



Edition 2 of a Series

TO WANT TO LEARN

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Through the generous support of the John Templeton Foundation and HealthCare Chaplaincy, *Practical Bearings: The Critical Bibliography for Health Care Chaplains* continues to offer the most thorough and current resources for pastoral educators and pastoral practitioners to guide them in their work. In this second contribution to the series, *To Want to Learn: Educational Theory for Supervision and Training*, Dr. Jackson Kyle, Vice President for Academic Affairs for HealthCare Chaplaincy, provides a rationale and concluding commentary for considering key texts that address motivation and learning. Along with Kyle's reflections on salient works in the field, this series includes commentaries by several leading pastoral educators on eight highly-recommended books. "*What* do chaplains in health care need to know about motivation and learning? *Why* do they need these ideas and theories?" These are the questions Kyle and the other reviewers in this series address. These are the questions to which this series invites its readers to respond by commenting on the series itself and by recommending other texts to assist health care chaplains in their professional activities.

Rationale

What do chaplains in health care need to know about motivation and learning? *Why* do they need these ideas and theories? I believe that everyone is an educator, having been a student or teacher so many times over in life. Certainly, chaplains and supervisors or pastoral faculty are educators. Having a working knowledge of motivation and learning will help chaplains work with patients, families, and staff. Also, we humans face the daily task of self-motivation, which can surprise us with its difficulty, not to mention learning to adapt to the demanding environs of where we live and work. If chaplains understand their *personal* motivation and learning styles, it will help them manage the stress of their ministries. Pastoral faculty or supervisors have the special responsibility of mentoring students. Faculty need theory, lots of it, to share with students and ideas, too, about best practices. Alas, motivation and learning

have large, sprawling literatures, mostly in psychology and education, which cannot be easily summarized. In the annotated bibliography that follows, we start with basic books and theories before discussing new and advanced reading. Finally, I invite my readers to submit new entries for books important to them by which to deepen and diversify this resource for multi-faith, professional chaplains.

Daloz, L. (1986). *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences*. (San Francisco: Jossey-Bass). Review by the Rev. Elizabeth BJ Larson, M.Div., Spiritual Health Services Director, ACPE Supervisor, Youth Grief Services Director, Fairview Ridges Hospital.

Summary

Effective Teaching and Mentoring is a second edition of an award-winning classic. Daloz focuses on the role of the mentor and the process of mentoring by which to transform learning. He has an eye for vivid vignettes and this book will demonstrate how anyone who is a teacher can become an effective mentor.

Comment

The strength of Daloz's book is the guidance his approach provides for mentors in the context of the learning relationship. Mentors who listen well build trust and hear the whole of students' lives impacting their educational journey. Readers of Daloz's book who serve as guides will find this text helpful in understanding students' developmental dance with authority and systemic forces impacting the learning journey. Daloz quite effectively draws on a range of theoretical approaches to increase mentors' understanding of their task and suggest more effective approaches to working with students' developmental journeys. This text is particularly applicable for educators engaged in the journey of Clinical Pastoral Education (CPE).

Schön, D. A. (1987). *Educating the Reflective Practitioner*. (San Francisco: Jossey-Bass). Review by the Rev. Peter Kuhn, ACPE Supervisor and Manager, Pastoral Care & Education, Gettysburg Hospital Wellspan Health, Gettysburg, PA.

Summary

Donald Alan Schön (1930-1997) was professor for Urban Studies and Education at MIT when he wrote this book. It is based on an earlier volume, *The Reflective Practitioner* (1983) and was first published in 1987, subtitled *Towards a New Design for Teaching and Learning in the Professions*. Schön takes architectural design as a prototype for reflection-in-action (thinking on our feet) and education for artistry in other fields of practice. He describes the setting as a reflective practicum in which *students learn by doing with the help of coaching*. He then goes on to describe the reflective practicum in other contexts. Schön points out how learning and coaching are similar, and how they vary in different contexts. He applies double loop learning and demonstrates its applications for improving professional education.

Comment

The appeal of Schön's book is its description of the learning experience in different professional fields. His three ways of meaning making—"knowing in action," "reflection in action" and "reflection on action"—help us understand how students learn. His models of single loop and double loop learning demonstrate *what* students learn. Schön does not stop with the individual student, but applies his theory to systems of education and artistry. He leaves the pastoral care provider with the responsibility to apply his methods to supervision, which can be sobering and invigorating, as it leaves a creative space in which both failure to learn and learning have a place. It challenges the teacher to become a coach and to find authority in the facilitation of creating new meaning.

Shor, I. (1992). *Empowering Education: Critical Teaching for Social Change*. (Chicago: The University of Chicago Press). Review by the Rev. Dr. Barbara Blodgett, Director of Supervised Ministries, Yale Divinity School.

Summary

Ira Shor teaches Rhetoric/Composition in the Graduate Center of the City University of New York and English at the College of Staten Island. His mentor was Paulo Freire, the well-known Brazilian popular educator, and he has written several books honoring Freire. *Empowering Education* "offers a broad theory and practice linking critical pedagogy to democracy and empowerment." The book begins: "Like many kids, I loved learning but not schooling" (1) and proceeds to examine not only why traditional educational methods alienate students but also how new ones can emancipate them. Shor emphasizes participatory problem-posing, shared student-teacher authority, and less teacher-talk in favor of collaborative dialogue.

Comment

A useful book for classroom teachers, it will also speak to those in supervision and training who, after all, often create alternatives to traditional educational forms. Further, it will support those hoping to resist the habit of speaking “first, most, loudest, last, and always” (263), thereby helping students find their own voices.

Hinchey, P. H. (1998). *Finding Freedom in the Classroom: A Practical Introduction to Critical Theory*. (New York: Peter Lang). Review by the Rev. Dr. Barbara Blodgett, Director of Supervised Ministries, Yale Divinity School.

Summary

Patricia Hinchey is Associate Professor of Education at Penn State University. Hinchey’s opening disclaimer belies the book’s substance but previews its style: “If you expect crisp definitions and recipes for classroom activities, you will be disappointed. And you won’t find exhaustive analysis and fine distinctions, either. I haven’t tried to transform readers into experts on critical theory. Instead, I’ve simply tried to provide food for thought to nourish readers’ thinking about their own classrooms and what happens there.” The editor’s preface makes clear that “[W]hile the book is reader-friendly and sensitive to the reader’s background, it does not seek to protect the fragile reader. Hinchey unabashedly takes on the central concepts of critical theory in all their power and controversiality.”

Comment

Indeed, each chapter presents a major concept in critical thought—e.g., constructed consciousness, hegemony, social reproduction and resistance, *conscientization*—accessibly explaining each using analogies and anecdotes. While written for classroom teachers, this book will help supervisors and trainers move their students beyond personal reflection and received assumptions toward thinking critically and politically about their practice.

Palmer, P. J. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*. (San Francisco: Jossey-Bass, 1998). Review by the Rev. Paula Teague, M.B.A., ACPE Supervisor, Johns Hopkins University Hospital, Baltimore.

Summary

Parker Palmer's book, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*, is a cornerstone of any educator or service provider's book shelf. Palmer establishes his thesis in the first few pages by saying that "good teaching requires self-knowledge." (3) Palmer's passion for teaching and his human experience of it are evident in the pages that follow. The ability to teach from "the place where intellect and emotion and spirit and will converge in the human self" (11) is the underpinning of the book's chapters. Each educator needs community, models of teaching that include a student centered approach, and a spiritual perspective. The book is simultaneously a philosophy, a methodology, and a narrative of experiences and examples.

Comment

The Courage to Teach has a broader reach in the professional life of chaplains, clinical pastoral education supervisors and others in ministry than Palmer was probably initially intending. With the current focus in hospitals on patient-centered medicine, the book provides ideas about personal reflection, the ability to listen and attend to the needs of others and the community, and partnership needed for good health care to take place. Palmer's thoughts can be applied to ethics consultation and spiritual care and counseling, as well as the more sacramental acts of ministry such as preaching or performing rituals. There is no substitute for doing the work one loves, that resonates with one's gifts, and which contributes to the broader life of humanity. The reading of *The Courage to Teach* models what it means to do this because Palmer embodies the theory he espouses.

Mezirow, J. and Associates (2000). *Learning as Transformation: Critical Perspectives on a Theory in Progress*. (San Francisco: Jossey-Bass). Review by the Rev. Sheryl Lyndes Stowman, ACPE Supervisor, University of Minnesota Medical Center.

Summary

This book grew out of presentations from the First Conference on Transformative Learning in 1998. That conference marked the twenty-year development by adult educators of the concept of transformative learning, as first introduced by Jack Mezirow. Joining Mezirow in this volume are fifteen of the field's top scholars and practitioners. Together, they review the core principles of *transformation theory*, analyze the process of transformation learning, describe different types of learning and learners, suggest key conditions for socially

responsible learning, explore group and organizational learning, and present revelations from the latest research.

Comment

A highlight of this volume is its emphasis the authors place on critically reviewing how this theory of adult learning has evolved and what pieces are missing. Key critiques are raised in the areas of affective learning, power dynamics, developmental issues, and a need for coordinated research in chapters by Kegan, Brookfield, Belenky, Daloz, Cranton, and Taylor. Because transformative learning has become a central constructivist theory being utilized in CPE/pastoral supervision, this work provides an important overview and discussion from multiple perspectives. While the book attempts to give “real world examples” drawn from the author’s experiences, it serves best as a theoretical exploration.

Frawley-O’Dea, M. G., and J. Sarnat (2001). *The Supervisory Relationship: A Contemporary Psychodynamic Approach*. (New York: The Guilford Press). Review by the Rev. Sheryl Lyndes Stowman, University of Minnesota Medical Center.

Summary

This groundbreaking volume is the first to elaborate a comprehensive contemporary model of supervision. The authors, both noted practitioners and clinical supervisors, found a lack of congruence between more contemporary relational psychoanalytic thought and models of supervision being utilized. The volume begins by discussing the history of psychodynamic supervision. An innovative typology is delineated to facilitate comparison among models and to enable readers to think more systematically about their own supervisory practice. Key themes from the author’s own relational model explore power and authority, regression in the supervisory relationship, rethinking the “therapy/education” question, parallel process, and working with group process and organizations.

Comment

By looking at the dimensions of supervisory authority, focus and modes of participation, distinctions in approaches are made visible. This is particularly helpful for supervisors developing a clinical supervisory model that builds on, but goes beyond, the classic work of Eckstein and Wallerstein. The author’s Supervisory-Matrix Centered approach acknowledges the supervisor as an embedded participant. Her authority and skills are related to her capacity

to participate in, reflect upon, and process relational dynamics/themes in the supervision and in supervisory relationship, itself. From a “use of self” perspective, this volume is a significant contribution to pastoral supervision from a relational, post-modern perspective.

Hawkins, P. and R. Shohet (2006). *Supervision in the Helping Professions*, 3rd ed. (Berkshire, England: Open University Press). Review by Jane S. Litzinger, Chaplain Supervisor, Wake Forest University Baptist Medical Center, Winston Salem, NC.

Summary

The latest edition of this best selling book on supervision updates and expands the previous two editions. New content is added in the areas of group supervision, transcultural supervision, and supervision in systems and networks. The first edition, written with supervision of counseling/psychotherapy in mind, emphasized facing and using one’s own shadow and struggles to engage with others more fully. As the author’s work has spread into the fields of education and organizational change, they claim in this new edition a developmental focus for supervision. This includes, by their account, a greater emphasis on learning and building on positives in order to flourish at work.

Comment

This is an exceptionally fine book on supervision. It is comprehensive, dealing with supervision at individual, group and organizational levels. The “seven-eyed process model of supervision” at the heart of the book has theoretical clarity, honors the place of relationship and skill in supervision, and stresses the importance of experiential learning. The book will serve as a valued resource for those beginning ACPE supervisory education. It will also provide particular assistance for ACPE supervisors charged with building curriculum for supervisory education. The maps and models chapter will assist pastoral care coaches as they negotiate learning contracts and individual supervisory sessions. Reading the book again was renewing for me and a reminder of why I have such passion for pastoral supervision.

General Commentary

The twin projects of understanding human motivation and learning are entangled and never finished, which is why I titled my 2004 book *To Want to Learn* (New York: Palgrave Macmillan). My review with the help of colleagues has covered several sources used by contemporary

chaplains. Each one of this small group is worth consulting, but no one volume is broad or deep enough for the work of chaplains and pastoral faculty. Sadly, we find no modern sources written *by chaplains for chaplains*. Thus we turn to psychology, education, psychiatry and nursing, each field having valuable insights but also blind spots when it comes to the needs of the profession.

Understanding motivation and learning is important for becoming a self-directed learner and for helping others toward that goal. This literature in psychology comes under different names: “self-efficacy” by Albert Bandura (1997, *Self-Efficacy*. New York: Freeman and Company) and “self-regulation” by Roy Baumeister and Kathleen Vohs (2006, *Handbook of Self-Regulation*. New York: Guilford Press).

Other sources we have not considered come from the relatively new movement in psychology founded by Martin Seligman (2002) called “positive psychology” (*Authentic Happiness*. New York: Free Press). Barbara Fredrickson (2003) theorized about a “broaden-and-build model” where positive emotions and states, deliberately cultivated, lead to better learning (“The value of positive emotions.” *American Scientist* 91, 330-335). Recently, Carol Dweck (2003) has written about motivating students by tailoring the material to their life experiences and by helping them form goals, stretch goals being the best. (Grant, H. and Dweck, C. *Journal of Personality and Social Psychology* 85, No. 3, 541-553).

Chaplains should enjoy a provocative new book by Jonathan Haidt (2006) with an odd title (*The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom*. New York: Basic Books). Haidt, a social psychologist, investigates ten ideas discovered by the world’s religions and civilizations, and uses contemporary research in social and cognitive psychology to illumine them. He has a lovely way with language and you’ll enjoy the Buddhist-inspired image of the hapless rider (human reason) trying to steer the elephant (the unconscious and emotional elements of our being).

Chaplains may want to study motivation and learning in the special circumstances of chaplaincy as a profession, in general, and the supervisory relationship, in particular. Frawley-O’Dea and Sarnat (2001) is an important contribution, representing a modern version of the classic by Ekstein and Wallerstein (1971, first published in 1958), *The Teaching and Learning of Psychotherapy*. Madison, CT: International Universities Press.

While working on my own book, I looked far and wide to find pithy principles I could pass on to my readers. Ten principles to motivate my students, or something. I learned—slowly—that reductive principles lined up in a row do not exist because we do not know enough yet about the basic mechanisms of motivation and learning, and those concepts we *think* we know (such as “learning that lasts is connected learning”) have to be evaluated in context.

One of the many intellectual streams that have fed pastoral education is American progressive education from the 1930s forward. John Dewey’s (1938) slim book, *Experience and Education*, has much to say about traditional and progressive education and could be read once a year for its many insights about experiential learning (New York: Collier Macmillan). In that intellectual tradition, chaplains also might consult the probing books and provocative language of existentialist educator Maxine Greene of Teachers College Columbia. A recent book by her is *Releasing the Imagination*. San Francisco: Jossey-Bass, 1995. If, like me, you are drawn to existentialist literature and philosophy, please read Alum Jones (1998) “Some reflections on clinical supervision: An existential-phenomenological paradigm.” *European Journal of Cancer Care* 7, 56-62.

Motivation and learning, like most academic topics, have to be seen in context. We have not yet considered voices from the left such as bell hooks (1994) *Teaching to Transgress*. Hers is a passionate voice for progress! Because the processes and expressions of motivation and learning are powerfully shaped by race, social class, and culture, we also have not yet looked here for insights. In a recent class for supervisory education students at HCC, for instance, I asked my students to read two recent, but thin, articles on the Asian experience in America. If we educators are to be culturally competent, we need to understand motivation and learning in the cultures of our patients and their families. Finally, political ecological concerns of the world find expression in the work of Edmund O’Sullivan and his colleagues (2002) *Expanding the Boundaries of Transformative Learning*. New York: Palgrave Macmillan.

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