



TYNDALE SEMINARY
Master of Divinity Internship Manual
2020-2021

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to the pursuit of truth,
to excellence in teaching, learning and research,
for the enriching of mind, heart and character,
to serve the church and the world
for the glory of God.

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WELCOME TO INTERNSHIP EDUCATION

The Internship experience is a central component in the theological curriculum at Tyndale Seminary. The program's objective is to provide students with a vibrant and transformative context for integrating the theological, spiritual, relational, and vocational dimensions of Christian ministry and leadership.

The Internship Program at Tyndale Seminary ([TSIP](#)) therefore, has a formative aim of developing theologically reflective Christian leaders for service in the church and the world. Through engagement in real-world ministry in supervised placement settings, interns are provided with opportunities to work alongside of experienced ministry mentors, to develop ministry competencies, to set and meet individualized learning goals, and to clarify and confirm their ministry gifts and calling. The TSIP provides the catalyst and the context for this to happen.

This manual is designed to provide a detailed description of the exciting experiential learning opportunities that are part of TSIP. More information for Interns and Internship Supervisors about the procedures and protocols that provide structure for the program for supervised Internship learning at Tyndale Seminary is found on the TSIP website (www.tyndale.ca/seminary/tsip).

PROGRAM REQUIREMENTS

Students must complete, "Spiritual Formation" (SPIR 0700), "Leadership Development" (LEAD 0510) and "Gospel, Church and Culture" (MISS 0782) before registering for an internship experience. Additionally students must have completed the first two years of their academic program (at least 15 courses) before they can register for this program. Exceptional cases will be considered by the Director of TSIP.

Double major students will require two internships, each one focusing on their area of study.

International visa students must also apply for an additional Internship Visa from the Canadian Government once they have secured an internship site and submitted the their registration form for Tyndale's Internship Course.

COMPONENTS OF THE INTERNSHIP PROGRAM

The components within the Internship Program distinguish it from other kinds of ministry or professional experiences including volunteer work, lay ministry, professional ministry, or other employment. (For this reason, previous experience is not considered for academic credit.) The components include:

1. Equivalent of 10 hours per week over two semesters of practical ministry experience (260 hours) in an approved Internship placement setting. The experience will involve the formulation of, and adherence to, an individualized Learning Covenant.
2. In addition the following will be part of the Internship experience:
 - Mentoring and weekly supervision sessions with an approved Internship Supervisor. The supervisor will provide a written evaluation at the end of the Internship (a [guideline](#) is provided).
 - Participation in six Ministry Reflection Seminars with peers that will be offered during the Fall, Winter and Spring-Summer semesters.
 - A summative Final Integrative Reflection Paper that is to be written in the final month of the Internship and submitted one week before the last day of classes. The Final Integrative Reflection Paper provides an Intern the opportunity to write a 8-12 page reflection paper on his/her internship experience and how his/her theology, understanding of ministry, and practical experience have interacted with, and affected, each other in the internship and throughout their seminary experience.
 - The Intern will submit a mid-term self-evaluation, a final self- evaluation at the end of the Internship, and offer oral feedback about their Internship experience in an exit interview with the internship director.

OVERVIEW OF INTERNSHIP PLACEMENTS

PLACEMENT OPTIONS

The selection and negotiation of placement sites begins several months in advance of the course in consultation with the Director of TSIP.

Every effort is made to match students with a placement setting that is consonant with their vocational goals, denominational affiliations, geographic preferences, and ministry interests.

Placements may include churches of various denominations, parachurch organizations, healthcare facilities, campus ministries, correctional institutions, educational settings, and community service agencies. Ideally, students will remain in the same placement throughout the two semesters of the Internship.

The Director of the TSIP keeps a listing of approved internship placement sites for students' consideration. Student-initiated placement proposals are also considered. Placement selection is a collaborative process involving the Student, the proposed Internship Supervisor, the placement site, and the Director of TSIP. Ideally, students should choose an internship placement that is different than what they have normally done in previous ministry

opportunities (i.e. preferably not in your home church). Students may not register for the course until placement arrangements have been finalized and approved.

PLACEMENT GUIDELINES

The following guidelines apply to the selection of placements:

- Students are expected to be self-directed adult learners who are proactive in pursuing the kinds of experiential learning opportunities that meet their individual learning needs and vocational goals.
- Students are encouraged to serve in a placement that provides an extensive exposure to the tasks, responsibilities, and challenges of Christian ministry in line with their vocational goal.
- Students who are currently employed in a ministry setting may arrange to fulfill their Internship placement requirements in that setting provided that an outside Internship Supervisor is appointed and new learning objectives are set and met.

INTERNSHIP SUPERVISORS

Internship Supervisors are qualified, experienced ministry practitioners who are ministry mentors and engage the intern in the process of theological reflection and ministry formation. They are responsible for coordinating, facilitating, and assessing the intern's learning in the placement. The Internship Supervisor is expected to meet with the Intern for one hour per week of individual supervision. The Internship Supervisor works collaboratively with the Director of TSIP.

QUALIFICATIONS FOR APPOINTMENT AS A INTERNSHIP SUPERVISOR

Internship Supervisors are considered to be part of the extended faculty of Tyndale Seminary and are selected and approved on the basis of the following criteria:

- Agreement with the mission and purpose of Tyndale Seminary.
- Theologically trained with a proven record of effective ministry.
- Engaged in a ministry context that is supportive of training students for ministry.
- Well-established in their current ministry context for a minimum of one year.
- Deeply committed to the ministry of supervision.
- Willing to follow the Internship Program's objectives, expectations, and evaluation methods as outlined in the Internship Manual.

TRAINING AND RESOURCES FOR INTERNSHIP SUPERVISORS

Tyndale Seminary provides orientation, training and professional development for Internship Supervisors as part of its overall commitment to excellence in the Internship Program. The

Seminary is committed to recruiting and developing a team of gifted, experienced Internship Supervisors who are partners with the Tyndale Seminary in the vital ministry of educating students for Christian leadership.

Every new Internship Supervisor will be provided with a special orientation session that will acquaint them with the model and method of Internship Education at Tyndale Seminary. New Internship Supervisors are, as key partners in the Internship Program, expected to attend these workshops, unless extenuating circumstances prevent them. The Internship Supervisors will be informed with regards to the date and times of such events. In addition, other workshops/forums/lectures will be offered to all Internship Supervisors periodically.

Internship Supervisors will also be invited to meet, consult or correspond, with the Director of TSIP throughout the year. Informal conversations, questions, suggestions and feedback are always welcome. The Director of TSIP should be consulted at the first sign of any problem or difficulty in the placement because ignored issues often lead to an escalation that may be averted by a timely three-way meeting involving the Student, Internship Supervisor and the Director of TSIP.

SELECTING A PLACEMENT AND INTERNSHIP SUPERVISOR

Selecting and arranging a placement is a collaborative process. Interns begin by arranging to meet individually with the Director of TSIP to discuss their learning objectives, vocational goals, and ministry interests. This meeting with the Director **must** take place before any arrangements are finalized with a placement setting or an Internship Supervisor.

A listing of current placement options is on file in the Director of the TSIP's office and is available to students for their consideration. Student-initiated placement proposals are also considered. After meeting with the Director of TSIP, the Intern arranges a site visit and an inquiry interview with a prospective Internship Supervisor to determine whether there is a mutually agreeable fit. The student, the Internship Supervisor, and the Director of the TSIP must all be in agreement before the placement is finalized. A [Placement Site Information Form](#) must be submitted to the Director of the TSIP for final approval (**See Appendix A**).

INITIAL INQUIRY INTERVIEWS BETWEEN STUDENTS AND INTERNSHIP SUPERVISORS

The following are useful questions to consider when students and prospective Internship Supervisors are meeting for an initial inquiry interview:

- What personal learning objectives does the Intern hope to meet in this placement?
- What ministry opportunities, learning experiences, and resources can the placement provide?
- What knowledge, experience, and skill does the Intern bring from previous experience and training?

- What does the Internship Supervisor consider to be his/her ministry strengths and supervision style?
- What is the student's preferred learning style and how does this fit with the Internship Supervisor's approach?
- What are the Internship Supervisor's expectations of the student's participation in the placement in terms of roles, responsibilities, level of independence, etc.?
- Is there a match between what the Intern expects and what the Internship Supervisor and placement can offer?

SUPERVISION SESSIONS

[An extended guideline for supervisors, including all forms, can be found on the [Resources for Supervisors page](#).]

Internship Supervisors are expected to devote one hour per week in a scheduled supervision session with the student. The supervision session is to be distinct from other meetings focused on planning and organization (e.g. staff meetings). Internship Supervisors and students are expected to hold one another accountable to the weekly supervision time so that it does not get usurped by other engagements.

Supervision sessions are intended to provide a safe and supportive context for open discussion, theological reflection, and mutual feedback. Students should take the initiative in these sessions by bringing for discussion the puzzles, dilemmas, challenges, questions, concerns, celebrations and reflections arising from their ministry experiences.

It is strongly recommended that students keep an Internship Journal in which they record their reflections on their ministry experiences. These journal entries can provide important topics for discussion in the supervision sessions. The discipline of journal writing also assists in establishing a life-long pattern of theological reflection. This journal will also assist with writing the self-evaluations and the Final Integrative Reflection Paper.

Students are encouraged to bring other materials to the session such as verbatim reports, sermon notes, audiotapes, presentation outlines, ministry proposals or any other documents that may serve as a source for discussion and theological reflection.

Clear, direct, and honest feedback is one of the most valuable gifts an Internship Supervisor can give to an Intern in supervision. Feedback also needs to be reciprocal. Students and Internship Supervisors are encouraged to mutually reflect on the value and effectiveness of the supervision sessions and to make modifications as needed. Frequent reference should also be made to the Learning Covenant to ensure that the student's progress towards the learning goals is always in the forefront. It is, as stated, important to consult with the Director of TSIP as soon as possible if a problem arises.

The primary focus in supervision should be on the Intern’s actual ministry experiences. Occasionally, however, Interns and Internship Supervisors may wish to use the sessions for discussion of any number of topics related to the practice of ministry, including for example:

time management	leadership roles	self-care
relationships	family life	pastoral care
administration	social action	evangelism
worship	ethical issues	mission
success/failure	conflict management	gender issues
expectations from others	spiritual formation	finances
weddings/funerals	ministerial relationships	church polity

THE LEARNING COVENANT

The [Learning Covenant](#) is one of the most critical elements in shaping an effective and growth-producing Internship Educational experience (**See appendix A**). The Covenant provides the focus and structure for intentional learning and development and is collaboratively formulated by the Intern and the Internship Supervisor.

The Covenant sets out:

- S.M.A.R.T. goals – specific, measurable, achievable, realistic and time-limited
- a spiritual formation goal that is intentionally set but not formally evaluated
- specific tasks and responsibilities designed to accomplish the learning goals specific time allocations including the scheduled supervision hour
- specific dates for starting, ending, and scheduled absences.

The Covenant also becomes the primary evaluation tool by which the student’s progress in meeting their learning objectives is monitored and assessed.

This document is called a Covenant rather than a Learning Contract to signify the nature of the commitment that is being made between partners in the Internship program to work collaboratively for the mutual benefit of one another and for the sake of the gospel. The Covenant is signed by the Intern and the Internship Supervisor and submitted to the Director of TSIP for signature by the due date. The Director may request that the objectives be modified or clarified. The placement receives final approval only after the Director signs the Covenant. Registration cannot happen without a signed Learning Covenant in place.

The Covenant is designed to engender mutual accountability for the commitments that have been established. If circumstances change and the terms of the covenant cannot be kept, the new terms must be collaboratively negotiated among all signing parties, rather than unilaterally made.

The Covenant is intended to be a fluid document that may need revision and modification over the course of the placement. New learning needs, goals, and priorities often arise in the midst of ministry. For this reason, the Covenant should be revisited at several points during the year, especially at the mid-term break. Revisions to the Covenant need to be submitted to the Director of TSIP for signature.

It is the student's responsibility to submit signed copies of the Learning Covenant to the Director of TSIP before the internship begins. Three copies of the Covenant should be made, one each for the Student, the Internship Supervisor, and the Director of TSIP.

TIME EXPECTATIONS

Interns, as mentioned, are expected to spend 10 hours per week in the placement (this includes preparation and tasks), for a total of 260 hours over two semesters. The Internship will also involve additional time for such commitments as: the time spent with the Internship Supervisor, the Ministry Reflection Seminars (take place in Fall, Winter and Spring-Summer semesters), the Final Integrative Reflection Paper, travel, and time with the Director of the TSIP.

Time allocations are specified in the Learning Covenant and every effort should be made to honour them. Overtime hours should be avoided. If on occasion overtime hours are necessary, compensatory time off should be negotiated in advance.

Placement responsibilities should not interfere with the student's class schedule. Likewise, academic workload or assignments should not take precedence over the placement. Any time spent in the placement fulfilling assignments for other courses must not be counted as part of the required placement hours.

ABSENCE AND ILLNESS

The Internship Supervisor must be notified immediately if the Intern is unable to attend the placement at the scheduled time. As a general principle, days missed in the placement should be made up at a time negotiated between the Intern and Internship Supervisor. In exceptional circumstances (e.g., death in the family) a suitable plan will be developed between the student,

Internship Supervisor, and the Director of TSIP to ensure that the Intern has the opportunity to meet the requirements and expectations of the program.

FINANCIAL ARRANGEMENTS

Some placement sites are able to offer the Intern remuneration or financial assistance; however, such arrangements are entirely at the discretion of the church or organization and are privately arranged. Remuneration is not a determinative factor in placement selection.

Placement sites, if possible, are encouraged to cover travel expenses related to special ministry assignments such as home visits or external meetings. In general, however, students should be prepared to pay the cost of travel to and from the placement. Students are also responsible for fees related to prerequisites set by the placement site, for example, immunizations or police background checks.

ETHICAL AND PROFESSIONAL CONDUCT

Tyndale Seminary has a zero tolerance policy concerning harassment and will act within its purview to prevent or remedy discrimination on the basis of gender, race, age, ethnic origin, citizenship, disability, marital status, or physical appearance. All partners in the Internship Program including students, faculty, Internship supervisors, are expected to adhere to the Seminary's policy on harassment and anti-discrimination.

Students in placements are expected to function in a professional and ethical manner consistent with Christian principles and the professional and ethical guidelines that are set by the placement site.

Students are expected to maintain appropriate professional boundaries in all relationships within the placement. They should also attempt to maintain neutrality and professional distance in any disputes or grievances among individuals within the placement. The primary role of the Intern is that of learner and not intervener.

EVALUATION PROCEDURES

Ongoing evaluation and feedback is an expected component in the Internship Supervisor/Intern relationship. Internship Supervisors are expected to give students regular feedback regarding their performance and progress in meeting the learning goals. Students in turn are expected to seek and welcome such feedback. Whenever possible, feedback should be supported by specific examples and direct observation. It is, to reiterate an important point, the Intern's and Internship Supervisor's responsibility to consult with the Director of TSIP if a problem arises, and to do so as early as possible. Overlooking problems may lead to an escalation that could jeopardize the placement.

A mid-internship evaluation involving the Intern and Internship Supervisor will occur at the end of the first term. This evaluation will involve: a written self-evaluation by the Intern, an oral evaluation by the Intern and Internship Supervisor, and a submission of the Intern's self-evaluation to the Director with the signatures of the Intern and the Internship Supervisor.

A supervision session should specifically be set aside at that time to review the Learning Covenant, to clarify roles and expectations, to identify further learning needs, and to revise learning objectives if needed. Any revisions or additions to the Covenant must be submitted to the Director of the TSIP.

The program-end evaluation takes the form of a summative written evaluation (**See Appendix C**). Interns and Internship Supervisors fill out their respective evaluation forms. The assessment is individualized in relation to the learning goals set out at the beginning of the year in the Learning Covenant. Evaluation is made regarding the progress made towards achieving the student's learning goals, as well as overall assessment of the student's strengths and growing edges as evidenced in the placement.

The final evaluation is a process that takes place in the final weeks of the placement. The student and the on-site Internship Supervisor should complete their appropriate evaluation forms independent of one another and then meet to discuss the reports. Both the Intern and the Internship Supervisor must sign the evaluation forms, signifying that the reports have been read and discussed. If irresolvable disagreements arise regarding the evaluation, the Director of TSIP should be contacted.

The final grade of *credit, no credit, or incomplete* is determined by combining *all* of the evaluations from all of the partners in the Internship process. Evaluation reports are confidential documents intended primarily for the Intern's self-understanding, growth, and development as Christian leaders. They are not released to denominational officials or any prospective employers unless specifically requested by the Intern in writing. All reports and evaluations are kept in a secure file and released only to the Director of TSIP.

It is the responsibility of the Intern to ensure that the signed copies of the *Student's Final Self-Evaluation* and the *Internship Supervisor's Final Evaluation* are submitted to the Internship Program office one week before the end of the Internship.

MINISTRY REFLECTION SEMINARS

OVERVIEW

All students who are involved in Internship are expected to be part of Ministry Reflection Seminars (MRS) for the purpose of interactive discussion and group theological reflection on the lived experiences of ministry in the placement. The seminars are rooted in an action-reflection learning model designed to cultivate theologically reflective practitioners of ministry. MRS aim to provide a forum for integrating the academic, spiritual, relational and vocational dimensions of ministry through a guided process of group reflection. The seminars also are intended to provide a safe space for exploring and clarifying one's gifts, graces, and growing edges in ministry within a corporate, caring community context.

Students enrolled in the 2-semester Internship Program will meet in their seminar groups at least three times a semester for approximately 1.5 hours per session. From time to time, other MRS formats may be offered to accommodate distance learners or summer internships. In such cases, the overall purposes and learning objectives of the MRS as outlined in this manual still apply, though the timing and format may differ. **Attendance is compulsory and missing sessions will result in a "no credit" grade.**

FORMAT OF THE REFLECTION SEMINARS

Ministry Reflection Seminars are different from many other kinds of classroom environments in that they take as the starting point for discussing the lived experiences of life and ministry. Students will be asked to take turns presenting to the group a written *Ministry Reflection Report (Case Study)* that provides the focal point for guided group reflection that pulls into the dialogue many sources of knowledge and insight including: the Biblical texts, theology, Christian tradition, culture, other disciplinary knowledge, as well as personal, experiential and spiritual insights. Through this collective struggle to "think theologically" about the puzzles, dilemmas and uncertainties encountered in ministry practice, the hoped-for outcome is new insights and creative responses that can be taken directly back into the placement context. The process is designed to cultivate habits of continuous "action-reflection-action-reflection" as well as model collaborative peer-group learning in the practice of Christian ministry.

GUIDELINES FOR PRESENTERS OF MINISTRY EXPERIENCE REPORTS (CASE STUDIES)

- Students will follow the outline *Ministry Reflection Report* (also referred to as Case Studies) found in **Appendix B**.
- The *Ministry Reflection Report* must be distributed to all members of their reflection group **prior to the presentation date**, enabling everyone to read it and be prepared for discussion.

- A copy of the Ministry Reflection Report must also be submitted to the **Internship Director** once the student has included the reflection notes coming out of the interaction with their group at the Ministry Reflection Seminar.
- Students will select a specific act of ministry to present to the group, such as a personal encounter, a significant conversation, a worship experience, an important meeting, a teaching moment, an administrative task, a hospital visit, a pastoral care encounter, etc.
- The best learning and most fruitful reflections are sparked by selection of an experience that caused puzzlement, uncertainty, self-doubt, value conflict, dilemma, or dissonance between one's expressed and operative theology.
- The ministry experience selected must be drawn from the student's *own* practice of ministry in their *current* Internship placement, not from previous ministry experiences or the experiences of others.
- In order to protect the identity and confidentiality of the persons involved in the narrative, all names and identifying information – including the name of the placement site and Internship Supervisor – must be omitted or changed.
- Remember that the goal of the presentation is to receive feedback, perspective, and insight from group members – not to demonstrate one's expertise or success.
- The Director of TSIP, may request that a report be rewritten, or that more than one report per term be submitted.
- The *Ministry Reflection Report* should be a maximum of **five typewritten single-spaced pages**.

MARKERS OF AN EFFECTIVE EXPERIENCE REPORT & PRESENTATION

- Evidence of willingness to position oneself as learner.
- Selection of a "ministry experience" from the placement that is current, open-ended and reveals personal action in the ministry situation.
- Written report identifies and reflects on key issues that can be engaged by peers at a significant level in the group discussion.
- Written report does not simply tell a story but reflects on the event theologically.
- Principles of confidentiality are honoured.
- Demonstrated willingness to place the ministry experience in the hands of the group for everyone's learning.
- Demonstrated capacity to receive, hear, and engage the feedback of the group.
- Evidence of new learning, awareness or insight emerging from personal and group reflection.

REQUIRED READING

There is no official required text for the Ministry Reflection Seminars. The text will be the lived experience of the Interns. However a recommended text to give valuable context for the MRS is: Howard W. Stone and James O. Duke. *How to Think Theologically*. Minneapolis: Fortress Press, 1996. It is important to remember, however, that the "reading list" for MRS includes *all* of the reading that is done in *all* of the courses one has taken – because the

purpose of MRS is to integrate classroom learning with the practice of ministry. Other reading may be assigned by the individual site supervisors for their individual ministry settings.

READING RESOURCES IN THEOLOGICAL FIELD EDUCATION

Anderson, R. S. *The Soul of Ministry: Forming Leaders for God's People*. Louisville, KY: Westminster John Knox Press, 1997.

Coyle, Suzanne M. *Uncovering Spiritual Narratives Using Story in Pastoral Care and Ministry*. Minneapolis, MN: Fortress Press, 2014.

Cahalan, Kathleen A. *Introducing the Practice of Ministry*. Collegeville, MN: Liturgical Press, 2010.

Killen, P. O. & de Beer, J. *The Art of Theological Reflection*. New York: Crossroad, 2001.

Kinast, R.L. *If Only You Recognized God's Gift: John's Gospel as an Illustration of Theological Reflection*. Grand Rapids, MI: Eerdmans, 1993.

Kinast, R.L. *Let Ministry Teach: A Guide to Theological Reflection*. Collegeville, MN: The Liturgical Press, 1996.

Kinast, R.L. *What Are They Saying About Theological Reflection?* New York: Paulist Press, 2000.

Mahan, J. H., Troxell, B.T., & Allen, C.J. *Shared Wisdom: A Guide to Case Study Reflection in Ministry*. Nashville: Abingdon Press, 1993.

McAlpin, Kathleen. *Ministry That Transforms: A Contemplative Process of Theological Reflection*. Collegeville, MN: Liturgical Press, 2009.

Pohly, K. *Transforming the Rough Places*. Franklin, TN: Providence House, 2001.

Pyle, W.T. & Seals, M.A. (Eds.). *Experiencing Ministry Supervision: A Field Based Approach*. Nashville: Broadman & Holman, 1995.

Thompson, Ross, and Judith Thompson. *Mindful Ministry: Creative, Theological and Practical Perspectives*. London: SCM Press, 2012.

Whitehead, J.D. & Whitehead, E.E. *Method in Ministry: Theological Reflection and Christian Ministry*. Kansas City: Sheed & Ward, 1995.

APPENDIX A

INTERNSHIP PROGRAM DEADLINES

#	Name of Form	Due Date	Prepared by
A	Placement Information Form	Before Registration	Site Supervisor
B	Learning/Ministry Covenant	Before Registration	Intern & Supervisor
C	3 Ministry Reflection Seminars (take place during each semester of the internship)	Throughout the Internship Program	Interns
D	Intern's Mid-Internship Self-Evaluation	Last day of classes in the first semester	Intern (Signed by both Intern & Supervisor)
E	Intern's Evaluation of Internship Experience	Last day of classes in the second semester	Intern (Signed by both Intern & Supervisor)
F	Supervisor's Evaluation of Student	Last day of classes in the second semester	Supervisor (Signed by both Intern & Supervisor)
G	Integrated Reflection Paper	Last day of classes in the second semester	Intern
H	Summary of Meetings with Supervisor/Mentor	Last day of classes in the second semester	Intern

Submission:

Once the form is signed, please submit to the Director of the Internship Program by mail, email attachment – to mkrause@tyndale.ca or hand delivery – by the student to the internship director.

APPENDIX B

FORMAT FOR WRITING A MINISTRY EXPERIENCE REPORT

Theological Reflection on Experience

Length: Reports should not exceed five (5) typed, single-spaced pages. The questions are suggestive, not prescriptive.

Select an Experience

- Think of several key incidents in your current placement in which you personally played a role. Select one, preferably one that was particularly challenging for you or that raised questions, concerns, or uncertainties.
- The best learning and most fruitful reflections are sparked by the selection of an experience that caused puzzlement, uncertainty, self-doubt, value conflict, dilemma, or dissonance between one's expressed and operative theology.

Narrate the Experience (What happened?) - One page

- Briefly narrate the experience. Describe what happened (not what you felt or what should have happened) answering the basic questions of "who, what, when, where, and how."
- Narrow the focus by identifying one segment of the experience that represents a key issue or critical concern.
- Describe how you specifically responded (provide a short verbatim or summary). What were you thinking and feeling as you went through this experience?
- Describe the response of others.

Analyze the Experience - One page

- What key issues do you see as being significant in this situation (e.g. interpersonal dynamics, social forces, cultural issues, power dynamics, value conflicts, assumptions, attitudes, etc.).
- How does this experience challenge your personal values, convictions, and faith tradition?
- List specific questions you are bringing to the group for reflection (i.e. What opportunity did I miss? How else could I have handled the situation?)

Reflect on the Experience - One page

- What key theological themes does this experience evoke or challenge?
- What Biblical principles or stories seem applicable in this context?
- What learning and insights from your theological studies are relevant?
- What insights from your personal faith experiences are called to mind?
- How do you perceive God to be present in this experience?

Assess your Learning (complete this portion after sharing and interacting with your group) - One page

- What insights have surfaced from your reflection that you can take with you into this particular ministry situation or similar situations in the future?
- How has this experience challenged and/or affirmed your personal beliefs and theological convictions?
- What have you learned from this experience about the practice of ministry?
- What have you learned about yourself and your identity as a ministering person?
- How will this change your behaviour, or philosophy of ministry as you move forward?

GUIDELINES FOR MINISTRY REFLECTION SEMINARS FACILITATORS

During the Ministry Reflection Seminars, small group facilitators may choose to follow or adapt this sample outline to guide the conversation and enhance the reflective process with one another

Welcome and Introduction

- Select a way of opening the group time in a manner of your own choosing.
- Offer an opening prayer or meditation inviting God into the reflection process.
- Allow opportunity for the Presenter to give a brief summary of their case study or update or elaborate on the report sent out ahead of time.

Clarifying Questions

- What further information is critical to understanding this situation? (Distinguish between critical information and tangential information based on curiosity).
- What “facts” are presented and what appears to be assumed or believed?

Identifying Key Issues

- What key issues/themes has the presenter identified?
- Are there other key issues that you see as important in this situation that the presenter has not named?
- Are there questions the presenter has not asked?

Reflecting Theologically

- What can be affirmed, added, or probed, in terms of the presenter’s theological reflection?
- What other theological themes or Biblical passages come to mind?
- What insights can you offer to the presenter based on your own studies, standpoint, personal knowledge, and your own theological perspective?

Assessing Learning

- What specific ministry responses or follow-up actions might the presenter consider in the light of the reflection that has taken place?
- What insights into the practice of ministry have surfaced from this reflection?

Conclusion:

- Allow the presenter to respond to the feedback and input of the group.
- Allow each group member to respond to the question: What aspect of this discussion resonates most with my own ministry experience?
- Allow opportunity for prayers to be offered for the presenter, for the people involved in the experience, and for all group members.

APPENDIX C

GUIDELINES FOR THE SUMMATIVE INTEGRATIVE REFLECTION PAPER

This paper is designed to facilitate a theologically reflective process that integrates your seminary learning and your internship praxis. You should incorporate learning that occurred while at your ministry site, through reflecting on the case studies, during the Ministry Reflection Seminars and, while writing the self-evaluations, as well as formative learning experiences that occurred during your years in seminary. Incorporate the growth that happened as you pursued the learning goals detailed in your learning covenant. The questions below are suggestions that may assist you in formulating this integrative and summative process. Students are encouraged to be creative and reflective in their responses in whatever manner they wish.

Length: 12-15 typed, double-spaced pages (3000-4000 words).

Use 3-5 pages to describe:

- What have been some of the significant milestones during my years in seminary? What kind of impact have they had on my understanding of ministry?
- What particular learning experiences or spiritual insights stand out for me?
- In what ways has my theology or understanding of scripture been most stretched, changed, and transformed since I first began seminary?

Use another 3-5 pages to answer the following question:

- Looking back on all of the learning experiences, events, and people I have encountered in my seminary years, how would I sum up my current theological understanding of: a) God and the ways of God; b) the nature of Christian ministry in our current post-Christendom context; c) the church in this context; d) my own gifts and callings in ministry?

Finish off with a final 3-5 page answer to this question:

- At this point in my studies and my ministry, given that I have majored on a particular focus in my studies, how would I summarize my sense of call, my passion and my vision for ministry through a personal "mission statement" or "philosophy of ministry"?

TYNDALE SEMINARY INTERN SELF-EVALUATION

At the end of the first semester of the internship and then again at the end of the internship, conduct a self-evaluation of your experience reflecting on your progress in achieving the goals set out in your Learning Covenant. Are you accomplishing what you hoped you would? Do your goals need to be adjusted? Provide reflective comments in each section that applies to your specific major and experience. The questions are suggestions and not designed to be prescriptive.

Length: two to four pages, typed double-spaced.

Procedure: Once you have completed the self-evaluation, share it with your supervisor to read, discuss with you and then sign. Submit the signed paper to the Internship Director via email or on the course page.

1. Summary of activities - one paragraph in length; be specific.
2. Successes/Failures and Principles/Insights learned
 - a. One thing that we went well. Why?
 - b. One thing that did not go well. Why?
3. Specific Issues, provide reflective comments in each of the following areas:
 - a. Theological/Biblical/Educational
What major theological/biblical/Educational issues were raised? What are the implications of these issues for you?
 - b. Professional
How has this term influenced your sense of calling to your vocation? Are there skills and competencies you feel you used well or need to develop further?
 - c. Personal
What did you learn about yourself?
To what extent did your personality affect your actions this term?
 - d. Spiritual Formation
How has this term nurtured your own spiritual development? What spiritual disciplines did you find necessary and helpful?
 - e. Initiative
Mention any ministries that you undertook or recommended, after the contract was established, to respond to needs which arose.
 - f. Supervisory focus
What was the major focus or themes which you discussed in your session?

SUPERVISOR'S SIGNATURE: _____

DATE: _____

INTERNSHIP SUPERVISOR'S FINAL EVALUATION FORM can be found towards the bottom of the [Resources for Supervisors page](#).