

DePaul University

School for New Learning

**MA in Applied Professional Studies; MA in Educating Adults; MS in Applied Technology
BA in Individualized Focus Area (BAIFA)**

LLS410: The role of spirituality in managing stress in adult life

LL302: Externship, balancing your demanding life

On-line Spring 2019

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Phone, on-line, in-person meetings available on request

Course Dates: March 30, 2019 through June 14, 2019 On-line

This is a cross-listed class with the UG BAIFA program

Course Description

Currently there is an unprecedented amount of stress in adult life often resulting in reactive rather than active behaviour. This course affords students the opportunity to explore some of the cause and impact of daily stress on one's physical and mental health and develop key strategies for transforming perspectives toward and easing the stress of, day-to-day living. However, this approach is interesting as it helps us to understand how to do this from the inside out using meditation and applied leisure as a philosophy to mediate the stress in our lives. The causes of stress will never go away, but how we act in the face of them can be life-changing. This course is cross-listed with the undergraduate (UG) BAIFA Externship Course so is offered for graduate (GRAD) and undergraduate students. UG students are required to successfully complete Research Seminar before taking this class and will earn LL10 & 11 upon completion of this class. Graduate students earn 4 credit hours.

The modules for this course are laddered, one building on the other. Staying current in order to engage with your colleagues is paramount. Assignments in the syllabus are identified as to UG and Grad. All students use the same Discussion Boards to engage in a robust dialogue.

Learning Outcomes

1. Upon completion UG students will earn LL10 & 11. This competence includes an exploration of one's learning styles. Students will use multiple styles in each module and evaluate the difficulty and/or ease of using each.
2. Upon completion, GRAD students will earn 4 credit hours in Personal Effectiveness.
3. Identify and analyze the role of stress in negatively impacting various areas of one's life, e.g. academic performance, physical health, relationships and spiritual well-being.
4. Learn, apply, and evaluate the skills of centering, reflection, and mindfulness as key strategies for managing stress.
5. Create, apply, and analyze spiritual and leisure practices to enhance spirituality and manage stress.
6. Understand the difference among the concepts of religion, spirituality, and faith and use reflection and analysis to understand their place in one's life.
7. Compare, contrast, and apply concepts of recognized spiritual theorists.
8. Understand the concept of True Self through the lens of faith, meditation, and spirituality and evaluate its place in one's life,
9. Understand, analyze, and apply the concepts of leisure and spirituality in one's life to create inner balance.
10. Continue developing critical thinking skills by identifying and analyzing one's assumptions.

1. Learning Strategies & Resources

Students will use personally designed practices in the area of spirituality and leisure to explore using spirituality and leisure as a way balancing adult life. Learning resources will include reading, small group work, video, Discussion Boards, guided imagery, journaling, practices, and research papers to articulate and demonstrate depth of understanding of the concepts presented

Required Reading:

DeMello, Anthony. (1992) Awareness: the perils and opportunities of reality. Doubleday: NY., NY. The book is available on Amazon or can be viewed in its entirety at: <https://www.youtube.com/watch?v=5oPnsgNczU>. It is recommended you buy the book and use the video as a second learning style.

Piver, Susan, ed. (2008) *Quiet Mind: a beginner's guide to meditation*. Shambhala Publishing: Boston, Ma.

O'Murchu, Diarmuid. (2010) *Adult faith: growing in wisdom and understanding*. Orbis Books: NY., NY. (NOTE: for graduate students only)

Articles on e-reserves or within course

- Amadeo L, Sofield L. A Spirituality of stress management. *Human Development*. 2006;27(3):14-18. Delivered at a Regis University Symposium: Denver.

-Chittister, Joan. 2008. *The gift of years*. New York: BlueBridge: 123-128

-Dirkx, John. 2001. *The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning*. *New Directions for Adult and Continuing Education* 89 (Spring): 63-71.

Foote, Ed.D, Laura. (2015) *Transformational learning: reflections of an adult learning story*. Sage Publishing, *Adult Learning* Volume: 26 issue: 2, page(s): 84-86

Tutu, Desmondwith Abrams, Douglas.2016. *The book of joy*. New York: Penguin Random House: 93-100.

-Lesser, Elizabeth. 1999. *The New American Spirituality*. Pp. 51-58 in *The Seeker's Guide: Making Your Life a Spiritual Adventure*. New York: Villard.

-Palmer, Parker J. 2000. *Now I Become Myself*. Pp. 9-29 (Chap. II) in *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass

-Pieper, Josef. 1993. *Leisure as a Spiritual Attitude*. *Weavings* 8 (2): 67-71.

-Tisdell, Elizabeth J. 2003. *Claiming a Sacred Face in Exploring Spirituality and Culture in Adult and Higher Education*. San Francisco: Jossey Bass: 89-93 (Part II)

- Unruh, Anita; Hutchinson, Susan; *Scandinavian Journal of Caring Sciences*, Sep2011; 25(3): 567-574. 8p. (Journal Article - research, tables/charts) ISSN: 0283-9318 PMID: 21261671

NOTE: There are additional articles listed on e-reserves. While not assigned, if they apply to your life, do read them. Extra credit will be given for any one-page reflection on your learning on a particular article.

2. Learning Deliverables (graded evidences of learning)

Each module requires reading the module input as well as additional required reading, and watching and listening to media. These should all be read/watched before beginning the assignments section.

Weekly journals consist of the following:

-Practices: Your leisure and spiritual practices (once determined and approved by the Instructor) will each be done three times a week for 10 minutes after which you will reflect on each experience in your journal. You are asked to be aware of and write about how you are before, during, and after each practice. You will keep the same two practices for the entire term and will have 6 entries on the practices in your journal each week: three leisure and three spiritual. (All Outcomes)

-Readings: When you have completed the readings, you will name and define in your journal the main ideas in the article that strike you and why. (All outcomes)

-Learning Methods:(UG ONLY) – Students will read the Learning Methods exercise and apply it to learning in Module 1-4. (Learning Outcome 1)

-Summary: Before you submit the journal, reread what you have written and notice what strikes you. Perhaps there is a word repeated often, such as excited, surprised, or disappointed, etc. Perhaps rereading it reminds you of something not realized until now. Summarize in one or two sentences. Substantive written feedback from the Instructor will be given on the journals each week. This feedback will acknowledge what the student has learned as well as ask how the student can dig deeper in understanding and applying the concepts. (Module 10)

(Grad) Graduate students are expected not only to reflect on their experience but tie it to the appropriate theory presented in each Module.

-Class begins March 30th. You will submit this journal weekly to the dropbox. Each journal builds on the last to help students develop a deep understanding of the material as applied in his/her life. The first journal is due no later than midnight of the end of each week. For example, Module 1 is Due April 6th, etc. Missing a week of Discussion Boards will result in a 2-point deduction. Late submissions will be marked down one point. If you have extenuating circumstances notify the Instructor as soon as possible.

Papers on:

Cognitive Dissonance –Module 6 (Learning Outcomes 3,4,10) (UG) respond to the questions using a personal experience. (Grad) respond to the questions using a personal experience as well as research and explain a similar psychological theorist's position.

Transformational Learning – Module 8 (Learning Outcomes 1,2,3,10) (UG) Explain a personal experience of transformational learning in your life. (Grad) Explain a personal experience of transformational learning and tie it to Mezirow’s theory.

Final Paper (UG only) – Modules 10 and 11 - In module 10 each student writes a final paper. All papers should address the following:

- Discuss the concepts you have learned from your readings, practices or discussions boards and journaling, and how that learning relates to the competences.
- How does what you’ve learned compare to what you thought before you took this class about spirituality, leisure and your learning methods?
- How can you apply, or have you applied what you’ve learned personally?
- State the most important thing you’ve learned from this class this quarter.
- Include references to specific readings that we have done that relate to your paper
- Cite your sources accurately in the body of your paper and include a bibliography of your sources.

Paper/final presentation should have citations per above

Paper should be four to six pages, typed, double-spaced.

Paper should have a bibliography/citations page.

Grammar, punctuation and spelling should be thoroughly checked – grammatical errors will affect paper grade

Spiritual Autobiography (Grad Only)-Modules 10 and 11- Must meet graduate level learning by providing 8-10 sources and an analysis of the autobiography in relation to dimensions and principles in the readings.(Learning Outcomes 3,5,6,7,8, 10)

Weekly Discussions

There are two Discussion Boards each week: one on the practices and one on the readings. Staying current with the Discussion Boards is paramount as others will move on to the next module and you will not have the feedback from your peers. Initial posts should be made by mid-week in order to leave time for a robust discussion. Class begins March 30th. Final Discussions for each module are to be completed by midnight on the last day of the module. For example: Module 1 is Due April 6th Missing a week of Discussion Boards will result in a 2-point deduction. Late submissions will be marked down one point. If you have extenuating circumstances notify the Instructor as soon as possible. Students are expected to gain a deeper understanding of the material based on the previous discussions.

UG student postings should be reflective. Graduate Students postings should be reflective and substantive.

3. Assessment of Student Learning

This course uses scaffolding to build each module on the last. It is very important, therefore, to keep current. Criteria for assessment includes the comprehension of

concepts combined with insights gleaned for application in one's life. Student writing should be at the appropriate program level (UG/GRAD) using correct punctuation and grammar. It is highly recommended students consult the Writing Center for a review of rough drafts before submitting any written assignments.

The Instructor is available for individual sessions as needed. Contact the Instructor by email: mjdix@depaul.edu to make plans to do so.

UG students are required to apply the concepts they write about/discuss in their own lives.

Grad students are required to apply the concepts they write about/discuss in their own lives as well as explain, define these concepts.

Assessing your reading includes:

How regularly, thoroughly and thoughtfully did you complete the reading assignments?

Did you journal on the assigned readings demonstrate that you understood the concepts you chose to highlight in these readings?

Are you able to apply these concepts to your own circumstances?

Assessing your participation in modules include :

Did you participate in all parts of the modules?

If not, how many assignments/discussion boards did you miss and what agreed upon work did you submit to make up for the session you missed?

How did your questions and comments advance your own learning and support the learning of others in the class?

Did you post in a timely fashion so others could participate in class and discussions?

Assessing your book review presentations includes:

How actively involved were you in your team's planning discussions, presentation and information gathering?

How did your questions and comments advance your understanding of group learning and support the learning of your team members?

How would you rate the effectiveness of your team in leading discussions and conducting group presentations?

Assessing your short, written papers includes:

How accurate is your understanding of the concepts presented?

How clearly is it communicated, e.g. writing, organization of ideas? Is it well-written and properly cited?

Does the application of the theory in your life show sufficient reflection and depth?

Assessing your Spiritual Autobiography/Final Paper includes:

(GRAD) Does the paper clearly explain your spiritual journey?

Does it describe how you moved from your given faith through the conflicting issues to form your adult faith/spirituality?

How clearly and concisely are you able to express the context for the change and the analysis in writing? Is your paper well documented?

(UG) How does what you've learned compare to what you thought before you took this class about spirituality, leisure or your learning methods?

How can you apply, or have you applied what you've learned personally?

Be sure to state the most important thing you've learned from this class this quarter.

Make sure that you cite your sources accurately (author, work, page number, etc.) If in a presentation, use power point for citations; in a paper, use a bibliography.

Grading Criteria & Scale:

Activity Due	.Percent
Ongoing Class participation in Discussion Boards	20
Journal submissions	30
Short Written Papers	20
Team Book Review	10
Final Paper (UG)/Spiritual	20

Autobiography (GRAD)	
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IF YOU MISS THE FIRST MODULE AND DO NOT CONTACT THE INSTRUCTOR BEFORE OR IMMEDIATELY AFTER THE MODULE YOU WILL BE ASKED TO DROP THE CLASS.

See additional information pertaining to the grade designations, for [graduate grades](#) and for [undergraduate grades](#).

Identify when relevant [Pass/Fail Grading Options](#)

Pass/Fail Exclusions

(Grad) You may not use the [Pass/Fail](#) grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

(UG) This course is offered for Pass/Fail grades.

Incomplete (IN) Grade: This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Schedule

Module 1 – Introduction & Overview

Think about and describe an experience you have had of leisure. What made it leisure?
Think about and describe an experience you would call spiritual. What made it spiritual?
Enter both in your journal.

After you have done the above, access the list of definitions (module document) on spirituality and leisure and choose one of each that most speaks to your understanding and explain why. Post that in your journal

Read Piver, Susan: Quiet Mind: A Beginner's Guide to Meditation, Choose one form of meditation to be used as your spiritual practice *throughout* the quarter and post it in your journal.

Suggest something for your leisure practice and submit it for approval in your journal.

Note the following in your journal: What three main current stresses are you experiencing? On a level of 1 (Low) to 10 (High) how significant is each? What do you currently do to manage it?

Read Schneiderman, Neil, et. Al. STRESS AND HEALTH: Psychological, Behavioral, and Biological Determinants. Journal on the three most important concepts in the article and why you think they are significant. (e-reserves)

Read the following handouts contained in Module 1:

Syllabus

[Journaling Tips](#)

[Spirituality Definitions](#)

[Leisure Definitions](#)

Review the [Explanation of Weekly Rhythm of Assignments](#)

Submit Journal

Module 2 - Mindfulness

Read and journal on what you consider are the two most important concepts in each of the following:

- Lama, Dalai & Tutu, Desmond with Abrams, Douglas.2016. The book of joy. New York: Penguin Random House: 93-100. (e-reserves)

-Piver, Susan: pp 1-14

-Mindfulness on the go (e-reserves)

Explain why the concepts you have chosen are important to you.

Using the Explanation of Assignments, complete and journal on leisure and spiritual practices: 3 leisure, 3 spiritual. Six practices in all.

Participate in the Discussion Board(s)

Complete and submit journal to Dropbox

Module 3 – Leisure as a Philosophy Toward Life

Readings

Read and journal on what you consider are the two most important concepts in each of the following:

-Piver, Susan: Quiet Mind pp 17-30

-[Pieper, Josef: Leisure as a Spiritual Attitude \(e-reserve\)](#)

-[Levoy, Gregg. \(1997\) Callings: finding and following an authentic life. New York: Random House. 17-32 \(e-reserve\)](#)

-Watch and journal on: [Leisure film @ Vimeo \(embedded in module\)](#)

Complete and journal on leisure and spiritual practices (3 each, 6 in all)

[Participate in Discussion Board\(s\)](#)

[Complete and submit journal to Dropbox](#)

Module 4 - Spirituality

Read and journal on:

-DeMello, Anthony: Awareness, pp. 1-15

-Piver, Susan: Quiet Mind, pp. 31-42

-Unruh, Anita; Hutchinson, Susan; Scandinavian Journal of Caring Sciences, Sep2011; 25(3): 567-574. 8p.

-O'Murchu, Diarmuid: Introduction & Part One pp. 1-6

-Complete and journal on leisure and spiritual practices

-Participate on Discussion Board(s)

- Complete and submit Journal to Dropbox

Module 5 – Spirituality vs. Religion

Read and journal on the three most significant concepts in each reading and why you find them important

[-Lesser, Elizabeth, The new American spirituality](#)

-O'Murchu Chapter Two: Ruling in Order to Control

Chapter Three: The Religion of Fearful Submission

-Piver, Susan: Quiet Mind, pp. 43-63

-DeMello, Anthony: Awareness, pp. 31-44

Complete and journal on leisure and spiritual practices

Participate on Discussion Board(s)

Complete and submit Journal to Dropbox

Module 6 – Adult Development & Understanding Our Behavior

Read and journal on the three most significant concepts in each reading and why you find them important -DeMello 45-62

-Piver pp. 65-92

-O'Murchu – pp. 7-17 Defining adulthood & stages in adult faith development

-Lama & Tutu – pp. 83-92 You are a Masterpiece in the Making.

Complete and journal on leisure and spiritual practices

Participate on Discussion Board(s)

Complete and submit Journal to Dropbox

Complete exercise on beliefs, attitudes, and values embedded in the module.

Module 7 – Adult Faith & Spiritual Symbols

Read and journal on the three most significant concepts in each reading and why they are important.

-DeMello 63-102

-O’Murchu Chapter 7 Calling Forth the Adult in the Twenty-First Century

Chapter 8 Transformative Learning for the Protean Adult

-Tisdell, Elizabeth: Spirituality in Higher Education (e-reserve)

Complete and journal on leisure and spiritual practices

Participate on Discussion Board(s)

Complete and submit Journal to Drop Box

Module 8 – Transformational Learning & Wisdom

Read and journal on the three most significant concepts in each reading and why they are important.

-DeMello 136 - 172

-Read reflection on Transformational Learning from Adult Learning May 2015 (e-reserve)

-View Transformational Learning video

-O'Murchu Chapter 5 - Our Frazzled Institutions

Chapter 6 - Theology from the Bottom Up

Participate in Discussion Boards

Complete and journal on leisure and spiritual practices, readings

Submit Transformational Learning Paper

Module 9 – Book Reviews

-Read and journal on the three concepts you find most significant in each reading and why they are important.

O'Murchu – Chapter 13 Adult Governance in the Power of Networking

Chapter 14 Doing Ritual in an Adult Way

-Present Group Book Reviews (see Module 2 for Directions)

Welcome to the Wisdom of the World

Boys in the Boat

The Measure of a Man

-Complete and journal on leisure and spiritual practices

-Participate in Discussion Boards

Module 10 – Paper Presentations

-Read and journal on the three most significant concepts in each reading and why you find them important

O'Murchu – Chapter 15 When Adults Die Gracefully

-Complete and journal on leisure and spiritual practices

-Post a draft of your final paper on the Discussion Board for feedback (see directions in Module 11)

-Participate in the discussions with your colleagues

Module 11 – Final Papers

(Grad) In module 10 each student writes a draft a final paper and post it for discussion. In Module 11 students post a Final version of their papers. Write a spiritual autobiography. Choose 3 of your key life experiences and describe how you arrived at and moved through the following stages (as outlined in O'Murchu) for each experience

- a) Conventional Inherited Wisdom
- b) Embedded codependency
- c) Adult empowerment

Use 8-10 sources *5 of which are required to be new sources*. Include citations for any reading applied in your paper.

Include an annotated bibliography

Post in the Dropbox

(UG) Final Paper– Modules 10 and 11 - In module 10 each student writes a draft a final paper and posts it for discussion. In Module 11 students post a Final version of their papers. All papers should address the following:

Discuss the concepts you have learned from your readings, practices or discussions boards and journaling, and how that learning relates to the competences.

How does what you've learned compare to what you thought before you took this class about spirituality, leisure or your learning methods?

How can you apply, or have you applied what you've learned personally?

State the most important thing you've learned from this class this quarter.

Include references to specific readings that we have done that relate to your paper and explain how and why they do so. (See example below).

Cite your sources accurately in the body of your paper and include a bibliography of your sources

4. Course Policies

This course deals includes significant shared personal reflection. Students should *only* share parts of their story with which they are comfortable. What happens in this class, stays in this class. The only story you are entitled to share is your own. Students are required to leave judgment at the door (of themselves and others) and to be open to their own stories as well as those of others.

This course includes and adheres to the college and university policies described in the links below:

[APA citation format \(GRAD\)](#)[Academic Integrity Policy \(GRAD\)](#)

[Academic Integrity Policy \(UGRAD\)](#)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

5. Other Resources for Students

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

6. Instructor Brief Bio

Dr. Dix is married, the mother of 4, and grandmother of 5. She has considerable experience in pastoral ministry, particularly in the area of family life. She graduated from SNL in 1985, earned her Master's in Pastoral Studies from Loyola in 2007. University Chicago in 1986, and her doctorate in adult education at National-Louis University in 2009. She has been teaching for SNL since 1986 both online and on campus.

