

Field Education Seminar (2PT534)
Reformed Theological Seminary – Orlando
Spring 2011

Instructor: Bob Orner, Guest Lecturer of Practical Theology.
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Office Hours:

Mondays: 1:30 – 3:30
Tuesdays: 2:30 – 4:00
Wednesdays: 11:00 -12:00
Thursdays: 11:00-12:00

Class Meeting: Tuesdays 1-2 PM

I. Purpose

The purpose of this seminar is to facilitate the student's reflection on their Field Education Experience. Emphasis will be given to what they have learned, how they have grown spiritually, and the effect it may have on future ministry opportunities.

II. Objectives

During this seminar, you will process your field education experience:

- A. Biblically and Theologically with the goal of seeking to understand better how God's word intersects with the reality of ministry.
- B. Corporately through class interaction about the field education experience.
- C. Inwardly through a process of self-reflection and evaluation.

III. Prerequisite

400 hours of field experience are required before participating in this seminar. 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.

IV. Texts

A. Required Reading

Scazzero, Peter, *Emotionally Healthy Spirituality*, Nashville, TN: Thomas Nelson, 2006, (ISBN 9781591454526).

B. Very Highly Recommended Reading

Arbinger Institute, *Leadership and Self-Deception: Getting out of the Box*. San Francisco, CA: Berrett-Koehler, 2000, (ISBN 9781576759776).

Herrington, Jim, Creech, Robert & Taylor, Trisha, *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. Boston, MA. Jossey-Bass, 2003, (ISBN 978-0787962661)

C. Recommended Reading

Mahaney, C. J. *Humility: True Greatness*, Colorado Springs, CO: Multnomah, 2007, (ISBN 978-1590523261).

Goldman, Daniel, *Emotional Intelligence: Why it can matter more than IQ*, New York, NY: Bantam, 1995, (ISBN 9780553804911).

Brain, Peter, *Going the Distance: How to Stay Fit for a Lifetime of Ministry*, Kingsford, Australia: Matthias, 2006, (ISBN 9781876326739).

Heifetz, Ronald A., and Linsky, Marty, *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard, 2002, (ISBN 9781578514373).

Allendar, Dan, *Leading With a Limp: Take Full Advantage of Your Most Powerful Weakness*. Colorado Springs, CO: Waterbrook, 2008, (ISBN-9781578569526).

Hughes, Kent and Barbara, *Liberating Ministry from the Success Syndrome*. Wheaton, IL: Tyndale, 1987, (ISBN 0842328513).

Lencioni, Patrick, *The Five Dysfunctions of a Team*. Boston, MA: Jossey-Bass, 2002, (ISBN – 9780787960759).

Johnson, Spencer, *Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Life*. New York, NY: Putman, 1998, (ISBN 978-0399144462).

V. Course Requirements

- A. **Class Attendance and Participation:** In order to fully benefit from this seminar you must both attend and be involved.

B. **Self-Reflection Paper and Presentation:** Each student is required to write a 10 -15 page paper and give a 15-20 minute reflection on what God is teaching you about Himself, yourself and His church. A general guideline of what to include is as follows:

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

2. **Theology of Ministry:** This is a statement of the values, attitudes, and goals that you brought to your field education ministry experience. Be very clear what you views were as to 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 (during) your practice of ministry or did you come to a realization of these ideas because of this ministerial presentation? **(Not to exceed one page.)**
3. **Strength and Weaknesses:** 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 academic educational experiences (with faculty members and fellow students) and/or ministerial interactions within the field education/mentoring process (those to whom you were/are accountable). **(Not to exceed two pages.)**
4. **Ministry Situation and Overall Environment:** This is to be a comprehensive but gracious description of the setting and people to whom you ministered, using pseudonyms, if desired or, when necessary. **(Not to exceed one page.)**
5. **Personal Relationships (Negative Interaction):** This should be a forthright analysis and assessment of your relationship with someone with whom you had difficulties or conflicts during your field education experience 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. **(Not to exceed two pages in length.)**
6. **Personal Relationships (Positive Interaction):** One again, you are to present an open analysis and assessment of an achievement or accomplishment in a relationship observed in your ministry experience with others. Be careful to describe the developing/pervading atmosphere that existed because of/during the execution of this successful undertaking and how you see it as having an effect on your ministry and personal psyche. **(Not to exceed two pages in length.)**

7. Seminary Preparation and Related Participation

- a. Describe the relationship you had with the field education supervisor (your personal mentor). How could this relationship have developed into greater helpfulness?
- b. How did your seminary experience best prepare you for this field education experience?
- c. What specific educational “tools” do you think you needed to learn/be equipped with to have made your field education experience more effective?
- d. How, or in what way(s) (please be specific), do you believe your seminary experienced failed or missed the mark in preparing you for full-time vocational ministry as partially revealed in and/or through your field education experience? What do you think you needed to learn to have made your field education experience more effective?
- e. 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 as her husband an, as a ministry-team). How do you think that you contributed to the overall experience due to your spiritual/academic growth? How might you approach the seminary experience differently if you could go through all of this again and what advice would you give to students preparing for seminary academics and field education experience? **(Not to exceed two pages in length).**

8. **Experiential-educational acquisitions:** 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 or alter your current theology of ministry? **(Not to exceed two pages in length.)**

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

C. Required Reading:

1. Thoroughly read the book on the required reading list.
2. The Pages specified in the schedule must be read prior to the beginning of class on the date specified.
3. You will be asked to sign a list acknowledging that you have completed the reading.

VI. Schedule:

Date	Schedule
Class One <i>February 1st</i>	Introduction
Class Two <i>February 8th</i>	Scazzero Pages 1-62
Class Three <i>February 15th</i>	Scazzero Pages 63-135
Class Four <i>February 22nd</i>	Scazzero Pages 135-210
Class Five <i>March 1st</i>	Class Presentation
Class Six <i>March 8th</i>	Class Presentation
No Class <i>March 15th</i>	Class Presentation
Class Seven <i>March 22nd</i>	Spring Break
Class Eight <i>March 29th</i>	Class Presentation
Class Nine <i>April 5th</i>	Class Presentation
Class Ten <i>April 12th</i>	Class Presentation
Class Eleven <i>April 19th</i>	Class Presentation
Class Twelve <i>April 26th</i>	Class Presentation
Class Thirteen <i>May 3rd</i>	Class Presentation
Class Fourteen <i>May 10th</i>	Class Presentation

VII. Grading:

- A. **Grading Scale:** This seminar is Pass (P) or Fail (F). A grade of Fail (F) will result from unexcused absences, failure to complete the class presentation, or a significant lack of participation in class discussion.
- B. **Late Assignments Policy:** Please do not ask me for permission to turn in an assignment late. All late assignments will automatically be penalized. If you have truly been providentially hindered from completing an assignment on time (such as a death in the immediate family) please turn in a written request.

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SYSTEM

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Field Education Seminar

Professor: Dr. Bob Orner

Campus: Orlando

<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.	Moderate	<ul style="list-style-type: none"> • Student prepares a paper and oral presentation on Field Ed. Experience. • Students interact as a class on required reading.
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.)	Minimal	<ul style="list-style-type: none"> • Student does not engage with Scripture in the original languages. • Student interacts with how Scripture intersects with ministry in the local church.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	<ul style="list-style-type: none"> • Student evaluates how Reformed Theology worked itself out in their field education experience.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	<ul style="list-style-type: none"> • Through reading, class discussion and personal reflection the student will assess their growth in the Gospel.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	<ul style="list-style-type: none"> • Students gain a deeper understanding of the mission of God as it is worked out in the local church.
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.)	Moderate	<ul style="list-style-type: none"> • Through class discussion students will evaluate various theologies of ministry, showing the value of ecumenicalism.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	<ul style="list-style-type: none"> • If the Student preached in their field experience, that preaching will be evaluated.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	<ul style="list-style-type: none"> • If the Student lead worship, or participated in worship leadership, that experience will be evaluated.
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.	Moderate	<ul style="list-style-type: none"> • Student evaluates their shepherding skills during their field education experience. • Emphasis will be made on how to be more effective in shepherding.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	<ul style="list-style-type: none"> • Student will learn the significance of being ecumenically winsome regardless of ministry context.

Personal Student Information

Please fill this out and turn it in during the first class.

Name:

Spouse name:

Children, name(s) and age(s):

RTS degree program/emphasis:

Years at RTS Orlando:

Church presently attending:

Denomination background (Southern Baptist, PCA, etc.):

Desired future ministry role (pastor, church planter, missionary, counselor, etc.):

What are your expectations of the course? What would you like to learn?

What is a specific, personal prayer request you would like the professor to be remembering in prayer for you this semester?