

# JESUIT COLLEGE OF SPIRITUALITY

## 2018 Handbook

ABN: 11 973 523 604

CRICOS: 01037A



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# ABOUT US

## JESUIT COLLEGE OF SPIRITUALITY

Jesuit College of Spirituality (JCS) is a work of the Australian Province of the Society of Jesus and one of eleven colleges of the University of Divinity. JCS is Australia's only University College which specialises in the study of Spirituality. When students study at JCS they enter into a 480 year old academic tradition begun by St. Ignatius of Loyola and his companions all graduates of the University of Paris. A student at JCS may choose a course of study from four available pathways: Spirituality, Spiritual Direction, Supervision and Leadership. As a postgraduate college, JCS provides courses of study from Graduate Certificate to opportunities for research projects to the level of PhD.

**SPIRITUALITY:** Drawing on the wisdom of the Ignatian tradition, the study of Spirituality equips students to meet the personal and social challenges of our time. On this pathway students will deepen their knowledge of God and self. The Ignatian approach to spirituality and spiritual formation joins contemplation to action. It is grounded in a personal relationship with God/Christ, lived in the world and addresses the contemporary needs and issues of our time. This pathway is ecumenical in its appeal to all Christians, and adapts to each person's uniqueness.

**SPIRITUAL DIRECTION:** The Spiritual Direction pathway, Arrupe®, is designed to prepare spiritual directors to facilitate the practice of accompanying people as they attempt to deepen their relationship with the divine. Unique to Jesuit College of Spirituality, students receive training and formation in how to direct and make use of the Spiritual Exercises of Ignatius of Loyola (30-day or 30-week) in spiritual direction. This program is recognised by the Province of the Society of Jesus (Australia-New Zealand).

**SUPERVISION:** Our contemporary social and cultural contexts reveal the need for accredited supervision of those working in the ministry, clinical and leadership settings. There is a long and rich history of accompaniment within the Ignatian tradition. Drawing on the best practices of this rich tradition and the requirements of community professional standards, students will receive the training and skills for professional practice as supervisors. Graduates of the Diploma of Supervision will be eligible to apply for accreditation with the Australasian Association of Supervision (AAOS).

175 Royal Parade, Parkville VIC 3052  
+61 3 9448 8276 enquiries@jcs.edu.au

[www.jcs.edu.au](http://www.jcs.edu.au)



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**LEADERSHIP:** This pathway is designed for senior and executive leaders across a broad range of professions including companies, schools, hospitals and community organisations. Drawing on the lessons of a 480-year old company, the Society of Jesus, students will develop self-awareness and the professional knowledge and skills to lead in any contemporary setting. You will enhance your own capacity to discern and act decisively to lead and inspire others to be individuals who build teams and communities that are innovative, productive and resilient.

# COLLEGE ORGANISATION

<b>CHIEF EXECUTIVE OFFICER AND PRINCIPAL</b>	Deborah Kent
<b>ACADEMIC DEAN</b>	Maggie Kappelhoff
<b>ASSOCIATE DEAN – IGNATIAN SPIRITUALITY</b>	
<b>ASSOCIATE DEAN – LEADERSHIP</b>	John Graham
<b>ASSOCIATE DEAN – SUPERVISION</b>	Carlos Raimundo
<b>REGISTRAR</b>	Katica Buccheri
<b>STUDENT ENGAGEMENT OFFICER</b>	Kade Shean
<b>ARRUPE® COORDINATOR</b>	Mandy Lane
<b>COUNCIL</b>	Peter Johnstone OAM (Chair)
	Bernadette Batten
	Maryanne Confoy RSC
	Christopher Gleeson SJ
	Joel Hodge
	Michael Kelly CSsR
	Peter McDonnell
	Deborah Kent (Officer)
	Katica Buccheri (Minutes Secretary)
<b>FACULTY</b>	Brendan Byrne SJ
	Therese Carroll
	Ineke Cornet
	Cecilia Francis
	Jose Garcia de Castro SJ
	John Martis SJ
	Gerald O’Collins SJ
	Ai Pham SJ
	Iain Radvan SJ
	Camilla Russell
	Mickie Yau

# 2018 CALENDAR

## Semester 1, 2018

January	08	Office reopens	
	09	Enrolment period begins	
	26	Australia Day Public Holiday – office closed	
February	9	Enrolment period closes	
	21	Orientation Day	
	26	Semester 1 commences	
	26	Lenten Series – Public Seminar (1 of 4)	
March	05	Lenten Series – Public Seminar (2 of 4)	
	12	Labour Day Public Holiday– office closed	
	19	Lenten Series – Public Seminar (3 of 4)	
	20	Census Date for Semester 1	
	16	Graduation (Melbourne)	
	26	Semester 1 non-teaching period commences	
	26	Lenten Series – Public Seminar (4 of 4)	
	30	Good Friday – office closes	
April	2	Easter Monday – office closed	
	6	Semester 1 non-teaching period concludes	
	25	ANZAC Day – office closed	
June	1	Semester 1 concludes	
	6	Research Day (Staff & HDR Students)	
	11	Queen’s Birthday Public Holiday – office closed	
July	13	Semester 1 Results published	



<b>Semester 2, 2018</b>			
July	30	Semester 2 commences	
August	21	Census Date for Semester 2	
September	24	Semester 2 non-teaching period commences	
	27	Open Day	
	28	AFL Grand Final Public Holiday – office closed	
October	5	Semester 2 non-teaching period concludes	
November	2	Semester 2 concludes	
	6	Melbourne Cup Day – office closed	
	7	Teaching for Learning Day (Staff)	
	30	Graduation (Adelaide)	
December	5	Christmas Afternoon Tea (All Staff, Faculty & Students)	
	14	Semester 2 Results published	
	19	JCS Office closes for Christmas period	

# THE UNIVERSITY OF DIVINITY

Founded by an Act of the Victorian State Parliament on December 17, 1910, University of Divinity is the oldest ecumenical institution in the world offering academic degrees and awards in theology and divinity. At its founding as Melbourne College of Divinity (MCD), the college represented the Church of England, the Baptist, Congregational, Methodist, and Presbyterian churches, and by co-optation the Churches of Christ. It was later enlarged to include the Roman Catholic Church and the Salvation Army. From 1993 to 2011 MCD, while retaining its autonomy and degree conferring status, was affiliated with the University of Melbourne; academic programs were also available in conjunction with Monash University. At the beginning of 2012 the Melbourne College of Divinity was inaugurated as the first university of specialisation in Australia as MCD University of Divinity. Since 2014 it has been called University of Divinity.

Today University of Divinity includes nine denominational Colleges representing the Anglican, Baptist, Churches of Christ, Lutheran, Roman Catholic and Uniting churches, and the Salvation Army, and has one specialist institute, Jesuit College of Spirituality, and one research-only college (Morling College). Students, faculty, alumni and friends of the University are proud participants in a collaborative effort that seeks to achieve collectively what member institutions could not accomplish individually.

Further information can be obtained from the University website:  
[www.divinity.edu.au](http://www.divinity.edu.au)

## The Office of the Vice Chancellor

21 Highbury Grove, KEW, 3101  
Tel: (03) 9853 3177 Fax: (03) 9853 6695  
Web: [www.divinity.edu.au](http://www.divinity.edu.au) Email: [enquiries@divinity.edu.au](mailto:enquiries@divinity.edu.au)

## University of Divinity Research Office

29 College Crescent Parkville Vic 3052 Tel: (03) 9340 8820

## Statement of Rights, Responsibilities, and Conduct of Members of the University

1. All members of the University must adhere to the highest standards of academic learning, integrity, fairness and honesty. All forms of cheating, plagiarism, or other academic fraud are strictly forbidden.
2. All members of the University are entitled to be treated fairly in all academic and administrative matters. All members of the University are entitled to appeal a decision made by the University or its Colleges or to seek resolution of a grievance in accordance with University policies without disadvantage. No decision of the University in regard to academic or administrative matters may discriminate against a member of the University or an applicant for admission to the University on the grounds of age, gender, marital status, sexual orientation, religion, colour, race, ethnicity or country of origin.
3. All members of the University have the right to be safe and to feel safe in University and College environments. Bullying or harassment in any form - spiritual, sexual, or discriminatory - is wrong and not permitted.
4. Academic staff and examiners are to grade all assessment in a timely manner and without regard to any personal knowledge of, or relationship with, any student or group of students.
5. Students are expected to participate actively in all classes and to have consideration for staff and other students and their learning.
6. Students are expected to comply with reasonable and lawful directions from University and College staff.
7. Students must not behave in a way that disrupts or interferes with any teaching or academic activity of the University.
8. All officers of the University undertake to treat personal information given to the University or its Colleges in confidence and to use it only for the purpose for which it was given. Personal information may only be accessed by people or agencies entitled to do so.
9. Each student who has been admitted to a University award is assured that educational and financial resources are in place to ensure the award may be completed. In the highly unlikely event that the University cannot deliver a course for which a student has paid fees, these will be refunded, or a place at another higher education provider arranged by the University.

## **Colleges of the University of Divinity**

### **Australian Lutheran College**

104 Jeffcott Street, NORTH ADELAIDE, SA, 5006

Tel: 1800 625 193

Web: [www.alc.edu.au](http://www.alc.edu.au)

Email: [alc@alc.edu.au](mailto:alc@alc.edu.au)

### **Eva Burrows College**

100 Maidstone Street, RINGWOOD, VIC, 3134

Tel: (03) 9847 5400

Web: [www.salvationarmy.org.au/cbc/](http://www.salvationarmy.org.au/cbc/)

Email: [cbc@aus.salvationarmy.org](mailto:cbc@aus.salvationarmy.org)

### **Catholic Theological College**

278 Victoria Parade, EAST MELBOURNE, VIC 3002

Tel: (03) 9412 3333

Web: [www.ctc.edu.au](http://www.ctc.edu.au)

Email: [ctc@ctc.edu.au](mailto:ctc@ctc.edu.au)

### **Jesuit College of Spirituality**

175 Royal Parade, PARKVILLE, VIC, 3052

Tel: (03) 9448 8276

Web: [www.jcs.edu.au](http://www.jcs.edu.au)

Email: [enquiries@jcs.edu.au](mailto:enquiries@jcs.edu.au)

### **Morling College**

120 Herring Road, MACQUARIE PARK, NSW, 2113

Tel: (02) 9878 0201

Web: [www.morling.nsw.edu.au](http://www.morling.nsw.edu.au)

Email: [enquiries@morling.edu.au](mailto:enquiries@morling.edu.au)

### **Pilgrim Theological College**

Centre for Theology and Ministry, 29 College Crescent, PARKVILLE, VIC, 3052

Tel: (03) 9340 8800

Web: [www.pilgrim.edu.au](http://www.pilgrim.edu.au)

Email: [study@pilgrim.edu.au](mailto:study@pilgrim.edu.au)

**175 Royal Parade, Parkville VIC 3052**  
**+61 3 9448 8276 enquiries@jcs.edu.au**

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[www.jcs.edu.au](http://www.jcs.edu.au)



## **St Athanasius Coptic Orthodox Theological College**

88 -154 Park Road, DONVALE, VIC, 3111

Tel: (03) 9874 0388

Web: [www.sacotc.vic.edu.au](http://www.sacotc.vic.edu.au)

Email: [registrar@sacotc.vic.edu.au](mailto:registrar@sacotc.vic.edu.au)

## **Stirling Theological College**

44-60 Jacksons Road, MULGRAVE, VIC, 3170

Tel: (03) 9790 1000

Web: [www.stirling.edu.au](http://www.stirling.edu.au)

Email: [admin@stirling.edu.au](mailto:admin@stirling.edu.au)

## **Trinity College Theological School**

Royal Parade, PARKVILLE, VIC, 3052

Tel: (03) 9348 7127

Web: [www.trinity.unimelb.edu.au/learning/theological-school.html](http://www.trinity.unimelb.edu.au/learning/theological-school.html)

E-mail: [tcts@trinity.unimelb.edu.au](mailto:tcts@trinity.unimelb.edu.au)

## **Whitley College**

271 Royal Parade, PARKVILLE, VIC, 3052

Tel: (03) 9340 8017

Web: [www.theol.whitley.unimelb.edu.au](http://www.theol.whitley.unimelb.edu.au)

Email: [whitley@whitley.unimelb.edu.au](mailto:whitley@whitley.unimelb.edu.au)

## **Yarra Theological Union**

98 Albion Road, BOX HILL, VIC, 3128

Tel: (03) 9890 3771

Web: [www.ytu.edu.au](http://www.ytu.edu.au)

Email: [admin@ytu.edu.au](mailto:admin@ytu.edu.au)

# FEES

## UNIT FEES

Students enrolled for academic credit	\$2,400
Audit students (not for academic credit)	\$1,200
Master of Philosophy (per semester)	\$5,596
Doctor of Philosophy (per semester)	\$8,376

## FEE-HELP

Australian citizens and holders of a permanent humanitarian visa may defer the payment of fees through the FEE-HELP loan scheme. Tuition fees are paid by the government, and debited to a loan account. Students are not required to begin repaying the accumulated loan debt until their taxable income rises above the compulsory repayment threshold. Please see [www.studyassist.gov.au](http://www.studyassist.gov.au) for more information. To apply, a Request for FEE-HELP Assistance must be completed for each course, and proof of citizenship provided to your College.

# 2018 CLASS TIMETABLE

[Please click on the link to be taken to an up-to-date 2018 Timetable](#)

# CLASSES

Students are urged to check the JCS Timetable for Class details: unit dates and locations.

Students are required to attend all classes for each unit. (If you are unable to attend, students should advise the lecturer in advance as a courtesy).

Students are advised to Bring Your Own (BYO) device (laptop, tablet or smart phone) to classes. All coursework material will be supplied via ARK. Wi-Fi is available to all students at all class locations.

Students who attend classes at JCS in Parkville will require a security fob for access to the premises. A \$50 bond is required to secure the fob and will be refunded upon the return of the security fob at the end of semester.

# DALTON MCCAUGHEY LIBRARY

A joint venture of the Australian Province of the Society of Jesus (the Jesuits) and the Uniting Church of Australia (UCA), the Dalton McCaughey Library is the designated library of JCS. The library is named after Fr William Dalton SJ, who was the first Principal of the Jesuit Theological College, and the Revd. Dr Davis McCaughey, who was Master of Ormond College when the respective collections of the two colleges were unified.

The library holds an important collection of Jesuit resources and Ignatian Spirituality. The library conducts orientation tours at the beginning of semester. These services are also available during the semester upon request. Please make enquiries with Library Staff.

## **DML Opening Hours:**

Monday to Friday 9.00am to 5.00pm

## **Library Contact Details**

To contact staff outside of opening hours, please email [info@dml.vic.edu.au](mailto:info@dml.vic.edu.au)

For loan renewals please email [loans@dml.vic.edu.au](mailto:loans@dml.vic.edu.au)

For general enquiries please call (03) 9340 8888 or <http://www.dml.vic.edu.au/>

## **Location**

The Dalton McCaughey Library is situated between Ormond College and St Hilda's College at the Centre for Theology and Ministry – 29 College Crescent, Parkville.

## **Borrowing rights from other libraries**

JCS students have borrowing rights from all libraries of the University of Divinity. Other Libraries that house spirituality collections include the Daniel Mannix Library at Catholic Theological College in East Melbourne and the Carmelite Library in Middle Park.

# STUDENT ID CARD

A University ID card is generated for all enrolled students of the University of Divinity at the point of admission and can be collected from Jesuit College of Spirituality (or will be mailed to you).

All cards will expire on 31 March and will be valid as follows:

- Graduate Certificate and Graduate Diploma enrolments – two years
- Masters or Doctorate enrolments – three years

If the card expires and the student is still enrolled at the University, a new card will be reissued. Please contact the College Registrar if your card has expired.

Photos for ID cards must be a digital (non-scanned copy) and provided by email to registrar@jcs.edu.au

Photos should be high resolution (300dpi) and ideally be taken on a white background in the style of a passport photo. Please note, places such as Australia Post are able to take digital photos for you.

Please note, the Student ID card will be able to be used at all of the libraries associated with the University of Divinity.

## TAMS – THEOLOGICAL ACADEMIC MANAGEMENT SYSTEM

### Accessing TAMS

Go to <https://mcd.edu.net.au/>

Enter your username and password.

Your **username** is your Student Number, or your email address.

Your **password** is your day and month of birth followed by the last three digits of your student number (7 digits in total). **Example, 21 January – 21/01XXX.**

If you do not know your Student Number, please contact the Registrar.



# ARK – THE UD’S LEARNING MANAGEMENT SYSTEM

The name given to the UD’s Learning Management System is ARK.

ARK is a portal to access a variety of digital and online resources. Every student is able to access the resources for the units in which they are enrolled through a password provided to them in conjunction with their enrolment. Most units will now provide the copies of tutorial readings, and other resources as well through ARK. Assignments and essays will be submitted for grading through ARK (and thereby through Turnitin, our plagiarism detection software).

All online and face-to-face units have a webpage in ARK, the University of Divinity learning management system. The unit will go ‘live’ in ARK, one week prior to the unit commencement.

Students access ARK through the link [ark.divinity.edu.au](http://ark.divinity.edu.au)

Your **username** is your registered email address.

Your **password** is the same as your TAMS password.

# FACILITIES

JCS classes are taught at the following locations, please check the timetable for venue details.

**Jesuit College of Spirituality** – 175 Royal Parade, Parkville VIC 3052

Facilities include a kitchenette with tea and coffee, as well as a refrigerator and microwave for student use.

**Centre for Theology and Ministry** – 29 College Crescent, Parkville VIC 3052

Sage + Grace Café is on site and open from 7.30am to 3.00pm, Monday to Friday.

## PARKING & PUBLIC TRANSPORT

### Parkville

JCS - Tram Stop 14 (on Route 19 to Coburg North) is right outside 175 Royal Parade, Parkville. Street parking is available on Royal Parade, The Avenue and surrounding streets. Parking fees along The Avenue apply from 7.30am to 6.30pm on weekdays and from 7.30am to 1.30pm on Saturdays, currently at 80 cents per hour.

CTM - Trams run along Royal Parade and Swanston Street. CTM is located a short walk from either the Trinity College stop in Royal Parade (Stop 13 on Route 19 to Coburg North) or the University of Melbourne tram terminus in Swanston Street. Street parking is available on either side of College Crescent and in Royal Parade. Parking fees in College Crescent apply from 7.30am to 6.30pm on weekdays and from 7.30am to 1.30pm on Saturdays, currently at 80 cents per hour.

# ACCOMMODATION

All students are responsible for their own meals and/or accommodation arrangements and expenses during units run as intensives. These additional costs are payable direct to the venue by the student and remain the sole responsibility of the student.

Accommodation close to both JCS and CTM is available at the following locations:

*Naughtons Parkville Hotel* – please quote “Jesuit College” when booking for a discounted rate.

<http://parkvillehotel.com.au/index.php/accommodation/>

*Maclean House*

(Ph. 03 9340 8800) or email <mailto:macleanhouse@ctm.uca.edu.au>

*City Edge North Melbourne* - please quote “Jesuit College of Spirituality” when booking for a discounted corporate rate.

Direct: +61 3 9972 3034

Email: [cenm@cityedge.com.au](mailto:cenm@cityedge.com.au)

<https://www.cityedge.com.au/apartment-accommodation-north-melbourne/>

*Art Series Hotel – The Larwill Studio* - please quote “Jesuit College of Spirituality” when booking for a discounted corporate rate.

[Reservations larwill@artserieshotels.com.au](mailto:Reservations_larwill@artserieshotels.com.au)

*International House – University of Melbourne*

<http://ihouse.unimelb.edu.au/>

*All Colleges of University of Melbourne*

<http://www.colleges.unimelb.edu.au/about/casual-accommodation.html>

Alternatively, there are a number of hotels and motels in close proximity which can be booked via most travel booking sites.

# OUR AWARDS

## GRADUATE CERTIFICATE IN DIVINITY

The Graduate Certificate in Divinity allows students to explore areas of interest in divinity and its associated disciplines. It serves as an introduction to the broad field of study of theology or philosophy and disciplines which are associated with them.

### Learning outcomes

Graduates of the Graduate Certificate in Divinity:

- 1 have knowledge of key concepts in one or more areas of divinity and associated disciplines
- 2 have basic research, analysis and communication skills applicable to postgraduate study
- 3 apply skills of interpretation to texts or concepts.

## GRADUATE CERTIFICATE IN IGNATIAN SPIRITUALITY

The Graduate Certificate in Ignatian Spirituality assists students to understand personal spiritual experience through an introductory study of themes and approaches of Ignatian spirituality. The learning in this unit serves as a foundation for students' practice in a range of contexts and ministries.

### Learning outcomes

Graduates of the Graduate Certificate in Ignatian Spirituality will:

- 1 have engaged with their personal spiritual experience in light of foundational Ignatian themes, sources and approaches to prayer;
- 2 have knowledge of the dynamics of their own and others' spiritual growth as described in the Ignatian tradition and Spiritual Exercises;
- 3 apply Ignatian methods of prayer and understanding to ongoing personal formation and decision-making;
- 4 apply Ignatian principles and insights to understanding life, work and community.

## **GRADUATE CERTIFICATE IN LEADERSHIP**

The Graduate Certificate in Leadership assists students to focus their study on the spirituality of organisations and to integrate spirituality, leadership and organisational transformation within an Ignatian discernment framework. Graduates are equipped to meet the challenge of new moral imperatives facing the world.

### **Learning outcomes**

Graduates of the Graduate Certificate in Leadership will:

- 1 have knowledge of how processes, structures, skills and attitudes impact on organisational development at different stages;
- 2 have skills in reflection, research and communication required for effective engagement in organisations;
- 3 have engaged with conscious and unconscious processes in self and other, informed by the spiritual pedagogy and dynamics of the Spiritual Exercises as applied to groups as well as to individuals;
- 4 apply key concepts of organisational behaviour, systems thinking and spirituality to the task of leadership, including processes which facilitate healthy organisational development and transformation.

## **GRADUATE CERTIFICATE IN SPIRITUALITY**

The Graduate Certificate in Spirituality assists students to understand personal spiritual experience through an introductory study of themes and approaches in Christian spirituality. It serves as a foundation for further study in spirituality and/or spiritual guidance.

### **Learning outcomes**

Graduates of the Graduate Certificate in Spirituality will:

- 1 have engaged with personal spiritual experience in light of foundational themes and approaches in spirituality and / or spiritual direction;
- 2 have knowledge of the dynamics of the spiritual life through reflection on personal experience, integrated with foundational themes and approaches in spirituality and / or spiritual direction;
- 3 apply the insights of Christian spirituality to assist in understanding life, work and community.

## **GRADUATE CERTIFICATE IN SUPERVISION**

The Graduate Certificate in Supervision forms people to become supervisors of spiritual directors, healthcare workers or pastoral ministers. It educates students to develop supervision skills, personal awareness and identify pastoral competencies.

### **Learning outcomes**

Graduates of the Graduate Certificate in Supervision will:

- 1 have knowledge of the key skills and processes of supervision;
- 2 apply theological reflection, biblical insights and acute self-awareness to the process of self-evaluation in order to assist others to assess realistically their ministry skills;
- 3 have experience of peer and group supervision and appreciation for the art of supervision;
- 4 apply the skills and processes of supervision in particular contexts

## **GRADUATE DIPLOMA IN SPIRITUAL DIRECTION**

The Graduate Diploma in Spiritual Direction provides formation for the ministry of spiritual direction and spiritual counselling within an Ignatian spirituality framework. Students explore the dynamics of Christian spirituality through reflection on their personal experience and integration of this with insights from the literature. Graduates are equipped for the ministry of spiritual direction within the Ignatian tradition.

### **Learning outcomes**

Graduates of the Graduate Diploma in Spiritual Direction will:

- 1 have knowledge of the history, theory, content and dynamics of Ignatian spirituality;
- 2 have knowledge of the art of giving the Spiritual Exercises, including the necessary dispositions of the spiritual director and key skills required;
- 3 apply skills of spiritual companionship under supervision;
- 4 apply skills of spiritual direction within a range of contexts including retreats.

## **GRADUATE DIPLOMA IN SPIRITUALITY**

The Graduate Diploma in Spirituality allows students to explore their own spiritual experience in light of theological scholarship in spirituality. It provides a substantial foundation for further study. Graduates are able to articulate insights for Christian practice and identity.

### **Learning outcomes**

Graduates of the Graduate Diploma in Spirituality will:

- 1 have engaged with personal spiritual experience in light of key themes and approaches in spirituality;
- 2 have skills and capacities in research, reflection and communication of key themes and approaches in spirituality;
- 3 have knowledge of the dynamics of the spiritual life through reflection on personal spiritual experience, integrated with key themes and approaches in spirituality;
- 4 apply key themes and approaches in Christian spirituality to understanding life, work and community.



## **GRADUATE DIPLOMA IN SUPERVISION**

Supervision is a process by which one person helps another to develop ministry competencies, expertise in reflective practice, and theological and personal integration. The Graduate Diploma of Supervision equips students to engage in and nurture support mechanisms and communities of practice with a view to safe and sustainable practice. Graduates exemplify and encourage a culture of self-care and care of the other in ministry.

### **Learning outcomes**

Graduates of the Graduate Diploma in Supervision will:

- 1 have knowledge of the key skills and processes of supervision;
- 2 apply theological reflection, biblical insights and acute self-awareness to the process of self-evaluation in order to assist others to assess realistically their ministry skills;
- 3 have experience of peer and group supervision and appreciation for the art of supervision;
- 4 apply the skills and processes of supervision in particular contexts (spiritual direction, healthcare practice or pastoral ministry).

## **GRADUATE DIPLOMA IN THEOLOGY**

The Graduate Diploma in Theology allows students to explore areas of interest in theology. It provides a substantial foundation for further study and a means of engaging Christian thought and traditions. Graduates are able to articulate insights for Christian practice and identity.

### **Learning outcomes**

Graduates of the Graduate Diploma in Theology will:

- 1 have knowledge of sources, terms and concepts required for theological engagement;
- 2 have research, analysis and communication skills applicable to theological studies;
- 3 apply skills of interpretation to a range of texts with awareness of context, implications and application to historical and or contemporary issues;
- 4 apply relevant theological and hermeneutical skills in clearly articulating insights into life, work and community.

# MASTER OF SPIRITUAL DIRECTION

The Master of Spiritual Direction enables students to acquire a deep and broad understanding of key themes and methodologies in spiritual direction and to integrate knowledge of the field.

## Learning outcomes

Graduates of the Master of Spiritual Direction will:

- 1 have a critical and integrated understanding of theology and biblical studies as they apply to the ministry of spiritual direction;
- 2 have a critical awareness of issues pertaining to spiritual direction as a ministry in the church and advanced skills in the ministry of spiritual direction;
- 3 apply creativity and initiative in integrating knowledge and skills of spiritual direction, and the capacity to apply them to new situations in ministry and/or further learning;
- 4 have the ability to communicate key ideas and apply problem-solving techniques at an advanced level in spiritual direction;
- 5 apply the development of skills relevant to tertiary study in the humanities; to read, think, and interpret critically; to write coherently, with the ability to develop an argument drawing on a range of appropriate resources; to work cooperatively as part of a group; and to present information orally;
- 6 apply skilled use of electronic databases, journals and other scholarly literature;
- 7 have the ability to plan and execute a substantial research essay, integrative essay, supervised project, or synthesis.

# MASTER OF SPIRITUALITY

The Master of Spirituality enables students to acquire a deep and broad understanding of key themes and methodologies in spirituality and to integrate knowledge of the field.

## Learning outcomes

Graduates of the Master of Spirituality will:

- 1 have a critical awareness of issues pertaining to the study of theology and especially spirituality as an academic discipline;
- 2 have a competent and integrated understanding of the major historical periods within the history of Christian spirituality by identifying various movements, spiritual schools, and relevant classical spirituality literature using advanced skills in exegesis, historical and theological methodologies;
- 3 apply creativity and initiative in integrating knowledge and skills in Spirituality with the various disciplines of theology including Biblical Studies, and apply them to new situations in professional ministry and/or further learning;
- 4 have the ability to communicate key ideas and apply problem-solving techniques at an advanced level especially in regard to Spirituality;
- 5 apply the development of skills relevant to tertiary study in the humanities; to read, think, and interpret critically; to write coherently, with the ability to develop an argument drawing on a range of appropriate resources; to work cooperatively as part of a group; and to present information orally;
- 6 apply skilled use of electronic databases, journals and other scholarly literature;
- 7 have the ability to plan and execute a substantial research essay, integrative essay, supervised project, or theological synthesis;
- 8 apply highly developed skills in and mastery of the discipline of Spirituality.

# MASTER OF PHILOSOPHY

The Master of Philosophy is a higher degree by research. The purpose of the Master of Philosophy is to qualify individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship, and as a pathway for possible further study.

## Learning outcomes

Graduates of the Master of Philosophy will:

- 1 have a body of knowledge that includes the understanding of recent developments in a field of study within divinity or one or more of its associated disciplines;
- 2 have an advanced knowledge of research principles and methods applicable to the field in which the research has been carried out;
- 3 have cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application
- 4 have cognitive skills to investigate, analyse, and synthesise complex information, problems, concepts and theories, including the management of significant amounts of information, effective use and differentiation of primary and secondary resources, and identification and application of appropriate research resources such as computer programs, libraries, the internet, archives, databases or interviews
- 5 have communication and technical skills to present a coherent and sustained argument, and to disseminate research results to specialist and non-specialist audiences
- 6 have communication and technical skills to design, implement, evaluate, analyse, theorise and disseminate research that makes a contribution to knowledge within divinity or one or more of its associated disciplines
- 7 have sufficient psychological strength to work with a high degree of independence on a research project and to engage strategies to cope with the stress accompanying such a project and its necessary deadlines
- 8 have the capacity to balance independent initiative and response to constructive criticism, and to learn from others.

- 9 apply knowledge and skills with initiative and creativity in new situations or in further learning
- 10 apply knowledge and skills with a high level of personal autonomy and accountability
- 11 apply knowledge and skills to plan and execute a substantial piece of research
- 12 apply explicit and implicit ethical considerations to the formulation of a research project
- 13 apply established theories to different bodies of knowledge or practice
- 14 apply knowledge and skills to generate and evaluate complex ideas and concepts at an abstract level

## DOCTOR OF PHILOSOPHY

The Doctor of Philosophy is a higher degree by research. The purpose of the Doctor of Philosophy is to qualify individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more areas of investigation, scholarship or professional practice.

### Learning outcomes

Graduates of the Doctor of Philosophy will:

- 1 have a substantial body of knowledge at the frontier of a field of work or learning within Divinity or one or more of its associated disciplines, including knowledge that constitutes an original contribution to the discipline or the profession
- 2 have a substantial knowledge of research principles and methods applicable to the field of work or learning.
- 3 have cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and its application
- 4 have cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflect on theory and practice to generate original knowledge within divinity or one or more of its associated disciplines
- 5 have expert technical and creative skills applicable to the field of work or learning, including the management of significant amounts of information, effective use and differentiation of primary and secondary resources, and identification and application of appropriate research resources such as computer programs, libraries, the internet, archives, databases or interviews
- 6 have communication skills to explain and critique theoretical propositions, methodologies and conclusions
- 7 have communication skills to cogently present a complex investigation of originality or original research for external examination against international standards, and to communicate research results to peers and the community
- 8 have expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and or professional practice within divinity or one or more of its associated disciplines.

- 9 have sufficient psychological strength to work with a high degree of independence on a research project and to engage strategies to cope with the stress accompanying such a project and its necessary deadlines
- 10 have the capacity to balance independent initiative and response to constructive criticism, and to learn from others.
- 11 apply knowledge and skills with intellectual independence
- 12 apply knowledge and skills with initiative and creativity in new situations and/or in further learning
- 13 apply knowledge and skills with responsibility and accountability
- 14 apply knowledge and skills to plan and execute an ongoing program of original research.
- 15 apply explicit and implicit ethical considerations to the formulation of a research project.



# UNITS OFFERED IN 2018

## CH9189J / DS9189J EXPERIENCING GOD WITH THE MEDIEVAL MYSTICS

The unit addresses the subject of medieval Christian mysticism [1100- 1600] in Europe through the study of primary sources using significant authors from various linguistic traditions. It aims to provide students with an understanding of common characteristics of mystical texts as well individual differences related to different historical contexts. The unit will help students reflect meditatively upon selected material, and will invite them to relate the study of Christian mysticism to their own personal contexts and their spiritual formation.

### Learning Outcomes

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate a detailed knowledge of the history, content and context of selected mystical texts
2. demonstrate a knowledge of the defining characteristics of mystical texts and individual differences between authors and their historical contexts
3. research, analyse, critically interpret and develop a sustained argument on selected mystical texts
4. critically reflect on medieval mysticism in dialogue with contemporary theology and spirituality
5. critically reflect on the relevance of medieval mystical texts in the light of their own spiritual journey and spiritual formation.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ds9189j-ch9189j-experiencing-god-medieval-mystics/>

## **CH9341J / DS9341J DISCERNMENT AND AUTHORITY IN CHRISTIAN TRADITION**

This subject explores the nature and processes of discernment in the Christian tradition, and the relationship of discernment to authority in the Christian community. Taking examples of Christian leadership from within and beyond the church, students will develop definitions of authentic leadership and identify strategies for building the capacity of groups and individuals to make good choices (discernment) and the foundations required for their implementation (authority).

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 Describe and evaluate the principles and processes of discernment described in six key texts of the Christian tradition;
- 2 Describe and evaluate the understanding of authority and the style of leadership advocated by six key authors in the Christian tradition;
- 3 Analyse a contemporary example of decision making in the public realm in light of these traditions of authority and processes of discernment.
- 4 Develop strategies for building capacity for leadership in Christian communities, in light of these traditions of authority and processes of discernment.

**Further details can be found on our website –**

<http://jcs.edu.au/course/discernment-authority-christian-tradition/>

## **CH9351J / DS9351J FULLNESS OF LIFE: SPIRITUALITY IN CHRISTIAN TRADITION**

This subject explores the quest for “fullness of life” in classic Christian spiritual writings. It sets the sources in the context of the writers’ own times in order to consider images of God, and corresponding understandings of holiness and faithful living, that have informed the Christian community. Discussion is focused around “desert”, “cloister”, and “marketplace” as distinctive but related locations for and styles of Christian spirituality, each with Australian dimensions and implications. We will use the tools of social and cultural history to examine the interconnectedness of “spirituality” and “doctrine”, and to explore the methodological challenges of holding together “love” and “knowledge” as partners in a Christian understanding of “fullness of life”.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 Identify key writers and prevailing themes within a broad chronology of Christian spirituality;
- 2 Set those key writers and themes in the context of the international literature on the history of spirituality;
- 3 Draw appropriately on a range of historical sources to develop historical and theological arguments;
- 4 Analyse and articulate the relationship between theological and spiritual concerns in the work of at least one writer in the Christian tradition;
- 5 Analyse and articulate the relationship between theological and spiritual concerns in a sample of contemporary writing.

**Further details can be found on our website –**

<http://jcs.edu.au/course/fullness-life-spirituality-christian-tradition/>

## **DD8221J/DD8229J SPIRITUAL EXERCISES: THEORY 1**

In this unit the student will explore the theory, context, content and dynamics of the Spiritual Exercises, using biblical and theological interpretative frameworks.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 articulate a detailed knowledge of the theory, context and content of the Spiritual Exercises;
- 2 demonstrate a theologically and scripturally informed knowledge of the dynamics of the Spiritual Exercises;
- 3 analyse the Spiritual Exercises in light of foundational Ignatian themes;
- 4 apply an appropriated theoretical framework for personal discernment and decision-making etc.

**Further details can be found on our website –**

<http://jcs.edu.au/course/dd8981fd-d8982f/>

## **DD8231J/DD8239J SPIRITUAL EXERCISES: THEORY 2**

Building on the unit DD8221J or DD8229J Spiritual Exercises: Theory 1, the student will focus their knowledge of the Spiritual Exercises. In this unit the student will use biblical and theological interpretative frameworks to explore the history of the Spiritual Exercises and focused topics in depth.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate a detailed knowledge of the history, theory, content and context of the Spiritual Exercises
2. demonstrate a theologically and scripturally informed knowledge of particular dynamics of the Spiritual Exercises;
3. analyse a focused aspect of the Spiritual Exercises in light of foundational Ignatian themes;
4. apply an appropriate theoretical framework for personal discernment and decision-making.

### **Pre-requisites**

DD8221J / DD8229J Spiritual Exercises: Theory 1

**Further details can be found on our website –**

<http://jcs.edu.au/course/dd8231j-dd8239j-spiritual-exercises-theory-2/>

## **DD8241J/DD8251J SPIRITUAL EXERCISES: PRACTICE**

In these units, students will be prepared for the ministry of spiritual direction in the Ignatian tradition and for giving the full Spiritual Exercises under supervision. Students will practice spiritual direction skills in daily quad groups, and learn how to use Ignatian frameworks and adapted forms of the Exercises to help directees explore their spiritual experience. In these units, students will reflect on opportunities and challenges for spiritual directors in the Ignatian tradition within their ministry context.

### **LEARNING OUTCOMES – DD8241J**

Upon successful completion of this units, it is expected that students will be able to:

1. articulate a detailed understanding of how the Spiritual Exercises are a resource for spiritual directors in the Ignatian tradition;
2. describe the dispositions and key skills required for spiritual directors in the Ignatian tradition;
3. reflect under supervision in quad groups, a practical ability to provide spiritual direction in the Ignatian tradition;
4. demonstrate an aptitude, under supervision in quad groups, for helping others in their personal discernment.

### **LEARNING OUTCOMES – DD8251J**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 articulate a detailed understanding of how the Spiritual Exercises are a resource for spiritual directors in the Ignatian tradition;
- 2 demonstrate knowledge of the dispositions and key skills required for spiritual directors in the Ignatian tradition;
- 3 demonstrate, under supervision in quad groups, a practical ability to provide spiritual direction in the Ignatian tradition;
- 4 demonstrate an aptitude, under supervision in quad groups, for helping others in their personal discernment;
- 5 analyse the opportunities and challenges for spiritual directors in the Ignatian tradition within their ministry context.

## **Pre-requisites**

DD8221J/ DD8229J Spiritual Exercises: Theory 1; and the experience of making the full Spiritual Exercises of Saint Ignatius of Loyola, either as a 30-day experience (the 20th Annotation retreat), or as a 30-week experience — (the 19th Annotation retreat).

**Further details can be found on our website –**

<http://jcs.edu.au/course/dd8991f-dd8992/>

## **DD9281J / DS9281J SUPERVISED GIVING OF THE EXERCISES**

In this unit, students acquire the skills and competencies needed to become directors of the Spiritual Exercises of Saint Ignatius of Loyola and spiritual directors in the Ignatian tradition. Under supervision, the student will guide two retreatants through either:

- (i) the Retreat in Daily Life over 35 weeks, or
- (ii) the full one-month (30-day) experience.

If the student is directing the full one-month experience, supervision will occur on a daily basis. If the student is directing the Retreat in Daily Life over 30 weeks, supervision occurs on a fortnightly basis.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

1. outline the role and stance of an Ignatian director, particularly as set out by Saint Ignatius in the Annotations to the Spiritual Exercises;
2. evaluate personal capacity to adapt the dynamics of the Spiritual Exercises to particular retreatants;
3. analyse the Rules for Discernment of Spirits and identify the ways in which 'spirits' work in a retreatant;
4. articulate and evaluate the decision-making process outlined in the Exercises;
5. evaluate their gifts, abilities and limitations as a giver of the Exercises.

### **Pre-requisites**

DD8241J Spiritual Exercises: Practice A

**Further details can be found on our website –**

<http://jcs.edu.au/course/supervised-giving-exercises/>



## **DD9311J / DS9311J IGNATIAN RETREATS DIRECTION**

This unit aims to help students become competent directors of retreats in the Ignatian tradition, particularly, but not exclusively, according to the 18th Annotation of the Spiritual Exercises. The unit will involve guiding retreatants through either an:

- 3, 6, or 8-day individually guided silent retreat under individual and group supervision, or
- through a 3, 6, or 8 week individually guided retreat in daily life under individual and group supervision.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 discuss the role and stance of an Ignatian retreat director, particularly as set out by Saint Ignatius in the Annotations to the Spiritual Exercises;
- 2 evaluate their capacity to adapt the dynamics of the Spiritual Exercises to particular Exercitants;
- 3 apply the Rules for Discernment of Spirits and identify the ways in which 'spirits' work in an Exercitant;
- 4 articulate and evaluate the decision-making process outlined in the Exercises;
- 5 show a discerned awareness of his or her gifts and abilities and an acceptance of his or her limits as an Ignatian retreat director, as evidenced in self-acceptance and non-defensiveness in supervision.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ignatian-retreats-direction/>

## **DP9331J / DS9331J PROFESSIONAL SUPERVISION IN THE FIELD**

This unit aims to assist already-practicing supervisors from a range of multidisciplinary fields including: spiritual direction, ministry (religious and lay), counselling, psychotherapy, allied health and leadership.

Students will explore the necessary professional skills that are to be demonstrated and integrated in order to equip them as practitioners in professional supervision. Topics include: maintaining confidentiality in mandatory disclosure issues or other critical situations; navigating cultural, religious, political differences and/or language difficulties; identifying/dealing with difficulties in the supervisory process.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 describe professional skills necessary to implement a supervisory process with a supervisee;
- 2 critically evaluate appropriate feedback on supervisee holistic wellbeing;
- 3 analyse skills necessary for a supervisee to identify and respond to a range of complex situations;
- 4 outline skills necessary to enable a supervisee to develop and maintain effective professional practice within ethical and legal standards;
- 5 critically review supervision sessions and reflective practice.

### **Pre-requisites**

DS8021J Individual Ministry Supervision and DS9131J Peer and Group Supervision

**Further details can be found on our website –**

<http://jcs.edu.au/course/professional-supervision-field/>

## **DS8011J / DS8019J IGNATIAN DISCERNMENT AND CHRISTIAN DECISION MAKING**

This unit aims to help participants deepen their understanding and practice of prayer, develop their capacity to identify the Spirit of God in their lives, and grow in the ability to discriminate between that Spirit and other 'spirits'. Based on (i) the Rules for discernment of spirits, and (ii) the Election in the Spiritual Exercises of Saint Ignatius of Loyola, this unit will provide a theoretical framework for personal discernment and decision-making.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate a detailed theoretical understanding of the Rules for Discernment of Spirits in the Spiritual Exercises [313-336]
2. describe the patterns of spiritual consolation and desolation in their lives, and detail the strategies they have learned to agere contra desolatione (act against desolation);
3. summarise a detailed theoretical understanding of the Election in the Spiritual Exercises [Sp Ex 169-189];
4. demonstrate the application of the Election in the Spiritual Exercises [169-189] in the context of a specific decision in their lives.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ignatian-discernment-christian-decision-making/>

## **DS8021J INDIVIDUAL MINISTRY SUPERVISION**

This unit will equip a student to undertake individual ministry supervision — that is, supervision conducted on a one-on-one basis between a supervisor and a supervisee. The student will learn how to supervise:

- (i) students in ministry formation (for example, those in formation to be a spiritual directors or pastoral carers), and
- (ii) qualified practitioners (for example, persons who have completed their formation as spiritual directors or pastoral carers).

Students will learn about supervision as a process to maintain adequate standards of professionalism and a method of consultancy to widen the horizons of a person in ministry formation or an experienced practitioner. The unit will focus on the development of skills, attitudes and knowledge. This five-day intensive unit aims to help ministers grow in the competencies necessary to individually supervise others in ministry.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

1. Define individual ministry supervision, including the issues of confidentiality, ethics, quality control, and legal concerns.
2. Analyse current models of individual ministry supervision, and relate theories of supervision to their own ministry setting.
3. Demonstrate an understanding of the contemplative stance to supervision, parallel processes, transference and counter-transference as they apply to individual ministry supervision.
4. Articulate their own framework of individual ministry supervision supported by current literature and research.
5. Evaluate their strengths and areas for growth in the provision of individual ministry supervision in the light of feedback from lecturers and fellow students.

**Further details can be found on our website –**

<http://jcs.edu.au/course/individual-ministry-supervision/>

## **DS8041J/DS8049J TAKING UP YOUR ROLE AS LEADER**

This unit will help students to apply key concepts of organisational behaviour, psychodynamics, systems thinking and spirituality to the task of leadership. The student will be helped to take up the role of leader in his or her current working situation, and develop the capacity to lead adaptive change in the workplace.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

1. identify their organisation as a living human system and describe how people behave on the basis of their internalised organisational pictures;
2. demonstrate an understanding of the concept of role and the experience of being a person in a leadership role in an organisational system;
3. appropriate and demonstrate the skills of adaptive leadership;
4. reflect and integrate an understanding of what it means to be contemplatives in action in the workplace;
5. articulate the meaning of faith, values and belief in one's own work and life, and that of the workplace.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ds8120f/>

## **DS9061J/DS9069J RELATIONAL PSYCHODYNAMICS**

Contemporary research highlights the central role of interpersonal relationships as a core element in any helping process. In the ministry of spiritual direction for example, a director needs to be able to enter into a relationship with a directee in a facilitative way and not have major intrapsychic blocks to relationship development. Using the foundational insights of Bernard Lonergan, Luigi Rulla and Magda Arnold, this unit focuses on self-awareness, self-exploration and self-understanding. Students will be given theoretical frameworks to assist them to gain greater understanding of their own psychodynamics, and insight into others.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 describe and evaluate the influence of the unconscious mind on human behaviour, and specifically on conscious intentionality;
- 2 demonstrate an informed and critical understanding of key elements in the structure of the self including: intuitive and reflective appraisal; categories of importance in desire and human motivation; actual and ideal self; general and specific attitudes;
- 3 illustrate and reflect on the following from personal experience: freedom – essential and effective; ego defences, defensiveness and defence mechanisms; compliance, identification and internalization; the worlds of limit and desire; the three levels of psychic life— the physiological, the psychosocial and the spiritual;
- 4 explain how cultural and gender considerations affect the interpretation of behaviour in psychodynamic psychology;
- 5 compare and evaluate theories of the influence of childhood experience on human behaviour.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ds9061j-ds9069j-relational-psychodynamics/>

## **DS9111J/DS9119J LEADERSHIP, SPIRITUALITY AND ORGANISATIONAL PRACTICE**

In this unit, students become more critically aware of the structures and processes at work in the collaborative ministry teams in which they minister. The guiding matrix for this unit is The Spiritual Exercises of Saint Ignatius of Loyola, the spiritual pedagogy and dynamism of which provides deep insights into groups as for individuals, though the Spiritual Exercises for groups uses a different framework.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 articulate a theoretical and practical understanding of the structures and processes which help collaborative ministry teams work effectively and justly;
- 2 analyse how destructive forces can operate in a collaborative ministry team using the models presented in the unit;
- 3 demonstrate an appropriated understanding of the life-death-resurrection cycle of organisations;
- 4 apply leadership theory to assist a collaborative ministry team to focus the energy of individual members around shared goals and objectives;
- 5 evaluate a decision-making process that is aligned with the myth, goals, objectives and values of the organisation.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ds9121f/>

## **DS9291J/DS9299J IDENTITY, VOCATION AND MISSION**

In this unit, students will explore how the three interconnected elements of Ignatian spirituality — identity, vocation and mission — play out in their lives. Students will be guided to address such fundamental questions as: Who am I before God? What are my deepest desires? With whom am I called to be? Where do I belong? What am I called to do? How am I generative in my life? Answers to these questions will be informed by the Christian vision of the world rooted in the experience and writings of the sixteenth-century Basque saint, Ignatius of Loyola. He documents his encounter with God in these writings particularly in the Spiritual Exercises. The dynamic of the Spiritual Exercises will be used as a template for spiritual growth.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 analyse use of the graces prayed for in the four “Weeks” of the Spiritual Exercises as a guiding matrix;
- 2 describe the Ignatian understanding of the interplay between imagination, desire and mission;
- 3 outline the development of a discerned sense of missional identity as informed by prayer and spiritual conversation;
- 4 synthesise their lived experience with the identity, vocation, mission dynamic of the Spiritual Exercises.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ds9101j-ds9109j-identity-vocation-mission/>



## **DS9141J SUPERVISION, LEADERSHIP AND REFLECTIVE PRACTICE**

In this unit students consolidate their supervision competencies to identify and respond to situations that supervisors face in practice. Through an Ignatian discernment framework and by the application of contemporary theories, students acquire skills to guide supervisees in addressing the challenging situations that arise in professional practice.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 5 Apply contemporary theories of supervision to supervisory practice;
- 6 Analyse current models of supervision in contemporary literature and research;
- 7 Demonstrate contemplative approaches to supervision practices;
- 8 Evaluate and articulate their own strengths, weaknesses and opportunities in supervising others.

### **Pre-requisites**

DS8021J Individual Ministry Supervision

**Further details can be found on our website –**

<http://jcs.edu.au/course/ds9141j-supervision-leadership-reflective-practice/>

## **DS9201J / DS9209J SEXUALITY, SPIRITUALITY AND INTIMACY**

Intimacy is the capacity to commit oneself to particular individuals in relationships that last over time, even though those relationships may call for significant sacrifice, compromise and ethical strength. The commitment begins with oneself. Knowing oneself makes it possible to be in an intimate relationship without taking over or losing self to the other. Intimacy, or deep friendship, is knowing another and allowing oneself to be known. This applies within marriage, the celibate vocation, and the single life. Intimacy with one's self, is a prerequisite for intimacy with God and with the other.

This unit aims to help students explore what psychosexual maturity means and how sexuality, intimacy and spirituality relate in the human person. The unit requires a reflective element in which the student grows in his or her psychosexual awareness.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

- 1 demonstrate a working knowledge of psychosexual maturity and how that concept applies to them;
- 2 identify historical and contemporary Christian perspectives for understanding sexuality, intimacy and spirituality;
- 3 analyse the intersections between sexuality, intimacy and spirituality;
- 4 evaluate the implications of sexuality, intimacy and spirituality on personal identity and functioning;
- 5 integrate fundamental principles and practices relating to sexuality, intimacy and spirituality within their own ministry context.

**Further details can be found on our website –**

<http://jcs.edu.au/course/ds9201j-ds9209j-sexuality-spirituality-intimacy/>

## **DS9211J / DS9219J HEART AND MIND: A JOURNEY WITH ST IGNATIUS OF LOYOLA**

This unit aims to help students explore Ignatian spirituality through the study of primary sources. By means of a careful reading of the key texts of the Autobiography, the Spiritual Exercises, the Spiritual Diary and the Letters of Ignatius, and with the help of commentaries, students will explore the frameworks and practice of Ignatian spirituality. While these foundational texts will be the basis of the unit, some aspects of contemporary interpretations of the Ignatian tradition will also be explored.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate a critical understanding of the life of Ignatius Loyola and his particular contribution to the Christian spiritual tradition;
2. reflect critically upon key texts in the Ignatian tradition;
3. assess the Ignatian tradition and its subsequent use and development by others;
4. compare contemporary interpretations of the Ignatian tradition;
5. evaluate the theological frameworks and components of Ignatian spirituality and demonstrate a personal integration of the key themes for contemporary practice.

**Further details can be found on our website –**

<http://jcs.edu.au/course/heart-mind-journey-st-ignatius-loyola/>

## **DS9321J / DT9321J MORAL THEOLOGY INTEGRATING SPIRITUALITY**

This unit explores the progressive history of moral theology toward Vatican II and beyond. Particular focus will be on the basic foundations of Christian morality and different moral arguments, with special attention to a spirituality-morality integration. Students will explore the practical applications for an Ignatian discernment process.

### **Learning Outcomes**

Upon successful completion of this unit, it is expected that students will be able to:

1. analyze basic foundations of moral theology in order to assess other specific fields of morality;
2. critique various trends in contemporary literature of morality;
3. synthesise their informed views through exercising the Ignatian process of moral discernment;
4. critically assess how the Ignatian process of moral discernment forms Christian conscience.

**Further details can be found on our website –**

<http://jcs.edu.au/course/moral-theology-integrating-spirituality/>

# ARRUPE®<sup>i</sup> PROGRAM

The Arrupe® Program is the Australian Jesuit Province's national program for the formation of givers of the Ignatian Spiritual Exercises and spiritual directors in the Ignatian tradition. Jesuit College of Spirituality specialises in:

- 1 **Personal spiritual formation** in a supportive faith-learning community.
- 2 **Supervised Practice** of abilities, skills and capabilities as a Giver of the Spiritual Exercises of St. Ignatius of Loyola.
- 3 **Knowledge and understanding** of Ignatian Spirituality. The spiritual director in the Ignatian tradition must know the language and the schemas of the Spiritual Exercises and have read about, appropriated and written on their structure and process.

Completion of the Full Spiritual Exercises is a pre-requisite for entry into the program. The Arrupe® Program is conducted within the framework of the Master of Spiritual Direction, a recognised award of The University of Divinity. For more information and an application form, see our website [www.jcs.edu.au](http://www.jcs.edu.au) or contact the Registrar [registrar@jcs.edu.au](mailto:registrar@jcs.edu.au)

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