

## 2PT534 Field Education Seminar

Reformed Theological Seminary - Orlando

Tuesdays 4:00pm-5:00pm

Fall Semester, 2008

Instructor: Dr. Chuck DeGroat

Office Hours: See posted office hours

Telephone: 407-366-9493 ext 223

E-mail: cdegroat@rts.edu

### PURPOSE

To reflect on how students have learned and grown through practical "on the field" experiences of ministry internship during seminary.

### OBJECTIVES

1. To reflect upon and present what the student has learned through his/her internship experience.
2. To provide feedback to fellow students.
3. To summarize in written form the student's experience.

### FORMAT

Teaching will include student presentation and discussion.

### REQUIRED TEXTS

Jack Miller, *The Heart of a Servant Leader*

### SUGGESTED READINGS

1. Allender, D. *Leading with a Limp*
2. Bennet, Arthur (ed). *The Valley of Vision* (a compilation of Puritan prayers)

3. Dawn, *The Sense of the Call and The Unnecessary Pastor* (co-authored by Peterson)
4. Nouwen, Henri *The Way of the Heart*
5. Peterson, Eugene. *The Contemplative Pastor and Under the Unpredictable Plant*
6. Rutherford, Samuel *Letters*
7. Willimon, Walter. *Pastor and Calling and Character*

## COURSE REQUIREMENTS

1. **PRESENCE** - Come to class. Plan to engage and participate, providing feedback to your fellow students.
2. **READING** - Read *The Heart of a Servant Leader* at your own pace, utilizing Miller's reflections where appropriate in your paper.
3. **PERSONAL SELF-REFLECTION SUMMARY and PRESENTATION** - Write a 10-15 page summary and present a 15-20 minute reflection on what God is teaching you about Himself, yourself and kingdom service/call. A general guideline is as follows. The page guidelines are merely suggestive. Do not exceed 15 pages.
  - a. An outline of the student's education background, present church affiliation and status — candidate, licentiate, ordained. Any significant employment history and the history of the student's church ministry opportunities prior to the field education internship. 1 page or less
  - b. Curriculum Vitae: data commonly included on a resume - ministry experience on which the report is based: dates, titles(s), responsibilities, accomplishments. About 1/2 page.
  - c. Theology of Ministry: a statement of the values, attitudes and goals of the student brought to the ministry experience. The student should make explicit what was understood as ministry in terms of service to Christ and His people, in the church, in homes and in the world. Was the student aware of this theology in the practice of ministry? About 1 and 1/2 pages.
  - d. Ministry Situation: a comprehensive, compassionate and truthful description of the setting and the people ministered to during the internship. Pseudonyms may be used as needed so as to maintain

some measure of anonymity. However, candor is helpful in this section (as in others that follow).  
About 2 pages

- e. *Strengths and weaknesses:* The student needs to be candid in self-evaluation. Strengths should not be looked on as boasts, nor weaknesses as self-deprecation. The confidential nature of the seminar should encourage honesty. About 2 pages.
- f. *Relationship:* A frank analysis of your own difficult relationships and conflict resolution, including difficulty with your supervisor or pastor. About 1-2 pages. (Note the very valuable section in Jack Miller's book on conflict)
- g. *Other Relationships:* A frank analysis and assessment of problems or strained relationships you observed in others. About 1 (or 1/2) page.
- h. *Seminary Preparation:* How did your seminary experience, prior to and/or concurrent with the internship, prepare you, facilitate or enhance your service and/or hinder the preparation for this field education experience? 1 page (or less).
- i. *What might have been in your seminary preparation to have made this field education experience more effective?* 1 page (or less).
- j. *Describe the relationship with the field education supervisor. How could this relationship have been developed into greater helpfulness?*
- k. *Learning:* a summary of the fundamental lessons you learned about the Lord and ministry, about yourself and about others during the field education experience. How does this accord with the student's theology of ministry? Indicate some of the "unexpected" happenings, answers to prayer and "impossible" situations. About 2 pages.
- l. *What did the intern observe the Lord Himself do during this experience? What does the student expect this observation will do for the future ministry?*
- m. *Comment on the effect of the seminary experience and the field education internship on the student's walk with the Lord (devotional use of the Bible, prayer life, witnessing, etc.).*

- n. *Comment on the effect of the seminary experience and the internship on the marriage and family life of the student.*
- o. *Comment on the effect of the seminary experience and the internship on your personal health, rest, fitness, etc.*

NOTE: The seminar is normally taken during the senior year because it provides opportunity for reflection on and evaluation of the required 400 hours of Field Education experience. Each student is required to submit a paper to be presented orally in a session of the seminar. The paper is to reflect discussion about the internship in the areas indicated below. The paper should be read and should usually be accompanied by extemporaneous elaboration that enhances the content being presented. This presentation should be done in fifteen to twenty minutes. A brief time will afford seminar members an opportunity to respond to the presenter by addressing questions to the presenter or adding helpful observations. The nature of the assignment often calls for allusions to people and situations that may be readily identified, requiring a high level of confidentiality among the participants. No papers will be distributed to anyone not in the seminar. Visitors, including prospective students, may not attend the seminar. *Warning Regarding Strict Confidentiality: Anyone who discusses or circulates seminar papers, his or someone else's, outside the circle of those registered for the course will not receive credit for the seminar and may be subject to disciplinary action.*

### GRADING SCALE

(P) Pass

(F) Fail

A failing grade will result from unexcused absences, failure to complete the class presentation and assignment, a significant lack of participation which would amount to absence, or a breach of confidentiality.