PCC 5520: Well-Being in Ministry  
ASHLAND THEOLOGICAL SEMINARY  
Fall 2015 – Cleveland Campus  
Tuesdays, 6-9 PM beginning August 25, 2015  
Dr. Matthew Lewis  
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#419-289-5485

I. Course Description
This course equips students to experience ongoing personal development and growth necessary for well-being in ministry. Attention will be given to core identity, character, calling, and competency, identified within the course as the upward, inward, outward, and forward journeys. The course will detail the challenges of Christian ministry and their impact on personal and professional well-being, highlighting essential commitments clergy must make in prayer, spiritual formation, inner transformation, and supportive community within the context of ministry.

II. Student Learning Outcomes
1. Demonstrate critical and faithful interpretation and responsible use of Scripture as each relate to well-being in ministry.
2. Establish communal and personal disciplines that nourish Christian spiritual formation as each relate to well-being in ministry.
3. Not assessed.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated within the clergy person’s pursuit of well-being in ministry.
5. Not assessed
6. Customize their own ministry sustainability plan with attention to the upward, outward, inward, and forward journeys.

III. Course Requirements
A. Textbook(s)


B. Attendance
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning
1. Read the Foster and Palmer texts according to the schedule below. Experiment with at least 7 different forms of prayer that Foster introduces. Maintain a regular journal that reflects on the reading and your experience of God in your times of prayer. Students should include journal entries a minimum of 3 times a week for the first 10 weeks of the class. Journal entries should include:
   - Date
   - Page reference or form of prayer engaged
   - Reflection around what you sense the Lord saying; your emotional response; implications; questions; transformation occurring.

   Group leaders will regularly ask to review the reading journals, so it is critical that students keep pace with the reading throughout the semester.
   - Read: Foster Ch. 1-3 by Aug 31; 4-6 by Sept 7; 7-9 by Sept 14; 10-12 by Sept 21; 13-15 by Sept 28; 16-18 by Oct 5; 19-21 by Oct 12; Palmer Ch. 1-3 by Oct 19; 4-6 by Oct 26
   - Journals will be turned in on 10/27

2. Write a five page reflection paper on each of the two texts:
   - *Strengthening the soul of your leadership.* – due beginning of class 09/22/15
   - *Becoming a true spiritual community* – due 10/20/15

   Include:
   - A brief summary of the author’s premise (two pages)
   - Your personal reflection how you can apply various aspects of the text to your own life for sustained excellence in ministry (three pages).

2. Complete the Spiritual Disciplines Inventory (SDI). Print and bring your report to class on 11/10/15. The SDI can be purchased at www.truthsource.org. You will complete, in class, a Spiritual Growth Action Plan. The plan should be typed up and submitted by 11/17/15

3. Create a customized Ministry Sustainability Plan. A template will be given to the student on the first day of class (10 pages). Students will be expected to present their Ministry Sustainability Plan in their class small group for feedback from fellow students – due 12/01/15.

5. Read at least 600 pages from the bibliography below, in addition to the assigned texts, and submit an annotated reading log. Reading log includes bibliographic information, pages read, date completed and a two to three sentence summary of the reading. – due 12/08/15
D. Calculation of Grade – Due dates for assignments are firm. Late submissions without a prior extension from the professor will not be accepted. Granted extensions, while allowing for late submission, will negatively affect the assignment’s grade.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Group</td>
<td>1,2,4,6</td>
<td>30%</td>
</tr>
<tr>
<td>Barton Book</td>
<td>1,2,4</td>
<td>10%</td>
</tr>
<tr>
<td>Crabb Book</td>
<td>1,2,4</td>
<td>10%</td>
</tr>
<tr>
<td>SDI Spiritual Growth Action Plan</td>
<td>2,6</td>
<td>5%</td>
</tr>
<tr>
<td>Journal</td>
<td>2,4</td>
<td>15%</td>
</tr>
<tr>
<td>Ministry Sustainability Plan</td>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td>Annotated Reading Log</td>
<td>1,2,4,6</td>
<td>5%</td>
</tr>
</tbody>
</table>

Other Course Instructions
Assignments for cohort discussions will be generally handed out the day of class. Occasionally the cohort assignment will be based off of an assignment due that day. Be sure to bring copies of assignments due to class that day.

IV. Recommendations for Lifelong Learning.
- Read additional books in the Bibliography. Several of them have reflection questions at the end of the chapters.
- Find or create a ministry peer group to meet with regularly and invest in this group. Look for one comprised solely of peers in ministry, where there are no dualistic relationships, and where at least a component of the group time is dedicated to spiritual growth.
- Complete the Spiritual Disciplines Inventory as a New Year’s activity and complete the Spiritual Growth Action Plan. Consider doing this with a spiritual director or peer group to add discernment and accountability
- Consider applying for ATS Pastors of Excellence program after at least three years in ministry.

V. Seminary Guidelines
A. ATS Academic Integrity Policy
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.
B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VI. Selected Bibliography or References

Brown, Brené: The Power of Vulnerability, TED Talk:  
https://www.ted.com/talks/brene_brown_on_vulnerability?language=en


Irvine, Andrew. Clergy well-being seeking wholeness with integrity.  
www.caringforclergy.ca.


http://www.divinity.duke.edu/programs/spe/articles/200709/rapids.html


Ministry Sustainability Plan
[Template]

I Value [approx. one page]

UPWARD JOURNEY (Relationship with God)

[Identify two to three personal core values relative to the upward journey. Each core value should be followed by a brief one to two sentences of explanation.]

OUTWARD JOURNEY (Relationship with others)

[Identify two to three personal core values relative to the outward journey. Each core value should be followed by a brief one to two sentences of explanation.]

INWARD JOURNEY (Relationship with self)

[Identify two to three personal core values relative to the inward journey. Each core value should be followed by a brief one to two sentences of explanation.]

FORWARD JOURNEY (Relationship with world)

[Identify two to three personal core values relative to the forward journey. Each core value should be followed by a brief one to two sentences of explanation.]

[Insert page brake]

Upward Journey [approx. three pages]

1. [Based on your Spiritual Growth Action Plan, and any insights from the lecture or reading, list and describe the spiritual disciplines that are foundational for you. Describe what you believe will be customary for you to sustain spiritual vitality in ministry. Be specific and realistic.]
2. [Based on your Spiritual Growth Action Plan, and any insights from the lecture or reading, list the spiritual disciplines that you will focus on, that are contextual for you at this time. How will you position yourself using these disciplines over the next few months?]

[Insert page brake]

Outward Journey [approx. three pages]

[Based on the SPE pastoral leader peer group research, class lectures, reading, and your experience in your class group, write a three page paper answering the following questions: What will you look for in future ministry peer groups? How will the group best be structured? What are some ways you hope to find or create such a group?]

[Insert page brake]
**Inward Journey** [approx. three pages]

[Based on class lecture, assess your margin in the four areas discussed – emotional, physical, time, and finances. What do you need to stop doing or start doing to ensure sufficient margin in your life?]

**Summary** [approx. one page]

[Summarize in bullet point fashion what your specific next steps will be based on what you wrote above. Identify an accountability plan and evaluation date for each action step]