



Course Guide Places Of Hope

COOPERATING PARTNERS

University of Windesheim,
Department of Theology and World View,
Zwolle, the Netherlands

Charles University,
Protestant Theological Faculty,
Prague, Czech Republic



**PROTESTANT
THEOLOGICAL
FACULTY**
Charles University

Windesheim  **university**
OF APPLIED SCIENCES

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Introduction

This is a guide book for the interdisciplinary and international course **Places of hope**. The guide book is a result of the mutual cooperation and partnership between the lecturers of the University of Windesheim, Zwolle, the Netherlands, and the Protestant Theological Faculty, Charles University, Prague, Czech Republic, during 2019 and 2020.

The course is primarily dedicated to students of **social work, theology, and diaconia** in both the bachelor's and master's study programmes at the cooperating institutions to support their interdisciplinary learning. After piloting, the course may be a part of the study offer for incoming Erasmus students.

In this minor programme students acquire theories and practical insights concerning good examples of effective and people-oriented social services in both countries, in this programme called "Places of Hope".

Places of Hope are defined as structures or communities creating opportunities for integration, sharing, resilience, and development. Students explore the potential by their practice in such settings.

The central motivation was to boost the interdisciplinary cooperation between theology and social work and to create a platform for the mutual transdisciplinary and international co-creation of knowledge and practice in innovative approaches contributing to social inclusion, quality of life, and justice in our societies.

The course has a theoretical and practical part. The core idea behind the course is to create a flexible complex in which all clusters are integrated. The overall course is allocated 15 ECTS. In the future, modifications and changes are likely in order to fit with the student's needs, priorities, and study levels.

Compiled by Eva Křížová, October 2020



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Course overview

Places of Hope are broadly represented by projects, initiatives, and establishments that create – in an inspiring and original (innovative) way – the conditions and space to overcome or reduce the main existential problems, such as alienation, danger, isolation, dependence, devaluation, and despair, and increase/or give chances for participation, mutuality, conviviality, safety, empowerment, and acceptance of people in their human potential. Often, these problems are related to poverty, disease, migration, ageing, and/or other risks of exclusion. Some Places of Hope are private settings, others involve cooperation between government, public bodies, and private initiatives or churches. Some are diaconal projects,

others are akin to social welfare or civic projects. Places of Hope are an open-minded concept, not necessarily identified with formally existing settings or organizations. Apart from existing communities, emerging Places of Hope, in terms of an informal though visible, identifiable, and sustainable initiative, can also be involved (e.g. informal pastoral groups) as a matter of study. If possible, Places of Hope should integrate a theological and social perspective at their basis. The priority is given to places where theologians/pastors are already collaborating with social or community workers and/or public stakeholders or at least such a potential collaboration emerges.

Key words: caring community, Green care, co-housing, social ecology, church, conviviality, diaconia, social capital, social network, networking

The module consists of three clusters, each allocated five ECTS.

Cluster I focuses on theories of hope, resilience, and empowerment from the perspective of the social sciences, mainly social work and sociology.

Cluster II focuses on theories of hope and transcendence from the perspectives of theology, philosophy, and ethics.

Cluster III elaborates psychological and social psychological aspects of communities.

In each cluster, teachers from both universities and representing theology and the social sciences are responsible for specific topics. The aims and assignments are included. More detailed information will be provided during the course.

	Topics	Credits
Cluster I Hope from the Perspectives of the Social Sciences	1- Hope, resilience, and empowerment from the perspective of social work and sociology, critical social work 2- Poverty and inequity in an affluent society, social capital, networking	5
Cluster II Hope and Transcendence from the Perspectives of Theology, Philosophy, and Ethics	1- Theories of hope from the theological perspective 2- Poverty and inequity in an affluent society from the theological perspective 3- Making sense of life from a non-religious perspective	5
Cluster III Crisis as a way to deepen and understand values and unique meaning	Theories of belonging and identity, mutuality, inter-group relationships, prejudices and stereotyping, conviviality and community, transdisciplinarity and transculturality, social gaps, contextuality and intersubjectivity in diverse worlds, cultural insight.	5
	The final case study is an integral part of the overall minor (module) or selected clusters I or III.	15
Optional	Improving Research Skills	5

Teaching and learning methods

The course is in the form of blended learning. Self-study is combined with tutorials and lessons, practical exercises, and written assignments. Each topic is briefly presented in the lesson annotation and a PowerPoint presentation is downloadable from the Moodle. Basic learning materials or links are also uploaded.

The main pedagogical approach is

- active learning
- problem-based learning
- tutoring of compulsory and optional reading (estimated once weekly) and practical training in the selected community/project/initiative
- consultations on case studies will be provided on an ongoing basis – once or twice weekly, i.e. a total of five times

The description of each topic is structured as follows:

- Aims and objectives
- Contents
- Key concepts and theory in a box
- Activities
- Description of the lessons
- Reading
- Assignments



General Description

This minor explores the collaborative potential and unique contribution of theologians and social workers to identifying and/or creating communities of hope (Places of Hope) in secular and culturally and religiously diverse societies. As a result of societal changes with regard to worldview and religious affiliation, and with regard to the societal social support system, theologians and social workers have to prepare for new jobs in new contexts. Cooperation between social workers and theologians is of the utmost importance in order to create Places of Hope in which the material, physical, spiri-

tual, and psychological needs of people lacking the power or tools for self-support, self-reliance, and self-management are addressed. In our post-communist and post-Christian societies, or even post-secular world, new Places of Hope are created in communities, neighbourhoods, and churches.

Professional action is based on philosophical, psychological, and social scientific knowledge of hope as a resource, a therapeutic asset, and a framework for interventions in social work, and on ethical and social scientific knowledge of human rights, inequity, and poverty. Hope can bring positive change.

Students obtain practical experience and research knowledge about goals, methods, principles, and the funding of projects (one Czech or one Dutch) that create hope for people in need. This practical experience is an integral part of the course. The ratio of theoretical and practical learning is estimated at 2:1.

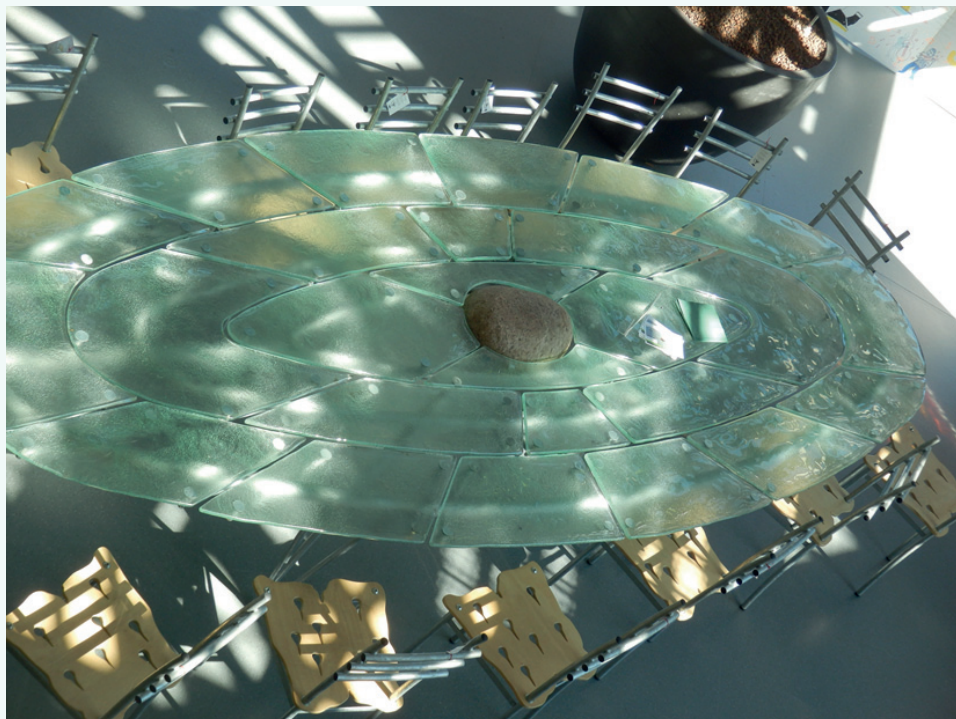


Students learn about theories of hope and resilience from theological and social work perspectives and disciplines. The focus is on a vital integration of theological and social work perspectives and disciplines. The theoretical knowledge will serve students to frame their practical experience and potentially draw deeper lessons. The reflection on professional acting and the choices students make include philosophical, social scientific, theological, and ethical theories regarding concepts such as human rights, inequity, poverty, solidarity, justice, cultural presuppositions, stereotypes, prejudices, and the usage of language and power.

Students will formulate the unique contribution of theologians and social workers with regard to innovative social solutions for people in need observed and experienced in a Place of Hope during the course.

Students reflect on their future professional identity grounded in the experiences and knowledge gained from this minor.

Students will be able to apply the concept of hope in different ways: the application of this concept is aimed at the reinforcement of attitudes of resilience and empowerment amongst individuals and groups of persons, especially within the fields of human rights, social (in)justice, advocacy, and poverty.



In the practical part, students explore (investigate) one Place of Hope in the Czech Republic or one Place of Hope in the Netherlands in the form of a case study. They observe, analyse documents, interview workers and participants, and are involved in practical activities. They frame their practical and research experience with theoretical knowledge of both disciplines – theology and social work. To acquire an interdisciplinary and intercultural perspective is one of the learning goals. The key research question for students participating in the course is to explore and verbalise how the concrete setting or community visited during the course corresponds to the above-mentioned outline of Places of Hope. Additionally, questions of how these Places of Hope emerge and sustain and how they interfere with the broader community or society are also of special importance in the case study. This practical exercise is an integral part of clusters I and/or III if students only select these particular clusters. The case study is an obligatory part of the overall minor (module), with 15 ECTS allocated to it. The case study is not compulsory for Cluster II, which is purely theoretical.

The course language is English; priority is given to common English textbooks and materials (translations). The use of the same study materials in the native (Czech and Dutch) languages is acceptable if they are available.

Cluster I - Hope from the Perspectives of the Social Sciences

Topic 1 Hope, resilience, and empowerment from the perspectives of social work and sociology, critical social work

Topic 2 Poverty and inequity in an affluent society, social capital, networking

Teachers

Hana Janečková, Eva Křížová,
PTF, CU

Metsje Krol, Marchien Timmerman,
WU



Learning outcomes

Students will be able to apply the concept of hope on both the personal and collective level in their professional work.

In the application of this concept students reinforce the role of resilience and empowerment in practical situations of social work, especially in situations concerning human rights, social (in)justice, advocacy, and poverty.

Topic 1: Hope, resilience, and empowerment from the perspectives of social work and sociology, critical social work

Responsible tutor (PTF CU): Hana Janečková

Responsible tutors (Windesheim University): Metsje Krol

Aims and objectives

» To highlight the connection between hope and human rights, social justice and advocacy

» To realise that hope is connected with goals, emotions, and pathways to achieve the goals (Snyder 2002), and that hope brings activity to achieve positive change

» To present social work as a profession of hope and social change

» To gain the ability to apply the concept of hope on a personal and collective level

» To improve the ability to reflect hope, resilience, and empowerment in practical situations of social work

Activities

Students will learn about theories of hope, empowerment, and resilience and their meaning and use in social work. Students will investigate what hope is from various perspectives of professionals, clients, and communities. Students will learn about the essential hopefulness as a part of a professional approach in social work. Students will gain knowledge about the relationship between hopelessness and powerlessness. Students will reflect on strategies for how to increase empowerment and resilience in social work on the basis of their reading and practical site visits. Students will learn methods by which social workers seek to enhance the power of people (e.g. mapping of life chances or available opportunities, value-based understanding of communities and their culture). Students will experience and describe how to identify the strengths of people/clients/patients and their resources through person-centred approaches (needs assessment, search for resources, person-centred planning, validation, pretherapy, reminiscence). Students will discuss the interactions between hope and empowerment.

The theoretical part involves lectures and discussions: 4 hours and self-study/reading: 8 hours

Practical lessons (4 hours) involve field visits to a Place of Hope based on the student's own choice or the teacher's recommendation (observation in the place, contacting people, looking for the sources of hope in the community)

Assignment: 10 hours » Written reflection and final presentation of the student's own experience in a Place of Hope based on theoretical knowledge gained in the lessons.



Compulsory reading: Hope and resilience

Clark E. (2017): 10 Essentials Social Workers Must Know About Hope. (On-line) <https://www.socialworker.com/feature-articles/practice/10-essentials-social-workers-must-know-about-hope/> »

Callan, D. B. (1989). Hope as a clinical issue in oncology social work. *Journal of Psychosocial Oncology*, 7(3), 31-48. »

Clark, E. J., & Hoffler, E. F. (Eds.). (2014). *Hope matters: The power of social work*. Washington, DC: NASW Press. (A collection of case studies which spans the continuum of hope from the individual to society) »

Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13(4), 249-275.

Optional reading

Bloch, The experiment Hope, Introduction (internet) » Paolo Freire – Pedagogy of Hope; Reliving Pedagogy of the Oppressed. <https://www.marxists.org/archive/bloch/hope/introduction.htm>

http://eftre.weebly.com/uploads/6/1/2/9/61297569/generating_hope_for_europe.pdf

Miroslav Volf and Justin E Crisp, *Joy and Human Flourishing, Essays on Theology, Culture, and the Good Life*. Philadelphia, Fortress Press, 2015.

Compulsory reading: Empowerment

Wilkinson, A. 1998. Empowerment: theory and practice. *Personnel Review*. [online]. Vol. 27, No. 1, 40-56. Available from: Emerald on the World Wide Web: <http://hermia.emeraldinsight.com/vl=2601464/cl=84/nw=1/fm=docpdf/rpsv/cw/mcb/00483486/v27n1/s3/p40>.

Gwanmesia, I. (2010). Strategic empowerment in social work practice: Analysis of the meaning of empowerment and the strategies for maximizing users' empowerment in social work. Retrieved from <http://www.scribd.com/doc/31302583/Strategic-Empowerment-in-Social-Work-Practice-An-Analysis-of#scribd>

Page, N., & Czuba, C. (1999). Empowerment: What is it? *Journal of Extension*, 37(5). Retrieved from <http://www.joe.org/joe/1999october/comm1.php>

McIntosh Donna (2016), *Empowering Clients Means Empowering Ourselves First*. The New Social Worker, Retrieved from <https://www.socialworker.com/extras/social-work-month-project-2016/empowering-clientsmeans-empowering-ourselves-first/>

Topic 2: Poverty and inequity in an affluent society, social capital, networking

Responsible tutor (PTF CU): Eva Křížová
Responsible tutors (WU): Marchien Timmerman

Aims and objectives

The student will learn about

- » theories about poverty, inequity, social capital, and networking from the perspective of social sciences and social work
- » why poverty is an issue for social work
- » how poverty is viewed from the human rights perspective
- » how poverty is indicated and what indicators serve to measure poverty
- » why inequity is an ethical and social problem

Activities

The theoretical part involves lectures and discussions: 4 hours and self-study/reading/interviewing: 11 hours

Practical lessons (4 hours) involve field visits to a Place of Hope based on the student's own choice or the teacher's recommendation (observation in the place, contacting people, looking for the sources of hope in the community)

Assignment: 6 hours – group discussion/interview on topics studied based on questions formulated by the teacher; no written assignment

Compulsory reading

Nishikant Singh and Priyanka Koiri (2016). Understanding Social Capital, Social Science Spectrum, Vol. 2, No. 4, 2016, pp. 275-280

Or

Coleman, J.C. (1988). Social Capital in the Creation of Human Capital. American Journal of Sociology, vol. 94. S95-S120.

Downloadables from the Moodle

Studies of resilience among youth experiencing homelessness
Poverty and human rights
Coleman: Social Capital in the Creation of Human Capital
Understanding Social Capital

Cluster II Hope and Transcendence from the Perspectives of Theology, Philosophy and Ethics

Topic 1	Theories of hope from the theological perspective
Topic 2	Poverty and inequity in an affluent society from the theological perspective
Topic 3	Making sense of life from a non-religious perspective

Teachers

Jan Zámečník, Ondřej Fischer, Petr Jandejsek, PTF, CU

Marchien Timmerman,
Wilko van Holten, Erik de Jongh, WU

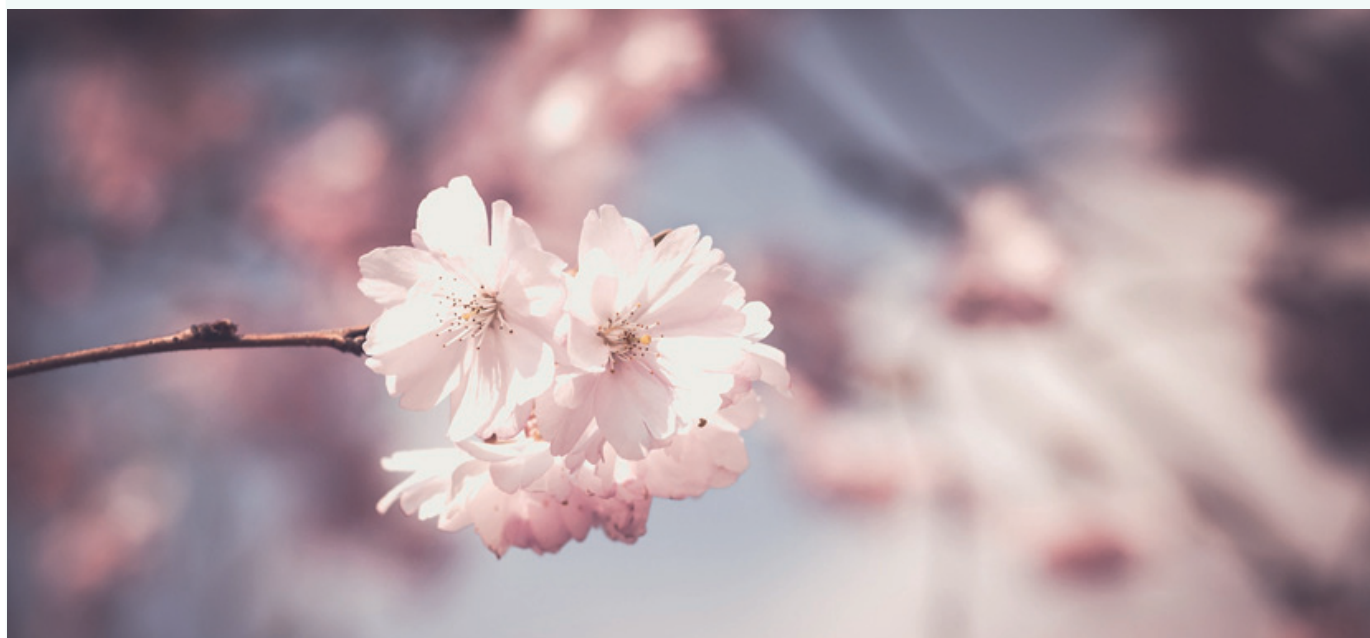
» The **student will gain** knowledge of several theological approaches to hope and poverty.

» The **student will gain** an understanding of the concepts of solidarity, justice, preferential options for the poor, and poverty as injustice in the tradition of liberation theology.

» The **student will become** aware of key contemporary writings on poverty by theologians.

Learning outcomes

In their professional practice students will be able to make appropriate use of key concepts of anthropology, religiosity, morality, meaning, spirituality, and hope in order to recognise, explain, and critically evaluate the role of religion (religious communities) and spirituality as a source for coping and resilience, especially regarding the problem of poverty. Their evaluation will be based on knowledge of the importance of hope and eschatology for Christian theology and applied ethics and on knowledge regarding the concepts of solidarity, justice, preferential options for the poor, and poverty as injustice in the tradition of liberation theology.



Topic 1: Theories of Hope from the Theological Perspective

Responsible tutor (PTF CU): Jan Zámečník

Responsible tutor (Windesheim University): Wilko van Holten

Aims and objectives

According to Carl E. Braaten and Jürgen Moltmann, eschatology is the key to Christian ethics. In his book *Ethics of Hope*, which will be fundamental to our course, Moltmann shows how the outlook on God's kingdom of glory can transform the reality in which we live, as well as shape the different areas of applied ethics.

» **Students will gain** awareness of various theological approaches to eschatology.

» **Students will discuss** the importance of hope and eschatology for Christian theology.

» **Students will reflect** on a selected topic from applied ethics in the context of eschatology and hope.

Activities

The theoretical part involves discussions on Carl Braaten's theses or Moltmann's book *Ethics of Hope*: 2 hours and self-study/reading/: 8 hours

Students will choose one topic from the publication *Ethics of Hope*:

- Ch. 5: Ethics of Life (terrorism, nuclear weapons, social destitution, justice and gospel of life), pp. 45-69
- Ch. 6: Medical Ethics I. (birth of life, abortion, status of the human embryo), pp. 71-89
- Ch. 6 Medical Ethics II. (body, health and sickness, euthanasia), pp. 89-106
- Ch. 8, 9: Earth Ethics (creation and evolution, ecological crisis, ecological ethics), pp. 121-145
- Ch. 11, 12: Ethics of Just Peace I. (righteousness, justice, acts and consequences), pp. 165-187
- Ch. 13: Ethics of Just Peace II. (power, violence, just war, peace), 189-206
- Ch. 14, 15: Ethics of Just Peace III. (trust, control, freedom, human and civil rights), pp. 207-228

Written assignment 10 hours

Students will write a short essay (3-4 pages) on the following question: Is eschatology (or hope) important for Christian ethics? When answering this question, students can focus on a specific problem of applied ethics (e.g. abortion, suicide, euthanasia).



Compulsory reading

BRAATEN, Carl E. Eschatology: The Key to Christian Ethics, in

BRAATEN, Carl E. Eschatology and Ethics: Essays on the Theology and Ethics of The Kingdom of God. Eugene: Wipf and Stock Publishers, 2016, pp. 105–122. (available in the library of the PTF)

MOLTMANN, Jürgen. Ethics of Hope. Minneapolis: Fortress Press, 2012, pp. 9-41 (available in the library of the PTF)

Optional reading

COX, Harvey G. Religion in the Secular City: Toward a Postmodern Theology. New York, Simon and Schuster, 1984. (available in the library of the PTF)

MOLTMANN, Jürgen. Theology of Hope: On the Ground and the Implications of a Christian Eschatology. London: SCM, 1967. (available in the library of the PTF)

SAUTER, Gerhard. What Dare We Hope?: Reconsidering Eschatology. Harrisburg: Trinity Press International, 1999. (available in the library of the PTF)

Downloadables from the Moodle

Aims and assignments

Topic 2: Poverty and inequity in an affluent society from the theological perspective

Theories about resilience, poverty, and inequity from a theological perspective

Responsible tutor (PTF CU): Petr Jandejsek

Responsible tutor (Windesheim University): Marchien Timmerman

Aims and objectives

» the **student will gain** knowledge of several theological approaches to poverty;

» the **student will be able** to discern when the language of poverty is appropriate and inappropriate;

» the **student will gain** an understanding of the concepts of solidarity, justice, preferential options for the poor, and poverty as injustice in the tradition of liberation theology;

» the **student will become** aware of key contemporary writings on poverty, including those of Pope Francis.



Activities

Theoretical part

Introduction of the topic, teacher's comment on the reading: 1 hour, self-study/reading/: 10 hours

Practical lessons tutoring (4 hours: 2 x 2)

Written assignment 10 hours. Each student will submit an essay of 1500-2000 words. The title of the essay will be "Theological reflection on poverty in the work of...(selected author)". Each student will pick one book offered in the reading list. The key theological concept of poverty as it is dealt with in the respective book will be presented, together with a critical evaluation.

Final session: 2 hours – presentation of essays, conclusion



Compulsory reading

Benedict XVI, Lenten Message, 2006.
Francis, Encyclical *Laudato si'*, 2015, selected parts.
Francis, Apostolic Exhortation *Evangelii Gaudium*, 2013, selected parts.
Walter Kasper, *Mercy: The Essence of the Gospel and the Key to Christian Life*, 2014, chapter 6.
Jon Sobrino, Epilogue. In: José María Vigil (ed.), *Getting the Poor Down from the Cross. Christology of Liberation* [online]. EATWOT, 2007, 305–314.

Optional Reading

Leonardo Boff, *Saint Francis: A Model for Human Liberation*, 1982. Gustavo Gutierrez, *The power of the Poor in History*, 1979.
Tim Noble, *The Poor in Liberation Theology*, 2014.
Oscar Romero, *Voice of the Voiceless: The Four Pastoral Letters and Other Statements*, 1985.
Jon Sobrino, *No Salvation Outside the Poor: Prophetic-Utopian Essays*, 2008.
Additional Study Resources Heinrich Bedford-Strohm, *Liberation Theology for a Democratic Society*, 2018.

Downloadables from the Moodle

[Aims and assignments](#)
[Compulsory reading](#)

Topic 3: Making sense of life from a non-religious perspective

Responsible tutor (PTF CU): Ondřej Fischer

Responsible tutor (Windesheim University): Erik de Jongh

Aims and objectives

»to introduce the student to key concepts of anthropology in such a way that they could be used to gain a better understanding of the concepts of religiosity, morality, meaning, spirituality, hope, etc. in order to gain a broader picture of the concept of man and a person and use them in their professional practice;

»the student recognises, explains, and critically evaluates the role of churches in secular societies, the role of churches as social partners in the development of the community, the role of spirituality as a source of coping and resilience, the role of theology as a resource of spirituality, and the role of professionalism.

Activities

Lectures or practical exercises: 4 hours

Reading: 10 hours

Tutoring: 2 hours

Written assignment: 10 hours »

» Students will submit an essay of max. 3000 words that will be based on a theme selected from the study of one particular author (theology, philosophy, religious studies) with the support of two additional secondary sources. The essay will be presented in the students' group/colloquium discussions (1 hour).

Compulsory reading

MARTIN, Mike W., Meaningful work. Rethinking professional ethics. Oxford: Oxford University Press, 2000.

SCHUMACHER, Bernard N, A philosophy of hope : Josef Pieper and the contemporary debate on hope. New York : Fordham University Press, 2003. New York : Fordham University Press, 2003. not available in the PTF library

MACINTYRE, Alasdair, Ethics in the Conflicts of Modernity: An Essay on Desire, Practical Reasoning, and Narrative. Cambridge, Cambridge University Press, 2016. available in the PTF library

FREIDSON, Eliot, Professionalism Reborn: Theory, Prophecy and Policy. Chicago: University of Chicago Press, 1994. Not available in the PTF library

Optional Reading

NAGEL, Thomas. Secular philosophy and the religious temperament: essays 2002-2008. Oxford: Oxford University Press, 2010.

DE BOTTON, Alain, Religion for Atheists: A Non-believer's Guide to the Uses of Religion. London: Penguin Books, 2012. not available in the PTF library

Miroslav Volf and Justin E Crisp, Joy and Human Flourishing, Essays on Theology, Culture, and the Good Life. Philadelphia, Fortress Press, 2015.

Additional Study Resources

https://www.researchgate.net/profile/Thomas_Coleman_III/publication/326488425_An_Introduction_to_Atheism_Agnosticism_NonReligious_Worldviews/links/5b600fb-d0f7e9bc79a7044c2/An-Introduction-to-AtheismAgnosticism-Non-Religious-Worldviews.pdf http://www.mpi-fg-koeln.mpg.de/pu/mpifg_dp/dp14-9.pdf

WARR, Peter, Work, Happiness, and Unhappiness [online].

Mahwah, N. J., London: Lawrence Erlbaum Associates, 2007. URL: <http://www.loc.gov/catdir/toc/ecip0615/2006017872.html>.

Downloadables from the Moodle

Aims and assignments

Thomas J. Coleman III An Introduction to Atheism, Agnosticism, & Non-Religious WorldviewsURL

Miroslav Volf and Justin E Crisp, Joy and Human Flourishing, Essays on Theology, Culture, and the Good Life. Philadelphia, Fortress Press, 2015Book

Hien, Josef. The Return of Religion? The Paradox of Faith-Based Welfare Provision in a Secular Age. Max-Planck-Institut für Gesellschaftsforschung, Köln 2014.URL

WEBER, Max, The vocation lectures. Indianapolis: Hackett Pub, 2004Book

WARR, Peter, Work, Happiness, and Unhappiness. Mahwah, N. J., London: Lawrence Erlbaum Associates, 2007Book

MARTIN, Mike W., Meaningful work. Rethinking professional ethics. Oxford: Oxford University Press, 2000Book



Cluster III Crisis as a way to deepen and understand values and unique meaning

Teachers

Monika Ulrichova, PTF, CU

Erik de Jongh, WU

Learning outcomes

Students will be able to employ transdisciplinary meetings as an approach to living together in a diverse world. These meetings meet the preconditions of collaborative practice.

Their realization in practice reflects the fact that professionals are aware of their own presuppositions, stereotypes, prejudices, and usage of language and power.

In the theoretical underpinning students show that they understand the contexts of expert findings and are able to adequately reflect on their construction.

Aims and objectives

- » to understand the meaning from the perspective of logotherapy (Frankl);
- » to acquire an interdisciplinary approach;
- » to reflect on the universality of "human nature" (pain, death, fear, existential crises);
- » to understand spiritual suffering;
- » to understand the contexts of transdisciplinarity as an approach to living together in a diverse world;
 - » to understand one's own values, context, and existence and reflect on personal backgrounds, stereotypes, and prejudices through experiential exercises;
- » to understand better the contexts of life crises, losses, and pain experienced by other people;
- » to know how to facilitate a transdisciplinary meeting.

Activities

Lectures and exercises: 3 + 3 hours

Reading: 6 hours

Preparing a "diversity project": 12 hours

Students will prove the competences they have gained by a "diversity project".

The student will identify a person in crisis in the community of disadvantaged populations. Students may choose a person with a mental or social stigma or illness. It can be an immigrant, a person with a mental im-

pairment or trauma, or it can be a person suffering from spiritual emptiness or meaninglessness. The crisis may result from a physical or mental illness, a loss, or an abrupt change or it may be an existential crisis in terms of logotherapy. The student will work on a "diversity project" to create a proposal for how to overcome the crisis by interdisciplinary team cooperation but also to fully understand the actual suffering of the person involved. It is important to develop and apply an interdisciplinary perspective that surpasses the approaches, know-how, and solutions of separate disciplines.

Students learn in a dialogue with theologians, ethicists, sociologists, and other participating persons to apply a holistic view and propose a solution or support for the specific client involved. Thus, the solution is prepared across professions, representing a melting pot of all the disciplines included and leading to the creation of a new Place of Hope through networking, joint actions, and synergy. The team that is proposed evolves into a salvation community (=záchranná komunita), i.e. the team turns out to be a new Place of Hope sui generis, though in line with the original objectives of this course. The student will learn that creating structures of hope and help is a transcending element with a healing power that provides an opportunity to recover in a holistic sense, not only in the biological, but also mental and spiritual dimensions. Creating a caring structure around a suffering person as a triumph over life difficulties provides professionals, clients, and all the people who participate with personal growth and a deeper sense of life.

Tutoring: 3 hours

Compulsory reading

- »Frankl, V. Psychoterapie a náboženství (2007). Cesta: Brno.
- »Frankl, V. Yes to Life: In Spite of Everything. Český (Czech) Frankl, V A přesto řící životu ano. Karmelitánské nakladatelství, 2018.
- »Yalom, I. Existencial psychotherapy (1980). Basic Book, USA, v češtině Yalom, I. Existenciální psychoterapie. Portál 2006
- »Swinton, J. Spirituality and mental health care. (2006). Jessica Kingsley Publishers, London.
- »Berry, J.W. Cross-culture psychology. 3th edition (2012) Cambridge University
- »VOLF, Miroslav (1996). Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation. Nashville: Abingdon.

Česky (Czech)

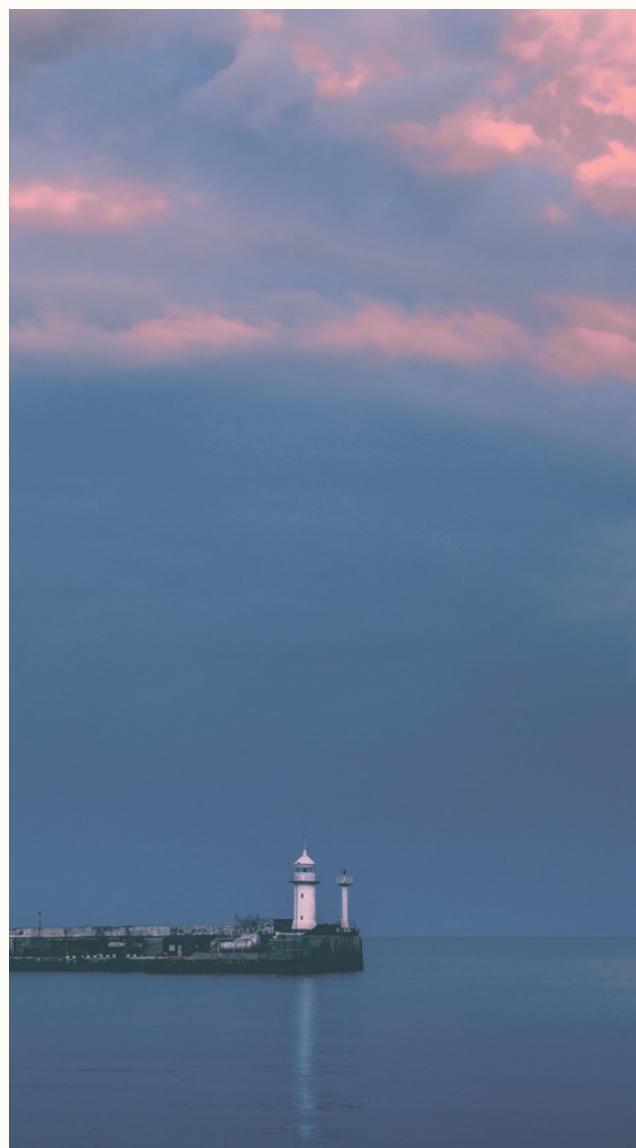
»VOLF, Miroslav (2005). Odmítnout nebo obejmout: Totožnost, jinakost a smíření v teologické reflexi. Praha: Vyšehrad.

Optional reading

- »BERNSTEIN, Jay H. (2015). Transdisciplinarity: A review of its origins, development, and current issues. Journal of Research Practice, 11/1: Article R1.
- »ORELLANA, Marjorie F. (2017): Solidarity, Transculturality, Educational Anthropology, and (the Modest Goal of) Transforming the World. Anthropology and Education Quarterly, 48/3: 210-220.

Downloadables from the Moodle

Aims and assignments



Optional: Improving research skills

Responsible tutor (PTF CU)

Eva Křížová, Marta Kolářová

Responsible tutor (WU)

the course on research methods is included in the regular curriculum at the University of Windesheim.

Learning outcomes

Students will improve their research skills in practical exercises that will be integrated into the final case study.

Aims and objectives

As relevant empirical research methods are integrated into the major curriculum in both schools, this topic is optional for those who wish to deepen their practical skills needed for field research, especially with regard to qualitative methods and action research.

The assignment is composed by reading the files, conducting one open interview (5 minutes) and creating a Google form with 6-10 questions. This part must be integrated with the final assignments of all clusters and the Place of Hope case study.



Organisational and implementation details

Course eligibility and assessments

This overall course is allocated 15 European Credits (420 hrs). At the University of Windesheim, Zwolle, the course is in the category of minor programmes. At the Protestant Theological Faculty, Charles University, the course is an optional/elective module for social work (bachelor's studies, 3rd year) and diaconia (master's level) students. After piloting, the course may become a part of the study courses offered to incoming Erasmus students. Other options of participation can be negotiated – e.g. the use of Erasmus training agreements (min. length of the stay three months). The partners can integrate existing English-language courses in theology and social work of both institutions in addition to this module/minor to extend the student's learning agreement.

Practical issues

1. There is maximum flexibility of the study conditions. Some parts of the course can be studied on-site or online, both at the home and hosting (partner) institution. Only one form of teaching (face-to-face or online) will be organised for the study group in one academic year. Details will be clarified in line with students' enrolment.

2. To meet the Erasmus+ requirements, the minimum length of a stay is seven weeks. In the practical part, students investigate aims, methods, principles, funding, organisation, and motives of one Dutch and one Czech project. They observe, interview workers, volunteers, and participants, analyse documents, and participate in activities. They organise their own empirical surveys and collect supporting data. They describe and evaluate these projects in a structured way from theological and social work perspectives and also from an intercultural perspective.

3. During the student's stay in the two countries the universities organise classes, learning spaces, and reflection moments to support the students and to deepen their theoretical and personal reflection. Partners can integrate existing courses as a part of the Erasmus+ learning agreement, to which 30 ECTS are allocated.

At the Protestant Theological Faculty the following English-language courses are available:

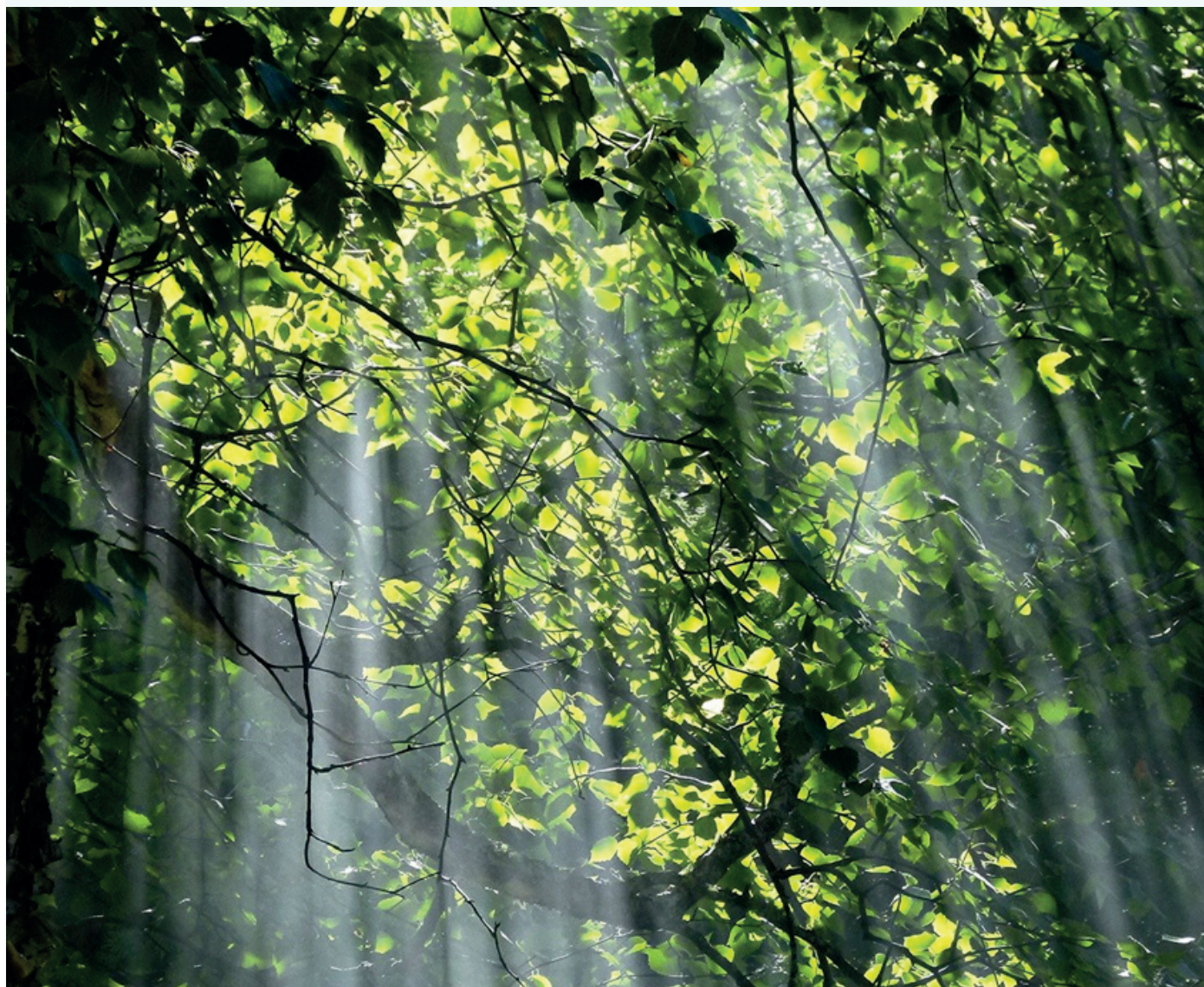
- Practical Theology: The History and Practice of Christian Initiation
- Theological Ethics: Human Rights
- Systematic Theology: Theology of Action
- Practical Theology: Urban Mission Perspectives
- Religious Studies: Theological Dimensions of Czech Cultural Expressions
- Reading and Discussing Contemporary Theology

Implementation details

The course will be piloted in the summer semester in 2021 (on the condition that no Covid restrictions exist). In the piloting phase, max. two students from each country will participate. Subsequent plans will follow after the piloting phase and overall evaluation of its effectiveness and the available pedagogical capacities.

That existing Erasmus+ learning, teaching, or training agreements can be used for funding is expected by the use of the Erasmus+ budget. Teachers can use the Erasmus agreements to teach/tutor the topic at the partner university or online.

Optimally, a buddy system is suggested as a principle of Dutch-Czech twin cooperation. Each Dutch student would be accompanied by one Czech here and vice versa. This facilitates deeper cross-cultural communication and reduces the difficulties arising from the language differences in the practical settings (Places of Hope). This approach is based on a presumption of reciprocity. As an alternative in the event of a lack of students on one partner's side in the exchange, it is feasible also to engage as Buddy partners students who will not participate in the full course.



Overall evaluation and assessments

- 1) Students will gain five ECTS by completing each cluster; overall, 15 ECTS can be allocated by completing all clusters.
- 2) One student's case study of a selected Place of Hope (Dutch for Czech students and Czech for Dutch students) based on practical experience during a site visit is obligatory for cluster I, topic 1, cluster III, and for the course as a whole. In the case study, students will apply a comparative and analytical approach that will refer to the overall theoretical contents and learning goals of the course (focus on interdisciplinarity, an intercultural view, integrative approaches, theology of hope, etc). The case study will be submitted and presented in an oral interview. Diversity projects (cluster III) and the topic 1 assignment can be explicitly integrated into this final assignment.
- 3) A structured reflection on the future of their professional identity and the power of the cooperation between social work and theology will form a part of the assignments.

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<http://moodle.etf.cuni.cz/moodle/course/view.php?id=478¬ifyeditingon=1>

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