School of Theology and Ministry
Seattle University

Ministerial and Theological Integration
STMM 557 - 02

Course Syllabus

Course Information and Schedule

Fall Quarter
3 credits
Dates: Wednesdays', September 26 – December 5, 2007
No Class – November 21, 2007
Class Location: Hunthausen Hall, Room 150
Time: 1:30 pm – 4:30 0 pm

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Basic Class Information, Course Requirements and Texts:

Manual for Ministerial and Theological Integration, Student Course Materials (Reference: Chapter 2) contains the course description, goals / focus for Fall Quarter, course description and requirements, texts – both required and recommended and grade distribution.

The Approach

As you begin your ministerial internship this quarter, you will actively explore your call to ministry by actually doing the ministry of the church – service to the people of God. Your internship will be the context of your primary work as a person doing professional ministry.

As a pastoral minister, you no longer act simply as an individual. You are a public figure, a representative of the church or organization where you are interning. You become the visible expression of the organization's mission, vision, values, customs and beliefs.

The class will afford you the opportunity to do the tough and careful work of reflecting on your contextual experience by using the tools of Theological Reflection. Ministerial and Theological Integration is a way for you to explore: professional / personal development and identity, vocation, theological insight and assumptions, ecclesiology, culture, receive peer feedback, and take action.

MTI is a fundamental link between the academy and practical ministry. As such, MTI is key to the engaging the formation process. The formation statement found in the *Formation / Field Education Student Manual* Chapter 2, and contains a succinct description of the approach used in this course.

Some Few Details:

- Unless otherwise discussed, you will need to bring enough copies of your work for each member of the class including the faculty.

- The Integration / Learnings Paper 1 page – (unless otherwise discussed) will be do one week after you have presented in class. The Integration / Learnings Paper should be accompanied by the papers critiqued by peers.

- Permission to keep a classmates paper must be given by the author.

- Class presentations are the occasion to invite your colleagues to participate in your learning. You need to set the tone, identifying what you want from your peers. Be specific and concrete, manage your time, and name the central issue or question you are addressing. Do not read a paper to the class, in many cases your peers have already read your paper.

- The class will create norms or principles of our common life.

It is not how far you swim; it is how you swim far.

Things That Work Best:

- This class is built on the profound assumption that **you are a person of worth and value**, you do not need to prove yourself to the faculty, one another or even to God.

- **Participation in class** includes peer evaluation, attentiveness to the needs of the self as well as others, identification of your own learnings, prayer, faith sharing and written and oral presentations. Integrity is at the heart of ministry.

- **Questions** are almost always more important than answers. Make very visible in your MTI work the questions you are raising of your self, your work, and your theological understandings. This also includes questions about your internship, issues of justice, culture, and political events that influence your pastoral ministry.

- A due sense of accountability for your **ministerial placement**, committing to growth and development toward required competencies. Here is a chance to experience yourself as accountable to God and self in a sustained fashion.

- **A journal** is a helpful tool for recording your experiences, readings, peer evaluations and interactions which make up your daily journey. While journaling, you will want to be attentive to the social, cultural and political elements of the culture (newspaper / TV / books), the faith tradition and your own insights, thoughts, and feelings. You will not be asked to share your journal writings unless you so choose.

- In oral presentations and written work it is most critical to name, tag, briefly describe, or give evidence of personal / professional learnings gained from theological reflection and peer evaluations.

- All written work is expected to meet the STM writing guidelines.

The Questions we ask shape our destiny

Rev. Martin Luther King

Grades:

Course Requirements for a "B" grade – detailed description found in Chapter 3
- Class participation and Regular attendance
- Completion of written work
- Feedback / Evaluation
- Evidence of assigned reading - Quarter focus – Chapter 2

To receive an "A" grade: "…an outstanding achievement in these areas."

Papers: Unless otherwise noted papers are to be distributed electronically to peers and faculty 3 days prior to presentation. <Sunday – 6:00pm>

Overview of Fall Assignments:

1. Internship Job Description - can be revised at the beginning of each quarter.
2. Personal and Professional Goals – presented or revised
3. Papers 3 primary papers
   - ☐ **2-Critical Incident [p.76]** – (2 pages) & **Integration/ Learning paper [p.87]** (1 page)
     your experience in ministry as it relates to your internship and your vocation
     your experience of professionalism and growth as a pastoral person

   - ☐ **1-Verbatim [p.78] –** (4 to 6 pages) – **and Integration/ Learning paper [p.87]** (1 page)
     A significant event, which is focused on your internship
4. Reading
   - ☐ **Required Reading**: as described on pages 26-27 of the Student Manual.

5. Leadership -
   a. Prayer, Time Keeper
   b. Last class session Closing Ritual
   c. Book Conversation – read and select 1 for presentation
      Gula, Ethics in Pastoral Ministry; Ch1,2 and 4.
      Grahham,Walton, & Ward Theological Reflection: Methods [selected Chapters]
      Robinson. Gilead
      Parker: Let Your Life Speak

6. Comments and feedback (providing affirmations and challenges for growth) on all peer papers. Comments to be written on your copy of the presenter paper and returned to presenters.

7. Feedback – all due the last day of class
   a. Self Reflection paper to include: [A full description will be distributed in week 8]
      i. Key learnings,
      ii. At this point in the class, what does Theological Reflection Mean to you,
      iii. Goals – personal and professional,
      iv. Competencies assessed student manual p. 19-23.
   b. Peer feedback
   c. On-site Supervisor feedback form – see manual [p. 95].
   d. ½ page feedback on instructor
   e. ½ page feedback on internship site
   f. STM course evaluation – distributed last 15 minutes of last session of class.

8. Meet for 1 hr with Faculty the week of <u>October 29th</u> for a conversation which focus on:[student responsible for scheduling]
   a. Identify core learnings – name affirmations and challenges for your self.
   b. Name learnings from the course.
   c. What you do not understand.
   d. Demonstrate elementary understanding of Theological Reflection.

Course Outline and Assignments

Session 1: Wednesday, September 26, 2007

Class Agenda:
Prayer: _____Dick____ Time Keeper: _____ Snack: _____Dick___

Prayer and Welcome
Getting Acquainted
Questions about the Class
Faculty Approach to class
Role of On-site Supervisor
Identifying group guidelines and principles of our common work
Review Syllabus
Journal writing as a tool for reflection
Sign up for assignments – prayer, timekeeper (snack is optional)
The Manual – review contents
Next week's assignments – Goals etc.
Exchange of Information Form - Distributed
Prayer - Closure

Note: 1. Give each other address/e-mail/ phone as you choose.
2. Arrange any changes in the assignments with each other and notify everyone in the class and faculty of those changes.

Session 2: Wednesday, October 3, 2007

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Prayer

Issues or Questions – Group principles

Questions from Manual reading

Didactic / Conversation: About Feedback: What happens when giving and receiving?

Internship – Presentation – What? Who? Why? Where? [15 min each]

Goals – personal and professional, [20 min each]
No's 1,3,5, will present; No's 2,4,6, respond – give feedback.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Didactic / Discussion: What is Theological Reflection – Where are we going?

Debrief / Closure

Session 3: Wednesday, October 10, 2007

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Prayer

Issues or Questions – Group principles

Questions from Manual reading

Goals – personal and professional, [20 min each] as needed
No's 2,4,6 will present No's 1,3,5, will respond – give feedback.

3. _____ 4. _____

5. _____ 6. _____

Book review and Presentation:
Grahham,Walton, & Ward Theological Reflection: Methods [Introduction—[20 minutes]

1. _____

Grahham,Walton, & Ward Theological Reflection: Methods [Chapter 1 – 20 minutes]

2. _____

Didactic / Discussion: What is Theological Reflection – Where are we going?

Debrief / Closure

Session 4: Wednesday, October 17, 2007

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Questions and or issues

Goals – personal and professional 15 min each. (If not presented in the last class session).

5. _____ 6. _____

Book review and Presentation / Conversation:
Gula, *Ethics in Pastoral Ministry* – [Chapter 1, 2 – about 20 min]

3. _____

Conversation:

Discuss Assignment: – Critical Incident

Didactic / Discussion: What is Theological Reflection?

Debrief / Closure

Session 5: Wednesday, October 24, 2007

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Questions and or issues

Discussion: The Verbatim as a way to get to Theological Reflection.

Critical Incident Presentation #1 [20 min each]

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Responders - All asking one question / observation first round

Debrief / Closure

Session 6: Wednesday, October 26, 2007

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Questions and or issues

Conversation: How are we doing?

Critical Incident Presentation #2 [20 min each]

3. _____ 4. _____

Book review and Presentation / Conversation:

Gula, *Ethics in Pastoral Ministry* – [Chapter 4 – about 20 min]

6. _____

Debrief / Closure

Session 7: Wednesday, November 7, 2007

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Questions and or issues

Critical Incident Presentation #2 [20 min each]

5. _____ 6. _____

Book review and Presentation:

Gilead – What stands out in the 1st half of the book????

4. _____

Verbatim Presentation [25 min each]

1. _____ 2. _____

Debrief / Closure

Session 8: Wednesday, November 14, 2007

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Questions and or issues

Discussion: Feedback Forms

Critical Incident Presentation #2 [15 min each]

1. _____ 2. _____

Verbatim Presentation [25 min each]

3. _____ 4. _____

Book review and Presentation:

Gilead – What stands out in the 2st half of the book????

5. _____

Debrief / Closure

Note: Schedule an appointment with Faculty the week of November 6th.

No Class Wednesday -November 21st - Thanksgiving Break

Session 9: Wednesday, November 28, 2007

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____

Questions and or issues

Verbatim Presentation [25 min each]

5. _____ 6. _____

Book review and Presentation: As time permits

Debrief / Closure

Session 10: Wednesday, December 5, 2007

Class Agenda:

Peer Feedback Ritual and Closure

- ☐ Use handout as guide
- ☐ include reflection on Parker Palmer , Let Your Life Speak
- ☐ prepare ritual with break/snack

Planning Team:

a. _____ b. _____

c. _____ d. _____

Feedback Discussion

Next Quarter

Closure

To show great love for God and our neighbor
we need not do great things.
It is how much love we put in the doing
that makes our offering something beautiful for God

Mother Teresa of Calcutta

Subject to Revision prior to class – Instructor have available copies of syllabus on the first day of class.