

The Seattle School

OF THEOLOGY & PSYCHOLOGY

Integrative Project Handbook
2021-2022

A Message From The Integrative Project Team

The Integrative Project is a defining element of the Seattle School curriculum. There is perhaps no other class or assignment that more fully realizes the dream of the school's work at the intersections. With a compelling blend of research methodology and The Seattle School's unique lens, the Integrative Projects are born out of years of study, countless conversations with peers and faculty, and each student's distinctive embodiment of text, soul, and culture. More than just a finishing capstone and distinct from the standard Master's thesis, this is a chance for students to integrate their previous work, both in the classroom and beyond, with the questions that drew them to the school in the first place. It is a chance to dream and build something bigger than what could happen in a single class or a single term. The Integrative Project is a space to take all that learning and weave it with your own vocational identity to actually craft concrete and shareable. The process is a journey and every year we are amazed by the deeply meaningful work that results. From groundbreaking business plans to innovative scholarship to breathtaking artistic works, we are so excited to share these icons into where transformation comes alive.

What is an Integrative Project?

An Integrative Project individualized learning experience, which creates spaces for students to draw from their entire Seattle School experience as they look to their post-graduation vocation/ministry and their unique embodiment of text, soul, and culture. Blending research methodology with the personal supervision of a Seattle School advisor, students complete the writing of their final integrative project for their MDiv & MATC during their final year, MACP students sometimes choose to do an IP but this is not required for their degree. MDiv & MATC students must complete an Integrative Project in order to graduate. Through active participation in this guided self-study, students are expected to synthesize their cumulative Seattle School coursework, readings, and research as they missionally articulate their understanding and integration of text, soul, and culture as related to their future vocations. Each student will produce either a major paper, business plan, or report of a major project as the articulation of his or her synthesis.

This is more than just a single big paper or final product. Doing an Integrative Project is a process and it looks a little different for everyone. Part of this is learning about one's own process, what rhythms of reading, research, creating, and writing actually work. But while much of this is individualized, it is also done alongside faculty supervisors, a second reader, and your cohort of other Integrative Project Students.

Library Services

The Integrative Project involves significant elements of research. A good starting, and continuing, place for this research is the school's library. The library subscribes to the premier online databases in the fields of psychology, religion, and general studies; including PsycINFO, ATLA, and Academic Search Complete. Subscriptions to full-text journal packages such as PsycARTICLES and ATLA Serials Plus provide students with more than 12,000 journal titles in full text. Items not available in full-text through our databases can be obtained through interlibrary loan.

The library's book collection consists of more than 22,000 print texts and nearly 200,000 electronic books. In most cases, print books being used for Integrative Projects may be checked out for the term (let the person checking them out know that they are for your IP). If another person places a hold on an item it must be returned for two weeks. Once returned it will be checked back out to you. Books may be renewed for another term unless they are going on Reserve for the upcoming term.

Items not already in the library's collection may be requested for purchase. Requests will be reviewed for their relevance to the school's programs and purchase cost. In most cases, we can accommodate these requests, although there are some occasions when the subject matter is too out of scope for the collection and/or prohibitively expensive. In those cases, we will attempt to borrow the items from another library but it will be for a limited (normally 2-4 week) time frame. Library staff is available to provide instruction in the use of the library's resources, in both informal encounters and scheduled appointments. Remote access to most of the library's online resources is available 24/7.

Policy & Credits

The Integrative Project for MDiv and MATC students is a required, 2 or 3 credit course that bridges 2-3 terms for completion. Students will only register for this course once, but will have until the end of the currently enrolled academic year in order to fully complete the course requirements as laid out in the syllabus. After the first term of enrollment, if the student is in good standing and making good progress towards completion, the instructor will assign the grade of "IP" meaning In Progress. Once the requirements are complete the IP grade will be changed to the letter grade earned.

If the student cannot complete the project by the end of the current academic year they will earn the incomplete grade of "I" and the student will enroll in a 1 credit BTI 571A Integrative Project Continuation course in the subsequent Fall term. If the student cannot complete the project by the end of the subsequent Fall term they will earn the failing grade of "F" and the student may re-enroll in the 2 credit BTI 570 course a second time per the Repeated Course policy outlined in the Academic Catalog. Students extending until the subsequent fall term MUST pre-approve a public speaking event for their presentation and must advertise it in the student newsletter. They may utilize a current class, or announce a brown-bag etc.

Students who are not enrolled in any other academic coursework but are working on their Integrative Projects to meet their final degree requirement will be enrolled in the course BTI 572 Integrative Project Continuation for 0 credits. The course will not show up on any transcripts or be graded, but will carry a fee of \$150 per term of enrollment in this course. This fee will cover administrative, instruction and library expenses associated with keeping the student in active status.

M.Div students will register for 2 credits of Integrative Project in the Fall term and 1 in the Spring term. MATC students will register for 2 credits in the Fall term only, but will take take 1 credit of TCE 513A: Advanced Seminar in both the Fall and Spring terms.

Research Involving Human Subjects Review & IRB

*If you are going to do interviews or research involving human subjects, it **must be approved by the Institutional Review Board (IRB) before you start.*** The involvement of human subjects research conducted by The Seattle School students, staff, or faculty is not permitted to begin until the IRB has reviewed and approved the research protocol. Research involving human subjects must be done in a manner that protects the rights and welfare of human subjects and complies with institutional policies, state (WAC 388-04), and federal laws (45 CFR Part 46). Talk to an Integrative Project Faculty Advisor about a research project to determine if it needs to be sent to the IRB. For approval, contact Academics at academics@theseattleschool.edu.

Requirements & Components

As a multi-term project with multiple components, it is important to stay on track. Due dates for individual assignments and components may be found in the year's syllabus, but a general timeline and associated deliverables is enclosed below. All assignments for the Integrative Project should follow The Chicago Manual of Style including multimedia components. The final draft of the project must include the following (see the attached template at the end of this handbook):

- Title page
- Table of Contents
- Abstract (one page)
- Body Text
- Bibliography

Second Reader

You are required as part of this project to have a Second Reader from outside the school. A second reader should be a reader possessing a terminal degree outside of The Seattle School. The second reader should be neither a close friend nor a family member. The second reader should be either 1) A subject matter or technical expert in a significant area or field explored by the student's Integrative Project or 2) A practitioner in the field addressed by the student's Integrative Project such as a pastor, ministry leader, business developer, artist, etc. The Seattle School faculty requires the student to have a conversation with his/her/their faculty adviser to confirm the approval of the second reader.

Second Reader request prompts

- Explain what the Integrative project is in the context of The Seattle School
- Outline what your specific project entails, explain your process.
- Identify what it is about the person and their work that you are drawn to.
- Based on the intersection between the person's expertise and your area of study let them know you're asking them to consider being a second reader on your project.
 - Explain to them the role of the second reader
 - The second reader is a person outside The Seattle School
 - They have expertise in the subject matter of the project
 - They don't need to read for grammar or style
 - They read for practical application and philosophical over site
 - It is a 1-2 month commitment with 1-2 meetings or conversations
- Ask them if they would review the Second reader request form (found at the end of the handbook)
- Establish a time to follow up and get an answer from them

Additions

Below you will find helpful or necessary forms for the completion of your integrative project, including the proper formatting of your cover page, notes for your presentation, second reader request form, and timeline of deliverables.

Symposium Presentation Notes

When preparing for your Integrative Project Symposium Presentation we recommend keeping in mind the following:

- You will not be able to cover your entire topic in the time allotted. You will need to decide the most important takeaways you want the audience to have. It's ok to "leave them hanging" a bit and tease them to find your paper in the library to read and follow up with.

- Why is this topic important to you? You will get the audience's attention much more readily if they feel your passion for this subject and are able to locate your personal connection to it; vs. just relaying information.
- Powerpoint slides can be very helpful to ground the audience in your topic. Even if you don't want to put text on them, a related image or even a title slide helps keep focus.
- Be careful of "overloading" powerpoint slides with information. These should not contain paragraphs of information or more than 3-5 bullets per page. The audience will then tune you out and try to read the slide.
- Be aware of your pacing - make sure you are not talking too fast in order to get through your material. Be wary as well of how you are pacing yourself through the material - don't spend the first 7 of your 9 minutes in an intro.
- Use audience interaction wisely. You have a very short amount of time and it generally does not lend itself well to inviting open audience participation/responses. What can work well (if it goes with your theme) is to ask rhetorical, open-ended questions to the audience to initiate thought. What tends to not work well is getting the audience to actively engage with you or your topic: it's hard to record and also takes a lot of time.
- This is a professional presentation that is recorded (& thus publicly available to future employers/clients) and should be reflective of you entering the professional field. Please prepare and dress accordingly.
- Here is a list of sites with free images you can use for your presentations/slides:
 - <https://unsplash.com/>
 - <https://http://imcreator.com/free>
 - www.fromoldbooks.org/
 - <https://pixabay.com/>
 - <https://gratisography.com/>
 - <https://morguefile.com/>
 - <https://www.freeimages.com/>
 - <https://nos.twinsnd.co/>
 - <https://picography.co/>
 - <https://jaymantri.com/>
 - <https://publicdomainarchive.com/>

Deliverables for the Integrative Project 21-22:

Summer 2021:

- 1) Read, gather resources, and ponder your central question
- 2) Watch the Library Research Training Video, maybe make an appointment with Cheryl Goodwin in the library
- 3) Work on your Literature Review (details in IP Manual and Syllabus)

Fall Term 2021:

Beginning of September:

- 1) MATC (MDivs are welcome as well!) students register for Advanced Seminar
- 2) Start Reflexive Journals (see IP Manual and Syllabus for details)
- 3) Finish Literature Review (**please post all assignments on Populi**)

Thursday September 23rd, 2021, 9:30-11:30am: Zoom

- 1) **Due:** Literature Review (5 to 10 pages – 25 to 50 sources)
- 2) **Due:** Bibliography (first draft)
- 3) **In the meeting:** discussion about the Literature Review, the Reflection Journal assignment, and the advisor appointments
- 4) **After the meeting:** assigned a faculty advisor and assigned reading/writing groups

Thursday October 21st, 2021, 9:30-11:30am: Zoom

- 1) **Due:** Narrative (approx. 700 words)
- 2) **In the meeting:** reading and discussing everyone's "Narrative"
- 3) **After the meeting:** make an appointment with your faculty advisor, meet with your reading/writing group

Friday November 5th, 2021

- 1) **Due:** Integrative Project Proposal (Reviewed by Faculty)

Thursday November 18th, 2021: Zoom

- 1) **In the meeting:** Talk about Proposals and then meet with your reading/writing group to peer review one another's work
- 2) **After the meeting:** write!!

Winter Term 2022:

Monday January 10th, 2022

- 1) **Due:** First Major Draft (with proper title page, citations, bibliography, etc.)
- 2) **Due:** Current abstract

January, 2022

- 1) Meet with faculty advisor
- 2) Meet with reading/writing groups

Thursday February 17th, 2022, 9:30-11:30am: Zoom

- 1) **In the meeting:** Check in, discussion of Second Readers, presentations, writing, etc.
- 2) **After the meeting:** meet with faculty advisor, find Second Reader, keep writing and researching

March 2022

- 1) Meet with faculty advisor as needed
- 2) Find a Second Reader
- 3) Discuss presentations and strategies for ending IP well with your advisor
- 4) Meet with reading/writing group to peer review

April 2022

- 1) **April 15th:** Turn in Abstract and Titles to Kristen Houston (for the Presentation Program)
- 2) **April 15th:** final paper/project (talk with advisor about final deadline)
- 3) Send IP to your Second Reader
- 4) Start prep for Presentation

Spring Term 2022:

May/June 2022

- 1) Practice Presentation w/ Staff (you can sign up for this starting in March, Kristen Houston organizes)
- 2) Meet with and/or receive feedback from Second Reader. **Report on feedback due June 17th.**
- 3) **June 17th:** Library copy turned in to Cheryl Goodwin (the library staff will bind it for you unless you have more complicated printing and binding needs [e.g., artwork or different format])
- 4) Finish Presentation Video/Presentation, **due June 3rd**

IP Video Presentations Due, Friday June 3rd, 2022: will be posted on the school's blog

IP Q&A, 10am to Noon Thursday June 23rd, 2022

- 1) 10AM to Noon, Integrative Project Presentation Q&A, Large Classroom (in person but also livestreamed)
- 2) Reception or Lunch together after the Q&A

Friday June 17th, 2022

- 1) **Due:** Library PDF digital copy turned in to Cheryl Goodwin (the library staff will bind it for you)
- 2) **Due:** Second Reader Report (a write up of the Second Reader's feedback, written by student)

The Seattle School of Theology & Psychology

[Title of Your Document in bold]

An Integrative Project

Presented in Partial Fulfillment of the

Requirements for the Degree of

[MDiv/MATC TIA/MATC SGP/MATC IS]

by

[Student Name in bold]

Seattle, Washington

[Month Year]

Integrative Project Acceptance Certificate
from
The Seattle School of Theology & Psychology

[STUDENT NAME]

Presented:

Title:

We, the undersigned, certify that we have read this integrative project and approve it as adequate in engagement and quality to fulfill the requirements for the [Degree].

Signature

Date

Signature

Date

M.A.T.C./M.Div. Integrative Project Second Reader Information and Confirmation Form

An Integrative Project is an individualized learning experience which creates space for students to draw from their entire Seattle School experience as they look to their post-graduation vocation/ministry and their unique embodiment of text, soul, and culture. Blending research methodology with the personal supervision of a Seattle School advisor, the below-signed student has requested that you serve as a second-reader for his/her/their project.

A second reader should be a reader possessing a terminal degree outside of The Seattle School. The second reader should be neither a close friend nor a family member. The second reader should be either 1) A subject matter or technical expert in a significant area or field explored by the student's Integrative Project or 2) A practitioner in the field addressed by the student's Integrative Project such as a pastor, ministry leader, business developer, artist, etc. The Seattle School faculty requires the student to have a conversation with his/her/their faculty adviser to confirm the approval of the second reader.

Thank you for agreeing to serve as a reader for this MATC/M.Div. Integrative Project. This form confirms your agreement to act as second reader for the student named below. ***Please return the completed form to the student with your attached feedback.***

The following is the type of feedback that we would like the student to receive from the Second Reader. Please feel free to address any other issues not outlined below but may be relevant to the student's future vocation/ministry.

- Provide student with feedback on clarity of Integrative Project.
- Provide student with feedback on their argumentation. Do you consider some arguments strong while other arguments may be weaker, thus requiring further scaffolding?
- Provide the student with important points for further consideration.
- Provide the student with questions that may remain unanswered in the Integrative Project.
- Provide student with any other information helpful for their continued success.

If you have any questions, please contact the student's Faculty advisor for the Integrative Project.

Student:

Faculty Advisor:

Second Reader Name:

Second Reader Signature _____

Second Reader E-Mail _____

Second Reader Phone Number _____