

DMN 905 Learning Through Ministry Practice**October 18-22, 2010****3 Units.****Professors: Daryl Busby, PhD; and Bill Badke Th.M; M.L.S.**

Course Description: Candidates admitted to the Doctor of Ministry program take DMN 905 as their inaugural learning experience in the program. During the one week seminar, participants review the program philosophy and sequence, and complete a substantial portion of a Research Methodologies module. As well, they discern effective processes for meaningful reflection in ministry and embrace the essential nature of cohort learning. They are also introduced to the process and reality of writing a project at the Doctoral level. Central to the course is an introduction to the technological skills necessary to use the online course materials. Finally, the students reflect upon appropriate means by which we measure spiritual transformation in the church and broader Kingdom.

Course Objectives:**Cognitive:**

- i. Learn and practice the technological skills necessary to support online learning requirements;
- ii. Enhance research skills by completing the research methodologies module.
- iii. Develop an understanding of the process called theological reflection.
- iv. Heighten critical thinking skills in personal ministry assessment and church assessment.
- v. Begin the work of writing and research at the doctoral level

Affective:

- i. Develop peer relationships, as well as become acquainted with faculty who teach in the program;
- ii. Comprehend the overall program objectives and how each year of the program enhances their achievement; with special attention to the dissertation.
- iii. Become aware of personal instinctive approaches to theological reflection.

Behavioral

- i. Improve competence in the methods useful in doing research in the program and ministry setting, developing your skills as a reflective practitioner. This includes becoming familiar with the procedures and approvals necessary for doing research with human subjects (i.e. Research Ethics);

- ii. Develop effective strategies to cope with the issues and pressures that such a program will introduce to ministry, family, and personal life (lifestyle planning exercises);
- iii. Form a personal, effective and integrated model for theological reflection.
- iv. Develop strategies for assessing spiritual change in the life of the church and the individual.

Course Texts and Readings:

Swinton, John, Harriet Mowat. 2006 Practical Theology and Qualitative Research (SCM Press: London).

Parrett, Gary and Steve King 2010. Teaching the Faith and Forming the Faithful. (Downers Grove; IVP)

Miller-McLemore, Bonnie J., and William R. Myers. “*The Doctorate of Ministry as an Exercise in Practical Theology: Qualitative Research with Living Human Documents.*” *Journal of Supervision and Training in Ministry* 11(1989):5-24. pdf. (distributed in class)

Busby, Daryl. “*An Evangelical response to Theological Reflection: One pastor’s experience*”- www.commongroundjournal.org (Fall 2008).

William B. Badke, *Research Strategies: Finding your Way Through the Information Fog, 2nd edition* (Lincoln, Nebraska: Writer's Club Press/iUniverse.com, 2004). You will be expected to read the print edition. There is an online "lite" version, but it is not sufficiently detailed for use in this course. To purchase this textbook, see the information at <http://www.acts.twu.ca/lbr/papered.htm> .

Recommended:

Whitehead, James, D. and Evelyn Eaton Whitehead. **Method in Ministry: Theological Reflection and Christian Ministry**. Kansas City: Sheed and Ward, 1995.

Myers, William. Research in Ministry, a primer for the Doctor of Ministry program. (Exploration Press, Chicago. 2000).

The assignments are based out of 400 points.

Assignments:

1. **Pre course, as possible: Reading Reflection (100 points):** In order to achieve the behavioral learning Goal of enhanced skill at assessment, use the text by Parrett and King, assess your own congregation or ministry and its current ability to form the faithful. What potential action steps could emerge for future ministry direction? **In no more than fifteen pages discuss:** How do these new insights or reinforced assumptions determine how you will do ministry?
2. **Post-Course Assignment: Case Study Reflection (100 points):** In order to achieve enhanced skill at theological reflection, use the other course readings, class discussion and interaction with fellow students, present a model for reflection that represents your preferred approach to this vital task. In essence, how do you learn? What principles undergird your approach? To what extent do the various models of theological reflection address your learning needs? Finally, taking an incident from your own ministry, work through your preferred model of theological reflection. **(12-15 pages).**
3. Although you are only beginning the program, based upon the Practical Theology and Qualitative Research text and your own “stone in the shoe experiences”, what potential dissertation topics seem to be emerging and what research approaches might you consider? These are preliminary ideas and can change drastically during the program. Follow the template for a “chapter one” structure as provided in the course. (100 points) **8-10 pages.**
4. **Research Module Assignments (100 points). See page five of this syl for details.** Where possible, use this to collect the primary bibliography for the draft proposal described under point three above

The assignments for this module are online at: <http://www.acts.twu.ca/lbr/research900.htm>

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Course Outline:

Monday:

- 9 – 10:30 Orientation to the cohort, faculty and program philosophy and learning processes.
Review handbook.
- 10:30- 11:00 Coffee Break and logistical matters as needed
- 11:00- 11:30 Introduction to following courses.
- 11:30 – 1:00 Lunch Discussion – What the church looks like today.
- 1 – 4 Research Methodologies – module one (library seminar room): see outline below.

Tuesday:

- 9-10:30 Learning Styles Inventory
- 10:45 – 12:00 How Adults learn and reflect.
- 12:00 – 1:15 Lunch Discussion – What leadership looks like today.
- 1:30 – 4:00 Relationship between General and Special Revelation. Finding God in numbers and interviews...
- 5 – 7pm Supper together – building community

Wednesday:

- 9 – 10:30 noon: Finishing well: Guideposts for Ministry
- 10:30 to noon: Introduction to Dissertation and handbook
- 12:00 – 1:15 Lunch Discussion – What spirituality looks like today
- 1:00- 4 pm Research Methodologies

Thursday:

- 9- 11:00 am: The Reflective Practitioner- Thinking theologically about ministry
- 11:00 am to Noon: Dissertation: Part Two: the relationship between social science and biblical studies
- 1:15 – 2:30 Whatever is left over!
- 2:45 – 4:30 Lifestyle Planning and Summation – The Learning Pathway. Meet with current students to discuss the challenges and practicalities of the journey.

Class Outline for Research Methodologies Module of DMN 905
Research and Online Components (Learning Through Ministry Practice)

This module consists of two afternoons of instruction plus a set of online assignments.

I. Module Description:

A study of the strategies required for the effective researching of a wide variety of topics. Areas covered include topic viability, location of materials in several formats, computer database searching (including the Internet), reading strategies, note organization, and the outlining and writing processes.

II. Module Objectives:

The student will:

- A. demonstrate the ability to formulate a strategy for research;
- B. demonstrate the ability to make a topic viable and organize its sub points;
- C. demonstrate an appreciation for planned research from topic to completed paper.

III. Module Outline

First Day, 1:00-4:00 (Library Orientation Room)

- A. Topic Development – Working Knowledge, Research Questions, Preliminary Outline.
- B. Internet
- C. RefWorks
- D. Library Catalogs
- E. Searching Skills – Controlled Vocabularies and Boolean Logic

Second Day, 1:30-4:00 (Library Orientation Room)

- A. Journals; ERIC
- B. Google Scholar and Academic Search Engines
- C. Research Reading
- D. Note Organization, Final Outline and Tips on Writing.

IV. Module Assignments

All assignments are located at <http://www.acts.twu.ca/Library/research900.htm>. Assignment due dates are:

#1 November 6
November 27

#2 November 13
#5 December 4

#3 November 20

#4

Doctor of Ministry Program

Associated Canadian Theological Schools Course List and Progression

Project Principles and Guidelines

Key Elements

- the capstone learning experience in the degree
- addresses both the nature and the practice of ministry
- contributes to the practice of ministry as judged by professional standards
- potential for application in other contexts of ministry
- demonstrates the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results
- reflects the candidate's depth of theological insight in relation to ministry

Key Principles and Characteristics

- focuses upon applied research, addressing a significant issue discerned within the candidate's ministry experience
- applies theological and other kinds of research skills to a significant, real-world ministry issue, seeking to understand it afresh and create strategies for dealing with it in the context of ministry leadership
- rigorous investigation, clarity and coherence of thought and argument, and quality of writing, comparable to those found in Ph.D. dissertations
- requires the candidate to do something with the people among he or she ministers, contributing to the life of the faith community, as well as his or her own development as a ministry leader
- will be 125-150 pages in length
- continuous involvement in DMN 901 throughout the program is required
- an oral defense is required.

Goals of Program and the Project

- ❖ *contribute to professional ministry development of the candidate and their ministry setting;*
- ❖ *evaluate new ideas and methods within a biblical worldview;*
- ❖ *reflect upon and propose creative solutions to the realities of Canadian ministry leadership;*
- ❖ *demonstrate advanced integration of theological, biblical and applied leadership studies, particularly as these concern issues of contextualization;*
- ❖ *demonstrate increased understanding of and competence in leading the deeper dimensions of spiritual formation in the life of congregations;*

- ❖ *stimulate personal spiritual formation in the midst of daily ministry practice;*
- ❖ *promote careful use of the candidate's leadership context and experience as a learning environment and resource;*
- ❖ *provide multiple opportunities for peer learning and evaluation;*
- ❖ *reflect on the connections between proclamation, spiritual formation and leadership, with consideration given to enhancing each candidate's communication abilities;*
- ❖ *enhanced, personal, self-directed research and learning.*

- ❖ *Originality*

The originality of the dissertation will arise from the ways in which it has enhanced the candidate's level of ministry competence, the use and evaluation of ministry contexts and concepts, and the integration of new understandings into the candidate's ministry awareness and practice. New solutions to ministry issues – whether old or new.

Role of the Faculty:

They assist and advise. Each student has at least one primary reader and one secondary advisor, either from within the ACTS Faculty or from other sources, depending upon expertise.

Role of the Student:

- the selection of an appropriate topic that will continue to generate personal enthusiasm and interest, enabling the candidate to complete the dissertation in timely way;
- the determination of the methodology appropriate to the project, subject to the review of the DMN Dissertation Committee;
- the collection of data conforming to all required guidelines;
- the presentation of conclusions that build upon and grow out of the data, as it has been collected and appropriately analyzed;
- the production of the dissertation as a written, scholarly document;
- the presentation and defense of the dissertation.

Research Ethics:

Any research that involves human subjects must be approved in advance of the research actually occurring. These protocols must be followed strictly and without exception. Guidelines are available.

An acceptable Project will emerge when:

- it demonstrates clear relationship to the candidate's ministry context;
- it shows competent grasp of the theories and theology that are fundamental to the research being done;
- it uses appropriate and valid methodology to accumulate the data necessary to demonstrate the stated thesis and the candidate shows competency in that usage;
- it reveals careful planning, attention to detail, good English, and appropriate literary form and style, as prescribed by the program committee;
- it shows careful documentation and proper use of all sources (print, electronic, personal, etc.), avoiding any hint of plagiarism;
- it demonstrates logical argument and carefully drawn conclusions that build upon the data provided;
- it includes coherent and fair evaluation of the research processes employed in the dissertation project, based upon well-defined and valid criteria;
- it uses gender inclusive language, avoids polemics, and does not make exaggerated claims.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the unlikely event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used. Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List. Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>. For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics

Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.