Northern Seminary  
SM 402-02 INTERNSHIP II  
Winter 2015  
Thursdays, 7:00 pm – 9:40 pm  
Jill Sidler Fleagle, Professor  
815-353-0713 (cell)  
Email: jfleagle@faculty.seminary.edu

Office hours: by appointment

NOTE: If your place of service has changed since the first term you are required to complete a new Learning Covenant, Appendix B, which must be submitted on the first day of class. You may also update or revise your current Learning Covenant if needed and submit it on the first day of class.

All appendices are listed at the end of this syllabus and on the Supervised Ministry web pages at www.seminary.edu/current-students/supervised-ministry/internship/

Course Description

Internship II allows students to continue their field education under the guidance of an experienced supervisor. Students will develop and enhance ministry skills through hands-on ministry experiences. Theological reflection will be used as a vehicle for students to integrate theology and praxis. Students will participate in class discussion and peer-reflection groups that are designed to foster growth and a better understanding of their ministerial identity, gifts and challenges.

Course Objectives

- To identify learning/skill/personhood goals for the supervised internship experience.
- To develop a Biblical understanding of Christian character and calling in ministry.
- To become increasingly aware of where God is present, both within the student and within the community the student is serving.
- To increase the mastery of ministerial skills through theological reflection.
- To understand one’s emerging pastoral identity.
- To discover one’s strengths and weaknesses in the practice of Christian ministry.
- To learn skills through hands-on experience in a ministry setting.
- To assess progress in professional development through periodic evaluation and critical reflection on the process of ministry.

Required Books


Course Requirements

1. Read required texts.

2. Present two case studies in small group setting. Copies of case studies are to be provided one week prior to presentation.

3. Facilitate two case study presentations.

4. Write a case study Theological Reflection paper for each of your case studies.

5. Submit Theological Reflection paper for each student’s case study.

6. Write Reflection Paper following the presentation of your case study

7. Actively participate in class & small group discussion.

8. Conduct two taped discussions with Internship Supervisor.

9. Complete 150 hours of ministry, ca. 15 hours per week. Internship hours should include 1-2 hours/week reading for class, 2 hours with God in preparation for ministry, 2 hours in administrative preparation for ministry, 1 hour in discussion with field supervisor, and 8 hours in active ministry.

10. Journal. Students are expected to spend one hour a day, four days a week in prayer and in the Word. Reflect and journal. Use these questions as a guide: a) “How am I experiencing God’s presence and work in my life?” b) “What is God saying to me?” c) “Where do I see God at work?”

At the end of the quarter, read your journal and write a 4 -5 page reflection paper on Internship, highlighting required reading, experiences, growth, discoveries, mistakes, etc., incorporating learning from your journal. This is due on the final day of class.

11. On week nine of the course you will turn in a “little black book” in which you have prepared services for the events in the life of the church, e.g., weddings, funerals, baptisms, communion, graveside committal service, confirmation, infant dedication, visiting the sick, caring for grieving families, premarital counseling, ordination. If your tradition has forms for these services, prepare a usable tool or purchase a copy of the services for your personal use. The library has copies of many of these resources.

12. Preparation: Each participant will present case studies as scheduled. Additionally, each student will be required to read the Introduction and nine chapters of Never Call Them Jerks: Healthy Responses to Difficult Behavior and complete the weekly prayer journal.

Absences: One absence is allowed. Additional absences will result in a “no credit” grade for the course. (See “Make-up Work” for one absence below.)

Make-up Work: Make-up work for an absence will entail reading Henri J.M. Nouwen’s book, Can You Drink The Cup, Ave Maria Press, 2006, and turning in a two to three page, double-spaced
reflection paper, discussing its impact upon your ministry. This work is due on or before the last day of class.

**Late Work:** In fairness to one’s peers who completed work by the due date, work submitted late will receive a 2-point deduction per assignment.

**Grading**
1. Participation in Discussion - 5 points
2. Weekly Theological Reflection Papers - 10 points
3. Audio Taped Discussions with Supervisors – 10 points
4. Case Study Presentation – 10 points (5 each)
5. Facilitation of two case study presentations – 10 points (5 each)
6. Post-case study Theological Reflection Papers – 10 points (5 each)
7. Little Black Book of ministry services and care in church life – 5 points
9. Supervisor’s Evaluation – 20 points

**Grading Scale:**

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**Submitting Assignments:** All assignments should be uploaded to Moodle using MS Word by their assigned due dates. In addition, students should bring a hard copy of assignments to class.

**VERY IMPORTANT NOTE:**
YOU WILL BE RESPONSIBLE TO POST A COPY OF YOUR CASE STUDY NO LATER THAN MIDNIGHT SUNDAY PRIOR TO YOUR PRESENTATION IN CLASS ON THURSDAY. THERE ARE NO EXCEPTIONS TO THIS REQUIREMENT. IT IS YOUR RESPONSIBILITY TO POST YOUR CASE STUDY AND TO REVIEW ALL CASE STUDIES POSTED BY YOUR CLASSMATES PRIOR TO CLASS SESSIONS. FAILURE TO COMPLY WITH THIS REQUIREMENT WILL LOWER YOUR GRADE BY ONE LETTER GRADE.

**Course Schedule and Due Dates**

1/15/15 - Session 1 Introduction
Come to class, having read entire syllabus, including attachments. Small groups will be assigned. Each week, students will receive case study materials to be presented during the next class session. Both the presenter and each class member are required to complete a Theological Reflection paper for each case study, each week.

**Small Group Facilitator:** Please review the movements in the Theological Reflection process and be prepared to guide your small group.
Presenter: Pay close attention to the section titled: QUESTIONS TO PONDER IN YOUR CASE STUDY. You are not required to write the answers to these questions; you are however, expected to be able to answer them.

Participants: As you read a case study prior to its presentation in class, use the questions in the syllabus on P.10 under THEOLOGICAL REFLECTION GUIDELINES, to prepare for classroom discussion and complete a Theological Reflection Worksheet for each case study.

1/22/15 - Session 2
Before you come to class, review The Art of Theological Reflection and the Introduction and chapter one of Never Call Them Jerks and complete Week 1 of the Prayer Journal.

Before coming to class, read Case Study and complete Theological Reflection Paper.

1/29/15 - Session 3
Read Case Study and complete Theological Reflection Paper.
Read chapter two of Never Call Them Jerks and complete Week 2 of the Prayer Journal.

First audio taped interview with Field Supervisor Due. (See Appendix B for information on “Tips for Recording Good Interviews.”) Before the interview, provide your Supervisor with Appendix B’s information on “Suggestions for the Supervisory Conference,” and “Issues for Reflection/Discussion in Supervisor Interviews.”

2/5/15 - Session 4
Read Case Study and complete Theological Reflection Paper.
Read chapter three of Never Call Them Jerks and complete Week 3 of the Prayer Journal.

2/12/15 - Session 5
Read Case Study and complete Theological Reflection Paper.
Read chapter four of Never Call Them Jerks and complete Week 4 of the Prayer Journal.

2/19/15 - Session 6
Read Case Study and complete Theological Reflection Paper.
Read chapter five of Never Call Them Jerks and complete Week 5 of the Prayer Journal.

Second audio taped interview with Field Supervisor Due. (See Appendix C on Northern’s website for information on “Tips for Recording Good Interviews.”) Before the interview, provide your Supervisor with Appendix C’s information on “Suggestions for the Supervisory Conference.”

2/26/15 - Session 7
Read Case Study and complete Theological Reflection Paper.
Read chapter six of Never Call Them Jerks and complete Week 6 of the Prayer Journal.

3/5/15 - Session 8
Read Case Study and complete Theological Reflection Paper.
Read chapter seven of Never Call Them Jerks and complete Week 7 of the Prayer Journal.

3/12/15 - Session 9
Read Case Study and complete Theological Reflection Paper.
Read chapter eight of *Never Call Them Jerks* and week 8 of the Prayer Journal.

**Little Black Book of Ministry Services Due**

**3/19/15 - Session 10**
Read Case Study and complete Theological Reflection Paper.
Read chapter nine and epilogue of *Never Call Them Jerks* and week 9 of the Prayer Journal.

**Final Journal Reflection Paper Due**

Field Supervisor Final Evaluation Form (Appendix “C”) due on the last day of class. In addition, Student Evaluation Papers (Appendix “E”) are due. There will be no “A” grade assigned to students whose evaluations are turned in late.

**POLICIES FOR ALL MASTERS CLASSES**

**NOTE:** All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Class Attendance Policy**
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

**Class Tardiness Policy**
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

**Late Work Policy**
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

**Turabian Format**
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013.
Plagiarism
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

Electronic Format
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

Technology Use in the Classroom
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

Course Evaluation in Moodle
Students must complete an online course evaluation using the seminary Moodle system at http://moodle.seminary.edu in order to receive a final grade for the course. The evaluation will be open for one week starting the last day of the term. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.
CASE STUDY GUIDELINES
SM 401 and 402
Internship I and II

WRITING A CASE STUDY

A case study is a retelling of an experience of “ministry in practice” which may be presented to a group for analysis and evaluation. The experience ought to be an event for which you have some responsibility for the outcome. The case study is to be kept brief; two to three pages double spaced. Please carefully select an event, critical incident or conversation which when brought to class will be real to you. Your Case Study is to be posted by midnight the Saturday before your presentation.

FORMAT

Background
Describe the context in which the event occurred. Include such factual information as the time, place and persons involved. Provide also “soft” data such as your relationship to the person, ethos of the church or ministry, issues facing the ministry, etc.

Narrative of the Event
Provide a factual narrative of the event. What happened? What did you do? Include essential information and as much detail as possible in the limited space. Accurately reflect the situation. Consider using a verbatim, i.e., recording exactly what was said. Include body language, facial expressions, pauses, etc. that would convey emotion and clarify the meaning of what was being said. Strive to be objective.

Identify Feelings
Briefly describe your feelings, both physical and emotional. What were they before the incident? During? Afterwards?

Initial Analysis
Identify the issues that emerged from this incident. What values were in conflict? What theological issues did this raise? How would you evaluate your handling of the situation? What went well and what did not? Why did you respond the way you did? What was your intent? What questions might the group discuss that would be most helpful to you?

Initial Image or Biblical Connections
Is there an image that describes or captures the essence or the central feeling of this experience for you? What image would symbolize this event? Reenter the experience until you find yourself saying, “It’s like…” Is there a biblical story or character with which you find yourself identifying? Who or what is the connection and why?
**Initial Insights**
What did you learn from this experience? What did you discover about yourself? Others? What did you learn about dealing with people? Meditating on your image might lead to an “Aha!” moment. Or the insight might come slowly and gently.

**Initial Action Plan**
It is not enough to gain insight. “Until our lives change as a result of what we have learned, insight remains incomplete. The Christian way itself is not primarily a matter of increased knowledge or understanding, but of incarnating the truth we receive so that we come to embody the love of God in the world.” *(The Art of Theological Reflection, p. 43)* How will your life or ministry be different because of the insights gained from this experience?

**Finding God**
Ignatius of Loyola teaches us the importance of “finding God in all things.” Where was God in this incident for you? What did you experience or not experience? What did you learn about the Divine through this?

**FOLLOW-UP REFLECTION PAPER**
Upon presenting the Case Study to the class, you will no doubt have gained new insight and understandings. After your presentation you are to write a reflection paper highlighting your discoveries. The format can follow the Case Study model, but with a fuller discussion of your Analysis, Image or Biblical Connections, Insights, Action Plan and Finding God sections. The paper is due the week following your presentation.
QUESTIONS TO PONDER IN YOUR CASE STUDY
Please answer all of the questions below. Not all of the issues listed below may be relevant to your case study.

1) Why are you bringing this case study to class? What are you hoping for?

2) Finish these sentences, in light of this situation:

   Everything would be OK if ____________________________________________.

   My real problem is ________________________________________________.

   What I’m really worried about is _____________________________________.

   I really hope _____________________________________________________.

3) What fears or anxiety does this raise in me? How do I respond to those fears? Could I possibly be reacting to this situation as I am because this is close to another experience in life? Is there anyone I’m avoiding or want to avoid in this?

4) In what ways do I trust God in this situation? In what ways have I placed my trust in myself or others?

5) What do I fear God may ask of me in this situation?

6) Where do I see evidence of Christ-like love in this situation? Where do I see faith and hope? Where are God’s promises and ways being lived out?

7) Where is sin alive?

8) How is my well-being impacted by the outcome of this situation?

9) What dreams am I nourishing? Are there dreams I need to let go of? Am I putting my hope in a dream rather than in God?

10) Read Philippians 4 – where have I set my mind? What’s going on in my mind?

11) Am I thinking of myself more than I ought? Less of myself than I ought?

12) How is this situation impacting my self-acceptance, both in terms of accepting my own strengths and weaknesses? Who do I think is “watching?”

13) Is anyone in this situation not ‘finishing well’ because they do not believe God will do what God says God will do?

14) Who could be a resource to me as I am seeking resolution of this situation?
Prior to each class, every student is expected to have read the online posting of the Case Studies for the week. The students are also expected to bring to class a brief one-page Theological Reflection paper for each Case Study. The paper should include the following:

**Issues**
What do you see as the key issue/issues raised by this incident? Are there additional issues that the writer has not considered?

**Theological Issues**
What theological issues does this case raise for you, especially those not identified by the author?

**Images and Biblical Connections**
What images, Bible stories or Bible characters does this Case Study evoke for you, especially those not identified by the author?

**Insights**
What insights do you glean from this incident, for yourself or for the author?

**Action**
What action/change do the insights from this Case Study call for?

**Finding God**
Where do you find God in this event?