SF 601 Spiritual Guidance

Reginald Johnson

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/2722

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.
This course is designed to explore some of the critical issues with which we often must deal in the ministry of spiritual guidance (or spiritual direction) through an intensive, doctoral-level experience. Participants will experience spiritual direction, receive feedback on their own ministry of offering direction, and reflect upon some of the issues with which they must deal in their own spiritual direction ministries. The class will utilize lectures, video tapes, discussions, and book reviews, as well as spiritual direction in "dyads". The class will be designed to be both "informational" as well as "formational".

I. **Required Texts**

   *Sacred Companions*, David Benner, IVP  
   *Soul Friend*, Kenneth Leach, Harper & Row  
   *The Contemplative Pastor*, Eugene Peterson, Eerdmans  
   *Introduction to the Devout Life*, Francis de Sales  
   *Soulguide*, Bruce Demarest, Navpress  

   [Each participant will also purchase a Resource Packet the first day of class. (probably under $10.00) containing articles, exercises and information to be utilized in the class].

II. **Assignments**

   A. **Prior to the Seminar:**
      1. Read each of the textbooks.  
      2. Do “book notations” of two of our texts by Benner and Demarest. For an explanation of a “book notation,” see below under “Course Components.”

   B. **During the Seminar:**
• Full participation in the seminar sessions.
• Continuation of daily journal entries.
• Reading of assigned articles each evening.
• Preparation for daily practicum sessions by doing the nightly assignment in Soulguide.
• Participation in the daily spiritual direction practicum.
• Reflective writing assignment about practicum experience

C. After the Seminar:
Write a 12 - 15 page integrative paper on the ministry of spiritual companioning. This paper is described in more detail below.

III. Course Components
A. Book Notation
A book notation is not a summary of a text, but a critical review that demonstrates that you read and understood the book. In the notation you are to indicate the core message of the book, highlight what you perceive to be its value, and express some personal reservation that you had as you read. The conclusion of your notation is a list of questions or statements for discussion that you could use if leading a group discussion on about the book, or if interviewing its author. The book notation is to be sent via e-mail, with the subject window heading: “SF601 Book Notation.” It will be between two and three pages long (12 point type, double-spaced). At the top of your first page please include your name, date of submission, and course number. There are 4 parts to a notation.

1. The first section includes the title and a brief bio of the author.
2. In the second section you will summarize the core message of the book.
3. The third portion of your review is the place for your own critical thinking about the book and should include the valuable contributions the book made in your understanding of some aspect of prayer, as well as some reservation that you had about an idea or approach in the book.
4. Provide 2-3 questions, or quotes with discussion prompts, that you could use when leading a small group discussion of the book and 2-3 questions for use in interviewing the author.

C. Integrative Paper on Spiritual Companioning.
In this integrative 12-15 page paper you will draw from readings, class
discussions and presentations. The paper will have three parts: (1) You will describe your understanding of Spiritual Companioning, including some of its essential aspects, characteristics and dynamics; (2) how the practice of this art connects with your understanding of your own vocation; and (3) your intentions for further personal development and growth for such ministry. The paper is to utilize parenthetical notes and to furnish a “works cited” page. The following grading rubric will be used for the integrative paper on spiritual companioning:

- For “A” level work, the paper clearly and concisely states each theme or question to be undertaken. It presents its findings in an exemplary fashion, particularly as regards concision and clarity. It draws a powerful conclusions that clearly relate to each of the three themes. It contains no distractive material. It demonstrates clear evidence of deep and substantive reflection. It demonstrates exemplary research and use of resources—including (but not limited to) those required for the course.
- For “B” level work, the paper: clearly states the themes, questions or issues that are treated. It contains few grammatical errors or misspellings. It presents its ideas in a reasonably clear and concise fashion. It draws substantive conclusions that relate the to the theme. It contains minimal distractive material. It demonstrates clear evidence of substantive reflection. It demonstrates cautious and substantive research using our class resources.
- For “C” level work, the paper attempts to clearly state the themes. It contains frequent grammatical errors and/or misspellings. It presents its findings in a fashion that is hard to follow and exhibits too much “subjectivity,” i.e., is more of an opinion piece. It contains significant distractive material. It demonstrates little evidence of substantive reflection or research using our class resources.
- For “D/F” level work, the essay largely fails to identify themes, or questions that were specified. It contains many grammatical errors and/or misspellings. It draws little from other resources and is mostly an opinion piece. It draws no meaningful conclusions. It evidences minimal or no evidence of substantive reflection.

III. Tentative Outline for the class
Day 1: Reclaiming the Ministry of Spiritual Direction; Day 2: Listening to the Heart; Day 3: Encouraging Relational Prayer; Day 4: Growing Through the Seasons of Life; Day 5: Equipping for Soul Friendship
IV. The Daily Schedule will typically include...
Worship, Lecture, Video/interviews and Discussion, Essay Discussion Groups, Mutual Spiritual Direction Practicum; Plenary Discussion

Bibliography for the Course SF601 "Spiritual Guidance"

I. General Texts on the Ministry of Spiritual Direction

LaPlace, Jean, Preparing for Spiritual Direction. Herder and Herder, 1967.
Neufelder, Jerome and Coelho, Mary, eds., Writings on Spiritual Direction. Seabury, 1982.
Vanderwall, Francis, Spiritual Direction: An Introduction to Abundant Life. Paulist,
II. Materials Related to Some Issues in and Resources for Spiritual Direction

Bryant, Christopher, "Helping People Pray", (privately circulated).
Grant, Thompson and Clarke, From Image to Likeness. Paulist, New York, 1983.
Mulholland, Robert, Shaped By the Word. The Upper Room, 1986.
Pennington, Basil, "Centering Prayer...", from Daily We Touch Him, Doubleday, 1977.
Roemer, Judith, "Discernment in the Director", Review for Religious, 35, 75.
Ware, Kallistos, "Spiritual Father in Orthodox Christianity", Cross Currents, 1974.