

STMM 573 Spiritual Retreats: Theory, Design and Implementation

School of Theology and Ministry

Seattle University

Summer 2013- Spring 2014

COURSE INFORMATION:

STMM 573 Spiritual Retreats: Theory, Design and Implementation, 3 credits

Hunthausen Hall

Classes: This is a yearlong course, beginning in Summer and ending the following Spring:

Summer 2013 weekend: July 12-14, 2013

Five Monday sessions (9am-11:50am): Oct 7, Nov 4, Jan 13, Feb 10, and April 28, 2014

Retreats: September 2013, March and April 2014

INSTRUCTORS:

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office hours by appointment

Kathleen Kichline, MDiv

Contact details TBA.

REQUIRED TEXTS:

Edwards, Tilden. *Living in the presence: spiritual exercises to open your life to the awareness of God.* San Francisco: HarperSanFrancisco, 1994.

Ferguson, Nancy, and Kevin Witt. *The retreat leader's manual: a complete guide to organizing meaningful Christian retreats.* Nashville, TN: Discipleship Resources, 2006.

Law, Eric H. F.. *Inclusion: making room for grace.* St. Louis, Mo.: Chalice Press, 2000.

Paintner, Christine Valters, and Betsey Beckman. *Awakening the creative spirit: bringing the arts to spiritual direction.* New York: Morehouse Pub., 2010

Smith, Martin Lee. *The Word is very near you: a guide to praying with Scripture.* Cambridge, Mass.: Cowley Publications, 1989.

Verploegen, Nicki. *Planning and implementing retreats: a parish handbook..* Eugene: Wipf & Stock Publishers, 2010.

Coursepack to be purchased before class sessions from SuperCopy.

COURSE DESCRIPTION AND GOALS

This course develops the skills and understanding required to plan and facilitate meaningful spiritual retreats where people of diverse ages and backgrounds encounter the Holy. Students work alone and in teams to apply theoretical concepts to the design and facilitation of two retreats, fall and spring. They grow in confidence and competence through practice and attention to their growth as spiritual leaders. The intensive practicum experience demands many hours in preparation and reflection.

Goal 1: To understand and apply practices of effective spiritual retreat planning and leading by:

- a. Synthesizing knowledge of ritual, diversity, scripture, spiritual practices, and the arts.
- b. Choosing themes that reflect the movement of the spirit on local, global, and cosmic levels.
- c. Practicing discernment regarding the spiritual needs of STM students and finding ways to meet those needs in retreat settings.
- d. Leading from a knowledge of scripture, spiritual texts, and prayer, incorporating those understandings into the retreats themselves.
- e. Reflecting prayerfully on elements and practices that nurture the spiritual lives of others and recognizing elements and practices that are not as conducive to spiritual growth using feedback from participants, faculty, and teammates.
- f. Planning and offering retreats that:
 - i. honor the spiritual formation goals of STM to “balance academic rigor with space and time for prayer, faith sharing and community building.” Specific formation requirements available online for differing degrees:
<http://www.seattleu.edu/stm/forms/>
 - ii. provide extended opportunities for quiet and prayer.
 - iii. model meaningful spiritual retreat experiences for those beginning in ministry.
 - iv. foster a sense of the STM community.
 - v. encourage personal reflection on the psychospiritual dimensions of growth in relation to the intellectual content of STM coursework.

Goal 2: To work collaboratively as well as independently to plan and implement retreats by:

- a. Listening thoughtfully and with discernment to others on their planning team
- b. Relinquishing personally held ideas for the sake of the whole
- c. Reflecting thoughtfully on your own work and the work of the team, giving honest and constructive feedback to enhance growth

Goal 3: To develop and reflect on one’s personal style of spiritual leadership by:

- a. Demonstrating awareness of the sacred role of retreats
- b. Articulating your personal leadership style and ways it might enhance and/or impede the effectiveness of a retreat, adjusting as necessary
- c. Considering your gifts, call and invitation to growth in retreat facilitation.

These goals meet the following learning outcomes of the Master of Arts in Transforming Spirituality (MATS):

- Ability to discern and nurture spiritual experience in relation to self and others
- Knowledge of the interaction of religious/spiritual experience, ritual, and culture in their ecumenical and multicultural dimensions
- Ability to listen and respond to how the Spirit is active and alive in local, global, and cosmic communities
- Ability to articulate and live from an understanding of self as human, minister, and leader
- Ability to articulate one’s relationship with God, as it is informed by theological reflection in one’s social context
- Ability to be a responsive, discerning listener who can enter another’s worldview

COURSE REQUIREMENTS

1. Attend and actively participate in all class sessions and retreat team meetings.
2. Complete assigned readings before class sessions.
3. **Learning Covenant:** draft by July 31st, final by August 31st. Progress reports due in fall and spring. How do you wish to grow in ministry through this course? Create and be guided by a personal learning covenant. The covenant must be typed and should be two to three pages in length. Full description of the learning covenant in the coursepack.
4. **Retreats:** Work collaboratively with classmates to plan and facilitate two retreats for STM students in fall and spring—either two, daylong retreats or one daylong plus one evening of reflection. Dates are predetermined on the syllabus.
For each retreat, you will turn in:
 - a. **Invitation/announcement** to STM students
 - b. **Retreat plan due three weeks before retreat:** invitation/announcement, outcomes and strategies, timeline, activities, team assignments, readings, music, and feedback forms. Revisions may be required after faculty review.
 - c. **Handouts** for retreatants: schedule, readings, etc.
 - d. **Retreat evaluations** for yourself and team members, 3-5 pages (forms and rubric in coursepack). You'll reflect on your personal effectiveness in planning and facilitating retreats, your leadership style, and growth in retreat ministry. This reflection needs to be thorough and thoughtful.
 - e. **Contemplative reflection** (form in coursepack): a prayerful consideration of the movements of the Holy Spirit in and through the retreat facilitation experience.
6. **Create an altar** and lead a prayer for at least one class.
7. **Keep a journal** throughout the year using the process outlined in this course pack. You will not hand in the journal.
8. **Write a Suggested Grade Statement.** Please submit a brief written statement to the faculty at the final class session to suggest an appropriate grade for your work. You may find the following considerations useful:
 - Your increasing competence as a retreat facilitator/leader
 - Your progress in relationship with your goals
 - Your faithfulness to your learning covenant
 - Your growth in the following areas:
 - goal setting
 - integration of readings and class presentations
 - self-evaluation and reflection in ministry
 - communication and leadership skills
 - strengths and growing edges of your leadership style
 - The regularity and quality of your meetings with retreat team members
 - The overall impact of this experience on your life and ministry

Faculty will observe and assess:

1. Your learning covenant and progress reports.
2. Your contributions in class, including reflections on readings, creation of altar and meditation, and commitment to collaborative teamwork.
3. The retreats your team facilitates, including your self and peer evaluations and reflections.

GRADING:

The nature of this course requires active participation and attendance. You must be a willing participant in a peer group engaging in collaborative planning and implementation of two retreats. Each person will be assessed on the degree to which he/she contributed to the success of the planning and the retreat and what he/she learned from that process. Much of the planning will occur outside of class time and regular communication with peers and professors is required. Any absence or reluctance to contribute to the success of retreats has the potential to lower your grade.

Grading Standards – STMM 573

Participation:	30%
Personal learning covenant	
Class attendance and participation	
Class altar and prayer	
Journaling	
Reflection on leadership style	
Suggested grade statement	
Two retreats:	
Including planning, group meetings, presentation, written feedback and self-reflections	
Retreat 1	35%
Retreat 2	35%

COURSE OUTLINE AND ASSIGNMENTS:

Summer Quarter

Readings: Coursepack, Edwards, Verploegen, Ferguson

Friday, July 12, 2013: 6:00 p.m.– 9:00 p.m.

Saturday, July 13: 9:00 a.m.– 4:00 p.m.

Sunday, July 14, 9:00 a.m. – 4:00 p.m.

- Course intro and details:
 - Syllabus, expectations
 - Student learning covenant
 - Self-reflection in ministry and team feedback forms
 - Sign-up for opening prayer/altar
 - Retreat teams
- Sample retreat experience
- Theory and purposes of retreats: spiritual formation, sacred space
- Themes, goals and outcomes
- Rhythm, timing, schedules
- Selecting images, texts, materials and music
- Group facilitation: leadership styles, tips and techniques
- Ways to engage and deepen retreatants' experience on retreat:
 - Ritual
 - Guided prayer
 - Creative arts
 - Embodied practices
 - Small group sharing, including the "Shalem" model

Assignments due before October class session:

July 31	Draft Learning Covenant
Aug 15	Retreat plan to faculty
Aug 31	Final Learning Covenant
Aug 22	Invitations to fall retreat sent to STM for posting.
Oct	Retreat evaluations and reflections to team and faculty (one week after retreats)

Fall Quarter

Retreats:

September 23 (MDiv) 8:30 a.m. - 4:30 p.m

September 24 (MARPT, MAPS, MATS) 8:30 a.m. - 4:30 p.m.

September 27 (all degrees), 5:30-9:00 p.m.

Monday, October 7th 9:00 a.m. – 11:50 a.m.

Readings: Eric Law, *Inclusion*, and selections from coursepack tba

- Reports from retreat: gifts and growing edges
- Inclusion and sensitivity on retreat: cultural, religious, physical differences
 - Working in the "grace margin"

Monday, November 4th, 9:00 a.m. – 11:50 a.m.

Readings: Martin Smith, The Word is Very Near You, and selections from coursepack tba

Due by Nov 30th: Progress report on your learning covenant

- Using scripture on retreat
 - Poetry and other sacred texts
 - Images of God
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Winter Quarter:

Monday, January 13th 9:00 a.m. – 11:50 a.m.

Readings: Painter and Beckman, and selections from coursepack tba

- Embodied spirituality: drama and storytelling, poetry
- Meet with retreat team

Monday, February 10th 9:00 a.m. – 11:50 a.m.

Readings: Painter and Beckman, and selections from coursepack tba

- Visual arts on retreat
- Alternate retreat models: length, purpose, venues
- Meet with retreat team

Assignments due before April class session:

Feb 14 Retreat plan and draft invitation/announcement to faculty

Feb 21 Invitation/announcement to STM office for March and April retreats

Mar 1 Second progress report for learning covenant

Retreat facilitation, March 24, 25 and April 4

1 week after retreat: evaluations and reflections on retreat

April 28 Suggested grade statement

Spring Quarter

Retreats:

March 24 (MDiv) 8:30 a.m. - 4:30 p.m.

March 25 (MARPT, MAPS, MATS) 8:30 a.m. - 4:30 p.m.

April 4 (all degrees) 5:30-9:00 p.m.

Monday, April 28th 9:00 a.m. – 11:50 a.m.

Readings: selections from coursepack tba

Due: suggested grade statement

- Reports from retreat: gifts and growing edges
- Celebration and class evaluations