



CM 600 Spiritual Formation for Ministry Spring 2025

Professor: Blayne Banting DMin, PhD
Email: bbanting@briercrest.ca
Phone: 306.801.4763
Course Dates: June 2-6, 2025
Course Delivery Method: In-Person Modular

3 Credit Hours

COURSE DESCRIPTION

An exploration of the theology of Christian life and spiritual formation through attention to the biblical theme of union with Christ. Students will also examine the formation of Christian character, as well as the rationale for and practice of spiritual disciplines. (When this course is taken on campus, it culminates in a 24-hour retreat.)

COURSE INTEGRATION

This course seeks to fulfill Briercrest Seminary's Outcome #1 by guiding students in their understanding of spiritual formation and its long tradition including evangelical contributions to its history and practice. It addresses Outcome #2 by introducing corporate spiritual disciplines and exploring the role of the church in spiritual formation. It attends to Outcome #3 by guiding the students in developing a rule of life to aid in their growth as followers of Jesus.

COURSE TEXTS

Calhoun, Adele Ahlberg. 2015. *Spiritual disciplines handbook*. Rev. ed. Downers Grove, IL: Formatio.

Howard, Evan B. 2018. *A guide to Christian spiritual formation*. Grand Rapids, MI: Baker.

Noble, Alan. 2021. *You are not your own: Belonging to God in an inhuman world*. Downers Grove, IL: InterVarsity.

And ONE book from ONE of the following evangelical spiritual writers:

Barton, Ruth H.
2004. *Invitation to solitude and silence*. Downers Grove, IL: InterVarsity.
2006. *Sacred rhythms*. Downers Grove, IL: InterVarsity.

Buchanan, Mark.
2006. *The rest of God*. Nashville, TN: Nelson.
2010. *Spiritual rhythm*. Grand Rapids, MI: Zondervan.

Chan, Simon.

2006. *Liturgical theology: The church as worshiping community*. Downers Grove, IL: InterVarsity.

1998. *Spiritual theology: A systematic study of the Christian life*. Downers Grove, IL: InterVarsity.

Comer, John Mark.

2019 *The ruthless elimination of hurry*. Colorado Springs, CO: WaterBrook.

2024. *Practicing the way*. Colorado Springs, CO: WaterBrook.

Foster, Richard.

2010. *Freedom of simplicity; Finding harmony in a complex world*. Rev. ed. New York, NY: Harper One.

2008. *Prayer: Finding the heart's true home*. London, UK: Hodder.

Gushiken, Kevin M.

2024. *A theology of play: Learning to enjoy life as God intended*. Grand Rapids, MI: Kregel.

Hall, Todd and Elizabeth.

2021. *Relational spirituality: A psychological-theological paradigm for transformation*. Downers Grove,

IL: InterVarsity.

Helland, Roger.

2017. *The devout life*. Eugene, OR: Wipf and Stock.

2023. *Pursuing God's presence*. Minneapolis, MN: Chosen.

Keller, Timothy.

2016. *Prayer*. New York, NY: Penguin.

2015. *Walking with God through pain and suffering*. New York, NY: Penguin.

McDaniel, Terra.

2023. *Hopeful lament. Tending our grief through spiritual practices*. Downers Grove, IL: InterVarsity.

Ortberg, John.

2010. *The me I want to be*. Grand Rapids, MI: Zondervan.

2014. *Soul keeping*. Grand Rapids, MI: Zondervan.

Peterson, Eugene.

1987. *Working the angles*. Grand Rapids, MI: Eerdmans.

1993. *The contemplative pastor*. Grand Rapids, MI: Eerdmans.

Scazzero, Gerri.

2014. *The emotionally healthy woman*. Grand Rapids, MI: Zondervan.

Scazzero, Peter.

2014. *Emotionally healthy spirituality*. Grand Rapids, MI: Zondervan.

Shigimatsu, Ken.

2013. *God in my everything*. Grand Rapids, MI: Zondervan.

2018. *Survival guide for the soul*. Grand Rapids, MI: Zondervan.

Smith, Gordon T.

2017. *Evangelical, sacramental, and Pentecostal*. Downers Grove, IL: InterVarsity Academic.

2021. *Welcome, Holy Spirit: A theological and experiential introduction*. Downers Grove, IL: InterVarsity.

Smith, James K. A.

2022. *How to inhabit time*. Grand Rapids, MI: Brazos.

2016. *You are what you love*. Grand Rapids, MI: Brazos.

Willard, Dallas.

2012. *Hearing God*. Downers Grove, IL: InterVarsity.

2002. *Renovation of the heart*. Colorado Springs, CO: Navpress.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Upon completion of this course students will have taken the opportunity to:

1. Gain deeper understanding of the unfolding narrative of their spiritual journeys through personal introspection and group interaction.
2. Understand the importance of the ecclesial context in the grasp and growth involved in the spiritual life.
3. Grow in awareness of the resources for spiritual formation within contemporary Evangelicalism.
4. Experience a variety of spiritual exercises and activities for the sake of learning techniques associated with various spiritual disciplines.
5. Establish a rule of life to be used throughout the seminary experience and to nurture habits that will be taken into a lifetime of ministry.

COURSE OUTLINE AND CONTENT

Time	Topic	Resources/Files
MONDAY		
9:00	General and Personal Introductions/Syllabus Questions	CM 600 Course Syllabus
10:30	Refreshment Break	
10:45	Course Introduction	CM 600 Spiritual Formation for Ministry Course Introduction
12:00	Lunch	

1:00	Historical and Theological Perspectives on Spiritual Formation	Streams of Spirituality
2:30	Refreshment Break	
2:45	Historical and Theological Perspectives on Spiritual Formation	Streams of Spirituality
4:00	Dismiss for the Day	
TUESDAY		
9:00	Conversion and Regeneration	Beginning the Journey
	Evangelical Contributions to Spiritual Formation	Contributions of Evangelicals to Spiritual Formation
10:30	Refreshment Break	
10:45	Evangelical Contributions to Spiritual Formation	Contributions of Evangelicals to Spiritual Formation
12:00	Lunch	
1:00	Understanding Spiritual Formation	Taking the Journey
2:30	Refreshment Break	
2:45	Understanding Spiritual Formation	Taking the Journey
4:00	Dismiss for the Day	
WEDNESDAY		
9:00	Approaches to Spiritual Formation	Sacred Pathways
10:00	Refreshment Break	
10:30	Approaches to Spiritual Formation	Sacred Pathways
	Assessment Instruments and Spiritual Formation	Assessment Instruments
12:00	Lunch	
1:00	Communal Spiritual Formation	Taking the Journey Together
2:30	Refreshment Break	
2:45	Communal Spiritual Formation	Taking the Journey Together
	Growing Through Our Suffering	Growing Through Our Suffering
4:00	Dismiss for the Day	
THURSDAY		
9:00	Spiritual Disciplines	Paths of Disciplined Grace
10:30	Refreshment Break	
10:45	Spiritual Disciplines	Paths of Disciplined Grace
12:00	Seminary Lunch	
1:00	Spiritual Disciplines	Paths of Disciplined Grace

2:30	Refreshment Break	
2:45	Spiritual Disciplines	Paths of Disciplined Grace
4:00	Dismiss for the Day	
FRIDAY		
9:00	Spiritual Disciplines	Paths of Disciplined Grace
10:30	Refreshment Break	
10:45	Spiritual Disciplines	Paths of Disciplined Grace
12:00	Lunch	
Leave for	Seminary	Retreat

Note: During the Seminary Retreat there will be scheduled times for each student in this course to spend time in silence and solitude as well as occasions to share their Spiritual Autobiographies in their small groups. These times will be determined when the retreat schedule is finalized.

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. **Book Review. (15%)** The student will read Howard's *A Guide to Christian Spiritual Formation* and write a four-page (1000 word) review. Interact with the author's purpose and arguments within the book. Assess the strengths and weaknesses of the book and conclude whether you would recommend this book and to whom. **Two significant learnings regarding spiritual formation are to be highlighted.**
Due: June 2, 2025
2. **Contemporary Evangelical Resources for Spiritual Formation. (15%)** The student will choose one of the books from the options listed above and read it with an eye to its contribution to guiding spiritual formation in the local church. The four-page (1000 word) review will focus on the basic purpose of the book and a summary of its contents. It will conclude with ways in which this book might be used in personal and corporate settings in the local church. Students are required to inform the instructor by **May 9, 2025**, as to their choice. Students will present their conclusions briefly in class.
Due: June 2, 2025
3. **Cultural/Personal Audit. (15%)** The student will read Noble's *You Are Not Your Own* and analyze the author's arguments regarding autonomous individualism within our contemporary cultural moment as it relates to identity formation. Each student is to reflect upon the impact of such an impulse on his/her understanding of spiritual formation. This assignment is designed to serve as an initial exercise of introspection for the Spiritual Autobiography to be completed during the course. (1000 words)
Due: June 2, 2025

Mid-Course Assignments:

1. **Spiritual Autobiography. (15%)** Each student will be participating in various exercises throughout the first part of the week. These will include narratives of his/her conversion and

subsequent faith journey as well personal reflection on inventories such as Via Character Strengths Assessment: <https://www.viacharacter.org/>, Barrett Values Assessment: <https://www.valuescentre.com/tools-assessments/pva/>, a spiritual gifts inventory, and any of the personality type inventories the student might have taken previously such as DiSC, Enneagram, StrengthsFinder, Birkman, and MBTI (free online versions can be accessed at <https://www.123test.com/disc-personality-test/> and [Free Personality Test | 16Personalities](#)). These will be combined into a cohesive narrative entitled, "My Journey as a Christ-follower to This Point" and will be **due before the retreat begins on Friday, June 6, 2025.**

Post-Course Assignments:

1. **Spiritual Retreat. (20%)** Each student will participate with the rest of the class in the Seminary Retreat (June 6-7, 2025; please register [here](#)). The student will keep a detailed journal of the personal and corporate experiences during this time. Two of the spiritual disciplines found in Calhoun's *Spiritual Disciplines Handbook* (with the exceptions of journaling and fasting) will be chosen as special emphases during the times spent in solitude. The journal will reflect upon the experiences of the retreat and then evaluate the overall retreat experience and its contribution to further spiritual formation. The student will be responsible for the additional costs of the retreat. (2000 words)
Due: August 1, 2025
2. **Rule of Life. (20%)** Each student will consult some of the templates for writing a rule of life mentioned in class and posted on Canvas and will coordinate it with the various inventories taken during the week of class to produce a personal rule of life. The first and largest portion of this assignment will be analysis of personal strengths and weaknesses, season of life, spiritual gifts, and personality preferences. The second part will be the rule of life itself. The rule will be long enough to be challenging, short enough not to be discouraging and flexible enough to change with the student's circumstances. Overall length will be 8 pages (2000 words)
Due: August 1, 2025

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar: <https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed,

the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Modular Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

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- Banks, Robert and R. Paul Stevens, eds. 1997. *The complete book of everyday Christianity*. Downers Grove: InterVarsity.
- Barth, Karl. 1985. *Prayer*. 2nd ed. Trans. by Sara Terrien. Philadelphia: Westminster.
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- Benner, David G. 2002. *Sacred companions: The gift of spiritual friendship and direction*. Downers Grove: InterVarsity.
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- Brother Lawrence. 1982. *The practice of the presence of God*. Springdale: Whitaker House.
- Brueggemann, Walter. 2014. *Sabbath as resistance*. Louisville: Westminster/John Knox.
- Buchanan, Mark. 2004. *The holy wild: Trusting in the character of God*. Sisters: Multnomah.
- Calhoun, Adele A. 2055. *Spiritual disciplines handbook*. Rev. ed. Downers Grove: InterVarsity.

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