

PACIFIC LUTHERAN THEOLOGICAL SEMINARY
CONTEXTUAL EDUCATION
SYLLABUS FOR FE 4020: INTERNSHIP
Academic Year 2016-17

SUPERVISION

- PLTS PROGRAM SUPERVISOR: The Rev. Dr. Leslie Veen
- SITE SUPERVISOR: Parish Pastor or Equivalent Supervisor

COURSE DESCRIPTION: The internship provides a supervised ministry context in which the intern develops and hones gifts and skills for ministerial leadership. The internship experience is designed to integrate divinity studies and form M.Div. students in the arts and skills of ministry. This is an interactive learning process reflecting the Spirit's work of weaving together the person that God has created and called in Christ through the practice of ministry, theological reflection, spiritual formation, constructive feedback, critique, and evaluation. Please refer to the Internship Handbook for further descriptions of and information about the different pieces of the internship experience that are outlined here.

COURSE OBJECTIVES: The overall objective of the internship program at PLTS is to provide the intern with the opportunity to practice and integrate the orientating perspectives and dimensions of ministry that serve as a basis for our life and work together at PLTS. These are to be measured through at least seven specific ministry areas that are critical to effective pastoral leadership. Because each intern and internship site is unique, the intern, in consultation with the supervising pastor and the lay committee, will develop her or his own specific learning objectives using the Learning Service Agreement. This agreement states mutually agreed upon practices of ministry in which the intern will engage during her or his time at the internship site. The following should be taken into consideration when forming the learning objectives for the Learning Service Agreement.

PLTS Orientating Perspectives

(see the PLTS Student Handbook for more details)

- Lutheran Identity
- Multiculturalism
- Public Sphere
- Religious Pluralism

PLTS Dimensions of Ministry

(see the PLTS Student Handbook for more details)

- Disciples of Jesus Christ
- Lovers of God and of the people of God
- Readers of cultural, political, and social issues
- Tellers of the Christian story
- Builders of community
- Leaders of congregational community
- Missioners reaching out to the wider community and world
- Learners for a lifetime

Critical Ministerial Areas for Effective Pastoral Leadership

(developed more fully in the Internship Quarterly Evaluation Forms)

- Healthy Relationships with Self and Others
- Worship Leadership
- Teaching
- Preaching
- Pastoral Care
- Public Ministry
- Administration

RELATIONSHIP TO THE M.DIV. CURRICULUM: The Master of Divinity is a professional degree designed to develop biblical, theological, historical, practical, and contextual competencies, and to integrate these competencies in the practice of ordained leadership in congregations and related ministry settings. In particular, this course addresses the following Degree Purposes and Outcomes:

- Religious Heritage
 - Utilize Lutheran hermeneutical perspectives for proclamation in teaching, preaching, liturgy, and ministry practice.
- Personal & Spiritual Formation
 - Demonstrate personal spiritual practices rooted in communal formation.
 - Integrate intellectual, vocational, and spiritual knowledge with the lived experience of Church leadership.
 - Demonstrate capacity to develop healthy relationships with colleagues, congregants, community members, and those in authority.
- Ministerial & Public Leadership
 - Proclaim the gospel of Jesus Christ publicly in teaching, preaching, worship, and community events.
 - Respond to the needs of people with compassion and care.
- Culture & Context
 - Engage Lutheran teaching with contextual situations in ministry.
 - Demonstrate developing cultural competence and exegesis in ministry settings.

All of these Purposes and Outcomes will be directly measured by the completion of quarterly evaluations by the intern, the Supervising Pastor, and the Lay Committee.

ESSENTIAL ELEMENTS AND REQUIREMENTS

1. Theological Reflection

a. With Supervising Pastor and Lay Committee

- i. **Weekly:** The intern and Supervising Pastor shall arrange for weekly meetings to reflect on the ministry of the intern with the community. Some of this time will be set aside for discussion of the book on stewardship that the intern will read with the Supervising Pastor.
- ii. **Monthly:** The intern and the Lay Committee shall meet for a time of reflection on the ministry of the intern in the community. This meeting can happen more frequently if all desire it.

b. With Peer Group

- i. **On Moodle:** The intern will engage with the other PLTS interns over the course of the year through discussion threads, project development, resource sharing, and in general support of one another via the Moodle platform used by PLTS.
- ii. **At Cluster Group Gatherings:** Once in the fall and again in the spring, the intern, along with the supervisor, will gather with other Lutheran interns and supervisors in the same geographical area to engage in theological reflection with one another.

2. Major Assignments

a. The Learning Service Agreement

The purpose of the Learning Service Agreement (LSA) is to give the intern and the Supervising Pastor the opportunity to formalize 4-6 goals for the intern to use as major foci throughout the year. The LSA should be reviewed periodically to determine if the goals are still appropriate and are in the process of being met. Small changes may be made to these goals throughout the year. If major changes are made, a new LSA should be developed and submitted to the Office of Contextual Education for approval.

b. The Internship Project

The purpose of the internship project is twofold: (1) to provide the intern with an opportunity to initiate and organize a program new to the life of a congregation, and (2) to encourage the intern to do additional study and ministry in an area of special interest. The intern's project is to be new to the life of the congregation so that the intern will have an opportunity to exercise initiative and to take responsibility for a project or program that is not already developed in the congregation.

Towards the beginning of the internship, the intern will write up a project plan outlining what the project will be and what it will entail, the rationale behind the chosen project, the timeline for completing the project, and how the level of success of the project will be measured. This must be submitted to the Office of Contextual Education by the end of the second month of the internship year. Near the end of the internship, the intern will submit to the Office of Contextual Education a 5-page Project Review Paper describing the project, how it was implemented, its level of success, lessons learned through the process and the outcomes, and how this information will be useful in the intern's future ministry.

c. Book on Stewardship

The intern supervising pastor will choose a book on stewardship to read and discuss together over the course of the internship. This book may come from the choices offered by the Office of Contextual Education or the Supervising Pastor and intern may submit another book title for approval. At the completion of this assignment, the intern and the Supervising Pastor will complete a simple form to acknowledge that this has taken place and will highlight any insights that were gleaned in the process.

d. Preaching

The intern will preach at least once monthly during the internship period. Early on in the internship, the Supervising Pastor and the intern should decide together the best timing for these preaching opportunities. Once this has been determined, the intern will submit a proposed preaching schedule to the Office of Contextualization.

3. Evaluating the Intern's Growth in Ministry

a. Supervising Pastor

The Supervising Pastor is asked to engage in general evaluation of the ministry and growth of the intern through the weekly meetings and in written, in-depth quarterly evaluations. The forms for the quarterly evaluations are available on the PLTS Contextual Education web site. The quarterly evaluations should be discussed with the intern and signatures verifying that both the Supervising Pastor and the intern have seen and discussed the forms are required prior to submission.

b. Lay Committee

The Lay Committee acts as a representative of the larger community in which the intern is engaging in ministry. They are asked to participate in evaluating the ministry and growth of the intern through giving feedback in the monthly meetings as well as by completing the in-depth quarterly evaluations (beginning with the second quarterly assessments). The forms for the quarterly evaluations are available on the PLTS Contextual Education web site. The quarterly evaluations should be discussed with the intern and signatures verifying that both the Lay Committee and the intern have seen and discussed the forms are required prior to submission

c. Peer Group

Interns will offer feedback and evaluation to their peers as they engage in theological reflection online via Moodle and in person at the Cluster Group Gatherings.

d. Intern

The intern will engage in written, in-depth self-evaluation using the quarterly evaluation forms of PLTS. The intern will read and discuss the evaluations of the Supervising Pastor and the Lay Committee prior to submitting them to the Office of Contextual Education.

- 4. Grading:** This is a full-time course with employment equivalent to 40 hours per week, which translates to 13.5 course hours per semester. The course is pass/fail. Evaluations are read and examined for areas of concern or growth to be noted. Any areas deemed to be of extraordinary concern or need for growth will result in follow up from the Director of Contextual Education. Quarterly evaluations and other paperwork must be received in a timely fashion in order to receive a passing grade for each grading period.

SCHEDULE AND DUE DATES:

Participation in Moodle discussion threads and postings run throughout the whole of the internship year

- Late August/Early September – Arrival Form
- Mid-September – Learning Service Agreement
- Late October – **Internship Project Plan due** to the Office of Contextual Education
- October – Fall Cluster Group Gathering
- November 30, 2016 – **First Quarterly Evaluation due** to the Office of Contextual Education
- February 28, 2017 – **Second Quarterly Evaluation due** to the Office of Contextual Education
- March/April – Spring Cluster Group Gathering
- May 31, 2017 – **Third Quarterly Evaluation due** to the Office of Contextual Education
- June 16, 2017 – **Stewardship Book Reporting Form due** to the Office of Contextual Education
- August 4, 2017 – **Internship Project Review Paper due**
- August 31, 2017 – **Final Quarterly Evaluation AND Final ELCA Evaluation due** to the Office of Contextual Education