



## **RSD 101 Residency I**

### **4C Ministry Institute**

**3 Units**

### **Course Description**

Residency I is the first of a six course sequence. This course launches the student into their residency experience and approximates an onboarding process that introduces them to the facilities, key leaders, staff, and their initial role and responsibilities.

### **Course Rationale**

Medical residency programs are considered by many people to represent best practice regarding the length, rigor, exposure to various specialties, and effectiveness of hands-on training designed to prepare people to deliver world class health care. Looking at nursing specifically, it is worth noting that this focused hands-on training results in a 19.5% attrition rate for nurses (NSI Nursing Solutions [March 2021]. “2021 NSI National Health Care Retention & RN Staffing Report”). This rate is considered high by some industry experts, but it is not even close to the nearly 70% attrition experienced by ministers within the first 5-7 years of entering the ministry. This course addresses key factors that inhibit effective ministry and produce high rates of ministerial attrition by providing an immersive experience that builds relevant skills, develops a coherent philosophy of ministry, establishes healthy patterns of mentoring, and instills patterns of self-reflection and assessment.

### **Course Objectives**

Students who complete this course will:

- O1. Set and achieve goals associated with specific ministry skills, practices, specialties, knowledge, etc.
- O2. Demonstrate proficiency in one or more Portfolio competencies.
- O3. Articulate the definition, key principles, and best practices regarding four leadership soft skills and use self-reflection to evaluate personal patterns, identify opportunities for growth, and apply the skill to a ministry context.
- O4. Build confidence, competence, and commitment to located ministry in a church or Christian nonprofit.
- O5. Demonstrate patterns of reflection, humility, teachability, and servant leadership.

### **Professors**

Donovan Weber, PhD (dnvnwbr@gmail.com)

### **Textbooks**

The Bible (preferably the New International Version or New American Standard Bible)  
Resources will be provided via the weekly CUES related to the leadership soft skill papers

### **Course Requirements and Grade Weights**

There are 1,000 possible points for this course, broken down into the following categories:

**Attendance and participation** (600 points) (O2; O4; O5)

**Leadership soft skill papers** (100 points) (O3; O5)

**Weekly meeting and goal setting with the Site Supervisor** (150 points) (O1; O5)

**Weekly Reflection reports** (150 points) (O1; O5)

### *Attendance and Participation*

Due to the nature of this training model, it is essential that students consistently participate in and fulfill all expectations associated with their residency. *Students are expected to fulfill 15 hours of residency experiences every week throughout the term in meaningful ministry activities.* Each absence from a residency event, activity, etc. may result in a 10-point grade reduction. Students who miss more than four residency obligations may receive an FA (Failure Due to Absences) for the term.

### *Leadership Soft Skill Papers*

Students will select four topics from the following table each term, such that the student will address all 24 topics over the course of the 6-course sequence. After selecting the topics for the term, students will conduct research and produce a 1-3 page paper that articulates the definition, key principles, and best practices regarding four leadership soft skills and use self-reflection to evaluate personal patterns, identify opportunities for growth, and apply the skill to the student's ministry context.

<b>Leadership Soft Skills</b>		
1. Initiative	9. Managing Details	17. Influence
2. Time Management	10. Communication	18. Continual Growth
3. Positive Attitude	11. Initiative	19. Conflict Management
4. Listening is Communication	12. Self-Awareness	20. Leading A Meeting
5. Self-Care	13. Flexibility	21. Leading A Team
6. Teachability	14. Work Ethic	22. Delegating
7. Fail Forward	15. Personableness	23. Developing Others
8. Time Management	16. Decision-Making	24. Networking

### *Weekly Meeting and Goal Setting with the Site Supervisor*

Students will collaborate with the Site Supervisor prior to each term to identify specific and measurable goals that would represent strategic growth in the student's ministry scope, skills, philosophy, etc. Students will meet with the Site Supervisor every week to discuss goals, residency experiences and expectations, and broader considerations regarding the student's ministry development that emerge throughout the term.

### *Weekly Reflection Reports*

Students will submit weekly reports that reflect on key experiences, learning, challenges, and opportunities associated with the specific residency context, the student's ministry development, etc.

## **Deadlines**

Deadlines associated with each assignment are noted in Top Hat.

## **Writing Assignments**

Assignments must be type-written, double-spaced, using no larger than standard 12 pt font in Microsoft Word. Assignment subject and student name should be clearly noted.

## **Academic Integrity**

All work, other than material properly cited, is to be the *original* product of the student. Plagiarism will result in failure of an assignment and potential failure of the class. See the 4CMI catalog/handbook for more information.

## **Make-Up Work**

Students are *personally* responsible for securing and making up missed work. If an absence is required, it should be communicated ahead of time to avoid a penalty. Assignments are still due on the scheduled dates.

## **Academic Support**

Students who require academic accommodations due to a documented physical, psychological, or learning disability should request assistance from the professor within the first week of class.

*The professors reserve the right to modify this syllabus without notice.*

