

Theological Field Education Elective Internship –SUPV650 Syllabus Supervised Ministries-Palmer Theological Seminary

Instructors

Supervised Ministries Leadership Team & Institutional Supervisors

Rev. Elizabeth Congdon-Martin, Director

Rev. Dr. Marsha Brown Woodard,

Administrative Leadership Team, Supervised Ministries

Lindsey Plant Perry, Coordinator

Office: Rm 310 & 311

484-384-2959/2958

lperry@eastern.edu

www.palmerseminary.edu/current-students/supministries

Course Description

This elective internship offers the possibility of an intensive serving/learning experience in ministry. Arrangements must be negotiated with and approved by the Supervised Ministries office. The Seminarian may earn up to a total of 7 units in Theological Field Education of which only three may be electives. These 3 units are in addition to the units required of TFE students in the M.Div. degree track.

A total of **3 units** may be given.

One unit = 120 - 140 Contact Hours

Two units = 240 - 280 Contact Hours

Three units = 360 - 420 Contact Hours

TFE elective is **not an independent study** and cannot be taken in lieu of SUPV520/521 (TFE1A & 1B) or SUPV 530/531 (TFE 2A & 2B).

All electives must be pre-approved by the Supervised Ministries Office no later than 30 days prior to the appropriate registration period. Registration forms for TFE electives are in the Supervised Ministries Office. Consultation with your academic advisor is necessary to insure fulfillment of requirements for graduation.

Program Learning Goals and Indicators

This course will support the following M.Div. Program Goals & Indicators:

Program Goal	Program Indicator (s)
Goal 1: A hunger for lifelong spiritual formation & a commitment to fostering interdependent relationships (Whole Persons)	1.2 Develops a respect for and ability to partner effectively with others
	1.3 Employs reliance upon connection with God for the purpose of Christian service
Goal 3: A biblically informed and theologically grounded commitment to a Holistic Gospel Witness (WHOLE GOSPEL)	3.2 Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care
	3.4 Reports/Observes ability to minister with a Christian spirit conducive to creating peace and reconciliation
Goal 4: A commitment to service in the church and community to minister to changing times (WHOLE GOSPEL)	4.1 Articulates a call to a particular area of Christian service
	4.2 Articulates and demonstrates biblical and

	theological foundations for the practice of ministry
	4.3 Documents awareness of the impact of oneself in the practice of ministry through personal reflection
	4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administrating, engaging in mission and evangelism

* The complete M.Div. Program Goals & Indicators Table is included in this syllabus.

Desired Course Learning Outcomes

- 1. Develop personal and professional skills through the implementation of the serving/learning covenant**
- 2. Integrate theory, theology and tradition with the practice of ministry**
3. Perform with increasing competence in the broader dimensions of ministry
4. Learn appropriate methods of theological reflection on ministry experience
5. Engage in relationships of support and evaluation with peers, supervisor, laity and faculty
6. Develop a philosophy of life-long learning and collegiality

Course Prerequisites (√)

- Minimum 20 units completed
- CM502 Intro to Pastoral Care **or** CM522 Holistic Habits for Ministry **or** PRMN510 Foundations of Pastoral Care and Counseling
- INT501/SFRM510 Spiritual Formation
- CTM501 Systematic Theology I **or** THLE520 Systematic Theology and Ethics

Process Steps (to apply for SUPV650 Elective Credits)

- I have met/consulted with the Supervised Ministries Office. Date: _____
- I have received, read, and accept the SUPV650 packet, which includes program guidelines and Internship requirements.
- I have submitted my proposal (components outlined below) for approval 30 days prior to the appropriate registration period.

Requirements

1. The Seminarian must submit a proposal to the Supervised Ministries office including the following information:
 - a) Define your learning goals for the internship. (see “Tips for Writing Goals” included in the SUPV650 packet)
 - b) Diagram your projected time involvement, including contact hours, areas of responsibility, study and preparation.
 - c) Submit a comprehensive job description.
 - d) Duration of your internship.
 - e) Indicate time designated for regular supervision.

- f) A signed letter of agreement from pastor/mentor and related-church or agency.
2. Read and write book critiques for at least two assigned texts recommended by the pastor/mentor due respectively at the 1/3 and 2/3 markers in the internship. These critiques will be read, responded to and returned to the seminarian by the pastor/mentor. (Use the format for Reading Critiques included in the SUPV650 syllabus)
Write 5 Theological Reflection Papers for each unit of credit for this course. Use the format for Reflection Papers included in the SUPV650 syllabus. These papers will be read, responded to by the mentor, and returned to the seminarian. A critical incident report or verbatim may be substituted for the Theological Reflection Paper.
 3. Your internship may afford you the opportunity to participate in an interdisciplinary group while serving at your placement site. This component will depend entirely on the particular pastor/mentors and facility. As a part of this interdisciplinary learning you, at times, might be required to attend and participate in selected in-service training or interdisciplinary event.
 4. The Administrative Leadership Team of the Department will have the option to assign additional readings and assignments related to the internship experience.
 5. Both the pastor/mentor and the seminarian will be required to complete an end-of-the-internship summary. (Use the End-of-Service evaluation forms included in the SUPV650 syllabus).
 6. The final grade will be "Credit" or "No-Credit".
 7. All requirements for the TFE elective must be completed according to the dates approved in the proposal. Requests for extensions shall be filed with the Department within 2 weeks of the date set for completion in the proposal.

All work must be filed with the Supervised Ministries Office, lower level Laws Chapel.

M. DIV. PROGRAM GOALS & INDICATORS TABLE

INDICATORS	Goal 1 A hunger for lifelong spiritual formation & A commitment to fostering interdependent relationships [WHOLE PERSONS]	Goal 2 The ability to engage in the reality and the theology of diverse communities; [global context of the Christian tradition; intercultural understanding] [WHOLE WORLD]	Goal 3 A biblically informed and theologically grounded commitment to a Holistic Gospel Witness. [WHOLE GOSPEL]	Goal 4 A commitment to service in the church and community to minister to changing times [WHOLE GOSPEL]
Indicator 1	1.1 Articulates an awareness of self in relationship to	2.1 Defines and describes the heritage and	3.1 Applies skill in the use of biblical, theological and	4.1 Articulates a call to a particular area

	God by identifying and using a variety of spiritual disciplines and practices	traditions of the communities out of which the student comes, in which the student serves, and to which the student relates	ethical tools for ministry, such as language study, research methods, hermeneutics, critical reflection and clear communication	of Christian service
Indicator 2	1.2 Develops respect for and ability to partner effectively with others	2.2 Uses the tools of critical reflection, research methods, interpretation of sources and clear communication in intercultural understanding	3.2 Clearly communicates biblical content and understanding in a variety of ways, e.g. preaching, Christian Education, pastoral care	4.2 Articulates and demonstrates biblical and theological foundations for the practice of ministry
Indicator 3	1.3 Employs reliance upon connection with God for the purpose of Christian service	2.3 Integrates the content of Christian heritage and mission into a personal theology and practice of ministry	3.3 Articulates ability to address personal, social, and global questions and issues biblically, theologically and ethically in ways that lead toward healing and wholeness	4.3 Documents awareness of the impact of oneself in the practice of ministry through personal reflection
Indicator 4	1.4 Develops a personal confession of faith that demonstrates biblical and theological understanding at a level consistent with seminary education		3.4 Reports/Observes ability to minister with a Christian spirit conducive to creating peace and reconciliation	4.4 Applies skills in ministry, e.g. preaching, pastoral care, teaching, administering, engaging in mission and evangelism

Assignment, Directions and Help

Tips for Writing Goals in TFE (Smart Goals)

TFE is a learning experience that is undergirded with **3-4 Goals** that will serve to support your experience. These goals help you in making decisions throughout the year, and you will work throughout the year so that they may be accomplished by year's end. In addition to the goals, you will also need to develop objectives/tasks that can be accomplished during the year to support the goals. As a lifelong-learner you will always have new things that you desire to learn and we believe this process will provide a model that you can adapt for ministry in the years to come.

Using the model of Smart Goals from Experiencing Ministry Supervision by Pyle and Seals (pages 60-62), your goals should be specific, measurable, attainable, relevant and trackable.

- S-** Specific and observable behavior
- M-** Measurable how many, how long, how much
- A-** Attainable with the resources available i.e. books, money, time
- R-** Relevant to your vocational goal, or personal growth
- T-** Trackable by dates, process, etc

A goal then is a future target or end result. The objectives/tasks are the steps that you take to achieve the goal. For your Serving Learning Covenant you need **at least one** goal from each of the following areas: *

Cognitive: something you need to 'know'

Skills: something you need to learn how to do

Personal: something that will enable a change in you personally

*Additional Goals can be a duplicate of any of the areas.

In Addition to your Learning Goals, you may also have a Job/Position Description from the ministry site that calls for additional responsibilities. These can be attached to your Covenant, but do not replace the Learning Goals.

Some of the goals in the past have reflected:

- developing leadership skills
- understanding how to minister in a new context (rural, urban, etc.)
- gaining confidence and effectiveness in preaching
- overcoming resistance to bereavement ministry as I face my own losses
- building conflict-management skills
- facing my theological biases
- developing a pattern for spiritual growth
- learning how to balance the commitments in my life.

Remember: Goals should be typed and attached to the Covenant. Be sure to make clear your Goals, Tasks, and Results.

Sample of Goals for the Serving Learning Covenant

Seminarian Learning Goals are very specific learning goals that you commit to working on during the year. Attach separate job description, if applicable.

SMART Goals	"Tasks" (steps to achieve goals)	"Resources" (what is needed to reach goals)
To discern if pastoral ministry is my calling through a process of dialogue, reflection, and reading	To spend intentional time in prayer, to see about meeting with a spiritual director who will help me probe my skills and gifts, to dialogue with other clergy, to reading books about call	Spiritual director, clergy relationships, books
To increase my exposure to different populations in the church	Specific activities to be defined in conjunction with my supervisor	Opportunities to develop programs, lead Bible Study, etc.
To understand the function of different aspects of worship such as invocation, offering, invitation, baptism, communion, etc. as well as how to lead these aspects in the service of worship.	Participate in the various aspects of worship, read about the theological methodology of a worship service, and discuss these aspects in supervision	Supervision, reading, opportunity to practice, feedback
To increase my comfortability in preaching in formal worship services of the church	Preach at least 4 times throughout the course of the year in worship services	Constructive feedback and encouragement

Theological Field Education Reading Critiques

The reading critiques are a vital part of the practice of ministry experience. It is important to sense the tension between one's theology, one's traditions, and the experience of the practice of ministry.

Formatting: This critique must be computer generated. The Reading Critique must be at least three pages, and no more than four pages. It must be double spaced, 12 pt. font, and have no more than 1-inch margins. Include your name and date, name of book, and Seminar Leader name.

The Critique must include/address the following:

1. A concise summary of the heart of the author's proposal
2. What contributions to the field of ministry does this book bring?
3. How does it compare to other books you have read in this area?
4. To what audience would you most recommend this book for their edification?
5. Your favorite quote. Why? Please include page number.
6. Bibliographic Data-when selecting your own book (i.e. TFE 2A & 2B students)

A Guide to Theological Reflection

What makes theological reflection theological? "The shortest answer is God. That's also the most profound and the most true answer. Theological reflection is theo-logical. Its overriding interest is God. But theological reflection is not interested in God abstractly or as proclaimed in doctrines and rituals and church policies...It is not satisfied with learning more about God but with leading a person more directly to encounter God. As this happens, theological reflection asks the person to consider what difference God's presence makes (the reflection stage) and what God expects as a result (the action stage). This integration of reflection and action is what ultimately makes theological reflection theological."

Robert L. Kinast Let Ministry Teach: A Guide to Theological Reflection

The Goal of theological reflection is to help you to

- **discover** deeper levels of meaning for ministry
- **connect** scripture and theology to your experience of ministry
- **recognize** God's presence in your life/ministry so that it will help shape your practice of ministry

The Process:

- 1) **Choose** a pastoral encounter/ministry experience in which you are personally involved from your current ministry setting. This needs to be a significant enough experience to warrant reflection at a meaningful level. If possible, choose an experience that is provocative or perplexing to you. Only one paper per semester may reflect on something that comes from outside your ministry setting. These papers will be most beneficial for you if they are submitted at regular intervals throughout the semesters.
- 2) **Pray** about your experience in the ministry encounter. Ask the Spirit to stimulate and guide you to work with the thoughts, feelings, and intuitions that are important for your reflection so that you can more clearly present and understand your ministry experience.
- 3) **Consult** the *Writing Rubric for Theological Reflection Papers, Model One* in this section of the Handbook to understand the expectations for a well-crafted and well-thought reflection paper.
- 4) **Write up** your reflection according to one of the models outlined below as instructed by your Seminar Leader. The result of your theological reflection on the ministry experience will be a computer-generated, 3-4 page, double-spaced paper, formatted with one-inch margins and 12 pt. font.
- 5) **Feedback** on your written theological reflection will be given by your Seminar Leader through comments on your paper. Some Seminar Leaders will use a Writing Rubric Grading Grid based on the Writing Rubric to give you further feedback on your reflection. If the Seminar Leader decides that the paper is written at the Moderate or Low Performance Level, it may be returned to you

for a rewrite. Further input may be given in your Seminar Group should you choose to present it to the class. Some students find it helpful to seek further reflection on their ministry experience with their Pastor/Mentor.

For a fuller understanding of the process and art of theological reflection, read Chapter 3 of Welcome to Theological Field Education, edited by Matthew Flooding.

Seminar groups often use student reflections as part of the content of seminar sessions. Students should be prepared to share their theological reflections in the TFE seminar groups. When a paper contains personal, private or confidential information, a student may request that the content or issues of his/her paper not be shared with the class at large. Seminar Leaders may discuss issues with the student and with the Supervised Ministries department. Seminar Leaders may give students permission to submit and receive feedback on Theological Reflection papers by email using eastern.edu.

MODEL ONE

One model of theological reflection would follow this progression. Ask yourself the following questions, responding to all categories listed:

- a. EXPERIENCE – Recall a ministry experience. What did you do? What made this experience ministry?
- b. PERSONAL - Identify your feelings related to the experience (e.g. affirmed, confused). What about this ministry did you find life giving?
- c. CULTURAL/SOCIOLOGICAL DYNAMICS – Describe the culture of the ministry setting. Explore the cultural/sociological issues present in this experience (gender, race, age, etc.). Who were you in this event? How did others relate to you? Where were the issues of power present?
- d. THEOLOGICAL - Identify your theological perspectives in this experience (God, humanity, the Church, Scripture, etc.). Where did you see the activity of God in this event of ministry? What is God inviting you to learn? How was your understanding of the Church or Scripture or humanity affected by this experience?
- e. PASTORAL LEARNINGS- What did you learn about professional ministry in this experience? What are you learning about your own pastoral identity in this experience? What would you do differently after reflecting on your experience?
- f. SPIRITUAL INSIGHTS - Where is the sacred in this experience? Where do you feel God is calling you to stretch and grow? What Spiritual Disciplines will be helpful to you in further processing this incident?

MODEL TWO

Another model for theological reflection relates to Media Interaction Reviews. Media Interaction Reviews give the student the opportunity to think and reflect upon theological themes as they are expressed through performance art and film.

The purpose of these reviews is to dialogue with the author/creator and to reflect upon the concepts that most intrigued or challenged you while reading/watching/interacting with the work.

(Ask yourself the following questions):

- a. What did the creator say that I never thought about before?
- b. What about this art form enhanced the communication of its ideas/experience that other forms could not?
- c. How did I encounter God within this work? How does reflection on this work impact my overall theology?
- d. Of what use could this be to my ministry understanding particularly in my current site?

Note: You may also reflect on the questions from MODEL ONE, as they also may be helpful in the Media Interaction Review.

SUPV650 End-of Internship Assessment
Pastor/Mentor

Note: Both Seminarian and Pastor/Mentor signatures are required on this form.

Student's Name _____

Ministry Setting _____

Directions: The following questions are intended to stimulate reflection on the student's growth in ministry and theological reflection. Please attach a typed separate sheet to this form and sign. The completed form should be submitted within 30 days of completion of the TFE elective internship.

1. Describe the Seminarian in terms of ministerial identity, sense of call, spiritual growth, personal maturity and ability to work effectively with others.
2. Describe the Seminarian's ability to reflect theologically on pastoral issues.
3. In what ways did the Seminarian meet the goals stated in the Serving/Learning Covenant? Give examples to illustrate your assessment.
4. What strengths are evident in the Seminarian's ministry at this stage of his/her formation?
5. What particular areas need attention?
6. How often have you met with the Seminarian for supervisory conversation? Describe the dynamics and effectiveness of the supervisory relationship.
7. Any additional comments?

Signatures:

Seminarian		Date		Pastor/Mentor	Date
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Rec'd in office/ date _____

SUPV650 End-of Internship Assessment
Seminarian

Note: Both Seminarian and Pastor/Mentor signatures are required on this form.

Student's Name _____

Ministry Setting _____

Directions: This assessment is designed to provide an opportunity for you to reflect on your ministry. The Assessment will be a part of your exit conversation with your pastor/mentor. Please attach a typed separate sheet to this form and sign. The completed form as well as that of your pastor/mentor should be submitted within 30 days of completion of the TFE elective internship.

1. Describe three things that excite you about your ministry this year.
2. In what ways did you meet the goals stated in the Serving/Learning Covenant? Give examples to illustrate your assessment.
3. To what extent were you able to partner with others in performing ministry tasks?
4. What strengths are evident in your ministry at this stage of the formation process?
5. What particular areas need attention?
6. What has been helpful in your time with your Pastor/Mentor? With your Site Team? What more would you have liked to have seen happen in your time with your Pastor/Mentor and Site Team?
7. Are there recommendations or suggestions that you would like to give to your ministry setting?
8. Any additional comments?

Signatures:

Date

Date

Rec'd in office/ date _____

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