

# **FIELD EDUCATION SEMINAR 02PT534**

## **Fall Semester 2020**

**August 26-December 7, 2020**

### **COURSE SYLLABUS**

Instructor: Rev. Mike Osborne, Dean of Students & Director of Field Ed/Placement

Schedule: Wednesdays 2:00-3:00pm in the Kistemaker Seminar Room

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Phone Number: (407) 970-8847

Office Hours: By appointment

#### **Course Purpose:**

The purpose of this seminar is to deepen students' understanding of issues faced in ministry, help them gain self-awareness and confidence in God's calling, and facilitate reflection on their Field Education experience. Emphasis will be on what they have learned, how they have grown spiritually, and the relationship between what they have experienced in the field and future ministry challenges.

#### **Course Objectives:**

During this seminar, you will process your field education experience:

- *Biblically and theologically* with the goal of seeking to understand how God's Word and personal calling intersect with the realities of ministry.
- *Corporately* through class interaction about the field education experience.\*
- *Personally* through self-reflection and evaluation.

*(\* Students in the Hybrid program must register for the FE Seminar but they do not have class interaction like resident students. The requirements for Hybrid students are: (1) to complete the assignments listed below by the deadlines specified and (2) to have a phone or Skype interview with the Director of Field Education before the end of the semester. During that interview you will be asked questions about your field experience.)*

#### **Course Prerequisite:**

Students must complete at least 400 hours of approved field experience while they are attending RTS (previous ministry experience does not count) and at least 40 hours of mentoring by their field supervisor. Both the student's and the supervisor's evaluations must be reviewed by the Director of Field Education before students can register for the seminar.

## Course Requirements

### Assignments:

#### 1. Read any *one* of the following books (not previously read):

- *Surviving Ministry: How to Weather the Storms of Church Leadership* by Michael Osborne
- *Dangerous Calling* by Paul David Tripp
- *The Contemplative Pastor* by Eugene Peterson
- *Leading with a Limp* by Dan Allender
- *The Imperfect Pastor* by Zach Eswine

#### 2. Write a 500-1000 word reflection paper on the book you chose to read, in which you answer ALL the following questions:

- What were the *three* most significant ideas, statements, or principles in the book for you? Why were they impactful?
- How might you implement those three significant ideas in your future ministry?
- What do you anticipate will make it challenging to implement those three significant ideas in your future ministry?
- What will be necessary for you to do in order to meet the challenges you've identified?

#### 3. Create your résumé: It should include a concisely stated Objective, Experience, Education, Skills, and References (not to exceed two pages). A model résumé is posted on Canvas for reference.

#### 4. Class Attendance and Participation (*resident students only*): In order to fully benefit from this seminar, you must both attend all the classes and be an active participant.

#### 5. Oral Presentation: *Resident* students will make a live, oral presentation to the class on their Field Education experience. *Hybrid* students will video record their presentation and post it on Canvas. The presentation should be 20-30 minutes long. The following information should be included:

- **Ministry Situation and Overall Environment:** This is to be a comprehensive but gracious description of the church, your FE Supervisor, the people you ministered alongside, and the people to whom you ministered.
- **Personal Strength and Weaknesses:** This is to be a candid self-evaluation of your strengths and weaknesses in ministry and the factors that contributed to each. Strengths should not be viewed as boasts nor should weaknesses as self-deprecation. Please include

not only self-realized strengths and weaknesses but any areas you have become aware of through your ministry experience and time at RTS.

- **Challenging Personal Relationships:** This should be a forthright analysis and assessment of your relationship with someone(s) with whom you had difficulties or conflicts during your field education experience. Describe what effect it had on your ministry and yourself. What did you learn from this conflict? How will you handle similar conflicts in the future?
- **Positive Personal Relationships:** This is an analysis of a positive relationship and the reasons you consider it to have been beneficial. Describe why this was a positive relationship and how it affected you and your ministry experience. How will this affect your future ministry? How will you foster healthy relationships in the future?
- **Field Education Experience & Lessons Learned:**
  - Describe your view of the local church *before* starting seminary and *before* your field education experience. How has it changed?
  - Describe the various ministry opportunities you had during your field education (preaching, teaching, visitation, etc.). What did you learn about each aspect of ministry and your giftedness in them?
  - What could have made your field education experience more effective?
  - What has been the overall effect of your seminary experience and the field education internship with regards to your walk with the Lord? Your love for the Church? Your desire to shepherd God's people?

### **Course Grading:**

**Grading Scale:** This seminar is Pass (P) or Fail (F). A grade of Fail (F) will result from unexcused absences, failure to complete the assignments, or (for resident students) a significant lack of participation in class discussion.

### **Assignment Deadlines:**

<b>Date</b>	<b>Details</b>	
Wed., September 16, 2020	Résumé	due by 2:00pm
Wed., November 18, 2020	Hybrid Students: Video Presentation (Resident Students will be scheduled throughout the semester)	due by 11:59pm
Wed., December 2, 2020	Reflection Paper	due by 11:59pm

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: Field Education Seminar 02PT534  
 Professor: Mike Osborne

Campus: Orlando

Date: Fall 2020

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Moderate	Student prepares a paper and oral presentation on Field Ed experience, and interacts on required reading.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Minimal	Student does not engage with Scripture in the original languages. Student interacts with how Scripture intersects with ministry in the local church.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Student evaluates how Reformed Theology worked itself out in his field education experience.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Through reading, class discussion and personal reflection student will assess his growth in the Gospel.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	Student gains a deeper understanding of the mission of God as it works out in the local church.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Through class discussion student will evaluate various theologies of ministry, showing the value of ecumenism.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	If student preached in his field experience, that preaching will be evaluated.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Moderate	If the student led worship or participated in worship planning, that experience will be evaluated.
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	Student evaluates his shepherding skills during field experience. Emphasis will be on how to be more effective in shepherding.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Student will learn the significance of being ecumenically winsome regardless of ministry context.

