## School of Theology and Ministry Seattle University

# Ministerial and Theological Integration STMM 558-01

## **Course Syllabus**

#### **Course Information and Schedule**

Winter Quarter 3 credits

Dates: Tuesday's, January 08—March 12, 2013 Class Location: Hunthausen Hall Room 160

Time: 9:00 am - 11:50 pm

### Dr. Richard Cunningham, Faculty

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Contextual Education Web site: <a href="http://www.seattleu.edu/stm/contextualeducation/">http://www.seattleu.edu/stm/contextualeducation/</a>

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, Competencies, Course Requirements and Texts:**

Text for Ministerial and Theological Integration (Chapter 3, p 51ff] contains the course description, goals / focus for Winter Quarter, course description, requirements, competencies, and texts [required and recommended].

#### 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 for your primary work as a person engaged in 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.

#### Things That Work Best:

- O 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.
- **Read** the *Textbook for Ministerial and Theological Integration*. It is the primary document for the course and provides a variety of models, resources, textbooks for the year and basic elements of the course.
- 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 you as accountable to yourself and God in a sustained fashion.
- **O Permission** to keep a classmate's paper must be given by the author.
- 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.
- O 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...
- O All written work is expected to meet the STM writing guidelines.

#### **Grades:**

A fuller description of the Grading Distribution is found on page 63-64 of the Student Text.

Course Requirements for a "B" grade

Class participation and regular attendance - page 63

Competencies / Outcomes and Goals – page 63

Feedback / Evaluation - page 63

Papers – page 63

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

**Papers:** Unless otherwise noted all papers are to be distributed electronically to peers and faculty two days prior to class presentation.

## **Course Outline and Assignments**

## Session 1: Tuesday, January 08, 2013

	eston Tin	ne Keeper:	Snack:	Dick
Prayer and Welco	ome back!			
Principles of our of				
Review Syllabus	common work			
•	nments – praver, sna	ack and [timekeeper – as i	needed1.	
You're Questions		on and tunnence per as a		
Prayer - Closure				
	- <b>What is emerging</b> in each – as time allo	for you? How do you v	vant to address thi	s next quarter a
	l and Professional who are ready pres			
1		2		
3		4		
5		6		
7				
ession 2: T	Tuesday, Jar	nuary 15, 2013 Time Keeper:	S	nack:
ession 2: T ass Agenda: Prayer/Check-in/O	Tuesday, Jar	nuary 15, 2013	s	nack:
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ession 2: T ass Agenda: Prayer/Check-in/O Issues or Question Questions from M	Tuesday, Jar Closure: Dick  ns Manual reading	nuary 15, 2013	s	nack:
ession 2: T ass Agenda: Prayer/Check-in/O Issues or Question Questions from M Goals – Personal Discussion - Con Recalling O	Closure: Dick  ns Manual reading and Professional [1]	Time Keeper:  15 minutes] if needed  dward Wimberly [Charter of the content of the cont	_	nack:
ession 2: T  ass Agenda: Prayer/Check-in/O  Issues or Question Questions from M Goals – Personal  Discussion - Con Recalling O   [T	Closure: Dick  ns Manual reading and Professional [1]  nversation  Dur Own Stories, Ed	Time Keeper:  15 minutes] if needed  dward Wimberly [Chapter of the column o	_	nack:
ession 2: T  ass Agenda: Prayer/Check-in/C  Issues or Question Questions from M Goals – Personal  Discussion - Con Recalling C   [T	Closure: Dick  ns Manual reading and Professional [1]  nversation Our Own Stories, Ed  Total time 80 min   2	Time Keeper:  15 minutes] if needed  dward Wimberly [Chapter of the color	apters 1-4]	nack:
ession 2: T  ass Agenda: Prayer/Check-in/O  Issues or Question Questions from M Goals – Personal  Discussion - Con Recalling O    1  1  1  1  1  1  1  1  1  1  1  1	Closure: Dick  Closure: Dick  Manual reading and Professional [1]  Exercise on Dur Own Stories, Edited to the Stories of Cotal time 80 min   2	Time Keeper:  15 minutes] if needed  dward Wimberly [Chapter of the color	apters 1-4] hapters 1& 2]	nack:
ession 2: T  ass Agenda: Prayer/Check-in/C  Issues or Question Questions from M Goals – Personal  Discussion - Con Recalling C	Closure: Dick  The Manual reading and Professional [1]  The Stories of Total time 80 min   2	Time Keeper:  15 minutes] if needed  dward Wimberly [Chapter of the column of	hapters 1-4] hapters 1& 2] hapter 3]	nack:

Generation to Generation - Friedman

- [30 min | 15 min ea]
- Presentation should facilitate identification and discussion about 1. Personal crossing points with issues raised by author as well as 2. Professional awareness – systems theory.

3	[Chapters	s 1 & 2]
2	[Chapter	3 & 4]
7	[Chapter	5]
Debrief / Closure		
Session 3: Tuesday, Januar	y 22, 2013	
Class Agenda: Prayer/Check-in/Closure: T	ime Keeper:	Snack:
Issues or Questions Questions from Manual reading		
Reflection on My Own Prior Experience	25 min each	
5	6	
7		
Consultation: [as time permits]		
Debrief / Closure		
Session 4: Tuesday, Januar	y 29, 2013	
Class Agenda:		
Prayer/Check-in/Closure: T	ime Keeper:	Snack:
Questions and or issues		
Reflection on My Own Prior Experience	25 min each	
1	3	
Discussion - Conversation Theological Reflection: Methods - G Chapter 2 - Speaking in Parables:		
5		
Consultation: [as time permits]		
Debrief / Closure		

Week of February 6 – Arrange to meet with faculty for one hour – exploring your issues and concerns.

## Session 5: Tuesday, February 05, 2013

Class Agenda: Prayer/Check-in/Closure:	Time Keeper:	Snack:
Questions and or issues Discuss Assignment TR/ Report		
Reflection on My Own Prior Exp	perience: 25 min each	
2	4	
Verbatim Presentations 25 min ed	ach	
6	7	
	s Story: Canonical Narrative The	
Debrief / Closure		
Session 6: No Class	s Tuesday, Febru	iary 12, 2013
Session 7: Tuesday  Class Agenda:	y, February 19, 20	
Session 7: Tuesday  Class Agenda: Prayer/Check-in/Closure: Questions and or issues  Theological Reflection: Methods 20  Discussion Theological	Time Keeper:  -25 min Reflection: Methods – Graha Body of Christ: Corporate Theol	Snack:
Session 7: Tuesday  Class Agenda: Prayer/Check-in/Closure: Questions and or issues  Theological Reflection: Methods 20  Discussion Theological Chapter 4 - Writing the I	Time Keeper:  -25 min Reflection: Methods – Grahar Body of Christ: Corporate Theole	Snack:
Class Agenda: Prayer/Check-in/Closure: Questions and or issues  Theological Reflection: Methods 20  Discussion Theological Chapter 4 - Writing the 1  2. Verbatim Presentations 25 min ed	Time Keeper:  -25 min Reflection: Methods – Grahar Body of Christ: Corporate Theologach	Snack:
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Class Agenda: Prayer/Check-in/Closure: Questions and or issues  Theological Reflection: Methods 20  Discussion Theological Chapter 4 - Writing the 1  2.  Verbatim Presentations 25 min ed  3.  5.  Consultation: [as time permits]	Time Keeper:  Time Keeper:  1-25 min Reflection: Methods – Graha: Body of Christ: Corporate Theologach  4.	Snack: m et all. ogical Reflection

## Session 8: Tuesday, February 26, 2013

Class Agenda:		
Prayer/Check-in/Closure: Questions and or issues	Time Keeper:	Snack:
Discussion: Feedback Forms		
<b>Verbatim Presentations</b> 25 min	each	
1	2	
Pastoral Report / see page 8 20	min each	
4	5	
6		
Debrief / Closure		
Jeonel / Closure		
Session 9: Tuesday	March 05 2013	
Session 7. Tuesday	, March 05, 2015	
Class Agenda:	Time Veenew	Snack:
	11me Keeper:	Snack:
Questions and or issues		
<b>Verbatim Presentations</b> 25 min e	each	
5		
Pastoral Report / see page 8 20	min each	
1	2	
J	/	
Debrief / Closure		
Session 10: Tuesda	y, March 12, 2013	
Peer Feedback Ritual and Closure Planning Team will create the desi	ign for the ritual as provided in the	faculty handout.
[Those who did not plan fall		initia di la constanti di const
Guidance for the feedback: A han	dout will describe the process in ke	eeping with the feedback asked for
in item number 7 on page 8 of the Feedback Discussion	Syllabus.	
Next Quarter #3 and 5 will		
Closure		

### **Summary of Winter Quarter Assignments:**

- 1. Internship Job Description revise if necessary
- 2. Personal and Professional Goals revised
- 3. Papers -- <u>ALL Papers to be distributed Sunday [three days] before presentation on Tuesday unless otherwise noted.</u>

☐ Reflection on My Own Prior Experience (p. 122) (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/using in paper.
o What is the <b>mantra</b> you carry into the pastoral situation, and how does it impact
you?
o For class presentation – not a reading of the paper   rather a <b>re-telling</b> of your
story.
☐ Integration/ Learning paper (p125) (1 page) due 1wk after class presentation.
□ Varbatim (n. 114) (4.6 pages)
☐ Verbatim (p. 114) (4-6 pages) ☐ Integration/ Learning paper (p. 125) (1 page) due 1wk after class presentation
Integration Learning paper (p. 125) (1 page) due 1 wk arter class presentation
☐ Process Report (p.121) (or Talk to Faculty about an alternative paper (2 pages
maximum)
☐ Integration/ Learning paper (p. 125) (1 page) due 1wk after class presentation
☐ Consultation: - no paper As time permits
Option 1. You choose topic from your internship to bring to class for consultation.
Option 2. You choose book or chapter for conversation
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.
Leadership -
a. Prayer, Time Keeper
b. Last class session Closing Ritual
c. Group maintenance - hospitality.
Reading:
□ - <b>Book Review Presentation</b> on "required reading" for quarter - no paper [selected
chapters]
Graham, Theological Reflection: Methods [Chapters 2 & 3]
□ –Wimberly: Recalling Our Own Stories
☐ –Friedman, Generation to Generation

- 7. Feedback all due the last day of class [A full description will be distributed in week 8]
  - a. Self-Reflection to include:

4.

5.

6.

- 1. Key learnings at this point in the class, 2. what does Theological Reflection mean to you, 3.Goals personal and professional, 4) Competencies Chapter 3 Textbook
- b. Peer feedback as described in handout
- c. On-site Supervisor feedback form see Student Text [p.139].
- d. ½ page feedback on instructor
- e. ½ page feedback on internship site
- f. STM course evaluation distributed last 15 minutes of last session of class.
- g. Peer feedback (as described in the closing ritual to be distributed later in the course )
- 8. Meet for 1 hr with Faculty the week of January 27<sup>th</sup> for a conversation which focuses on:
  - a. Identify core learnings name affirmations and challenges for your self.
  - b. Name learnings from the course.
  - c. Discuss understanding of Theological Reflection.