

# Ministerial and Theological Integration

STMM 557 – Fall Quarter 2008

## Location in Time and Space

- Our ten Friday class dates are September 26; October 3, 10, 17, 24 and 31; November 7, 14 and 21; and December 5. We skip November 28 for Thanksgiving break.
- Time is 9 a.m. to 11:50
- Location is Hunthausen Hall, room 160.

## Faculty Information

- This section is taught by Rev. Kathryn Morse, M.Div., SU adjunct faculty. My day job is serving as pastor of Everett First United Methodist Church, in Everett.
- Easiest contact is by e-mail: [morsek@seattleu.edu](mailto:morsek@seattleu.edu). This is forwarded to my home e-mail, [revkathy@verizon.net](mailto:revkathy@verizon.net), so don't be alarmed by a reply from that address.
- Next best is by phone evenings: 425-513-2032. It's fine to call me at home.
- My number at work Monday through Thursday is 425-259-7233. Cell 425-422-8616.
- Office hours at SU by appointment only.
- I have a mailbox in the STM office, but I'm only here on Fridays to check it. My home address is 805 89<sup>th</sup> St. SE, Everett, WA 98208.

## Course Information and Requirements

- Your guide for all three quarters will be the *Manual for Ministerial and Theological Integration*. Though it's available online, you will need a paper copy of the whole thing for use in class.
- Required and recommended books for this quarter are listed on pp. 26-27 of the *Manual*.
- Grading scheme is explained on page 34 of the *Manual* and below.
- Fall quarter writing assignments are listed on page 2 in this packet.

## 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, are 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.

## Grading

Course Requirements for a B grade:

- Class participation and regular, timely attendance
- Completion of all written work when due, consistent with STM writing standards.
- Substantive written and in-class feedback on your peers' work
- Evidence (in your writing and in class) that you have done assigned reading

An A grade requires outstanding achievement in these areas.

## Overview of Fall Quarter Assignments

1. Personal and Professional Goals, revised as needed to focus on this first quarter.
2. Internship Job Description, including any revisions since you set it up.
3. Three writing assignments (using models in your *Manual*, pages 76 and 78)
  - A. Critical Incident One (2 pages), plus Integration/Learning Paper (1 page).
  - B. Critical Incident Two (2 pages), plus Integration/Learning Paper (1 page).
  - C. Verbatim (4-6 pages), plus Integration/Learning Paper (1 page).
4. Marginal comments and feedback on all peer papers, written on your e-mailed copy of the paper, and given to the writer on the day of presentation.
5. Required reading, as listed on pages 26-27 of the *Manual*.
6. Leadership assignments
  - A. Opening prayers for one class session.
  - B. One additional leadership role, assigned at first session.
7. One meeting with instructor, sometime in November.
8. End of quarter feedback papers (all due at last class session on December 5)
  - A. Self-reflection paper (2-3 pages) to include
    - + Key learnings so far
    - + What Theological Reflection means
    - + Review of your personal and professional goals
    - + Self-assessment based on pages 25-26 of the *Manual*
  - B. On-site Supervisor Feedback Form (*Manual* p. 95), signed
  - C. Brief feedback statement for each class member and instructor (half page max)
  - D. Half page feedback on internship site so far
  - E. Seattle University faculty evaluation form (completed in class last day)

## Mechanics of papers, presentations, and feedback

- You are responsible for delivering a copy of your paper to your classmates and instructor via e-mail, no later than 11:59 P.M. on the Tuesday preceding your Friday presentation.
- Classmates print and read your paper, write marginal comments on it before class, and bring it to class.
- You present your paper in class. Name central issues/questions, and identify what you want from your peers. Be specific, and manage your time. Listen carefully and non-defensively to the feedback you have requested.
- Collect the annotated copies at the end of your presentation. (Anyone who wants to keep your paper must ask your permission, and make a separate copy. Otherwise they are deleted from all students' computers.)
- Using the oral and written feedback you have received, write a one page Integration/Learning paper to capture your learning.
- Turn in the Integration/Learning paper and all the annotated copies at the next class session after your presentation.

## MTI Fall Quarter Class Outlines and Assignments

### Session One – September 26

Opening reflection and prayer. Check-in.  
Name cards and introductions  
The word on the street about MTI, and your questions  
What MTI is really about: overview of the *Manual* and review of syllabus  
Creating a group covenant  
Pep talk on journaling  
Exchange of information forms  
Invitation to share contact information. Volunteer to produce a list?  
Closing prayer  
Sign up for presentation dates and leadership tasks before you leave

#### For next week:

Prepare a ten minute presentation on your internship including time for questions  
Bring the latest version of your job description to turn in  
Read first three chapters of the *Manual*  
Find out what kind of e-mail attachments you can receive and open  
Get Exchange of Information form signed, and bring it back.

### Session Two – October 3

Opening reflection/prayer/check-in: Food:  
Revisit group covenant from last week, and revise if needed  
Questions on reading, syllabus, etc?  
Internship presentations, 10 minutes each  
Group theological reflection – improvised in class, no preparation allowed  
Group process check-up  
Exchange e-mail address and attachment information.  
Closing prayer

#### For next week:

Prepare to present your Personal and Professional Goals *for this quarter*. One of each.  
Bring 7 copies with you to class  
Read chapter 4 of the *Manual*.  
Read Introduction and Chapter 1 of *Theological Reflection: Methods*

### Session Three – October 10

Opening reflection/prayer/check-in: Food:  
Giving and receiving feedback (handout & discussion)  
Present Personal and Professional Goals (10 minutes each)  
Discussion on triangles and ministerial role  
Review Significant or Critical Incident model for next week (page 76)  
Confirm e-mail arrangements  
Turn in Exchange of Information forms  
Closing prayer

#### For next week:

Write Significant or Critical Incident One – e-mail to all by Tuesday  
Read peer papers and make feedback notes. Bring printed copies to class.  
Revise your goals if needed and turn in  
Read *Gilead* – the whole thing

### Session Four – October 17

Opening reflection/prayer/check-in: Food:  
Review of feedback process  
Present Significant/Critical Incidents (15 minutes each)  
Group process check-up  
Review Verbatim model and review scheduling of presentations (page 78)  
Individual issues, questions? How is it going?  
Closing prayer

#### For next week:

Write Integration/Learning paper on your Significant/Critical Incident One  
Write Significant/Critical Incident Two – e-mail to all by Tuesday  
Read peer papers and make feedback notes. Bring printed copies to class  
Begin reading Gula, *Ethics in Pastoral Ministry*, chapters 1, 2, 4

### Session Five – October 24

Opening reflection/prayer/check-in: Food:  
Present Critical Incidents (15 minutes each)  
Gula & *Gilead* discussion: power to help, power to hurt, boundaries and relationships  
Questions about verbatim presentations next week?  
Schedule individual meetings  
Closing prayer

#### For next week:

Write Integration/Learning paper on Significant/Critical Incident Two  
Read two verbatim papers and prepare feedback notes

Session Six – October 31 *Don't forget your costume!*

Opening reflection/prayer/check-in:  
Present two verbatims (30 minutes each)

Food:

Gula & Gilead discussion, continued  
Closing prayer

For next week:

Read two verbatim papers and prepare feedback notes

Session Seven – November 7

Opening reflection/prayer/check-in:  
Present two verbatims (30 minutes each)

Food:

Book report on *Lay Ecclesial Ministry*  
Discussion of lay and clergy ministry roles in our various denominations  
Closing prayer

For next week:

Read *Theological Reflection: Methods* (opening & closing sections of each chapter, plus the insides of at least one chapter that interests you)  
Read two verbatim papers and prepare feedback notes

Session Eight – November 14

Opening reflection/prayer/check-in:  
Present two verbatims (30 minutes each)

Food:

Book discussion on *Theological Reflection: Methods*  
Theological Reflection in practice: how does theory compare to what we're doing?

For next class:

Read *Let Your Life Speak*

Session Nine – November 21

Opening reflection/prayer/check-in:  
Holy Hilarity  
*Let Your Life Speak* – sharing our own evolving sense of vocation

Food:

For final session:

Finish any remaining written work  
Prepare end of quarter feedback assignments (page 2 of syllabus)

SKIP FRIDAY, NOVEMBER 28 – Thanksgiving Break

Session Ten – December 5

This closing session will be planned by two students and instructor.  
It will include sharing of feedback with each other as part of a ritual to end the quarter.  
It may include music, poetry, food, and other creative contributions.  
You will hand in all final written work, and do the in-class instructor evaluation.

Planning team: