

School of Theology and Ministry  
Seattle University

Ministerial and Theological Integration  
STMM 558-01

**Course Syllabus**

**Course Information and Schedule**

Winter Quarter  
3 credits  
Dates: Friday's, January 9—March 13, 2009  
Class Location: Hunthausen Hall Room 160  
Time: 9:00 am to noon.

**March Gunderson M.Div. M.Ed. adjunct faculty**

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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:**

- 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: Friday, January 9, 2009

### Class Agenda:

Prayer: March Time Keeper: \_\_\_\_\_

- Prayer and Welcome back!
- Principles of our common work
- Review Syllabus
- Sign up for assignments – prayer, timekeeper, and book discussions
- Parker Palmer Discussion
- What family mantra do you carry from your family of origin into your ministry and adult life?
- You're Questions about the class
- Prayer - Closure

### Internship & Goals – Personal and Professional [10 minutes]

- Everyone will present their experience of their internship: what is emerging for you?

How do you want to address this quarter's goals both personal and professional?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Theological Reflection: implicit and explicit perspectives

**Assignment** Read Wimberly Chapters 1,2,3,4,5 & 10 Choose which one you want to present.

Debrief / Closure

## Session 2: Friday, January 16, 2009

### Class Agenda:

Prayer/Check-in/Closure: \_\_\_\_\_ Time Keeper: \_\_\_\_\_

Issues or Questions

Questions from Manual reading

### Theological Reflection: Methods 20 -25 min

Review Chapter one Theology of the Heart from Graham and Parker Palmer as an example of living out theological values. (Heart of the Matter)

**Assignment: Review Reflection on my own Prior Experience** pg: 84 manual

### Book Review – Conversation /Discussion:

#### *Recalling Our Own Stories, Edward Wimberly*

- Everyone has read Chapters 1, 2, 3, 4, 5 & 10]
- Presenters have 20 minutes each [Total time 60min]

\_\_\_\_\_ [Chapters 1, 2, & 3 ]

\_\_\_\_\_ [Chapters 4, 5 & 10 ]

**What family mantra affects you as you live out your adult life?** *Everyone equal time.*

Debrief / Closure

## Session 3: Friday, January 23, 2009

### Class Agenda:

Prayer/Check-in/Closure: \_\_\_\_\_ Time Keeper: \_\_\_\_\_

Issues or Questions

Questions from Manual reading

### **Theological Reflection: Methods 20 -25 min**

- Discussion – Theological Reflection: Methods – Graham et all.  
**Chapter 2** – Speaking of Parables – p- 47-51; 74-76

\_\_\_\_\_

### **Reflection on My Own Prior Experience 30 min each**

1. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_

### **Conversation / Consultation [10 to 15 min. as time allows]**

\_\_\_\_\_

Debrief / Closure

## Session 4: Friday, January 30, 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 all.  
**Chapter 3** – Telling God’s Story – p 78-82; 104-107

1. \_\_\_\_\_

### **Reflection on My Own Prior Experience 30 min each**

2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_

### ***Becoming Healthier Pastor, Ronald Richardson [25-20 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.

\_\_\_\_\_ [Chapters 1, 2, & 3]

Debrief / Closure

## **Week of February 2nd** – Arrange 1hr meeting with instructor. See page 9 of syllabus

## Session 5: Friday, February 6, 2009

### Class Agenda:

Prayer/Check-in/Closure: \_\_\_\_\_ Time Keeper: \_\_\_\_\_

Questions and or issues

Discuss Assignment TR/ Pastoral Report

#### **Theological Reflection: Methods 20 -25 min**

- Discussion -- Theological Reflection: Methods – Graham et all.  
**Chapter 4**–Writing the Body of Christ – p 109-111; 135-137

\_\_\_\_\_

#### **Pastoral Report / see page 8 30 in each**

2. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_

#### ***Becoming Healthier Pastor, Ronald Richardson [25-20 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.

\_\_\_\_\_ [Chapters 4, 5, & 6]

Debrief / Closure

## Session 6: Friday, February 20, 2009

**Note: Feb. 13 classes cancelled due to President's Day**

### Class Agenda:

Prayer/Check-in/Closure: \_\_\_\_\_ Time Keeper: \_\_\_\_\_

Questions and or issues

#### **Theological Reflection: Methods 20 -25 min**

Discussion

- Discussion -- Theological Reflection: Methods – Graham et all.  
**Chapter 5**–Speaking of God in Public – p 138-142;167-169

\_\_\_\_\_

#### **Verbatim Presentation 30 min each**

4. \_\_\_\_\_ 1. \_\_\_\_\_

#### ***Becoming Healthier Pastor, Ronald Richardson [25-20 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.

\_\_\_\_\_ [Chapters 7 & 8]

Debrief / Closure

## Session 7: Friday, February 27, 2009

### Class Agenda:

Prayer/Check-in/Closure: \_\_\_\_\_ Time Keeper: \_\_\_\_\_

Questions and or issues  
Discussion: Feedback Forms

### **Verbatim Presentation 30 min each**

2. \_\_\_\_\_ 5. \_\_\_\_\_

### **Pastoral Report / see page 8 30 in each**

1. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_

### **Conversation / Consultation [10 to 15 min. as time allows]**

\_\_\_\_\_

Debrief / Closure

## Session 8: Friday, March 6, 2009

### Class Agenda:

Prayer/Check-in/Closure: \_\_\_\_\_ Time Keeper: \_\_\_\_\_

Questions and or issues  
Discussion: Feedback Forms

### **Verbatim Presentation 30 min each**

3. \_\_\_\_\_ 6. \_\_\_\_\_

### ***Becoming Healthier Pastor, Ronald Richardson [25-20 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.

\_\_\_\_\_ [Chapters 9 & 10 ]

### **Plan Last class of the quarter: ritual and feedback**

### **Conversation / Consultation [10 to 15 min. as time allows]**

\_\_\_\_\_

Debrief / Closure

## **Session 9: Tuesday, March 12, 2009**

Peer Feedback Ritual and 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*

## 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 [three 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?**
    - o Use Wimberly | give evidence of reading/using in paper.
    - o What is the **mantra** you carry into the pastoral situation, and how does it impact you?
    - o 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
  - Consultation:** - no paper
    - Option 1. -You choose topic from your internship to bring to class for consultation.
    - Option 2. -You choose book or chapter for conversation
    - Option 3. -Discuss a concern you have about the class
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 2<sup>nd</sup> 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