

COURSE SYLLABUS

FIELD EDUCATION SEMINAR 6PT534

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COURSE DESCRIPTION: This seminar provides opportunity for theological reflection and discussion of problems, needs, and experiences in ministry. Students are required to write papers about their field experiences and present them to the class for discussion led by the professor. This may be taken in the fall or spring semester.

PREREQUISITE: Field education internship requirement of 400 hours of field education must be completed before registration of this course.

ATTENDANCE:

Because of the interactive nature of the seminar, students are **expected to attend each session.**

RECOMMENDED TEXT:

Although no texts are required for this course, a relevant book in the Reformed tradition is mentioned for helpful reading and future reference: *Outgrowing the Ingrown Church*, C. John Miller, or *From Generation to Generation: The Renewal of the Church According to Its Own Theology and Practice*, John H. Leith.

SELF-REFLECTION SEMINAR PAPER AND PRESENTATION:

- 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. Each student will have one seminar-hour for the presentation. The paper is to reflect discussion about the internship in the areas indicated below.
- The paper will be read but can be accompanied by extemporaneous elaboration that enhances the content being presented.
- Students are to distribute copies of their seminar paper to the members of the class with ample time for fellow students to read the paper for discussion.
- This presentation should be done in thirty minutes.

- ❑ The remaining time of the one-hour seminar will afford seminar members and opportunity to respond to the presenter by addressing questions to the presenter or adding helpful observations.
- ❑ No papers will be distributed to anyone not in 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.*

THE MATTERS TO BE COVERED IN THE PAPER: This is a reflective paper, rather than a research paper. Materials from the student's journal and general notes may be used. In writing the seminar paper, the student should include the following:

1. 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. One page or less.
2. **Curriculum Vitae:** data commonly included on a resume - ministry experience on which the report is based: dates, titles(s), responsibilities, accomplishments. *Not to exceed two pages.*
3. **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. *Not to exceed one page.*
4. **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). *Not to exceed one page.*
5. **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. *Not to exceed two pages.*
6. **Relationship:** A frank analysis of difficult relationships and conflict resolution. *Not to exceed two pages.*
7. **Other Relationships:** A frank analysis and assessment of problems or strained relationships you observed *in others*. *Not to exceed two pages.*
8. **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? *Not to exceed two pages.*
 - a. What might have been in your seminary preparation to have made this field education experience more effective?

- b. Describe the relationship with the field education supervisor. How could this relationship have been developed into greater helpfulness?
 - c. 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.).
 - d. Comment on the effect of the seminary experience and the internship on the marriage and family life of the student.
9. **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. *Not to exceed two pages.*
- a. What did the intern observe the Lord Himself do during this experience?
 - b. What does the student expect this observation will do for the future ministry?
10. **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. 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. *Not to exceed three pages in length.*

GRADING CRITERIA: The catalog calls for a PASS or FAIL grade. This is not an arbitrary grade. It is based on faithful attendance at the weekly seminar, participation in the discussions, observance of *Strict Confidentiality* and satisfactory completion of assigned work.