

Developing Christ-minded leaders who make a difference in the world

PC 535 Adult Learning in Spiritual Care Contexts
Winter, 2019

INSTRUCTOR: **Dr. Joyce E. Bellous (PhD)**
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SCHEDULE: Friday to Saturday, 4 times during the winter term, January to April/2019
CREDITS: Three (3) [90 hours of work outside of class]

DESCRIPTION:

This course provides philosophical perspectives and experiential learning opportunities that focus on adult learning for pastors, chaplains, teachers, ministry leaders, parish nurses and spiritual care practitioners.

- **Please Note:** There is pre-requisite reading for the course that is listed below.

TARGET STATEMENTS:

A. Knowledge: Students will

- Incorporate the role of natural ignorance, inquiry and wise ignorance in their understanding of the flow of adult learning.
- Apply Adler's levels of reading to their own teaching/learning opportunity.
- Apply Critical Thinking and Action Science to their personal experience.
- Connect a hermeneutical stance to their stated goals for teaching and learning.
- Use learning theories effectively in their chosen educational environment.
- Explain how the learning environment they create takes account of how people learn, based on the class's research.
- Explain how a transformative process is built into their teaching/learning plans.
- Clearly identify the group they intend to teach.
- Assess how a Critical Thinking approach would impact their own assumptions

B. Character: Students will

- Experiment with Spiritual Conversations in class and outside of it.
- Practice teaching methods that are presented in class and reflect on their usefulness.
- Reflect on their own learning style and consider its impact on others as well as how to incorporate other styles when teaching.
- Consistently take other ways of teaching into account in order to be inclusive of learners.

C. Ability: Students will

- Engage in spiritual conversations with adults as a way to begin teaching.
- Identify spiritual needs and spiritual styles in learners as a way to begin teaching.
- Practice Experiential Learning, Case Study Approach, Action Science.
- Provide evidence of Critical Thinking.
- Identify learning needs in learners and shepherd others through the flow of adult learning.

TEXTBOOKS

1. Pre-requisite Reading

Adler, M and C. Van Doren. *How to Read a Book* (Touchstone, 2014).

Bellous, J. E. *Educating Faith*. Toronto: Clements, 2006; Edmonton: Tall Pine, 2015. (pp. 409)

2. Course Textbooks and Assessments

Spiritual Styles Assessment (available in class)

Kolb Learning Styles Assessment (available in class)

Bellous, J. E. and J. Clinton. *Learning Social Literacy*. Edmonton: Tall Pine, 2016. (pp. 425)

Brookfield, S. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995.

Farber-Robinson, A. *Learning While Leading*. Alban Institute Publication, 2000.

Mezirow, J. *Learning as Transformation*. San Francisco: Jossey-Bass, 2000.

Note: Ensure that you have access to the *Guide for Research and Writing (SBL style)*. This is available in the Reading Room.

SCHEDULE

January 18-19/19 Friday evening 6:30 to 9:00 and Saturday 9:00 to 4:30

February 22-23/19: Friday evening 6:30 to 9:00 and Saturday 9:00 to 4:30

March 15-16/19: Friday evening 6:30 to 9:00 and Saturday 9:00 to 4:30

April 12-13/19: Friday evening 6:30 to 9:00 and Saturday 9:00 to 4:30

REQUIREMENTS:

1. Pre-reading assignment:

- 2-page summary of Adler's 4 levels of reading in essay form.
- 2-page summary of gist of *Educating Faith* and 3 personally significant ideas from EF.

2. Interview Assignment

After the first session, students will interview 10-12 adults to ascertain how these individuals currently learn. Bring this data to the second session. At that session, you'll be asked to provide your observations of your interviews and give an oral summary of the issues you identified in your data. Your summary will be handed in via email. **Please don't include any names with your data. Please use pseudonyms.** Some questions to ask include the following:

- When and where do you read? What do you read? What are your experiences, thoughts and feelings about reading books? What are some of your best learning experiences? What are some of your worst learning experiences? In general, what works for you if you have to learn something new? Please describe an example of your family of origin's experiences of learning. If you currently have your own family, give an example of the learning experiences that occur in your family. What are some of your own thoughts and questions about learning? What do you hope for and need in a good learning experience?

3. Annotated Bibliography

Course readings and an annotated bibliography for students' areas of interest: 10 books or 15 articles. Students may use a different combination of books and articles for this assignment, but this arrangement must be negotiated with the professor.

4. Research paper (as the basis for creating an adult learning environment)

- Part A. Describe the learning environment you would create based on classroom learning, required texts and research reading. Describe the adults that you intend to teach. Provide a description of the setting in which you would (or already do) teach these adults. You may also structure this learning environment for a one-to-one mentoring relationship.
- Part B. Write an 8-10 page, 12-point font, single-spaced research paper that pursues a topic of interest to you as you consider adult learning. Connect your research with classroom instruction, course textbooks and experiential learning.

Assignments are due:

- Assignment 1: Pre-requisite reading is due January 18/19.
- Assignment 2: Interview data is February 22/19.
- Assignment 3: Annotated Bibliography is due March 15/19.
- Assignment 4: Research Paper is due during exam week.

Evaluation

- Assignment 1: Pre-requisite reading and class participation (15%)
- Assignment 2: Interview data (20%)
- Assignment 3: Annotated bibliography (15%)
- Assignment 4: Research Paper (50%)

ATTENDANCE POLICY: Excessive, unexcused absences and lack of participation may adversely affect your grade. More than three unexcused absences may result in failure for the course.

GENERAL INFORMATION:

1. MOODLE

Taylor Seminary's Moodle is located on a shared platform with our partner seminary, Sioux Falls Seminary. Bookmark this site on your computer for easy, regular access: <https://moodle.sfseminary.edu>

Moodle log-in is the first initial of your first name and your last name - all in lowercase, with no spaces. For example, if your name is John Calvin, you would log-in as jcalvin

The default enrolment key is the course code (all in lowercase, with no spaces). The course code consists of the course prefix followed by the course number.

For example, Old Testament Introduction's key is: ot417

If you are having trouble logging into Moodle or self-enrolling, please email teresa.seibel@taylor-edu.ca

2. COURSE WRITING

Formatting

All studies and papers should be typed and formatted according to the Society of Biblical Literature writing style as outlined in the Seminary's *Guidelines for Research Writing in Religion & Theology (SBL)*. For the full stylesheet, please refer to Patrick H. Alexander, et al., ed., *The SBL Handbook of Style: For Biblical Studies and Related Disciplines* (Atlanta: SBL Press, 2014) which is in Reading Room.

Research Language.

You should employ acceptable research language for your paper which is not too informal yet reads inclusively. Avoid the use of gender specific language (e.g., Do not refer to "man" generically or to "mankind," "men," "he"; rather use "humankind," "humanity," "person," etc.)

Plagiarism.

Academic honesty and integrity is essential to the academic enterprise and the Seminary community. All written work submitted *must* be your own. *Guidelines for Research Writing* defines plagiarism as the failure to give credit where credit is due: "To plagiarize is to give the impression that you have written something original which in fact you have borrowed from another without acknowledging that other person's work" (*Guide for Research and Writing*, 2016, p. 11-13). If you borrow ideas or distinctive phrases, or include direct quotations in your written assignments, you must acknowledge your source(s) properly by in-text citation or footnote. It is also wrong to copy another person's work or to submit an assignment previously handed in for credit in another course. **Students guilty of plagiarism may receive a grade of zero for the assignment and may be brought to the attention of the Seminary's Academic Committee.**

3. COURSE WITHDRAWAL POLICY

After the period for which tuition refunds are available, a "W" will be placed on the transcript of a student who withdraws from any course. Beyond those dates, an "F" will be recorded on the student's transcript.

Appendix #1

Recommended Reading for Philosophy of Education, Adult learning

- Argyris, C. and D. Schon. *Theory in Practice*. Jossey-Bass, 1974.
- Brookfield, S. *Developing Critical Thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass, 1987.
- Bruner, Jerome. *Acts of Meaning*. Cambridge, Massachusetts: Harvard University Press, 1990.
- Buber, M. *I and Thou*. Walter Kaufman, trans. NY: Charles Scribner's Sons, 1970.
- Caffarella, R. and S.R. Daffron. *Planning programs for adult learners: A practical guide for educators, trainers and staff developers*. San Francisco: Jossey-Bass, 2013.
- Carruthers, M. *The Book of Memory*. Cambridge: Cambridge University Press, 1990.
- Chopp, R. *Saving Work: Feminist practice of theological education*. John Knox Press, 1995.
- Dewey, J. *How We Think*. Boston: Dover Publications, 1997.
- De Bono, E. *Teaching Thinking*. Penguin, 1991.
- Freire, P. *The Pedagogy of the Oppressed*. Penguin Books, 1996.
- Gadamer, H.G. *Truth and Method*. A new reprint, e.g., Bloomsbury Revelations, 2013.
- Gardner, H. *Frames of Mind*. NY: Basic Books, 1993.
- Groome, T. *Christian Religious Education*. NY: Harper San Francisco, 1990.
- Heidegger, M. *What is Called Thinking?* Trans. J.G Gray. NY: Perennial Library, 1968.
- Heidegger, M. *Hegel's Concept of Experience*. San Francisco: Harper & Row, 1989.

- Nesbit, T., Brigham, S., Taber, N. and T. Gibb. (Eds.) *Building on critical traditions: Adult education and learning in Canada*. Toronto: Thompson Educational Publishing, 2013.

Recommended Reading for Supervising Spiritual Care in Clinical Pastoral Education

- Alonso, A. *The Quiet Profession: Supervisors of Psychotherapy*. NY: Macmillan, 1985.
- Anderson, R. "Spiritual/Cultural Competency: Methods of Diversity Education." *Journal of Pastoral Care and Counseling* 66.4 (2012): 1-11. Web. 23 May 2016.
- "Educational Theory." *Canadian Association for Spiritual Care*. Resources: Supervisors, n.d. Web. 23 May 2016.
- Ekstein, R. and R. S. Wallerstein. *The Teaching and Learning of Psychotherapy* (2nd ed.). Madison, CT: International Universities Press, 1972 (1958).
- Hawkins, P. and Shohet, R. *Supervision in the Helping Professions* (4th Edition). (McGraw Hill, 2012).
- Heathcock, J. E. "A Parallel Process Seminar for Use in Programs of Clinical Pastoral Education (CPE)." *Journal of Pastoral Care and Counseling* 58.3 (2004): 237-251. Web. 23 May 2016.
- Hemenway, J. *Inside the Circle: A Historical and Practical Inquiry Concerning Process Groups in Clinical Pastoral Education*. Journal of Pastoral Care Publications, 1996.
- McCarroll, P. "Taking Inventory and Moving Forward: A Review of the Research Literature and Assessment of Qualitative Research in JPCC, 2010-2014." *Journal of Pastoral Care and Counseling* 69.4 (2005): 222-231. Web. 23 May 2016.
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA, Jossey-Bass, 1998.
- Park, S. "Pastoral Identity Constructed in Care-Giving Relationships." *Journal of Pastoral Care and Counseling* 59.1-2 (2005): 29-42. Web. 23 May 2016.
- Pohly, K. *Transforming the Rough Places: The Ministry of Supervision*. Providence House Publishers, 2001.
- Ragsdale, J., Holloway, and Ivy, S. "Educating CPE Supervisors: a Grounded Theory Study." *Journal of Pastoral Care and Counseling* 63.3-4 (2009): 1-14. Web. 23 May 2016.
- Steere, David A. (Ed.). *The Supervision of Pastoral Care*. Louisville, KY: Westminster/John Knox Press, 1989.
- Trothen, T. "Through the Looking Glass: Women and Ministry Supervision." *Journal of Pastoral Care and Counseling* 59.1-2 (2005): 29-42. Web. 23 May 2016.
- Trothen, T. "Students' Perspectives: A Canadian Study of Supervised Pastoral Education." *Journal of Pastoral Care and Counseling* 54 (2000): 325-337. Web. 23 May 2016.
- VanKatwyk, P. "Styles of Caring". *Canadian Association for Spiritual Care*, Curriculum for Basic SPE, March, 2010: 1-9. Web. 23 May 2016.
- Yalom, I. *The Theory and Practice of Group Psychotherapy*, (5th Edition). Basic Books, 2005

(In both areas, other topics may be discussed with the professor who will assist you in locating appropriate titles. E.g., mentoring, classroom evaluation, visual learning models).