

RJUS 225 Spiritual Accompaniment for Ministry

Santa Clara University Graduate Program in Pastoral Ministries Fall 2026

“Hindsight, insight and foresight is complete sight.” –Ruby Sales

Instructor Amanda Quantz, PhD

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Phone number will be provided in the first class session.

Office hours By phone or Zoom appointment as well as before and after class sessions.

Class sessions

Online Wednesdays 6-9 p.m.

9/23, 9/30, 10/7, 10/14, 10/21, 10/28, 11/4, 11/11, 11/18

*Saturday 11/21 8:00 am-11 am

Course description

The art of spiritual accompaniment is a praxis-based form of theological reflection. Always contextual, the applied process of spiritual accompaniment focuses on helping others discern God’s movement in their lives, and to respond to the still, small voice. This course offers an opportunity for ministers to recognize and appreciate their own spiritual affinities and longings as well as their assumptions about caregiving. Integrating tools for greater self-awareness as well as essential pastoral skills, we will learn to attend more effectively to patients, inmates, clients, parishioners and others within our communities of accountability.

(4 units)

Method

This course offers a variety of learning modalities through which to explore the practice of spiritual accompaniment. Examples include exploration of the Enneagram; practicing storytelling and contemplative listening; roleplaying; offering effective feedback; reflecting critically on the minister’s assumptive world.

Course texts

David Richo. *How To Be An Adult in Faith and Spirituality*. New York: Paulist Press, 2011. ISBN 978-0-8091-4691-8

Robert Mundle. *How to Be An Even Better Listener: A Practical Guide for Hospice and Palliative Care Volunteers*. London: Jessica Kingsley Publishers, 2019. ISBN 978-1-78592-454-5

Grading

Assessment grids for all assignments will be available online. The grade ranges are:

A+ 98-100

A 94-97

A- 90-93

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C-70-72

D+ 67-69

D 64-66

D- 60-63

F Below 60

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

In-class recordings/Zoom Policy 4

The Student Conduct Code (p. 13) prohibits students from "making a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties," except in cases of approved disability accommodations. The Student Conduct Code also prohibits the "falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents." Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade. The use of video-conferencing software to record or replace in-person attendance is not allowed, except in exceptional circumstances with the permission of the instructor and Program Director.

If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, please make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

Cell phones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings.

Guidelines for Disability Accommodation

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oea>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Regular Attendance

If you must be absent from class, please inform me in advance and make arrangements to complete the coursework. Provided that you complete the make-up work, one excused absence will not affect your grade. An unexcused absence will affect your grade. Please be on time for each class session and prepared to discuss the material listed in the course schedule. A pattern of tardiness will affect your grade. Comments, questions and written assignments should demonstrate your ability to analyze the material critically and carefully. A significant component of the course grade is the quality of your contribution to the dialogue following one another's class presentations. We will practice attentive,

active listening, which is one of the major themes in this course. We will also demonstrate respect for our peers' religious and spiritual experiences.

I recommend that we schedule a meeting (about 45 minutes) to check-in about how things are going in class and to discuss how I might help you with your learning goals.

Throughout the quarter I am happy to meet with students for Zoom office hours as needed.

Assignments:

- 1) Learning Goals (not graded, due 9/23)
- 2) Jesus and the Enneagram paper 25% (10/14). See the document "Enneagram Integration and Disintegration" under Sample assignments and Rubrics. Before you begin the assignment, if you do not know your Enneagram type please access the test through this link <https://tests.enneagraminstitute.com/>
- 3) Skill-building paper 25% (11/18)
- 4) Verbatim 25% (presented in rotation)
- 5) Final Presentation 25% (11/21)

Course schedule (please read in preparation for the following dates):

9/23 Introduction to Spiritual Accompaniment

9/30 Richo *Introduction* and chapter 1 *Healthy Self, Healthy Beliefs*

10/7 Richo chapter 2 *What is Religion?* and 3 *What About Spirituality?*

10/14 Richo chapter 4 *What Is Faith?* and 5 *Practicing Adult Faith*

10/21 Richo chapter 6 *What is Meant by God?* and 7 *Mystery and Metaphor*

10/28 Mundle Introduction and chapter 1 *Responding to Cues*

11/4 Mundle chapter 2 *Three Approaches to Listening* and 3 *Helpful Things to Say*

11/11 Mundle chapter 4 *Benefits and Risks of Volunteering* and 5 *Your Own Story and Grief Journey*

11/18 Mundle chapter 6 *Feeling Heard and Understood* and *Conclusion: Continuing the Journey*

11/21 Final Presentations