



MAIN GOAL

To develop and implement a training model that is theologically founded on the Bible and presented in a holistic, integrated, contextual and practical way.

VISION

The Academi strives to present theologically founded (Bible-based) learning experiences through a holistic process that integrates and contextualises all the spiritual, rational and practical elements that will enable students to live with purpose.

TRAINING OUTCOMES

- Mosaïek Academi has implemented a holistic approach to training. This means that your theological studies will not only be a cognitive exercise but will also be integrated with spiritual, practical and physical components. It will be a whole-person learning experience.
- **Integration.** The different elements of the training will not take place in isolation. Instead, all facets will be connected in an interdisciplinary way to better understand the bigger picture.
- **Context analysis.** This means that your context is applied to learning methodologies. The training is built on a strong theological foundation that underpins all practical skills development. The objective is not only to gain knowledge but also to equip students with skills that will enable them to apply the Bible and theological knowledge to contemporary situations.
- **Training is practice-driven.** Thus, students are given practical skills that will help them to function more effectively in their particular area of ministry. Distance learning is integrated with regular face-to-face interactive opportunities between students and lecturers that promote exposure to practical theology.
- Mosaïek Academi is **missionally focused**, and therefore each subject area stands in the service of the musicological command to the Church.
- Mosaïek Academi also guides students through a process of **discovering their gifts and ministries**, employing a number of measurement tools to assist students further to reach their full potential in ministry.
- **Technological resources** are utilised to enhance the overall training experience.
- Mosaïek Academi is **ecumenical** in its approach, and therefore students from any church background are welcome to register.

SPIRITUAL ACCOMPANIMENT – JACQUES BORNMAN

Rationale & Module outcome

- You will be enabled to apply your knowledge in the context of church ministry, personal enrichment and in academic endeavors.
- On completion of this module, you should have gained some insights and personal experiences in the art of spiritual direction.
- You should also have gained some insights and personal experiences in the art of prayer guiding and the dynamics of a week of guided prayer.
- In addition, you should have experienced inner growth and a deepening of relations with self, others and God.

After completion of this module, the learner should be able to:

- Have some knowledge of the theory and practice of Spiritual direction.
- Distinguish between spiritual direction, coaching, mentoring and counseling.
- Distinguish between spiritual direction and prayer guiding.
- Understand and describe what a week of guided prayer consists of.
- Have basic knowledge of the Bible and how one should relevantly apply it within the context of spiritual direction.
- Integrate certain aspects of the composition of humans for a holistic approach to spiritual direction.
- Have basic knowledge regarding emotions and how to deal with them.
- Have some insights in spiritual growth and a deepened prayer life with special reference to: Self-knowledge, self-insight, consciousness of the deeper dimensions of one's own experience, images of God etc.;
- Have basic knowledge in listening skills.
- Have basic knowledge in listening to the Holy Spirit.

The course consists of the following:

Session	Outcomes	Learning Material	Additional Reading
Study Unit 1 / Block 1:			
The meaning and value of spiritual direction, different types, the historical context and Biblical foundation.			
Introduction to the concept of spiritual direction; the purpose, the value and the dynamics thereof.	Prayer development: Preparation on entering prayer. Lectio Devina	Various Articles, Notes & handouts	- Sacred Companions by David Benner; - Seeking the Face of God by Gary Thomas; - Ingestel op die fluistering van God by Willem Nicol; - Taste and See by Margaret Silf; - The Sacred Way by Tony Jones.
Study Unit 2 / Block 2: Introduction to spirituality			
Exploring an integrated, holistic	Review of prayer.	Various	- Signposts to Spirituality

Session	Outcomes	Learning Material	Additional Reading
spirituality (looking at the Mosaiek model) The Basic understanding of Spiritual Direction in a Christian context. The importance of “Image of God” in Spiritual Direction	Gospel Contemplation.	Articles, Notes & handouts	by Trevor Hudson, - The Practice of the Presence of God by Brother Lawrence, - Emotionally Healthy spirituality by Peter Scazzero, - Good Goats – Healing our image of God by Dennis Linn
Study Unit 3 / Block 3: Exploring God’s story			
<ul style="list-style-type: none"> - Self-awareness and self-knowledge through writing own life story and faith history. - Personality profile tests (MBTI, DISC and strength finder) - Awareness of own personality type and how it affects relationships with others and even with God. - Exploring my story and God’s story. 	Prayer development: Examine.	Various Articles, Notes & handouts	<ul style="list-style-type: none"> - Letter to a beginning Spiritual Director by Matthias Neuman; - The spirituality of the Spiritual Director by Gerald Fagin; - Prayer sometimes does help our personal psychological growth – or does it by John Veltri; - A walk through the Bible by Lesslie Newbigin
Study unit 4 / Block 4 - Weekend Retreat			
<ul style="list-style-type: none"> - The development of self-awareness and self-knowledge through the listening to each other’s life story. - Awareness of the effects of listening to each other’s story. - Discernment 	Prayer development: Praying with an Icon.	Various Articles, Notes & handouts	<ul style="list-style-type: none"> - The art of Discernment by Stefan Kiechle; - Discernment the art of choosing well by Pierre Wolff
Study unit 5 / Block 5: The art of listening			
<ul style="list-style-type: none"> • (Participation in practical sessions, in triad.) • Different forms of Spiritual Direction. • Prayer Guide and Spiritual Direction. <ul style="list-style-type: none"> - Listening skills in a sacred space - Active Listening. - Listening for feelings and emotions. - How to reflect and mirror. - Questions in listening. 	Prayer development: Emmaus Walk as Prayer. Labyrinth	Various Articles, Notes & handouts	<ul style="list-style-type: none"> - The human development God wants by William Barry; - Simple Change by Robert Wicks; - Centering Prayer and Inner awakening by Cynthia Bourgeault; - Gebed van die Hart by Willem Nicol
Study unit 6/ Block 6: Prayer Guide and a Week of Guided Prayer			
<ul style="list-style-type: none"> • More Listening Skills. (Participation in practical sessions, in triad.) • Introduction to Consolation and Desolation. 	Prayer development: Mandala Fantasy prayer	Various Articles, Notes & handouts	<ul style="list-style-type: none"> - The way of prayerful living by Robert Stewart - Finding Sanctuary Christopher Jamison - Spiritual Direction &

Session	Outcomes	Learning Material	Additional Reading
<ul style="list-style-type: none"> - What are a Prayer Guide and a Week of Guided Prayer? - What do I do in the Prayer Guiding Sessions? - Listening skills in listening for blocks and triggers. - Listening to the Holy Spirit. - Introduction to Consolation and Desolation. 			Meditation by Thomas Merton; - Invitation to Solitude and Silence by Ruth Haley Barton; - Eat this Book by Eugene Peterson;
Study unit 7/ Block 7: Scripture and prayer			
<ul style="list-style-type: none"> • Review study material and prepare for examination - Basic understanding of the origin of the Bible and principles with regard to interpretation and application of the Bible. - The importance of a life of prayer for those who wish to become Prayer Guides and Spiritual Directors. 	Prayer development: Centering prayer and Lectio divina	Various Articles, Notes & handouts	

Study Material

Selections from the following books:

1. Signposts to Spirituality....Trevor Hudson
2. The Practice of the Presence of God....Brother Lawrence
3. Seeking the face of GodGary Thomas
4. Sacred Companions...David G. Benner
5. Ingestel op die Fluistering van God...Willem Nicol
6. Gebed van die Hart...Willem Nicol
7. Invitation to Solitude and Silence...Ruth Haley Barton
8. The Art of discernment...Stefan Kiechle
9. Spiritual Direction and Meditation...Thomas Merton
10. Eat this Book...Eugene Peterson
11. Emotionally Healthy Spirituality....Peter Scazzero
12. Centering Prayer and Inner Awakening....Cynthia Bourgeault
13. Boundaries....Dr. Henry Cloud & Dr. John Townsend
14. Who moved my cheese....Spencer Johnson
15. The way of prayerful living...Robert Steward, OFM
16. Taste and See...Margaret Silf
17. Landmarks...Margaret Silf
18. The Sacred Way...Tony Jones
19. Good Goats – Healing our image of God...Dennis Linn
20. Letter to a beginning Spiritual Director...Matthias Neuman
21. The spirituality of the Spiritual Director...Gerald Fagin

22. Prayer sometimes does help our personal psychological growth – or does it...John Veltri
23. A walk through the Bible...Leslie Newbigin
24. Discernment the art of choosing well...Pierre Wolff
25. The human development God wants...William Barry
26. Simple Change...Robert Wicks
27. The way of prayerful living...Robert Stewart
28. Finding Sanctuary...Christopher Jamison

Total pages: 1189

Evaluation

Written assignments

Study Unit 1 / Block 1:

Students will be required to explore spiritual direction from some notes on some autobiographies and to then write a two-page paper on their observations.

Students will be required to explore the provided readers and write a paper describing their own learning's.

Study Unit 2 / Block 2:

Images of God: 'How we think and talk about God is very much affected by the times in which we live. The factors that influence our perspective of God are very different now than they were in the year 1000 and will be in the year 3000. Science, feminism, technology, religious pluralism, liberation theology, ecology and global awareness can significantly affect how individuals view God.' - Marcus Borg, Professor of Religion & Culture at Oregon State University.

Students must check the images of God in a provided list with whom they identify.

Students to consider the implications of.....Gen.1:27; Gen.9:6.

Students to reflect on their images of God during childhood; at present; during good times; during difficult times and to write a paper on this.

Students will be required to explore the provided readers and write a paper describing their own learning's.

Study Unit 3 / Block 3:

On completion of reading 'Who Moved My Cheese' please answer the following questions in writing.

This paper is to be submitted to the Course Leader before the next Study Unit / Block.

- Describe your experience of fear, e.g. what do you fear? How does this feeling affect you? What are the effects/results of fear in your decision-making?
- There are four characters in 'Who Moved My Cheese', Sniff and Scurry who are little mice; and Hem and Haw who are little people.

Reflect on each character and describe briefly the principle character that dominates your life?

The development of your story and faith history in a written paper.

Students will be required to explore the provided readers and write a paper describing their own learning's.

Study Unit 4 / Block 4:

Reflect on at least 3 significant decisions in your life so far.

- Write at least 2 pages about these decisions with particular emphasis on how you reached the decisions, how long it took and who the people were that were involved in the decision making. Also comment on whether you believe that these were good decisions.
- How would you assist someone else today in discerning? Students will be required to explore the provided readers and write a paper describing their own learning's.

Study Unit 5 / Block 5:

- Students must write a paper on a conversation they had with another person and then identify the feelings in the conversation.
- Student must write a paper on the provided reader: The human development God wants.
- Student must write a paper on the provided reader: Simple change.
- Students will be required to explore the provided readers and write a paper describing their own learning's.

Study Unit 6 / Block 6:

- Students write a paper on the provided case study regarding a Week of Guided Prayer answering the following questions:
- How do I feel as I read the case study?
- What do I think God wants for this person on the Week of Guided Prayer?
- Why I think God has sent this person to me?
- What gift does this person hold for me from God?

Student must write a paper on the provided reader: The way of prayerful living.

Students will be required to explore the provided readers and write a paper describing their own learning's.

A candidate's final mark is calculated on the ratio of 70:30. Of which 70=Participation Mark and 30=Examination Mark.

Successful completion depends on obtaining a Participation Mark Sub minimum of 80% and an Examination Mark Sub minimum of 50% attendance of contact sessions; participation in workshop sessions and completion of assignments plus submission of one final portfolio will comprise the Participation Mark and are paramount for successful completion of this short course.

Examination

Learners will be required to sit for a three-hour Examination Paper with questions to be answered in writing to test their knowledge and understanding of certain subject matters such as:

- What is Spiritual Direction?
- What is a Prayer Guide;
- Aspects of a week of Guided Prayer;
- Images of God;
- Aspects of self-knowledge and awareness;
- Discernment;
- Aspects of Listening skills;
- Basic application of Scripture;
- Some aspects of prayer;
- Some aspects of Supervision;

Through a case study be able to write the process of guidance in a Week of Guided Prayer Retreat.

Credits

Type of learning activity	Hours	% of learning time
Lectures (face-to-face contact, limited interaction or technologically mediated)	150	25%
Tutorials: Individual or small groups of 30 or less Groups of more than 30	30	5%
Practical academic sessions (e.g. laboratory sessions)	60	10%
Practical workplace experience (e.g. experiential learning and workplace-based projects)	80	13,3%
Independent self-study of standard texts and references (e.g. study-guides, books, journal articles)	200	33,3%
Independent self-study of specially prepared materials (print-outs, multi-media, etc.)	50	8,3%
Peer interaction	30	5%
TOTAL:	600	100%