

**SYLLABUS**  
**884: PRINCIPLES OF SPIRITUAL DIRECTION**  
**Distance Learning**  
**FACULTY: Noel Kilgarriff, PsyD**  
**Date Revised: 6/15/10**

**COURSE DESCRIPTION**

This course is available as a distance-learning course. It is designed with a broad perspective toward spiritual growth, spiritual direction and companionship as seen through the lens of several religious traditions and inclusive of many spiritual paths. It addresses the journey of those who choose to explore spiritual life. Drawing upon sacred literature, spiritual and historical interpretations and the insights of traditional and contemporary spiritual writers, students examine their relationship with the Sacred. This course emphasizes the transforming power of spirituality in individuals and community.

**FACULTY BIOGRAPHY**

Dr. Kilgarriff is a Clinical Psychologist and graduate of the Illinois School of Professional Psychology in Chicago, with a specialty in Health Psychology. He received his Bachelor degree in Social Science from the University College, Dublin, Ireland, his Licentiate in Sacred Theology (STL) from the University of Fribourg, Switzerland. For twenty years, he was a member of a religious order and worked in West Africa in pastoral development and seminary formation as an ordained priest in the Catholic Church. He graduated with a Masters in Pastoral Studies in Spiritual Direction and an MA in Pastoral Counseling from Loyola University Chicago. He is currently working as a psychologist, consultant, and spiritual director at Faith Counseling Center, a pastoral counseling center in the Phoenix/Scottsdale area of Arizona. He specializes in grief, trauma, addictions, health, and spiritual growth concerns.

**FACULTY CONTACT INFORMATION**

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**COURSE DELIVERY STYLE & PLAN OF ACTION**

This course includes distance assignment and conference calls. Students are expected to:

1. Contact the Instructor by email.
2. Obtain the required textbooks and other materials.
3. Read the Syllabus, Outline of Assignments, and Assignment Schedule and clarify any questions you have on your individual plan of action for the course.
4. Submit all of your assignments and attend all telephone conferences according to the Assignment Schedule. Contact the instructor if there are problems with this.

**LEARNING OUTCOMES**

**Students will:**

- Discuss the process of spiritual direction and the role of relationship with the Sacred from various spiritual traditions.
- Analyze and discuss the role, focus, and approach of the spiritual director/companion in the process of spiritual direction/companionship.
- Analyze and discuss the role, focus and approach of the directee in the process of spiritual direction/companionship.

- Discuss the central importance of the relationship between spiritual director and directee as essential elements of the transformative process.
- Assess the richness of the contemporary state of spiritual direction and cooperation worldwide among faith traditions in this field of spirituality.
- Discuss ethical guidelines developed for spiritual directors/companions.
- Plan one's own personal way of being a spiritual director/companion with others.

**Required Materials and Texts:**

1. Edwards, Tilden. Spiritual Director Spiritual Companion: Guide to Tending the Soul, Paulist Press, 2001. Available at on-line bookstores.
2. Ruffing, Janet. Spiritual Direction: Beyond the Beginnings, Paulist Press, 2000. Available at on-line bookstores.
3. Vest, Norvene, Ed., Tending the Holy: Spiritual Direction Across Traditions, Morehouse Publishing, 2003. Available at on-line bookstores.
4. Wagner, Nick, Ed., Spiritual Direction in Context, Morehouse Publishing, 2006. Available at on-line bookstores.
5. Winchell Silver, Anne, Trustworthy Connections: Interpersonal Issues in Spiritual Direction, Cowley, 2003. Available at on-line bookstores.  
(Ethical issues and the Code of Ethics of Spiritual Directors International)

**Suggested Supplemental Texts:**

- Barry, William, & Connolly, William, The Practice of Spiritual Direction, Harper Collins, 2009
- Buechner, Frederick, The Sacred Journey, Harper and Row, 1982
- Conn, Walter, The Desiring Self: Rooting Pastoral Counseling and Spiritual Direction in Self-Transcendence, Paulist Press, 1998
- Easwaran, Eknath, God Makes the River to Flow: Sacred Literature of the World, Nilgiri Press, 2003
- Kornfield, Jack, A Path With Heart: A Guide Through the Perils and Promises of Spiritual Life, Bantam Books, 1993 (Buddhist tradition)
- Liebert, Elizabeth, Changing Life Patterns: Adult Development in Spiritual Direction, Chalice Press, 2006
- May, Gerald, The Awakened Heart: Opening Yourself in the Love You Need, Harper Collins, 1991
- Phillips, Susan, Illuminating the Art of Spiritual Direction, Morehouse Publishing, 2008
- Shield, Benjamin, Richard Carlson, Eds., For The Love of God: Handbook For the Spirit, New World Library, 1997

**See also Spiritual Directors International Website: [sdiworld.org](http://sdiworld.org)**

**HOLOS FACULTY-STUDENT COMMUNICATIONS POLICY**

Students and instructor communicate frequently via email, and phone conferences create a collegial forum for sharing ideas among class participants. Telephone conferences and calls with instructors are the student's expense. Faculty should inform students of any times that they are not available for email or phone communication. Students should inform instructors if they will not be available for scheduled phone conferences. Students should allow three days for a response after emailing an instructor. If you have not received a response after three days, re-send the email, call the instructor and leave a voice message. If you have still not received a response after two more days, forward your email communications with the instructor to the Dean of Faculty. Further action will be determined by the Dean of Faculty.

### ASSIGNMENT FORMATS

- All written assignments must be **Microsoft Word** documents sent by email as attached files.
- All papers should be **double-spaced**.
- **FONT:** Times or Times New Roman.
- **E-MAIL SUBJECT LINE:** Always include your name and the Assignment number in the subject line of your E-mail and on the title page of your assigned papers.
- **END NOTES:** All referenced material must be cited using endnotes. Include the Author's name, the publication name, the publisher, the date of publication, and the page number.
- **FILE NAME:** **When you “save” your document**, you **MUST** use the following format to name your Word file: Or your file will be returned so that you can add the proper file name and format: The document you attach to your e-mail should be in the following format:

**SmithJ\_887#1.doc. (Last Name, First Initial\_Course #, Assignment#.doc)** Use Times, Times New Roman, or Helvetica fonts, 12 pt. and cite all referenced material using *Chicago Manual of Style* endnotes.

### OUTLINE OF ASSIGNMENTS & PERCENTAGE OF COURSE

<b>Assignment #1:</b> Scholarly paper with personal reflections.	20%
<b>Assignment #2:</b> Scholarly paper with personal reflections.	20%
<b>Assignment #3:</b> Scholarly paper with personal reflections.	20%
<b>Conference Call #1:</b> One hour call	13%
<b>Conference Call #2:</b> One hour call	13%
<b>Conference Call #3:</b> One hour call	13%

NOTE: The **Three 1 hour Conference Calls** that are one week after each Assignment are **mandatory**. Students and instructor will discuss and share on the assignment during the call. Students pay their own phone charges for this call. Specific details and times are listed in the Assignment Schedule. It is sometimes more feasible economically to obtain a calling card with which to make these calls. Calling cards often have long distance rates much lower than local phone companies.

### DETAILS OF ASSIGNMENTS

In history, we humans have tried to come to understand the interplay of three elements: a) our personal human experience, deep within each one of us, b) our communal experience, through traditions of faith and culture, and c) written texts (scripture), often sacred, holding key elements that preserve our deepest values and truths. It is in the “trialogue” of integrating these three that we reach our fullest harmonization, fulfillment, and transcendence. I hope that this course will help you in a triologue of your personal life experience, texts, and relationships, especially within the context of spiritual direction. You will be introduced to texts that are based on the thoughts of those who want to share their own reflections and integration, often from traditions that may differ from your own. My goal for you is that you develop your own personal synthesis as a spiritual director. I encourage you to take what you find helpful, look beyond the elements that you may disagree with, and sift out the valuable nuggets of wisdom that you can take in the elaboration of your own personal integration.

### ASSIGNMENT #1

**Due Date:** November 8

**Percentage of Grade:** 20%

**Learning Outcomes of Assignment: Students Will:**

- Analyze and discuss the role, focus, and approach of the spiritual director/companion in the process of spiritual direction/companionship.

It is my hope that this assignment will help you focus on developing your personal experience as a spiritual director/companion. Reading and reflecting on the required texts, and choosing some of the recommended readings, in dialogue with your own experience, should help you become a more intentional, free, and effective spiritual director/companion to others.

**Required Texts and/or Materials:** Edwards, Vest, Ruffing, Wagner.

**Description: Assignment Description: Focus: Personal Identity of Spiritual Director/Companion.**

Write a 12-page scholarly paper with personal reflections, including notes and references. Read 4 required texts. In reading Edwards, Vest, Ruffing, Wagner, and any other readings you find helpful, develop your own personal understanding of the identity and role of the spiritual director/companion

## ASSIGNMENT #2

**Due Date:** December 13, 2010

**Percentage of Grade:** 20%

**Learning Outcomes of Assignment: Students will:**

- Analyze and discuss the role, focus and approach of the directee in the process of spiritual direction/companionship.
- Assess the richness of the contemporary state of spiritual direction and cooperation.

I would like this assignment to help you focus on the other, your directee, and come to know the other's experience in an empathic way, as if seeing from the directee's perspective. Through the use of empathy, your own experience as being guided by another, and required texts and other texts that you have found helpful in your life, you can reflect on the needs for spiritual growth of the directee.

**Required Texts and/or Materials:** Edwards, Vest, Ruffing, Wagner.

**Assignment Description: Focus: The Issues of the Directee.** Write a 12-page scholarly paper with personal reflections: Read 4 required texts.

including notes and references. In reading Edwards, Vest, Wagner, Ruffing, and any other readings and personal experience you find helpful, describe your understanding of the developmental and personal issues of the directee in the spiritual direction/companionship process.

## ASSIGNMENT #3

**Due Date:** January 10, 2011.

**Percentage of Grade:** 20%

**Learning Outcomes of Assignment: Students will:**

- Discuss the process of spiritual direction and the role of relationship with the Sacred from various spiritual traditions.
- Discuss the central importance of the relationship between spiritual director and directee as essential elements of the transformative process.
- Discuss ethical guidelines developed for spiritual directors/companions.
- Plan one's own personal way of being a spiritual director/companion with others.

The goal of this assignment is to invite you to reflect on the interpersonal relationship between you and directee, again using your own experience in working with others, reading texts, learning some basic skills and when to use them.

**Required Texts and/or Materials:** Edwards, Vest, Ruffing, Wagner.

**Assignment Description: Focus: Relationship Issues between Director/Companion and Directee.** Write a 12-page scholarly paper with personal reflections, including notes and references. Read 4 required texts.

In reading Edwards, Vest, Wagner, Ruffing, and any other readings and personal experience you find helpful, describe your understanding of the developmental and personal issues of the directee in the spiritual direction/companionship process.

### PHONE CONFERENCE #1

**Phone number:** Instructor will email you one week beforehand the details of Phone Number to call and Scheduled Times, with day, date, time, and time zone.

**Date:** November 16, 2010

**Percentage of Grade:** 13%

**Required Texts and/or Materials:** Edwards, Vest, Ruffing, Wagner

**Description of Conference:** Students and instructor will discuss and share aspects of assignment #1 during the call.

**Learning Outcomes of Conference:**

### PHONE CONFERENCE #2

**Phone number:** Instructor will email you one week beforehand the details of Phone Number to call and Scheduled Times, with day, date, time, and time zone.

**Date:** December 21, 2010

**Percentage of Grade:** 13%

**Required Texts and/or Materials:** Edwards, Vest, Ruffing, Wagner

**Description of Conference:** Students and instructor will discuss and share aspects of assignment #2 during the call.

**Learning Outcomes of Conference:**

### PHONE CONFERENCE #3

**Phone number:** Instructor will email you one week beforehand the details of Phone Number to call and Scheduled Times, with day, date, time, and time zone.

**Date:** January 18, 2011

**Percentage of Grade:** 13%

**Required Texts and/or Materials:** Edwards, Vest, Ruffing, Wagner

**Description of Conference:** Students and instructor will discuss and share aspects of assignment #3 during the call.

**Learning Outcomes of Conference:**

### FINAL ASSIGNMENT:

Complete and return the course evaluation form you will receive a course evaluation form in August and February. You will receive notification of your final course grades only after you have submitted an evaluation for all courses you completed this semester. Students who plan to take an Incomplete in a course must wait until finishing a course before returning the evaluation form for the course.

### ADDITIONAL INFORMATION FOR THIS COURSE

**GRADING:** Part of the grade is based on how clearly and creatively you *interpret* the assignment.

Scholarly Papers: an "A" is assigned to work that is exceptionally clear, well organized, and contains original thought. A "B" is assigned to papers that are not exceptional but that are well written and indicate an adequate understanding of the material. I encourage you to enrich your paper with some references to your own personal experience of the issues involved in the assignment.

**Conference Calls:** There are three conference calls during the semester. The preparation for these calls based on the assignments and the participation in the conferences is a very important aspect of the grading. You will receive a grade on your papers. The instructor's final course grade will take into account the learning that is evident in the composite of those papers plus an assessment of the Conference Call preparation and participation.

**Grade of Honors:** We encourage students to strive for honors in all that they do. However a grade of Honors is reserved for work that significantly exceeds the level of excellence required for an "A" or "B". It might be thought of as an A++!

**Grade of Unsatisfactory:** Students who fail to adequately satisfy the requirements or who do not demonstrate graduate level competency in the course will receive an Unsatisfactory grade. An Unsatisfactory grade in a Core course will require re-enrollment in the course.