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: Wednesdays March 27 to May 31

Class Location: Hunthausen Hall Room 160
Time: 5:45pm to 8:35pm

Adjunct Faculty March Gunderson
Office: Samaritan Center 564 NE 65th St.
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E-mail: marchgg@gmail.com
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 24-29)

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 or issue arising from the internship. See page 79 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.

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- 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.

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 27
Completion of written work – see page 27.
Feedback / Evaluation - see page 27
Evidence of assigned reading - Quarter focus – Chapter 2
To receive an "A" grade: "…an outstanding achievement in these areas."

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: April 4, 2008

Class Agenda:
Prayer: _____March_____ Time Keeper: _____ Snack_____

Welcome and Prayer
Review and agree upon principles of our common work (How are we doing time.)
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 & touch, intimacy
Conversation about Boundary Issues
Evaluation

Reading: Making Room for Grace Eric Law What four questions do you have because of the reading?

Prayer – Closure

Session 2: April 11, 2008

Class Agenda:
Prayer: _____ Time Keeper: _____ Snack_____

How are we doing?

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

Chapter two from Theological Reflection: by Graham Walton and Ward Speaking in Parables. Review the outline, Introduction, Evaluation and questions. Led by Student:_____

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

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____

Conversation: Boundary Issues continued _____

Discussion: Inclusion: Making Room for Grace, Eric Law What are four major questions that you have as a result of your reading and reflection.

Reading Creative Ministry, Henri Nouwen What four questions do you have as a result of the reading

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Session 3: April 18, 2008

Class Agenda:

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

How are we doing?

Verbatim Presentation *30 min each*

6. _____

Model of Theological Reflection 20 *min each*

1. _____ 5. _____

Discussion: (30-40 min) Each bring four major issues or questions that are important to you as a result of the reading. From Creative Ministry by Henri Nouwen

Review Chapter 3 From Theological Reflection Telling God's Story outline Intro Evaluation and Questions. led by Student_____.

Debrief / Closure

Session 4: April 25, 2008

Class Agenda:

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

How are we doing?

Verbatim Presentation *30 min each*

2. _____

Model of Theological Reflection 20 *min each*

4. _____ 6. _____ 7._____

Review Chapter 4 From Theological Reflection Writing the Body of Christ: Outline Introduction Evaluation and Questions. Student_____

Review Chapter 5 From Theological Reflection Speaking of God in Public: Outline Introduction Evaluation and Questions. Student_____

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Reading for next week: Transitions by William Bridges' get the latest edition. Bring four questions or insights that are a result of your reading . Be prepared to discuss.

Debrief / Closure

Session 5: May 2, 2008

Class Agenda:

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

Questions and or issues

Determine Topic: for session #6

Verbatim Presentation *30- min each*

1. _____ 7._____

Model of Theological Reflection *20 min each*

2. _____ 3. _____

My Position: This I Believe (20 min.) 4._____

Discussion: (30 to 35 min.) regarding William Bridges book.

Debrief / Closure

Session 6: May 9, 2008

Class Agenda:

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

Conversation: How are we doing?

Verbatim Presentation *30 min each*

3. _____ 5. _____

My Position: This I Believe: (20 min.) 1._____ 7._____

*Review Chapter 6 Theological Reflection: Theology in Action, Outline Introduction Evaluation and Questions led by Student*_____

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Session 7: May 16, 2008

Class Agenda:

Prayer/Check-in/Closure: _____ Time Keeper: _____ Snack: _____
Questions and or issues
Verbatim Presentation *30 min*

4. _____

Theological Reflection Using Your Model *no more then 30 min.*

2. _____ 3. _____

5._____ 7._____

Debrief / Closure

Session 8: May 23, 2008

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

Theological Reflection Using Your Model *30 min each*

1. _____ 4. _____

6. _____

My Position: This I Believe….(20 min).

2. _____ 3. _____

5._____

Debrief / Closure

Session 9: May 30, 2008

Class Agenda:
Prayer/Check-in Closure _____Snack_____
How are we doing?

My Position: This I believe 20 min.

6._____ 2._____ 3._____5._____

Review Chapter 7 Theological Reflection> Theology in the Vernacular Outline, Introduction, Evaluation, Questions led by Student_____.

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Session 10: June 6, 2008

Class Agenda:

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** – 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 handout for further description. (2 pages maximum)

4. **Readings**:
   Manual for Ministerial and Theological Integration: Student Course Manual
   Inclusion: Making Room for Grace, Eric Law
   Generation to Generation: Edwin Friedman [Ch5, 7, 9 & 10
   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

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