

2PT534 Field Education Seminar

Rev. Greg Thompson

Prerequisite: 400 hours of field education experience. Both the student's and field supervisor's evaluations of this experience must be reviewed and approved by the Director of Field Education before registration. This seminar provides a forum for theological reflection and the mutual exchange of ideas related to the understanding and ultimate implementation and maintenance of the role, knowledge, and skills necessary for the full-time vocational minister while also providing an appropriate atmosphere for dialogue regarding the experiences, needs and concerns of the ministry.

CLASS REQUIREMENTS:

PRESENCE:

Come to class. Plan to engage and actively participate providing a vigorous collegial experience for you and your fellow students.

REQUIRED READING:

Read *From Midterms to Ministry* and *one other book of your choice* from the list provided below. Begin this in a timely manner so as to incorporate ideas and share information gained from your reading into both your personal self-reflection paper (see below) and the accompanying oral presentation in class.

PERSONAL SELF-REFLECTION SUMMARY (PAPER) AND PRESENTATION:

Each student is required to write a paper about their field experiences and present them to the class for discussion led by the professor (Using Times New Roman ONLY, 11 to 12 point font, double spaced).

Note: *Class presentations should be kept strictly confidential* and should not exceed twenty minutes in length. A format for the written report is detailed below and should include the following:

1. **Curriculum vitae:** (Not to exceed two pages.)

Defined: A *curriculum vitae*, commonly referred to as *CV*, is a longer, more detailed synopsis than a resume. It includes a summary of your educational and academic background, your present church affiliation and status (candidate, licentiate, ordained), any employment history of significance, and the history of your church ministry opportunities prior to field experience.

Additionally, a *CV* will include any teaching and research experience, publications, presentations, awards, honors, affiliations, and other pertinent details. For this presentation, in addition to any of the items listed, you will primarily focus on the facts/information regarding the ministry experience on which you are reporting: dates, title(s), responsibilities, accomplishments.

2. **Theology of ministry:** (Not to exceed one page.)

This is a statement of the values, attitudes, and goals that you brought to this ministry experience. Try to make explicit what you understood as ministry in terms of service to Christ and his people, in the church, in homes, and in the world. Were you aware of this theology in your practice of ministry or did you come to a realization of these ideas because of your ministerial presentation?

3. **Ministry Situation:** (Not to exceed one page.)

This is to be a comprehensive but gracious and truthful description of the setting and people to whom you ministered, using pseudonyms, if desired.

4. **Strength and Weaknesses: (Not to exceed two pages.)**

This is to be a candid self-evaluation of your strengths and weaknesses in ministry and the factors which contributed to each. Strengths should not be viewed as boasts nor should weaknesses be viewed as self-deprecation. Please include not only self-realized strengths and weaknesses but any areas you have become aware of through your educational experiences and/or ministerial interactions.

5. **Personal Relationships: (Not to exceed two pages in length.)**

This should be a forthright analysis and assessment of your relationship with someone with whom you had difficulties or conflicts being careful to describe the developing/pervading atmosphere that existed because of this conflict and how you see it having an effect on your ministry and personal psyche.

6. **Others relationships: (Not to exceed two pages in length.)**

One again, you are to present an open analysis and assessment of a problem or a strained relationship you observed in others during your ministry experience being careful to describe the developing/pervading atmosphere that existed because of this conflict and how you see it as having an effect on your ministry and personal psyche.

7. **Seminary Preparation and Related Participation (Not to exceed two pages in length):**

- Describe the relationship you had with the field education supervisor. How could this relationship have developed into greater helpfulness?
- How did your seminary experience best prepare you for this field education experience?
- What do you feel that you needed to learn to have made your field education experience more effective?
- How, or in what way(s) (please be specific), do you believe your seminary experience failed or missed the mark in preparing you for full-time vocational ministry as partially confirmed in and through your field education experience? What do you feel that you needed to learn to have made this field education experience more effective?
- What has been the overall effect of your seminary experience and the field education internship with regards to your walk with the Lord (personal “God and I” time, prayer life, witnessing and particularly your relationship with your wife and her view of your future ministry).

8. **Experiential-educational acquisitions: (Not to exceed two pages in length.)**

Provide a summary of the fundamental lessons you learned about God, about yourself and about others during and because of your field educational experience. Indicate some of the “unexpected” happenings, answers to prayer and “near-impossible” situations encountered. How does this harmonize with your theology of ministry?

9. **Future Faith Living Expectations and Implementation (Not to exceed three pages in length.)**

This closing portion of your presentation will be explained further in the first class meeting. Essentially your presentation should close with a “revised” theology of ministry with attention given to how you will take the lessons learned and implement a strategy of faith development first in your own life and how you intend to model, communicate and pass on that faith life into those you will minister to in the midst of. Once again, please plan to incorporate ideas gained from your readings to demonstrate a grasp of the materials read and an ability to implement fresh ideas into your theology of ministry.

Reading Requirements:

- **From Midterms to Ministry (Practical Theologians on Pastoral Beginnings)**
Allan Hugh Cole Jr., Editor (Eerdmans, 2008 – ISBN 9780802840028)

Select One More Title From the Following:

- **The Pastor as Minor Poet (Texts and Subtexts in the Ministerial Life)**
M. Craig Barnes (Eerdmans, 2009 – ISBN 9780802829627)
- **Pastoral Theology in the Classical Tradition**
Andrew Purves (WJKP, 2001 -- ISBN 9780664222413)
- **The Three Tasks of Leadership (Worldly Wisdom for Pastoral Leaders)**
Eric O. Jacobsen, Editor (Eerdmans, 2009 – ISBN 9780802863980)

Future Ministry Resources (Books worth acquiring and consulting during your ministry sojourn):

- **A Generous Presence (Spiritual Leadership and the Art of Coaching)**
Rochelle Melander (The Alban Institute, 2006 – 9781566993258)
- **Christless Christianity (The Alternative Gospel of the American Church) Michael Horton**
(Baker Books, 2008 – 9780801013188)
- **Decision Making and the Will of God**
Garry Friesen with J. Robin Maxson (25th Anniversary Edition – Revised and Updated)
(Multnomah Books, 2004 – 9781590522059)
- **Faith as a Way of Life (A Vision for Pastoral Leadership)**
Christian Scharen (Eerdmans, 2008 – ISBN 9780802862310)
- **In the Ruins of the Church (Sustaining Faith in an Age of Diminished Christianity)**
R. R. Reno (Brazos Press, 2002 – 9781587430336)
- **The Grace of It All (Reflections on the Art of Ministry)**
F. Dean Lueking (The Alban Institute, 2006 – 9781566993326)

GRADING SCALE: Pass (P) or Fail (F)

A failing grade (F) will result from unexcused absences, failure to complete the class presentation and reading assignments in a satisfactory manner, a significant lack of participation which would amount to absence, or a breach of confidentiality as described below.

A FINAL WORD CONCERNING CONFIDENTIALITIES...

No papers will be distributed to anyone outside of the circle of registered seminar attendees. The nature of this major assignment/presentation often calls for allusions to people and situations that may be readily identifiable, requiring a high level of confidentiality among the seminar participants. Visitors, including prospective students may not attend any seminar sessions. Anyone who discusses, circulates, or otherwise disseminates anyone's seminar paper or the information contained or implied therein will not receive credit for the seminar and may be subject to disciplinary action.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: 2PT534 - Field Education Seminar
 Professor: Rev. Greg Thompson
 Campus: RTS Orlando
 Date: Fall Semester, 2009

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Participate in class discussions and oral presentation.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Moderate	Prerequisite to field education implementation with ability to demonstrate usage in ministerial experience via oral presentation.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Necessary for in-class presentations and discussions relative to field ed. experiences.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Necessary in the field education experience relative to successes and failures in evaluating and discussing tasks and encounters.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Learning to love God and demonstrate His message in and through ministry experiences.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Reflection and interaction with peers on how the Reformed person ministers and contributes to other believers.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	None	
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Strong	Discussion re: shepherding skills as received and administered during the student's mentoring process.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Discussion re: actual experiences when applicable within the mentoring/serving process.