**HJ International Graduate School for Peace and Public Leadership**

**Doctor of Ministry**

**MIN 8101: Spiritual Formation and Integration**

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Office hour: Tuesday, Wednesday, Thursday 10am -4pm

**Term: Fall 2025**

**I. Course Description:**

The purpose of this seminar is to provide students the opportunity to reflect on God’s presence in their lives, as well as past and current ministerial leadership experiences in order to assess what they have learned and where they wish to go pastorally and spiritually. Through interactive engagement, and group process, students will delve into the area of spiritual formation, as they self-reflect on their spirituality, spiritual discipline and ministerial strengths and limitations. Emphasizing the importance of peer learning, the course is also about discerning their own spiritual journey and how to guide their community in the process of becoming the image of Christ for the sake of others.

**II. Course Outcomes:**

Through this course, students will be able to:

1. Discern and develop the narrative of their spiritual journey by self-reflecting on their own history, cultural context, heritage, identity and calling.
2. Develop theological self-reflective skills that will sustain them in ministry.
3. Identify their ministerial strengths and limitations.
4. Re-evaluate where they want to go in their ministries for greater ministerial competency.
5. Guide the spiritual formation and integration of others and how to teach its principles.

**Course Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Outcomes** | **Progressing** | **Fair** | **Good**  | **Excellent** | **Score** |
| 1. To discern and develop the narrative of their spiritual journey by self-reflecting on their own history, cultural context, heritage, identity and calling. | The student poorly discerns and develops the narrative of their spiritual journey by reflecting on their own history, cultural context, heritage, identity and calling. | The student is capable to discern but not able to develop the narrative of their spiritual journey by reflecting on their own history, cultural context, heritage, identity and calling. | The student can discern and develop the narrative of their spiritual journey by reflecting on their own history, cultural context, heritage, identity and calling | The student can effectively discern and develop the narrative of their spiritual journey by reflecting on their own history, cultural context, heritage, identity and calling. |  |
| 2. To develop theological self-reflective skills that will sustain them in ministry. | The student poorly develops theological self-reflective skills that will sustain them in ministry. | The student somewhat develops theological self-reflective skills that will sustain them in ministry. | The student can develop theological self-reflective skills that will sustain them in ministry.  | The student effectively develops theological self-reflective skills that will sustain them in ministry. |  |
| 3. To identify their ministerial strengths and limitations. | The student poorly identifies their ministerial strengths and limitations. student poorly  | The student somewhat identifies their ministerial strengths and limitations. | The student can identify their ministerial strengths and limitations. | The student effectively identifies their ministerial strengths and limitations. |  |
| 4. To re-evaluate where they want to go in their ministries for greater ministerial competency. | The student poorly re-evaluates where they want to go in their ministries for greater ministerial competency. | The student somewhat able to re-evaluate where they want to go in their ministries for greater ministerial competency. | The student can re-evaluate where they want to go in their ministries for greater ministerial competency. | The student can effectively re-evaluate where they want to go in their ministries for greater ministerial competency. |  |
| 5. To guide the spiritual formation and integration of others and how to teach its principles. | The student poorly guides the spiritual formation and integration of others and unable to teach its principles. | The student can guide the spiritual formation and integration of others but unable to teach its principles. | The student can guide the spiritual formation and integration of others and how to teach its principles. | The student can effectively guide the spiritual formation and integration of others and how to teach its principles. |  |

**III. Requirements**

 1. Book Reviews: 20%

 2. Spiritual Autobiography: 40%

 3. Self-Reflection Paper: 30%

 4. Learning Contract: 10%

**IMPORTANT NOTE:** All assignments completed for this course is expected to be the original work of the student. Significant insight must be properly cited in accordance with the seminary chosen format style. Plagiarism is not permitted. Such action will be reported to the proper authorities and will result in disciplinary actions.

Unexcused or excessive absences will negatively affect students’ class participation grade. The due dates for all assignments are mentioned in the course outline. Grades will not be changed, nor “incompletes” granted unless there are personal circumstances those seriously affected performances or made completion of the course requirements impossible. Additional work submitted to improve grades after completion of the course would be considered only after discussing with the instructor.

**PLAGIARISM AND ACADEMIC INTEGRITY POLICY:** Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student’s own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer’s work is the student’s own. In these cases of plagiarism, the instructor may give the student an “F” for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an “F” for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors’ works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

**NETIQUETTE**: When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.  Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful, or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

**IV. Grading**

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00 A- 3.67 B+ 3.33

B 3.00 B- 2.67 C+ 2.33

C 2.00 C- 1.67 D+ 1.33

D 1.00 D- 0.67 F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

\*See college catalog for a detailed grading policy.

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

Grades for each assignment are recorded by letter, and are understood as follows:

Excellent (A)

Good (B)

Acceptable (C, D)

Failure (F)

Failure to hand in an assignment will result in an F for that assignment.

**V. TEXTS**

**Required Texts:**

Benner, D. *The gift of being yourself: The sacred call to self-discovery*. London, ENG: IVP Books, 2015. ISBN-10 083084123. (*e-book*) $10.83.

Mulholland, R. *Invitation to a Journey: A Road Map for Spiritual Formation.* Downers Grove, Illinois: InterVarsity Press, 2016. ISBN-10 0830846174. $12.99.

Killen, P. *The art of theological reflection*. New York: Crossroad Press, 1994. ISBN-10 0824514017. $12.50.

Peace, R. *Spiritual autobiography: Discovering and sharing your spiritual story*. Nashville: NavPress, 1999. ISBN-10 1576831108. $9.99.

Whitehead, J. D.& Evelyn E. W. *Method in ministry: Theological reflection and Christian ministry*. New York: Sheed & Ward, 1995. ISBN-10 1556128061. $16.76.

**VI. COURSE PLAN**

**Assignments**

Students will be required to read all the 5 textbooks. In addition, students should write a two-to-three-page substantive review of 4 textbooks out of the 5 which are recorded above. The review should share new insights derived from the text. Also, provide a critical analysis of the point(*s*) of concern within each text. Expound on your reasoning. Students are expected to integrate learning within the context of their ministry. The book reviews are due by week 6.

**Class schedule**

Each student is expected to write a one-page self-reflection paper and present to the class. The paper should be on the topic of the week. Student must prepare to engage in group process as they share their assignment to their peers.

 Week 1: Introduction to the Doctor of Ministry Program

Define spiritual formation. How do I assess my spiritual life?

 Complete an Initial Spiritual Assessment.

 Week 2: Theme: Who I am? Explore your spiritual identity. Student will share on their most significant childhood experience and engage in group process with their peers.

 Week 3: Theme: Spiritual experience: Student will share their most significant spiritual experience and engage in group process with their peers.

 Week 4: Theme: Spiritual gift and calling to ministry.

 What brought into Ministry? Student must engage in group process with their peers.

 Week 5: Theme: Strengths and weaknesses in the practice of ministry.

 Student must share their what they consider their strengths and weaknesses in the practice of ministry.

 Week 6: Book Presentation

 Week 7: Theme: My future in my ministry: Where God in leading you in the next 5 years? Students must share their 5 years plan with peers and engage in group process. Integrate your family in your professional plan.

 Week 8 Book Presentation

 Week 9: Theme: Learning contract presentation (First draft)

 Week 10: Theme: Spiritual legacy: What you want to be remember for? Student must share in class and engage in group process.

 Week 11: Theme: Writing a Spiritual autobiography? How do I begin?

 Student Presentation.

 Week 12: Theme: The Learning Contract (Final draft)

 Week 13: Theme: Self-Evaluation: What I have learn about myself?

 Student must share with their peers.

 Week: 14: Discussion: Major steps into the D.Min program

 Week 15: Exit Interviews with students

**Final paper** Each student is to write their own spiritual autobiography, paying close attention to the elements and components discussed in the course. The autobiography should be approximately 20 pages in length.

 In addition, each student is to begin to look for their supervisor and members of their Ministerial Support Team. Those names should be submitted to the D. Min. Director.

Once the team is settled, the student should discuss their Learning Contract with their team and supervisor and make any edits or corrections as a result of this conversation. Then it should be submitted to the D. Min. Director and distributed to the team and given to the Supervisor as well.

**Supporting** **Bibliography**

Ackerman, J. *Listening to God: Spiritual Formation in Congregations*. New York: Alban Press, 2001.

Bass, D. *Practicing Our Faith: A Way of Life for a Searching People*. San Francisco: Jossey-Bass Press, 1997.

Bolsinger, T. E. *It Takes A Church to Raise A Christian: How the Community of God Transforms Lives*. Brazos Press,2004.

Borg, M. *The Heart of Christianity: Rediscovering A Life of Faith*. San Francisco: Harper, 2003.

Dykstra, C. *Growing in the Life of Faith: Education and Christian Practices*. Louisville: Westminster/John Knox Press, 1999.

Foster, R. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper, 1988.

Killen, P. O. *Art of Theological Reflection*. New York: Crossroad Press,1994.

Kinast, R. *Let Ministry Teach: A Guide to Theological Reflection*. Collegeville, MN: Liturgical Press, 1996.

Kinast, R. *Making Faith-Sense: Theological Reflection in Everyday Life*. Collegeville, MN: Liturgical Press, 1999.

Mahan, J. et al. *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. Nashville: Abingdon Press,1993.

Morgan, R. *Remembering Your Story: Creating Your Own Autobiography*. New York: Upper Room Books, 2002.

Mulholland, M. R. *Invitation to a Journey: A Road Map for Spiritual Formation*. Downers Grove, IL: InterVarsity Press,1993.

Palmer, P. *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco: Jossey-Bass, 2000.

Patterson, R. B. *Writing Your Spiritual Autobiography*. New York: Ave Maria Press, 2002.

Peace, R. *Spiritual Autobiography: Discovering and Sharing Your Spiritual Story*. Nashville: NavPress, 1999.

Peterson, E. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids: Eerdmans Press, 1992.

Phifer, N. *Memories of the Soul: Writing Your Spiritual Autobiography*. Colorado: Walking Stick Press, 2001.

Stone, H. *How to Think Theologically.*  Minneapolis: Augsburg Press, 1996.

Willard, D. *Renovation of the Heart: Putting on the Character of Christ.* Nashville: NavPress, 2002.

Willard, D. *The Spirit of the Disciplines – Reissue: Understanding How God Changes Lives*. San Francisco: Harper Collins, 1988.

**ASSESSMENT MAP OF ASSIGNEMENTS TO COURSE OUTCOMES**

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| --- | --- | --- | --- | --- |
| Course outcomes | Book reviews  | Spiritual autobiography  | Self-reflection Paper  | Learning Contract |
| To discern and develop the narrative of their spiritual journey by self-reflecting on their own history, cultural context, heritage, identity and calling. | x | x | x |  |
| To develop theological self-reflective skills that will sustain them in ministry | x | x | x |  |
| To be able to identify their ministerial strengths and limitations. |  | x | x | x |
| To be able to re-evaluate where they want to go in their ministries for greater ministerial competency. |  | x | x | x |
| To guide the spiritual formation and integration of others and how to teach its principles | x |  | x | x |