School of Theology and Ministry
Seattle University

Ministerial and Theological Integration
STMM 559-01

Course Syllabus

Course Information and Schedule
Spring Quarter
3 credits
Dates: Tuesdays – March 31 to June 2, 2009e
Class Location: Hunthausen Hall Room 160
Time: 9:00 am – 11:50 am

Dr. Richard Cunningham, Faculty
Office: Hunthausen – Room 216
Phone: 206.296.2101
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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.

Basic Class Information and Course Requirements:
Manual 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 33-36)

Overview of Ministerial and Theological Integration
This quarter the focus will be on your intentions and the impact you desire to make. 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 your 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.

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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 page 81 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. Four new competencies will be introduced this quarter.

New competencies:

- **Identify** how **personal myths and culture influence** your understanding of **personal power**.
- Demonstrate ability to articulate **intention and** evaluate the **impact** of your actions in a pastoral setting—not something you "do" but ability to name the process.
- **Name** elements of **your "personal power"** and how it is integrated into your ministry.
- Use the tools of theological reflection **to design and apply** your own method of theological reflection.

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 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 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 your self, 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 page 34
Completion of written work – see page 34.
Feedback / Evaluation - see page 34
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 two days before the class 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.

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Course Outline and Assignments

Session 1: Tuesday, March 31, 2009

Class Agenda:
Prayer | Check-in: ___Dick___ Time Keeper: _____ Hospitality _____

Welcome and Prayer
Review and agree upon principles of our common work
Review Syllabus [Sign up for assignments – prayer, timekeeper and snack]
Address Questions about the Class
View video: Boundary Issues for Clergy and Spiritual Teachers
Video 2: Dual Relationships
Video 3: The Pulpit, Transference; Hugging and Touch, Intimacy
Conversation about Boundary Issues
Evaluation
Prayer – Closure

Session 2: Tuesday, April 7, 2009

Class Agenda:
Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____

Job Description—revision with On-site Supervisor and review with faculty as needed.

Goals – personal and professional *approximately 20 min each.*

1. _____ 2. _____

3. _____ 4. _____

5. _____

Building Your Model of Theological Reflection (30 min)
Discussion

Conversation: Boundary Issues – The video in review (60 min) 3. _____

Evaluation

Prayer – Closure

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Session 3: Tuesday, April 14, 2009

Class Agenda:
Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Issues or Questions
Questions from Manual reading

Text Discussion:
Inclusion: Making Room for Grace, Eric Law (40 min) 2. _____

Model of Theological Reflection (30 *min each)*

1. _____

Text Discussion:
Creative Ministry, Henri Nouwen (40 min) 5. _____

Evaluation
Debrief / Closure

Session 4: Tuesday, April 21, 2009

Class Agenda:
Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Questions and or issues

Model of Theological Reflection (30 *min each)*

3. _____ 5 _____

Text Discussion: (40 min)
William Bridges' Transitions: Making Sense of Life's Changes [Ch 1 & 2] 4. _____

Consultation / Conversation _____

Consultation / Conversation _____

Evaluation
Debrief / Closure

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Session 5 Tuesday, April 28, 2009

Class Agenda:
Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Questions and or issues
Determine Topic: for session #6

Verbatim Presentation (*30 min each)*

5 _____

Model of Theological Reflection (30 *min each)*

2. _____ 4. _____

Text Discussion: (30 min each)
William Bridges' Transitions: Making Sense of Life's Changes [Ch 3 & 4] 1. _____

William Bridges' Transitions: Making Sense of Life's Changes [Ch 5 & 6] 3. _____
Note: This could carry over to next class session.

Consultation / Conversation _____

Evaluation

Debrief / Closure

Session 6: Tuesday, May 6, 2009

Class Agenda:

Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Questions and or issues
Determine Topic: for session #6

Verbatim Presentation (*30 min each)*

2. _____ 4. _____

Text Discussion: (30 min)
Creating a Healthier Church, Richardson [Chapters 1 & 2] 1. _____

Consultation / Conversation _____

Consultation / Conversation _____

Evaluation
Debrief / Closure

Wednesday, May 6, 2009

- **MTI Open House with On-site Supervisors 4:30 pm to 6:00 pm**
  Hunthausen Hall McGoldrick

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Session 7: Tuesday, May 12, 2009

Class Agenda:

Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Questions and or issues

Theological Reflection Using Your Model (*30 min each)*

4. _____ 5. _____

Verbatim Presentation (*30 min each)*

1. _____ 3. _____

Text Discussion: (30 min)
Creating a Healthier Church, Richardson [Chapters 3, 4, & 5] 2._____

Consultation / Conversation _____**????**_____

Planning: Closing Ritual

Evaluation
Debrief / Closure

Session 8: Tuesday, May 19, 2009

Class Agenda:
Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Questions and or issues

Theological Reflection Using Your Model (*30 min each)*

1. _____ 2. _____

3. _____

My Position: This I Believe…(30 min)

4. _____ 5. _____

Text Discussion: (25 min)

Creating a Healthier Church, Richardson, [Chapters 6, 7, & 8] 4. _____
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Evaluation
Debrief / Closure

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Session 9: Tuesday, May 26, 2009

Class Agenda:
Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Questions and or issues

My Position: This I Believe….(30 min).

1. _____ 2. _____

3. _____

Text Discussion: (30 min)

Creating Healthier Church, Richardson [Chapters 9, 10, & 11] 5. _____

Evaluation
Debrief / Closure

Session 10: Tuesday, June 2, 2009

Class Agenda: Ending time will change.

Peer Feedback Ritual and Closure

The ritual (prayer – and closure) (prepare handout)

_____ _____

Design and lead peer-feedback process: (prepare handout)

_____ _____

Hospitality / meal:

_____ _____

Closure

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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 (2 days before using e-mail) or otherwise one week before presentation, except "Your own Model of Theological Reflection" and "Book Conversation" and / or "Presentation for Consultation".**

   - ☐ **1-Verbatim** (6 to 8 pages)
     - ☐ **Integration/ Learning paper** (1 page) due 1wk after class presentation

   - ☐ **Your own Model of Theological Reflection** [page 89]– one page will be just fine, you can take up to three pages. The idea is to state the steps that you believe are essential in doing TR and define those steps. (1 to 3 pages) No Integration/Learning paper

   - ☐ **1 Reflection using your own Model of Theological Reflection** – take an incident or event from your internship then reflect on that event pastorally and theologically using your model. (2-4 pages)
     - ☐ **Integration/Learning paper** (1 page) due 1wk after class presentation

   - ☐ **My Position: This I believe** – What is your theological position after 6 / 7 months as an intern? Identify and name one theological position, its source, the lived narrative that contributed to your position, the cultural context, and the connection with both the Christian heritage and scripture. See handouts for further description. (2 pages maximum)

4. **Readings**:
   - Manual for Ministerial and Theological Integration: Student Course Manual
   - Inclusion: Making Room for Grace, Eric Law
   - Creating a Healthier Church, Richardson
   - Transitions: Making Sense of Life's Changes, 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. Sign up for – Last class session Closing Ritual or Book review / Presentation for Consultation

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

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