School of Theology and Ministry Seattle University

Ministerial and Theological Integration STMM 559-04

Course Syllabus

Course Information and Schedule

Spring Quarter

3 credits

Dates: Fridays – April 5 – June 7, 2013 Class Location: Hunthausen Hall Room 160

Time: 9:00 am – 11:50 am

Rev. Dr. Kathryn Morse, Faculty Faculty Information

- This section is taught by Rev. Kathryn Morse, DMin, SU adjunct faculty. My full time position is serving as pastor of Vashon United Methodist church
- E-mail: revkathymorse@gmail.com (primary) or morsekat@seattleu.edu.
- Phone: 206-408-7429. It's fine to call me at home. Cell: 206-491-4045.
- My number at work Monday through Thursday is 206-463-9805.
- Office hours at SU by appointment only. I am always available after class on Friday.
- I have a mailbox in the STM office, but I am only here on Fridays to check it. My home address is 17916 Vashon Hwy SW, Vashon, WA 98070.

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 and Course Requirements:

Text for Ministerial and Theological Integration, Student Course Material contains the course description, goals / focus for Spring Quarter, course description and requirements, reading both required and recommended and grade distribution. (p 61-65). Please note that the text Generation to Generation: Family Process in Church and Synagogue by Edwin Friedman is no longer required.

Overview of Ministerial and Theological Integration

This quarter the focus will be on your intentions and the impact you desire to make in your ministry. You will have an opportunity to evaluate your use of personal power,

the effectiveness of your approach and acknowledgment of your impact on others. In your role as minister, it becomes <u>your</u> responsibility to make sure that others understand what you say. During this quarter, you will have an opportunity to develop ways of enhancing your ability to listen to others and communicate your position more clearly.

We will continue to use the tools of verbatim and theological reflection to deepen your insight into your personal identity and professional role as one doing ministry. By focusing on your personal mythology you will have an opportunity to explore how it affects your view of ethnic, gender, ecumenical, and economic issues in your ministry.

Our year of working together will soon come to an end. We will have a closure celebration and identify key learnings.

Theological Reflection Model:

This quarter students will create a model of theological reflection. This will be a two step process. The first step will be the creation of the model itself. The model will take into account existing models and methods of theological reflection. The model should include, but not be limited to, conversational partners e.g., tradition, scripture, culture, and praxis. The next step will be to use the model to reflect theologically on a specific incident arising from the internship. See pages 127-28 of the Student Manual.

Theological Reflection Will Focus On:

Analysis of your intention and impact as you work with others.

How your **family and cultural mythology influence** your experience of **personal power** in ministry.

Use of personal power – how others are influencing you and how you influence people at your place of ministry and/or this class.

Ethics – confidentiality, boundaries, timeliness, sexual conduct.

Pastoral response – use of pastoral helping skills in internship and MTI group. **Group effectiveness** – use of group skills in ministerial placement and in the MTI group.

Professionalism in the classical sense – commitment, competency, and integrity in your public life.

Competencies

The competencies for this third quarter will continue to build on those used in the first two quarters. All competencies will be used this quarter that were named in the first two quarters; however, greater attention will be given to the ones listed below. Five new competencies will be introduced this quarter.

New competencies:

- Establishes and maintains credibility is able to understand situations without blame, promotes cooperation and collaboration.
- Exhibits spiritual leadership creates prayerful setting and facilitates reflective opportunities at the beginning and end of class; names theological assumptions when reflecting on an experience or offering feedback to others.
- **Demonstrates maturity** as a **public agent** understands power as a dynamic tool within the internship, e.g., hospital, church, street, detention center, etc., and what it means to be a "public agent."
- Advances a faith that does justice interprets the tradition in such a way that it continues to live today; understands the dynamics and principles of moral development in decision making; thinks critically about the human condition, social dynamics, and issues of power and powerlessness.
- Masters the reflective process uses the basic components of theological reflection
 to create own model of theological reflection; articulates the rationale and purpose of
 using tools of reflection and integration; engages in exploring multiple methods of
 theological reflection in an ecumenical setting.

Written Work:

Written work is expected to meet academic standards, site texts appropriately and contain individual reflections and peer feedback where appropriate.

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 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 review and renew the norms or principles of our common life.

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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 very visible in your MTI work the questions you are raising of yourself, your work, 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 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. 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.

Grades:

Course Requirements for a "B" grade

Class participation, and regular attendance - see pages 63-65

Completion of written work – see page 64.

Feedback / Evaluation - see page 64

Evidence of assigned reading - Quarter focus - Chapter 2

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

Disability Services

If you have, or think you have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100. 206.296.5740.

Distribution of written work and class presentations:

All written work, unless otherwise discussed, is to be distributed before the class presentation. The dates outlined in the syllabus presuppose using e-mail to distribute written work to class members by midnight on the Tuesday before your presentation. In the event e-mail is not used, students must plan to deliver written work to peers two days before the class presentation using other methods or distributing written work during the class one week before the presentation.

Overview of Spring Quarter Assignments:

- 1. Internship Job Description revise if necessary
- 2. Personal and Professional Goals revised
- 3. Papers -- ALL Papers to be distributed by midnight on the Tuesday before your presentation using email (otherwise one week before presentation) with the exception of "Your own Model of Theological Reflection" and "Text Discussion."

☐ 1 Verbatim (6 to 8 pages) ☐ Integration/ Learning paper	er (1 page) due 1 week after class presentation
just fine, you can take up to three	cal Reflection [page 127]— one page will be see pages. The idea is to state the steps that ag TR and define those steps. (1 to 3 pages)
incident or event from your inte and theologically using your mo	Model of Theological Reflection – take an ernship then reflect on that event pastorally odel. (2-4 pages) or (1 page) due 1wk after class presentation
months as an intern? Identify at the lived narrative that contribute	What is your theological position after 6-7 and name one theological position, its source, ted to your position, the cultural context, and aristian heritage and scripture. See handouts maximum)

4. **Readings**:

- Text for Ministerial and Theological Integration: Student Course Manual
- Creating a Healthier Church, Richardson
- Transitions: Making Sense of Life's Changes, 2nd edition, William Bridges
- Creative Ministry, Henri Nouwen

- 5. 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.
- 6. Feedback all due the last day of class
 - a. Self evaluation 1 page
 - b. Peer and faculty feedback as designed by last day planning team... no more than ½ page each.
 - c. On-site Supervisor Feedback Form see manual
 - d. Internship Site Evaluation Form see manual
 - e. STM course evaluation last class session
- 7. Leadership
 - a. Prayer, Time Keeper
 - b. Text Discussions
 - c. Last class session Closing Ritual

The faculty reserves the right to make changes to this syllabus on the first day of class.

Course Outline and Assignments

Session 1: Friday April 5, 2013

Welcome and Prayer Review and agree upon pr Review Syllabus [Sign up and Address Questions about the View video: Boundary Issue Video 2: Dual Relation	es for Clergy and Spiritual Teachers aships ransference; Hugging and Touch, Intimacy
Session 2: Friday,	April 12, 2013
Class Agenda: Prayer Check-in:	Time Keeper:
Job Description—revision	with On-site Supervisor and review with faculty as needed.
Goals – personal and profe	essional approximately 20 min each.
1	2
3	4
5	6
7	
	neological Reflection (20 min)

Session 3: Friday, April 19, 2013

Class Agenda:		
Prayer Check-in:	Time Keeper:	
Issues or Questions	. 11	
Questions from Manual	reading	
Text Discussion :		
Model of Theological Re	flection (30 min each)	Does not need to be sent before class.
1		3
7		6
Text Discussion: Creative Ministry,	Henri Nouwen (20 mi	n) 5
Evaluation Debrief / Closure		
Session 4: Frida Class Agenda: Prayer Check-in: Questions and or issues	Time Keeper:	
Model of Theological Re	flection (30 min each) Does not need to be sent before class.
2		4
5		
Verbatim Presentation ((30 min each)	
3		
Text Discussion: (20 mir William Bridges' Tr	•	ase of Life's Changes [Ch 1-3]
1		
Evaluation Debrief / Closure		

Session 5: Friday, May 3, 2013

Class Agenda:	
Prayer Check-in: Time Keeper:	
Questions and or issues	
Verbatim Presentation (30 min each)	
2	4
6	
Text Discussion: (20 min each) William Bridges' Transitions: Making	Sense of Life's Changes [Ch 4-6]
3	
Evaluation	
Debrief / Closure	
Debriet / Closure	
Session 6: Tuesday, May 10	, 2013
Class Agenda:	
Prayer Check-in: Time Keeper: Questions and or issues	
Verbatim Presentation (30 min each)	
1	5
7	
Text Discussion: (20 min) Creating a Healthier Church, Richardson [6]	Chapters 1-3] 2
Evaluation	

Thursday, May 16, 2009

- MTI Open House with On-site Supervisors 4:30 pm to 6:00 pm Casey Commons, Food Provided

Session 7: Friday, May 17, 2013

Class Agenda:	
Prayer Check-in: Time Keeper: Questions and or issues	
Theological Reflection Using Your Model	(30 min each)
1	4
5	6
Text Discussion: (20 min) Creating a Healthier Church, Richardson [6]	Chapters 4-6] 7
Planning: Closing Ritual	
Evaluation Debrief / Closure	
Session 8: Friday, May 24, 2	2013
Class Agenda:	
Prayer Check-in: Time Keeper: Questions and or issues	
Theological Reflection Using Your Model	(30 min each)
2	3
7	
Text Discussion: (20 min)	Chapters 7-9] 6
Text Discussion: (20 min) Creating a Healthier Church, Richardson [6]	Chapters 10-11] 4
Debrief / Closure	

Session 9: Friday, May 31, 2013			
Class Agenda: Prayer Check-in: Time Keeper: Questions and or issues			
My Position: This I Believe (20	min)		
1	2		
3	4		
5	6		
7			
Debrief / Closure			
Session 10: Friday, J	June 7, 2013		
Class Agenda: Ending time may	change.		
Peer Feedback Ritual and Cl	osure		
Design and lead peer-feedbac	ck process: (prepare handout)		
Closure			