About this Guidebook

It is hoped that this Guide will empower Postulants and Candidates as they move through formation and discernment. It is also written with the Facilitator in mind. Like many such Guides, it is subject to change and constant improvement. I am grateful to Bishop Smith, the Rev. Dr. Ellen Sloan of the Commission on Ministry, Archdeacon McManis, Michelle Mercurio and the Facilitators for their helpful input. As usual, I am grateful to Tana Sembiante for keeping the project on track.

The “final examination” of this Guide is whether it is helpful to you as you progress. Please feel free to send me any comments that might improve this document.

Sincerely,

The Rev. Canon Michael P. Durning

Canon to the Ordinary
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Our Mission

The School for Ministry Development equips and serves those in the Diocese who are discerning a call to serve as a Deacon in the Episcopal Church. We are accountable to the Bishop. We are mindful of our duty to our students, the Bishop, the Commission on Ministry and the Standing Committee that those presented for Ordination to the Diaconate are, in the words of the Prayer book (pg. 526) “selected in accordance with the canons of this Church”. The primary entry requirement is to have been named a Postulant by the Bishop under Title III Canon 6, “Of the Ordination of Deacons”.

Coursework is only a part of the School’s mission. Theological Reflection, Field Education, Clinical Pastoral Training (CPT), Retreats, and Quiet Days all combine to integrate a deeper sense of vocation and ministry.

The year at a glance

The School’s year is divided into three terms, roughly divided as follows:

Epiphany Term: January through April
Summer Term: May through August (mostly Field Education and Clinical Pastoral Training)
Michaelmas Term: September through December

A typical class day

Classes are typically held the second and fourth Saturday of the month at the DaySpring Episcopal Center, Parrish FL.

- 8:00 AM Morning Prayer
- 8:30 AM Class time
- 11:30 AM Lunch
- 12:30 PM Class time
- 3:30 PM Theological reflection
- 4:30 PM Closing Prayers

Evaluating your work

Courses, field work and clinical pastoral training are aimed to satisfy the requirement for the formation of Deacons as found in the Canons of the Episcopal Church. The standard is “basic competence” in:

1. Academic studies including the Holy Scriptures, theology, and the tradition of the Church
2. Diakonia and the diaconate
3. Human awareness and understanding
4. Spiritual development and discipline
5. Practical training and experience
In accordance with the Canons, preparation for ordination includes training regarding:

1. Prevention of sexual misconduct
2. Civil requirements for reporting and pastoral opportunities for responding to evidence of abuse
3. The Constitution and Canons of the Episcopal Church, particularly Title IV (clergy discipline)
4. The Church’s teaching on Racism

The aim of the Facilitator is to offer training that will be of practical value to the Deacon. While examinations may include the traditional paper or test, the student may be asked to provide a useful outline for teaching a course, a guide for Lay Eucharistic Ministers, etc. It is expected that all such papers will be handed in on the last day of the class.

Completing your work

- **Coursework** is completed on a credit/no credit basis. Student transcripts will show:
  - O: Outstanding work (credit given)
  - S: Satisfactory work (credit given)
  - C: Conditional credit. Opportunity given by Facilitator for correction and resubmission
  - U: Unsatisfactory work (no credit given)

- **Field Education** is completed by means of a satisfactory Field Education Supervisor’s Report. Student Transcript will show the date of completion. Field Education is considered to be “fully complete” with three (3) acceptable end-of-term reports.

- **Clinical Pastoral Training** is completed by means of a satisfactory CPT Supervisor’s Report. Student Transcript will show the date of completion. CPT is considered to be “fully complete” with two (2) acceptable end-of-term reports for Field Education and two (2) acceptable end-of-term reports for CPT.

- **A Certificate of Completion** will be awarded showing the completion of all academic work, field work and pre-ordination training.
The Certificate of Completion will be determined by the completion of the following contact hours (Years I and II) and the completion of Years III – IV.

- **Academic Studies** .......................................................... (Total Contact Hours: 120)
  Studies include Holy Scriptures, Theology and the Tradition of the Church.
  - Old Testament I ................................................................. 12 contact hours
  - Old Testament II .............................................................. 12 contact hours
  - New Testament I ............................................................... 12 contact hours
  - New Testament II ............................................................. 12 contact hours
  - Church History I ............................................................... 12 contact hours
  - Church History II ............................................................. 12 contact hours
  - Theology I ........................................................................ 12 contact hours
  - Theology II ....................................................................... 12 contact hours
  - Clinical Pastoral Training .................................................. 12 contact hours
  - Episcopal Church History .................................................. 12 contact hours

- **Diakonia and the Diaconate** ........................................... (Total Contact Hours: 36)
  - The Deacon in Ministry ..................................................... 12 contact hours
  - Social Justice ................................................................... 12 contact hours
  - Book of Common Prayer for the Deacon ......................... 12 contact hours

- **Human Awareness and Understanding** ......................... (Total Contact Hours: 28)
  - Clinical Pastoral Training (CPT) (2 Terms) ....................... 16 contact hours
  - Community Development ................................................ 12 contact hours

- **Spiritual Development and Discipline** ........................... (Total Contact Hours: 52)
  - Theological Reflection ...................................................... 32 contact hours
  - Chapel ........................................................................... 16 contact hours
  - Quiet Day ......................................................................... 4 contact hours

- **Practical Training and Experience** ............................... (Total Contact Hours: 24)
  - Homiletics / Liturgy .......................................................... 12 contact hours
  - Pre-Ordination Training .................................................... 12 contact hours
    - The Canons of the Church
    - The Disciplinary Canons
    - Prevention and response to sexual misconduct
    - The Church’s Teaching on Racism

- **Field Education** (2 Terms) ............................................... (Total Contact Hours: 420)
Ideal plan for two-year completion: The following plan shows how the student may qualify for ordination after two years of preparation. It may not be suitable for all situations. Please contact the Canon to the Ordinary if you need more time to complete. Years III and IV are also required.

- **2017 – (Cycle B)**
  - Epiphany Term (begins January)
    - Chapel
    - Pre-Ordination Training
    - New Testament I
    - Church History I
    - Community Development
    - Theological Reflection
  - Pentecost Term (begins May)
    - Field Education
    - Clinical Pastoral Training (CPT)
  - Michaelmas Term (begins September)
    - Chapel
    - New Testament II
    - Episcopal Church History
    - Church History II
    - Clinical Pastoral Training
    - Theological Reflection

- **2018 – (Cycle A)**
  - Epiphany Term (begins January)
    - Chapel
    - Old Testament I
    - Book of Common Prayer for the Deacon
    - Theology I
    - The Deacon in Ministry
    - Theological Reflection
  - Pentecost Term (begins May)
    - Field Education
    - Clinical Pastoral Training (CPT)
  - Michaelmas Term (begins September)
    - Chapel
    - Old Testament II
    - Homiletics/Liturgy
    - Theology II
    - Social Justice
    - Theological Reflection
**Reporting your work**
Facilitator Reports on your work are due one week after the last day of class. These are sent from the Facilitator to the Archdeacon. A transcript is prepared and sent to you. A copy is also sent to the Bishop’s Office for inclusion in your file if you are a Postulant or Candidate.

You may appeal to the Facilitator for corrections to a Report on your work within 30 days of the last day of class. Transcripts will be amended to correct the Report.

**Paying for your work**
Tuition is $400.00 per semester for Years I and II. For Years III and IV, tuition is $200.00 per semester. This includes lunch, but not books. Payment is made to: SMD, Diocese of Southwest Florida. Please include “Attn: Michelle Mercurio” in the memo line.

Grades will be posted to your transcript once your tuition is paid in full.
Facilitators:

- **Gary Cartwright** serves as a Deacon at Holy Innocent’s, Valrico and occasionally at Church of the Redeemer, Sarasota. Gary is Co-chair and Treasurer of Episcopalians for Global Reconciliation, a national group advocating for the UN’s Millennium Development Goal (MDG’s) and the reduction of Global Poverty. Deacon Gary is a retired IBM employee of 34 years.

- **Michael Burning** serves as Canon to the Ordinary. He holds an M. Div. from the General Theological Seminary. Among other duties, he advises the Bishop regarding the Canons of the Church and the Prayer Book.

- **Lisa Hamilton** is the priest in charge at St. Edmund’s in Arcadia and is pursuing a D.Min. with a project entitled “Preaching to build trust in a new congregation.

- **Joe Hudson** has a graduate degree from Denver Seminary with extensive experience as a hospice chaplain. He is currently in the ordination process for the Priesthood.

- **Frederick Mann** is a 1972 graduate of the University of Florida, with a BA in Psychology and Mathematics; a veteran of the United States Navy (Submarine Corps); and has an M.Div. from Nashotah House Seminary. Ordained Priest in 1978, his work has included being rector of three parishes and dean of a cathedral. He has additional post-graduate training in Family Process, Pastoral and Ascetical Theology. He retired from parochial ministry in 2011 to continue work with the Lakota and writing on integrating Lakota cultural and spiritual traditions.

- **Allan Rogers** Allan Rogers serves as a deacon at St Boniface Episcopal Church, Siesta Key. He has a Master’s Degree in Clinical Rehabilitation Counseling and advanced work in Counseling Psychology, he has specialized in Addictions and Family therapy for most of his career. Allan is a Nationally and Internationally Certified Counselor and a Certified Addictions Professional in Florida.

- **Melissa Sands** serves as a deacon at Calvary Episcopal Church on Indian Rocks Beach. She has a Master’s Degree in Clinical Psychology. Melissa is a Nationally Certified Counselor and a Licensed Mental Health Counselor in Florida, who has been blessed with a career serving our nation’s Veterans at the US Department of Veterans Affairs.

- **Everett “Ev” Walk** recently retired as rector of St. Margaret of Scotland Church, Sarasota. He has an M. Div. from the Virginia Theological Seminary. His “Theological Reflection” gathering seeks to integrate class work as students form a theological and pastoral language.

- **Anne Walker** has experience as a mediator, trainer, and church consultant in Conflict Mediation, Visioning and Healthy church concepts since 1998. She also provided coaching for pastors and church leaders in family systems. She studied Mediation Skills, Healthy Congregations, and Advanced Clergy Clinic in Family Systems Emotional Process. She was a Fresh Start trainer and facilitator for the Diocese from 2011 to 2015.

- **Gina Walsh-Minor** serves as Priest in Charge at St. Alfred’s in Palm Harbor. Since 2003, she has served at a number of parishes in the Diocese of New Jersey. She received her M.Div. from General Theological Seminary and also holds a doctorate in Education and a Masters in Education Community Counseling. Mother Minor has served on many Diocesan committees and has also worked as a Consultant for the Diocese of New Jersey and it’s parishes on a variety of issues.
### 2017 Calendar

*Epiphany Term Classes*

- **January 7 - Quiet Day**
  - **January 14**
    - Chapel
    - Pre-Ordination Training: Durning
    - New Testament I: Mann
    - Theological Reflection: Walk
  - **January 28**
    - Chapel
    - Community Development: Cartwright
    - Church History I: Walsh-Minor
    - Theological Reflection: Walk
  - **February 11**
    - Chapel
    - Pre-Ordination Training: Durning
    - New Testament I: Mann
    - Theological Reflection: Walk
  - **February 25 – Deacon’s Retreat**
  - **March 11**
    - Chapel
    - Community Development: Cartwright
    - Church History I: Walsh-Minor
    - Theological Reflection: Walk
  - **March 25**
    - Chapel
    - Pre-Ordination Training: Durning
    - New Testament I: Mann
    - Theological Reflection: Walk
  - **April 1**
    - Chapel
    - Community Development: Cartwright
    - Church History I: Walsh-Minor
    - Theological Reflection: Walk
  - **April 9 – Palm Sunday/ April 14 - Good Friday / April 16 - Easter Sunday**
  - **April 22**
    - Chapel
    - Pre-Ordination Training: Durning
    - New Testament I: Mann
    - Theological Reflection: Walk
  - **May 6**
    - Chapel
    - Community Development: Cartwright
    - Church History I: Walsh-Minor
    - Theological Reflection: Walk
2017 Calendar

*Michaelmas Term Classes*

- **August 26 - Quiet Day**

- **September 9**
  - Chapel
  - Episcopal Church History: Durning
  - New Testament II: Mann
  - Theological Reflection: Walk

- **September 23**
  - Chapel
  - Church History II: Walsh-Minor
  - Clinical Training: Sands
  - Theological Reflection: Walk

- **October 7**
  - Chapel
  - Episcopal Church History: Durning
  - New Testament II: Mann
  - Theological Reflection: Walk

- **October 21**
  - Chapel
  - Church History II: Walsh-Minor
  - Clinical Training: Sands
  - Theological Reflection: Walk

- **November 4**
  - Chapel
  - Episcopal Church History: Durning
  - New Testament II: Mann
  - Theological Reflection: Walk

- **November 18**
  - Chapel
  - Church History II: Walsh-Minor
  - Clinical Training: Sands
  - Theological Reflection: Walk

- **November 23 – Thanksgiving**

- **December 2**
  - Chapel
  - Episcopal Church History: Durning
  - New Testament II: Mann
  - Theological Reflection: Walk

- **December 16**
  - Chapel
  - Church History II: Walsh-Minor
  - Clinical Training: Sands
  - Theological Reflection: Walk
2018 Calendar

Epiphany Term Classes

• January 6 - Quiet Day
  January 13 Chapel
  Old Testament I Walsh-Minor
  Book of Common Prayer Durning
  Theological Reflection Walk

• January 27 Chapel
  Theology I Mann
  The Deacon in Ministry Cartwright
  Theological Reflection Walk

• February 10 Chapel
  Old Testament I Walsh-Minor
  Book of Common Prayer Durning
  Theological Reflection Walk

• February 24 – Deacons’ Retreat

• March 10 Chapel
  Theology I Mann
  The Deacon in Ministry Cartwright
  Theological Reflection Walk

• March 24 Chapel
  Old Testament I Walsh-Minor
  Book of Common Prayer Durning
  Theological Reflection Walk

• March 25 - Palm Sunday / March 30 – Good Friday/ April 1 - Easter Sunday

• April 7 Chapel
  Theology I Mann
  The Deacon in Ministry Cartwright
  Theological Reflection Walk

• April 21 Chapel
  Old Testament I Walsh-Minor
  Book of Common Prayer Durning
  Theological Reflection Walk

• May 5 Chapel
  Theology I Mann
  The Deacon in Ministry Cartwright
  Theological Reflection Walk
2018 Calendar

Michaelsmas Term Classes

• **August 25 - Quiet Day**
  
  • September 8 Chapel
    Old Testament II
    Homiletics/Liturgy
    Theological Reflection
  Walsh-Minor
  To be determined
  Walk

• September 22 Chapel
  Theology II
  Social Justice
  Theological Reflection
  Mann
  Cartwright
  Walk

• October 6 Chapel
  Old Testament II
  Homiletics/Liturgy
  Theological Reflection
  Walsh-Minor
  To be determined
  Walk

• October 20 Chapel
  Theology II
  Social Justice
  Theological Reflection
  Mann
  Cartwright
  Walk

• November 3 Chapel
  Old Testament II
  Homiletics/Liturgy
  Theological Reflection
  Walsh-Minor
  To be determined
  Walk

• November 17 Chapel
  Theology II
  Social Justice
  Theological Reflection
  Mann
  Cartwright
  Walk

• **November 22 – Thanksgiving**

• December 1 Chapel
  Old Testament II
  Homiletics/Liturgy
  Theological Reflection
  Walsh-Minor
  Robinson
  Walk

• December 15 Chapel
  Theology II
  Social Justice
  Theological Reflection
  Mann
  Cartwright
  Walk
Course Descriptions:

**Academic Studies:**

*Old Testament I and II*

**Facilitator:** The Rev. Dr. Gina Walsh-Minor  
**Contact Info:** gwalshminor@gmail.com  
**Phone:** 727-631-3970

**Books Required:**
- Understanding the Old Testament, 4th Edition Bernhard W. Anderson
- Other supplemental materials for individual assignments as required

**Course Purpose:**
This course is designed to meet the requirements of Title III, Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:
- Academic studies including, The Holy Scriptures, theology, and the tradition of the Church.
- Diakonia and the diaconate.
- Human awareness and understanding.
- Spiritual development and discipline.
- Practical training and experience.

This course is a two-term study of the Old Testament, divided into four fairly equal parts:
1. The Torah / Pentateuch  
2. The Deuteronomistic History  
3. The Prophets  
4. The Writing

Since the course is a short overview, the intention is to familiarize the students with the contents of the Bible, its historic setting, tools for the study of the text, and its theologies and major themes. Successful students will be able to:
- Demonstrate “basic competence” in the Old Testament, including knowledge of its contents, the history of the Jewish people in Biblical times and the relation of the Old Testament to that history, the methods of textual scholarship, the theological concerns of the Biblical writers and some of the ways in which the Old Testament informs the study of Jesus and the New Testament.
- Know, use and share standard tools and resources for the further study of the Old Testament.
- Teach an Adult Education class in Old Testament.

**Method:**
The course will be taught as a seminar, which means that students will be assigned individual research topics for each class, at which the papers prepared for that class will be presented and discussed. Students will be expected to:
1. Have read the assigned chapters in the core text (Collins),
2. Have read appropriate and/or assigned texts for their research projects, and
3. Demonstrate in their papers a reasonable understanding of the assigned topic.

While students will be expected to learn the terms of the field, they also will be expected to be able to present their learning with a minimum of jargon. There will be an examination at the end of each Term.
**Academic Studies:**

**New Testament I: The Synoptic Gospels**

**Facilitator:** The Rev. Frederick E. Mann  
**Contact Info:** frfmann@gmail.com  
**Phone:** 813-506-9894

**Textbooks:**
- Any recent version of a Gospel parallel or a harmony of the Gospels and a good one-volume Bible handbook;

**Course purpose:**
This course is designed to meet the requirements of Title III Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:

- Academic studies including the Holy Scriptures, theology, and the tradition of the Church

**Course:** We will take two course periods to compare and contrast the first three Gospels. Of importance will be the date of the writings and the order in which they may have been written (the “Synoptic Problem”). We will also look at the purpose of writing, audiences, and differences in each.

**Outline:**

1) Introduction  
   a) The Synoptic Problem  
   b) Sources of the Gospels  
   c) The Gospel of John

2) The Birth Narratives  
   a) Mark  
   b) Matthew and Luke  
   c) John

3) The Ministry of Jesus  
   a) The Death and Resurrection  
   b) Mark  
   c) Matthew and Luke  
   d) John

**Assignment:** A “teaching” outline of each of the Gospels. This is one you create to teach a Bible study to lay people. You do not need to be afraid of difficult issues, but you do not need to use obscure jargon that mostly confuses people.
**Academic Studies:**

*New Testament II: The Epistles*

**Facilitator:**
The Rev. Frederick E. Mann

**Contact Info:**
frfmann@gmail.com

**Phone:**
813-506-9894

**Textbook:**

**Course purpose:**
This course is designed to meet the requirements of Title III Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:

- Academic studies including the Holy Scriptures, theology, and the tradition of the Church

**Requirements:**

**Reading:** The text is a great reference as an introduction to this portion of the New Testament. Read as much as time permits on the assigned topic. If time is an issue, please try to read that portion of the Scripture prior to class.

**Paper:** By the end of the semester please produce a teaching outline of this portion of the New Testament. The outline should be helpful to you in teaching a Sunday school class on Acts, the Epistles, or Revelation. The outline will not be exhaustive, but a guide to your preparation for the class. Please organize your outline in a way that you can follow—I am not looking for a specific format.
**Academic Studies:**
*Church History I and II*

**Facilitator:**
The Rev. Dr. Gina Walsh-Minor  
gwalshminor@gmail.com  
Phone: 727-631-3970

**Contact Info:**

- Supplemental Materials:
  - Stephen White – From Jesus to Christianity
  - Diarmaid MacCulloch – Christianity: the First Three Thousand Years & The Reformation (Church History II)
  - Eamon Duffy – Stripping of the Altars (Church History II)

**Course purpose:**
This course is designed to meet the requirements of Title III, Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:

- Academic studies including, The Holy Scriptures, theology, and the tradition of the Church.
- Diakonia and the diaconate.
- Human awareness and understanding.
- Spiritual development and discipline.
- Practical training and experience.

This course is a two-semester study of the history of the Christian Church from its prehistory in Judaism and the Greco-Roman world through the present time. It will focus on the global development of Christianity, including the Anglican Communion. A separate course will focus solely on the history of the Episcopal Church in the U.S.A. Successful students will be able to:

- Describe the historical development of the Christian Church and the place of the Anglican Communion and the Episcopal Church within that historical development.
- Demonstrate “basic competence” in the tradition of the Church, including its history and ways in which that historical tradition informs and affects the life of the Church in the present.
- Describe the rise and development of the diaconate until the Reformation, its suppression in the Anglican Communion and its revival since Vatican II.
- Teach an Adult Education class in Church History.

**Method:**
The course will be taught as a seminar, which means that students will be assigned individual research topics for each class, at which the papers prepared for that class will be presented and discussed. Students will be expected to:

1) have read the assigned chapters in the core text,
2) have read appropriate and/or assigned texts for their research projects, and
3) demonstrate in their papers a reasonable understanding of the assigned topic.

While students will be expected to learn the terms of the field, they also will be expected to be able to present their learning with a minimum of jargon.

There will be an examination at the end of each Term.
Academic Studies

Episcopal Church History

The Rev. Canon Michael Durning MDurning@EpiscopalSWFL.org Phone: 941-556-0315

Textbook: Hein, David, and Shattuck, Gardiner The Episcopalians. Required readings are the first 159 pages. The remainder of the book, a valuable collection of short biographies of notable historical figures, is optional reading.

Course Purpose:
This course is designed to meet the requirements of Title III Canon 6 on the preparation for the diaconate, specifically those requirements related to the competency area:

- Academic studies including the Holy Scriptures, theology, and the tradition of the Church

Requirements:
Student is expected to have read the assigned chapters in advance of each session and to have a one-page summary of the readings. There is no final examination.

- Session I:
  - Chapter 1: English Beginnings and American Beginnings (1534-1662)
  - Chapter 2: Anglicanism in Colonial America (1662-1763)
- Session II:
  - Chapter 3: The Crisis of the American Revolution (1763-1783)
  - Chapter 4: Reorganization in a New Nation (1783-1811)
- Session III:
  - Chapter 5: Unity, Diversity and Conflict in Antebellum America (1811-1865)
  - Chapter 6: Social and Intellectual Challenges (1865-1918)
- Session IV:
  - Chapter 7: Emergence of the modern Church (1918-1958)
**Academic Studies**

*Theology*

**Facilitator:** The Rev. Frederick E. Mann  
**Contact Info:** frfmann@gmail.com  
**Phone:** 813-506-9894

**Textbook:**  

**Course purpose:**  
This course is designed to meet the requirements of Title III Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:

- Academic studies including the Holy Scriptures, theology, and the tradition of the Church

**Requirements:**  
**Reading:** This is not a long book, but it is slow reading. Try to read as much of these chapters as possible before the appropriate class.

**Paper:** Based on a doctrine of your choice, prepare a presentation which would be appropriate for an adult forum program. Present it to the “intelligent layperson,” not a scholar. Explain terms that are not used in everyday conversation, and use analogies and applications from everyday experience.
Diakonia and the Dioconate

Diakonia

Facilitator: The Rev. Gary Cartwright  
Contact Info: garyec38@gmail.com  
Phone: 813-957-8029

Books required:

- *Many Servants: An Introduction to Deacons* by Ormonde Plater
- “Unexpected Consequences: The Diaconate Renewed” by Susan Watson Epting
- *Being a Deacon Today* by Rosalind Brown

Course purpose:
This course is designed to meet the requirements of Title III Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:

- Academic studies including the Holy Scriptures, theology, and the tradition of the Church
- Diakonia and the diaconate

Students will become familiar with deacons in the history of the Church, as well as ongoing formation for the deacon. You will be asked to explain to your parish some of the following questions:

- What is a deacon?
- What do they do?

Final project:
You will need to come prepared to give a 15-minute presentation explaining the diaconate. Think about your audience. How will you present? How can you show why the ministry of a deacon is vital to the church? How will you inspire others to see that this might be a vocation for them? Lastly, remember all good education should be informative and fun..... So have fun and make it fun!
Diakonia and the Dioconate
Social Justice

Facilitator: The Rev. Gary Cartwright
Contact Info: garyec38@gmail.com
Phone: 813-957-8029

Books required:

- *Christian Social Witness* by Harold T. Lewis (The New Church Teaching Series)
- *Compassion* by Henri Nouwen
- *Welcoming Justice* by Charles Marsh

Course purpose:
This course is designed to meet the requirements of Title III, Canon 6 on the preparation for the diaconate, specifically those requirements related to competency areas:

- Diakonia and the diaconate

At the heart of the role of the deacon is to do the work of justice in our world and engage in the community. We will be exploring how we invoke and bring social change where needed outside the walls of our church.

Class project: We will be building a class scrap book of newspaper articles of local and national reporting that relate to social justice issues. Please bring newspaper clippings to each class. We will circulate the accumulated scrapbook at each class to keep abreast of current social justice issues.

- September - Cultural phenomenon
  - Readings: Come to class having read:
    - Marsh chapters 1&2
    - Nouwen chapter 1
    - Lewis Chapters 1&5

  - Visit the Web page for the Oxford Poverty and Human Development Initiative:
    - [http://www.ophi.org.uk/](http://www.ophi.org.uk/)

  - Homework for next class: (1) A one page paper describing your understanding of the term “social Justice” and any of your past experiences in that area. (2) A link will be provided for you to examine demographic information that surrounds your parish. Come to class with a two page paper on what you learned about the demographics of your area. What current ministries is your church involved in? What ideas does this data give you for need?

- October - Dialogue
  - Readings: Come to class having read:
    - Marsh chapter 3, Nouwen chapters 2&3
    - Lewis 2&6

  - Homework for next class: Bring a couple of articles from your local newspaper that revolve around a need in your community. Prepare a two page paper of your understanding of the reported need and what you could recommend to a
vestry to address it. Be prepared to present it to the class.

• November - Advocacy
  o Readings: Come to class having read:
    ▪ Marsh chapters 4-5, Nouwen chapters 4-6. And Lewis 3 & 7
  o Homework for next class: Pick a local non-profit, hospital, welfare office to visit and write a two page reflection paper with a brief description of the program, staff and who they serve. What were your observations?

• December - A new kind of church
  o Readings: Come to class having read:
    ▪ Marsh chapters 6, Nouwen chapters 7-9, Lewis 4

• Final Project: After analyzing your congregation’s identity, history, social context and involvement write up a plan for how you would get your congregation and the community involved in a particular social issue. Look at how you will involve it in a form of ministry that helps alleviate the needs, but also advocates social change. Please be practical and understanding of the different social biases that you would have to deal with both in your congregation and your community.

• Supplemental Resources for your optional enlightenment and growth:
• If you are not already aware of it, please visit the Center for Action and Contemplation, the home of the Rohr Institute at:
  • https://cac.org/
• Sign up for his daily newsletters. He often discusses issues relating to social justice
• Checkout the following web pages
  o http://socialjustice.org/
  o http://rfkcenter.org/

• Optional paper for your consideration due at course completion.
  o In your opinion, what is the relationship between issues of social justice and the current form of capitalism now being practiced in the United States? What are your observations, and do you have any recommendations that, if you had a chance, you would like someone in a position of authority or government to hear?
Diakonia and the Diaconate:
The Book of Common Prayer: A survey with the deacon in mind

Facilitator: The Rev. Canon Michael Durning
Contact Info: MDurning@EpiscopalSWFL.org
Phone: 941-556-0315

Books Required:
- 1979 Book of Common Prayer
- Book of Occasional Services
- Praying Shapes Believing by Leonel Mitchell

Course purpose:
This course is designed to meet the requirements of Title III Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:

- Academic studies including the Holy Scriptures, theology, and the tradition of the Church
- Diakonia and the diaconate
- Spiritual development and discipline
- Practical training and experience

This course is a study of the contents of the 1979 Book of Common Prayer with special attention to the Diaconate, with Leonel L. Mitchell’s Praying Shapes Believing as a guide. Note that the book makes occasional references to the Book of Occasional Services. Our study will not relate the 1979 BCP to its many cousins throughout the Anglican world, nor will it cover the work of the Standing Liturgical Commission intended to supplement the BCP.

Successful students will be able to:
- demonstrate “basic competence” in the contents of the 1979 Book of Common Prayer
- teach an Adult Education class on the contents of the BCP
- understand theological, liturgical and vocational aspects of the Diaconate as found in the BCP
- have a love of the rubrics of the BCP and an ability to use them joyfully
- understand the relationship between the rubrics of the BCP and the disciplinary Canons
**Human Awareness and Understanding:**

**Clinical Pastoral Training (CPT)**

**Facilitators:**
The Rev. Melissa M. Sands  
The Rev. Allan D. Rogers

**Contact Info:**
deacon.melissa.sands@gmail.com  
ar9189@aol.com

**Phone:**
727-744-2522  
941-228-3889

**Books assigned for this class:**

- Cloud, H. and Townsend, J. *Boundaries: When to Say Yes, When to Say No*. (There is a workbook available for this book which students may find helpful, but is not required.)

All the books, except *Ministry with the Sick* can be purchased from Amazon. Sources for used copies of many of these books are on-line at Amazon, Powell’s, A Libris, or by contacting Operation Pass Along.

*Ministry with the Sick* is available only from Church Publishing. When you order from Amazon, remember that you can donate to a charity if you use Amazon Smile.

**Course purpose:**

This course is designed to meet the requirements of Canon III, on the preparation for the diaconate, specifically those requirements related to competency areas “Human Awareness” and “Practical Training and Experience.”

This course is designed to better prepare the students for ministries to which they may be called (lay or ordained). This course is not an accredited Clinical Pastoral Education (CPE) course such as those offered in several regional hospitals. This course will not train a person to do clinical counseling or therapy, nor is it therapy or therapy supervision.

If the facilitator feels that the student is not prepared for this work, or is not emotionally suited to this work, she will contact the Diocesan preceptors for training and determine an alternate option for this student.

Completion of “Safeguarding All God’s Children” (for all students) and having the diocesan license as a Eucharistic Visitor (for students who are not postulants or candidates for ordination) is required.
Competency Areas, and plan for issues to be explored in this course:

Human Awareness:

- Knowing my limitations in my role
  - How to recognize I need assistance or further information before continuing pastoral care in a given situation
  - When to refer for professional intervention
  - How to identify appropriate referral resources in my community
  - Keeping my clergy (priest or deacon in charge of this ministry) informed

- Awareness of Boundaries
  - Define boundaries
  - Recognize boundary errors and violations, and how to avoid these
  - How to maintain appropriate boundaries without losing the personal connection and empathy with the other person(s)
  - Balance between sharing your human experience and sharing too much so that it is no longer clear who is providing the pastoral care

- Burnout prevention/ Self Care

Practical Training and Experience:

- Communication
  - Parish confidentiality concerns
  - Avoid being caught up in “triangulation” situations in the parish, and the special challenges being ordained as a deacon might bring to these circumstances.

- Pastoral visits
  - Structuring the visit, and special instruction in bringing communion to a visit
  - Hospital and Nursing Home Visits, including infection control, privacy and confidentiality issues, and communication with medical staff caring for the person you are visiting, HIPAA regulation and how it impacts the Church.

- Deacon as servant leader, with special emphasis on deacon as leader of the Eucharistic Visitor Ministry in a congregation and how the Deacon interacts with other pastoral care leaders in the parish, including other clergy and the Parish Nurse.

About Class Assignments:

Class assignments are both didactic and experiential. Students will be expected to make regular pastoral visits and at least two Sunday Eucharistic Visits, which the student leads using the service in Ministry with the Sick. The Eucharistic Visit can be combined with the pastoral care visit, e.g. to a hospitalized parishioner.

Students must make six visits over the duration of the course. You should plan to do at least one visit to a nursing home/ALF setting, an inpatient hospital setting, and an in-home visit (having a second person along in accordance with recommendations taught in “Safeguarding.”). Ideally, you will have one parishioner to whom you can make several visits to build a relationship. Students are expected to be in
discussion with the priest in charge or the clergy responsible for Eucharistic Visitors at their assigned parish for guidance about which persons to visit. During the first class, we will discuss practical issues around confidentiality and how to record notes in a way that does not deter from the pastoral care experience for the student, and especially for the visited person.

The student should tell the person being visited that they are a student in pastoral care, describe their role, e.g. preparing for ordination. You must disclose to the person you are visiting that you will be sharing information with the clergy at church. They need to be aware that you will be sharing with the pastoral care course, with confidentiality about their identity. It helps if you explain the class discussion is about you and your learning experience and not so much about the person you are visiting. At each visit, establish trust and be respectful of the person’s needs and expressed concerns.

Visit reflections are written following each visit and will be shared with the entire pastoral care class. These are not done in the format of a Clinical Pastoral Education (CPE) “verbatim.” We will discuss the format in the first session of class, and you will be offered feedback after your first reflection. You will be asked to create a written copy for yourself to use in class, and you will provide a copy to the instructor. The sharing will focus on the student’s experience and on increasing human awareness, especially how the student reacts emotionally to the visit. These are not simply exercises, but will build skills to help the student continually improve pastoral care given throughout their future ministry. All in all, this time in pastoral care training and human awareness should help the student grow, not only in skill and knowledge, but in confidence and self-awareness.

There will be a brief paper to write and a few short written assignments in addition to the pastoral care visit reflections. Details for the content of the paper will be provided to the students when the assignment is made.
Human Awareness and Understanding:
Community Development: The New Diaconal Ministry Model

Facilitators: Rev. Gary Cartwright
Contact Info: garyec38@gmail.com Phone: 813-957-8029

Books Required:
• ABCD in Action: When People Care Enough to Act: Mike Green (Diocese will furnish)
• The Episcopal Way: Church’s Teaching for a Changing World Series – Volume I: Stephanie Spellers
• Community: The Structure of Belonging: Peter Block
• Supplementary reading: The Joy of Appreciative Living: Jacqueline Kelm

Course Purpose:
This course is designed to meet the requirements of Title III, Canon 6, on the preparation for the diaconate, specifically those requirements related to competency areas:
• Diakonia and the diaconate,
• Human awareness and understanding,
• Practical training and experience.

This course is a study of Asset Based Community Development with an emphasis on the church’s role in the broader community and the diaconal ministry of leading the church to serve others in their community. Since this course of a short overview, the intention is to familiarize the students with transformational concepts that can be put into practice in new ways to lead the church in being responsive to the needs of the community. Successful students will be able to:
• Demonstrate the role of diaconal ministry in the world;
• Demonstrate “a basic competence” in the application of this Community Development concept;
• Demonstrate an understanding of relational dynamics in establishing a community response to their needs.

Method:
The course will be dialogical in nature rather than a seminar approach. Which means the students will be expected to have read the assigned reading and completed appropriate research projects. Grades will be determined by a final paper to be written to demonstrate not only the concepts but to explain the diaconal applications and a vision on implementation.
Practical Training and Experience:

Field Education

Students who are Postulants or Candidates for Holy Orders must work “in the field” for at least three terms. To complete a term you must have been working for at least 14 weeks in that term, a total of 42 weeks under supervision. It is expected that a “supervising presbyter” will oversee this part of your formation on behalf of the School and make a final written report no more than 30 days after the end of the assignment. Field Education provides “pastoral guidance” (see the canon below) by providing clear feedback, broadening your life experience as a potential Deacon in the Church.

Episcopal Church Canon III.6.5 “Preparation for Ordination”

(a) The Bishop and the Commission (on Ministry) shall work with the Postulant or Candidate to develop and monitor a program of preparation for the ordination to the Diaconate in accordance with this Canon to ensure that pastoral guidance is provided throughout the period of preparation.

(b) The Bishop may assign the Postulant or Candidate to any congregation of the Diocese or other community of faith after consultation with the Member of the Clergy or other leader exercising oversight.

Course purpose:

This course is designed to meet the requirements of Title III Canon 6 on the preparation for the diaconate, specifically those requirements related to competency areas:

- Practical training and experience

Requirement: Student must be able to document at least three terms (42 weeks, 420 hours maximum).

Ideal plan for two-year completion: It is recommended that new students limit their first Epiphany Term to classes only. Field Education can begin in the Pentecost Term. The student will need to customize this schedule in order to work-in a required third term of Field Education.

It is not required that all semesters be spent on the same assignment.

Guidelines for Supervising Presbyters and Students:

1. Interview each other. Know the students life experience and offer something new. Students come to Field Education with a wide variety of life experiences. A student should NOT have to go out and find formation experiences. Some may already have established ministries outside the church, but others do not. In either case, doing "what you do" as a deacon is different than what you might do as a lay person.

2. Make a “Field Education Plan.” The student should have a list of things to practice and be exposed to going into the field work experience. These should include, but not be limited to:

   a. Ministry in the wider setting:
      i. As a deacon is to “interpret to the Church the needs, concerns and hopes of the world” (BCP 543), we recommend that the Candidate take time to study not only the congregation but the ministry setting in general and to be able to reflect their findings back to you. A demographic study of the community would be an ideal initial project.
ii. Have the candidate become involved in any existing outreach activities of the congregation. It is inappropriate to expect the Candidate to invent and sustain a new outreach program.

b. Ministry in the congregation

i. Liturgy
   1. Participating in the Ministry of the Word as appropriate. The Bishop does not want Candidates for ordination reading the Gospel at the Eucharist.
   2. Preaching.
   3. Assistance as appropriate in events such as weddings, baptisms, etc.
   4. Local liturgical norms like the use of incense, how the Table is prepared, etc.
   5. Write prayers of the people if appropriate.

ii. Pastoral visits (hospitals, etc.). When possible, we recommend that the Candidate “shadow” the Deacon of the congregation. Otherwise we expect that the Candidate will accompany you on some of your pastoral visits, paying special attention to the Ministry of the Sick.

iii. Working with key ministries and groups in the church, particularly Altar Guild.

iv. Teaching: “At all times, your life and teaching are to show Christ’s people that in serving the helpless they are serving Christ himself.” (BCP 543). Any teaching role given to the Candidate, whether to adults, children or youth should reflect this value.

v. Extemporaneous prayer – deacon candidate should feel comfortable praying extemporaneously.

3. Review the “Field Education Plan” with the student weekly in a session at least one hour in length

4. Supervisor and student prepare, sign the Field Work Report and send it to the Archdeacon. See form that follows.
Field Education Completion Report Form

Field Assignment Supervisor: ____________________  Student: ____________________

Date: ____________________ (Report to be submitted 1 week following the end of the assignment)

___  Epiphany Term (January, - April)
___  Pentecost Term (May – August)
___  Michaelmas Term (September – December)

In no more than one paragraph per point, please comment on the student’s progress. The following “Signs of Call” are taken from the Customary for Vocational Deacons:

FIRST, a person identified with having a vocation to the diaconate would be recognized by him/herself and by the Church as meeting three fundamental requirements:

1. The exercise of a servant ministry in the world. Please describe the candidate’s aptitude and field experiences of Outreach Ministries in your community while under your supervision.

2. The desire and capacity to call the Church to a life of service in the name of Christ and to call the body of Christ to live out the servant ministry given at baptism. Does the candidate demonstrate the leadership skills to call others to meet the needs of the community?

3. The desire and capacity to interpret to the Church the needs, concerns and hopes of the world. Please describe the candidate’s participation in understanding the needs of the community and his/her ability to communicate them to the church.

SECOND, a person with a discernible vocation evidences many, if not all, of the following qualities: Please indicate using a scale of 1 to 5, with 1 being outstanding and 5 less than satisfactory. Describe how the student has demonstrated...

1 2 3 4 5 strong commitment to and deep love for Jesus Christ and the Church
1 2 3 4 5 ability to articulate his or her faith
1 2 3 4 5 understanding of his or her ministry as a baptized person
1 2 3 4 5 spiritual life marked by the holy habits of worship, prayer, study of scripture, and tithing
a vocation to serve and enable others to serve

empathy for the powerless

history of satisfactory employment (if applicable) and interpersonal relationships.

willingness to undertake extensive preparation, including theological education, spiritual formation and practice of ministry

a clear understanding of the ministry of a deacon

willingness to serve God through the leadership of the diocesan Bishop

THIRD, a person with a discernible vocation to the diaconate would be recognized both by her/himself and by the Church as being called to live the vision statement for diaconal ministry. Deacons are often at work in risky places and at the margins, responding to the needs of the poor, the weak, the addicted, the sick, and the lonely, thus enabling them to discover the presence of God in their world. Deacons are called to engage the issues of justice, mercy, poverty, family and the environment.

Increasingly, the role is one of opening doors of opportunity, encouraging others to take risks, and serving as agents of change.

VISION STATEMENT

A deacon is a baptized person called and empowered by God and the Church to be a model of Christ’s servant ministry for all people. As agents of God’s compassion and reconciling grace, deacons are missionaries to the world and messengers to the Church of the world’s needs, hopes and concerns. In the Church, deacons call forth, empower, and inspire the baptized to respond to these needs. The role of the deacon in liturgy mirrors this role of the deacon in Church and world. Deacons are living symbols of Christ’s presence as they embody Christ’s servant ministry and point to the presence of Christ in those they serve. - North American Association for the Diaconate

Please add any other comments and give us your overall opinion. Use additional pages if necessary.
**Practical Training and Experience:**

*Homiletics / Liturgy*

**Facilitators:**
- The Rt. Rev. Dabney T. Smith
dsmith@episcopalswfl.org Phone: 941-556-0315
- The Rev. Very Rev. Frederick A. Robinson
frobinson@redeemersarasota.org Phone: 941-955-4263
- The Rev. Lisa B. Hamilton
lisa@lisahamilton.com Phone: 941-485-7635

**Contact Info:**
- Phone: 941-556-0315
- Phone: 941-955-4263
- Phone: 941-485-7635

**Books/Links Required:**
- *Praying shapes Believing* by Leonel Mitchell
- *Liturgical Sense: The Logic of Rite* by Louis Weil
- *Sermons that Work*
- View ahead of time) TED Talk “Compassion at the Dinner Table” by the Rev. Dr. James Forbes, Pastor Emeritus, Riverside Church, NYC ([https://www.ted.com/talks/james_forbes?language=en#t-230183](https://www.ted.com/talks/james_forbes?language=en#t-230183))

**Course purpose:**

This course is designed to meet the requirements of Title III Canon 6 on the preparation for the diaconate, specifically those requirements related to competence area:

- Academic Studies including the Holy Scriptures, theology and the tradition of the Church
- Diaconal and the Deaconate
- Spiritual development and discipline
- Practical training and experience

The Bishop takes a personal interest to be sure that those in deacon formation are grounded in a deep understanding of the Liturgy of the Church and the homiletical task of its ministers. This course is an opportunity to hear from a number of leaders in the field of Liturgy and Homiletics and to be encouraged by one another as we engage this task.

To prepare, the student must come to class with a prepared sermon of at least 10 minutes on a topic of their choosing. You will be invited to use this as a “point of departure” for the course, amending it as needed throughout the course.
Practical Training and Experience:
Pre-Ordination Training

Facilitators:
The Rev. Canon Michael P. Durning
Mrs. Bonnie Jean Durning
The Rev. Andrea Hayden
Mr. James D. Park, Esq.
The Rev. Becky Robbins-Penniman
The Rev. Kenneth Taber

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beckyrp@gmail.com Phone: 239-287-1822
fatherken@stjohnsbrooksville.org Phone: 616-240-4988

Course purpose: To comply with canonical requirements for pre-ordination training. The Canons of the Episcopal Church require certain “training” standards in addition to education and formation. For the prospective deacon, these are found in Title III Canon 6.5(g). They are:

- Prevention of Sexual Misconduct. Sexual Misconduct is a broad term that includes harassment, exploitation and abuse. Safeguarding All God’s Children covers some but not all aspects of this.

- Civil requirements for reporting and pastoral opportunities for responding to evidence of abuse.

- The Constitution and Canons of the Episcopal Church, particularly Title IV thereof.

- The Church’s teaching on Racism.

Each session of this course will cover one aspect of this training.
Years Three and Four – Post Ordination formation

“For two years following ordination, new Deacons shall continue a process of formation authorized by the Bishop.” - Episcopal Church Title III, Canon 7 – “Of the Life and Work of Deacons”

Assuming a normal progression, most students will be qualified for ordination to the Diaconate two years from the beginning of studies. Following the completion of Year II, the student will need to complete the canonical process and pre-Ordination approvals from the Commission on Ministry, the Standing Committee and the Bishop. In order to live into the canonical expectations of the Church, the new Deacon now enters into Years III and IV.

The School will ask the Bishop to rescind the Deacon’s license to function as a Deacon should the Deacon fail to live into the Year III and IV requirements.

Year III

Year III is a time where the new Deacon is given opportunity live into this new ministry in community with prayer, reflection, and further study. Like Years I and II, Year III begins in January and runs to the end of the year. You will find the following schedule to be more relaxed with meetings only once a month at DaySpring Conference Center:

**2017 Class Date and Venue**
January 28 – Pavilion “B”
February 25 – Pavilion “B”
**March 25 – Deacon’s Retreat**
April 22 – Pavilion “B”
May 6 – The Upper Room
September 23 – The Upper Room
October 21 - Pavilion “B”
November 18 - Pavilion “B”
December 16 – Pavilion “B”

The Schedule for the above classes will be as follow:
- 8:00 AM  Morning Prayer with the Year I and Year II students
- 8:30 AM  Class time
- 11:30 AM Lunch
- 12:30 PM Practicum: This allows new Deacons to put experience into context
- 3:30 PM  Theological reflection with the Year I and Year II students
- 4:30 PM  Closing prayers

Tuition for Year III is one-half of tuition of Years I and II.
Years III – Post Ordination formation  
Pastoral Care Training

Facilitators:  
Pastor Joe D. Hudson

Contact Info:  
joehudson@hotmail.com
Phone: 573-450-9059

This post-ordination course is designed to address critical issues in pastoral care that arise in the context of a sudden loss. The textbook is *Living with Grief After Sudden Loss* by Kenneth J. Doka, published by the Hospice Foundation of America. Each class session will explore two chapters of the book.

**Pentecost Term (January-April)**

1. Journey of a Young Widow  
2. After Heart Attack and Stroke  
3. America’s Number One Killer: Vehicular Crashes  
4. Survivors of Suicide  
5. Sudden Violent Death  
6. Complicated Grief in the Military  
7. Traumatic Death: Treatment Implications  
8. Social Psychological Aspects of Disaster Death

**Pentecost Term (May-August) is unscheduled**

**Michaelmas Term (September-December)**

9. Grief Counseling for Survivors of Traumatic Loss  
10. Using Funeral Rituals to Help Survivors  
11. Complications in Mourning Tragic Death  
12. Masculine Grief  
13. Law Enforcement and EMS Personnel  
14. Spiritual Support After a Sudden Loss  
15. Sudden Death: How the Media Can Help The Response of Schools and Teachers

**Practicum Training**

Facilitators:  
Anne Walker, M.Ed.

Contact Info:  
annew578@gmail.com
Phone: 813-957-0726

The purpose of Practicum allows new Deacons to put experience into context and manage themselves successfully in their new position. A key concept throughout the 8 sessions will focus on the concepts of *family systems* or the capacity to calmly articulate what you think and value, and to act on that basis, while staying in active relationship with all in the parish even those with whom you disagree.

During this year, we explore transitions from the view point of the Deacon, the impact of congregational dynamics, relationship building throughout the system and managing conflict. The Practicum will be flexible in order to meet the needs of the new Deacons. The format primarily will include: review and discussion of the topics, application and sharing of experiences, assessment tools and journaling.
Topics will include:
1. Entering a new system and your role in it.
2. The 8 concepts of Family Systems
3. Practical Application of Family systems and being a “Calm Presence”
4. Transitions- Mine and the Parish
5. Conflict Awareness
6. Conflict Management
7. Church Size and history and how it impacts ministry and relationships
8. Exits and Entrances and what have I learned this year

Materials for the Practicum:
Each session written materials will be provided for the next session and questions to be journaled on for the month. In addition, a reading list is suggested but not required.

- Steinke, Peter L, Healthy Congregations, Alban Institute, 2000
- Steinke, Peter L, How Your Church Family Works, Alban Institute, 1998

**Year IV – Post Ordination formation**

*The Bishop or the Bishop’s designee, in consultation with the Commission, shall assign each newly ordained Deacon a mentor Deacon... The Mentor and Deacon....shall meet regularly for at least one year to provide guidance, information, and a sustained dialogue about diaconal ministry. (III.7)*

Year IV studies center on the Deacon / Mentor relationship and the expectations of the Canons. The Mentor will not be the priest in charge of the congregation where the Deacon serves. It is expected that the Deacon and Mentor make an end-of year report to the School. There is no tuition charge for Year IV.

**Criteria for Completion of all requirements**

Following acceptance of the end-of-Year Report, the School awards a Certificate of Completion to the Deacon.
Reading list

The following “basic list” is not exhaustive. The School does have a partial inventory. Call Michelle Mercurio at 941 556 0315 to see what is in stock. One of the best sources for book purchases is Amazon.com. The School does not lend textbooks.

- **The Holy Bible.** Please note Episcopal Church Title II Canon 2 “Of Translations of the Bible”. While your Facilitator may choose to go beyond this list for academic reasons, authorized versions remain the King James Version or any of the following Revised Versions as follows. It is expected that authorized translations will be used in public worship.
  
  o English Revision (1881)
  o American Revision (1901)
  o Revised Standard Version (1952)
  o Jerusalem Bible (1966)
  o Good News Bible (1976)
  o The New American Bible (1970)
  o RSV Common Bible (1973)
  o New International Version (1978)
  o New Jerusalem Bible (1987)
  o Revised English Bible (1989)
  o New Revised Standard Version (1990)
  o Contemporary Version Global (2005)
  o Common English Bible (2011)

- **Book of Common Prayer**
- **Book of Occasional Services**
- **Constitution and Canons of the Episcopal Church**
- **Constitution and Canons of the Diocese of Southwest Florida**
- **Holy Women, Holy Men**: Church Publishing Corporation
- **Ministry with the Sick.** New York: Church Publishing, 2005

A note on Liturgy and Worship in the School

It is expected that both facilitators and students will be part of a worshipping community. Celebrations of the Holy Eucharist will occur on major feast days and to begin and end a term of study. Otherwise you are expected to take part in the Daily office as found in the Prayer Book.

The Bishop has some priorities when it comes to students and liturgy

- When reading from the Bible, read from the lectern Bible or any other authorized translation of the Bible. Reading from a sheet of paper does not convey reverence.
- Students who are postulants or candidates shall not read the Gospel at a celebration of the Holy Eucharist. The Prayer Book reserves this as a function of a deacon or priest.
- While postulants and candidates may preach at the School or in Field Education, they are not licensed “at large”.