

SDA Theological Seminary  
**Andrews University**

**CHMN 705 Theological and Historical Perspectives on Spiritual Growth**  
(6 semester hours)

February 10-19, 2010

Orlando Florida

Teacher: Jon Dybdahl  
367 Highland Park Dr.  
College Place, WA 99324  
U.S.A.  
269-471-3544 or 6505 (office)  
509-526-4518 (home)

[dybdahl@andrews.edu](mailto:dybdahl@andrews.edu)  
[jon.dybdahl@wallawalla.edu](mailto:jon.dybdahl@wallawalla.edu) (Preferred)

### **Mission**

The Doctor of Ministry(DMin) Discipleship and Spiritual Formation Concentration integrates an understand of a theology of discipleship and spiritual formation, with the process and dynamics involved in the participants personal spiritual growth and consequent modeling, mentoring, and teaching roles within the context of family, church, and community.

### **Course Description**

Examines the biblical and theological basis for spiritual life, discipleship and Christian experience as well as the world view that underlies them. Studies how this theology has been understood and experienced in the history of the church and the lives of believers. Critiques contemporary forms of spirituality to enable students to discern truth from counterfeit, as a means of both personal and corporate protection, in light of the growing number of non Biblical “spiritualities”.

### **Course Aim**

Ministry is based on being as well as knowing and doing. This course builds the spiritual and theological foundation from which the practice of mission and ministry grows. It seeks to lead the student into a self-reflection and examination of life and belief leading in the end to positive life change and ministry empowerment.

### **Competencies**

The DMin Discipleship and Spiritual Formation Concentration seeks to create competency in the areas related to the discipline:

**1. Academic:** to enable participants to acquire knowledge of current and classic literature related to the area of spiritual formation and the process of discipleship. Engage this area of ministry through theological, biblical, and psychological perspectives, as well as to learn basic research skills relating to the field of discipleship and spiritual formation.

**2. Spiritual and Theological Formation:** to enable participants to reflect on their personal spiritual and theological perspectives and to integrate them into their practice of ministry.

**3. Praxis:** to enable participants to acquire skills pertinent to their practice in pastoral care and spiritual leadership within the context of discipleship and spiritual formation in the family, church, and wider community.

**4. Self-Reflection/personal growth:** to enable participants to understand that, in Christian ministry, *being is as important as knowing and doing*, and that true spiritual formation is grounded in a ‘double knowledge’—that of self and God..

## LEARNING MODALITIES

The following five learning modalities will be included in the concentration’s pedagogy:

**1. A professional portfolio:** including a personal spiritual development plan, a ministry development plan, journaling, and relevant learning artifacts

**2. Learning groups/mentoring:** including collective assignments, consultations, and accountability

**3. Classroom Process:** including didactic and experiential learning, as well as networking with experienced educators and practitioners in the area of discipleship and spiritual formation

**4. Research:** including a review of the current literature, assigned readings, and developing empirical constructs for a discipleship/spiritual formation ministry.

**5. Praxis:** including implementation of those activities, skills, and behaviors involved in the development of discipleship and spiritual formation in the context of family, church and community life.

## Outline of Topics

I. Introduction. History and overview of class

II. Forming a Christian Theist world view and Biblical foundation

III. Forming the spiritual and personal life of the minister

A. Personal analysis

B. Spiritual life

IV. Forming the theological and ministerial life of the minister

V. Forming the historical understanding of the spiritual life

VI. Forming an Adventist perspective of the spiritual life

A. Evaluation and critique of contemporary “spiritualities”

## Outcomes

Upon completing this program, the participants will be able to:

1. Articulate a Seventh-day Adventist perspective on discipleship and spiritual formation. (Involves knowing)
2. Demonstrate a continuing maturity in Christian formation, personal growth and ministry. (Involves being and doing)
3. Integrate the theological, theoretical, experiential and practical dimensions of discipleship into a theologically reflective practice of ministry. (Involves knowing, being, and doing)
4. Train spiritually mature and relationally gifted people as spiritual mentors. (Involves knowing and doing)
5. Embrace and carry out a biblically and theologically faithful praxis of discipleship and spiritual formation both individually and corporately. (Involves being and doing)
6. Discern truth from counterfeit as a means of both personal and corporate protection in light of the growing number of non-biblical “spiritualities. (Involves knowing and doing)

## Course Requirements

### I. Pre-intensive

- A. Reading requirements  
Please contact Dr. Jon Dybdahl at [jon.dybdahl@wallawalla.edu](mailto:jon.dybdahl@wallawalla.edu) for the required reading list.

- B. Reading Reports:

For each of these books, a three-page reading report must be prepared in printed form. Page 1 should be a **careful summary** of the book. Page 2 should **evaluate** key ideas of the book. Page 3 should suggest ways this book can shape and

**influence your life and ministry.** Careful following of these 3 parts of the report is required.

Reports should concisely state key ideas and can be done in semi-outline form if desired. Reports will be graded on how they reflect careful thought and analysis of the material and follow the 3 parts listed above. **The first 4 books must be read and reports prepared before the beginning of the intensive or you cannot continue in the class.** While it is preferable to read all the books pre-intensive, the last 7 books can be read and reported on during the intensive, but must be completed before the time they are discussed in class. Late book reports will receive a substantial reduction in grade. Each report should include the following statement of academic honesty along with your signature: "I have read \_\_\_\_% of the assigned text and this report represents my own work."

C. MBTI

Each student must take the assessment and know his or her Myers-Briggs type indicator (MBTI) which consists of 4 letters. If you have not taken the test or have forgotten its results, the easiest way to identify your type is to take the shortened form of the test in the following book:

Kiersey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types*. Delmar, CA: Gnosology Books Ltd. ISBN 0-9606954-0-0

(Note: A free, short-version test based on the Jung-Myers-Briggs typological approach is available online at <http://www.humanmetrics.com/>. Take the Jung typology test.)

**Results must be brought to the intensive.**

## II. Intensive

- A. Punctual attendance is required for all classes. A maximum of 10% absence from total teaching time is allowed.
- B. Preparation of notebook: During the intensive time a notebook is to be compiled of all class materials. This includes all material handed out in class, all class notes, all book reports, results of MBTI, and all of the ten assessments.
- C. Some short daily assignments may be given.
- D. On the first day of class a daily schedule of topics and guests will be provided.

- E. A short spiritual retreat will be conducted during the class.
- F. Students should plan to be present during the entire intensive. Sabbath and Sunday will not be free days.
- G. Small groups will be formed during the intensive that will last during the whole program.

### III. Post-Intensive

- A. **Two** papers of 20-25 pages **each** will be prepared.

1. The first paper will give a brief personal and ministerial history and summarize the results of the ten assessments done in class. As part of a summary and conclusion the writer should evaluate their strengths and weaknesses in ministry and in relation to their project based on the assessments. Most will have already done a ministry development plan (MDP). This paper expands, contributes to revisions of, and otherwise further develops that MDP. Such work not only contributes to ministry, but informs all work for the D.Min program which is why faculty review of the MDP believes all D.Min concentrations should have one. Some parts of this paper may later be included in chapter 1 of the D.Min project a are not to be part of chapter 2

2. The second paper will be chapter 3 of the project/paper. This paper is a literature review of the material to be used for the project

- B. Assignment due date

1. Due date of the papers is **February 1, 2011**. Completion of the paper on or before that date may possibly receive an A grade.

- 2.. Delays in papers completion affects the grade as follows:

- Delay up to 60 days–maximum grade A-

- Delay up to 90 days-maximum grade B+

- Delay up to 120 days-maximum grade B

- Delay up to 150 days-maximum grade C

- C. Follow-up on small groups will be documented.

#### IV. Assessment

The process of assessment is as follows. The course competencies and outcomes are the basis of assessment. The learning modalities, including course content, reading etc., are the learning resources provided in this module to reach these competencies and outcomes. Assessment is accomplished by evaluating the quality and timeliness of response to all the learning resources provided.

#### V. Grading

Reading reports	25 points each x 11	275 points
MBTI		25 points
Notebook		50 points
Papers and small group follow-up		<u>250 points</u>
		Total=600 points

93-100%	-	A, A-
85-92%	-	B-, B, B+
77-84%	-	C-, C, C+
70-76%	-	D
0-70%	-	F

#### VI. Course time parameters and calculations

The general rule for the Doctor of Ministry program is that 60 hours are to be spent in study for each semester credit. Since this class is six hours, the total time that should be spent in study is 360 hours.

The teacher assumes that about 165 hours will be spent during the pre-intensive time, about 75 hours during the two-week intensive, and about 120 hours post-intensive.

##### A. Pre-Intensive work

Reading eleven books	=	80 hours
Prepare eleven book reviews (eleven books x three pages per book)	=	80 hours
Find and take Myers-Briggs temperament inventory	=	<u>5 hours</u>
		Total 165 hours

##### B. Intensive

In class and study time	=	60 hours
Prepare notebook and other assignments	=	<u>15 hours</u>
		Total 75 hours

B. Post-session

Prepare 2 papers

120 hours

Total 360hours

9/15/09

(assignment due date corrected 1/15/2010)