



Chaminade University OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: RE 687

Course Title: Introduction to Spiritual Direction

Department Name: Master of Pastoral Theology

College/School/Division Name: School of Humanities, Arts, and Design

Term: Summer Session I

Course Credits: 3

Class Meeting Days: Monday-Friday (5/21-6/4)

Class Meeting Hours: 9am-noon

Class Location: Henry Hall 202

Instructor Name: Stephen Coffey, OSB.Cam, M. Chr. Sp., MAPL

Email: stephen.coffey@chaminade.edu

Phone: 661-839-3845

Office Location: Zoom

Office Hours: By appointment

University Course Catalog Description

This introductory course will enable the student to explore the process of spiritual direction. It will involve participants in the skills needed to help others with their religious experience, including prayer. Basic listening and direction skills will be practiced. Selected related topics including the theological contexts of spirituality, theological reflection and supervision, and relationship to other pastoral ministries will be explored, as well as professional ethics.

Course Overview

The in-person component:

1. The first week will explore traditions and practices of prayer in the context of spiritual direction;
2. The second week will consider discernment of spirits and of God's will in the context of direction in the Ignatian tradition;.

The online component :

3. The art of spiritual direction at the service of spiritual growth;
4. The practice of contemplative theological reflection as an instrument of personal transformation;
5. The practice of contemplative supervision and how to prepare for it.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

In this course we will consider the Marianist practices of prayer and spiritual direction as taught by Blessed William-Joseph Chaminade.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

In the supervision component students will reflect on how to use the concept of "co-cultures" to better integrate native Hawaiian values.

Certificate Program Learning Outcomes

By the end of the Certificate program, students will be able to:

1. An understanding of the foundational issues and skills in the profession of counseling.
2. An understanding of the principles of managing counseling sessions within a cross-cultural setting and recognize cultural clues essential for understanding the client's situation.
3. An understanding of the spiritual dimensions within the counseling encounter and suggest strategies for successful integration of these dimensions into pastoral counseling.
4. An understanding of the relationship between theological reflection and psychological theory and how psychology approaches the religious experience and consciousness.
5. Basic counseling skills and understanding of when a client requires professional care beyond this basic care.
6. Basic strategies in spiritual direction through in-class role playing.
7. Integration of basic theories of spiritual direction with her or his own personal spiritual reflection and journey.
8. A model of pastoral counseling and spiritual direction that integrates prayer and active engagement with their faith communities.

Learning Outcomes

By the end of our course, students will be able to:

1. Appreciate a wide variety of models of prayer and spiritual development in the Christian spiritual tradition; (Marianist Value 1)
2. Understand how to use discernment of spirits to arrive at a good discernment of God's will for directees; (Marianist Value 4)
3. Appreciate how spiritual direction facilitates movement in the spiritual growth of the directee; (Marianist Value 3)
4. Practice the Art of contemplative Theological Reflection to witness their own development in the ministry of spiritual direction; (Marianist Value 5)
5. Appreciate a contemplative approach to supervision and know how to be prepared for a supervision session. (Marianist Value 2)

Course Prerequisites

Previous courses in pastoral theology and pastoral counseling are helpful pre-requisites.

Required Learning Materials

1. William A. Barry, *Spiritual Direction and the Encounter with God: A Theological Inquiry* (Revised edition), New York: Paulist Press, 2004.
2. Mary Rose Bumpus and Rebecca Bradburn Langer, *Supervision of Spiritual Directors: Engaging in Holy Mystery*, Harrisburg: Morehouse, 2005.
3. Stephen Glodek, Pat Krasensky, and Thomas Redmond, "How Can We Be Guided on the Marianist Path?," *Things Marianist*, Dayton: NACMS.
4. Stephen Glodek, "What Is the Marianist Tradition of Prayer?," *Things Marianist*, Dayton: NACMS.
5. Carol Quinn Hirt, "Why Mary?," *Things Marianist*, Dayton: NACMS.
6. James Martin, *Learning To Pray: A Guide for Everyone*, New York: HarperCollins, 2021.
7. Susan S. Phillips, *Candlelight: Illuminating the Art of Spiritual Direction*, Harrisburg: Morehouse, 2008.
8. Carol Quinn, "Can You Explain What You Mean When You Say...?," *Things Marianist*, Dayton: NACMS.
9. Mark E. Thibodeaux, *God's Voice Within: The Ignatian Way to Discover God's Will*, Chicago: Loyola Press, 2010.
10. Adolf Windisch and Daniel Jordan, "What Do You Mean, 'I'm a Missionary?'," *Things Marianist*, Dayton: NACMS.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list

of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Provide a listing of assessments and their weighting. In addition to (or even in lieu of) tests, you may wish to consider creating “authentic” assessments, which are aligned to experiences that students will encounter in their careers. You also may wish to include service learning assignments and connect with the CUH [Service Learning Center](#).

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

Course Policies

Late Work Policy

Late work requires agreement with instructor and only for the most serious of reasons

Grades of "Incomplete"

An incomplete grade can be given only for a very serious reason.

Writing Policy

Reflection papers should be written in complete sentences with appropriate paragraphing

Instructor and Student Communication

Questions for this course can be emailed to the instructor at stephen.coffey@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike:

Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment

has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Schedule

May 21 – 27: Traditions and Practices of Prayer (On Campus)

Read: Martin, pp. 133-336; all 5 *Things Marianist* Leaflets

May 21	Lecture: The Practice of Lectio Divina in the Monastic Tradition
May 24	Lecture: Styles of Ignatian Prayer: Examen, Meditation, Contemplation, and Colloquy
May 25	Lecture: Carmelite Prayer: Spiritual Development in <i>Interior Castle</i> and <i>Spiritual Canticle</i>
May 26	Lecture: Salesian Prayer: Overview of <i>Treatise on the Love of God's</i> prayer stages
May 27	Lecture: William-Joseph Chaminade as Heir of the 17 th century French School of Spirituality

May 28-June 4: Discernment of Spirits and Discernment of God's Will (On Campus)

(Read the assigned pages from Thibodeaux *prior* to each day)

May 28:	Read pp 1-42 and 59-104 Case Studies: False Spirit and Desolation
June 1	Read pp. 43-58 and 105-129 Case Studies: True Spirit and Consolation
June 2	Read pp. 131-165 Case Studies: Laying a Foundation for Discerning God's Will
June 3	Read pp. 166-187 Case Studies: Tapping into Deep Desires and Weighing Consolations and Desolations
June 4	Read pp. 189-213 Case Studies: Tentative Decisions, Confirmation, Final Decisions

June 7- 11: Pre-Practicum I (Online)

- June 7 **The Art of Spiritual Direction: Beginning** (Read: Phillips, xi-92)
June 8 **A Contemplative Approach to Supervision** (Read: in Bumpus, 17-31)
Reflective Exercises 1-4 ***
June 9 **Theological Context of Direction** (Read: Barry, vii-39)
June 10 **Widening the Horizons** (read: in Bumpus, 125-145)
Theological Reflection Exercise: Reflecting on Experience ***
June 11 **Integrating Zoom Session** (11:00am -12:30 pm)

June 14-18 Pre-Practicum II (Online) [NB: This week's Zoom session is on Thursday]

- June 14 **The Art of Spiritual Direction: Journeying** (Read: Phillips, 95-162)
June 15 **"Co-Cultures" in Supervision** (Read in Bumpus, 147-163) [correlates with Hawaiian Values]
Reflective Exercises: Models of Supervision 1-5 ***
June 16 **Theological Context of Direction** (Read: Barry, 40-72)
June 17 **Integrating Zoom Session** (11:00 am-12:30 pm)
June 18 **Theological Reflection Exercise: Reflecting on Socio-Cultural Contexts ***** [correlates with Hawaiian Values]

June 21-25 Pre-Practicum III (Online)

- June 21 **The Art of Spiritual Direction: Fruition** (Read: Phillips, 165-252)
June 22 **Dimensions of the Human Person in Relationship** (Read in Bumpus, 65-81)
Reflective Exercises: Models of Supervision 6-10 ***
June 23 **Theological Context of Direction** (Read Barry, 73-109)
June 24 **Theological Reflection Exercise: Reflecting on Theology and Spirituality *****
June 25 **Integrating Zoom Session** (11:00 am-12:30 pm)

*****Assignments**

Twice a week written assignments are to be posted: the first concerning supervision exercises on Tuesdays, and the second concerning theological reflection on Thursdays (or Friday). Templates for the assignments are available on the course website. After posting your assignment, please comment on the posts of at least 3 other students. These assignments, together with the weekly reading will form the agenda for the zoom sessions.

Further Bibliography

William Barry, 110-11
James Martin, 367-371.
Mark Thibodeaux, 221-222