



Syllabus for PTHM418

Dynamics of Spiritual Direction

Contact Information

We prefer that you email us directly or through Canvas so that we can reach you within 24-hours M-F.

Tamara Moore | tamoore@csbsju.edu, 320.305.6536

Samuel Rahberg | srahberg001@csbsju.edu, 320.428.0371, Luke 205

[Zoom Personal Meeting Room Link](#) for Classes and Office Hours

Office Hours | Tuesdays and Fridays, 1-2 PM (by Zoom) or schedule a meeting by Zoom, phone or in-person using this link: <https://calendly.com/samuelrahberg/sot>.

Course Overview

This course explores themes and practices related to a Benedictine disposition for spiritual direction. You will participate in experiential and reflective processes as individuals, small groups, and as a cohort to learn and practice the disciplines of contemplative listening. Those who continue into the year of Practicum toward a Certificate in Spiritual Direction will be well prepared for their responsibilities. Those who complete the course solely for personal and professional enrichment will have developed skills as listeners useful in many ministry contexts beyond spiritual direction.

Class Meetings

1. Designated class times are for Central Daylight Time (CDT). Please consult the [World Clock](#) to see what time this is in your time zone.
2. Pre-Course Online Retreat: **Tues., May 31, 6:30-8:30 PM CDT**
<https://csbsju.zoom.us/j/98254567890>
3. Class times June 6-17 (two weeks)
 - Mondays: 8:30-11:30 AM and 1:30-4:30 PM
 - Tuesdays: 8:30-11:30 AM
 - Thursdays: 8:30-11:30 AM and 1:30-4:30 PM;
 - Fridays: 8:30-11:30 AM

Communication Checklist

Staying connected and clear about communications is especially important during intensives. Successful students have identified these essential habits:

- ☐ Check your @csbsju.edu **email daily**;
- ☐ Refer to the syllabus at least **twice a week** (the information becomes more clear over time);
- ☐ Adjust your notification settings to include *at least* **Announcements** and **Upcoming Assignments** (In Canvas click your profile picture. From Account, click Notifications, and choose whether to receive emails or texts under each category);
- ☐ Review the Syllabus and Canvas materials for readings and assignments -- most students like to **work ahead**;
- ☐ If you are new or less familiar with Canvas, visit the **Help resources** for introductory guides.



For the sake of improving our learning container, **we welcome your ongoing feedback** about what's missing and what's redundant, what's unclear or confusing, what could use better flow, or what aspect of our facilitation needs attention.

Digital Habits for Online Learning

Because this course is offered in blended modes, meaning students may participate synchronously on-campus or online, students are invited to enter, cultivate, and sustain a form of learning community that is not expressed solely in one or the other “place.” Together, in blended modes, we are creating a shared learning environment that is greater than the sum of its parts. To help us think about the dispositions and habits this kind of community will require, the SOT’s Director of Ministerial Formation, Dr. Daniella Zsupan-Jerome, prepared an introduction to “[Digital Habits for Online Learning Spaces](#).” This document, introduced in Session 01, will serve as our primary guide and compass for approaching online learning in a genuinely Benedictine way. From the introduction:

“The aim of this document is to help you create digital habits so that your presence and participation in such an online space is authentic, faithful, and reflective of your growth both as a disciple and as a minister in formation. These digital habits also draw deeply from the rich Benedictine tradition of Saint John’s, and seek to integrate the wisdom of our spiritual tradition into the cultural reality of our digital world . . . Habits are inclinations we can develop through the intentional practice of actions. When we practice an action enough to become a habit, it becomes a part of us, it shapes our character. Digital habits are actions we practice in the context of digital communication with such commitment that they become integral to the way we approach digital culture itself. Below are five digital habits we offer along these lines: Listening, Presence, Hospitality, Humility, and Stability.”

Course Prerequisites

1. Complete SPIR437 Discernment in Prayer;
2. Complete the application and acceptance to Certificate in Spiritual Direction Program prior to this course, if you are considering PTHM459 Practicum in Spiritual Direction in the next academic year;
3. Ensure you have access to and basic competency with Microsoft Office or Adobe Acrobat, as well as Canvas and Zoom. If you are less comfortable with Canvas, for example, explore the Getting Started and Canvas Basics Resources under the Help tab on the left navigation menu.

Certificate in Spiritual Direction vs. “Certification”

As part of a larger formation process for potential spiritual directors, this course explores the foundations of a ministry of listening, especially in preparation for the Practicum in Spiritual Direction. It is important to note at this stage that Spiritual Directors International recognizes that there is no certification process for spiritual direction in direct parallel to other helping professions. Training programs can provide a certificate indicating that a person has successfully completed the program of study, but do not “certify the charism.” The “certification” comes from the community when persons seek one out as a spiritual director and stay with her/him over a length of time. In addition, persons who engage in the ministry of spiritual direction commit to on-going training and supervision.

Application for Practicum

The Dynamics in Spiritual Direction course offers all participants grounded practice in the ministry of listening. Even so, not everyone will desire or be eligible to continue into the Spiritual Direction Practicum. For example, some find they need more preparation, while others choose to use what they have learned to pursue other callings. These are normal outcomes in ongoing and shared discernment. Sam, Tamara, and the supervisors help you with this process and approach the Application for Practicum, an optional capstone assignment, as another reflective tool along the way.

Required Reading

Adesanya, Ineda, ed. *Kaleidoscope: Broadening the Palette in the Art of Spiritual Direction*. New York: Church Publishing Incorporated, 2019.

Barry, William, and William Connolly. *The Practice of Spiritual Direction*, 2nd ed. New York: HarperOne, 2009.

Bondi, Roberta. *To Love As God Loves: Conversations with the Early Church*. Philadelphia: Fortress Press, 1987.

Conroy, Maureen. *Looking into the Well: Supervision of Spiritual Directors*. Chicago: Loyola University Press, 1995.

Sutera, Judith. *St. Benedict's Rule: An Inclusive Translation & Daily Commentary*. Collegeville, MN: Liturgical Press, 2021.

Various Contributors. *The Benedictine Handbook*. Collegeville, MN: Liturgical Press, 2003.

"Listening Skills for Spiritual Direction" adapted by Sr. Josue Behnen OSB from Sr. Kate Casper OSB, (CSpD Handbook, p. 29ff)

Course Goals and Assignments

By the end of this course students will be able to:

1. Demonstrate a Benedictine disposition for listening -- centering, lectio divina, hospitality, stability, and conversatio morum;
2. Practice listening skills associated with a contemplative presence and evocative approach;
3. Differentiate the processes of spiritual direction, supervision, and consultation;
4. Establish habits of ongoing learning through interiority and reflective practice in solitude and with companions;
5. Appreciate unique first-person narratives of religious experience within the longstanding tradition of spiritual direction.



Supporting Ministerial Formation

The objectives of this course also support the following outcomes for the Ministerial Formation (as numbered in the Formation Handbook):

Outcome #2: The students will utilize practical theological skills to describe ministry situations and contexts, interpret situations theologically, and develop effective strategic responses.

Outcome #3: The students will demonstrate growth and integration in the intellectual, spiritual, pastoral, and human formation for ministry according to the USCCB national standards for lay and diaconal candidates.

Outcome #4: The students will incorporate the Benedictine *charisms* of biblical, liturgical, and communal life into their ministerial identity and practice.

Session	Learning Goals and Learning Activities
<p>Opening Retreat TUESDAY - 05/31/22 (6:30 - 8:30 PM Central) ZOOM Meeting Link</p>   <p><i>Who are we as a learning community and how will we bless this new beginning?</i></p>	<h2 style="text-align: center;">Like a Mustard Seed</h2> <p style="text-align: center;"><i>"What is not possible to us by nature, let us ask the Lord to supply by the help of his grace."</i></p> <p style="text-align: center;">(Rule of Benedict, Prologue)</p> <h3>Learning Objectives</h3> <ul style="list-style-type: none"> • Establish a prayerful learning community; • Begin practicing the disciplines integral to formation in the ministry of listening. <h3>Learning Activities</h3> <p>Opening Prayer: Mark 4:30-34</p> <p>Reflecting on the Experience as Lectio Divina</p> <p>Introduce Yourself Based on the Mural</p> <p>Spiritual Direction as Charism and Skill</p> <p>What Questions and Commitments Do You Bring?</p> <p>Announcements</p> <p>Closing Prayer: Litany of God Images</p> <p>Video/Song: "The Moments" by Samuel Lane</p> <h3>Recommended Resources</h3> <ul style="list-style-type: none"> • Syllabus • Assignments

Session 01

MONDAY - 06/06/22



What does “**contemplative-evocative**” look like from a Benedictine perspective?

LECTIO

Lectio Divina as a Framework for Spiritual Direction

Learning Objectives

- Relate Benedictine values and practices to listening, including: *lectio divina*, centering, hospitality, and stability.
- Contrast "contemplative presence" and "evocative approach" in listening to fixing, coaching, or discussing.

Learning Activities

Prayer: Group *Lectio Divina*

Course Introduction

Reading, Responding, Exploring - RB, Ch. 4

Model Lectio in Spiritual Direction - Handout

Listening Lab: Dyads

Prayer: Lectio with Breath

Reading, Responding, Exploring - The Beginnings (Bondi)

Model Lectio Scenario: Media Encounter - Handout

Listening Lab: Triads


Guided Verbatim Writing - Half

Due Today (completed in class)

Readings

- *The Rule of Benedict*, Ch. 4 - The Tools for Good Works
- *To Love as God Loves*, Ch. 1 - The Beginnings (Bondi)

Audio/Visual

- Breath of Life LOVKN  Breath of Life - LOVKN
<https://www.youtube.com/watch?v=UbQPAzmJ-nQ>
- Spiritual Direction Session - Example 1

Assignments

- 01 Discussion: Reading, Responding - Bondi

[Link to Late Assignment Policy](#)

Session 02

TUESDAY - 06/07/22



*How do we cultivate
hospitality and stability as
listeners?*

MEDITATIO

Staying With (Contemplative Presence)

Learning Objective

- Employ contemplative practices in the process of mutual learning.

Learning Activities

Seeing Prayer: Visio Divina

Review and Check-In

Collaboration: Helpful Quotes/Ideas

for Contemplative Presence & Evocative Approach

Reading, Responding, Exploring - Love as Disposition

Model Meditatio Scenario: Media Encounter - Handout

Listening Lab: Dyads

Guided Verbatim Writing - Half

Reading, Responding, Exploring: What is Spiritual Direction?

Collaboration: Working Definitions of Spiritual Direction

Readings

- *To Love as God Loves*, Ch. 2 - Love as Disposition
- *The Practice of Spiritual Direction*, Ch. 1 - What is Spiritual Direction?

Audio/Visual

- Spiritual Direction Session - Example 1

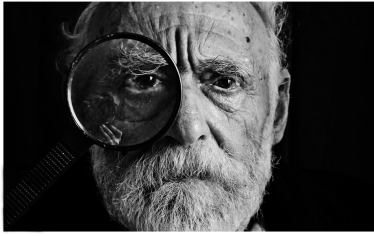
Assignments Due Today

- 02 Discussion: Reading, Responding
- Verbatim #1 - Half (completed in class)

[Link to Late Assignment Policy](#)

Session 03

THURSDAY - 06/09/22



*What is the role of **prayer** and **prayerfulness** in spiritual direction?*

[Link to Late Assignment Policy](#)

ORATIO

Responding & Discerning Prayerfully (Evocative Approach)

Learning Objective

- Demonstrate a Benedictine disposition for listening -- centering, lectio divina, hospitality, stability, and conversatio morum;

Learning Activities

Prayer: Group Lectio Divina

Course Check-In

Collaboration: Helpful Quotes/Ideas

Reading, Responding - Relationship Between God and Individ.s

Modeling Oratio Scenario: Dynamics in Prayer - Handout

Listening Lab: Dyads

Guided Verbatim Writing - Half

Reading, Responding, Exploring: Humility

Sensation Prayer

Reading, Responding, Exploring - The Contemplative Attitude

Modeling Stability Scenario: Dynamics in Prayer - Handout

Listening Lab: Triads

Guided Verbatim Writing - Half

Reading, Responding, Exploring - The Passions

Readings

- *The Practice of Spiritual Direction*, Ch. 3 - The Relationship Between God and Individuals
- *To Love As God Loves*, Ch. 3 - Humility
- *The Practice of Spiritual Direction*, Ch. 4 - The Contemplative Attitude
- *To Love As God Loves*, Ch. 4 - The Passions

Audio/Visual

Spiritual Direction Session - Example 2

Assignments Due Today

- 03 Discussion
- Verbatim #2 - Half Verbatim

Session 04

FRIDAY - 06/10/22



*How do we slow down to
receive the gift of God's
presence?*

CONTEMPLATIO

Lingering with God's Presence

Learning Objective

- Demonstrate the capacity to rest in the Divine Presence and support others in doing the same.

Learning Activities

Opening Prayer: Manifestation of Thoughts/Feelings with God

Reading, Responding, Exploring - Prayer

Skills Review (lectio, hospitality, meditatio, stability, oratio)

Listening Lab: Dyads

Guided Verbatim Writing - Half

Reading, Responding, Exploring - God

Modeling Contemplatio Scenarios - Handout

Week 2 Preview: Trusting the Spirit's Process

Readings

- *The Practice of Spiritual Direction*, Ch. 5 - Helping a Person Notice and Share Key Interior Facts
- *To Love As God Loves*, Ch. 6 - God

Audio/Visual

Spiritual Direction Session - Reflection

Assignments Due Today

- 04 Discussion: Reading, Responding

[Link to Late Assignment Policy](#)

Session 05

MONDAY - 06/13/22



*How does supervision
contribute to **ongoing**
formation from a
Benedictine perspective?*

CONVERSATIO

Conversatio Morum as a Framework for Supervision

Learning Objective

- Relate the Benedictine value of Conversatio Morum (a transforming way of life) to the process of ongoing learning through Supervision;
- Distinguish the purpose and value of supervision from spiritual direction and consultation;

Learning Activities

Opening Reflection

Review Week 1: Lectio as Framework for Spiritual Direction

Listening Lab: Triads

Introducing Conversatio Morum as a Framework for Supervision

Overview Core Competencies for Spiritual Direction

Collaboration: Working Definitions - SD & Supervision

Workshopping the Evocative Approach - Handout

Modeling Supervision with Tamara & Sam

Guided Practice: Lectio with Full Verbatims

Readings

- *Kaleidoscope*, Ch. 6 - The Gift of Discernment
- *The Benedictine Handbook*, Part Two - The Vows, as well as RB, Ch. 4 - Guidelines for Christian and Monastic Good Practice
- *The Practice of Spiritual Direction*, Ch. 11 - Supervision in Spiritual Direction
- Core Competencies - Certificate in Spiritual Direction

Assignments Due Today

- 05 Discussion: Reading, Responding
- Verbatim #3 - Half

Recommended Resources

- Noble, B. 2005. "Tradition, Spiritual Direction, and Supervision." *The Way* 44 (2): 105–12.
- "Listening with the Ear of the Heart: Benedictine Values and Spiritual Direction" (Teresa Di Biase)
- "Benedictine Guidelines for Spiritual Direction" (Michael Johnston)

[Link to Late Assignment Policy](#)

Session 06

TUESDAY - 06/14/22



*How does **attention** to our own inner worlds help us discern the movements of the **Spirit**?*

INTERIORITY

Practicing Attention to the Spirit

Learning Objective

- Refine one's prayerful reflection on experience through writing and reviewing verbatims.

Learning Activities

Opening Reflection

Interiority from the Perspectives of Tradition and Science

Guided Practice in Interiority - Handout

Listening Lab: Dyads

Exploring the Habits and Structures of Supervision

Modeling Supervision with Volunteers

Closing Prayer

Readings

- *Kaleidoscope*, Ch. 10 - A Feast of Losses: Being Present While Experiencing Pain
- *Looking Into the Well* Part I
 - Ch.1 - Self-Awareness and Interior Freedom: Assumptions and Purposes in the Supervision of Spiritual Directors,
 - Ch. 8: Developing a Discerning Heart: Seven Phases of the Supervision Experience,
 - Ch.10- Supervision as a Learning Experience

Videos

- Manifestation of Thoughts (Tamara Moore)
- Practicum Overview (optional) - Handout

Assignments Due Today

- Verbatim #3 - Full

Recommended Resources

- The Welcoming Prayer

[Link to Late Assignment Policy](#)

Session 07

THURSDAY - 06/16/22



*What am I learning about my **strengths, growing edges**, and the **support** I need to grow into my calling?*

FREEDOM

Learning to Trust the Process

Learning Objective

- Summarize areas of personal and spiritual growth, as well as growing edges and corresponding support strategies.

Learning Activities

Opening Reflection

Noticing Freedom & Unfreedom - Handout

Listening Lab: Triads

Accepting Resistance as an Invitation to Grow

Modeling Supervision with Volunteers

Considering Spiritual Direction and Supervision as Support

Workshopping the Evocative Approach with Supervisors

Panel Discussion with Supervisors

Closing Prayer

Readings

- *Kaleidoscope*, Ch. 8 - Internal Liberation AND Ch. 9 - Social Trauma and Public Spirituality
- *The Practice of SD*, Ch. 6 - Development of Relationship and Resistance

Videos

- Why Are You Passionate About Spiritual Direction? (Cynthia Bailey Manns)

Assignments Due Today

- Prayerful Reflection on Supervision #1
- Verbatim #4 - Full

Recommended Resources

- Picciotto, Gabriella, Jesse Fox, and & Félix Neto, 2018. "A Phenomenology of Spiritual Bypass: Causes, Consequences, and Implications." *Journal of Spirituality in Mental Health*, 20:4, 333-354.
- SDI Learns from Fr. Ronald Rolheiser, OMI
- SDI Learns from Sr. Janet Ruffing, RSM

[Link to Late Assignment Policy](#)

Session 08

FRIDAY - 06/17/22

*Who am I called to **be**?**What am I called to **do**?*

AUTHENTICITY

Spiritual Direction as a Transforming Way of Life

Learning Objectives

- Appreciate ethical guidelines for spiritual direction as safeguards for contemplative listening;
- Consider spiritual direction as a charism and calling.

Learning Activities

Opening Reflection

Course Review

Conversatio Morum as Spiritual Directors

Discuss Ethical Guidelines

Individual Reflection Break

Listening Lab: Group Closing Ritual

Readings

- *The Rule of St. Benedict*, Collect 5 Quotes from RB on “listening”
- *SDI Ethical Guidelines*

Videos

- SDI Learns from Sr. Maureen Conroy, RSM and Lucy Abbot Tucker


Assignments Due Today

- Prayerful Reflection on Supervision #2
- **OPTION 1:** Application for Practicum in Spiritual Direction (for those pursuing a Certificate) - OR - **OPTION 2:** Final Integrative Reflection (for those not applying for Practicum)

Recommended Resources

- Means & Ends of the Spiritual Life
- Berggren, Kris. 2006. “Searching for Spiritual Direction.” *National Catholic Reporter* 42 (30): 15–15.

[Link to Late Assignment Policy](#)

 <p><i>NOTE: These descriptions provide a sense of the purposes and point value for each assignment. Full guidelines are posted on Canvas.</i></p>	Points Possible	Number of Assignments	Total Points Possible
<p><i>Discussion: Reading, Responding</i></p> <p>As you read and to practice real-time self-awareness, you will list your concrete observations about interior movement. Then you will connect these observations with ideas from the reading that may have caused or contributed to those responses</p>	10-40	5	100
<p><i>Half Verbatims</i></p> <p>Verbatims are a cornerstone for formation as a spiritual director. With a half verbatim you practice prayerfully recalling the dialogue of a session, as well as the movements you noticed within yourself.</p>	30	3	90
<p><i>Full Verbatims</i></p> <p>With full verbatims you continue your attention to the raw material of dialogue and then expand into prayerful theological reflection about the experience using guiding questions.</p>	100	2	200
<p><i>Prayerful Reflection on Supervision</i></p> <p>These responses encourage you to reflect prayerfully after reviewing your verbatims with a supervisor. You'll focus on what you noticed during the session and what learning you choose to take with you.</p>	20	2	40
<p><i>OPTION 1: Application for Practicum</i></p> <p>Students who have been accepted into the Certificate in Spiritual Direction Program and who intend to continue into Practicum will complete these application materials as a process of self-assessment and discernment.</p>	50	1	50
<p><i>OPTION 2: Final Integrative Reflection</i></p> <p>Students who intend to use what they have learned about the ministry of listening in ways other than pursuing a certificate in spiritual direction will complete this reflection as a process of synthesizing what they have learned and discerned.</p>	50	1	50
<p><i>TOTAL</i></p>			480

Assessment

<i>Final Grade</i>	<i>Total Points</i>	<i>Percentage</i>
A+	466-480	97-100%
A	446-465	93-96%
A-	432-445	90-92%
B+	418-431	87-89%
B	398-417	83-86%
B-	384-397	80-82%
C+	370-383	77-79%
C	350-369	73-76%
C-	336-349	70-72%
D+	322-335	67-69%
D-	312-321	65-66%
F	≤311	Below 65%

Our Commitment to Feedback

Points are not the only means of helping you understand and learn from our activities. I commit significant energy to providing you with timely and meaningful feedback because I believe the loop of activity and reflection to be essential. Students who practice, engage constructive feedback, and then choose to adapt, are lifelong learners who continuously refine their skills and attitudes. Such people are a joy to support and encourage.

Your Wellness Matters

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. YOU for Physical and Mental Health services are available, and treatment does work. You can learn more about confidential mental health services available on campus at <https://you.csbsju.edu/>.

Late Assignment Policy

Generally, assignments are due by the beginning of the morning session in order to cultivate our collaborations and large group discussions. Completing your assignments on time enhances your ability to digest, internalize, and reflect on the course content. In addition, it maximizes your ability to build relationships and contribute to the process of mutual learning.

Sometimes life intervenes and for that reason, you do have the option to complete assignments within 24 hours of the due date for full credit. You may also choose to submit your assignments within 72 hours for partial credit. When submitting work more than a day after the due date, you will be stepping outside of our learning community's rhythm of conversation. For that reason, you will receive, at most, the equivalent of one letter grade less on your assignment.

Academic Honesty and Plagiarism

We want our learning environment to be honest and fair, and we want to hold ourselves to a strong academic standard in regards to proper references. As defined in Section V of the SOTSEM Student Handbook, "plagiarism" is the act of appropriating and using the ideas, writings, or work of another person as one's own without giving credit to the person who created the work. This form of academic misconduct compromises the academic integrity of the College/University or subverts the educational process.

According to the Handbook, "Penalties for academic misconduct vary according to whether the case involves a first or a repeat offense, and according to the character of the offense itself. If the evidence of academic misconduct comes to light only after course grades have been turned in, the instructor may change the course grade retroactively" (V:II).

To avoid plagiarism, simply make it a habit to cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, consult the Student Handbook or contact the [Writing Center](#).

Diversity, Equity, Inclusion, and Justice

The College of Saint Benedict and Saint John's University believe that an excellent liberal arts education requires an understanding and appreciation of cultural difference and that everyone deserves to feel safe and morally valued. To that end, we will challenge our own practices and systems. Our commitment to an inclusive environment will be incorporated into all decision-making processes. We dedicate ourselves to cultivating an equitable, inclusive community founded on respect for all persons. We commit to:

- Foster a learning and working environment that reflects respect for all persons
- Make decisions in accordance with our commitment to inclusivity
- Promote inclusion via self-reflection and professional development
- Respond to the common call of Catholic Social Teaching and Benedictine values to dismantle systems of oppression
- Share and engage these practices in all that we do in the classroom, across our campuses and in the greater world

(<https://www.csbsju.edu/about/diversity-equity-inclusion-justice>, viewed 31 March 2022)

ADA and Students with Disabilities

Student Accessibility Services is responsible for developing appropriate accommodations for CSB/SJU students with documented disabilities. Academic accommodations are made on an individualized and flexible basis. The primary goal of our office is to ensure that all students with disabilities have an equal opportunity to participate in both academic and non-academic campus activities. For more information or to set up an appointment to discuss accommodations, please contact Student Accessibility Services at 320.363.5245. Our office is located at the College of Saint Benedict, in Henrita Academic Building room 105.

(<https://www.csbsju.edu/student-accessibility-services>, viewed 01 April 2022)

Netiquette Guide

The blended classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructor. These guidelines for online behavior and interaction are known as “netiquette.”

Remember that your password is the only thing protecting you from pranks or more serious harm:

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the learning management system

When communicating online, you should:

- Use your professors' proper title: Dr. or Prof.,
- Use clear and concise language
- Remember that all graduate school level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman or Cambria and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or 😊
- Be careful with personal information (both yours and other's)
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive

When sending an email to your instructor, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return email address
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button.

When posting on the Discussion Board, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way. Be open-minded
- Do not make personal or insulting remarks

What Other Resources Will Support My Learning?

Our advice is to turn your attention to the range of campus offices that are here to support your success. These support programs are for all students, not just those who are struggling.

- Instructional Technology Help Desk: <https://www.csbsju.edu/it-services>, HelpDesk@csbsju.edu, or 320-363-2228
- Alcuin Library: <https://www.csbsju.edu/libraries>
- SOT Librarian: David Wuolu, dwuolu@csbsju.edu
- School of Theology and Seminary: www.csbsju.edu/sot
- Student Handbook: <https://www.csbsju.edu/documents/SOT/Student%20Academic%20Handbook%202020-2021.pdf>
- Student Accessibility Services: <https://www.csbsju.edu/student-accessibility-services>



Stimulus-Response

Noticing Interior Movements

Purpose

This exercise helps you practice interiority, which we take to mean “**awareness of human experience and the divine presence in the moment.**” Paying attention to the reactions you are experiencing as you encounter something in the outer world is practicing what the Desert Tradition called “watching your thoughts;” what Benedict called, “listening with the ear of the heart;” and what Ignatius called, “noticing interior movements.” Now, with the benefit of insights from modern neurology and psychology, we also draw on the concepts of “attention and interpretation,” as well as “thinking, feeling, and embodying” to practice becoming more aware of our human experience in the present moment. The disciplines of awareness relate closely to discerning and describing the divine presence (“movements of the Spirit”), which is, of course, integral to the ministry of spiritual direction. During this exercise, focus on observing and accepting whatever you are experiencing with kindness and curiosity.

Overview

Give yourself over to an hour of experiencing something outside of yourself -- take a hike somewhere like the Abbey Arboretum, encounter art and beauty in a place like The Saint John's Bible Gallery or the Saint John's Pottery Studio, find a quiet bench alongside by Lake Sagatan or water near you. Or, choose something else you have been hoping to do. As you observe yourself in the encounter, watch for any strong reactions you experience. Make notes about whatever you were hearing, seeing, touching, etc. as a potential “stimulus” that is triggering your strong reaction. You might notice images or memories coming to mind (cognitive), feelings or sensations (affective), or something embodied like restlessness or leaning forward (somatic/autonomic). What did you sense or detect in yourself that first signaled something like agreement – a smile, a “Yes!”, a warm feeling, an image, peacefulness, or a pleasant memory? And if you noticed resistance, was it by a furrowed brow, boredom, or impatience, etc.? With this information about your stimulus and your whole-self reactions to it, you are better prepared to consider possible interpretations about where your reaction might have been coming from.

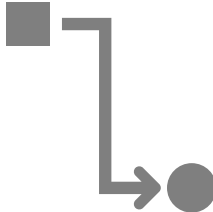
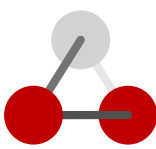




Over time, practicing attention and interpretation helps you speak the language of the inner world more fluently. This capacity strongly correlates to proficiency in ongoing discernment and the capacity to companion others toward interiority, because they are the same muscles we use in noticing, naming, and responding to the divine presence.

Before You Complete this Exercise for the First Time

1. Using your own words, summarize the **purpose of this exercise** in ONE sentence.
2. **Give ONE example** of situation that you can imagine it being helpful to better exercise the skills of interiority. Describe in 100 words the benefits of better attention to a *past* experience —OR— a *future* circumstance.

Learning Activity

During your encounter, pay attention to what you are experiencing. Then complete the form below. For extra guidance, consider using the bonus worksheets.

 <p>STIMULUS <i>summarize – in one sentence and in your own words – what sparked a strong reaction for you. Note the context/reference . . .</i></p>			
 <p>ATTENTION What do I notice in me? <i>list signals of a strong reactions with at least one example in each column</i></p>			 <p>INTERPRETATION Where might my reaction be coming from? 2-3 sentences <i>examining what you experienced</i></p>
 <p>Cognitive Reactions Thinking</p>	 <p>Affective Reactions Feeling</p>	 <p>Somatic/Autonomic Reactions Embodying</p>	

INTERIORITY

WATCHING THOUGHTS

Desert

Listen with the Ear of the Heart

**Divine
Presence**

Benedict

Interior Movements

Movements of
the Spirit

Ignatius

Attention

Interpretation

Neurology

Cognitive
Thinking

Affective
Feeling

Somatic/Autonomic
Embodying

Self-Awareness

Psychology

Mind

Spirit

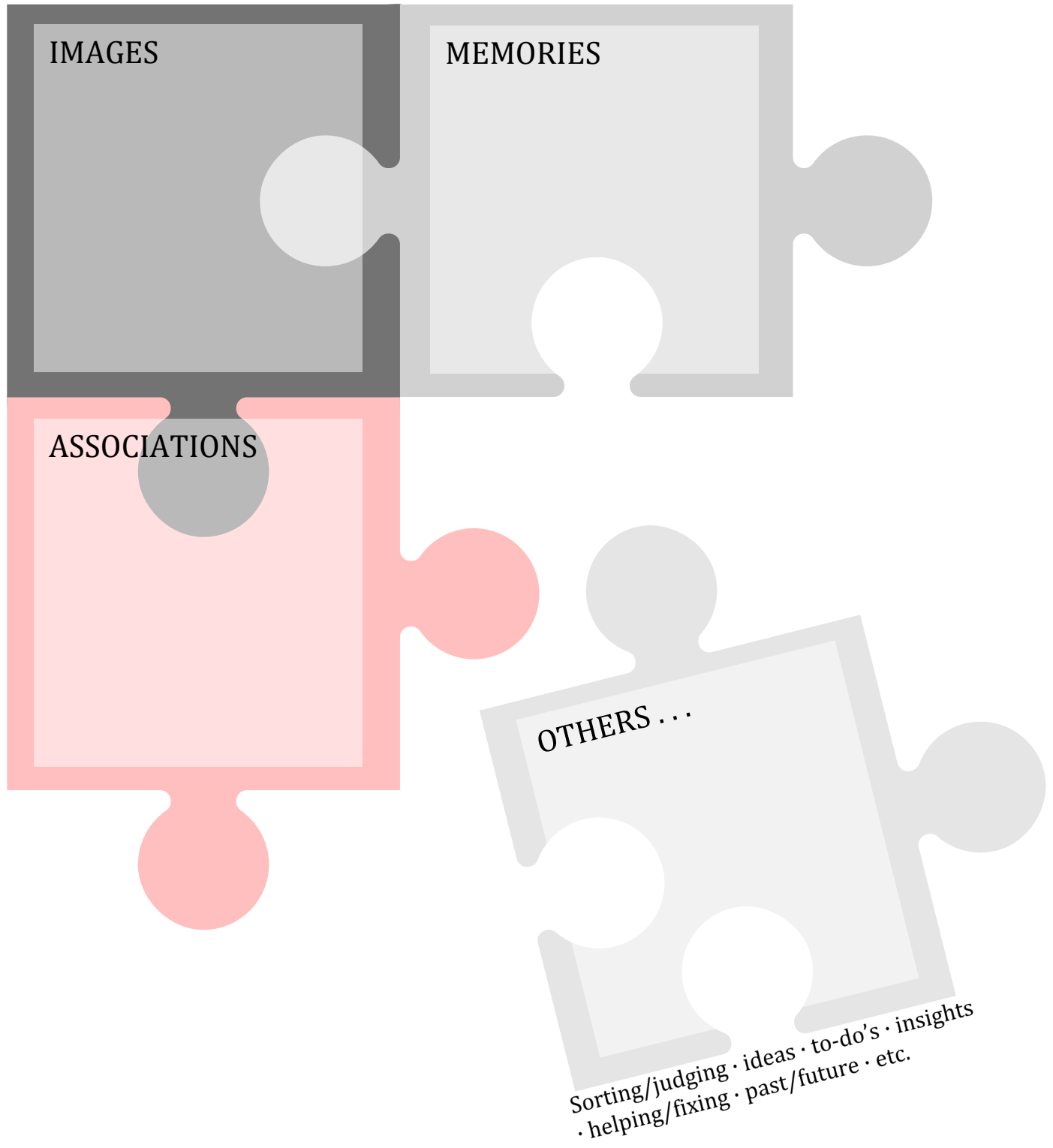
Body

Mindfulness

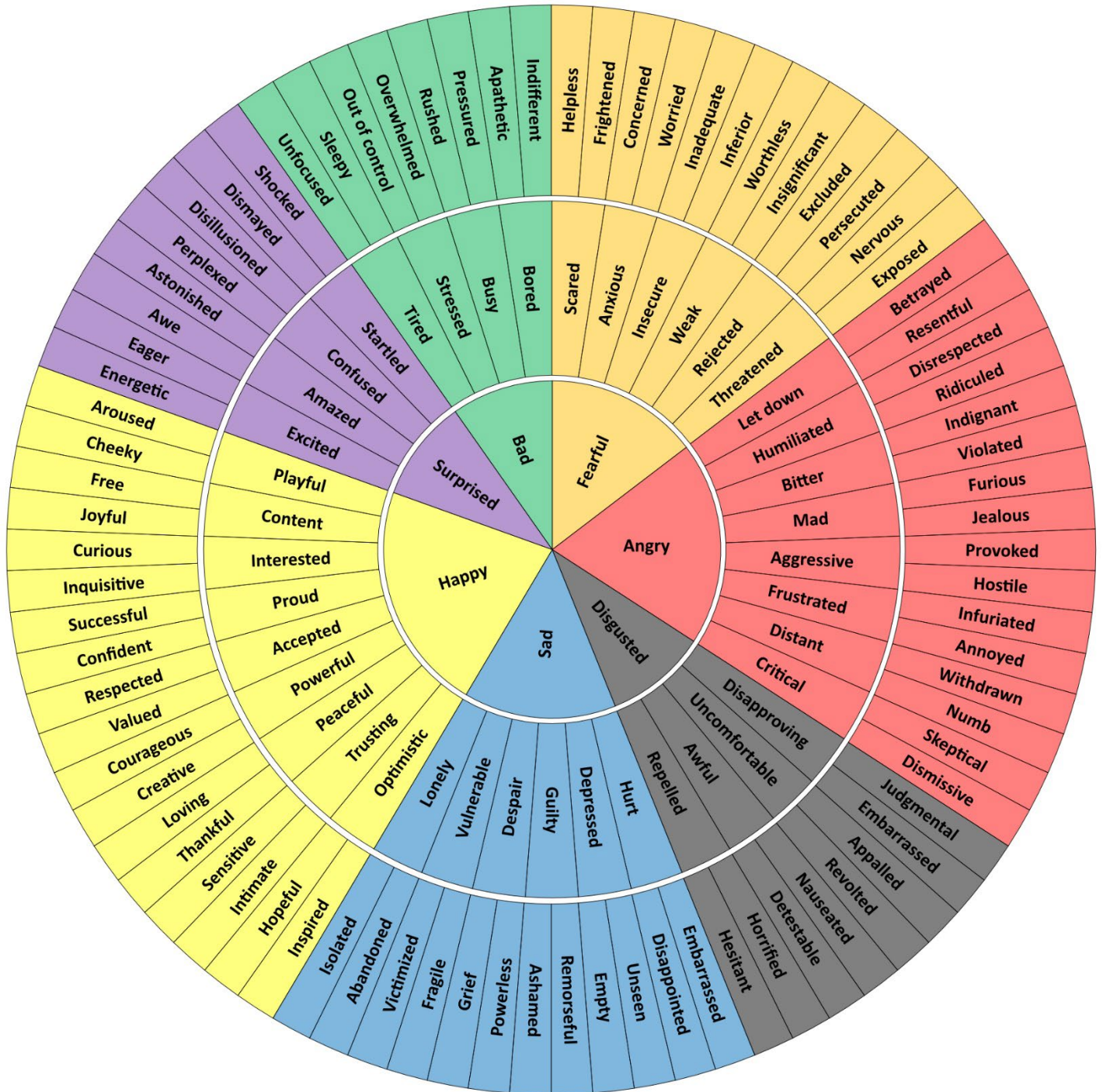
Eastern



Cognitive Reactions – Thinking



Affective Reactions - Feeling





Somatic/Autonomic Reactions – Embodying

