

# The Seattle School

OF THEOLOGY & PSYCHOLOGY

## MDiv Field Experience Handbook

*2019-2020*

[theseattleschool.edu](http://theseattleschool.edu)

## Life Together - Field Experience

### **WHAT IS LIFE TOGETHER FIELD EXPERIENCE?**

Field Experience (FE) is the mentored ministry or internship of your seminary education, which is integrated with ecclesial theory through *Life Together 1 & 2*, and engaged concurrently with *M.Div. Practicum 2 & 3*. Mentored by an experienced minister or Christian worker, you have the opportunity to learn about ministry in one or more traditional parish/church and/or specialized ministry settings.

### **HOW MANY HOURS?**

The Seattle School of Theology & Psychology requires all M.Div. students to take 2 semesters of Field Experience. One semester in Field Experience is 5 hours per week for each week of the Fall and Spring semesters.

### **WHO CAN BE MY MENTOR?**

The experience requirement for a mentor is five years of full-time ministry. The mentor should hold an MDiv (or MDiv equivalent) and should not be part of The Seattle School faculty or staff. Since Field Experience opportunities and organizations vary, ordination of mentors is not required. Check with the *Life Together* faculty advisor to see if your mentor is approved already or ask the mentor you would like to work with to complete the application form contained in this handbook.

### **HOW DO I SET UP A CHURCH FOR MY FIELD EXPERIENCE?**

Part the field experience begins by listening to your own heart, life and calling from God and pursuing connection with possible Field Experience sites and mentors. Your initiative in forming connections which missionally fit your narrative and calling are part of the process, thus students carry the primary responsibility to make and confirm all Field Experience arrangements *in advance* of the beginning of the fall trimester. Most Field Experience arrangements within a church setting will be approved. For special or unique situations, we encourage students and prospective mentors to contact the Field Experience Faculty Advisor to verify acceptability of the Field Experience plan.

### **RATIONALE**

The Seattle School has intentionally integrated three components that will give shape to your Fall and Spring trimesters.

Component 1 *M.Div. Field Experience*. Providing students in practical ministry experience in local church settings while linking you together with experienced pastoral mentors

Component 2 The classroom content of *Life Together 1: Ancient Future Church & Worship*, and *Life Together 2: Relational Ethics for Church & Leadership*. This classroom time will provide teaching, readings, and conversation around the theology and practice of church and ministry.

Component 3 *M.Div. Practicum*. Providing students a space to further explore vocation while processing and exploring how they bring themselves to the ministry context.

## **REQUIREMENTS**

The specific details of each Field Experience are detailed in a “learning covenant” that is developed and signed by the student and mentor, and approved by the *Life Together* faculty advisor. This document contains the learning covenant form that will aid students and their mentors in articulating the learning and ministry goals. These goals will be shaped primarily by a student’s area of interest and personal development with respect to her/his intended sphere of ministry. Credit for the Field Experience of the *Life Together* courses is determined by the faculty advisor in consultation with a student’s self-evaluation, and feedback from the student’s mentor. Students are given either credit or no credit for their Field Experience. Credit is required for passing Life Together.

## **ALTERNATIVE FIELD EXPERIENCE**

The Seattle School understands that some students may wish to pursue field experience either in a different timeframe than stipulated in the M.Div. program or away from the Seattle area, perhaps out of state or overseas. If you wish to pursue an alternative internship experience, please see Dwight Friesen well in advance of the application deadline in order to make these arrangements and discuss the implications.

## **PROCEDURE FOR PARTICIPATING IN AND COMPLETING FIELD EXPERIENCE**

Once a student has determined with a faculty advisor when her/his Field Experience will begin and who will serve as mentor, the student will follow these steps:

1. Prayerfully reflect on your ministry calling as you consider what kind of internship might best serve you along that journey. What kind person do you need as a mentor? What kinds of ministry experience best serve to form you while exposing you to ministry praxis? Invite those who have known you to speak into your life here.
2. Take initiative with the pastor(s) you would like to journey with. Explore the pastor’s openness, your fit with the mentor/pastor and the church. If you are contacting a pastor of a church where you have not been involved, be sure to visit the church and learn as much about its unique mission and history prior to meeting with the pastor.
3. Once you’ve found a pastor/church, brainstorm together with your mentor regarding the types of learning experiences you should seek during the Field Experience. Together form your “learning covenant” seeking to balance your hopes with ministry needs.
4. Talk candidly with your mentor, inviting her/him to speak into your life, as you seek to discover more of what it means for you to live into your calling. After coming to agreement regarding the learning covenant you and your mentor will plan to meet formally four more times for evaluation purposes (see the attached evaluation forms).
5. At the conclusion of the Field Experience, discuss and complete a final self-evaluation with your mentor paying particular attention to perceived areas of change and growth.
6. Finally, as you come to the conclusion of your field Experience, consider how you wish to thank and bless the mentor who has invested into you.

## Life Together - Field Experience

### **PREREQUISITES:**

The prerequisites for the field experience are as follows:

- Entry into the M.Div degree program
- Taken in the 3<sup>rd</sup> year of either the 3-year or 4-year track
- Approved Learning Covenant and Mentor Application
- Taken concurrently with M.Div Practicum III (RLM 530) in the Fall term and M.Div Practicum IV (RLM 531) in the Spring term.

### **TIMELINE:**

Pre-Internship:

- Attend the Field Experience orientation meeting
- Read the Life Together Field Experience Handbook.
- Secure an internship that meets The Seattle School requirements.
- Complete the Learning Covenant and Mentor Application (if mentor is not already approved) and submit them to the Academic Office no later than Wednesday, August 28, 2019.
- Register for course RLM 503 with the Academics office.

Internship:

- Fulfill duties and responsibilities as agreed upon in the Learning Covenant.
- Attend scheduled Life Together course at The Seattle School.
- Record Field Experience hours on the Record of Weekly Ministry Hours for both Fall and Spring terms.
- Complete the fall mid-term progress report and record of fall ministry hours. Submit it to the Academic Office no later than December 13, 2019.
- Register for RLM 504 with The Seattle School for 2nd trimester of Field Experience.

Post-Internship:

- Complete the Spring Record of Weekly Ministry Hours, the Final Evaluations and Final Progress Report.
- Submit these forms to the Academic Office at The Seattle School by the last day of the term in which the internship is concluding.

## Guidelines for Mentors

### MINISTRIES SEEKING AN MDIV STUDENT FROM THE SEATTLE SCHOOL OF THEOLOGY & PSYCHOLOGY

Churches or parachurch organizations desiring to work with The Seattle School students should submit a position description to the Field Experience faculty advisor. A summary of this information will then be posted for students to read. Students will contact the potential mentor directly and arrange for an interview. Care should be taken to ensure that a “good match” is made, keeping in mind compatibility, ministry needs, the student’s developmental needs, and particular denominational criteria.

### EXPECTATIONS OF THE MENTOR

The Seattle School looks to mentors to provide high quality supervision of the students who are training for various expressions of pastoral Christian ministry. The supervisor is a mentor—one who teaches, models, and enables the student to grow as a minister. This involves active participation with the student and first-hand observation of the student at work. Being a mentor is being a teacher.

While The Seattle School recognizes the needs of churches and Christian ministries to engage students to help in giving projects, emphasis should be placed on the educational development of the student. Students may or may not have skills in certain areas of ministry. Field placement should expose the student to a broad range of tasks and situations to help students gain competence in different facets of ministry, as well as provide experiences that will foster personal, professional, and spiritual development.

### MENTORING SESSIONS

Each student must spend at least 10 hours in supervision with the mentor for each trimester (14 week unit), and is to take the initiative in establishing the agenda for these meetings according to her/his needs. The mentor should take an active role in planning for these supervision sessions. This is a time to discuss the student’s development and evaluate performance as well as plan for the future. Be willing to share yourself and your life experiences in ministry. Make prayer and reflection on spiritual issues a part of this time together as well.

Titles: Various titles are given to students in their ministry settings. Common titles for students are “student assistant,” “intern,” “student minister,” or “student chaplain.”

### FINANCIAL CONSIDERATIONS

Students pay tuition for the *Life Together* course. A Field Experience with remuneration provides a valuable help to students in covering these expenses. Individual needs on the part of both the student and the church must be kept in mind when negotiating financial arrangements. Financial remuneration should be determined at the beginning of the placement and should be included in the learning covenant.

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Although remuneration for students is not required, the following guidelines are recommended in cases where regular Field Experience is done:

- Consider a range of \$15 to \$18 an hour including preparation time.
- Pay necessary expenses, such as long-distance phone calls, meals or coffee dates in connection with ministry, and \$0.55 per mile for ministry related travel (per 2018 standard mileage reimbursement rate)

Formal internships (for example, 30 hours per week for at least seven months) normally would offer more pay and benefits in consideration of the full-time nature of the position.

In situations where hourly pay is not possible, many congregations have collected a special offering as a way of blessing their intern at the end of their time with the church.

### **A FEW RECOMMENDATIONS**

1. *Pray* for the pastoral student under your supervision.
2. Talk openly about your life in vocational ministry: calling, struggles, hopes, disappointments, fears, etc.
3. What do you wish you had known or experienced prior to your first ministry placement? Are there ways you could help your pastoral intern be even better prepared than you were?
4. Have the student (and her/his family, if applicable) in your home.
5. Share some of your expertise. Have your intern invite a small group of other interns to observe you in action in either leadership, pastoral care, etc and then spend some time discussing how and why, you did what you did.
6. Be a student of your intern by noticing the ways they are uniquely gifted for ministry. Draw their attention to the places where you especially see them come alive.
7. Consider how you might bless the intern regarding their developing sense of call.
8. Help network your student with a goal of ministry placement.

**Faculty Advisor:** Dr. Dwight J. Friesen  
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## Suggestions to the Mentor for Completing The Field Experience Learning Covenant

When meeting with the student to brainstorm the desired learning experiences, you may want to use the Field Experience learning covenant to aid your discussion. The student will have already met with a faculty advisor to generate preliminary ideas. We believe you will bring wisdom and insight in creating the best training experience for the student in light of your ministry context.

### MINISTRY DETAILS

1. Most field experience takes place over the two trimesters of an MDiv students third year of study. Some experiences may be more intensive in nature.
2. “Primary areas of ministry responsibility” can be understood as a basic job description and should be listed in the learning covenant. These areas might be regularly teaching a class, designing or implementing a program, etc.
3. “Additional areas of observation or limited participation” refer to those experiences that are more occasional than identified in Item 2. For example a student may:
  - observe a board meeting,
  - accompany a minister on hospital visitations,
  - preach a sermon,
  - lead worship/participate in serving holy communion,
  - observe or assist with a funeral or memorial service,
  - observe a marriage ceremony,
  - etc.
4. “Primary learning goals” are focused goals related to the student’s own ministry development. In what specific ways might the mentored ministry better prepare the student of leadership?
5. “Supervision” describes details of the mentor meeting and evaluation processes. Identifying a time and place for the weekly or bi-weekly mentor meeting will help to make it a regular appointment. The student will need at least 5 hours of personal mentored time during the 14 weeks. Optimally, the student will participate in staff meetings as well if applicable.
6. You may choose to give an evaluation form to others to assist in generating feedback for the student. “Lay evaluators” are two individuals selected by the student (but feel free to give recommendations) who can give meaningful evaluation from a non-ministry professional. These could be individuals in lay leadership positions, individuals who receive ministry from the student, etc. This is optional for the student who wishes to pursue their input.

## Record of Weekly Ministry Hours: Fall

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Week	Dates	Preparation	Ministry	Other Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
	<b>Totals</b>			

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Record of Weekly Ministry Hours: Spring

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Week	Dates	Preparation	Ministry	Other Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
	<b>Totals</b>			

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Learning Covenant: Fall**  
***Student Information***

Name \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

E-mail  
Address \_\_\_\_\_

Degree \_\_\_\_\_

***Mentor Information***

Name \_\_\_\_\_ Phone \_\_\_\_\_

Title \_\_\_\_\_ Church/Ministry Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

E-mail  
Address \_\_\_\_\_

**Primary Areas of Ministry Responsibility**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Additional Areas of Observation or Limited Participation**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Primary Learning Goals**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Acceptance:

Student \_\_\_\_\_ Date \_\_\_\_\_

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

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## Mentor Application: Fall

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-mail Address \_\_\_\_\_

Church or Ministry Name \_\_\_\_\_

Denomination (if applicable) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ E-mail Address \_\_\_\_\_

Name of Student to be Mentored \_\_\_\_\_

**Education** (List college, university, or graduate schools attended.)

School Name	State	Dates	Degree Received

**Career** (List highlights of your professional work experience since college.)

**Supervisory Training** (Comment on whether you are certified at another seminary, and any experience you might have in supervising ministry students.)

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**Mentoring Skills** (Please discuss why you would like to mentor a student. Please indicate the skills and qualities you possess that you feel make you a good mentor.)

**Biographical Information** (Write a brief paragraph discussing your background, your goals, and dreams.)

**Theological Thought** (What are a few of the prevailing spiritual/theological issues that mean the most to you?)

**Personal** (What are a few of your hobbies and interests?)

Signed \_\_\_\_\_ Date \_\_\_\_\_

Approved \_\_\_\_\_ Date \_\_\_\_\_

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## End of First Term Progress Report: Fall

*Student & Mentor Complete Together*

Student: \_\_\_\_\_ Mentor: \_\_\_\_\_

This fall progress report exists to serve as a starting place for a conversation between the mentor and the Divinity student regarding personal and ministerial growth; it also serves as part of the assessment process that will determine the student's final grade. This conversation should take place toward the end of the Fall trimester. Please be candid and filled with grace, remembering the purpose of this evaluation is to help the student grow as a pastor.

1. Briefly note the student's progress toward the agreed upon learning objectives from the covenant which you both agreed to. Make a separate statement for each objective listed.

2. Together evaluate your 'mentoring sessions' as they relate to your growing understanding of ministry. Explore how your times together could be even more helpful.

(No Growth)                      1           2           3           4           5           (Significant Growth)

3. Together explore how the student's involvement in this ministry contributes to their formation spiritually, theologically, relationally, culturally, etc.

(Little Development)           1           2           3           4           5           (Significant Stretching)

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4. For the student: evaluate yourself with the following factors, invite your mentor to speak to what they have seen.

A. Resolving difficult situations.

(Frustration)      1      2      3      4      5      (Satisfying relations)

B. Growth in your personal maturity.

(Stuck)      1      2      3      4      5      (Significant growth)

C. Connecting meaningfully with the constituents.

(Little Encouragement)    1      2      3      4      5      (Very Affirming)

D. Development of your own ministry/pastoral identity.

(Uncertainty)      1      2      3      4      5      (Substantial Development)

5. For the mentor: using the above categories, reflect on your engagement with your Divinity student and how you are assisting them to grow in these areas.

**Learning Covenant:** Review your “Learning Covenant,” what changes or updates seem wise as you anticipate your spring term together. Attach any adjustments to your learning covenant and turn it in.

## Final Evaluation (Part I): Spring Student Response

Student: \_\_\_\_\_

Mentor: \_\_\_\_\_

This evaluation is to be done at the end of the final unit/semester that a student spends at a particular ministry site. Responses to the following questions are to be done by each student. Please comment and give narrative when appropriate. On questions 1 through 6 please rate on the five-point scale, with 1 being the least favorable answer and 5 the most favorable response.

1. Outcome of ministry is closely related to the Learning Covenant.

(Not related)      1      2      3      4      5      (Closely related)

2. General Satisfaction with mentor relationship.

(Dissatisfied)      1      2      3      4      5      (Very satisfied)

3. Availability and attentiveness of mentor to you.

(Inconsistent)      1      2      3      4      5      (Very responsive)

4. Appropriateness of ministry site for your personal and professional growth.

(Inappropriate)      1      2      3      4      5      (Very appropriate)



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5. Note the progress made toward the following areas of your Learning Covenant.

A. Knowing

1 2 3 4 5  
(Little progress) (Significant progress)

B. Doing

1 2 3 4 5  
(Little progress) (Significant progress)

C. Being

1 2 3 4 5  
(Little progress) (Significant progress)

6. How has your involvement in this ministry affected your readiness in the areas of service to which you believe God is calling you?

(Unrelated) 1 2 3 4 5 (Very beneficial)

7. Please outline a **typical** week of ministry time invested (note usual tasks and time involved).

*(Please attach any additional comments regarding this ministry experience.)*

## Final Evaluation (Part 2): Spring Mentor Response

Student: \_\_\_\_\_ Mentor: \_\_\_\_\_

This evaluation is to be completed at the end of the final unit/semester that a student spends in a particular ministry site. Respond to the following questions and include comments and narrative as you wish. The rating scales below range from 1 (poor or ineffective) to 5 (superior performance). Please circle the most accurate number on the scale.

1. Response of the student to the fulfillment of the duties outlined in the Learning Covenant.  
(Duties not completed) 1 2 3 4 5 (Objectives fulfilled)
  
2. How have the mission objectives of your church been affected by the student's involvement in the congregation/work?  
(Unaffected) 1 2 3 4 5 (Significant impact)
  
3. Please indicate your own approach to the mentoring relationship.  
(Quite incidental) 1 2 3 4 5 (Very intentional)
  
4. Describe your satisfaction with the mentoring sessions.  
(Dissatisfied) 1 2 3 4 5 (Very satisfying)
  
5. Were the sessions of mutual benefit to you?  
(No real reciprocal benefit) 1 2 3 4 5 (Quite beneficial)

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6. As you review the student's Learning Covenant, particularly the objectives listed for knowing, doing, and being, please evaluate the level of growth you have observed.  
(No significant growth) 1 2 3 4 5 (Obvious maturation)

7. Please indicate your evaluation of the student's overall readiness for ministry in a chosen area.  
(Insufficient data) 1 2 3 4 5 (Definitely ministry ready)

8. Please note any specific suggestions you have shared with your student concerning the need for further development.

9. I recommend this intern for pastoral ministry. Yes No  
If No, please comment briefly and contact the Faculty advisor.

*(Please attach any additional comments regarding this ministry experience.)*

**Please review and process this evaluation with your intern prior to submitting it to the faculty advisor.**

Faculty Advisor: Dr. Dwight J. Friesen  
206.876.6103  
dfriesen@theseattleschool.edu

## Final Progress Report (Part 3): Spring Student & Mentor Complete Together

Student: \_\_\_\_\_

Mentor: \_\_\_\_\_

This report is to be a discussion guide for your final evaluation Field Experience. These questions will be more open ended, please take notes of your conversation. Complete Parts 1 & 2 of the final evaluation separately prior to coming together for this conversation.

1. *Power*: Together explore the power dynamic of your relationship. How is power used, held, given, taken, etc. Together discuss a Christian theology and use of power in ministry.

2. *Leadership*: Speak to one another regarding where and how you see healthy leadership expressed in the other.

3. *Pastoral Life*: Explore the integration of personal life (especially home life & spiritual disciplines) with professional ministry life.

4. *Vocation*: Discuss the calling you see in the other. And share the story of your calling or how your understanding of calling has changed over time. Explore parallels and differences in your distinct callings into ministry.