

Lauren Aldred, MA-PPL
Vancouver School of Theology
Cell: 250-612-0325
Email: ljaldred@yahoo.ca

ISP-PTX110C, My Cup Overflows: Practical Wellness Strategies for Ministry

Summer Session 2024

PURPOSE:

Personal wellness is essential to quality of life, effective work performance and longevity, particularly in Ministry and human service contexts. While the application of conscious wellness practices early in a career prevents burn-out and compassion fatigue, it is never too late to incorporate wellness.

In a setting of nurturance and hospitality, participants will explore a variety of wellness strategies and examine the scriptural basis for self-care. Some of the hands-on activities will include painting, creative writing, medicine-making, gentle movement, and mindful walking on our way to “smell the flowers.”

PREREQUISITES: None

COMPETENCE OBJECTIVES:

By the end of the course, students will:

1. Be received and receive others in a community of rest, support, and nurturance.
2. Identify at least five scriptural supports for wellness as a priority in ministry.
3. Become better equipped to assert the need for wellness in a ministry setting.
4. Practice joy and creativity.
5. Increase one’s personal repertoire of wellness strategies.
6. Identify at least one wellness strategy in each of the following areas of wellness: physical, mental, emotional and spiritual.
7. Develop a wellness plan for beginning/returning to a ministry work setting.

FORMAT AND CONTENT:

This is a one-week continuing education course held Monday to Friday on July 8-12, 2024 from 2:00 – 5:00 pm. This is an in-person course.

Students must be able to walk one kilometer at a reasonable pace or arrange their own transportation to required on-campus locations. *If students are unable to navigate from standing/sitting to the floor/ground and back up again, the instructor must be notified by June 15th to be able to best adapt the course to specific mobility needs.*

The course is interactive, hands-on, and participatory. Each day will begin with a short spiritual reflection on wellness, followed by class discussion, and a practice of wellness strategies.

Participants must pre-read assigned readings.

A topical, 100-200 word entry must be posted on Populi by noon on Sunday, July 7th. A brief, one-sentence response to each entry is required prior to the next class.

Subsequent to this, journal entries will be made daily from Tuesday, July 9th to Thursday, July 11, 2024 by 7 pm. A one-sentence response will be made to each student's journal entry prior to the beginning of the next class.

If you require support to use Populi, please contact Rayen Tastets-Milla at ispassistant@vst.edu, prior to June 15th.

TEXTS:

These two articles are required reading for non-Indigenous students in the course but are optional for Indigenous students.

Janzen, M. "Breathing life into the territory acknowledgment." 2019.
<https://ojs.library.ubc.ca/index.php/tci/index> (accessed April 28, 2023).

Michelin, Ossie. "The hardest part of being from a Northern Indigenous community is all the deaths." *Canadian Broadcast Corporation*. February 10, 2019.
<https://www.cbc.ca/news/indigenous/opinion-death-grieving-indigenous-labrador-1.5011436?fbclid=IwAR3j6EkLM1M7gKe5zLVSLBxW6pLgh5WK2C9DH2DEnlo4J04VzxO8-KdvBTY> (accessed April 28, 2023).

Required reading/watching for all:

Brown, B. *Brene Brown on Joy and Gratitude* (video). YouTube. Performed by Brene Brown.
<https://www.youtube.com/watch?v=2ljSHUc7TXM&list=PLSFaXdrevNXN9I5rTwgEia8ljhe4koGEv&index=2>

McCrae, A. "Self-care won't save us." *Current Affairs*, November 26, 2018.
<https://www.currentaffairs.org/2018/11/self-care-wont-save-us>

Smith, M. "He told me a dream of animals leaving his heart." *American Journal of Nursing*. December 2014.
https://journals.lww.com/ajnonline/Fulltext/2014/12000/He_Told_Me_a_Dream_of_Animals_Leaving_His_Heart.2.aspx (accessed 28 2023, April).

RESERVES:**Required reading for all:**

Chastain, D. "Becoming a hollow bone: Lakota respect for the sacred." In *The philosophy of spirituality: analytical, continental and multicultural approaches to a new field of philosophy*, 1-30. Boston: Brill/Redopi, 2018.

Proeschold-Bell, R., and J. Byassee. "Preface: The birth of the Duke Clergy Health Initiative." In *Faithful and fractured: responding to the clergy health crisis*, by R. Proeschold-Bell, & J. Byassee, xv-xxii. Grand Rapids: Baker Academic, 2018.

COURSE POLICIES**1. Attendance**

VST requires 100% attendance for an intensive course.

2. Reading and assignments Students are expected to read all required assignments before class and to post a daily topical entry on Populi on July 7-11th by 7:00 pm.**3. Academic honesty** Students are expected to adhere to VST's requirements for academic honesty as published in the Student Handbook.**4. Inclusive language**

In speaking and writing, inclusive language is expected when making reference to humans and a variety of metaphors are anticipated when making reference to God.

5. Assignment and Course Evaluation

- This continuing education course will be evaluated through an "Approved" or "Not Approved" standing.
- Individual assignments within a course are given narrative evaluations, that is, APP (Approved) or INC (Incomplete) with narrative comments, based on the competencies and expectations set for that assignment. One re-write is allowed on any assignment that is INC. The re-written assignment is due two weeks after the work is returned. The final evaluation for an assignment can be APP or NAPP after a re-write.

6. For a course credit, all assignments must be Approved.**7. Late assignments**

Submission of assignments on time is a part of academic, professional and pastoral competence and a part of every course at VST. All assignments in courses are due on the dates specified in the syllabus. Failure to submit an assignment on time will be

noted in the narrative evaluation of an assignment. Repeated failure to submit assignments on time may affect the final grade for the course.

8. Limitation on use of social media

Ordinarily, the use of electronic devices in the contexts of classrooms or meetings will be to support the learning, formation, or agenda at hand. Because this class is based on community-building and active participation, students are asked to put their phones away during class time.

VST is committed to creating safe space and an inclusive learning environment. If you have a diagnosed or suspected learning disability, chronic condition, mental health concern, or physical requirement which you anticipate may impact your participation in this class, you are encouraged to *discuss your needs with the instructor and the Dean by June 15, 2024* so we are best able to meet your learning needs.

CALENDAR

PRE-ASSIGNMENTS

1. Prior to the first class, students will consider how they will introduce themselves through a creative pursuit. In this “Show and Tell” activity, students will have **FIVE MINUTES** to show something creative they do for their own enjoyment.

This could range from photography to painting to cooking to crochet to music to dance to making birdhouses, etc. If it is not physically possible to bring a sample of your work, please email a photo/recording of your work to ljalred@yahoo.ca by July 7th at noon.

As you prepare, consider this question, “What does my creative pursuit reveal about who I truly am as a person?”

2. Prior to **noon on Sunday, July 7th**, students are asked to post their first journal entry on Populi. Each student is to read and give a one-sentence response to what others have written prior to course start on July 8th.

Monday, July 8th – Introduction and Physical Wellness

Discussion: Caring for our bodies as ministers.

Discussion article prompt: "Self-care won't save us."

- Introducing ourselves through our creativity
- Self-assessment (FNHA)
- Making and breaking bread
- Gentle stretching / yoga
- Making hand salve using local healing plants

Tuesday, July 9th – Mental Wellness

Discussion: Mental health in ministry. Fostering the intellect.

Discussion article prompt: Introduction to Faithful and fractured: responding to clergy health crisis.

- Boundaries for wellness
- Mindful movement
- Creative writing and journaling
- Introduction to Art Journals

Wednesday, July 10th – Emotional Health

Discussion: Caring for our hearts.

Discussion article prompt: “He told me a dream of animals leaving his heart.”

- Walking to the rose garden
- Making rose lip balm
- Painting from the heart, acrylic flow art

Thursday, July 11th – Spiritual Health

Discussion: Staying spiritually vibrant.

Discussion article prompt: “Becoming a hollow bone.”

- Connecting to the Land
- Gratitude.
- Gentle stretching / yoga
- Listening for the sacred
- Painting, acrylic flow art

Friday, July 12th – Becoming Both Broken and Whole

Discussion: What is my story? How is it a story of health and healing through Creator’s Grace? How can my story encourage others?

Discussion Prompt: “From Creation: Land-based healing and wellness.” (documentary shown in class)

- SMART Goals.
- Developing a wellness plan. Charting an example.
- How will I build in accountability?
- What strategies from this week might I continue using?
- What do our paintings reveal about the essence of who we are?
- Closing Circle.

Friday, July 19th – Final Assignment Due, Wellness Plan

Using the template provided, students will email a one-page wellness plan to the instructor at ljaldred@yahoo.ca.

EXPECTATIONS, ASSIGNMENTS AND EVALUATIVE CRITERIA

1. Class participation, discussions: Students are expected to participate in class discussions, and to do adequate preparation of in-class discussion exercises. Evaluative criteria: comments and questions show adequate preparation, an

understanding of the assigned readings and exercises, and a readiness to apply readings to interpretive questions and insights.

2. Class participation, activities: Students are expected to actively engage in all wellness activities during classes.
3. Journal entries: Students will post 100-200 word entries to Populi by the deadlines given. Prior to the next class, students will respond to fellow student's entries with a brief, one-sentence response.
4. Wellness plans: Using the template provided, students will outline a wellness plan and email to the instructor by Friday, July 19th at midnight.
5. Students taking the course for master's program credit will negotiate a reading list and essay topic with the instructor prior to the end of the course. The assignment will meet requirements for course credit within their program. Master's students will meet with the instructor via Zoom before the course or prior to the end of the course in person.
6. Audit students are required to do all the reading and participate in the class discussions and exercises. They are strongly encouraged to develop a one-page wellness plan.
7. Certificate students are required to do all the readings, participate in the class discussions and exercises, post the journal entries, and complete the one-page wellness plan.

SELECTED BIBLIOGRAPHY

These short articles/materials are available in electronic format. Please read these articles prior to course start; many of the discussions will be informed by these readings.

8 yoga poses to connect you to the earth element. September 25, 2021.

<https://chopra.com/articles/8-yoga-poses-to-connect-you-to-the-earth-element>.

Aldred, Raymond, and Matthew Anderson. *Our home and treaty land: walking our creation story*. Kelowna: Wood Lake, 2022.

Archibald, L. "Dancing, singing, painting and speaking the healing story: healing through creative arts." *Aboriginal Healing Foundation*. 2012.

<https://www.ahf.ca/downloads/healing-through-creative-arts.pdf> (accessed April 28, 2023).

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- Brokenleg, M. "The medicine tree." *Reclaiming Children and Youth*, Spring 2000: 4-8.
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- Burkhart, B. "Be as strong as the land that made you: an Indigenous philosophy of well-being through the land." *Research Links*. 2019. <https://researcherslinks.com/current-issues/Be-as-Strong-as-the-Land-that-Made/9/26/2127/html> (accessed April 28, 2023).
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- Chastain, D. "Becoming a hollow bone: Lakota respect for the sacred." In *The philosophy of spirituality: analytical, continental and multicultural approaches to a new field of philosophy*, 1-30. Boston: Brill/Redopi, 2018.
- Chevalier, G., S. Sinatra, S. Oschman, K. Sokal, and J. Sokal. "Earthing: Health implications of reconnecting the human body to the earth's surface electrons." 2012. <https://www.hindawi.com/journals/jeph/2012/291541/> (accessed April 28, 2023).
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- "Philosophy and the tribal peoples." In *American Indian thought: philosophical essays*, edited by A. Walters, 3-11. Walden: Blackwall, 2004.
- Dene Nation. "Dene medicine: an on-the-land healing resource for Dene communities." www.denenation.ca. 2020. https://denenation.com/wp-content/uploads/2020/10/DeneMedicineBooklet_FINAL_June-17-2020-1.pdf.

The Firelight Group with Lake Babine Nation and Nak'azdli Whut'en. *Indigenous communities and industrial camps: promoting healthy communities in settings of industrial change*. XWMÉLCH'tSTN: The Firelight Group, 2017.
https://web.archive.org/web/20181003170514/http://www.thefirelightgroup.com/thoushallnotpass/wp-content/uploads/2016/03/Firelight-work-camps-Feb-8-2017_FINAL.pdf

First Nations Health Authority. "Planning your journey to wellness, a road map." *First Nations Health Authority*. n.d. <https://www.fnha.ca/Documents/FNHA-wellness-roadmap.pdf>.

—. "Traditional Healing." *First Nations Health Authority*. n.d. <https://www.fnha.ca/what-we-do/traditional-healing>.

Geniusz, M. *Plants have so much to give us, all we have to do is ask*. Minneapolis: University of Minnesota, 2015.

Gray, B. *The boreal herbal: Wild food and medicine plants of the north*. Whitehorse: Aroma Borealis Press, 2011.

Hynes, Mary. *Why is the world so beautiful? An Indigenous botanist on the spirit of life in everything*. Performed by Robin Wall Kimmerer. Tapestry (Canadian Broadcasting Corporation Radio). November 27, 2021. <https://www.cbc.ca/radio/tapestry/why-is-the-world-so-beautiful-an-indigenous-botanist-on-the-spirit-of-life-in-everything-1.5817787>

Johnson, P. "Indigenous people see land as inseparable from spirituality." May 18, 2016. <https://www.vancouverisawesome.com/courier-archive/community/indigenous-people-see-land-as-inseparable-from-spirituality-3032727> (accessed April 28, 2023).

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Appendix 1 – Template for Wellness Plan

Physical

My specific wellness goal is to:

By this date:

I know this goal is realistic and achievable because:

I will know I have accomplished my goal when:

Mental

My specific wellness goal is to:

By this date:

I know this goal is realistic and achievable because:

I will know I have accomplished my goal when:

Emotional

My specific wellness goal is to:

By this date:

I know this goal is realistic and achievable because:

I will know I have accomplished my goal when:

Spiritual

My specific wellness goal is to:

By this date:

I know this goal is realistic and achievable because:

I will know I have accomplished my goal when: