REFLECTION GROUPS – Year 2
SM120-2
Spring 2022 (Continued from Fall 2021)
Tuesdays 3:00-4:20pm
ZOOM Link: https://lpts-edu.zoom.us/j/95257243284?pwd=cHU2S0tiUWdONXZ0Wld6cUJZVXdDZz09
Meeting ID: 952 5724 3284
Passcode: 334379

LEARNING CULTIVATORS: Rev. Janice Catron, jcatron101@twc.com

Marcus Hong, mhong@lpts.edu

CREDIT: 1.5 credits/sem. for a total of 3 credits. Taken alongside a 34-week long congregational placement (1 FE unit/sem. for a total of 2 units). This is a required MDiv course.

COURSE DESCRIPTION: See Fall Syllabus

PREREQUISITES: See Fall Syllabus

GOALS: See Fall Syllabus

TEACHING METHODS: See Fall Syllabus

SPRING SEMESTER SCHEDULE

DATE	TOPIC	KIND	ASSIGNMENT	DUE
Ministry in the Present Tense				
FEB 8	Intro to the Second Semester	Plenary - Z		
FEB 15	Ministry in the Present Tense	Plenary - Z		
FEB 22	Ministerial Ethics and Community Care	Plenary - Z	Reflective Piece 1	Fri., Feb. 18, 5:00PM
Organizational Context and Calling				
MAR 1	ABCD Project 2	S. Groups - Z	ABCD 2 - DRAFT ***ABCD 2 Feedback***	Tue., Mar 1, Class ***Fri., Mar. 4, 5:00PM***
MAR 8	ABCD Project 3	S. Groups - Z	ABCD 3 - DRAFT ***ABCD 3 Feedback***	Tue., Mar 8, Class ***Fri., Mar. 11, 5:00PM***
MAR 15	Research and Study Week	**NO CLASS**	Case Study 1	Fri., Mar. 18, 5:00PM
Case Studies				
MAR 22	Case Study 1	S. Groups	***Case Study 1 Feedback*** Case Study 2	***Tue., Mar. 22, Class*** Fri., Mar. 25, 5:00PM
MAR 29	Case Study 2	S. Groups	***Case Study 2 Feedback*** Case Study 3	***Tue., Mar. 29, Class*** Fri., Apr. 1, 5:00PM
APR 5	Case Study 3	S. Groups	***Case Study 3 Feedback***	***Tue. Apr. 5, Class***
APR 12	Work on ABCD Projects	**NO CLASS**		
APR 19	Work on ABCD Projects	**NO CLASS**		
Gleanings				
APR 26	Artifact Catalogs (Revised)	S. Groups	Artifact Catalogs	Tue., Apr. 26, Class
MAY 3	Gleanings	Plenary - H	Reflective Piece 2	Tue., May 3, Class
FINAL ABCD PROJECT REVISION DUE WEDNESDAY, MAY 11, 11:00PM				

ASSIGNMENTS

More detailed instructions for each assignment will be provided on CANVAS

Assignment	Brief Description	Due Date	Points
Reflective Piece 1	Brief statement of ethics; bullet points on self and community care; questions for the panel	Fri., Feb. 18, 5:00PM	6
ABCD Project 2 (Context) - DRAFT	Bullet-point responses to the prompts provided for demographic and observational research into the community surrounding your Field Placement. This is a draft that can be revised by the end of the semester.	Tue., March 1, Class	Calc. in final ABCD revision grade
ABCD Project 3 (Calling) - DRAFT	Filling out an Assets and Needs grid based upon research into the community; then writing (paragraph-style) a theological rationale for why and how your field placement should engage with its context. This is a draft that can be revised by the end of the semester.	Tue., March 8, Class	Calc. in final ABCD revision grade
Case Study	Approx. 2 page (single space) case study, see info in Fall Semester explanation.	Case Study 1 Fri., Mar. 18, 5:00PM Case Study 2 Fri., Mar. 25, 5:00PM Case Study 3 Fri., Apr. 1, 5:00PM	18
Artifact Catalog (revised)	A listing of at least 2 artifacts per MDiv SLO (potentially including the artifacts from last semester, unless you want to replace those with different ones, after further reflection), with explanations for why you placed each artifact in their SLO category	Tue, Apr. 26, Class	6
Reflective Piece 2	Either a 1 page (maximum) reflection, or a piece of art responding to the prompt about what you gleaned from the course this semester.	Tue., May 3, Class	6
ABCD Project - Revised	A revised version of ALL 3 parts (1 - Culture; 2 - Context; 3 - Calling)	Wed., May 11, 11:00PM	24
Attending	See info in Fall Semester Explanation. There is no feedback on the artifact catalog this semester, as the revised artifact catalog presented this semester should be based upon feedback from the previous semester. There are only 34 points for "Attending," this semester, because I was trying to keep each semester to 100 total points.	ABCD B Feedback Fri., Mar. 4, 5:00PM ABCD C Feedback Fri., Mar. 11, 5:00PM Case Study 1 Feedback Tue. Mar. 22, Class Case Study 2 Feedback Tue., Mar. 29, Class Case Study 3 Feedback Tue., Apr. 5, Class	40

A Rationale for Each Assignment (Why are we doing this?)

First, why have things to turn in at all? Why can't the course simply be talking about what we are experiencing? There are a couple of reasons. 1) Some people are less inclined to "think on their feet." They are not external processors. Having assignments that can be turned in enables those people to have time to process and articulate their thoughts. 2) Processing something before and/or after an experience and before and/or after a discussion enables a deeper level of reflection and learning. Pedagogical philosopher Paolo Freire calls this having a perception of our previous perception, and it is key to his liberatory pedagogy of "conscientization." Writing something down, or creating some kind of art invites us to clarify how we are thinking/feeling/being and then, when we reflect on that with others, we gain insight into the *ways* that we think/feel/be. For this course, there is very little reading of theological texts or historical documents -- other than the ones that *you* are creating. Instead of a primary source of scripture, or a theologian, or a historical record, the primary source is *you* and *your ministry context* and *the people with whom you are in ministry*. In order to "read" these primary sources, it is helpful to "express" what you are experiencing. To "express" is to "press out." Like melting down metal in order to purify it; or sifting soil to find gold; or cleaning water through a filter, the process of reflecting *once* through some type of medium (written, audio, visual, embodied), then reflecting *again* within a trusting community enables us to recognize more clearly what and how we are thinking/feeling/being.

Reflection Piece 1 - This reflective piece asks you to write for yourself a statement of ministerial ethics, after reviewing statements of ethics from a couple of different denominations/faith communities (one in which you are rooted, and one which is a stretch for you). It also asks you to write up a framework for soul-tending, a sort of guide for self and community care. Both of these things get at making sure that you can remain whole amidst the stresses and quandaries of ministry. Finally, this reflective piece asks you to put forward a question or two for a panel of veteran ministers who will be invited to respond.

Case Study - See the explanation from the Fall.

ABCD Project 2 (Context) - This second part of the year-long project asks you to do some basic demographic, website, and "windshield/walking" research regarding the local *community context* that surrounds the organization in which you are doing ministry. When put together with Reflection Piece 1 (What is the work your soul must have?) and ABCD Project 1 (culture) and 3 (calling), these various pieces can help you to align your sense of ministry with your organization and its context.

ABCD Project 3 (Calling) - This final part of the year-long project asks you to 1) fill out an "asset and needs" assessment grid, regarding the community's needs, the assets that can address those needs, and who best (it may or may not be the organization you are ministering with) can address those needs; and then 2) to write up a theological rationale that explains what your organization could and should be doing in ministry, based upon your sense of the organization's culture, the community's assets and needs, and your own theology of ministry.

Artifact Catalog - See the fall explanation. This semester, you are revising and adding to your catalog from last semester.

Reflective Piece 2 - See explanation for the final reflective piece from the fall semester. This is, once again, about what you have gleaned from this semester.

Attending - See the fall explanation.

Grading - This is a P/F Course. A *pass* is considered receiving at least 80 out of 100 points for the semester. ***A passing grade in your Field Placement is also required in order to pass this course.***

Class Policies

CONFIDENTIALITY: Confidentiality is a matter of ethics in ministry. It is the trustworthy use of information to assure appropriate care of those who seek our assistance. It is not synonymous with keeping a secret (Lebacqz, *Professional Ethics*, 1985). Rather, it requires being accountable for honoring another's trust while assuring the best possible care for them. Accountability may warrant consultation. In this course, for instance, we ask you to develop case material from your ministry settings for consultation with your classmates and the teaching team. To do such consultation responsibly, any identifying information is adequately disguised and the cases are shredded after class.

Confidentiality applies in many situations in our course. Confidentiality should be kept appropriately regarding discussions in supervisory meetings and in small groups. Confidentiality should also be considered when writing about events in your journals.

In this age of social networking, students are reminded that ethics in ministry extend to the life we live online. Postings about confidential pastoral and congregational matters in the field education setting on social networking sites are inappropriate and may become actionable legal, ecclesial, and disciplinary matters. Students are also advised to be careful and prudent about the personal data they share on such sites; despite the presumption of privacy, these social networks can be shared with third parties, including ordaining bodies, seminary officials, and church authorities.

DISCUSSION: For ours to be an open classroom where freedom to speak and respect for all are assured, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails where students serve and is modeled by them in these settings.

INCLUSIVE LANGUAGE: Learning is fundamentally linked to communication, self-expression, and personal and social transformation. It respects individuals, their feelings, and their particular potential for contribution to common knowledge. Learning is fundamentally and intentionally inclusive. Since all learning is inherently ethical and political, and theological discourse traditionally has been patriarchal and gender exclusive, the Seminary has established a policy, in the interest of the construction of a learning community, that the language (symbols, metaphors) used in our class discussions and written work will be gender inclusive and respectful of all persons and groups as valued human creatures of God. Racism and white privilege, homophobia and transphobia, ageism, and prejudice toward people with physical and intellectual disabilities also permeate our society and are detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to being a community respectful and welcoming of difference and opposed to all forms of social oppression.

Direct quotations from theological texts and Bible translations do not have to be altered to conform to this policy (though they can be). In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from this portion of the LPTS website: https://www.lpts.edu/assets/documents/guides/InclusiveandExpansiveLanguage.pdf

STATEMENT ON SEXUAL HARASSMENT AND FIELD EDUCATION: Please review the Field Education Statement on Sexual Harassment as found in the field education handbook on page 10. https://lpts.edu/assets/documents/field-education/field-education-handbook-20-21.pdf

From the Dean's Office

USE OF INCLUSIVE LANGUAGE: In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

ACADEMIC HONESTY: All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

SPECIAL ACCOMMODATIONS: Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

CITATION POLICY: Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association.* 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers.* 9th ed. Chicago: University of Chicago Press, 2020.

The Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help page: https://lpts.libguides.com/digitalresources/citingsources

ATTENDANCE POLICY: According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences ([3 per semester]; 1/4 of the course) may result in a low or failing grade in the course.