School of Theology and Ministry
Seattle University

Ministerial and Theological Integration
STMM 558-04

Course Syllabus

Course Information and Schedule

- Winter Quarter
- 3 credits
- Dates: Fridays, January 7 – March 11, 2011
- (There will be no class on the Friday of President's Day Weekend, February 18)
- Class Location: Hunthausen Hall Room 160
- Time: 9:00 AM to 11:50 AM

Rev. Kathryn Morse, Faculty
Faculty Information

- This section is taught by Rev. Kathryn Morse, M.Div., SU adjunct faculty. My full time position is serving as pastor of Everett First United Methodist Church in Everett.
- E-mail: morsekat@seattleu.edu or revkathy@frontier.com.
- Phone: 425-513-2032. It's fine to call me at home. Cell: 425-422-8616.
- My number at work Tuesday through Thursday is 425-259-7233.
- Office hours at SU by appointment only. I am usually in Rm. 219 between 8:00 and 9:00 AM on Fridays before class.
- I have a mailbox in the STM office, but I'm only here on Fridays to check it. My home address is 805 89th St. SE, Everett, WA 98208.

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:

- Your guide for all three quarters will be the *Text for Ministerial and Theological Integration*. The Winter quarter section begins on p. 33.
- Required and recommended books for this quarter are listed on p. 34 of the *Text for MTI*.
- Grading criteria is explained on p. 37 of the *Text for MTI* and below.
- Winter quarter writing assignments are listed beginning on page 4 of this syllabus.

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 yourself 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.

Participation:

The rich learning experience of this course depends on full participation by all students in the group. Your internship work experience, and your reflections on it, is brought to the class through presentations and discussion. Your learning is deepened as you receive feedback from your peers, and as you respond to their experience and reflection. The interplay between individual and group learning is key to the integration this course seeks.

Full participation requires regular and timely attendance. Everyone's learning is diminished if you are absent. Participation includes presentation of your own work, feedback to peers, contributing your share to discussions, honest questioning, prayer, faith, sharing, and attentiveness to the group process. Note that participation/group skills and feedback/evaluation together constitute half your grade.

Grades:

Course Requirements for a "B" grade

- Class participation and regular attendance - page 37
- Completion of written work – page 37
- Feedback / Evaluation - page 37
- Evidence of assigned reading - Quarter focus – Chapter 3

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

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Overview of Winter Quarter Assignments

1. Personal and Professional Goals, revised as needed to focus on ***this quarter***. Due the first day of class

2. Internship Job Description, only if any revisions have been made. Due the first day of class

3. Three papers (using models in your *Text for MTI*). **ALL Papers to be distributed by Tuesday at midnight [three days] before presentation on Friday unless otherwise noted.**

A. **Reflection on My Own Prior Experience** (p. 83) – 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 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.

   Followed by **Integration/Learning paper**: one page, due one week after class presentation

B. **Verbatim** (p. 78) – 4-6 pages
   Followed by **Integration/Learning paper** – one page, due one week after class presentation

C. **Process Report** (p. 82) − 2 pages maximum
   Followed by **Integration/Learning paper** – one page, due one week after class presentation

4. Marginal comments and feedback on other students' papers **B** and **C**, written on your emailed copy of the paper, and given to the writer on the day of presentation. *No written comments needed on first paper!*

5. Reading: Book Review Presentations on required reading for quarter - no paper
   As named in the syllabus and in the Student Manual Chapter 3, winter quarter.

6. Leadership assignments
   A. Opening and closing prayer for one session
   B. Timekeeping for one session
   C. One additional leadership role, arranged at first session

7. One individual meeting with instructor the week of January 31 or February 7 for a conversation which focuses on:
   A. Identifying core learnings – name affirmations and challenges for yourself.
   B. Name learnings from the course.
   C. Demonstrate ability to use tools of Theological Reflection

8. End of quarter feedback papers (all due at the last class session on March 11)
   A. Self-reflection paper (2-3 pages) to include
      a. New or deeper insights this quarter
      b. Your progress in doing theological reflection; your frustrations with same?
      c. Review of your progress on personal and professional goals
      d. Assessment of Winter competencies as listed on pages 33-34 of the *Text*
   B. On-site Supervisor Feedback Form (Manual p. 103-108), **signed**
   C. Brief feedback statement for each class member (half page max)
   D. Half page feedback on internship site (**not** the form in the book)
   E. Seattle University faculty evaluation form (completed in class last day)

Course Outline and Assignments

Session 1: Friday, January 7, 2011

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Prayer and welcome back!
Principles of our common work
Review syllabus
Sign up for assignments – prayer, timekeeper and snack
Your questions about the class
Prayer - Closure

Goals – Personal and Professional [15 minutes]

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

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____

Making sense and meaning using Theological Reflection

Internship Site – What is emerging for you? How do you want to address this next quarter at your site?
Divide time equally – as time allows

Debrief / Closure

For next week:
Read Graham, Walton, & Ward, *Theological Reflection: Methods—Chapter 2*
Read Wimberly, *Recalling Our Own Stories*—Chapters 1, 2, 3, 4, 5, and 10

Session 2: Friday, January 14, 2011

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Issues or Questions
Questions from *Text for MTI* reading

Theological Reflection: Methods [25 minutes]
Discussion -- Graham, Walton, & Ward, *Theological Reflection: Methods—Chapter 2*, Speaking in Parables

6. _____

Discussion: Wimberly, Recalling Our Own Stories
Presenters have 15 minutes each [Total time 1 hour, 30 min]

1. _____ [Chapter 1]
2. _____ [Chapter 2]
3. _____ [Chapter 3]

4. _____ [Chapter 4]

5. _____ [Chapter 5]

7. _____ [Chapter 10]

Internship Site – What is emerging? Next quarter at your site? *If needed*
Conversation / Consultation [10 to 15 min. as time allows]

_____

Debrief / Closure

For next week:

Prepare Reflections on My Own Prior Experience [Students 1-4] You will send this paper to your peers as usual, but peers will read and reflect without making comments on the paper. Please bring the unmarked papers to class.

Session 3: Friday, January 21, 2011

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Issues or Questions
Questions from *Text for MTI* reading

Reflection on My Own Prior Experience *30 min each*

1. _____ 2. _____

3. _____ 4. _____

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

_____ _____

Debrief / Closure

For next week:

- Students 1-4 write Integration paper
- Students 5-7 prepare Reflections on My Own Prior Experience You will send this paper to your peers as usual, but peers will read and reflect without making comments on the paper. Please bring the unmarked papers to class.
- Read Graham, Walton, & Ward, *Theological Reflection: Methods*—Chapter 3
- Read Richardson, *Becoming a Healthier Pastor*, Intro and chapters 1 and 2.

Session 4: Friday, January 28, 2011

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Questions and or issues

Theological Reflection: Methods 20 -25 min
Discussion - Graham, et.al., *Theological Reflection: Methods—Chapter 3* Telling God's Story

1. _____

Reflection on My Own Prior Experience *30 min each*

5. _____ 6. _____

7. _____

Discussion – Richardson, *Becoming a Healthier Pastor* [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.

2. _____ [Intro and chapters 1 & 2)]

Arrange 1hr meeting with instructor for week of February 1 or 8. See page 4 of syllabus

Debrief / Closure

For next week:

- **Students 5-7 write Integration paper**
- Students 1-4 prepare Verbatim Report (students 1-4)
- Read Graham, Walton, & Ward, *Theological Reflection: Methods*—Chapter 4

Session 5: Friday, February 4, 2011

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Questions and or issues
Discuss Assignment TR/ Pastoral Report

Theological Reflection: Methods 20 -25 min
Discussion -- Graham, et. al., *Theological Reflection: Methods*—Chapter 4, Writing the Body of Christ

7. _____

Verbatim Report *25 min each*

1. _____ 2. _____

3. _____ 4. _____

Debrief / Closure

For next week:

- Students 1-4 write Integration paper
- Students 5-7 prepare Verbatim Report
- Read Graham, Walton, & Ward, *Theological Reflection: Methods*—Chapter 5
- Read Richardson, *Becoming a Healthier Pastor*—Chapters 3-5

Session 6: Friday, February 11, 2011

Class Agenda:
Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Questions and or issues

Theological Reflection: Methods 20 -25 min
Discussion Graham, et. al., *Theological Reflection: Methods*—Chapter 5-Speaking of God in Public

3. _____

Verbatim Presentation *25 min each*

5. _____ 6. _____

7. _____

Discussion *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.

4. _____ [Chapters 3-5]

Debrief / Closure

For next week:
Students 5-7 write Integration paper
Students 1-4 write Process Report
Read Richardson, *Becoming a Healthier Pastor*—Chapters 6-8

*No class Friday, February 18, 2011

Session 7: Friday, February 25, 2011

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

Questions and or issues
Discussion: Feedback Forms

Process Report *30 in each*

1. _____ 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.

5. _____ [Chapters 6-8]

Debrief / Closure

For next week:
Students 1-4 write Integration paper
Students 5-7 prepare Process Report
Read Richardson, *Becoming a Healthier Pastor*—Chapters 9-10

Session 8: Friday, March 4, 2011

Class Agenda:

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

Questions and or issues

Discussion: Feedback Forms

Process Report *30 min each*

5. _____ 6. _____

7. _____

***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.

6. _____ [Chapters 9-10]

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

_____ _____

Debrief / Closure

For next week:

Students 5-7 write Integration paper

All students prepare the following

A. Self-reflection paper (2-3 pages), see syllabus page 4 for details
B. On-site Supervisor Feedback Form (Manual p. 103-108), **signed**
C. Brief feedback statement for each class member (half page max)
D. Half page feedback on internship site (**not** the form in the book)

Session 9: Friday, March 11, 2011

Peer Feedback Ritual and Closure

Planning Team will create the design for the ritual incorporating all elements in the closing ritual handout.

_____ _____

Guidance for the feedback: The closing ritual handout will describe the process in keeping with the feedback asked for in item number 8 on page 4 of the Syllabus.

Feedback Discussion

Next Quarter

Closure