



TYNDALE

• SEMINARY •

Course Syllabus

**INTERNSHIP: IN-MINISTRY MDIV
MVIM I800K – Cohort 13**

August 2017 – June 2020

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To access your course material, please go to <http://classes.tyndale.ca>. Completion Forms and timelines can also be found at <http://www.tyndale.ca/tsip/inmin>.

Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

This course will run throughout the entire three years of the cohort. Through a combination of classroom time, mentoring relationships, and personal work with trained experts in the fields of counselling, spiritual direction, theological reflection, and ministry mentoring, this course will provide the student with increased self-awareness and the tools to deepen this knowledge throughout the course of their ministry.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Demonstrate an integrative understanding of how their personality shapes relationships, ministry preferences and spiritual growth.
- Establish effective personal and ministry boundaries.
- Analyze their personal strengths and weaknesses and reflect on how these will impact their ministry

- Incorporate spiritual disciplines into their daily life, establishing rhythms for ministry life.
- Engage effectively in the practice of personal and group theological reflection on ministry experience through the use of case study.
- Understand the value of mentoring, supervision, spiritual direction, and peer accountability for lifelong personal, professional and spiritual growth
- Identify and articulate one's calling, aptitudes, growing edges and personal philosophy of ministry
- Demonstrate an integrative understanding of the Biblical, theological, historical, spiritual and personal dimensions of Christian ministry

III. COURSE SCHEDULE for Saturday Internship Days:

November 11, 2017: Personality and Ministry

- Complete and pay for the Myers Briggs Type Indicator through Tyndale Counselling Services by October 20 in order to have your results in time for the group interpretation on November 11.

April 28, 2018: Boundaries

- Boundaries assignment to be completed before the class and discussed in self-awareness sessions.

November 10, 2018: Pastor as Spiritual Director

- Prior to the class read, Peterson, Eugene, H., *Working the Angles, the shape of pastoral integrity*. Grand Rapids: Eerdmans Publishing Co. 1987.

April 27, 2019: The Pastor and Virtue Ethics

- Prior to class read, Kotva, Joseph and James Keenan, *Practice What You Preach. Virtues, Ethics, and Power in the Lives of Pastoral Ministers and their Congregations*. Franklin: Sheed & Ward. 1999.

November 9, 2019: Leadership in a Postmodern World

- Prior to the class complete the reading of, Sweet, Leonard. *Aqua Church*. Group Publishing. 1999.

April 25, 2020: Missional Leadership and the Problem of Change

- Prior to the class complete the reading of, Branson, Mark Lau, *Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change*. Herndon, VA: The Alban Institute. 2004.

Other meeting times:

Tuesday, September 12, 2017: Orientation Session (12:15-1:00pm), Family Journey Seminar (1:00-2:00pm), first session with counsellor (4:15 or 5:15)

Tuesday, February 6, 2018: FIRO-B Group Interpretation (12:15-1:45pm). Complete and pay for instrument by Jan. 22, 2018.

IV. COURSE REQUIREMENTS

A. SELF- AWARENESS SESSIONS

Begin the **journey of growing self-awareness** by meeting bi-weekly with a counsellor from the Tyndale Counselling Services. All issues discussed in these meetings will be **strictly confidential** between the student and the counsellor.

- The purpose of these meetings is not for therapy, but for self-awareness.
- This process will be structured around a number of self-awareness instruments and assignments that the student will complete and work through with the counsellor.
- It would be ideal if married students could include their spouse in at least one of their self-awareness sessions to talk about the implications for and stresses of ministry on a marriage.
- Where appropriate and if possible, all students with children are encouraged to avail themselves of the opportunity to fit in at least one family session, as ministry creates numerous stresses and expectations for children.
- Should the student wish to work through some of the issues raised by these tools at a deeper more personal level or discuss other issues in their life affecting them personally and professionally, they may move into a more therapeutic relationship with the counsellor but this is not required nor expected. The student will need to let the counsellor know if they would like to include therapeutic goals as well as self-awareness goals and they will need to find a way to make time for both types of goals in the sessions. Some students decide to continue on with voluntary therapy sessions outside the expectations of the course in their second or third years.
- **Assignments:** The self-awareness component of the internship involves a pass or fail. If the student completes all the written assignments and discusses them with the counsellor, attends 12 self-awareness sessions and completes the “Self-Awareness Sessions Completion Form” with the counsellor, they will receive a pass.

B. SPIRITUAL DIRECTION

During the second and third years the student will be expected to work with a **Spiritual Director**. Arrangements for these meetings will be done in conjunction with the Tyndale Spiritual Formation Department, or with an acceptable Director in their home area.

- The purpose of these meetings is to build in a process of accountability and growth in the student’s spiritual life.
- These meetings will be of a frequency of at least one per month, as the director and directee feel is needed.

- These meetings may occur off campus.
- There may be a fee involved.
- The student will submit the Director's name and contact information by the **third week of October**.
- **Assignments:** At the end of year two and year three, you and the Spiritual Director will assess your growth. The forms will be provided prior to the end of the semester. **Successful completion of this component will require 2 years of meeting with your spiritual director** (minimum 18 sessions).

C. MENTORING

During the second and third years of the course the student will work with a **Ministry Mentor**. This person will be a ministry practitioner who is outside of the student's CURRENT ministry context.

- The purpose of these meetings will be to discuss the work the student is undertaking within their church context, with particular focus on the Integration Laboratory.
- There will be a focus on how to integrate learning with ministry, as well as what to do with the focussed learning which the student is experiencing within the context of their Integration Laboratory.
- A mentor should be a person who has been in ministry for a number of years and has had an extended period of 7 years minimum in one church. This means that they have needed to work through more than one cycle of church life.
- A mentor is one who has exhibited skill in mission and the formation of missional leaders.
- The student will submit the name and contact information of their Ministry Mentor **by the third week of November**.
- **Assignments:** At the end of year two and year three, you and your Ministry Mentor will assess your growth. The completed evaluation forms will then be submitted. **Successful completion of this component will require 2 years of meeting with your mentor and a completed mentor's evaluations form and a self-evaluation form.**

D. REQUIRED READING

Purchase textbooks just prior to use (subject to change if a better book is discovered).

- Instruments used in the first year include MBTI Step II, FIRO-B and Stress Profile and will be purchased by the student through Tyndale Counselling Services. More information will be given at the orientation to the self-awareness sessions on September 14, 2015 from 12:15 to 2:00.
- Peterson, Eugene, H., *Working the Angles, the shape of pastoral integrity*. Grand Rapids: Eerdmans Publishing Co. 1987.

- Kotva, Joseph and James Keenan, *Practice What You Preach. Virtues, Ethics, and Power in the Lives of Pastoral Ministers and their Congregations*. Franklin: Sheed & Ward. 1999.
- Sweet, Leonard. *Aqua Church*. Group Publishing. 1999.
- Branson, Mark Lau, *Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change*. Herndon, VA: The Alban Institute. 2004.

E. GRADING AND EVALUATION

This course is marked on a credit/non-credit basis. All assignments must be completed in order to receive a passing grade. By the end of the internship, students will have a portfolio of documents providing evidence of their growth and learning through the internship experience. The portfolio will include:

- Completed counselling self-awareness instruments and assignments (total of 5)
- Completed self-awareness sessions completion form
- Final Course Evaluation Report by the Ministry Mentor providing feedback and reflection on ministry strengths and areas for future growth
- The Ministry Mentoring completed evaluation form
- Spiritual Reflection completion forms and completed assignments
- Annual and Final Student Self-Evaluation/Competency Reports, reflecting on progress and learning in the Internship

Notes:

Guidelines for all course requirements are found at: www.tyndale.ca/seminary/tsip/inmin
Students will have an exit interview with the Internship Director at the conclusion of the Internship to review their progress and learning.

All internship requirements must be completed in order to pass the course.

The course is graded on a Credit/No-Credit basis.

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>.

G. SUMMARY OF ASSIGNMENTS AND DATES

Complete self-awareness instruments and meet with counsellor	Sept 2017 to May 2018
Self-Awareness Sessions Completion Form	May, 2018
Spiritual Direction, Student Self-Evaluation and Ministry Mentoring Mid-Term Report	July 31, 2019
Spiritual Direction and Ministry Mentoring Final Evaluation	July 31, 2020
Final Student Self-Evaluation	July 31, 2020
In-Ministry Competency Evaluations	July 31, 2020
Course Evaluation of the Internship Program	July 31, 2020
Grade Submission Date (no documents accepted after this date)	September 4, 2020
Exit Interview with Internship Director	By appointment
Transcript Grade	Credit / No Credit

H. RECOMMENDATION: Ministry Support Group

While the Ministry Support Group is not required it is strongly recommended.

The purpose of the Ministry Support Group is to provide a basic level of positive support and accountability for the student.

Comprised of three (3) to five (5) members. The group composition should not include family members. Members of the group need to be in regular contact with the student, although this does not need to be intense or personal. Rather, they need to be in a position to observe the student's rhythms of work.

Meet every five to six weeks.

Meeting should include the following:

- Discussion with the student around how the student perceives their use of time

- Regular examination with the student of a specific week in their agenda. This should be done with considerable attention to detail in order to help the student come to a better sense of how they are prioritizing and using time.
- A continual raising of questions around what the student views as their priorities and how these are reflected in time management. This is not to impose a ranking of priority on the student, but rather to make sure that a pattern of evaluation is put in place.
- As students become aware of the various aspects of their personality and how these influence their relational style, the group can help the student grow by helping them maximize the potential which is true to who the student is, while avoiding unrealistic expectations.
- The student may find it helpful to reflect on this process in light of the information gained in doing the *Stress Map*.
- After working through issues around boundaries, areas of growth could be shared with the group for ongoing support.