School of Theology and Ministry Seattle University Ministerial and Theological Integration STMM 557-04 Course Syllabus

Course Information and Schedule

Fall Quarter 3 Credits

Dates: Thursdays, September 20 – November 29, 2012

No Class on November 22, 2012

Class Location: Hunthausen Hall, Room 160

Time: 5:45 pm - 8:45 pm

Carol Ann McMullen, S.N.J.M., Faculty

Office: Hunthausen Hall, Adjunct Faculty Office

Phone: 253-931-0322

E-Mail: cathefan@comcast.net Receptionist: 206-296-5330

http://www.seattleu.edu/theomin>FieldEducation

Appointments: Contact directly via email, phone or voicemail. Please leave home and/or work numbers.

Basic Class Information, Course Requirements and Texts:

Manual for Ministerial and Theological Integration, Student Course Materials (Reference: Chapter 3) contains the course description, goals/focus for Fall Quarter, course description and requirements, texts – both required and recommended and grade distribution.

The Approach

As you begin 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 of your primary work as a person doing professional ministry.

As a pastoral minister, you no longer act simply as an individual. You are a public figure, a representative of the church or organization where you are interning. You become the visible expression of the organization's mission, vision, values, customs and beliefs.

The class will afford you the opportunity to do the tough and careful work of reflecting on your contextual experience by using the tools of Theological Reflection. Ministerial and Theological Integration is a way for you to explore: professional/personal development and identity, vocation, theological insight and assumptions, ecclesiology, culture, receive peer feedback, and take action.

MTI is a fundamental link between the academy and practical ministry. As such, MTI is key to engaging the formation process. The formation statement found in the *Formation / Field Education Student Manual* Chapter 2, and contains a succinct description of the approach used in this course.

Some 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 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.
- The class will create norms or principles of our common life.

It is not how far you swim; it is how you swim far.

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. This also includes questions about your internship, issues of justice, culture, and political events that influence your pastoral ministry.
- 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. 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.
- 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.

The questions we ask shape our destiny. Rev. Martin Luther King

Grades:

Course Requirements for a "B" grade – detailed description found in Chapter 3 Class participation and regular attendance Completion of written work

Feedback/Evaluation

Evidence of assigned reading – Quarter focus – Chapter 2

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

Papers:

Unless otherwise noted papers are to be distributed electronically to peers and faculty 3 days prior to presentation, i.e. Monday by 6 p.m.

Overview of Fall Assignments: Focus pp. 29-31 and Personal and Professional goals pp. 138-142

- 1. Internship Job Description can be revised at the beginning of each quarter.
- 2. Personal and Professional Goals presented or revised (Chap. 9 pp 138-142)
- 3. Papers 3 primary papers
 - a. **2 Critical Incident Chap. 7 [pp 75-76]** (2 pages) and **Integration/Learning paper [p. 86]** (1 page)

your experience in ministry as it relates to your internship and your vocation your experience of professionalism and growth as a pastoral person

b. **1 – Verbatim – Chap. 7 [pp 78-81]** – (4-6 pages) – and **Integration/Learning paper [p. 86]** – (1 page)

a significant event, which is focused on your internship

- c. Theological Reflection Chap. 5 & 6, pp. 57 & 63
- 4. Reading

Required Reading: as described on pages 17 and 32 of the Student Manual.

- 5. Leadership
 - a. Prayer, Time Keeper, Refreshments
 - b. Last class session Closing Ritual
 - c. Book Conversation read and select 1 for presentation
 - i. Gula, Ethics in Pastoral Ministry; Ch. 1, 2, and 4
 - ii. Grahham, Walton and Ward, Theological Reflection: Methods [selected chapters]
 - iii. Robinson, Gilead
 - iv. Parker, Let Your Life Speak
- 6. Comments and feedback (providing affirmations and challenges for growth) on all peer papers. Comments to be written on your copy of the presenter paper and returned to presenters.
- 7. Feedback all due the last day of class
 - a. Self Reflection paper to include: [A full description will be distributed in week 8}
 - i. Key learnings
 - ii. At this point in the class, what does Theological Reflection mean to you
 - iii. Goals personal and professional
 - iv. Competencies assessed [Student Manual pp. 30-31]
 - b. Peer feedback
 - c. On-site Supervisor feedback from see manual [p. 95]
 - 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.
- 8. Meet with Faculty either October 18th, Oct. 25th or Nov. 1st for a conversation which focuses on :
 - a. Identifying core learnings name affirmations and challenges for yourself.
 - b. Name learnings from the course
 - c. What you do not understand
 - d. Demonstrate elementary understanding of Theological Reflection

Student is responsible for scheduling this meeting.

Session 1: Thursday, September 20, 2012

<u>Class Agen</u> Prayer:	<u>ida:</u> : Time	Keeper:	Snacks:	
Gettin Questi Facult Role o Identii Reviev Journs Reviev Sign u The M Next v Excha	r and Welcome g Acquainted ions about the Class y Approach to Class f On-site Supervisor fying group guidelines w Syllabus al writing as a tool for w Calendar p for assignments – pra fanual – review contents week's assignment – Go nge of Information For – Closure	reflection ayer, timekeeper, sn s bals, check out inter	acks nship site	oup covenant)
Notes:	class and faculty of th	ges in the assignment chose changes. cations / didactics / c		notify everyone in the views, etc. are
Session 2:	Thursday, Sept	ember 22, 20	12	
Class Agenda: Prayer	/Check-in/Closure	Time Ke	eeper:	Snack:
Prayer				
Issues or Quest	tions – Group principles	s / Covenant		
Questions from	n <i>Manual</i> reading			
Didactic / Conv	versation: About Feedb	pack: What happens	s when giving and rece	iving?
Internship – Pi	resentation – What? W	ho? Why? Where	? (10 min. each)	
Goals – persona	al and professional (15 r	nin. each)		
1		2		
3		4		
5		6		
Presentations: 1	Required reading and wa	ritten work		
Didactic / Disc	ussion: What is Theolo	gical Reflection – V	Where are we going?	
Debrief / Closu			5 5	

Session 3: Thursday, October 4, 2012

Class Agenda: Prayer/Check-in/Closure:	Time Keeper:	Snack
Prayer		
Discuss Assignment: Critical Incident – pp. 75	& 76 Manual	
Questions from Manual reading		
Goals – Personal and Professional [15 minutes	each, if needed]	
Book Review and Presentation: Grahham, Walton & Ward, <i>Theological</i>	•	uction – 20 minutes]
1		
Grahham, Walton & Ward, <i>Theological</i> 2		er 1 – 20 minutes]
Didactic / Discussion: What is Theological Ref	lection? Where are we going	?
Debrief / Closure		
Session 4: Thursday, October 11	1, 2012	
Class Agenda: Prayer/Check-in/Closure	Time Keeper	Snack
Questions and/or Issues		
Book Review and Presentation / Conversation Gula, Ethics in Pastoral Ministry [Chap		
3		
Critical Incident #1 [20 minutes each]		
12	•	3
Didactic / Discussion: What is Theological Ref.	lection?	
Debrief / Closure		

Session 5: Thursday, October 18, 2012

Class Agenda: Prayer/Check-in/Closure	Time Keeper	Snack
Questions and/or Issues		
Discussion: The Verbatim as a way to	get to Theological Reflection.	
Critical Incident #1 Presentations [20) minutes each]	
4	_5	j
Presentation: Richardson, <i>Family T</i>		
Debrief / Closure		
Session 6: Thursday, Octo	ober 25, 2012	
Class Agenda: Prayer/Check_in/Closure	Time Keener	Snack
Questions and/or Issues	Time Recpei	Shack
Conversation: How are we doing?		
Critical Incident #2 Presentation [20		
1	. 2	3
Book Review and Presentation/Conv Gula, Ethics in Pastoral Minis		
4		
Debrief / Closure		
Session 7: Thursday, Nov	ember 1, 2012	
Class Agenda: Prayer/Check-in/Closure	Time Keeper	Snack
Questions and/or Issues		
Critical Incident #2 Presentations [20) minutes each]	
4	5	6
Introduction of Verbatims : pp. 78-80) Manual	
Book Review and Presentation: Robinson, <i>Gilead</i> – What stan	ds out in the first half of the book???	????
5		

Session 8: Thursday, November 8, 2011

Class Agenda:		
Prayer/Check-in/Closure	Time Keeper	Snack
Questions and/or Issues		
Discussion: Feedback Forms		
Verbatim Presentations [20 minutes each]		
12	3	
Book Review and Presentation: Robinson, <i>Gilead</i> – What stands out	in the 2 nd half of the book?????	
6		
Debrief / Closure		
Class Agenda: Prayer/Check-in/Closure	Time Keeper	Snack
Questions and/or Issues		
Verbatim Presentations [20 minutes each]		
45	6	
Book Review and Presentation: Palmer, <i>Let Your Life Speak</i> – Using	g the book, share your own evolving s	sense of vocation.
Prepare for Ritual/Closure		
Walk through end of Quarter assignments	·	
Tie up loose ends		

Thanksgiving Break: Thursday, November 22, 2012

Session 10: Thursday, November 29, 2012

Class Agenda:			
Prayer/Check-in/Closure_	Time Keeper	Snack	
 Peer Feedback Ritual and Closus Use handout as guide Include Reflection on Par Prepare ritual with break/s 	ker Palmer, <i>Let Your Life Speak</i>		
Feedback Discussion			
Next Quarter			
Closure			

To show great love for God and our neighbor we need not do great things. It is how much love we put in the doing that makes our offering something beautiful for God.

Mother Teresa of Calcutta

Syllabus Assignments Fall Quarter 2012

- 1. Job Description
- 2. Goals (Chap. 9 pp. 138-144)
- **3. Readings (pg. 32)**
- 4. 2 Critical Incidents (2 pages) with Integration/Learning Paper a week later (1 page) Chap. 7
- 5. Verbatim with Integration (6-8 pages) and Learning Paper a week later (1 page) Chap. 7
- 6. Integration / Learning Papers (1 page) Chap. 7, pg. 86
- 7. Leadership
- 8. Self Reflection (2 to 3 pages)
 - a. Key Learnings
 - b. What is Theological Reflection (Chap. 6)
 - c. Goals progress on personal and professional goals, pp. 138-144
 - d. Competencies (pp. 30-31 of Student Manual)
 - e. Fall Quarter Competencies Rubric, pp. 132-133
- 9. Feedback
 - a. Peers
 - b. On-site Supervisor Form
 - c. STM course evaluation
 - d. Comments on Papers
- 10. Rubrics for Critical Incident and Verbatims, pp. 128-130
- 11. Rubrics for Theological Reflection, pg. 131