School of Theology and Ministry
Seattle University

Ministerial and Theological Integration
STMM 559-02

Course Syllabus

Course Information and Schedule

Spring Quarter
3 credits
Dates: Tuesdays – April 2 to June 4, 2013 (With the substitution of Saturday, April 6 for April 2)
Class Location: Hunthausen Hall Room 160 (April 6 at an Vancouver, WA Episcopal Church)
Time: 5:45 pm – 8:35 pm (April 6 to meet from 11 am to 2:30 pm)

Rev. Dr. Rick Russell, Adjunct Faculty

Phone: 206.344.8777, cell: 206.999.6968
E-mail: myrtos@comcast.net
STM Receptionist: 206.296.5330
Appointments: Contact directly: e-mail or 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:

Text 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.

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.

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.

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.
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.

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 those for Spring Quarter.

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 its covenant.

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 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
Completion of written work
Feedback / Evaluation
Evidence of assigned reading - Quarter focus
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.

Course Outline and Assignments

Session 1: Saturday, April 6, 2013 – 11am in Vancouver, WA

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

Welcome and Prayer
Review and agree upon principles of our common work, i.e., our covenant.
Review Syllabus [Sign up for assignments – prayer, timekeeper and snack]
Job Descriptions from Internship sites—any changes?
Address Questions about the Class
View DVDs: A Sacred Trust: Part I – Boundaries, Power and Vulnerability
Part II – Dating, Friendships, Dual Relationships, Gifts
Part III – The Pulpit, Transference, Hugging and Touching, Intimacy
Part IV – Personal Needs and Self-Care, Red Flags, Final Reflections.
Prayer – Closure

Session 2: Tuesday, April 9, 2013

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

Welcome and Prayer
Goals – personal and professional *(*10 minutes each*)*
Discussion: Boundary Issues – The videos in review [60 minutes]

A. _____ Part I – Boundaries, Power and Vulnerability
Part II – Dating, Friendships, Dual Relationships, Gifts
B. _____ Part III – The Pulpit, Transference, Hugging and Touching, Intimacy
Part IV – Personal Needs and Self-Care, Red Flags, Final Reflections.

Building Your Model of Theological Reflection [page 127] Discussion (20 min)

Closure and Prayer

Session 3: Tuesday, April 16, 2013

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

Text Discussion: (30 min)
Creating a Healthier Church, Ronald Richardson [Chapters 1 - 3] C. _____

Models of Theological Reflection (20 min each*)*
3._____ 4._____ 5._____
Text Discussion:
Creative Ministry, Henri Nouwen. (30 min) [Chapters 1-3] D. _____

Closure and Prayer

Session 4: Tuesday, April 23, 2013

Class Agenda:
Prayer | Check-in: _____ Time Keeper: _____ Hospitality _____
Questions and or issues
Welcome and Prayer
Model of Theological Reflection (20 min each)

1. _____ 2. _____

Verbatim Presentation (25 min each)

4. _____ 5. _____

Text Discussion: (30 min)
Transitions: Making Sense of Life's Changes , William Bridges – Part 1 E. _____

Closure and Prayer

Session 5: Tuesday, April 30, 2013

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

Welcome and Prayer

Verbatim Presentations (25 min each)

2. _____ 3. _____

Text Discussion: (25 min)
Creating a Healthier Church, Richardson [Chapters 4- 7] F. _____
Text Discussion: (30 min)
Transitions: Making Sense of Life's Changes, William Bridges – Part 2 G. _____

Closure and Prayer

Session 6: Tuesday, May 7, 2013

Class Agenda:

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

Welcome and Prayer
Verbatim Presentation (25 min)

1. _____

Theological Reflection Using Your Model (25 min)

5. _____

Text Discussion: (30 min)
Creative Ministry, Henri Nouwen Chapters 4 - end, H. _____

Closure and Prayer

Session 7: Tuesday, May 14, 2013

Class Agenda:

Prayer | Check-in: _____ Time Keeper: _____ Hospitality ____Rick___

Welcome and Prayer
Theological Reflection Using Your Model (25 min each)

1. _____ 2. _____

Text Discussion: (25 min)
Creating a Healthier Church, Richardson [Chapters 8 - 10] I. _____

Closure and Prayer

Thursday, May 16, 2013

MTI Open House with On-site Supervisors 4:30 to 6:00 pm in Casey Common

Session 8: Tuesday, May 21, 2013

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

Welcome and Prayer

Theological Reflection Using Your Model (25 min each)

2. _____

3. _____ 4. _____

Discussion of Last Class Requirements and Ritual

Closure and Prayer

Session 9: Tuesday, May 28, 2013

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

Welcome and Prayer

My Position: This I Believe…. (25 min each)

1. _____ 2. _____

3. _____ 4. _____

5. _____

Closure and Prayer

Session 10: Tuesday, June 4, 2013

Class Agenda: Peer Feedback Ritual and Closure

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

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."**

   - ☐ **Verbatim** (4 to 6 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

   - ☐ **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, and the lived narrative that contributed to your position, the cultural context, and the connection with both the Christian heritage and scripture. (2 pages maximum)

4. **Readings**:
   - Text for Ministerial and Theological Integration: Student Course Manual
   - *Creating a Healthier Church*, Richardson
   - *Transitions: Making Sense of Life's Changes*, William Bridges 2nd edition
   - *Creative Ministry*, Henri Nouwen
   - *Theological Reflection: Methods*, Graham, Walton and Ward

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 - 2 page
   b. Peer and faculty feedback - ½ page each.
   c. On-site Supervisor Feedback Form – see text.
   d. Internship Site Evaluation Form – see text.
   e. STM course evaluation – last class session.

7. Leadership –
   a. Prayer, Time Keeper
   b. Last class session Closing Ritual