

FE-4222: Community Intern Reflection

"So in myself I see what self is... in my town I see what community is... in the world I see what is under heaven."

~ Lao Tzu, *Tao Te Ching*, Ch. 54

Fall 2019 Synchronous Online

Meeting ID: 884 3776 3939

Password will be emailed through Moodle

Thursdays, 3:40pm - 5:00pm Pacific Time

September 10, 2020 – December 10, 2020

Final Syllabus

Instructor: J. Tyson Casey tcasey@sksm.edu
Office Hours: by appointment only, generally before class on Thursdays
Grading: 1 Units. Pass/Fail (unless letter grade is requested in writing)

I. Rationale

This course is a peer group seminar for interns doing fieldwork in community field sites. It offers the@logical reflection, linking the experience in the internship to the student's broad educational and vocational goals (praxis). The class is designed for students to assess their personal progress, gather support from peers and the instructor, integrate their internship experience into their degree program, and deepen the@logical practices to sustain religious leadership in community ministry. Students gather multi-religious sources of wisdom and inspiration, which serve as touchstones for group spiritual reflection. The course includes a required live web-based video seminar twice a month (thrice the first month), as well as frequent online discussion postings that orient the seminar sessions. This online course is synchronous on Zoom and counts as low residency; students must have consistent internet access to relevant technology. Evaluation is based on participation, depth of engagement with peers and resources, as well as written self-evaluations. Required for MDiv/ MASC students enrolled in credit for community internship during the same semester. Fulfills thresholds based on personal learning goals.

Prerequisites: Simultaneous enrolment in community internship credits for the semester. Full and complete approval of the internship agreement by the Director of Contextual Education, site supervisor and faculty advisor. Student must submit description of approved internship and copy of agreement to FE-4222 instructor prior to first session.

II. Intended Outcomes

By the end of this course, students will:

- Be able to articulate a vision of religious leadership and ministerial vocation
- Have reflected on and integrated their religious leadership and site experiences
- Have practiced leading theological reflection for religious professionals and community change agents
- Be able to integrate the site experience as well as bodies of knowledge into their vocational development and professional-spiritual identities.

III. Tentative Sequence

Each week will require engagement from all students. The form of engagement will differ depending on whether we meet synchronously via Zoom, or students engage/contribute material asynchronously via Moodle. The class will generally alternate between these two forms of engagement (Zoom; Moodle). And, we will utilize both platforms throughout the course, so that some weeks require both Moodle and Zoom participation.

September 10

(Zoom) Welcome/Context Setting; Share Internship Learning Goals

September 17

(Zoom) Agreements, Commitments, Rituals, and Praxis

September 24

(Moodle) Self-evaluation, Cohort Coaching, and Sourcebook Contribution

October 1

(Zoom) Regenerative Leadership

October 8

(Moodle) Self-evaluation, Cohort Coaching, and Sourcebook Contribution

October 15

(Zoom) Student Led Praxis

October 22

(Moodle) Self-evaluation, Cohort Coaching, and Sourcebook Contribution

October 29

No Class: Reading Week. Leadership Reflection Paper

November 5

(Zoom) Student Led Praxis

November 12

(Moodle) Self-evaluation, Cohort Coaching, and Sourcebook Contribution

November 19

(Zoom) Student Led Praxis

November 26

No class. School closed.

December 3

(Moodle) Self-evaluation, Cohort Coaching, and Sourcebook Contribution

December 10

(Zoom) Closing Session/Final Reflections

IV. Course Requirements

- A. Work to be completed during the course (30%):
- Development and usage of a ritual and learning log/journal. ~OR~
 - Completion of mid-term theological leadership reflection paper, which includes reading and reviewing a leadership text of your choosing from an approved/established list
 - Recurring self-evaluation postings in Moodle
- B. Participation (70%):
- On-time attendance at each class
 - Full participation in all activities, conversations, and praxis
 - Compliance with group agreements and processes
 - Continual contribution of resources, inquiries, and wisdom to the class
 - Completion of readings in preparation for each meeting session
 - Leading a theological reflection session based on your site experience, topic of your choosing, and a sacred source.

V. Course Sources for Learning

This course is an integrative seminar that will consistently utilize various modalities of engagement. These include, and are not limited to:

- **Course Preparation** – The instructor will post readings, resources, and reflection prompts in Moodle in preparation for each topic. Students are expected to engage this material prior to each synchronous session.
- **Self-evaluations** – during Moodle-only weeks, students are required to share a self-evaluation of their leadership and learning within the context of their internship. Each self-evaluation covers prompts for assessing student internship learning outcomes and is between 200 and 500-words. *These must be posted by 3:30pm Pacific Time on the designated Thursday.*
- **Cohort Coaching** – in response to students' self-evaluations, other students will post 1 – 3 questions or comments for further inquiry, reflection, and integration. This can be a post on a single-student self-evaluation, or multiple. Rotation of responses is required so that by the end of the semester, each student has commented at least once on each of the other students' self-evaluations. These are questions of curiosity or statements of encouragement that are related to the self-evaluator's internship learning outcomes, with the intention of cultivating further integration of these outcomes. *Coaching questions or comments must be posted by 6pm Pacific Time the following Monday.*

- **Student Sourcebook** – During the Moodle-only weeks, students are encouraged to post a multi-religious resource of their choosing for others to read/review that inspires and informs their leadership and learning. *Please post these by 3:30pm Pacific Time on the designated Thursday.*
- **Student Led Reflection Praxis** – Each student will lead one Zoom discussion, around a topic of their choosing, that integrates a specific learning experience and/or inquiry from their site. This is an opportunity to workshop questions, conundrums, or competencies within community, with the intention of enhancing learning for all in the group. The cohort may decide to distribute responsibility within each session so that no one person is responsible for a full session. This is sufficient for course credit so long as there is consensus amongst participants to do so.
- **The@logical Leadership Reflection Paper** – For the midterm assignment, each student will write a 1500 – 2500-word reflection paper that integrates a specific leadership text and their own leadership development within the context of their internship, vocational development, and professional-spiritual identities. Students choose a leadership text to read and reference, which must be a work from women and BIPOC/POCI scholars, selected from a list or otherwise approved by instructor. This paper is not limited to internship learning outcomes, though the outcomes may play a part in the paper. Its focus is on the student's the@logical and leadership development at this time. The internship provides an environment for this development, and the paper should reflect a larger vision of leadership.
- **Ritual and Learning Log** – Each student will develop a ritual to utilize each day at the site, and a means of recording progress towards their personal learning outcomes for the internship. Self-evaluations can integrate the data from this log.

Students can choose to do either the midterm paper or the daily ritual and learning log. If a student wishes to do both, that is fine, and no student is expected to complete both assignments for full credit in the course. Students must make the decision to do one or the other assignment by the second Zoom meeting (September 17th) and commit to that choice for the extent of the semester.