

# Pacific Lutheran Theological Seminary Internship Application and Placement Form

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## Part I: Personal Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Mobile Phone: \_\_\_\_\_  
Email: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Faculty Advisor: \_\_\_\_\_ Synod Affiliation: \_\_\_\_\_  
Second Career? \_\_\_\_\_ If "yes," what area? \_\_\_\_\_

## Part II: Family Life

Will family members be living with you on internship? If so, please list below

Name:	Relationship:	Date of Birth:

Minimum Bedroom(s) Needed for Housing: \_\_\_\_\_

Do you have a pet or intend to have a pet on internship? If so, please list below

Pet Name:	Type of Pet:	Negotiable?

### Emergency Contact:

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Mobile Phone: \_\_\_\_\_  
Email: \_\_\_\_\_ Relationship: \_\_\_\_\_

## Part III: Previous Experience

### Work Experience:

*Please list your three (3) most recent jobs:*

Employer	Location	Leadership/Professional Role(s)	Dates

### Congregational Experience:

*Please list your three (3) most recent experiences:*

Congregation	Location	Leadership/Professional Role(s)	Dates

### Teaching Parish Congregation:

Congregation	Location	Supervisor	Dates

## Part IV: Placement Factors

### Geographical and Contextual Preferences:

*Rank your placement priorities in order of importance, with 1 as the highest priority and 4 as the lowest priority*

- \_\_\_\_\_ Geographical Area
- \_\_\_\_\_ Good Housing
- \_\_\_\_\_ Type of Congregation
- \_\_\_\_\_ Type of Supervisor

Comments:

*Rank your community context preference with 1 as the highest and 6 as the lowest*

- \_\_\_\_\_ Rural/Open Community
- \_\_\_\_\_ Town and Country (population 5,000 – 10,000)
- \_\_\_\_\_ Small City (population 10,000 – 100,000)
- \_\_\_\_\_ Suburban
- \_\_\_\_\_ Urban
- \_\_\_\_\_ Inner-City

### Geographical Restriction:

*For various reasons, and with the concurrence of their candidacy committee, some students may petition the faculty of PLTS to limit their mobility with respect to internship placement.*

*A request for a geographical restriction means that you have chosen geographical location as the highest priority for internship placement: the specific features of sites and supervisors thus become secondary considerations given the limitations of geography and the availability of sites.*

*One consequence of identifying geographical location as the highest priority for internship placement is that the usual financial resources assumed in an unrestricted internship will not be available. Specifically, a geographically restricted intern acknowledges that no commitment is being made to provide housing or housing allowance by the internship site.*

Request restriction:    ☐ Yes   ☐ No                      If “yes,” please fill in the Petition for Restriction form on the next page.

I have read the above policy statement and understand that in restricting my internship placement possibility, the standard financial remuneration, including housing or a housing allowance, may not be available to me.

I agree: (please initial) \_\_\_\_\_

## Petition for Geographical Restriction

<b>Student:</b>	
<b>Email:</b>	
<b>Requested Geographical Location (region/city/etc.):</b>	
<b>Petition for Restriction:</b> <i>To be submitted to faculty for consideration</i>	

<b>For Contextual Education Office Use Only:</b>	
Date Presented to Faculty:	
Decision Made by Faculty:	
<b>Notes:</b>	

\_\_\_\_\_  
Signature of Director of Contextual Education

\_\_\_\_\_  
Date

Other Placement Factors:

Do you have a vehicle you will/could\* bring with you on internship? ☐ Yes ☐ No

Type of vehicle (i.e. bike, car, truck, etc.): \_\_\_\_\_

Condition of vehicle: ☐ Excellent ☐ Good ☐ Fair ☐ Needs some repairs  
☐ Safe in Snow ☐ Unsafe in Snow  
☐ Good for long commuting distances ☐ Good only for short commuting distances

*\*Note: Most sites **require** interns to have a vehicle. If you do not own a vehicle, please indicate whether you could have access to one for the time while you are on internship.*

Are there any health factors limiting the place or type of internship? *Please explain*

Do you have any interest, talent, desire, or experience in special ministries (i.e. campus, agency, multicultural, evangelism, music, politics, etc.)? *Please explain*

What are your hobbies, talents, or special interests?

Most internships begin in early August or early September. Is your starting date restricted in any way? *Please explain*

Has your Candidacy Committee offered direction or suggestions about your internship placement? *Please explain*

## Part V: Personal Assessment

*Please rate your reading and conversational abilities with language other than English:*

Language:	Reading Ability:	Conversational Ability:

What type of ministry do you hope to be called to as an ordained minister?

Identify three (3) areas of growth for your internship:

*Assess your personal and professional strengths and needs at this time:*

	Personal	Professional
Strengths		
Needs		

Describe your feelings as you anticipate internship:

What kind of supervision would be most helpful to you and why?

Describe your temperament and work style. What makes it easy or difficult to work with you?

Describe any additional information you deem important for your placement:

## Part VI: Leadership Style and Attitudes

*This section, which supervising pastors also complete, is intended for use during interviews. The ends of the continuum are not necessarily opposites but may be complementary. Choose the spot on the continuum that best typifies your understanding.*

Your view of the ministry:		
Emphasis on profession and skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Emphasis on spiritual calling and special vocation
Your perspective regarding pastoral authority:		
Emphasis on call of the church	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Emphasis on own inner call
Your customary style of leadership and decision-making:		
Strive for group consensus	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Emphasis on making own Decisions
Your customary style of problem-solving:		
Faces conflict directly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Wait for the problem to work itself out
Your usual approach to teaching:		
Sharing information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sharing experiences
Your customary worship practice:		
Traditional Forms	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Innovative Forms
Your style of sharing personal feelings:		
Open and willing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Cautious and reserved
Your customary way of working with colleagues:		
Seek to coordinate and collaborate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Seek to work independently
Your use of small groups for learning and sharing:		
None	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Much



Your strength in interpersonal communication:		
Speaking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Listening
Your customary approach to friendships in the parish:		
Have many close friendships	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Am selective of my close friends
People see me as:		
Quiet and introspective	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Gregarious, an extrovert
I understand myself to be:		
Highly organized, one who values structure	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	A free spirit, one who values spontaneity
Your attitudes regarding pastoral ethics:		
Pastors live like all other persons	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Pastors live as a model for others

### **Part VII: Personal Autobiography**

*Please write a 300-500 word autobiography in the section provided on the next page. This will be shared with supervisors during the interview process.*

### **Part VIII: Review and Signature:**

*Please carefully review your application. After you have done this, please sign below to verify that this information is true and complete, to the best of your knowledge.*

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Please send completed for to the Office of Contextual Education  
Via Email: [Contexted@plts.edu](mailto:Contexted@plts.edu)  
Via Post: PLTS  
Office of Contextual Education  
2770 Marin Ave.  
Berkeley, CA 94702

## Personal Autobiography

<b>Student:</b>	
<b>Email:</b>	
<b>Phone:</b>	
<b>Autobiographical Statement:</b>	