



Assignment Resources

Notes:

- Some forms and resources are also available on the CCS website at <http://ccsonline.ca/resources/student-resources/student-kit/>

Schedule of Theme Year Assignments

all assignments are located in the Student Kit unless otherwise indicated

May 15 <i>(for theme and reflection year students)</i> June 30 <i>(for LDM students)</i>	Theme Year Learning Plan
September 30	Field Placement Learning Log #1 <i>(see Field Kit)</i>
	Fall Learning Circle
First day of the Learning Circle	Field Placement Covenant and Harassment Policy Form <i>(see Field Kit)</i>
First day of the Learning Circle	Learning Goals for the Learning Circle <i>(see distribution page in Learning Plan)</i>
First day of the Learning Circle	Case Study #1 for Learning Circle
First day of the Learning Circle	Preparation for Program Staff Interview form
Second Thursday of the Learning Circle	Learning Partner Preference Form
Second Week of the Learning Circle	Learning Goals for the Student Led Sessions
Two weeks after the Learning Circle	Post Review of Learnings Assignment
November 15	Verbatim Report #1
November 30	Fall Research Assignment
November 30	Field Placement Learning Log #2 <i>(see Field Kit)</i>
December 15	Theme Assignment #1: Annotated Bibliography
January 15	Field Placement Learning Log #3 <i>(see Field Kit)</i>
January 15	Spiral Reflection #1
February 1	Mid-Year Field Placement Review Report <i>(see Field Kit)</i>
by February 1	Phone contact with Primary Staff Person
February 15	Theme Assignment #2: Justice Event
March 1	Community Project
March 1	Field Placement Learning Log #4 <i>(see Field Kit)</i>
	Spring Learning Circle
First day of the Learning Circle	Case Study #2 for learning circle
First day of the Learning Circle	Learning Partner Report

	First day of the Learning Circle	Preparation for Program Staff Interview form
	First day of the Learning Circle	Field Placement Mapping Exercise
	Second Week of the Learning Circle	Learning Goals for the Student Led Sessions
	April 30	Spiral Reflection #2
	By April 30	Year-End Field Placement Assessment <i>(see Field Kit)</i>
	May 15	Spring Research Assignment
	May 15 <i>(for those entering theme year in the fall)</i>	Learning Plan
	May 15 <i>(for those entering theme year in the fall)</i>	Field Placement Proposal <i>(found in Field Kit –available March)</i>
	May 15	Registration for upcoming year
	May 30	Integrative Assignment
	June 1 <i>(for those entering the Integrating Year)</i>	Integrating Year Learning Plan
	August 15 <i>(for those entering the Reflection Year)</i>	Learning Goals <i>(found in Reflection year Expectations document –available March)</i>

Expectations re: Deadlines

Students are expected to honour deadlines. Deadlines serve students well, providing structure and external motivation. Deadlines serve staff well, enabling them to set schedules of work and self-care. Out of an ethic of respect it is hoped that every attempt will be made to adhere to deadlines for assignments and submitting necessary documents. Staff are also well aware of the demands and pressures of life, school, field placement and external courses. There is room for some flexibility. However, negotiation is required. Students are to be in touch with staff well prior to a due date to communicate any anticipated delays and to consult about changes. Changes will be made on individual circumstances and contextual basis without setting precedent.

- requests for extensions will normally be made at least seventy-two hours prior to deadlines
- extensions during the year will not normally extend past the due date for the next assignment
- the number of extensions granted to a student during a year will be limited
- students with a pattern of lateness will be placed on probationary/conditional status
- negotiations for extensions are a matter between staff and individual students; it is requested that approval or denial of extensions is not a topic for general conversation with others in the CCS community.

It needs to be clear that:

- students will not be accepted into their next year of the program if they have not completed all assignments of the previous year;
- when a pattern of lateness persists, a year may be deemed incomplete;
- the final deadline of the year is the least flexible date because of staff holidays and time pressure to communicate status re: continuing in the next year;
- students who are on conditional status which includes conditions regarding deadlines will not be allowed to deviate from the deadlines of the assignment schedule;
- requirements of cross listed courses and external institutions may reduce the ability for flexibility around deadlines;
- in the Integrating Year - if students are candidates for denominational recognition, these external deadlines will need to be taken into consideration;
- learning partners are encouraged to contract for support and accountability related to assignment deadlines;
- a late fee (\$50) for each assignment that is received past the last deadline of the year will be assessed;
- a contract grader/marker will respond to any late assignments at the end of the year.

It would be appreciated if each student would endeavour to do her/his best to honour deadlines.

WRITING EXPECTATIONS

Purpose

- to provide information for CCS students about writing assignments with consistent and appropriate citation
- to offer resources for inclusive language

Citation

It is important to document appropriately other people's work. There are a variety of methods for formatting assignments and citations (footnotes, notes and bibliographies). The staff at CCS would prefer the Chicago/Turabian school but what is most important is consistency in your style and format.

Chicago Manual of Style Citation Quickguide:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Language

The CCS Justice Stance states:

We confront language or behaviour that disrespects groups or individuals based on any real or perceived status: people who are young, old, ill, poor, disabled, indigenous, gays, lesbians, bisexuals, trans-gender, refugees, victims of violence, and those who experience racism.

Because language is not value free or neutral it is important to be conscious of how we use it. Language can portray and shape perceptions and attitudes. Words have the power to exclude and devalue. At CCS, we aim to promote the practice of using language in an inclusive way, language which demonstrates sensitivity and shows respect for others.

St. Stephen's College, one of CCS's partner institutions, has some good recommendations about inclusive language in its term paper guidelines (as well as information about citation and style.)

St. Stephen's College Term Paper Guidelines:

http://www.ualberta.ca/ST.STEPHENS/resources/documents/term_paper.html

Plagiarism Policy

Policy:

Students are not permitted to submit work that includes material taken from other sources without acknowledgement of the source. Any student discovered to have plagiarized work will be sanctioned.

Description:

Plagiarism comes from the Latin *plagiarius*, "kidnapper."¹ Work submitted that includes material taken from other sources without acknowledgment, whether intended or not, is a serious matter. To use ideas, information or words of someone else and make the claim that it is one's own demonstrates a lack of respect both for the writers of the resource and for the reader of the work. Students are responsible to know and meet the academic requirements of the institution for which the assignment is being written. Students are responsible for what they submit as their own work.

In order to avoid plagiarism one "must not incorporate material from another source directly into your work without proper citation and quotation marks"². Using footnotes or endnotes and a bibliography allow for acknowledgment of the original sources of the material. Putting ideas into one's own words by paraphrasing allows material to be incorporated but it still has to be footnoted. Summarizing is another helpful way to capture the thoughts of the source, but again, it must be footnoted. Material that is "common knowledge" like the dates of major world events, names of persons, etc. are not required to be footnoted because these facts are attainable from any number of places.

When in doubt, give credit. Do not hope that the reader will not be able to identify the plagiarized material. Most readers know the nuances of the writer. Do not press ahead because of lack of time, in the end it will cost more time and maybe academic credibility. When in doubt consult a style manual for writing academic papers. Most academic institutions have adopted a style manual that they recommend to their students. Be wise, find out which one(s) is recommended. It is the student's responsibility to become familiar with the requirements.

CCS is accepting of different styles of preparing footnotes, endnotes and bibliographies if there is consistency throughout the paper and sufficient information is provided for another person to find the resource being cited. It is recommended that a student choose one of the more common styles and use it consistently in CCS papers thus gaining familiarity and ease with citation. Three of the most well used are: Kate L. Turabian, Chicago and MLA. It makes sense for every student to have their own copy of the style manual they are using, but if not, references to many of the commonly used styles are on the Internet.

Students having difficulty with writing papers are encouraged to seek out a course on paper writing. There will likely be such a course available, perhaps through a community college or university with local access. Students may be asked to rewrite a paper to correct a problem but errors in the format of your footnotes, endnotes or bibliography do not constitute plagiarism. Plagiarism is failing to give credit.

Procedures

¹ Joseph Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing*. 2nd Ed. (New York: MLE, 1998) p 151.

² Mount Saint Vincent University, *Plagiarism*, Revised, R. Warne, December 2002.

When a case of plagiarism is suspected or discovered, the program staff/principal involved may follow any of the following procedures:

- seek explanations from the student,
- consult with another program staff or principal,
- determine appropriate action, always with another program staff or principal.

Plagiarism is a serious breach of integrity both for the individual and the institution, and it requires serious sanctions.³

Sanctions will be determined depending on the severity of the situation. These may include, but are not limited to:

- (a) meeting the program requirement in some other way during the year in which the infraction took place. For example, but not limited to, rewriting the paper in question or writing another paper on a different topic;
- (b) designation as a student on Conditional Status;
- (c) an assigned reflection year to address issues of a breach of integrity;
- (d) deeming the module/theme year incomplete;
- (e) suspension from studies at CCS for an appropriate period.

Where sanctions b, c, d and e are involved, the appropriate denominational body will be informed by writing and a written explanation entered into the student file. In the case of a student registered in a joint degree program, the other participating institution will be informed. Staff may inform the theological school(s) where the student is doing External courses.

Students have a right to appeal both the verdict of plagiarism and/or the severity of the sanction using the "Policy and Procedures for Appeal from decisions relating to readiness for continuing or completing the program". In their appeal, students must clearly specify whether they are appealing the judgement that plagiarism has occurred or the severity of the sanction or both.

³ Atlantic School of Theology, *Plagiarism Policy*, Approved September 22, 1993.

Developing a Case Study

“We are committed to case study, for our students and for our own ministries, because it helps us see clearly the reflective component of ministry. Ministry is about faithful response to God, the communities with which we work and worship, and the women and men who make them up. To respond faithfully requires a theological process that illuminates: ourselves and what we bring to the ministry situation, the context in which the situation exists, and the ways that God’s people have sought to understand and do the will of the Holy One. The practice of ministry simply cannot be separated from the practice of reflection.”

Jeffrey H. Mahan, Barbara B. Troxell, Carol J. Allen. Shared Wisdom: A Guide to Case Study Reflection in Ministry (Nashville, Abingdon, 1993), page 105.

Consider a critical incident with which you are still struggling that relates to a situation/dilemma in your field placement. Remember the purpose of a case study is to have colleagues reflect with you about an incident with which you are still working.

Please choose an incident about which:

- *you have not already done a previous reflection assignment*
- *you have a willingness to go deeply theologically*
- *you have a desire to explore the implications for ministry*

Concisely describe the incident including:

- (a) your role in the situation
- (b) others who were involved
- (c) your feelings about what happened
- (d) what you were hoping would happen
- (e) the questions with which you are now left

Write up an account of the incident. Provide enough detail to give a good sense of what is going on, between half and a full page, typewritten. While focus on brevity is in part a concern for the limitations of time, it also encourages the discipline of focus which is valuable in and of itself. To write a case study requires editing experience and reflection in order to share with others the information that is most important and the questions that are central to our practice of ministry.

Remember the purpose of a case study is to have others reflect with you about an incident/situation/dynamic with which you are still working - either continuing actively in the situation or trying to discern how you might handle a similar situation differently another time. The process is future-oriented.

The case study model assumes a consultative style of ministry that turns to colleagues to test perceptions and deepen understanding. Case reflection is less about advice giving (although suggestions sometimes are helpful in broadening options) and more about clarifying our values, theology and appreciation of ministry. Theological reflection is a crucial aspect of the process through scriptural connections and wrestling with important questions of the nature of God, the Church’s role in the world, and vocational identity.

Case reflection makes accessible, and thus vulnerable, not only the presenter but those persons in the case. This demands the disciplines of confidentiality be practised. In the writing of the case study, presenters are asked to disguise names, mark the document as confidential, to collect the documents and destroy them at the end. These actions do not guarantee that others in the case conversation won’t recognize someone, but they serve as reminders about the importance of confidentiality.

Process for Sharing the Case Study

In preparation for the sharing of the case studies, you are asked to read the case studies of the other students in your group prior to the sessions and make notes re: any questions, observations or insights.

Introduction (5 minutes)

- (Optional)- brief time for prayer, silence, singing, candle-lighting, etc.
- Participants review the case study and ensure everyone understands the situation, including questions of clarification to the case study author.

Group Discusses (10 minutes)

The presenting person remains silent and listens while the rest of the group considers the case using the following questions. This may feel awkward; it is not intended that this be an act of exclusion or isolation. It is intended that this be a discipline of listening where the presenter hears how others respond and see the situation from another perspective. The presenter is invited to take notes during the conversation and will have opportunity to respond later.

- What is happening here personally? What feelings and emotions do you observe in this situation?
- What ministry skills did you see being used? What ministry skills might need to be strengthened?
- What are the ministry issues in this scenario?
- What are the social/political dynamics? Who has power? Who is vulnerable?
- What are the theological implications in this case study? What biblical themes/images are relevant in this situation?
- What was accomplished or learned in this interaction? What might have been other options? What might be some of the things to do differently another time? or research to do?

Presenter Responds (5 minutes)

The presenter responds while the remainder of the group keep silent.

- What other information can be shared that would be helpful to understand more fully?
- What insights were discovered during the conversation?
- What might you do differently another time?

Implications for Ministry (5 minutes)

- As a whole group identify and summarize the issues/themes/implications/skills for ministry evident in this scenario. Share any insights or questions that arise from this case.

Moving on (2 minutes)

- Check that everyone is ready to leave the case behind for now and move on; perhaps saying a prayer or singing a verse of a hymn.

Verbatim Report

Purpose

- to provide an opportunity for reflecting on specific interpersonal incidents
- to provide an opportunity to gain insights with learning partners and staff

Content

- a word-for-word (as close as possible) reporting of an important conversation in the field placement (eg. a conversation with someone in a program such as a bible study or church school teachers meeting, a discussion with a staff person or volunteer at the placement about something significant that happened, etc.)
- noting non-verbal environment, describing the situation
- maintaining confidentiality of those involved

Process

- Choose a conversation/encounter from the field placement.
- From memory, jot down as promptly as possible after the occasion all you can recall about a specific interaction with an individual or a group. Even if you do not have time immediately after the call or contact to do the full write-up, it helps to jot down on paper whatever you can. It is also beneficial that your full recollection be done the same day of the call or conversation. It is helpful to develop an outline of the conversation before writing the final report of the conversation.
- When writing the actual report, include *Preliminary Data*, *Plans/Hopes for the conversation*, *Impressions*, *Actual Conversation* and *Summary*.

Preliminary Data includes the history of your relationship with the person or family/group, and the nature of the situation out of which the specific contact arose. Do this in a way that a reader of the report knows as much as possible about the person/group at the moment the conversation begins.

Plans/Hopes for the Conversation outlines what your hopes or plans were for the conversation (if any).

Impressions is a description of the environment prior to the conversation including your initial reactions and those of the other person.

Actual Conversation - presenting what took place

Summary - give your own evaluation of the conversation. To what extent did you succeed in accomplishing your goals in the conversation? On reflection, do you see discrepancies between your intent and your performance, or between your theory and your practice? Were you changed or affected by the encounter? If so, how did you minister to the person's needs? What theological themes or images occur to you as you look back over your own work?

- Give names (fictitious names for the other person will do) before each section of conversation, rather than mere initials.
- Indent the actual conversation.
- Number the statement as 18, Les: "...". When explanation beyond verbatim statements is needed, as when someone grimaced, laughed, etc., put those statements in parenthesis as 19, Terry (in an apologetic tone): "...".

The following outline is suggested for the written report:

1. Preliminary Data
2. Plans/hopes for the conversation
3. Impressions
This paragraph should be a description of the person and her/his environment as observed at the beginning of each conversation. Describe your initial reactions and what seemed to be those of the person toward you and toward her/his situation in general.
4. Actual conversation (the dialogue as you remember it)
It is possible to focus on one part of a longer conversation (as long as it is clear what Preceded and followed).
5. Summary
 - a)Analysis
 - b)Self-critique
 - c)Ministry Opportunities
 - d)Theological Reflection

The verbatim report does not have to be lengthy. Three to four pages is an average length.

Sample format for an excerpt of an “Actual Conversation” in a Verbatim Report (Step 4)

Sample Verbatim Report

Sample format for an excerpt of an “Actual Conversation” in a Verbatim Report (Step 4)

1. Les: Hi. You new here?

1. Terry: Yes, I am. My name is Terry, and this is only the second time I've been to this bible study.

2L: I'm Les. I live around the corner. You new on staff here?

2T: Well, in a way. I'm not a staff person, and I don't get paid to work here, but it's part of my program as a ministry student. It's what they call a field placement - working here in this congregation for twelve hours a week. So... you live right near here, on the next street?

3L: Right, I don't always make it to bible study. I have lots on my plate right now and I can't commit to coming every week.

3T: I bet that everyone is glad to see you when you can get here. You have lots on your plate right now...?

4L: Yeah. My kids are a handful and my mom is sick and I work causal hours so I never know when I am going to be called in. Right now I am getting lots of hours, which is good in a way. .

4T: You are juggling a lot.

5L: Yeah. But I like being able to come to bible study. I like the connection with others and I feel like I learn so much.

5T: It has been a good group for you then?

6L: The group is great. We all share about our lives and the people are very kind. We all listen to one another's stories. Sometimes we don't get very far in the study.

6T: I think the sharing and being supportive can be very important.

7L: It is but I feel sometimes we get off track and I want to learn as much as I can. There is so much to know and it is so interesting. I get frustrated when the mutual support is the only focus.

7T: It is hard to reach the right balance. (*Others enter*)

Research Assignment Expectations (Fall and Spring)

During learning circles, we explore a number of topics related to theology and the practice of ministry. For each of the learning circles you will be asked to choose one of the areas covered and identify a question, concern or issue that interests or intrigues you, and develop a paper using the following outline.

Concrete Experience

Identify what sparks your interest in this topic and what makes it an important issue in ministry. *2-3 paragraphs*

Reflective Observation

Reflect on the topic you have chosen. What are some of the feelings and emotions associated with this topic? What images come to mind when you think about this topic? *3-4 paragraphs*

Abstract Conceptualization

Scholarship

Use outside sources to investigate the topic. A good place to start is with the Learning Circle readings related to your topic; often bibliographies or citations will guide to other authors of interest. Research at least two authors (at least one contemporary one) and analyze their approach.

- what do you know about the social location of the authors?
 - what perspectives and world views do the authors hold? Compare these to your own positions.
 - from what perspective do each of the authors write? (e.g. liberative, conservative, liberal...)
 - comment on the social analysis inherent in these readings (whose experience is used to develop the theory/theology? whose voices are missing in these sources? who has power? who is vulnerable?, etc.)
 - summarize the key points made by these authors
 - with which key points do you agree and why? with which key points do you disagree and why?
- 3-4 pages*

Theological and Doctrinal Issues

Investigate theological and doctrinal issues.

Refer to:

- the creeds
- official doctrinal statements
- theological stances related to policy statements of your denomination
- ecumenical statements.

Compare and contrast the doctrinal writings and the operative theology of your denomination and your own theology related to this topic. *2-4 pages*

Scriptural Witness

Investigate biblical sources.

- what are some of the biblical connections with your topic (stories/themes/motifs, etc.)?
 - using resources like biblical dictionaries and commentaries, explore 1 or 2 stories, images, or themes
 - what insights or resources do these sources offer?
- 2-4 pages*

Integrative Statement

- based on the research, analysis, and reflection you have done, how would you state your own key convictions about this topic and its implications for ministry?
- What questions/concerns remain for you?

1-2 paragraphs

Active Experimentation

How will you integrate and share your learnings/convictions about this topic in a ministry context? (e.g. develop an educational design for a workshop, a bible study, or a committee meeting, design a liturgy such as a sermon or worship service, create an artistic response in dance, fabric or images) Include a description of your constituency, purpose and goal statements, and an analysis of your choices.

OR

Describe how you would integrate your learnings in a practical way in your field placement.

2-3 pages

total 11-18 pages

Deadlines: November 30
May 15

The assignments will be returned with comments from your primary staff person and marked either complete or with a request for further work.

Credit for the course and continuing in the diploma program cannot be granted until the papers are satisfactorily completed.

What we are looking for in the assignment is:

- indication of a good grasp of the content
- an ability to research, investigate, comprehend and critically assess outside readings and scholarship
- an ability to discern the theological and doctrinal implications of your topic
- an ability to do biblical exegetical investigation
- indication of ability to integrate theory with practice
- indication of openness to new learnings and personal risk
- legibility, cohesion and comprehension
- ability to synthesize

Theme Assignment One
Themes and Theory in Social Ministry
Due: December 15

Purpose: To familiarize students with the research and literature related to a particular theme in social ministry.

Goals:

- to survey and become familiar with scholarly writing related to one theme in social ministry
- to enhance research and synthesis skills.
- to integrate learning in a creative method.

Part One:

Choosing one topic from the following list of social ministry topics, research and create an annotated bibliography of ten writers. Each bibliographic entry should be no more than **one or two paragraphs** and include both a summary and analysis/evaluative comment/critique of text. Research can include a journal article (can be electronic), chapter of a book or a whole text. Students are expected to broaden their search beyond the assigned articles for the learning circle. (**Information on annotated bibliographies can be found at <http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography>)*

Advocacy	Peacemaking
Empire	Poverty
Environment	Power
Food Security	Protest
Free Trade agreements	Racism
Fundamentalism	Residential Schools
Gender Justice	Restorative Justice
Global Sex Slave Trade	Social Analysis
Globalization	Social Change
HIV/AIDS	Social Gospel
Hope	Solidarity
Human Rights	Stewardship
International Monetary Fund	Uprooted Peoples/Refugees
Marginalization	Voluntary Simplicity
Militarism	Water
Mission	World Bank

Other topics may be researched with approval of your primary staff person.

Part Two:

Incorporating insights from the above research and your own experience, demonstrate in one of the following ways your understanding of the essential issues, dynamics and concerns of the social ministry theme/topic you have chosen.

- draw a picture, scheme or diagram
- design a workshop for a group of people interested in learning more about this topic
- design an educational power point presentation
- plan a weekend retreat on this theme -for youth or women or an intergenerational group
- use poetry or the language of prayer to incorporate your thoughts
- write a story that highlights your concerns and passions about the theme/topic

Theme Assignment Two
Justice Event Planning
Due: February 15

Purpose:

- To engage students in critical reflection on issues of gender and racial justice and their personal, social, and religious implications.

Goals:

- To research and reflect on concepts of sexism, racism, misogyny, patriarchy, heterosexism, homophobia, ethnocentrism, marginalization, privilege, oppression, solidarity, advocacy.
- To evaluate and adapt denominational resources for either the International Day for the Elimination of Racism or International Women's Day in relation to one's ministry context.
- To integrate learnings by designing a justice event for your particular context.

Part One:

Drawing on materials and resources prepared by the United Church and/or Anglican Church, course readings on "Marginalization, Privilege and Power" and "Gender Justice", your own knowledge and experience, and other resources as appropriate, design an event for your local ministry context to commemorate either:

- International Women's Day – March 8 (<http://www.united-church.ca/planning/seasons> , <http://info.cep.anglican.ca/2011/03/international-womens-day-who-w.html>)
or
- International Day for the Elimination of Racial Discrimination (<http://www.united-church.ca/planning/seasons/racial>)

The assignment you submit will be an outline of the event you have designed, indicating resources you have used and how you have adapted them to suit your context.

Part Two:

Write a short reflection on the choices you made (which day to work on, which materials to use or adapt, etc.) and what informed your choices.

Spiral Reflection

Using the spiral reflection model can help to deepen learning emotionally, analytically, theologically, spiritually, and can lead to insight about how you might respond more effectively to a similar situation another time.

Choose an incident from your field placement from which you would like to learn more through the use of the spiral reflection method. This incident needs to be one that you have not already used for a case study or verbatim report that you have written to meet one of the assignment requirements.

The spiral reflection method is included on the following page as a guideline for writing the assignment. The experience you choose for reflection becomes the Concrete Experience. The suggested questions in each area become starting points for reflection in each section of the model. You do not need to respond to all of the questions in each section nor do you need to be limited by these questions.

There is no prescribed length for a spiral reflection. It is intended to help you deepen your learning. **Five or six pages is normally sufficient.** Some people will need to write more; some may use the model effectively in fewer pages.

Deadlines: January 15
 April 30

Spiral Model of Theological Reflection

Action/Reflection Learning Model in Theological Education

Concrete Experience

(C. E.)

DESCRIBE AN EXPERIENCE

- meaningful
- impactful (+ or -)
- an "aha" (insight)
- one specific activity
- one concept

Active Experimentation

(A.E.)

HOW CAN I ACT?

- In what situations can I test this understanding/insight /awareness?
- Are there follow-up actions I need to take in terms of relationships (e.g. addressing conflict)?
- How would I adapt/modify my behaviour or actions in the future?
- What blocks and supports are there to action?
- What alternative strategies are there for action?
- What are the implications (for me/others) in not taking action?
- What reading/research/resources can I discover for more depth and understanding?
- What skills/knowledge/values do I need to acquire?



Reflective Observation

(R. O.)

EXPLORE EMOTIONS AND SENSES

- My feelings/behaviour/ leadership setting?
- What did I see and hear in the environment of the setting?
- How I saw/see others in this experience?
- How do I perceive others see themselves?
 - What are the tensions in me/others/the situation?
- How does this experience affirm my prior assumptions /ideas/skills/experience /knowledge?
- How does this experience unsettle and challenge my prior assumptions/beliefs/ experiences/skills/ knowledge?
- What images express my feelings/observations?

Abstract Conceptualization

(A. C.)

NAMING IDEAS, PATTERNS AND CONNECTIONS

- What does this experience mean/say to me?
 - personally/professionally
 - explore:
 - theoretical readings, articles, scholarship/research
 - biblical connections, stories, images, teachings
 - theological reflections... sin, grace, presence of God, hope & resurrection, incarnation, mission, ecclesiology, etc.
- social analysis questions: who is benefiting, who is missing, etc.
- ministry implications... boundaries, mutuality, role power

adapted from the work of David Kolb and Roger Fry, 1975

Hints for Reflective Writing

(prepared by Lori Stewart)

Some of you are experienced writers and some are learning how to write. Everyone is expected to write from their own place and perspective. You don't have to write like anyone else. Part of the intention of doing these papers is that you learn and grow from the experience of writing. As I have been marking I have observed students doing some good things in their papers. I have put together the following hints that may help you all. Do not feel you have to use them if they seem overwhelming or like too much information. You might just read them over and set them aside.

There may be a section of the spiral where you are weaker and you might work especially on that part in your next reflection. Or there may be one or two things that you want to improve based on my comments to you. Other markers may emphasize different things. There isn't one way of doing a reflection—I saw many good examples all with their own quirks. What is most important is that you write with your whole self.

General Comments

Save your file as a doc or docx file

Number your pages

Use headings for CE, RO, AC, and AE

Check your referencing system in detail. A good website or manual on your selected style will tell you how to do everything. Consult it closely.

CE

Tell a story about something that unsettled you, that you wonder about, that excited you rather than just making a statement about what you will reflect on and illustrating this with a number of examples, or not describing an experience at all.

Name an experience that emerges from the story

Write a sentence stating what it is you want to reflect on/explore (your interest).

Do not edit or interpret your experience at this point. Simply tell about it, as if you were observing it from outside yourself.

RO

Be sure to consider the feelings involved in the situation for you and others.

This section probably requires the most vulnerability on your part, which is uncomfortable for some and easy for others. It is an important way to consider another kind of knowledge that can lead you to deeper reflection in the next part of the paper.

Images are a way to deepen your reflection and help you open up your experience. You might name what the experience reminds you of and why or you might draw to figure out what you are feeling.

What are the questions that emerge as you do this piece? You might simply list them here and use them to guide your explorations in the next section.

AC

Analyze who the authors are and what their perspectives/positions are. Sometimes you can find out their backgrounds from a book, the internet, or other reading. Sometimes you have to deduce it from the ideas that are presented. Share what you figure out.

Bring in the ideas from other sources you've read.

Talk about how they connect to your original interest.

What are the new insights or questions or dilemmas they pose for you?

Make connections between one author and the next

- How does the new author's ideas connect to the first one--where is the overlap
- What does the new author add?
- What ideas are different, that also contribute to your interest?

You might want to give a brief example or illustration from your experience to show how you are integrating these ideas. You might simply name the emerging insights.

You only need one Scripture example but try to do some exegesis so you can discuss it fully.

Be creative about where you find doctrine e.g. hymns, policy documents on the United Church website, World Council of Churches or World Communion of Reformed Churches Statements.

You might consider many documents that are not helpful—state this simply and discuss more fully what you did find.

Write a statement summarizing what you have explored and where your reflections have brought you. What have you learned? This should not be a surprise to the reader if you have included your own reflections throughout the paper. Some people include this statement under a heading called "Integrative Statement"

AE

You might explore a range of possibilities of what you **could** do, fairly briefly

Write a statement of what you **will** do

Describe the context, constituency, and process involved in carrying out your chosen action in more detail.

Centre for Christian Studies

Telephone Interview Process with Program Staff

January

Purpose

- to provide an opportunity for program staff to check in with students in an intentional and focussed one-to-one time

Goals

- to discuss the situation and relationships in the field placement (i.e. learning goals, facilitator, mentor, facilitation team)
- to examine the student's progress in external courses (i.e. approval of courses, strategizing for future courses)
- to consult about the strength of the student's learning partnership
- to discuss any concerns about assignments
- to confer about the implications of the CCS programme for other aspects of the student's life
- to offer the chance for the student to express feedback about the program and leadership to the staff
- to enable an occasion for staff to converse with individual students about their preparation and readiness for ministry

Suggested Process

Preparation

- students are asked to prepare for the interview by reflecting on the questions provided on the interview form that follows
- we envision that this preparation will facilitate the conversation and allow students to prioritize the issues that are most urgent, in their mind, to discuss in a limited period of time
- **students are asked to email their preparation notes to staff as an informal record of the information covered in the conversation**

Centering (1 or 2 minutes)

- student is asked if there is anything they need before getting started (eg. silence, water)

Priority-setting (2 or 3 minutes)

- student is asked to identify the issues that it are most pertinent to discuss in this interview
- staff would indicate any areas that they want to discuss

Discussion (20-30 minutes)

- student shares perceptions and concerns about the issues identified as primary
- staff asks questions and discusses the situations with the student

Closure (2 or 3 minutes)

- student is asked if there is anything they need to say before closing the interview

*Centre for Christian Studies
Phone Check-in*

Student:

Telephone Interview with Program Staff Preparation Form

In preparation for the check-in with staff time, students are asked to reflect on and record responses to these questions, and submit form to Primary Staff prior to telephone interview.

Priorities

Because the formal time for check-in with staff is limited, it would be helpful if you could identify: What are the areas of priority to discuss in this interview?

Learning Plan:

How is it going with your learning plan? Challenges? Celebrations?

Field Placement:

How is your field placement going?

How did/do you feel about the mid-term review?

How are your relationships with:
Learning Facilitator?

Mentor?

Local Committee?

External Courses

What courses have you already taken/been give credit for? (check against transcript)

What courses are you taking currently?

What courses are you planning to take in the foreseeable future?

Are there any required courses you are having difficulty in finding a suitable arrangement?

Learning Partners

How are things going with your learning partner? How are you contributing to each other's learning?

Implications of the CCS program for other aspects of your life

Are there any sensitive areas about which the staff need to be aware in order to work effectively with you and to offer appropriate support?

Feedback to Staff

What feedback would you offer to staff about their leadership and involvement with your learning in the program?

Community Project for Social Ministry Year

Deadline: March 1

Purpose:

- to increase your knowledge and understanding of cultural diversity and formative influences in your community/region and the implications of these for ministry

Goals:

- to learn about the First Nations people who originally lived in the region where you live - culture(s), history, current presence and to learn about the settlement patterns of immigrants, past and present, in the region where you live
- to explore the church's role in this history
- to use skills in social analysis to examine issues of power and vulnerability, oppression and marginalization in the context of this cultural diversity
- to explore the implications of your social location in the context of this cultural diversity
- to consider the implications for your ministry (specifically in education, service, and pastoral care)

Expectations:

- We anticipate that the research phase of the project would be done in about 30 hours.
- The research is intended to involve interaction in your local community or region (interviews, informal conversation, participation in events, exploring museums and archives, etc.)
- The written component of the project is to be 8 - 10 pages in length and include a brief description of your research and your learnings through the lenses of social analysis, theological reflection, and implications for ministry.

Process:

We suggest that you follow these guidelines for the research phase of the project.

- Decide on what geographic area (neighbourhood/community/region) you want to explore.
- Plan how you will do your research (seeking a balance between talking to folks and doing other kinds of research):
 - Who will you talk to?
 - What resources are available (ie. Historical societies; census data; aboriginal agencies or organisations, church archives; museums, public archives)
- Tell the story and do the social analysis of the story. Reflect on the question, how do you see this story embodied in your community today?

Things to consider when doing your social analysis:

- Identify what groups have power and what maintains that power and what groups are marginalized and what perpetuates that marginalization.
- What structures of oppression are evident in this community/region?
- Where can you identify justice-making initiatives? Who is involved in these efforts?
- Where is the institutional Christian church in this picture? How does it contribute to marginalization? to justice-making?
- Theologically, how would you describe the church's involvement with this history - past and present? What do you affirm? What implications does this have for your own ministry?

You may want to reflect on the following quote in preparing to respond to this question.

*If Christian community is to enhance rather than to thwart life,
what must it be like?*

This is an imaginative and a critical task.

It is also necessarily an abstract task.

*And yet, our powers of imagination, critique, and abstraction
must begin with the concrete experiences*

and stories of Christian communities that we have.

Moreover, our imaginative and critical efforts

must finally return to strengthen the actual communities

in which we dwell

and work and worship.

Kristine A. Culp

*page 155 in Setting the Table: Women in Theological Conversation, edited by Rita Nakashima Brock, Claudia Camp, Serene
Jones, 1995*

Field Placement Mapping Exercise

Due: beginning of spring learning circle

(with acknowledgment to GATT-Fly's AH-HAH process)

This is a diagrammatic approach to doing analysis of a particular context, in this case, your field placement. While it involves using images and symbols, the focus is not on the quality of the images or symbols drawn; they are simply the focus for helping to 'see the larger picture' and to move into analysis and discussion.

Process:

1) Using a sheet of flipchart-size paper, use a symbol to represent your **field placement site** (something like the name or initials of the organization or a simple line drawing will be fine). If you have a split field, choose one site.

2) Then think about the **people** whom the ministry/agency serves. Where do they come from? Place them (e.g. as stick figures) in a place on the sheet that could represent where they come from in relation to the ministry/agency. Think of the relationship they have to the ministry/agency. Do they simply come in and out for the programs? Are they involved in operating programs (perhaps as volunteers)? Represent this with lines or arrows.

3) Next think of who is responsible for running the organization. Who staffs it? Are they accountable to a board and/or to more senior levels of management? Who ultimately has **responsibility for the operation and decision-making**? Add organizational management to the picture, using a symbol or name to draw in these bodies. (Are any of the guests/residents/clients involved at this level? Is staff represented? How?)

4) Are there others partners involved (e.g. churches, ministries, community agencies, government bodies?) Are there other agencies in the community that refer people there? Are there other agencies doing similar work? Is there any formal or informal connection among the various organizations in the community (e.g. an inter-agency group, inner city outreach workers group, etc.)? Include any partners/collaborators/groups doing similar work on your map.

5) Think about where the **financial resources come from** for this ministry or work. Who pays? Who contributes to the funders? Who benefits from the work? Add to the picture.

6) Are there other "services" used by people who are part of your field placement (e.g. grocery or convenience stores, credit union/bank/cheque-cashing companies, schools, community centres)? Is your placement accessible by public transportation? Add symbols for these services to your map.

After you have drawn in symbols for the different bodies, connect them as you think appropriate with lines or arrows. (If there is no real connection, don't draw a line/arrow.) Are there other organizations/churches in the area that are unconnected? Place them on sheet in a different way (e.g. different colour of marker, or circled with a dotted line).

Reflect on the map you have created. What analysis can you/we derive from it? What do you observe about where the power lies and who influences decisions? What troubles you as you analyze your map? Where do you see possibilities for change?

Note: This map or diagram that you've created will be the starting point for your sharing with a small group at the learning circle. You might want to add to it as a result of discussion within your group.

Learning Partnership Report Form

Deadline: Spring Learning Circle

Purpose:

- This form is intended to provide the opportunity for students to reflect on and share with staff on the status and strength of their learning partnerships.

Goals:

- to enable a forum for reflective assessment on the learning partnership
- to share celebrations and concerns with staff

Your name:

Name of Learning Partner:

Theme Year:

Mode of Contact

How have you and your learning partner been in touch with each other during this year? (e.g. e-mail, telephone, in person)

Frequency of Contact

How often have you and your learning partner been in touch?

Learning Circle Contact

How was the connection between you and your Learning Partner maintained at the learning circles? (e.g. periodic check-ins, shared meal times, conversation about readings sessions)

Depth of Contact

How have you offered and received a depth of connection to and from your Learning Partner? (e.g. comments on spiral reflection, sharing assignments, consulting about field placements, personal support)

How is your Learning Partner enhancing your learning in the program and in the Theme Year, in particular?

How are you trying to enhance the learning of your Learning Partner in the program and in the Theme Year, in particular?

What joys and frustrations do you have with this relationship? How has it changed over the course of the year?

What plans do you need to put in place to bring closure to this relationship at the end of the Theme Year?

Process for Sharing a Sermon

Spring Learning Circle

Sermon Preparation

For the learning circle, each student will be preparing a sermon to be delivered and commented upon by a group of peers. We acknowledge that, for some, this situation has some pressure and tension connected to it. It is our hope that the learning circle will provide a helpful environment in which to take risks and practise the skill of preaching. We encourage you to think of this as an offering made to colleagues in the hopes of learning and growth. So we recommend you take preparation and engagement with this process seriously, but not so seriously as to absorb all your time and energy!

Some of our expectations:

- You are invited to preach a sermon of your choice.
- We anticipate that you will have scriptural basis for your sermon, that you will have done exegetical work in preparation, and that you or someone designated will read the passage aloud to your group before preaching.
- We would request that your sermon be around 10 minutes. Each person will be sharing sermons in small groups and offering each other feedback within a tight 40 minute framework.
- We are asking that the sermon you preach, be a sermon you have not preached before. We are not looking for people to re-heat an old sermon or pull out their "brightest and best." This is, in our minds, an opportunity to stretch and risk. If you have not had any or much preaching experience, it will be stretch enough. Others might want to try new approaches, structures or preparation methodologies as a way to experiment. (If you are in a position where you preach regularly it might be possible to introduce a sermon which you can use later in the year in your parish/pastoral charge.)
- We believe that preaching should fit the context. That being said, the context of a learning circle group is a little different than a typical Sunday morning experience. Preaching to a small group of colleagues is different from the setting to which many are accustomed. We hope you will make the best of this situation by considering the social/political and pastoral contexts of the times and the people in your group.

Process for Sharing the Sermon

The sermons will be shared in small groups during the spring learning circle.

Introduction (2-3 minutes)

- (Optional)- brief time for prayer, silence, singing, candle-lighting, etc.
- person sharing the sermon may want to introduce the text or reason for selecting this passage or share something about their present state of being

Sermon (10-12 minutes)

- scripture passage is read aloud to the group
- the sermon is preached

Response Forms (5-6 minutes)

- following the sermon, everyone in the group fills in responses on the Preaching Response forms in silence

Preacher Comments (4-5 minutes)

- the person preaching comments on the sermon and how she/he felt it went

Group Discusses (8-10 minutes)

- the rest of the group offer feedback and questions from their response forms

Preacher Responds (4-5 minutes)

- the preacher responds to any comments as she/he desires

Moving on (2-3 minutes)

- check that everyone is ready to move on, perhaps saying a prayer or singing.

Preaching Response Form

This form is intended to be a tool that deepens the feedback by offering occasion for conversation about the meaning and purpose of preaching while identifying the student's areas of strength and further work in this aspect of ministry.

Preacher _____ Comment-er _____

What did you understand as the essential message of the sermon?

Theology

Comment on the theology:

(For example: the relationship between theology and scripture; was the theology expressed: comforting? challenging? hopeful? liberative? pertinent social analysis? relevant to the context? invitational? and so on.....)

Presentation

Comment on the presentation:

(For example: were the voice and gestures appropriate to the message? did the preacher seem confident? comfortable? animated? sincere? prepared? and so on.....)

Writing

Comment on the composition:

(for example: was there an appropriate use of humour? story? movement? biblical reference?; did the language and images aid the hearer in understanding? was there appropriate application to the context of the hearers, and so on.....)

Structure

Comment on the structure:

(for example: was the style/genre appropriate to the message?; did the sermon flow and provide for movement?; was the length appropriate? and so on))

General Comments

Integrative Paper for the Social Ministry Year

Due: May 30

Purpose:

- to name and reflect on the convictions, commitments, visions, and hopes we bring to the work of the Social Ministry Year

Goals:

- to demonstrate an integration of theory, theology, biblical connections, and personal experience related to our identity in diaconal social ministry.
- to provide an opportunity to incorporate learnings from field placements with learnings from readings, assignments, external courses, and learning circles

Requirements:

- this is neither a research paper nor a reflection paper but combines elements of both
- all sources need to be acknowledged appropriately and footnoted where appropriate
- the assignment needs to refer to at least four of the authors whose work has been included in the readings for the learning circles this year - not necessarily direct quotes but clear connection with their theory/theology
- the assignment needs to make reference to insights gained through field placement experience, and engagement in the learning circles
- the assignment is structured in two parts:
 - 1) a creed-like statement about diaconal social ministry which can be in point form in the framework of "I believe...", or "For me, diaconal social ministry is..." (to be not longer than one page);
 - 2) a commentary/narrative reflection on the statement (to be between 8 and 10 pages long)
- the commentary/narrative needs to respond to the following questions, not necessarily in the following order!

Questions:

- What images of Social Ministry are most important for you?
- What biblical themes/stories/images/motifs most strongly influence your sense of social ministry?
- What theological themes/issues are most significant to you with regard social ministry?
- What insights from theory are significant in your understanding of social ministry? (quotes/ideas/etc.)
- What experiences this year (field placement, learning circle, readings, assignments, employment, etc.) have contributed meaningfully to shaping your understanding of social ministry?
- What are the differences amongst social ministry, social analysis, advocacy, solidarity, justice, and charity?
- What role does gender/sexual identity play in your understanding of your social ministry?
- What is your understanding of change and how change happens? What is your understanding of working for change as it relates to social ministry?
- In what areas of social ministry do you want to do further work?