

University of Redlands Graduate School of Theology SFTS Field Education Handbook (MDiv curriculum)

Greetings from the Dean's Office!

On the pages that follow you will find a detailed explanation for the practical and philosophical focus of Field Education at University of Redlands (UofR), Graduate School of Theology (GST), San Francisco Theological Seminary (SFTS). The Field Education portion of the Master of Divinity degree program is an opportunity for students to continue their discernment about God's call toward a vocation of professional ministry.

Teaching sites (congregations, non-profit agencies, and CPE settings) are integral in the process and become the place of practical experience and learning during the Internship time. We also encourage you, if you haven't already, to speak with your candidacy oversight agency of your denomination regarding any additional internship requirements.

Along with a Teaching site, the supervisor provides mentoring and regular theological reflection opportunities that provide experiences for growth and development of the Intern. Supervisors are clinicians who have proven success and maturity in ministry, have a heart for the church, and the development of the next generation of leaders who will serve the church and the broader world God loves.

Become acquainted with this handbook. Use the forms within to complete all the steps in preparation for an Internship **and** throughout the duration of the Internship.

Schedule an appointment with the Dean's office to begin formalizing your Internship experience by contacting Executive Assistant Renee Hassle through email at renee_hassle@redlands.edu

Rev. Dr. Jana Childers

Dean

San Francisco Theological Seminary
University of Redlands Graduate School of Theology
105 Seminary Road, Suite 116
San Anselmo, CA 94960
Tel (415) 451 – 2860
jana_childers@redlands.edu

Table of Contents

	Page
Starting an Internship	1
The Seminary Intern in a Ministry Setting	2
Characteristics of Field Education Supervisors	5
Internship Supervisor as Partner in Theological Education	7
Intern Stipend Guidelines	9
Supervised Practice Ministry Agreement	10
Syllabus for FE-4011: Internship	12
Habits and Skills	16
Forms:	
Learning Service Agreement Form and Sample	17
During an Internship (Explanation of Forms)	22
Worksheet for Requirements	23
Sexual Harassment Prevention Certification for Supervisors & Interns	25
Service of Recognition	29
The Shepherding Committee	31
Facilitating the Intern's Entry	31
Ongoing Theological Reflection	34
Sermon Evaluation	36
First Internship Evaluation	37
Mid-Term Evaluation	40
Final Internship Evaluation	46
Post-Internship assessment (Appendix to Final Evaluation)	52
Assessment of Intern Supervisor	55

Starting an Internship

Highlights & Explanation of Forms that follow:

Interns & Supervisors: Please carefully read through these pages!

- **Seminary Intern in a Ministry Setting:**
Basic guidelines for planning the internship including sample learning objectives that can be adapted to meet particular needs in the internship context and to address interests of the intern.
- **Characteristics of Field Education Supervisors:**
A profile of the skills and traits used for effective supervision, and requirements for supervisors.
- **Internship Supervisor as Partner in Theological Education:**
Details the high level of mentorship asked of a supervisor of an intern.
- **Stipend Guidelines:**
Minimum stipend suggestions for internship ministry.
- **Supervised Practice of Ministry Agreement:**
An agreement for the church/seminarian-intern/Field Ed office.
- **Internship Syllabus Outline:**
Example of a syllabus for the internship experience – a new syllabus is developed and posted on the UofR website each academic year.
- **Habits and Skills:**
Details of the professional ministerial learning outcomes of the M. Div. Program at SFTS – the key place for their practice and development is in internships.
- **Learning Service Agreement:**
Similar to a position description, it includes seminary requests for learning in such areas as the “practical affairs of a congregation,” as well as explicit identification of the Habit and Skill addressed in each Learning Objective.
- **Sample Learning Service Agreement:**
A sample of the completed Learning Service Agreement is included as a model to assist you. Note each agreement:
 - Begins by stating a “Habit or Skill”;
 - Followed by an “Objective” that contextualizes that Habit or Skill in the church/agency site;
 - Concludes with the “Responsibilities” which specify in measurable and accountable ways how the objective will be accomplished during the internship.

The Seminary Intern in a Ministry Setting

The Internship Program

San Francisco Theological Seminary highly values students serving as interns in ministry settings as an integral part of their total seminary experience. Ministries nurturing interns are part of the teaching program of the Seminary and thus share in the process of the preparation of a candidate for ministry.

Because each intern brings different sets of skills, spiritual gifts and experiences to the internship site, the program for each should be individually designed. The particular needs of each internship must also be taken into account so that a proper balance of expectations of both intern and site is achieved.

The Seminary expects that each intern will be given a mutually agreed upon set of ministry experiences and responsibilities in the life of the internship site. The intern becomes part of the staff and is responsible to the supervisor. In congregational settings, a Shepherding Committee can provide additional guidance and support during the internship experience. Regular evaluation by the supervisor with the input of the Shepherding Committee should enable the intern to mature through both success and failure, to develop a sense of competence in the variety of roles needed for ministry.

To assist in planning the internship, the following suggestions are offered as a flexible guide for supervisors and interns. Activities can be adapted to meet particular needs and interests.

Below you will find a congregational focus. Adaptations are offered for non-profit and other approved internships:

Worship/Preaching

A. **Worship:** The intern should have regular opportunities for leading public worship and occasionally should have responsibility for planning the content of the service.

B. **Preaching:** The ministry site should provide at least three opportunities for the intern to preach. The supervisor should be present to provide the intern with a critique of the sermon and its presentation on at least one occasion. The intern should also invite others to share in the evaluation (e.g. Shepherding Committee members).

II. Pastoral Care

A. **Pastoral Calling:** The intern should be assigned responsibilities in visiting the sick in hospitals and convalescent homes and/or the intern should do regular congregational visitation. Close supervision by the pastor is essential for evaluation.

B. **Weddings and Funerals:** If possible, the intern should observe at least one pre-marital counseling session and wedding rehearsal as well as the planning for and conducting of a funeral/memorial service. If the situation allows, the intern may be asked to assist in these activities.

C. **Counseling:** Opportunities for counseling will arise from the program involvements of the intern and will vary in each situation. Both supervisor and intern need to have a clear understanding ahead of time that while the intern needs to report counseling situations to the supervisor regularly, confidentiality must also be maintained.

III. Education

A. **Teaching:** The intern should have opportunities to teach people of different ages. In a church setting, the intern will have some specific responsibility for teaching the children, offering a class for adults, or be given opportunities to teach new members classes. Through these teaching experiences, each intern should become aware of the curricular materials used by the church. In other settings, teaching opportunities should be made available when possible.

B. **Teacher Training:** If appropriate, interns may be given opportunities for participation in teacher training, either along with other teachers or, given ample prior experience, to lead the training.

C. **Recruitment/Resourcing:** Each intern may be involved in the recruitment and/or resourcing of volunteers. This will depend upon which programs are assigned to the intern as a major responsibility.

IV. Administration/Leadership

A. **Congregational/Institutional Culture:** The intern should experience ways to recognize and understand the culture of the ministry site. This should include exposure to the supervisor's approach to leadership attentive to racial/ethnic as well as organizational culture.

B. **Program:** The intern should work with other adults in planning, organizing, conducting and evaluating a particular program, project or event.

C. **Governing Body:** The intern should participate in agenda preparation and leadership/resourcing of at least one administrative unit of the ministry site, such as the Board (the Session), Christian Education Committee, Long Range Planning Committee, etc.

D. **Cross-Cultural Sensitivity:** The intern should be given opportunities to engage in ministry with persons of a different race/culture (teaching, pastoral care, local mission, etc.) and to reflect on implications of such experiences for pastoral style, communication, etc.

E. **Leadership in the Public Context:** The intern should have opportunity to observe the supervisor or other staff in "public square" situations (community meetings, community organizing "action", town hall, etc.) and, if appropriate, assist the supervisor in moderating, facilitating, or resourcing such meetings.

F. **Leadership in the Practical Affairs:** The intern should be given opportunities to observe and understand how the supervisor and governing body of the ministry site provide leadership for stewardship, financial management, and personnel management.

V. Mission of the Congregation

- A. **Evangelism:** The intern should be given the chance to engage in various outreach opportunities to those not already involved in the ministry of the internship site.
- B. **Community Service:** The intern should experience approaches to ascertaining and developing response to neighborhood / community needs. He/she may also be encouraged to become acquainted with key community institutions and programs.

VI. Developing Denominational Awareness and Collegiality

- A. **Local governing body:** The intern should attend regular meetings of the Presbytery (or other governing body) and other special events sponsored by that governing body.
- B. **Denominational Committees:** The intern should attend and when possible, participate in the work of a governing body committee.

VII. Theological Reflection

- A. **Reflective Practice:** Throughout the internship, the intern should be given regular opportunities to pause in the practice of ministry to reflect upon the personal and theological issues arising from such experiences and their implications for approach to ministry.

Characteristics of Field Education Supervisors

(Developed by the Association for Theological Field Education)

Good field education supervisors are persons who:

1. Know the expectations of the theological school and the role of the internship in its curriculum and see themselves in partnership with the mission of the school.
2. Engage interns in pastoral and theological reflection about experiences in ministry, and provide interns with honest, constructive and timely feedback.
3. Assist interns in discerning their own gifts and limitations in ministry, and model this process in their own lives.
4. Are sensitive to ways the intern's theological education process may differ from that of the supervisor.
5. Have a working knowledge of ways adults learn through action-reflection processes.
6. Understand and exercise leadership in both ecclesial and public settings and share leadership in appropriate ways with the intern.
7. Are clear about what constitutes harassment and sexual misconduct and observe ethical behavior and appropriate boundaries.
8. Understand the purposes and processes used in developing a learning service agreement with the intern and can tailor pastoral activities appropriate for the intern's learning goals and ministry context.
9. Understand the purposes and processes used in assessing the intern's learning.
10. Can articulate, in their own terms, a clear definition of supervision that is appropriate to their context, circumstances and style.
11. Are familiar with a variety of useful resources for pastoral supervision and leadership development, including spiritual formation through prayer.
12. Can effectively prepare and support a lay Shepherding Committee for supervised ministry.
13. Are aware of their own styles of learning, spirituality, and dealing with people, and are able to relate these to the styles of the intern.
14. Are secure enough with their own identity that they are not threatened by interns and are able to work collegially.
15. Are mature, nurturing persons committed to their own growth and development, and can lead in the midst of changing contexts for ministry.

16. Can manage an internship effectively, including the intern's entry and exit, establishing appropriate boundaries, interpreting the internship to the congregation, and accessing resources of the congregation.
17. Can maintain enthusiasm for their work and model responsible care for self and others.
18. Know well the ministry site and its social context.
19. Provide opportunities for the intern to engage in ministry beyond simply "shadowing" the supervisor.
20. Are willing to submit assessments and other written materials in a timely manner.

Requirements for Field Education Supervisors include:

1. A Master of Divinity degree (or its equivalent) from an accredited Theological Seminary (or Graduate School program).
2. Have shown mature leadership in his/her place of call over the course of their ministry experience.
3. Have a minimum of 3-5 years' experience in a ministry setting (congregational setting, not for profit, community organizing...) following graduation.
4. Have been in a leadership role for at least two (2) years in their present call.
5. Have completed and submitted to the Dean's Office of SFTS a copy of his/her Sexual Harassment Prevention Training Certificate from a recent training.
6. In addition: will complete the online prevention training required by San Francisco Theological Seminary faculty, staff and students.

The Internship Supervisor as Partner in Theological Education

In its program of Field Education for the Master of Divinity degree, San Francisco Theological Seminary entrusts its students to the care and mentorship of supervisors in the field. Three focal questions to be addressed during the internship experience are:

- **What is *ministry*?**
- **What does it mean to be *called*?** and
- **To what am I called?**

Internship supervisors make an integral and essential contribution to the educational experience of the student in preparation for ministry. This experience is shaped by the terms of the Learning Service Agreement designed and agreed to by the intern, the supervisor, and the seminary's Dean.

Like the physician in private practice who teaches in a medical school or teaching hospital, Internship Supervisors are partners with the seminary in the education and formation of new practitioners. Like the teaching hospital, ministry settings provide a context for interns to observe, experience, practice and reflect upon ministry.

The Internship Supervisor plays a critical and pivotal role in the Field Education experience of the intern. This role involves the following facets:

- as a **coordinator/manager** of the educational and formational experience of the intern in this ministry setting, linking the intern's assignments and activities to the learning-service agreement, ascertaining points at which adjustments may need to be made, working with the intern and Shepherding Committee to affect such revisions.
- as a **model** for ministry through whom the intern learns by observing what the supervisor does, how he/she does this, and, most important, why this is done; and then invites the intern to practice the art of ministry.
- as a **mentor** in the art of ministry and spiritual formation, assisting and guiding the intern in integrating theological disciplines with behavioral science disciplines in service to understanding the nature of ministry and the implications of such understanding for the intern's practice of ministry (priorities, attitudes, style, effectiveness, relationships) as well as continuing preparation for ministry (other coursework, additional field experience, and continuing education after seminary).
- as a **teacher/observer** of the intern, skilled in knowing when to affirm, when to question, when to encourage, and when to correct the intern.
- as a **theological companion** assisting the intern in reflecting upon the different aspects of the internship experience in light of the intern's and supervisor's common commitment to the Gospel of Jesus Christ, and in discerning the truth of the gospel as that truth is operative in their common ministry in the internship site.

- As an **assessor** of the intern's gifts for ministry providing three (3) assessments/evaluations of the intern for the intern's use in further consideration of call to ministry and preparation for it and for the seminary's use in its continuing work with the intern.

Reflection Time

To assure adequate time for such reflection, *regularly scheduled one on one meetings* are recommended. This time could also be spent in longer / less frequent sessions if this works with the rhythm of the internship. Such time should be in addition to (and perhaps separate from) staff meetings for review of schedule, assignments, etc.

Shepherding Committee

The Internship Supervisor is also responsible for the selection and training of a Shepherding Committee of 3-5 persons. This committee may be involved with the supervisor in the selection of the intern, the design of the learning-service agreement, and the preparations for the entry of the intern into the life of the congregation or agency. The committee also meets with the intern regularly to provide support and feedback on his/her practice of ministry. The committee will assist the supervisor in assessing/evaluating the intern.

Intern Stipend Guidelines

Recommended Compensation Guidelines

- A. The teaching site, whether a church or an agency, is responsible for providing adequate and legal compensation to the intern. Please note that under the law student interns are considered employees and the church or agency is considered an employer.
 - 1. As the employer the teaching site is responsible for reporting earnings, withholding income tax as appropriate, withholding and paying social security and Medicare, providing a W-2 to the intern, and complying with all other employment and wage laws.
 - 2. SFTS recommends compensation of \$12 per hour for work. Churches or agencies may choose a higher compensation rate, but compensation should never be below the minimum wage.
 - 3. Reimbursement of Expenses: In addition, SFTS recommends that the teaching site budget for and reimburse certain agreed upon expenses that may be incurred by the intern. Such expenses may include supplies, meal/coffee costs for meetings with congregants/constituents, or mileage for required meetings or pastoral care visits, but not for travel to and from the internship location itself.

- B. The reality of the present-day church includes a decreasing budget for many of the sites SFTS has enjoyed a Teaching Church relationship with over the years.

It is possible to have an All-Volunteer Internship site, but we ask each church/agency board pursuing this to consider the justice issues that arise.

If this is the direction you choose in open conversation with potential interns and SFTS we would encourage reimbursement for certain agreed upon expenses that may be incurred by the intern.

If you plan on offering an All-Volunteer Internship it is incumbent for your leadership body to check on any tax implications with the IRS along with any other possible legal implications.

Supervised Practice of Ministry Agreement

(Please fill out and return to the Dean's Office)

San Francisco Theological Seminary, c/o Rev. Dr. Dean Childers, 105 Seminary Road, San Anselmo, CA 94960
or email: renee_hassle@redlands.edu

Intern: _____

Supervising Pastor: _____

Ministry site: _____

Address: _____

Phone No.: _____ **Email:** _____

The above parties enter into an educational partnership with San Francisco Theological Seminary to establish a pastoral internship in a ministry setting, and agree to the following terms for this supervised practice of ministry:

1. **Dates.** The period of ministry for this internship will be as follows:

Starting date (M/D/Y): _____ Concluding date (M/D/Y): _____

2. **Authority.** The intern will recognize the authority of the duly established governing body of the ministry site (board, session, etc.) and submit to that ecclesial authority during this internship.

The following list of general responsibilities relates to supervised practice of ministry situations for SFTS. These general responsibilities will be particularized through Learning Service Agreements and related documents that detail more specific and detailed responsibilities and expectations.

3. **Responsibilities of the Ministry site.** The Internship shall be responsible to:

- Involve the intern in a *broad* range of mutually agreed on pastoral responsibilities with the congregation during the ministry period.
- Pay the intern the agreed cash stipend, include the intern as paid staff, and report earnings as required by taxing authorities.

4. **Responsibilities of the Supervising Pastor.** The supervising pastor shall be responsible to:

- Supervise the ministry of the intern, meeting regularly for pastoral and theological reflection, and will provide administrative oversight of the work of the intern.
- Establish a Learning Service Agreement with the intern.
- Complete evaluations of the intern's work and submit them.

5. **Responsibilities of the Intern.** The intern shall be responsible to:

- Communicate in advance with the candidacy oversight agency of his or her denomination about this internship.
- Work with supervisor to establish a Learning Service Agreement.
- Fulfill pastoral responsibilities of the internship established in the Learning Service Agreement as a minimal expectation for service with the congregation.
- Prepare for and participate in regularly scheduled meetings with the supervisor and any other congregational committees or lay liaisons assigned to work with the intern.
- Participate in class time at SFTS with other Interns as scheduled.

6. **Responsibilities of SFTS.** The seminary shall be responsible to:

- Provide orientation and materials to clarify expectations for the internship.
- Be available for consultation in support of the internship.

7. **Moral Conduct.** The supervising pastor and intern both shall complete an online Sexual Harassment Prevention Course and commit themselves to follow a code of personal and professional conduct consistent with being ministers of the church. This code recognizes the necessary tension between

- The need to develop appropriate working relationships essential for ministry, and
- The need to honor confidentiality, sexual and other interpersonal boundaries, and theological differences.

8. **Termination Policy.** In order to terminate a supervised ministry experience-regardless of who originates the request-the following steps must be taken:

- The intern and the supervisor, in consultation with the Seminary's Dean (or the Dean's designee) to discuss the issues. A mutual decision is reached regarding termination, if possible. *
- If termination is agreed upon, arrangements for severance pay or other financial considerations are made.
- The intern has an exit interview with the Dean, following the termination.

** If a mutual decision regarding termination is not achieved, the Dean will determine the next steps, ordinarily culminating in the termination of the internship. There may arise a circumstance in which the Dean determines that the internship needs to be terminated independent of a request by the intern and/or supervisor. Under such circumstances, the Dean will discuss (to the degree appropriate) the rationale with the intern and supervisor prior to officially terminating the internship.*

9. **Compensation.** The congregation, in support of this internship, agrees to provide to the intern the following compensation:

Cash Stipend: \$ _____ Ministry Expenses: \$ _____ Other: \$ _____
(meals, mileage)

Housing Allowance: \$ _____ Housing Provided: Yes _____ No _____

I certify that I have read and agree to the above terms for this internship.

Intern

Date (M/D/Y)

Supervisor

Date (M/D/Y)

Dean

Date (M/D/Y)

Please provide signed copies to the Supervisor, Intern, and the Dean's Office

**SAN FRANCISCO THEOLOGICAL
SEMINARY INTEGRATIVE STUDIES
Syllabus for FE 4011:
INTERNSHIP Academic Year
2020 – 2020**

SUPERVISION

- SFTS Program Supervisor:
- Ministry Internship supervisor

COURSE DESCRIPTION: The internship provides a supervised ministry context in which the student 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.

COURSE OBJECTIVES: The overall objective of the internship program at SFTS is to provide the student with the opportunity to practice and integrate into his or her own ministry the essential habits and skills (page 16) that are outlined for the M. Div. program. Because each intern and internship site is unique, there are multiple ways in which this objective may be met. Each intern, in consultation with the internship supervisor, will develop his or her own specific Learning Objectives using the Learning Service Agreement. This agreement states practices of ministry which the intern will engage as well as how growth will be measured. For each objective, the intern and supervisor should start by naming a SFTS “Habit and Skill” that targets learning in their ministry context and then address ways this “Habit and Skill” will be measured through ministry agreements and experiences.

Practical skills that will show knowledge and strength of leadership in the realm of “SFTS Habits and Skills” may include, but not be limited to:

- Lead a congregation in Reformed worship
- Preach literate, thoughtful, scripture-based sermons
- Provide pastoral care and counseling.
- Educate a congregation in the faith.
- Manage the practical affairs of a congregation.
- Articulate the global witness and mission of the church and foster participation in its evangelistic task.
- Articulate personal faith and nurture the spiritual life of a congregation and its members.
- Lead in ethical witness to society, challenging public evil and cultivating the common good.
- Apply theological education in non-congregational ministries.

ESSENTIAL ELEMENTS AND REQUIREMENTS

1. Theological Reflection

a. With Internship Supervisor and Shepherding Committee

- i. *With Regularity*: The intern and internship Supervisor shall arrange for regular meetings to reflect on the ministry of the intern with the community.
- ii. *Every other month*: The intern and the Shepherding Committee shall meet for a time of reflection on the ministry of the intern in the community. This meeting can happen more frequently if the intern/Shepherding Committee desires it.

b. Internship class time at SFTS (academic year settings)

Six (6) times throughout the academic year, the students completing internships will gather at SFTS to engage in Theological Reflection with their peers. The initial meeting is during the Intern / Supervisor Orientation meeting. The other five (5) will be scheduled in the fall.

c. During the Internships: Four (4) written Theological Reflection papers

General guidelines for the Theological Reflection papers are given in the student handbook. Each Theological Reflection paper should address the student's ability to practice a "Habit" or "Skill" of ministry. Each paper should begin by naming the "Habit" or "Skill" selected and focus the reflection on your practice and learning of this skill. These papers are to be 2-3 pages in length. Requirements alter for Full Time Summer Internships and CPE settings.

Note: The Theological Reflection Paper is one intentional focus point for intern/supervisor discussion. The intern is asked to submit two of the four reflection papers to the supervisor who will then make written comments on it before the student submits it to SFTS.

2. Evaluating the Intern's Growth in Ministry

a. Internship Supervisor

The Internship Supervisor is asked to engage in general evaluation of the ministry and growth of the intern through the weekly meetings and in written, in-depth evaluation at three (3) times during the internship: end of first month, middle, and end. The forms for the written evaluations can be found later in this document in the "forms" section.

b. Ministry Site Community

The community in which the intern is ministering is asked to participate in evaluating the ministry and growth of the intern in the following ways:

- i. *Sermon evaluation*: The student will preach sermons at least 3 times (2 times for summer internships) during the internship experience. For each sermon, the student should find 3-5 people to complete an evaluation form. This form should be returned to the student who will then turn them in. The Supervisor should hear and evaluate at least one of the sermons (if not in a parish setting, this requirement may be completed in a setting of teaching).

- ii. If not in a congregational setting, the student is expected to create 2 Youth or Adult Lesson plans and teach, with feedback given by participants.
- iii. *Feedback to Internship Supervisor and Shepherding Committee:* Members of the community should be encouraged to regularly give feedback to the Internship Supervisor (and Shepherding Committee) regarding the intern's public leadership in worship or gatherings. This feedback should be incorporated into the regularly scheduled theological reflection process.

c. Academic Year Internships:

Internship class time (Peer group)

Students will offer feedback and evaluation to one another as they engage in theological reflection on their internship experiences in their Internship classes on five (5) days (TBA) during the academic year (*see "1b" above*).

Intern

The intern will engage in written, in-depth self-evaluation during the evaluations with the Internship Supervisor at the beginning, middle, and end of the internship as well as through his or her interactions with the Shepherding Committee and internship classes. Additionally, at the conclusion of the internship, the intern will complete the Post- internship Assessment and the Assessment of the Supervisor. Forms for these assessments are available at the back of this handbook.

- 3. Grading:** This is a pass/fail course. Papers are marked Satisfactory or Unsatisfactory. Unsatisfactory papers will be returned for resubmission.

a. Mailing paperwork. Please send to:

*Dean's Office
San Francisco Theological Seminary
105 Seminary Road
San Anselmo, CA 94960*

- b. Extensions:** A signed request or email by the student and supervisor may be submitted on the paper due date. This request for extension triggers an automatic 3-week grace period. Failure to submit course papers or extension requests jeopardizes receipt of course credit.

See following page for Schedule and suggested Due Dates for ongoing Internship work.

At the beginning of your Internship complete the "Internship Document Checklist" and submit a copy to the Dean's Office (see page 23).

SCHEDULE AND DUE DATES 2019-2020 TBD – unless otherwise indicated.

FALL SEMESTER 2019

Date / Time	Topic / Location	Notes	What's due
September 30 th		No meeting	Learning Service Agreement AND First Evaluation
	#1: The Minister as Leader	At this internship class time, we will reflect on the different leadership styles of the interns and to what extent the ministry Internship determines the style needed.	Theological Reflection Paper #1
	#2: The Minister as Model.	At this internship class time, we will reflect on personal boundaries and the need to model good self-care for the community.	Theological Reflection Paper #2 AND Sermon Evaluation #1

SPRING SEMESTER 2019-2020

Date / Time	Topic / Location	Notes	What's due
	#3: The Worshipping Community	At this internship class time, we will reflect on systems theory and the dynamics of the minister being just one part of the greater whole.	Mid-year Evaluation
	#4: The Larger Church	At this internship class time, we will reflect on ministerial ties to larger denominational and ecumenical bodies.	Theological Reflection Paper #3 AND Sermon Evaluation #2
	#5: The Public Square	At this internship class time, we will reflect on the role of the minister in missions and evangelism with regards to his or her role in the public square.	Theological Reflection Paper #4 AND Sermon Evaluation #3
At completion of internship		DUE: Post-Internship Assessment AND Assessment of Intern Supervisor	

Habits and Skills

San Francisco Theological Seminary, as a community of interns, faculty, and administrators, seeks to practice and inculcate the following habits. These exemplary qualities and practices proceed from worthy trends of mind or character, each contributing to education in spiritual formation, critical theological reflection, and the skills and arts of ministry:

1. Knowledge of and respect for the Church of Jesus Christ and its role in God's ecumenical mission; knowledge of, respect for, and intelligent use of the Church's manifold traditions; a sense of how and why theological reasoning has been done in the past, and in the present by others.
2. Historical and theological responsibility in the interpretation of Scripture and all communication; the ability to represent accurately the words and meanings of others and to account for one's interpretation.
3. Personal integrity, reflecting a healthy sense of self and healthy relations with others, in which one behaves ethically and exercises compassion.
4. Commitment to ongoing spiritual formation and a well-nurtured relationship with God, and commitment to fostering that relationship in others.
5. Critical awareness of the impact of social, political, economic, and cultural contexts on life and thought; critical interpretation of evidence on which historical knowledge is founded.
6. An ability to ground theology in practical reality; awareness that theoretical reflection builds on practical wisdom and that theological propositions must be tested by their consequences for the individuals or congregations that hold them.
7. Sensitivity to contrasting experiences and cultures and respect for otherness, in the Christian faith and outside it.

SFTS seeks to train ministers who, practicing these habits, demonstrate certain skills, as appropriate to the form of ministry and service to the church to which they are called. Among these are the ability to:

- Lead a congregation in Reformed worship.
- Preach literate, thoughtful, scripture-based sermons.
- Provide pastoral care and counseling.
- Educate a congregation in the faith.
- Manage the practical affairs of a congregation.
- Articulate the global witness and mission of the church and foster participation in its evangelistic task.
- Articulate personal faith and nurture the spiritual life of a congregation and its members.
- Lead in ethical witness to society, challenging public evil and cultivating the common good.
- Apply theological education in non-congregational ministries

SFTS Field Education (FE 4011) Learning Service Agreement Form

Intern: _____

Address during Internship: _____

E-mail address: _____

Field Internship site: _____

Address: _____

Internship Supervisor: _____

Chair, Shepherding Committee: _____

Period of Internship: from (m/d/y) _____ to (m/d/y) _____

(Requirement of all Internships is minimum 400 hours)

Full-time hours: _____ **Part-time hours:** _____ **Combination FT / PT hours** _____

(40 hrs/wk)

(10-12 hrs/wk)

Other (pls. specify): _____

Approved Absences from Internship (holidays & other times such as Ordination Exams, January intersession, etc.):

The Church / Agency: Describe what the Internship site offers by way of experience and opportunities for the intern.

The Intern: Describe what the intern brings by way of background, experience, and goals for working with the Internship.

Signatures: Please return this completed and signed form to the University of Redlands, Graduate School of Theology, Dean's Office (105 Seminary Road, San Anselmo, CA 94960) | renee_hassle@redlands.edu

I confirm that the governing body of this church/agency is aware of this internship.

Board Chair _____ Date _____

Head of Staff or _____ Date _____

Executive Director _____

We agree to the enclosed objectives and responsibilities as the key activities for this internship and as the basis for evaluation of the intern's work (pg. 19 outline for Part II).

Intern _____ Date _____

Learning Service Agreement Form Part II

NOTE: **All Interns** need to include the following:

one related to **PUBLIC LEADERSHIP**

one related to **THEOLOGICAL REFLECTION**

one related to **MANAGE THE PRACTICAL AFFAIRS OF A CONGREGATION**

one chosen to by the intern and supervisor

A reminder:

1. Habit or Skill: _____
Learning Objective: _____

Responsibility: _____

2. Habit or Skill: _____
Learning Objective: _____

Responsibility: _____

3. Habit or Skill: _____
Learning Objective: _____

Responsibility: _____

4. Habit or Skill: _____
Learning Objective: _____

Responsibility: _____

Be specific with each of these areas Habit or Skill, Learning Objective, and Responsibility!
The Habit or Skill reflects SFTS commitment to a breadth and depth to theological study and practice, that witnesses to God's diverse world.

- Learning Objective – what program/study/experience will you develop to give learners a chance to engage with learning about that Habit or Skill?
- Responsibility – ensure there are measurable and accountable ways to show how the objective has been accomplished.

SAMPLE Learning Service Agreement

(Context: a year-long congregationally based internship in a medium-sized church)

NOTE: **All Interns** need to include the following:

one related to **PUBLIC LEADERSHIP**

one related to **THEOLOGICAL REFLECTION**

one related to **MANAGE THE PRACTICAL AFFAIRS OF A CONGREGATION**

1. Habit or Skill: **Pastoral Care** – “Provide pastoral care and counseling”

Learning Objective: Grow and develop skills and abilities to meet pastoral needs of parishioners.

Responsibility: Learn the specific needs of the congregation and support the pastor and deacons in meeting those needs. This support will take up to one day per week for hospital calls and a minimum of three visitations per week for home-bound ministry. The intern will participate in a minimum of one memorial service and aid in support and care of family members.

2. Habit or Skill: **Public Leadership** – “Lead in ethical witness to society, challenging public evil and cultivating the common good”

Learning Objective: Develop skills and abilities that encourage people to see the needs of others in society and the world. Act to support a change in perspective as necessary for the good of others and to extend God’s mercy and justice in the world in which we live.

Responsibility: Learn the specific need of the Beth-El farm workers and seek awareness of their issues. Hold at least one community forum to identify their issues publicly and “if the way is clear” develop a fundraising activity to support a specific need of these workers.

3. Habit or Skill: **Theological Reflection** – “An ability to ground theology in practical reality; awareness that theoretical reflections build on practical wisdom and that theological propositions must be tested by their consequences for the individuals or congregations that hold them”.

Learning Objective: To grow and to develop in integrative reflection abilities needed for congregational ministry. Participate actively and reflectively through testing theological ideas and praxis of these ideas within a multi-generational ministry context.

Responsibility: Reflect on theological growth through supervisor-intern meetings. The intern will also complete four quarterly theological reflection papers submitted to both internship supervisor and the Dean of SFTS.

4. Habit or Skill: **Congregational Business** – “Manage the practical affairs of a congregation”

Learning Objective: Develop a good understanding of congregational vision as expressed through the supportive administrative operations of ministry in this parish. Observe and participate in church committees, session meetings and presbytery meetings in order to glean an operational understanding of this Presbyterian church.

Responsibility: Participate in the Wednesday morning staff meetings. Attend monthly session meetings unless excused. Meet on a regular basis with the Christian Education committee. Act as a resource to the new Youth and Families committee. Attend a minimum of at least one meeting of all other church committees during the internship year. Participate in the planning stages of the 2009 Stewardship program. Attend the quarterly meetings of the Presbytery.

5. Habit or Skill: **Congregational Leadership** – “Knowledge and respect for the church of Jesus Christ and its role in God’s ecumenical mission; knowledge of, respect for, and intelligent use of the church’s manifold traditions; a sense of how and why theological reasoning has been done in the past, and in the present by others”

Learning Objective: Develop knowledge of and respect for the church’s mission. Discover and participate in the church’s mission through planning and developing church programs, worship and ecumenical events.

Responsibility: Be a daily role model by having personal integrity, reflecting a healthy sense of self and healthy relations with others. Gain a knowledge of and respect for this congregation’s calling and mission in this context. Participate in all aspects of the liturgical calendar through worship leadership and through meeting with congregational groups/committees. Respect their well- established traditions while bringing new ideas to the table. Participate in one ecumenical service or mission project.

6. Habit or Skill: **Worship Planning** – “Lead a congregation in Reformed worship. Preach literate, thoughtful, scripture-based sermons”

Learning Objective: To evidence historical and theological responsibility in the interpretation of scripture and in all communication; represent accurately the words and meanings of others and to account for one’s interpretation.

Responsibility: The intern and pastor will work out a rotating schedule for preaching and serving as liturgist. The schedule will include both the Saturday evening service and the regular Sunday worship services.

7. Habit or Skill: **Youth Ministry** – “Commitment to ongoing spiritual formation and a well-nurtured relationship with God, and commitment to fostering that relationship in others”

Learning Objective: To develop and grow the Youth Ministry by using my existing skills to expand ministry offerings. Seek opportunities to support and build bridges between Young Adult (college age) and Parent ministries.

Responsibility: - Lead, coordinate and facilitate senior high youth programs and activities and participate in planning efforts with the middle school group. Lead at least one of the ten confirmation classes and assist in others as assigned by the pastor. Provide leadership for a mission trip to *Beth- El Farm Worker’s Ministry*.

8. Habit or Skill: **Evangelism** – “Articulate the global witness of mission of the church and foster participation in its evangelistic task”

Learning Objectives: Work with the Evangelism committee in coordinating and implementing active evangelism plans. In doing so the intern will focus on being sensitive to contrasting experiences and culture and seek to respect otherness in the Christian faith and in other living faiths.

Responsibility: Participate in the church's Evangelism plan through monthly committee meetings. Implement the plan through worship, seminars, community outreach, witnessing to others weekly. The intern will adapt the materials prepared for an assignment in a "Christianity in Context: Ghana course" and use them in a Christian Education special program presentation. The special program will focus on how the Gospel is heard as Good News to people of African traditional religion and Islam. The intern will also develop this program for presentation in a non-congregational setting.

9. **Habit or Skill: Christian Education** – "Educate a congregation in the faith" -- "Critical awareness of the impact of social, political, economic and cultural contexts of life and thought; critical interpretation of evidence on which historical knowledge is founded"

Learning Objective: Coordinate educational planning and develop ability to ground theology in practical contexts. Educate congregants about God's call to faithful witness by leading Christian Education programs. Develop leadership and teaching skills through using a wide variety of learning modalities.

Responsibility: Teach a five-week series during "The School of Christian Living." Develop, coordinate and facilitate multiple offerings of adult Christian education on Sundays and for alternate days; one per quarter. Collaborate with Christian Education committee to find additional resources for training more teachers.

During an Internship

Explanation of Forms & More...

- **Worksheet for Requirements (document check off):**
Provides a listing for dates associated with major internship requirements such as theological reflection papers, preaching dates and evaluations (page 23).
 - **Intern Service of Recognition:**
A suggested worship format for internship recognition for those in church settings (page 29).
 - **Shepherding Committee:**
Explanation of the role of this group and who should be included in it (page 31).
 - **Facilitating the Intern's Entry:**
A suggested way to welcome and orient an intern to field education in a particular internship (page 33).
 - **Ongoing Theological Reflection:**
A brief summary of theological reflection and requirements for internship (page 34).
 - **Sermon Evaluation:**
The form that a supervisor, Shepherding Committee member, and others should use to evaluate the intern's preaching assignments with a minimum 3-5 evaluations per sermon experience (page 36)
- EVALUATIONS – note:** intern and supervisor talk through and sign off on each evaluation. Each evaluation builds upon the previous one).
- 1. First Internship Evaluation**
An evaluation of the first month of internship process (page 37).
 - 2. Mid-Internship Evaluation**
An evaluation of internship agreements and accomplishments in the ministry setting (page 40).
 - 3. Final Internship Evaluation**
A final evaluation that gives the opportunity to look back and evaluate the overall internship experience (page 46).
- **Post-Internship Assessment by Interns**
This assessment will give a chance to look at internship in light of overall requirements and goals of the M. Div. program. This will be helpful as you and your SFTS advisor evaluate the final coursework that will be most beneficial to your preparation and completion of the Master of Divinity (page 52).
 - **Assessment of Internship Supervisor** (page 55)

Worksheet for Requirements

Intern's name: _____

Church/Agency: _____

Supervisor (s): _____

Internship Dates: _____ to _____

The following is provided for the intern and the supervisor to use to establish a timetable for when internship materials are due. If the internship begins at the end of August/beginning of September and will last one academic school year, then simply fill in the "Target Date" with the dates provided in the syllabus for the course. If the internship will cover different dates, fill in the "Target Date" spacing the different assignments out over the course of the internship. The intern should keep a copy of this form and send a copy to the Dean's Office.

Requirement	Party or Parties Responsible	Target Date	Date Submitted
Sexual Harassment Training Certification	Intern + Supervisor		
Supervised Practice of Ministry Agreement	Intern + Supervisor	Prior to Internship start date	
Learning Service Agreement	Intern + Supervisor	At Orientation or earlier	
First Evaluation	Intern + Supervisor	After 1 st month of Internship	
Theological Reflection Paper #1	Intern (+ Supervisor on 2 of 4)		
Theological Reflection Paper #2	Intern (+ Supervisor on 2 of 4)		
Theological Reflection Paper #3	Intern (+ Supervisor on 2 of 4)		
Theological Reflection Paper #4	Intern (+ Supervisor on 2 of 4)		
Mid-Internship Evaluation	Intern + Supervisor		
Sermon Evaluation#1	3-5 Internship members (+ Supervisor on 1 of 3)		
Sermon Evaluation#2	3-5 Internship members (+ Supervisor on 1 of 3)		

Sermon Evaluation#3	3-5 Internship members (+ Supervisor on 1 of 3)		
Final Evaluation	Intern + Supervisor		
Post-Internship Assessment	Intern		
Assessment of Intern Supervisor	Intern		

Sexual Harassment Prevention Certification Supervisors and Interns

The University of Redlands is committed to a positive work environment, including one free of harassment and discrimination. To ensure we all understand our rights and responsibilities regarding appropriate workplace behavior, each of us is required to complete an online course titled “Harassment & Discrimination Prevention.”

We will pre-enroll you in the appropriate course, which will satisfy the legal requirements specified in California regulation AB1825 and Government Code sec. 12950.1. California law requires that all employees receive this training in calendar year 2019 and every two years thereafter. This training is **due October 31, 2019**.

Please be aware that failure to complete this training by the due date could have serious consequences. In this case, the **University may not indemnify you and/or provide legal representation** should you be accused of harassment and/or discrimination. Also, because this is both a legal requirement and a University expectation, failure to meet your obligation will be reflected on assessments of your job performance.

Per California regulations, you have the right to pose any question you may have regarding the training or topics covered and receive a response within two business days. This can be done within the training program by clicking on the “Ask” tab located on the top right-hand corner of the screen. Enter your question and a Law Room Compliance staff member will email you with an answer, usually within the same business day and in no longer than two business days. You also are welcome to contact the Human Resources Department at ext. 8040.

Employees who do not have access to a computer should contact Human Resources, ext. 8040, for an alternate arrangement.

Hourly Staff Employees (paid bi-weekly): The course is to be completed during your regular work hours.

Faculty and Administrators: If you are taking the course from home, please note the requirements and settings below.

Please read the system requirements and instructions in their entirety before starting the course. If you fail to do so, you may encounter difficulties in navigating and completing the training.

System Requirements:

- Web browser:
 - Internet Explorer, version 11.0 or higher
 - Safari, version 9.0 or higher
 - Firefox, latest version

- Google Chrome, latest version
- Tablet/iPad:
 - IOS version 9.0 or higher
 - iPad 2 or later
- Web browser settings:
 - JavaScript enabled
 - Pop-up blockers disabled
 - Cookies enabled
 - Browser zoom level set to 100%
 - Internet connection: any broadband internet connection (e.g. DSL, Cable, T1)

Following are instructions for taking the course. You may want to keep them nearby for easy reference.

Getting Started

Before entering the course, turn off any pop-up blockers that may be installed on your computer. Pop-up blockers can interfere with the proper operation of the course. Otherwise, be sure you know how to override pop-up blockers when necessary; you can temporarily override many pop-up blockers by holding down the “control” key when you click on a button or link that opens a pop-up. It is also a good idea to close any other programs that are open.

If you are using Internet Explorer on a Macintosh or a PC running Windows 2000 or earlier, then you do not need to worry about turning off the pop-up blocker. If you are using any other web browser and you are unable to turn off the pop-up blocker, for assistance please call the University’s Help Desk at ext. 8922 during regular work hours.

Logging into LawRoom

You will receive an email containing a hyperlink that will take you directly to the course page (sample page below). Click “start” on the line entry to begin the training. Training is self-paced so you can stop and start at your leisure and the system should pick up where you left off. If you need assistance, please contact the University’s Help Desk, ext. 8922.

Please note: If you previously completed one of our online courses, your login ID and password remain the same.

Open Course Assignments

Below are courses assigned to you. You may leave and return to a course at any time. When you return, it will open to the page where you left off.

<p>Diversity: Skills for Collaboration <small>About Course Assigned: 9/28/16</small></p>	<p>Due</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid green; padding: 2px;">1</div> <div style="border: 1px solid green; padding: 2px;">1</div> <div style="border: 1px solid green; padding: 2px;">19</div> </div>	<p>0%</p> <p>Progress</p>	<p>CERTIFICATES</p> <p>Completion</p>	<p>BEGIN COURSE</p>
--	--	---------------------------	---------------------------------------	---------------------

Additionally, the email you receive will include your system-generated login ID and password for LawRoom should you decide to log into LawRoom directly, without using the hyperlink.

To log onto the site directly, press and hold down the control key and click on the link in the email. Alternately, you can open your internet browser and copy the address into the browser's address field, or type:

<https://www.lawroom.com/login.aspx>

Enter the login ID and password provided.



MEMBER LOG-IN

Login-ID:

Password:

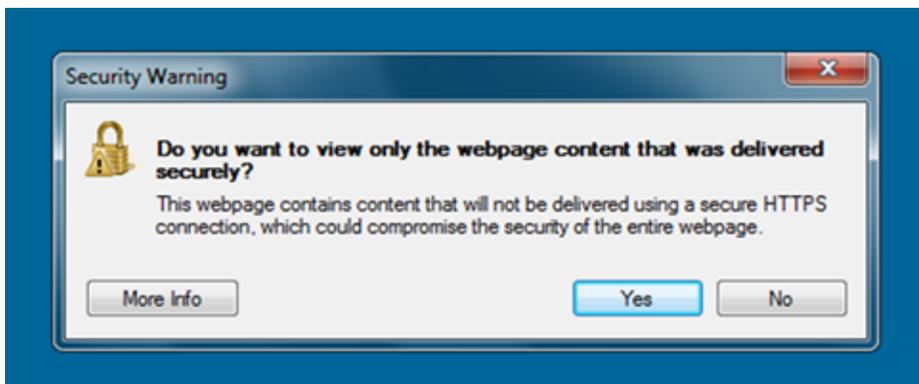
[Forgot Login ID/PWD?](#)

If you cannot remember your password, select the “Forgot ID/PW” link, and complete the required information. Your password will then be sent to your email address within 24 hours.

You will then be taken to the same course page shown above, where you can click “start” to begin the training.

Once the LawRoom webpage comes up, you will need to refer to the course assignment email you received to retrieve your specific login and password, which you can then enter on the LawRoom member login page.

After choosing the course assigned, you may see the following security warning. If so, click on “NO” and continue.



Exiting and Re-Entering the Course

The course is self-paced, and a bookmark will take you back to where you left off if you exit and return to the system, so start and leave a course anytime and as often as you'd like. If, at any point, you'd like to see where you are in the course and what you have already completed, click on "Tools" then "Menu" on the top right of the page. You will see a list of all of the course sections. Dimmed text indicates the section(s) you have not completed. To go back to a completed section of the course, just click on it in the list.

Certificate of Completion

At the end of the course, you will be able to print out a **Certificate of Completion** to keep for your own records.

If you have any difficulty entering or using the course, please call LawRoom at 1-800-652-9546 or use the on-site "Contact LawRoom" link at the bottom of the LawRoom homepage located at www.lawroom.com. The LawRoom Help Desk is available Monday through Friday, from 8 a.m. to 5 p.m. PST.

We hope you find the course helpful. We also appreciate that you are doing your part to create an atmosphere of professionalism and mutual respect at the University of Redlands.

If you have any questions or concerns, please call University of Redlands Human Resources at 909-748-8040.

Service of Recognition For internships in church settings

On the first Sunday after the intern begins his or her duties, it is appropriate that during the regular worship service he or she should be formally recognized. Not only does this serve to introduce the intern to the congregation but it sets the tone for the entire time that he or she will be with the congregation. This litany of recognition serves to:

1. establish the covenantal aspect of the field education experience
2. clarify the purpose of the internship
3. formally recognize the role of the seminarian as intern pastor as opposed to summer helper or youth pastor.

It is also appropriate during the service to explain briefly the nature and purpose of the supervisory process, identifying the roles of the intern, the supervisor, the lay/Shepherding Committee, and the congregation. The litany of recognition could occur during the time when the concerns of the people are addressed or possibly after the sermon is preached. Following is a sample litany.

Litany of Recognition

- Supervisor: We are a diverse people who come to worship the Living God.
- People: We stand as witnesses to a loving God who has blessed and called us to service.
- Supervisor: We have different gifts, but it is the same Spirit who gives them. There are different ways of serving God, but it is the same God whose purposes are achieved through them all.
- People: We are a diverse community, blessed by God and touched by God's grace and mercy.
- Chair: Today we celebrate a new blessing as we welcome _____, shepherding our new intern pastor, and (his/her) Committee family into our midst.
- Intern: I have come to serve and learn with this church family.
- Chair: We have been called as a congregation to be a teaching and a learning community for _____.
- Shepherding Committee: _____.
- People: We welcome you into our community, _____, as God's representative. Our homes, our hospitals and nursing homes, our classrooms and programs, our sanctuary, our lives are all open to you.

Intern: With God's help I seek to learn about ministry within this congregation, to earn your trust, and to be a fellow-laborer with you. I seek your support and your response to me as one who is preparing to serve as an ordained minister of the Word and Sacrament.

Pastor: Let us pray. Gracious God, for the countless blessings you bestow on your people, for service in your name, for the promise and excitement of new relationships, and for the challenge of teaching and learning your purposes we give you thanks.

Almighty God, by whose call we are at work, guide us and nurture us as we embark on this new adventure in ministry. Grant that as we work together, submitting ourselves in obedience to Christ and guided by your Spirit that our lives may be enriched, and our ministries filled with joy. May our experience together be one of honesty and support, giving and receiving, patience and steadfastness, and faithfulness and trust. We ask these things in the name of Christ. Amen.

The Shepherding Committee

Role of Shepherding Committee

San Francisco Theological Seminary recognizes the role of the laity as crucial in the preparation of men and women for the ordained ministry. A mandatory internship is part of the Seminary curriculum. In each ministry setting in which an intern is placed it is expected that three to five lay persons will be asked to serve as the Shepherding Committee. This committee should have regular contact with the areas of the life of the ministry setting in which the intern is involved.

The Internship Supervisor is responsible to the seminary to see that three to five people are recruited from the areas of the life of the congregation in which the intern is involved. The Shepherding Committee will be persons to whom the intern can turn for advice and counsel throughout the internship. It is hoped that the relationship will be one of friendship and support for the intern. The Shepherding Committee should also be persons from whom the intern can receive honest evaluation about performance. If the relationship is open and honest the intern should be able to accept both negative and positive criticism without feeling either defensive or embarrassed.

At least once a month through the duration of the internship, the Shepherding Committee should meet with the intern for a conference during which the work of the intern should be examined, and strengths and weaknesses pointed out. The purpose of these conferences is both to encourage the intern to feel competent in areas of strength and to seek to improve in areas of weakness.

During the internship, the Shepherding Committee may be asked to assist the supervisor in evaluation of the intern's work and progress. The members of this committee may be asked to evaluate the intern's sermon delivery and to provide input to the supervisor in advance of the Mid and Final Evaluations.

Who and Why

The Shepherding Committee is made up of members of the ministry setting who are in a position to facilitate an intern's learning and experience in ministry. Its importance derives from the fact that there are lessons to be taught which only lay people can teach. The role of this group is to provide a perspective on the community to the intern and be an additional resource for the intern and Internship supervisor.

The two basic purposes of this committee are

as Representatives, Interpreters, Story-Tellers, and Supporters:

- welcoming the intern and facilitating his or her entry into the community
- interpreting to the ministry setting the purposes and scope of the field studies
- being sensitive to the human needs of the intern, accepting mistakes, affirming the person, celebrating new growth

- inviting the intern (and family) into the common life of ministry.

as Mirrors, Teachers and Learners:

- to provide "feedback" and evaluation to the intern about his or her ministry
- monitoring the Learning/Serving Agreement
- reflecting on specific acts of ministry, providing constructive criticism
- participating in the mid-point and final evaluations of the intern's ministry which is written by the Internship supervisor
- sharing with the intern, their involvements in the church, agency and community and their personal faith journey.

In a congregational setting, the team should be representative of a broad cross-section of the congregation. Members should be persons who are able to be sensitive to what is happening at the levels of the intern, the Internship, and themselves. They should have the ability to ask themselves the questions which help define feelings and suggest the reason for the feelings as well as their meaning. Finally, they should be able to communicate these perceptions and evaluations to the intern in helpful ways, avoiding personal judgments and promoting further dialogue and growth in ministry.

Facilitating the Intern's Entry

The supervisor or Shepherding Committee might:

- Have an office space specific and setup before intern begins (include necessities for office)
- First Day: Take the intern on a tour of the facility and grounds
- Plan a refreshment break during the work day for the staff and the intern to get acquainted
- Provide a map of the facility, especially if it is fairly large or complicated
- Early in internship: Show the intern (and family) around the community, pointing out shopping areas, schools, recreation areas, doctor's offices, etc. as helpful to settling into community.
- Introduce the intern to the ministry Internship by:
 - Sending a letter to the congregation or organizational members telling them about the intern before he or she arrives.
 - Including information about the intern in written materials that are distributed near the beginning of the internship (e.g. in a bulletin insert, newsletter, Facebook).
 - Having a service of recognition for the intern.
 - Having a reception for the intern.
 - Having the intern accompany the supervisor on some congregational visits.
- Introduce the intern to significant people in the community.
- Identify good contact persons for the intern to know.
- Host an informal meal for the student and elders, deacons, or other key members of the congregation.

Ongoing Theological Reflection

In the Field Education program at San Francisco Theological Seminary, ministers are conceived as reflective practitioners. Therefore, one of the key expectations of interns, supervisors, and Shepherding Committees is engagement in regular times of theological reflection. Such reflection involves taking the time with a given situation or case study to intentionally engage in thoughtful and disciplined consideration of questions such as:

- “Where does God fit in all of this?”
- “What does the Gospel of Jesus Christ offer in this situation?”
- “What does it mean to be a community of faith in this neighborhood development situation?”
- “What core values might a church-related agency contribute to this community forum?”
- “What are the Biblical foundations for my response?”
- “How did I decide what was the appropriate ministry response to this person’s need?”

Such questions are essential, not only during an internship experience, but throughout one’s practice of ministry as well. These questions not only provide reminders of the center of the church’s ministry – they can help ministers be centered in their ministry.

Accordingly, one of the activity requirements of the internship is regular engagement in supervised theological reflection upon the intern’s practice of ministry. In addition, one of the written work requirements involves the submission of four theological reflection papers to the Office of Vocations.

Foci for Theological Reflection

Reflection sessions may focus upon, but not limited to, the following:

- the student’s emerging vocational identity
- the student’s spiritual growth
- the student’s ministerial skills
- the student’s capacity for understanding and relating to other persons
- the student’s ability to understand and relate to social systems in the ministry setting and community

The student’s ability to relate theological understandings to experiences in ministry Reflection papers may focus on, but not be limited to, the following:

- examining one’s faith in the light of an experience in the light of one’s faith
- addressing the question about where God is present in a situation and the implications of that presence
- focusing on what one believes and how one lives out of that belief in a particular setting
- looking back upon an experience of ministry to identify and assess the Biblical and theological resources operative in one’s practice in this situation
- looking beyond the experience to explore Biblical and theological resources which may shed additional light on the situation
- looking ahead to identify Biblical and theological resources which may inform one’s continuing practice on ministry in similar situations

Paper Guidelines:

- Calendar your TR papers and turn them in as defined on your worksheet.
- These papers are to be 2 – 3 pages in length
- Each theological reflection paper should address the intern's ability to practice a "Habit" or "Skill" of ministry. Start the theological paper by naming the "Habit" or "Skill" selected and focus the reflection on your practice and learning of this skill.

Components of the Reflections:

- Description of a particular event or critical incident in ministry
- Personal reflection / response to the event, feelings aroused, etc.
- Theological implications
- Ministry issues raised and / or implications for future ministry

A variety of formats can be used. Supervisors are encouraged to suggest possible approaches to reflection.

- Verbatims or case studies to describe the situation or event. When choosing an event, do not just examine the "successes"; the greatest learning often results when one reflects on what may appear to be failures.
- Metaphors are helpful in describing responses and feelings
- Identify biblical images and theological issues i.e. guilt, grace, justice, mercy
- Identify theological implications of particular leadership styles

REMEMBER:

Two of the four papers are to be presented to the supervisor for discussion during a regularly scheduled time and signed by the Supervisor.

After the discussion, the supervisor signs and dates the paper. Intern submits paper(s) to Dean's Office.

Recommended Reading – one of these 2 books:

The Art of Theological Reflection. Patricia O'Connell Killen and John de Beer. Crossroad, New York. 1998.

How to Think Theologically. Howard W. Stone and James O. Duke. Fortress Press, Minneapolis. 1996.

Sermon Evaluation

(Make additional copies – 3-5 evaluators per sermon presentation)

In answering the questions below, please be as honest as you can, as this will be the best way in which the intern will receive valuable evaluation of his/her preaching.

Intern's name: _____ Date of Sermon: _____

Your Name (evaluator): _____

What was the main idea of the sermon? _____

Rate the sermon on the following items, using the adjacent scale:

5–Excellent; 4–Good; 3–Adequate; 2–Poor; 1–Weak

<input type="checkbox"/> Was there a clear structure to the sermon?	5	4	3	2	1
<input type="checkbox"/> Was there a central theme or idea?	5	4	3	2	1
<input type="checkbox"/> Did the sermon hold your interest?	5	4	3	2	1
<input type="checkbox"/> Was the Scripture faithfully interpreted in the sermon?	5	4	3	2	1
<input type="checkbox"/> Was Scripture effectively applied to contemporary life?	5	4	3	2	1
<input type="checkbox"/> Did the sermon touch you/your life?	5	4	3	2	1
<input type="checkbox"/> Did the intern show enthusiasm?	5	4	3	2	1
<input type="checkbox"/> Did the speaker use variation in tone, pitch, loudness?	5	4	3	2	1
<input type="checkbox"/> Was there sufficient eye contact with the congregation?	5	4	3	2	1
<input type="checkbox"/> Could you hear the speaker clearly?	5	4	3	2	1
<input type="checkbox"/> Did the sermon enable you to hear the Gospel today?	5	4	3	2	1

What were the strengths of the sermon and its delivery? _____

What were the weaknesses? _____

(Other comments please use back)

First Internship Evaluation

(to be completed after the first month of Internship)

INTERN: _____

INTERNSHIP SITE: _____

The supervisor and intern are to use this Evaluation Form as a basis for discussion regarding work and progress to date. The student should complete the form first and turn it in to the supervisor. After the supervisor has completed the form the two should meet to discuss their ratings and comments. At the conclusion of the conference, supervisor and intern should reach mutual agreement on each of the items shown below, recording their consensus by signing the forms and sending a copy to the Office of Vocations. The supervisor and the intern should retain copies to be used as a part of the discussion for future evaluations.

Scale: (5) Definitely yes (4) Yes, most of the time (3) Sometimes (2) Rarely (1) No, definitely not

1. Intern and supervisor have clear understanding of position and expectations of the intern:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

2. Learning objectives as set forth in the learning covenant are appropriate and "on target":

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

3. Strengths are emphasized and appreciated:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

4. Weaknesses are recognized, and efforts are being made to strengthen them:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

5. Feedback has been given, received and acted upon:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

6. Communication is open and honest:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

7. Intern takes initiative and is highly motivated:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

8. Supervisory conferences have been:

- (a) well-planned

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

- (b) scheduled as agreed upon in the learning covenant:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

(c) mutually beneficial:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

9. The church/institution is upholding its share of the agreement:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

10. Intern demonstrates a deepening sense of call and vocational commitment:

Student rating: _____	Supervisor rating: _____
Comments:	Comments:

We have discussed this evaluation and will submit it to the Dean's Office.

SIGNATURES:

Intern: _____

Date: _____

Supervisor: _____

Date: _____

Please send a copy of this form to:

Renee Hassle, Dean's Office
San Francisco Theological Seminary
University of Redlands Graduate School of Theology
105 Seminary Road • San Anselmo, CA 94960
renee_hassle@redlands.edu

Mid-Internship Evaluation

INTERN: _____

INTERNSHIP SITE: _____

The supervisor and intern are to use this Evaluation Form as a basis for discussion regarding work and progress to date. The student should complete the form first and turn it in to the supervisor. After the supervisor has completed the form the two should meet to discuss their ratings and comments. At the conclusion of the conference, supervisor and intern should reach mutual agreement on each of the items shown below, recording their consensus by signing the forms and sending a copy to the Office of Vocations. The supervisor and the intern should retain copies to be used as a part of the discussion for future evaluations.

Scale: (4) Exceptionally effective (3) Reasonably Effective (2) Effective
(1) Not effective (N) No basis for judgment

A. Role as Pastoral Care-Giver

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Listening to people without personal agenda intruding		
Accepting people who are different from yourself		
Understanding and discerning the needs of people and situations		
Respecting confidential information in appropriate way		
Relating to others in a friendly, positive manner		
Being at ease in one-on-one relationships		
Being at ease in group relationships		
Developing trust		
Responding with empathy and resourcefulness to people in times of need		
Showing appropriate initiative in responding to pastoral needs of persons		
Visiting with members in non-crisis situations		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

B. Role as Worship Leader and Preacher

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Planning well-coordinated worship		
Leading public prayer		
Using appropriate language in worship and preaching (e.g., grammar, inclusive language, level of abstractions, slang)		
Using voice in leading worship and preaching (volume, clarity, inflection)		
Using body gestures appropriately		
Interpreting biblical text faithfully in sermons		
Organizing sermons with clarity		
Using illustrations in sermons		
Making sermons relevant to the needs of the people		
Demonstrating poise and personal comfort in role of worship leader/preacher		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

C. Role as Teacher

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Involving learners in the educational process		
Setting clear goals and objectives		
Selecting concepts appropriate for learners' ages and needs		
Sequencing teaching activities in a logical order		
Communicating Christian beliefs to persons of various age levels		
Using appropriate variety of teaching methods		
Using well-stated questions to stimulate learning		
Leading group discussions in a purposeful way		
Creating an appropriate physical environment for teaching		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

This page left intentionally blank

D. Role in the World

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Identifying and analyzing social or community issues		
Relating biblical and theological insights to community/world issues		
Developing strategies for social change		
Enabling members to become aware of and participate in the ministry of the congregation to the community and world		
Integrating concern for personal faith/ethics with concern for social justice		
Identifying with and caring for needy persons in the community		
Relating the Christian faith to persons outside the church		
Utilizing the resources of the church to deal with social issues or community problems		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

E. Role as Leader and Administrator

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Supporting the total ministry of the congregation with enthusiasm and a cooperative spirit		
Communicating in an open, honest, and straightforward manner		
Analyzing the congregation's formal and informal decision-making processes		
Exercising authority in appropriate ways		
Accepting and learning from critique		
Dealing constructively with conflict		
Empowering lay leadership		
Making positive contributions in working with groups and committees		
Planning and developing programs		
Implementing programs		
Evaluating programs		
Demonstrating a positive, constructive attitude about the denomination		

Role as Leader and Administrator (continued)

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

F. Personal Work Habits

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Developing disciplines for spiritual growth		
Managing time for study, work, family/friends, and self		
Being dependable		
Being prepared		
Setting realistic work objectives		
Completing tasks		
Working under pressure		
Being punctual and keeping appointments		
Dressing appropriately and neatly		
Observing etiquette appropriate to the setting		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

Narrative Evaluation

- A. How effective have you been in accomplishing your learning objectives as outlined in the Learning Service Agreement? Are any refinements or adjustments needed?

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

- B. Please summarize your gifts and greatest strengths for ministry as demonstrated in the internship thus far.

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

- C. Please identify area which you need further growth during this internship. What steps (assignments, study, training, etc.) might need to be taken to achieve this growth?

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

We have discussed this evaluation and will submit it to the SFTS Dean's Office.

SIGNATURES:

Intern: _____

Date: _____

Supervisor: _____

Date: _____

Please send a copy of this form to:

Renee Hassle, Dean's Office
 San Francisco Theological Seminary
 University of Redlands Graduate School of Theology
 105 Seminary Road • San Anselmo, CA 94960
renee_hassle@redlands.edu

Final Internship Evaluation

INTERN: _____

INTERNSHIP SITE: _____

The supervisor and intern are to use this Evaluation Form as a basis for discussion regarding work and progress to date. The student should complete the form first and turn it in to the supervisor. After the supervisor has completed the form the two should meet to discuss their ratings and comments. At the conclusion of the conference, supervisor and intern should reach mutual agreement on each of the items shown below, recording their consensus by signing the forms and sending a copy to the Office of Vocations. The supervisor and the intern should retain copies to be used as a part of the discussion for future evaluations.

Scale: (4) Exceptionally effective (3) Reasonably Effective (2) Effective
(1) Not effective (N) No basis for judgment

A. *Role as Pastoral Care-Giver*

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Listening to people without personal agenda intruding		
Accepting people who are different from yourself		
Understanding and discerning the needs of people and situations		
Respecting confidential information in appropriate way		
Relating to others in a friendly, positive manner		
Being at ease in one-on-one relationships		
Being at ease in group relationships		
Developing trust		
Responding with empathy and resourcefulness to people in times of need		
Showing appropriate initiative in responding to pastoral needs of persons		
Visiting with members in non-crisis situations		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

B. Role as Worship Leader and Preacher

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Planning well-coordinated worship		
Leading public prayer		
Using appropriate language in worship and preaching (e.g., grammar, inclusive language, level of abstractions, slang)		
Using voice in leading worship and preaching (volume, clarity, inflection)		
Using body gestures appropriately		
Interpreting biblical text faithfully in sermons		
Organizing sermons with clarity		
Using illustrations in sermons		
Making sermons relevant to the needs of the people		
Demonstrating poise and personal comfort in role of worship leader/preacher		
<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>	

C. Role as Teacher

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Involving learners in the educational process		
Setting clear goals and objectives		
Selecting concepts appropriate for learners' ages and needs		
Sequencing teaching activities in a logical order		
Communicating Christian beliefs to persons of various age levels		
Using appropriate variety of teaching methods		
Using well-stated questions to stimulate learning		
Leading group discussions in a purposeful way		
Creating an appropriate physical environment for teaching		
<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>	

D. Role in the World

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Identifying and analyzing social or community issues		
Relating biblical and theological insights to community/world issues		
Developing strategies for social change		
Enabling members to become aware of and participate in the ministry of the congregation to the community and world		
Integrating concern for personal faith/ethics with concern for social justice		
Identifying with and caring for needy persons in the community		
Relating the Christian faith to persons outside the church		
Utilizing the resources of the church to deal with social issues or community problems		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

E. Role as Leader and Administrator

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Supporting the total ministry of the congregation with enthusiasm and a cooperative spirit		
Communicating in an open, honest, and straightforward manner		
Analyzing the congregation's formal and informal decision-making processes		
Exercising authority in appropriate ways		
Accepting and learning from critique		
Dealing constructively with conflict		
Empowering lay leadership		
Making positive contributions in working with groups and committees		
Planning and developing programs		
Implementing programs		
Evaluating programs		
Demonstrating a positive, constructive attitude about the denomination		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

F. Personal Work Habits

<i>Ability</i>	<i>Student rating</i>	<i>Supervisor rating</i>
Developing disciplines for spiritual growth		
Managing time for study, work, family/friends, and self		
Being dependable		
Being prepared		
Setting realistic work objectives		
Completing tasks		
Working under pressure		
Being punctual and keeping appointments		
Dressing appropriately and neatly		
Observing etiquette appropriate to the setting		

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

General Assessment

- A. How would you describe your general **temperament/disposition** as you have interacted with your internship site (e.g., angry, nervous, confident, casual, careless, serious, joyful, warm, etc.)?

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

B. How would you describe your level of **psychological and spiritual maturity**?

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

C. Please assess your **leadership style** by circling the words below that best describe you.

- | | | | |
|-------------|----------------|------------|-------------------|
| thoughtful | directing | reserved | adapting |
| modest | quick to act | economical | flexible |
| trusting | self-confident | practical | socially skillful |
| cooperative | seeks change | factual | tactful |
| idealistic | persuasive | tenacious | enthusiastic |
| helpful | forceful | steadfast | dealing |
| receptive | competitive | thorough | inspiring |
| responsive | risking | methodical | animated |
| loyal | persistent | detailed | negotiating |
| urgent | analytical | fun | appropriate |

D. How do you evaluate your sense of "**call to ministry**" at this point in your pilgrimage?

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

E. Please summarize what you perceive to be your greatest **strengths** for ministry?

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

F. Please identify and comment on any area in which you need further **growth**. What new insights, knowledge, or skills do you need to develop before ordination?

<i>Student's comments on this area of ministry</i>	<i>Supervisor's comments on this area of ministry</i>

We have discussed this evaluation and will submit it to the Dean's Office.

SIGNATURES:

Intern: _____

Date: _____

Supervisor: _____

Date: _____

Please send a copy of this form, along with the Post-Internship Assessment and Assessment of Supervisor to:

Renee Hassle, Dean's Office
 San Francisco Theological Seminary
 University of Redlands Graduate School of Theology
 105 Seminary Road • San Anselmo, CA 94960
renee_hassle@redlands.edu

Post Internship Assessment (Appendix to Final Evaluation) For Interns to complete

At key points throughout their movement through the Integrative Studies program, interns are asked to refer to the document, “Assessment at SFTS.” In accordance with the policy and guidelines stated in this document, interns are asked to review their original expectations of and objectives for their internship experience based upon the habits, virtues, and skills the seminary seeks to cultivate and practice.

The review can then guide the tailoring of one’s final year or semester of M.Div. coursework, as well as post-seminary continuing education, to one’s needs and interests in further formation and preparation for ministry. It is also:

- a key element in the intern’s Senior Assessment interview
- placed in the intern’s assessment file.

Interns are asked to use this form:

- 1) following their final evaluation discussion(s) with the internship supervising pastor, to briefly assess their internship-year experience
- 2) to draft a statement of habits, virtues, and skills-related goals and objectives for the senior year or final semester or post-seminary continuing education
- 3) to attach this form as an appendix to their internship final evaluation.

I. REVIEW:

As you look back on your internship, check below the habits, virtues, and skills which you feel have been cultivated to some degree:

Habits and Virtues

- Knowledge of and respect for the Church and its mission; knowledge of, respect for, and intelligent use of its manifold tradition; a sense of how and why theological reasoning has been done in earlier times.
- Personal integrity, reflecting a healthy sense of self, healthy relations with other persons in which ethically appropriate behavior is enacted, boundaries respected, and compassion exercised, and a well nurtured relationship with God.
- A sense of the impact of cultural and political situations on life and thought; critical awareness in the interpretation of evidence on which historical knowledge is founded.

- A sense for grounding theology in practical reality; awareness that theoretical reflection builds on practical wisdom and theological propositions must be tested by their consequences for the persons or congregations that hold them.
- Sensitivity to contrasting experiences and cultures and respect for otherness in the faith.
- Hermeneutical responsibility in the interpretation of Scripture and all communication; ability to represent accurately the words and meanings of others and to account for one's interpretation.

Skills

Lead a congregation in reformed worship

- Preach literate, thoughtful, scripture-based sermons
- Provide pastoral care and counseling
- Educate a congregation in the faith
- Manage the practical affairs of a congregation
- Articulate the global witness and mission of the church and foster participation in its evangelistic task.
- Lead in ethical witness to society challenging public evil and cultivating the common good
- Apply their M.Div. training in non-congregational ministries.

II. REVIEW:

Describe how your internship (and coursework, if you engaged in any concurrent with the internship) and other experiences enabled your cultivation of the habits, virtues, and skills you originally identified for this period (you may need to refer to your Internship Resume and Internship Final Evaluation). Please specify which courses, activities, or experiences you have addressed particular habits, etc.

III. ASSESSMENT GOALS & OBJECTIVES:

As you look toward the rest of your education at SFTS,

(a) What goal(s) and objectives do you wish to set for yourself in course selection, coursework, internship, and other integrative studies requirements, and/or other experiences in further cultivation of these habits, virtues, and skills?

(b) What goal(s) and objectives do you wish to set for the seminary—faculty advisor, faculty of the courses you select, and other appropriate staff, in service to such cultivation?

Renee Hassle, Dean's Office
San Francisco Theological Seminary
University of Redlands Graduate School of Theology
105 Seminary Road • San Anselmo, CA 94960
renee_hassle@redlands.edu

Assessment of Intern Supervisor

NAME OF SUPERVISOR: _____

If this person were your pastor, what gifts does he / she have that you would turn to and count on?

Can you see yourself working as a colleague with this pastor if you were called by the congregation?
Why or why not?

In what ways was the pastor most effective as a supervisor.....and least effective?

If I were to do this internship again....

Intern: _____

Date (M/D/Y): _____

Upon completion, please send to:

Renee Hassle, Dean's Office
San Francisco Theological Seminary
University of Redlands Graduate School of Theology
105 Seminary Road • San Anselmo, CA 94960
renee_hassle@redlands.edu