School of Theology and Ministry
Seattle University

Ministerial and Theological Integration
STMM 558-02

Course Syllabus

Course Information and Schedule

Winter Quarter
3 credits
Dates: Tuesdays, January 6—March 10, 2009 (with the exception of January 13)
Class Location: Hunthausen Hall Room 160
Time: 5:45 pm to 8:35 pm

Rev. Dr. Rick Russell, Adjunct Faculty

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STM Office Receptionist: 206.296.5330
Appointments: Contact directly: e-mail, phone, or voicemail.
Please leave home and or work numbers.

Note: Arrange any changes in the assignments with each other and notify everyone in the class and faculty of those changes. Give each other address/e-mail/ phone as you choose.
The instructor reserves the right to make changes prior to the first class session – which will be reviewed with the class at that time.

Basic Class Information, Competencies and Course Requirements:

Manual for Ministerial and Theological Integration (Chapter2) contains the course description, goals / focus for Winter Quarter, course description and requirements, reading both required and recommended and grade distribution.

The Approach

As you continue 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.

This quarter explores the impact of cultural history and myths on your personal identity and how this affects your professional ministry. You will explore your unique cultural identity and examine how your family of origin and community influences your values, beliefs, prejudices and view of justice. You will investigate how personal or cultural myths enhance or impede your ability to minister.

You will also have an opportunity to examine the process of emotional influence and identify how you are affected by the stories of others. In the context of this analysis, you will have the opportunity to deepen your awareness of healthy boundaries.

A 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 due one week after you have presented in class. The Integration / Learnings paper is bundled with your prior paper which has been critiqued by peers.

- Permission to keep a classmate's 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.

Meanings and / or 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 visible, in oral and written presentations, the questions you are raising of your self, your internship experience, and your theological understandings.

- A due sense of accountability for your **ministerial placement**, committing to growth and development toward required competencies. Here is a chance to experience you as accountable to yourself and God 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, and give evidence of personal / professional learnings that you have gleaned in the theological reflection and peer evaluations. A helpful tool is to look for, name, and examine your resistance…

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

Grades:

Course Requirements for a "B" grade
- Class participation and regular attendance - page 29
- Completion of written work – page 29
- Feedback / Evaluation - page 29
- Evidence of assigned reading - Quarter focus – Chapter 2

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

Course Outline and Assignments

Session 1: Tuesday, January 6, 2009

Class Agenda:
Prayer: _____Rick_____ Time Keeper: _____ Snack: _____Rick___

Prayer and Welcome back!
Principles of our common work
Review Syllabus and Written Assignments
Sign up for assignments – prayer, timekeeper, snack
Questions about the class
Prayer - Closure

Goals – Personal and Professional [15 minutes each]

- **Everyone will present personal and professional goals for winter quarter:**

Making sense and meaning using Theological Reflection

Reading Assignment for Session 2: Graham, Chapter 2; Wimberly, Chapters 1-5 and 10; Richardson, Introduction and Chapters 1 and 2.
Debrief / Closure

Session 2: Tuesday, January 20, 2009 (no class January 13)

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Issues or Questions
Questions from Manual reading

Theological Reflection: Methods [20 min]

- Discussion – Theological Reflection: Methods – Graham et al.
  Chapter 2 – Speaking of Parables –

2. _____

Book Review – Conversation /Discussion:
***Recalling Our Own Stories*, Edward Wimberly**

- Presenters have 20 minutes each

1. _____ [Chapters 1 & 2]

3. _____ [Chapters 3 & 4]

4. _____ [Chapters 5 & 10]

***Becoming Healthier Pastor*, Ronald Richardson [25 min]**

- Presentation should facilitate identification and discussion about 1. Personal crossing points with issues raised by author as well as 2. Professional awareness – systems theory.

5. _____ [Introduction and Chapters 1 & 2]

Reflection on My Own Prior Experience Assignment
Debrief / Closure

Session 3: Tuesday, January 27, 2009

Class Agenda:

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

Issues or Questions

Reflection on My Own Prior Experience (30 *min each*)

1. _____ 5. _____

6. _____ 7. _____

Debrief / Closure

Session 4: Tuesday, February 3, 2009

Class Agenda:

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

Questions and or issues

Theological Reflection: Methods 20 -25 min

- Discussion -Theological Reflection: Methods – Graham et al.
  Chapter 3 – Telling God's Story –

6. _____

Reflection on My Own Prior Experience [30 *min each*]

2. _____ 3. _____

4. _____

Pastoral Report Assignment Review

Debrief / Closure

Session 5: Tuesday, February 10, 2009

Class Agenda:

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

Questions and or issues

Theological Reflection: Methods 20 min

- Discussion -- Theological Reflection: Methods – Graham et al.
  Chapter 4–Writing the Body of Christ –

7. _____

Pastoral Report 25 *min each*

1. _____ 5. _____

6. _____ 2. _____

***Becoming Healthier Pastor*, Ronald Richardson [25 min]**

- Presentation should facilitate identification and discussion about 1. Personal crossing points with issues raised by author as well as 2. Professional awareness – systems theory.

3. and 4. _____ [Chapters 3, 4, 5, & 6]

Debrief / Closure

Session 6: Tuesday, February 17, 2009

Class Agenda:

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

Questions and or issues

Theological Reflection: Methods 20 min

Discussion

- Discussion -- Theological Reflection: Methods – Graham et al.
  Chapter 5 Speaking of God in Public

6. and 7. _____

Verbatim Presentation 25 *min each*

4. _____ 1. _____

***Becoming Healthier Pastor*, Ronald Richardson [20 min]**

- Presentation should facilitate identification and discussion about 1. Personal crossing points with issues raised by author as well as 2. Professional awareness – systems theory.

2. and 5. _____ [Chapters 7, 8 & 9]

Debrief / Closure

Session 7: Tuesday, February 24, 2009

Class Agenda:

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

Questions and or issues
Discussion: Feedback Forms

Verbatim Presentation 25 *min each*

2. _____ 5. _____

Pastoral Report *25min each*

3. _____ 4. _____

7. _____

Debrief / Closure

Session 8: Tuesday, March 3, 2009

Class Agenda:

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

Questions and or issues
Discussion: Feedback Forms

Verbatim Presentation 25 *min each*

3. _____ 6. _____

7. _____

***Becoming Healthier Pastor*, Ronald Richardson [20 min]**

- Presentation should facilitate identification and discussion about 1. Personal crossing points with issues raised by author as well as 2. Professional awareness – systems theory.

1. _____ [Chapters 9 &10]

Debrief / Closure

Session 9: Tuesday, March 10, 2009

Peer Feedback Ritual and Discussion

Next Quarter

Closure

Overview of Winter Quarter Assignments:

1. Internship Job Description – revise if necessary
2. Personal and Professional Goals – revised
3. Papers -- **ALL Papers to be distributed Sunday [two days] before presentation on Tuesday unless otherwise noted.**

   - ☐ **Reflection on My Own Prior Experience (page** 84**)** (4 pages maximum)
     Begin by asking the question: **What is my earliest memory of justice or injustice in my family of origin?**
     - Use Wimberly | give evidence of reading/using in paper.
     - What is the **mantra** you carry into the pastoral situation, and how does it impact you?
     - For class presentation – not a reading of the paper | rather a **re-telling** of your story.
     - ☐ **Integration/ Learning paper** (1 page) due 1wk after class presentation.

   - ☐ **Verbatim (**page 78**)** (4-6 pages**)**
     - ☐ **Integration/ Learning paper** (1 page) due 1wk after class presentation

   - ☐ **Process Report** (p.82) **OR** (**Pastoral Self Assessment** (p86): **or Talk to Faculty about an alternative paper** (2 pages maximum)
     - ☐ **Integration/ Learning paper** (1 page) due 1wk after class presentation

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

5. Leadership -
   a. Prayer, Time Keeper
   b. Last class session Closing Ritual
   c. Group maintenance - hospitality.

6. Reading:
   - ☐ – **Book Review Presentations** on "required reading" for quarter - no paper
     As named in the syllabus and in the Student Manual Chapter 2, winter quarter.

7. Feedback – all due the last day of class
   a. Self Reflection to include: 1. Key learnings, 2. At this point what does Theological Reflection mean to you, 3. Goals – personal and professional, 4. Competencies assessed p. 19 ff student manual.
   b. Peer feedback (as described in the closing ritual to be distributed later in the course)
   c. On-site Supervisor feedback form – see manual p 101).
   d. ½ page feedback on instructor
   e. ½ page feedback on internship site
   f. STM course evaluation

8. Meet for 1 hr with Faculty the week of February 2nd for a conversation which focuses on:
   a. Identify core learnings – name affirmations and challenges for your self.
   b. Name learnings from the course.
   c. Demonstrate ability to use tools of Theological Reflection