

**Pastoral Integration**  
**KNP3663H**  
**Knox College**

Fall 2016 Instructors: Andrew R. Irvine  
Office Phone 416 987 6154  
Email [andrew.irvine@utoronto.ca](mailto:andrew.irvine@utoronto.ca)

Tuesday 2 – 4 pm

**Course Description:**

The course will draw upon work the student has completed in the first two years of theological study, specifically - Human Growth; Introduction to Pastoral Ministry; Self, Family, Congregation; and Theological Field Education (TFE), as well as their study in the theological disciplines. The focus will be on the **self** or person of the student as he/she integrates or brings together reflections on their learning, from both the academic disciplines and their practice of ministry i.e. the TFE placement. The student will grapple with the contemporary context in which ministry is delivered. Models of ministry which have historically informed and shaped the practice of ministry in previous centuries will be explored, identifying their influence and suitability for ministry practice today. In the context of rapid cultural change, the goal of the course is to introduce the student to the need for ongoing growth and integration of the person in ministry.

**Course Objectives: KNOWLEDGE, SKILLS and COMPETENCIES**  
(according to the goals of the M.Div program)

In successfully completing this course a student will be able to -

- ❖ articulate a growing Theology of Ministry which directly influences their person and action in ministry.
- ❖ effectively utilize the concepts of “self” “self-growth” and “integration” as it relates to the student’s development and current sense of Being.
- ❖ identify the historical foundations of ministry which have led to its current expression in our culture.
- ❖ demonstrate an ability to self-assess and identify their own understanding and practice of ministry in the light of these foundations.

- ❖ critically assess historic and current models of ministry in the context of the Reform tradition.
- ❖ demonstrate an awareness of current issues in ministry and how they impact their understanding of their pastoral identity (preacher, priest, prophet, chaplain, etc).
- ❖ demonstrate a sensitivity to a diversity of theologies, understandings of ministry, contexts and expressions of faith both Christian and of other Faiths.
- ❖ show an ability and willingness to integrate various aspects of their personal development - spiritual journey, concepts of ministry, care of self and others, a growing theology of ministry, context of ministry, social issues with their sense of call to ordained ministry in the Church.

### **Assignments:**

1. A brief paper (1-2 pages), "My Theology of Ministry" due September 27th. This paper will be updated at the end of the course (due Nov 29) with accompanying reflections identifying changes, tracking or explaining reasons for the changes and identifying possible areas for future growth. (20% of final mark)
2. Each student will work in a "peer group" of four students. The group will –
  - ❖ engage in reflection times during class
  - ❖ prepare and present a seminar on a Model of Ministry (see # 3).
  - ❖ evaluate and grade each of their peers four Integration Papers.
3. Each peer group will prepare and present a seminar on a Model of Ministry utilizing the model's set forth in Ronald Osborne's book *Creative Disarray*. (available on reserve in library) Part of the task will be to identify evidence of the model in recent and current ministry and to reflect on the model's effect on the person of the minister. A guideline for this seminar is attached at the end of the syllabus. (20% of final mark)
4. Four Integration Papers (3-5 pages each) on topics as assigned. The focus of the papers is integrative allowing for self, peer and instructors assessment. A guide is attached to the end of the syllabus. (15% for each paper, 60% total).

### **5. Readings:**

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behaviour*. An Alban Institute Publication 1999.

Hall, Douglas John, *The End of Christendom and the Future of Christianity*. Eugene Oregon: Wipf and Stock Publishers, 2002

Peterson, Eugene H., *The Pastor: A Memoir*. New York: HarperOne 2011

Stairs, Jean *Listening For the Soul; Pastoral Care and Spiritual Direction* Minneapolis: Augsburg Publishing House, 2000.

Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Alban Institute 2006.

Other readings are available on Blackboard..

### **Course Requirements and Evaluation Criteria:**

Grade scale and grade expectations are contained in the TST Basic Degree Handbook.

1. Attendance and participation in all classes.
2. Read all required assignments in preparation for class.
3. Full participation in your peer group.
4. Complete all assignments by the due date.

### Course Policies:

Policies for all courses taught at Knox are contained in the TST Basic degree Handbook and the Knox Student Handbook. In particular please note –

Late Policy: 4 points deducted per week late (2 off by Thursday, 2 more by Monday).

Completion of Course work: all course work (including any late work) must be completed by the end of term, the last day of exams. Only in case of illness (a doctor's note required), bereavement or other unusual circumstances will an extension be considered. Please note, that extensions must be approved by the Basic Degree committee and the Faculty.

Style Guidelines for Papers: see Knox "Style Manual" booklet and A

Manual for writers of Term Papers, Theses and Dissertations, by Kate L. Turabian.

E mail assignments: Papers and assignments are not accepted by e mail, except in rare cases and by prior permission.

Plagiarism Policy: See TST Basic degree Handbook.

Consultation: Please do not hesitate to consult with me about any questions or concerns.

Selected Reading List on Blackboard

Clinebell, Howard. *Basic Types of Pastoral Care and Counseling*. Nashville: Abingdon Press 1984.

Clinebell, Howard, *Counseling For Spiritually Empowered Wholeness: A Hope Centered Approach*. New York: The Haworth Pastoral Press 1995.

Guder, Darrell L. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids Michigan: William B. Eerdmans Publishing Co. 1998.

Harbaugh, Gary L. *Pastor as Person: Maintaining Personal Integrity in the Choices and Challenges of Ministry* Augsburg Publishing House 1984.

Irvine, Andrew R. *Between Two Worlds: Understanding and Managing Clergy Stress*. London, England: Mowbray Publishers, 1997.

Messer, Donald E *A Conspiracy of Goodness: Contemporary Images of Christian Mission*. Nashville: Abingdon Press 1992.

Osborn, Ronald. *Creative Disarray: Models of Ministry in a Changing America*. St Louis Missouri: Chalice Press. 1991.

Walsh, Brian *Subversive Christianity: Imaging God in a Dangerous Time* Alta Vista College Press 1994.

## **Models of Ministry Seminars**

Four Models of Ministry Seminars will reflect on Ronald Osborn's research in his book *Creative Disarray: Models of Ministry in a Changing America*. The book describes how ministry was delivered in the 18th, 19th and 20th centuries. All students will be expected to read the introduction to each century of ministry contained on the course CD.

Each interactive peer group (4) will be assigned one of the centuries of ministry. Each group will be responsible for presenting a one hour seminar on the models prevalent within the assigned century. The seminar will examine:

- ❖ the characteristics of the individual models
- ❖ outcomes of these models within the time period
- ❖ evidence of the models in... the period and current writings,
- ❖ liturgy past and present,
- ❖ theological emphasis,
- ❖ music of the church,
- ❖ other effects unique to the century or model,
- ❖ effects on ministry in the church both past and present
- ❖ contributions to the minister's pastoral identity

Each member of the presenting group will be expected to have read the material for the century in Osborn's book assigned to them which is on reserve in the Caven Library. There should be evidence of other resource material in the presentation.

The group may use whatever form of presentation they choose. Please notify the instructor the week before of any audio/visual equipment needed. The group is encouraged to be creative in conducting their seminar. Handouts for students and presenters involvement are important.

Each presenting group will submit a copy of their presentation to the instructor, making evident the contribution of each individual member of the group. (i.e. each person's contribution to the research and formation of the overall presentation).

## **Integration Papers:**

Each student will be responsible for submitting four integration papers. These are considered as take home exams and are weighted to provide the primary means of grading. (15% each — 60% overall). The papers will address the following topics –

### **Integration Paper # 1 “My Pastoral Identity”**

How would you describe your pastoral identity at this point in your ministry training? What key events, experiences, theologies, people etc have shaped your identity?

### **Integration Paper # 2 “My Ministry in a Post Christendom Culture”**

What do you see as being your ministry in a post Christendom world? In what ways will this vary from the ministry of the past century? How does this effect who you are and your ministerial identity?

### **Integration Paper # 3 “Residuals of Yesterday”**

What dynamics of the models of the past do you see evident in your ministry as part of who you are as a minister? How, if at all, do these need to be modified? How will this effect your personal self image?

### **Integration Paper # 4 “Leadership, Wholeness and Growth”**

What is the relationship between effective leadership in the Post Christendom Church, and personal wholeness? How can Clinebell’s theory of Spiritually Empowered Wholeness support your personally until and beyond retirement?

A major component of the course involves assessment by oneself, your peers and the instructor. The professional papers provide an opportunity for personal reflection and self-assessment. The papers are first shared with each member of your peer group who will provide a written peer assessment. The paper, including the assessment of each of your peers, will be submitted to the instructor for final evaluation.

In order to complete this assignment the peer group will have to find time outside of class to complete their work as a group

For each of the professional papers (3-5 pages each) the following procedure is to be followed:

Each student will produce a professional paper on the assigned topics.

Once completed (probably best a week before the due date) the student will email his/her paper to other members of their peer group.

Each member of the peer group will read and assess the papers completed by the other members of their group, add approximately a half page of evaluation, assign a mark and return to the student by email.

The group will meet to evaluate collectively all the papers of the group and will provide an overall critique and grade.

All papers, evaluations and grades will be submitted to the instructor on the date the assignment is due.

Students in the groups who fail to live up to their commitment of providing peer evaluation and grades will lose 5 points on their overall grade for each missing evaluation.

## BIBLIOGRAPHY

Carl III, William J. editor *Best Advice: Wisdom on Ministry from 30 Leading Pastors and Preachers*. 2009 Westminster John Knox Press.

Cole Jr., Allan Hugh editor *From midterms to ministry: practical theologians on pastoral beginnings*. 2008 Wm. B. Eerdmans Publishing Co.

Epperly, Bruce G. and Katherine Gould, *Four Seasons of Ministry: Gathering a Harvest of Righteousness*. The Alban Institute 2008.

McIntosh, Gary L. *One Church Four Generations: Understanding and Reaching all Ages in Your Church*. Baker Books 2002.

Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry* Abingdon Press 2002.

## The Minister's Family

Randall, Robert L *The Eternal Triangle: Pastor, Spouse and Congregation* Fortress 1992.

Richardson, Ronald *Becoming a Healthier Pastor: Parish Systems Theory and the Pastor's Own Family* Augsburg Fortress 2005.

## Congregational Size

Mann, Alice *Raising the Roof: The Pastoral to Program Size Transition* The Alban Institute 2001.

Mann, Alice *The In-Between Church: Navigating Size Transitions in Congregations* The Alban Institute 1998.

Gaede, Beth Ann editor *Size Transitions in Congregations*. The Alban Institute 2001.

## Endings:

Chittister, Joan *The Gift of Years: Growing Older Gracefully* Novalis 2008.

Clayton, Paul C. *Called for Life: Finding Meaning in Retirement* Alban Institute 2008.

Halaas, Gwen Wagstrom *Clergy, Retirement, and Wholeness: Looking Forward to the Third Age* The Alban Institute 2005.

## Leadership

Friedman, Edwin A *A Failure of Nerve: Leadership in the Age of the Quick Fix* Seabury Books The Edwin Friedman Estate 1999, 2007.

Palmer, Parker *Let Your Life Speak: Listening for the Voice of Vocation* Jossey-Bass 2000.

Wimberly, Edward P. *Recalling our Own Stories: Spiritual Renewal for Religious Caregivers* Jossey-Bass 1997.

## Autobiography and Biography

Reading biographies or autobiographies of ministers can be enlightening. Below is a brief list. When you read them reflect on the model of ministry that is exemplified and how much it reflects the culture in which they ministered. In what ways was the ministry a demonstration of faithful leadership needed for that day?

Achtemeier, *Elizabeth Not Til I Have Done: A Personal Testimony* Westminster John Knox 1999.

Applegate, Debby *The Most Famous Man in America: the Biography of Henry Ward Beecher* Three Leaves Press Doubleday New York 2006.

Barclay, William *A Spiritual Autobiography* William B Eerdmans Publishing Co. 1975.

Beuchner, Frederick *The Eyes of the Heart: A Memoir of the Lost and Found* Harper San Francisco 1999.

Cottret, Bernard *Calvin: A Biography* William B. Eerdmans Publishing Co. 2000.

Ferm, Robert L. *Jonathan Edwards The Younger 1745-1801: A Colonial Pastor* William B. Eerdmans Publishing Co. 1976.

James, Eric *A Life of Bishop John A.T. Robinson: Scholar, Pastor, Prophet* William Collins Sons 1987.

Taylor, Barbara Brown *Leaving Church: a Memoir of Faith* Harper San Francisco 2006.

Thomas, W.K. *Down-To-Earth Cherub: The Life and Legend of Finlay Stewart* Welch Publishing Co. 1983.

## Other useful Resources

The Alban Institute [www.alban.org](http://www.alban.org) . You can obtain a free weekly subscription to their electronic newsletter "The Alban Weekly". The Alban Institute is an independent centre of learning and leadership development with a focus on congregations. It develops and shares knowledge through consulting, publishing, research and education programs. The Institute's Mission is "to build up congregations and their leaders to be agents of grace and transformation to shape and heal the world." They offer excellent continuing education programs and publish a quarterly magazine called "Congregations".