School of Theology and Ministry
Seattle University

Ministerial and Theological Integration
STMM 558-1 – 2005-2006

Course Syllabus

Course Information and Schedule

Winter Quarter
3 credits
Dates: Tuesdays, January 3—March 7, 2006
No Class – Tuesday, January 17, 2006

Class Location: Hunthausen Hall Room 150
Time: 5:45 p.m. – 8:35 p.m.

Rev. Dr. Rick Russell, Faculty

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Appointments: Contact directly: e-mail, phone.
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.

Basic Class Information and Course Requirements:

Manual for Ministerial and Theological Integration (Chapter 2, p 19ff) 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.

- 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 3, 2006

Class Agenda:
Prayer: Dick Time Keeper: _____ Snack: Dick

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

Internship Site – What is emerging for you? How do you want to address this next quarter at your site? *10 min each* – as time allows

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Assignment for Next Class #2:

- ☐ Read Student Manual– bring questions to class
- ☐ Read: Edward Wimberly, *Recalling Our Own Stories*, chapters 1-5, 10
- ☐ Prepare to discuss your internship -- Bring Job Description if needed
- ☐ Bring copies of Personal and Professional Goals

Session 2: Tuesday, January 10, 2006

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

Issues or Questions
Questions from Manual reading

Book Review – Conversation /Discussion: Assigned 30 minutes each

Recalling Our Own Stories, Edward Wimberly [Chapters 1, 2, & 3]

a. _____ b. _____ c. _____

Recalling Our Own Stories, Edward Wimberly [Chapters 4, 5 & 10]

d. _____ e. _____ f. _____

Goals – personal and professional *approximately 10 min each*.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Assignment for Next Class # 3: Read Edwin Friedman's *Generation to Generation* (Chapters 1-4, and 8)

Debrief / Closure

!!!!!!!!!!!!!No Class Session on Tuesday, January 17, 2006!!!!!!!!!!!!!

Session 3: Tuesday, January 24, 2006

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

Issues or Questions
Questions from Manual reading

Book Review – Conversation /Discussion: Assigned 30 minutes each

Edwin Friedman *Generation to Generation* (Chapters: 1-2)
a. _____ b. _____
c. _____

Edwin Friedman *Generation to Generation* (Chapters: 3-4)

d. _____ e. _____

Edwin Friedman *Generation to Generation* (Chapters: 8)

f. _____

Discussion on **Reflection on My Own Prior Experience** assignment
Debrief / Closure

Session 4: Tuesday, January 31, 2006

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

Questions and/or issues

Reflection on My Own Prior Experience 30 min each

1. _____
3. _____
5. _____

Consultation: 10 min each

2. _____
4. _____
6. _____

Debrief / Closure

Session 5: Tuesday, February 7, 2006

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

Questions and/or issues
Discuss Pastoral Report Assignment

Reflection on My Own Prior Experience 30 min each

2. _____
4. _____
6. _____

Consultation: 10 min each

1. _____
3. _____
5. _____

Debrief / Closure

Week of February 13

Arrange to meet with faculty for one hour – exploring your issues and concerns.

Session 6: Tuesday, February 14, 2006

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

Questions and/or issues

Verbatim Presentations 30 *min each*

1. _____ 2. _____

Pastoral Report: see page 8 *30 min each*

3. _____ 4. _____

Debrief / Closure

Session 7: Tuesday, February 21, 2006

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

Questions and/or issues
Discussion: Feedback Forms

Verbatim Presentations 30 *min each*

5. _____ 6. _____

Pastoral Report / see page 8 *30 in each*

1. _____ 2. _____

Debrief / Closure

Session 8: Tuesday, February 28, 2006

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

Questions and/or issues

Verbatim Presentations 30 *min each*

3. _____ 4. _____

Pastoral Report / see page 8 *30 min each*

5. _____ 6. _____

Debrief / Closure

Session 9: Tuesday, March 7, 2006

Peer Feedback Ritual and Closure

Planning Team will create the design for the closing ritual

Planning Team: Marie, Carl, Patrick, and Catherine

Feedback Discussion

Closure

Overview of Winter Quarter Assignments:

1. Internship Job Description – revise if necessary

2. Personal and Professional Goals – revised

3. Papers -- **<u>ALL Papers to be distributed three days [Saturday] before presentation on Tuesday, unless otherwise noted.</u>**

   - ☐ **Reflection on My Own Prior Experience** (page 77) (4 pages maximum)
     Begin by asking the question: **What is my earliest memory of justice or injustice in my family of origin?** Also, use Wimberly -- give evidence of reading/using in paper.
     - ☐ **Integration/ Learning paper** (1 page) due 1wk after class presentation.

   .

   - ☐ **Verbatim** (page 70) (4-6 pages)
     - ☐ **Integration/ Learning paper** (1 page) due 1wk after class presentation

   - ☐ **Pastoral Report (Significant/Critical Incident, Process Report, Mini-Leadership Report, or Pastoral Self-Assessment)** see Chap. 6 in Manual: (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

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 Presentation** on "required reading" for quarter - no paper
     As assigned 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. 23/24 student manual. (2 pages).
   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. 99).
   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 13th 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.