

CM-239 Ministry and Self-Care

Wesley Theological Seminary

Summer Term 1, 2016

Dates: June 27-July 8, 2016 (No Class on July 4), 6PM-9:30 PM

Instructor: The Rev. Matthew Braddock, D. Min.

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Course Description

How do we balance the demands of ministry with personal well-being, wholeness and spiritual balance? This course explores elements of restorative self-care through reflection and practice in congregational or non-parish ministry settings with four directional themes: awareness, empowerment, relinquishment and paradox.

Required Reading

ISBN-13	Title	Author
978-0802871039	<i>Bearing the Unbearable</i>	Deborah van Deusen Hunsinger
978-1881266143	<i>Self Care</i>	Ray Anderson
978-1566997133	<i>A Center in the Cyclone</i>	Bruce Epperly
978-1893729117	<i>Clergy Table Talk</i>	Kent Ira Groff

Course Objectives

1. To reflect on and analyze one's theology of self care and wholeness in conversation with diverse voices and backgrounds.
2. To explore and research self-care as it relates to personal needs assessment, one's ministry context, self-empowerment, trauma, grief, and forgiveness.
3. To build a repertoire of self-care responses, skills, and practices for various ministry situations.
4. To gain skill in practicing the arts of ministry and church leadership and to gain the ability to work effectively with others to facilitate gifts for service and leadership, whether in the church, community organizations, or the public square (per Wesley Seminary's Curricular Goals and Objectives).

“We are in the perpetual care of others.”
~ Wayne Muller

Pre-Course Assignments

Much of the reading and writing will be done by the end of our first week together. When we actually meet face-to-face, we will be prepared for some quality conversation and experiential learning as we develop self-care practices.

Reading

Please read the following portions before attending our first class:

Self Care: A Theology of Personal Empowerment & Spiritual Healing by Ray Anderson,
Read pp. 13-53; 121-143.

Clergy Table Talk: Eavesdropping on Ministry Issues in the 21st Century by Kent Groff
Read the entire book.

A Center in the Cyclone: Twenty-first Century Self-Care by Bruce Epperly.
Read pp. 1-50.

As you study the assigned readings, log in to BlackBoard and complete the online reading journal:

1. Write and post at least **three, 1-2 paragraph reflections** in response to two different questions.
2. Write and post a minimum of **three, 1-2 paragraph responses** to two other students' reflections. You may, of course, respond to more.

Some of these online conversation threads will become the basis for class discussions. Your participation in both online and classroom discussions will be part of the participation portion of your grade.

This assignment must be completed no later than 11:59 PM, June 25, 2016.

Theological Reflection on Self-Care

Jackson Carroll once proposed a view of clergy as “reflective practitioners” who have expertise as meaning definers, as community builders, and as managers of the interface between the church and its social context. Using course texts as a guide, write a reflective essay that describes how you understand the interaction of self care from three different theological poles or angles: History & Tradition, Personal Experience, and Cultural Resources

As you reflect on the relationships between these three poles, here are some questions and suggestions to guide your thinking:

1. **History and Tradition:** What is your theology of well-being? What sources inform your theology (e.g. scripture, creeds, historical writings, theological traditions, religious teachings and/or media)?
2. **Cultural Resources:** How do racial/ethnic background, socioeconomic and educational levels, gender, cultural practices and norms, geography, and multi-generational expectations influence how you view well-being? In what ways are your views shaped by dominant culture or multi-cultural contexts? In what ways did your extended family system shape your experience with self-care and well-being?
3. **Personal Experience:** Identify times and places where you have a prevailing response or a patterned reaction to stress, trauma, and the demands of life. What, if any, practices have you used to cope? Are they healthy or unhealthy approaches? Where and how might those strategies have been learned? Do you notice that you have one particular response across the board, or do you have different responses for different roles you play in life? Describe how those roles vary. Are you satisfied with your self-care responses? If so, how so? If not, why not?

Write your reflections in a 7-10 page essay (1750-2500 words). Be prepared to present your learning* to your colleagues in class.

This assignment must be posted to Blackboard no later than 11:59 PM, June 25, 2016

*Please note: Because your personal history may be tender, difficult or confidential, students will be focusing on the *learning* from our personal reflections, not the *content* itself. Your submissions will be kept confidential by the instructor. You may choose to share pieces of your personal history with colleagues at your own discretion.

Other Course Assignments

Self-care Journal

Keep a self-care journal throughout the course, recording new learning, thoughts for further research, budding self-care strategies, emerging areas that need your attention, and anything else that you are using to care for yourself intentionally and radically. This journal can be a thread throughout your self-care journey of what is working and not working for you. During the two weeks we meet together, complete **10 entries**. Write a paragraph or two for each entry.

Here are some questions and ideas to consider for your Journal: How have I nourished, supported and cared for myself today? What actions expressed my commitment to self-care today? What steps can I commit to for my own well-being today? What boundaries are nourishing me? Where might I need to make some adjustments in my self-care practices? What am I learning? List five things I love about myself. List five things for which

I am grateful. What I am proud of today? What goal do I have for myself tomorrow? What picture, image, sound, song, or metaphor comes to mind when I think about my self-care today? What quotes or passages from my reading and research speak to me and why? What quotes or passages from important sacred texts speak to me and why? What is the Spirit teaching me?

The final journal must be submitted to the instructor no later than 9:00 PM, Friday, July 8, 2016.

Personal Self-Care Retreat

The Final Project will be the design and outline for a two-day personal self-care retreat. Instructions for this project will be posted separately on Blackboard and reviewed in class.

This project must be submitted to the instructor by 11:59 PM. Saturday, July 9, 2016

***“Healing is God’s customary way of dealing with us,
and our task is to accept that healing.***

The Good Life comes when we stop resisting the invasion of grace.”

~ Wilderness Time: A Guide for Spiritual Retreat by Emilie Griffin

Class Schedule

Topics are subject to change based on class learning goals and needs.

Monday, June 27, 6:00-9:30 PM

- Course Introduction and Learning Goals
- Ignatius’ Spiritual Exercises & Self-Care in Four Directions
- Crafting Theologies of Self-Care

AWARENESS: WAKING UP

Tuesday, June 28, 6:00-9:30 PM

- Who is the Self and Why Should I Care?
- Knowing Self and Knowing God
- The State of and Need for “Self-Care”: Seeing What Is

For next class: Read *A Center in the Cyclone* by Bruce Epperly, pp. 61-86

Wednesday, June 29, 6:00-9:30 PM

- Restoring the Playful Child
- Self-Care Practices for Awareness

For next class: Read *Self Care* by Ray Anderson, pp. 144-183.

EMPOWERMENT: EMBRACING DREAMS

Thursday, June 30, 6:00-9:00 PM

Shame and Embodied Love

Friday, July 1, 6:00-9:00 PM

- Needs, Power and the Cultivation of Empowerment
- Self-Care Practices for Empowerment

For next class: Read the following ...

- *Bearing The Unbearable* by Deborah Hunsinger, pp. 1-148
- *A Center in the Cyclone* by Bruce Epperly, pp. 133-146
- *Self Care* by Ray Anderson, pp. 184-222

As you study the texts, log in to BlackBoard and complete the online reading journal questions.

Write and post at least **two, 1-2 paragraph reflections** in response to two different questions.

Write and post a minimum of **two, 1-2 paragraph responses** to two other students' reflections. You may, of course, respond to more. **Posts are due no later than Noon on July 5, 2016.**

RELINQUISHMENT: SHEDDING ATTACHMENTS

Monday, July 4, NO CLASS

Tuesday, July 5, 6:00-9:30 PM

Trauma, Grief, and the Power of Lament

Wednesday, July 6, 6:00-9:30 PM

Embracing the Shadow: Forgiveness and Reconciliation

For next class: Read *A Center in the Cyclone* by Bruce Epperly, pp. 87-132; 167-183

PARADOX: REDISCOVERING MYSTERY

Thursday, July 7, 6:00-9:30 PM

Self-Care in Systems and Networks

Friday, July 8, 6:00-9:00 PM

- Neuroplasticity and the Resurrection of Life-Giving Narratives
- Closing Worship

Assessment and Due Dates

Grading will adhere to the attendance and grading guidelines of the seminary. This class will succeed if all participants are present for all sessions, arrive on time, remain for the entire class, and participate actively and constructively in class discussions. The instructor may deduct up to one point for each contact hour of absence from your final grade.

Reading, Class Participation & Attendance = 20%

Students must demonstrate the ability to make connections between the readings, written assignments, and the topic at hand during our plenary and small group discussions. Part of this will be evidenced in your writing journal posts and responses.

The pre-class reading journal assignment must be completed and posted to BlackBoard no later than 11:59 PM, June 25, 2016 for full credit.

The remaining reading must journal assignments must be completed and posted to BlackBoard no later than Noon on Tuesday, July 5, 2016 for full credit.

Overdue assignments will receive a 1-point deduction for each day late.

Triangular Theological Reflection = 30%

This assignment will be graded on a complete, concise presentation of your learning, as well as your openness to refine your thinking as the course unfolds. ***This assignment must be posted to Blackboard no later than 11:59 PM, June 25, 2016 for full credit.*** Overdue assignments will receive a 2-point deduction for each day late.

Self-care Journal = 30%

During the two weeks we meet together, complete 10 entries. ***The final journal must be submitted to the instructor no later than Friday, July 8, 2016 by 9:00 PM.*** Overdue assignments will receive a 2-point deduction for each day late.

Self-Care Retreat = 20%

This project must be submitted to the instructor no later than 11:59 PM, Saturday, July 9, 2016. Overdue assignments will receive a 2-point deduction for each day late.

Academic Honesty

All students have signed Wesley Seminary's Covenant of Professional Ethics and Behavior. This covenant will be adhered to, especially in regards to academic honesty and plagiarism.

Grading System

95-100%	=	A / 4.000
90-94%	=	A- / 3.700
87-89 %	=	B+ / 3.300
84-86%	=	B / 3.000
80-83%	=	B- / 2.700
77-79%	=	C+ / 2.300
74-76%	=	C / 2.000
70-73%	=	C- / 1.700
69%>	=	F / 0.000
No Show	=	FX / 0.000

Course Notes:

- Blackboard automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of messages you have read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty.
- Students are responsible for meeting course deadlines. If you experience technical problems with Blackboard, please exercise one or all of the following options:
 - Blackboard Support at blackboardsupport@wesleyseminary.edu
 - By phone at (202) 885-6091
 - Blackboard/E Support Ticket at <http://www.wesleyseminary.edu/MyWesley/eSupport.aspx>
- Students with disabilities must contact the Associate Dean (communitylife@wesleyseminary.edu) before accommodations can be made.
- Students are expected to keep up with course announcements. Please make sure to check your WTS email as opposed to a personal email address.
- This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

***“Be who you were created to be
And you will set the world on fire”.***

~ St. Catherine of Siena

Assignment Timeline

Assignment	Due Date & Time
<p>Read...</p> <p><i>Self Care: A Theology of Personal Empowerment & Spiritual Healing</i> by Ray Anderson, Read pp. 13-53; 121-143.</p> <p><i>Clergy Table Talk: Eavesdropping on Ministry Issues in the 21st Century</i> by Kent Groff Read the entire book.</p> <p><i>A Center in the Cyclone: Twenty-first Century Self-Care</i> by Bruce Epperly. Read pp. 1-50.</p> <p>Post three Reading Journal reflections and three responses on BlackBaord.</p>	No later than 11:59 PM, June 25, 2016.
<p>Theological Reflection Paper, 7-10 pp. Post on BlackBoard</p>	No later than 11:59 PM, June 25, 2016
<p>Read <i>A Center in the Cyclone</i> by Bruce Epperly, pp. 61-86 (no reading journal)</p>	June 29, 6:00 PM
<p>Read <i>Self Care</i> by Ray Anderson, pp. 144-183 (no reading journal)</p>	June 30, 6:00 PM
<p>Read ...</p> <p><i>Bearing The Unbearable</i> by Deborah Hunsinger, pp. 1-148</p> <p><i>A Center in the Cyclone</i> by Bruce Epperly, pp. 133-146</p> <p><i>Self Care</i> by Ray Anderson, pp. 184-222</p> <p>Post two Reading Journal reflections and two responses on BlackBaord.</p>	No later than Noon on July 5, 2016.
<p>Read <i>A Center in the Cyclone</i> by Bruce Epperly, pp. 87-132; 167-183 (no journal)</p>	July 7, 6:00 PM
<p>Self-Care journal</p>	No later than July 8, 2016 by 9:00 PM
<p>Personal Self-Care Retreat</p>	No later than 11:59 PM, July 9, 2016.

Supplemental Bibliography

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- Wolf Jones , Linda R. *Clergy Self-Care*. Holston Media. 53 pages.
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