

**Technology Help:** D2L and Educational Technology, Rick Mauney, [rmauney@ctu.edu](mailto:rmauney@ctu.edu); Information Technology help desk, [support@ctu.edu](mailto:support@ctu.edu)

**Student Services:** contact Carmen Salas, Room 347; 773-371-5536; or [studentservices@ctu.edu](mailto:studentservices@ctu.edu)

**Academic Calendar:** <https://ctu.edu/student-portal/academic-calendar-2019-2020/>

**This Syllabus is subject to revision.**