

STMM 5730 Spiritual Retreats: Theory, Design and Implementation

School of Theology and Ministry
Seattle University
901 12th Avenue, P.O. Box 222000
Seattle, WA 98122-1090

Summer 2014- Spring 2015

COURSE INFORMATION

STMM 5730 Spiritual Retreats:
Theory, Design and Implementation
Hunthausen Hall

Classes: This is a yearlong course beginning
in Summer 2014 and ending Spring 2015

Summer 2014 weekend:

June 20-22, 2014, Frid. 6-9pm,
Sat and Sun 9-4pm

Five Monday sessions (9am-11:50am):

Oct 5, Nov 3 2014, Jan 26, Feb 23,
and April 13, 2015

Retreats: Dates to be announced
—late September *and*
late March/early April

Prerequisites: STMM 561 Fostering
Communities of Faith

INSTRUCTORS

Christine Betz Hall, MATS

Phone: 360-341-1994 (h)
360-320-3915 (c)

Email: christine@whidbey.net

Kathleen MacInnis Kichline, MDiv

Phone: 425-418-2452 (c)

Email: kmkick@aol.com

REQUIRED TEXTS

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

Additional resources to be downloaded from CANVAS

COURSE DESCRIPTION

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 psycho-spiritual 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 in response to the promptings of the Spirit.
- 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

Faculty will observe and assess:

1. Your learning covenant, progress reports, and retreat proposal.
2. Your contributions in class, including reflections on readings, creation of altar/focal point/focal point and brief ritual, and commitment to collaborative teamwork.
3. The retreats your team facilitates, including your planning, overview packet, self and peer feedback forms and reflections.

COURSE REQUIREMENTS

1. **Attendance:** Attend and actively participate in all class sessions and retreat team meetings.
2. Complete assigned readings and tasks before class sessions.
3. **Learning Covenant:** Due during summer 2014. Two progress reports due by dates assigned. 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 and sample of the learning covenant to download from CANVAS.
4. **Retreats:** Work collaboratively with classmates to plan and facilitate two retreats for STM students in fall and spring. Retreats may be day-long and/or evenings of reflection. Dates are predetermined.
For each retreat, you will turn in:
 - a. **Invitation/announcement** to STM students
 - b. **Retreat overview packet due three weeks before retreat:** Full requirements in coursepack. Revisions may be required after faculty review.
 - c. **Handouts** for retreatants: schedule, readings, etc.
 - d. **Written feedback and reflection** for faculty and team members, 6-8 typed pages, answering questions from required forms. You'll reflect on personal effectiveness for growth in planning and leadership skills. Rubric and forms available to download from CANVAS.
6. **Create an altar/focal point** and lead a brief ritual for at least one class session (5-10 minutes)
7. **Draft a retreat proposal** one page in length, designed for a unique audience not associated with STM. Include theme, goals/outcomes and suggested elements. Due for class in November.

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

GRADING CRITERIA

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 will lower your grade. An “A” grade will be given for extraordinary effort and achievement.

Grading Standards – STMM 573

Participation:	30%
Personal learning covenant	
Class attendance and participation	
Class altar/focal point and brief ritual	
Retreat proposal	
Suggested grade statement	
 Two retreats:	
Including planning, group meetings, presentation, written feedback and self-reflections	
Retreat 1	35%
Retreat 2	35%

COURSE SCHEDULE AND ASSIGNMENTS

Summer Quarter

Readings required before class June 20th:

- Materials posted on CANVAS for this weekend session including: course information, student learning covenant, feedback rubric and forms, retreat planning process and checklists, and other planning resources.
- Edwards, Living in the Presence. Read the Introduction and Part 2 "Supporting Practicing the Presence in Small Groups." Skim and sample the exercises in Part 1.
- Verploegen, Planning and Implementing Retreats
- Ferguson, The Retreat Leader's Manual

Friday, June 20th, 2014: 6:00 p.m.– 9:00 p.m.

Saturday, June 21st: 9:00 a.m.– 4:00 p.m.

Sunday, June 22nd, 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 altar/focal point and ritual, retreat teams
- Sample retreat experience
- Theory and purposes of retreats: spiritual formation, sacred space
- Themes, goals and outcomes
- Discerning retreat elements: activities, images, texts and music
- Rhythm, timing, schedules
- Group facilitation: leadership styles, tips and techniques
- Ways to engage and deepen participants' experience on retreat:
 - Ritual, guided prayer, intro to embodied practices and creative arts
 - Small group sharing, including the "Shalem" model

Summer-Fall Assignments Due:

July 15	Draft Learning Covenant
Aug 15	Final Learning Covenant
Aug 22	Retreat overview packet to faculty (checklist to download from CANVAS)
Sept 5	(or before) Invitations to fall retreat sent to STM for posting.
Late Sept	Retreat facilitation
Oct 3	Retreat feedback and reflections to team and faculty
Oct 6	Read Eric Law, <u>Inclusion</u>
Nov 3	Retreat proposal for non-STM audience, one page
Nov 3	Read Smith, <u>The Word is Very Near You</u>
Nov 15	First progress report for your learning covenant

Fall Quarter

Retreats:

Dates to be determined

Class, Monday, October 6th 9:00 a.m. – 11:50 a.m.

Readings: Eric Law, *Inclusion*, and resources to download from CANVAS

- Reports from retreat: gifts and growing edges
- Inclusion and sensitivity on retreat: cultural, religious, physical differences

Class, Monday, November 3th, 9:00 a.m. – 11:50 a.m.

Readings: Martin Smith, *The Word is Very Near You*, and resources to download from CANVAS

Due: Retreat proposal for a non-STM audience, one page

- Using scripture, poetry and other sacred texts on retreat
- Share and consider student retreat proposals, alternate retreat formats and audiences
- Consider alternate retreat models: length, purpose, venues

Winter Quarter:

Winter-Spring Assignments Due:

- Jan 26 Read Painter and Beckman, *Awakening the Creative Spirit*, selections TBA, and resources to download from CANVAS
- Feb 23 Read Painter and Beckman, selections TBA, and resources to download from CANVAS
- Feb 28 Spring retreat plan and draft invitation/announcement to faculty
- March 10 (or before) Invitation/announcement to STM office for March and April retreats
- March 15 Second progress report for learning covenant
- Late March Retreat facilitation
- April 6 Feedback and reflections on retreat to team members and faculty
- April 13 Suggested grade statement

Class, Monday, January 26th 9:00 a.m. – 11:50 a.m.

Readings: Painter and Beckman selections and resources to download from CANVAS

- Embodied spirituality: drama, storytelling, and poetry

Class, Monday, February 23th 9:00 a.m. – 11:50 a.m.

Readings: Painter and Beckman selections and resources to download from CANVAS

- Visual arts on retreat
 - Images of God
 - Meet with retreat team
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Spring Quarter

Retreats:

Dates to be announced

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

Due: suggested grade statement

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

POLICIES

- **Attendance:** Your presence in class, during student planning meetings, and on assigned retreats is vital to your learning and to the spiritual formation of the STM community. If you are not able to attend scheduled meetings or retreats, any absence will be reflected in your final grade.
- **Missed Assignments:** All assignments are due within the academic term in which they are assigned. Assignments will not be accepted beyond the end of each quarter. If you are unable to facilitate assigned retreats, you will not pass this course. No incomplete grades will be issued without authorization from the Dean of Students.
- **Disability:** If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100 (206-296-5740). Disability-based adjustments to course expectations can be arranged only through this process.
- **Academic Honesty** (including plagiarism and copyright infringement): The School of Theology and Ministry strictly adheres to the academic policy regarding Academic Integrity posted on the SU Registrar’s webpage:
<https://www.seattleu.edu/registrar/academics/performance/>.
Copyright guidelines posted here:
https://www.seattleu.edu/policies/copyright_guidelines.aspx