School of Theology and Ministry
Seattle University

Ministerial and Theological Integration
STMM 559-03

Course Syllabus

Course Information and Schedule
Spring Quarter
3 credits
Dates: Thursdays – March 29, April 5, 12, 19, 26, May 3, 10, 17, 24, and 31, 2012
Class Location: Hunthausen Hall Room 160
Time: 5:35 PM – 8:35 PM

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Appointments: Contact directly: e-mail, phone or voice mail

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, readings, both required and recommended and grade distribution (pp. 45-50).

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 you approach and acknowledgment of your impact on others. In your roles 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 practice 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 practice. The next step will be to use the model to reflect theologically on a specific incident arising from the internship. See pages 79 - 87 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. (page 46)

<u>New competencies</u>:

- **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. (Handout will be provided.)
- 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, cite 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 (page 109) – (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 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.

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 person/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 – see page 33
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.

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 "<u>Book Conversation</u>" and/or "<u>Presentation for Consultation</u>".**

    a. **1-Verbatim** (6 – 8 pages) p.98 - 103 of *Manual*
        i. **Integration/Learning Paper** (1 page) due 1 week after class presentation

    b. **Your own Model of Theological Reflection** – 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. No Integration/Learning paper. pp.77 – 87 of *Manual*

c. **1 Reflection <u>using your own Model of Theological Reflection</u>** – take an incident or event from your internship then reflect on tht event pastorally and theologically using your model. (2 – 4 pages) (handout/power)

   i. **Integration/Learning paper** (1 page) due 1 week after class presentation (refer to model outline)

d. **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 you position, the cultural context, and the connection with both the Christian heritage and scripture. <u>See handout for further description</u>. (2 pages max.)

4. **Readings:**
   - *Manual for Ministerial and Theological Integration: Student Course Manual*
   - *Inclusion: Making Room for Grace,* Eric Law
   - *Transitions: Making Sense of Life's Changes,* William Bridges (check editions as newer editions format is very different)
   - *Creative Ministry,* Henry Nouwen
   - *Creating a Healthier Church,* Richardson
   - *Theological Reflections,* Walton: chpts. 4, 5 & 6

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 From – see *Manual*
   e. STM course evaluation – last class session

7. **Leadership:**
   a. Prayer, Check-in, refreshments
   b. Sign-up for: Last class session Closing Ritual or Book review/Presentation for Consultation

Course Outline and Assignments

Session 1: Thursday, March 29, 2012

Class Agenda:

Prayer_____ Check-in_____

Refreshments_____

Welcome and Prayer
Review and agree upon principles of our common work.
Review Syllabus (Sign-up for assignments – prayer, check-in and refreshments)
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

Assignment: *Creative Ministry, Henry Nouwen*

Presenter: 1._____ 2._____
Introduction – Chpt. 3 Chpt. 4 – epilogue

3._____
Walton, *Theological Reflection* – Chpt. 4

Session 2: Thursday, April 5, 2012

Class Agenda:

Prayer _____ Check-in _____

Refreshments _____

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

Conversation: Boundary Issues – The video in review (25 minutes)

Goals – personal and professional (approximately 5 minutes each)

1._____ 2._____

3._____ 4._____

5._____ 6._____

Text Discussion: *Creative Ministry*, Henry Nouwen

Presenter: 1._____ 2._____
Introduction – Chpt. 3 Chpt. 4 – epilogue

3._____
Walton, *Theological Reflection* – Chpt. 4

Assignment: Text *Making Room for Grace* (Chpt. 1 – 7, including epilogue)

Presenter: 4._____ 5._____
Chpt. 1-5 Chpt. 6 – epilogue

Verbatim: 1._____ 2._____

3._____

Model of Theological Reflection: 1._____

2._____

Assignment: *Theological Reflections*, Walton, chpt. 5

Session 3: Thursday, April 12, 2012

Class Agenda:

Prayer _____ Check-in _____

Refreshments _____

Issues or Questions
Questions from *Manual* reading

Text Discussion: *Theological Reflections*, Walton 6._____
Chpt. 5

Text Discussion: *Making Room for Grace*, Eric Law (20 min.)

3.. _____ 4._____
Chpt. 1-5 Chpt. 6-epilogue

Verbatim Presentations: (25 min. each)

1._____ 2._____

3._____

Model of Theological Reflection: (15 – 20 min. each)

1._____ 2._____

Assignment: Text: *Making Sense of Life's Changes*, (Ch.1 & 2) Bridges

Presenter: 5._____ 6._____

Verbatim: 3._____ 4._____

5._____

Assignment: *Theological Reflections,* Walton, Chpt. 6_____

Model of Theological Reflection:

3._____ 4._____

Session 4: Thursday, April 19, 2012

Class Agenda:

Prayer:_____ Check-in:_____

Refreshments:_____

Questions and/or Issues

Verbatim Presentation: (25 min. each)

3._____4._____5._____

Model of Theological Reflection: (15 – 20 min. each)

3._____ 4._____

Text Discussion: *Making Sense of Life's Changes,* Bridges, Ch. 1 & 2 (30 min.)

5._____ 6._____

Text Discussion: *Theological Reflections,* Walton Chpt. 6_____

Assignment:

Verbatim: 6._____ 7._____

Model of Theol. Reflection: 5._____ 6._____

7._____

Text Discussion: *Theological Reflections,* Walton Chpt. 7_____

Session 5: Thursday, April 26, 2012

Class Agenda:

Prayer: _____ Check-in:_____

Refreshments:_____

Questions and/or Issues

Verbatim Presentation: (25 min. each)

6._____ 7._____

Model of Theological Reflection: (20 min. each)

5._____6._____ 7._____

Text Discussion: *Theological Reflections,* Walton, Chpt. 7:_____

Consultation:

Assignment:

Theological Reflection Using Own Model

1._____2._____3._____

Text: *Making Sense of Life's Changes,* Bridges, Ch. 3 & 4

Consultation:

Session 6: Thursday, May 3, 2012

Meet with students: 4:30 _____ 5:00 _____

Class Agenda:

Prayer: _____ Check-in: _____

Refreshments: _____

Questions and/or Issues

Theological Reflection using your Own Model: (20 min. each)

1._____2._____3._____

Text Discussion: (30 min.)

Making Sense of Life's Changes, William Bridge, 1._____
Chpt. 3 & 4

Consultation

Assignment:

Theological Reflection Using Own Model:

4._____ 5. _____

6._____ 7. _____

Text: *Making Sense of Life's Changes*, Wm. Bridges, 2._____
Chpt. 5-7

Session 7: Thursday, May 10, 2012

Meet with Students: 4:30 _____5:00 _____

Class Agenda:

Prayer: _____ Check-in: _____

Refreshments: _____

Questions and/or Issues

Theological Reflection using your Own Model: (20 min. each)

4._____ 5._____

6._____ 7. _____

Text Discussion: (25 min.)

Making Sense of Life's Changes, Bridges, 2._____
Chpt. 5-7

Planning Closing Ritual

Assignment:

My Position, This I Believe

1._____ 2._____

3. _____

Presentation: Richardson, *Creating a Healthier Church*

4._____ 5._____
Chpt. 1-3 Chpt. 4-6

6._____
Chpt. 7-9

Session 8: Thursday, May 17, 2012

Meet with Students: 4:30 _____ 5:00 _____

Class Agenda:

Prayer: _____ Check-in: _____

Refreshments: _____

Questions and/or Issues

My Position: This I Believe (15 min. each)

1._____ 2. _____

3. _____

Text Discussion: *Creating a Healthier Church,* Richardson (25 min.)

4._____ 5. _____
Chpt. 1-3 Chpt. 4-6

6. _____
Chpt. 7-9

Assignment:

My Position: This I Believe

4._____ 5. _____

6. _____ 7._____

Text Discussion: *Creating a Healthier Church*, Richardson

1._____ 2. _____
Chpt. 10-11 Chpt. 12-13

Session 9: Thursday, May 24, 2012

Class Agenda:

Prayer: _____ Check-in: _____

Refreshments: _____

Questions and/or Issues

My Position: This I Believe… (15 min. each)

4. _____ 5. _____

6. _____ 7._____

Text Discussion: (30-35 min.)

Creating a Healthier Church, Richardson

1._____ 2. _____
Chpt. 10-11 Chpt. 12-13

Prepare Closing Ritual

Review End of Year Assignment #6 (page 4 of Syllabus)

Session 10: May 31, 2012

Class Agenda:

Peer Feedback Ritual and Closure

The Ritual (prayer and closure) – prepare handout

1._____ 2. _____

Design and lead peer feedback process: (prepare handout)

3. _____ 4. _____

Hospitality/Meal:

5._____ 6. _____

Closure