North Park Theological Seminary
Theological Reflection Module-7318

Course Date: April 10, 2027
Online, 9am-5pm CST

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Revised for Spring 2027

PRE-REQUISITE

Complete the majority of required internship credits for MDiv or MACF degree. Preferable to be taken in your final semester or academic year in which you graduate.

Complete your second Intercultural Development Inventory and debrief ahead of module. You will receive instructions from idi@covchurch.org with your username and password at the beginning of the quad once you have registered.

COURSE INTRODUCTION

We all have had a ministry experience(s) (successful or challenging) that provoke questions about our calling, our responses to God's plan. In addition to reflection, such ministry experience(s) can serve as a learning tool for the student and the peer members to process in a group setting. That is why TRM should only be taken at least halfway through your internship experience, giving enough time for ministry learning incidents to occur.

Note: Beginning in the academic year 2020-2021, students will take the Intercultural Development Module (IDM) in their first year and the TRM in their final year. Students enrolled previous to the 2020-2021 year will take the TRM after securing at least half of their internship credits and will take the IDM in their final year.

COURSE OBJECTIVES

1. Reflect upon ministry experiences.
2. Develop skills in theological reflection.
3. Integrate self-awareness and pastoral formation.

COURSE DESCRIPTION

Theological Reflection Module is structured for individual case study presentation, collegial participation and reflection and is non-supervisory. The focus of the module is to broaden ones understanding of theological reflection through lecture, case study presentation and individual and communal reflective practices. This field education component helps nurture this skill through peer reflection. In preparation of the module, you are required to bring a case study to class for group processing (case study instructions are listed below).

Another part of integrating your field education experiences is reflecting on the theological reflection module itself. You are required to complete a reflection paper (2-3 pages). This is to be completed after the TRM and is due no later than the 2nd Monday after the TRM (2 weeks). Following are the questions to be used to develop your reflection paper:

Theological Reflection Module Field Education Self-Assessment

1. Was the TRM good stewardship of your time? What new insights were gained through this day long experience?
2. As you revisited the time(s) of your field education experience(s), what did you discover about your vocational identity? What did you discover about yourself as a leader?
3. What experience(s) has given you new perspective as you move forward? What experience(s) was difficult yet illuminating for you?
4. Reflecting on your various field education experiences and anticipating the realities of ministry moving forward.

   a. how will you be a good steward of your call?
   b. how will you be a good steward of your spiritual gifts?
   c. how will you be a good steward of the resources of the ministry setting (i.e. money, facility, tradition)?

POST-REQUISITE

Submit the self-assessment in Canvas.

CASE STUDY INSTRUCTIONS

A case study is a written account of a particular ministry dilemma. It is open-ended and unbiased in reporting the situation, and it leaves the reader with a problem to solve. Critical questions may be raised as teaching notes after the case material has been presented, but the case should not be resolved as such in the written account. This will allow for group discussion to clarify critical issues, attain self-awareness, acknowledge diverse points of view, and enhance the individual growth of group members. Cases are best used in small groups where discussions act as peer consultants.

You may use one of the case studies (listed below) you submitted with your End of Semester Evaluations since they are very much a part of your formation as a leader; or, write a case study on another topic that interests you:

- Pastoral/Group Leadership
- Issue of Identity
- Financial Stewardship

In writing a case, accuracy and objectivity/differentiation are important. If opinions are expressed, they should be attributed to persons involved in the case and not to the author's bias. **Write from a third-person,** not first-person, perspective. Building on the Whitehead Triangle reading and your Intercultural Development Module, include cultural, personal, historical information that reflect your understanding of the dimensions and intersections present in discernment. For the Theological Reflection Module, each case should be **two to three pages, typed and double-spaced**. Each presenter will read the case in class, but also **bring four copies** for the rest of the class to follow along with (documents will be shredded after the course to destroy confidential information). Each case should **focus on an experience in your internship** or other field education experience which you would like to present for class discussion, analysis and learning. The case should include sufficient information for an hour's class discussion.

The following components need to be included in a case:

1. **Introduction**: State the problem to be resolved (i.e., decision to be made, a letter to be written, a meeting where a significant issue is to be considered).
2. **Background**: Give important background information on the situation so that the reader will understand the larger context.
3. **Description:** Recreate the situation in enough detail to give the readers an accurate replay of the event. Help the reader to "feel" what is happening.
4. **Summary**: Restate the problem to be resolved.
5. **Conclusion**: The last 2-3 questions listed on the topic are theologically reflective in nature and will serve as your conclusion.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet or Chat GPT.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the Seminary Academic Catalog, pp. 25–27.

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.
Please refer to North Park's Safe Community site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the Seminary Academic Catalog.