

**SCHOOL OF THEOLOGY AND MINISTRY**

**TPL:  
THEOLOGY OF  
PASTORAL LEADERSHIP**

Internship Manual  
STMA 546 and STMA 555  
Concurrent Two-Quarter Internship



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**SCHOOL OF THEOLOGY AND MINISTRY**

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# Theology of Pastoral Leadership Internship Manual



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# Theology of Pastoral Leadership

## ❖ The Course Sequence ❖



## The Course Sequence

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The Pastoral Leadership course sequence includes two courses combined with a concurrent internship for two quarters. The courses are Theology of Pastoral Leadership I (STMA 546) and Theology of Pastoral Leadership II (STMA 555), in this order. These courses offer a final supervised experience for Master of Divinity students.

In addition to the weekly three hour class, students are involved in the practice of ministry that is an internship of 8 to 10

hours a week in a ministerial placement where they can exercise a role of pastoral leadership.

The sequence is built upon the foundation of the Ministerial and Theological Integration (MTI) course sequence. The Pastoral Leadership Sequence shifts the focus from the individual as minister, to the minister as communal pastoral leader. The pastoral leader is a public person and an agent of the church.

## Course Descriptions

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Theology of Pastoral Leadership I (STMA 546) This course begins a Fall/Winter internship-related sequence that concludes with STMA 555. Students focus on: leadership styles and metaphors; theologies of the local church; skills for effecting change and nurturing staff and volunteers; and processes for social analysis within congregational settings. The student participates in classroom activity, shared theological reflection, and a leadership internship. Prerequisites (in this order):

- STMM 553 (Pastoral Counseling)
- STMM 560 (Ministry in a Multicultural Context)
- STMM 554 (Fostering Communities of Faith),
- STMM 557, 558, 559 (MTI I, II, III)

Theology of Pastoral Leadership II (STMA 555) continues STMA 546 and completes a two-quarter internship-related experience. Students examine: leadership styles and metaphors; theologies of the local church; skills for effecting change and nurturing staff and volunteers; and processes for social analysis within congregational settings. The course culminates with an integrative process that results in the students formally written and orally presented theology of pastoral leadership. The continued supervised internship incorporates instruments of social analysis and leadership. It addresses both systemic and personal issues to enable critical analysis and pastoral care in the ministry setting. Prerequisite: STMA 546.

## Course Sequence Learning Outcomes

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*Students will give evidence of:*

- Knowledge of the interaction of religious/ spiritual experience and culture in their ecumenical and multicultural dimensions.
- Ability to inform ecclesial leadership with theology.
- Ability to discern and nurture spiritual experience in relation to self and others.
- Ability to articulate and live from an understanding of self as human, minister, and leader.
- Ability to guide and direct their faith community (i.e. a congregation, parish, pastoral care unit, etc.) in its mission.
- Ability to engage the community with the larger social context and to articulate and communicate the mission that guides the community.
- Ability to reflect theologically on the central themes of their faith tradition
- Awareness of their own social location/ assumptions/ hermeneutics as they engage the text in their own lives, their communities, and the larger world.
- Ability to articulate one's relationship with God, as it is informed by Theological Reflection in one's social context.

## Additional Expectations

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*Academic*

- Students attend the On-Site Supervisor Orientation session with their On-Site Supervisor.
- Openness to greater understanding of other styles and practices in diverse settings.
- Threaded computer discussions will be used by accessing a computer based program linked by internet connection.

*Student Responsibility:*

- Her or his own spiritual formation,
- Demonstrating a capability to implement a method of social analysis,
- Choices within the placement,
- Effectiveness in working with others,
- Maintaining a reflective and healthy understanding of themselves in culture,
- Using methods of theological reflection which demonstrate theological understanding of pastoral situation and action to be taken, and
- Ministerial identity within the tradition of his or her ecclesial body or organization.

# Theology of Pastoral Leadership

❖ The Internship ❖



## The Step-by Step Process

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- **Attend the Orientation:** The Director of Contextual Education and the Instructor for the course will hold an orientation session during the winter or spring quarter preceding the final MDIV year. Information about the time and place of the orientation will be posted in the STM bulletin.
- **Arrange for the internship site:** By **June 15** arrange for an internship position where you will be working as a leader. The internship should offer the student the opportunity to meet the learning outcomes articulated for the course sequences.

**Internship site selection:** The Director of Contextual Education works with students to provide a list of potential sites along with necessary contact information.

**Leadership focus:** Because leadership is the focus of this two quarter sequence course, the internship site must provide an opportunity for the student to be in a leadership role.

### ***Ecclesial or Denomination***

**Endorsement:** Because many students taking this required course are also candidates for a sacred rite or ordination – denominational leaders, committees, and/ or mentors need to be involved in this site selection process. It is the responsibility of the student to know and make use of these ecclesial structures, policies and procedures.

**On-Site Supervisors:** must spend one hour a week providing support, feedback, and guidance for the student. In addition, the On-Site Supervisor is expected to participate in a one half-day orientation.

Students may intern at a site where they are working full time. It is also permissible to use the internship to satisfy a denominational requirement.

### ***Weekly requirement and time***

**commitment:** Students are required to spend 8 to 10 hours a week in this placement for the first two quarters of the academic year [fall and winter] While the students are not required to work at the internship site during the spring quarter, it is encouraged.

- **Learning Outcomes:** Students will find the STMA 546 and STMA 555 learning outcomes in Chapter 1. When preparing the document package [Information / Job Description Form, Cover Letter and Resume] these competencies will need to be referenced and addresses.

**June 15th** is the due date for submitting 4 copies of the following documents.

**The Information / Job Description Form** is available in the Student Manual for TPL [see Appendix section] or online at <http://www.seattleu.edu/stm/contextualeducationmanuals.aspx>

**A cover letter** for the internship position. [See example in the Appendix Section]. The cover letter needs to specifically identify the following:

- Addresses your learning outcomes for pastoral ministry
- Identifies areas of growth that you wish to address in this course

**A Resume or Vita:** [see example in the Appendix Section]. The Résumé should include:

- A careful listing of your skills
- A list of your experiences as they relate to the internship position
- References are not necessary.

**Submit 4 copies** of the document packet [Information / Job Description Form, Cover Letter, and Resume] to the Director of Contextual Education on or before **June 15th** as a total packet of

materials. These three documents are considered part of the academic requirement for the course and as such will be evaluated as part of the written work submitted for STMA 546.

**Deadline:** Students not submitting the paperwork described above by June 15 may not be admitted into the TPL sequence course. It will require negotiation with the faculty and Director of Contextual Education.

## Denominational Requirements

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It is your responsibility to know and understand your denomination's requirements for field education. You need to check with your denominational leaders and committees to make certain that you follow their guidelines and requirements. Some denominations prescribe that you work in a local church or parish, others do not.

Each denomination has distinct requirements depending on the academic degree you are

pursuing, and if you aspire to ordination. It is critical that you discuss your goals and ministerial aspirations with denominational leaders. If you are a M. Div. student this will be an excellent time to discuss the possible sites for your field placement.

Students who are pursuing the Master of Divinity and on an ordination track are required to have a denominational official sign the Internship Job Description.

## Criteria for an Effective Internship

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The Director of Contextual Education is available to address particular questions and help you locate internship sites. The “right” internship for you will emerge if you view finding the internship as prayerful and discerning process, rather than a requirement to meet.

The search for the right internship begins with the questions you ask yourself and is built upon the foundations of the course Ministerial and Theological Integration. The TPL manual is an excellent resource and guidance piece for helping you locate and internship.

Because the sequence focuses on pastoral leadership, you will need to select an internship where you are in a visible leadership role. The site supervisor should be someone who demonstrates leadership skills.

Begin with prayer and discernment. Then ask lots of questions. The questions you ask are probably more important than the answers you get, particularly the easy or quick answers!

- **Interactive.** Pastoral ministry is not something done in isolation. The internship must have a clear and identifiable ministerial component.

The very nature of the internship and the class presupposes relational interaction with people. Your internship should not be a place where you do a special project off by yourself. On occasion, you may need to do research, planning, stuffing envelopes, data entry, or creating a brochure. This should be the exception, not the norm.

Ideally, the internship is a place where you test your theological assumptions, pastoral skills, and scriptural understandings with others. You do this in order to gain new insights about your personal identity and professional integrity. Ministry is not a skill to be learned or a technique to be mastered. Pastoral ministry is the perilous business of understanding who you are as one who is claimed by God to be a disciple.

- **Clear boundaries and roles.** In ministry, more than any other profession, the boundaries between client and professional are blurred.

Faith and spiritual quest involve personal revelation and corporate sharing. Pastoral care implies intimacy. However, when confused with personal need or professional vagueness boundaries are distorted. Students give testimony to the depth of discovery when these professional / personal boundaries are acknowledged and clarified.

- **A new location and/or a different focus.** A new or different location--place and people--help us to view ourselves differently. Often when the familiar encompasses us, we are not as likely to see, hear, or discover the truth of ourselves and the other person. We rely on old patterns to guide and inform our responses. It is highly recommended and encouraged that you choose a new location or a different focus for your internship other than the familiar. We encourage you to especially consider a site where justice and faith intersect.

- **Transformational.** Because each person and situation is unique, it is important to work with the Director of Contextual Education to discover how the internship experience will work for you. The goal of locating the right internship is to engage not only your head and heart but also your soul, a transformational experience.
- **Leadership.** Since this sequences helps you focus on yourself as a pastoral leader, your internship needs to provide you opportunities to exercise your leadership. As you explore the internship site, consider the On-Site supervisor as someone you can observe a potential model of pastoral leadership.

## Choosing an On-Site Supervisor

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The person you choose as an On-Site Supervisor is an important decision. This person will be key in unlocking the doors to relationships in the internship, as well as providing guidance for you as a supervisor of your work and ministry. Get to know this person well, make certain this is the individual with whom you want to work and who will work with you.

- **Qualifications and Credentials.** Pay attention to the person's academic, leadership qualifications, and credentials. Ask questions about his/her vision for the site, ministry and career. Does the person state clearly what tasks you will be doing? What is their energy level for working with you? Do you think they will give you the time you need?
- **Dual Relationships.** An On-Site Supervisor should not be someone who has been your spiritual advisor, counselor, therapist, intimate friend, boss, employee, pastor, priest or mentor. You need to find someone who has a clear understanding of relationship boundaries and is open to discussing them. Dual roles and relationships can be confusing because they all too frequently do not encourage growth in new, unexplored areas. Prior or ongoing relationships bring too much baggage to this important person in your field education program. You need to find someone who will give you particular feedback based on your work and ministry.
- **A Truth Teller.** You are looking for an individual who will be truthful with you, providing insight and challenge to your internship. You also want a person who will affirm your plans, ideas, interactions, and give you appropriate guidance. You want someone who has experience and is willing to share and mentor you through the internship.
- **A Leader.** Look for a person who demonstrates theological grounding and models solid leadership skills, including: conflict management, adaptability, a capacity to raise tough questions, and capacity to lead change.

## Navigating Dual Roles

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### Choosing Mentors, Supervisors, Spiritual Directors, and Therapists

Pastoral ministry can be perplexing and inundated with dual roles. Dual roles are almost impossible to avoid. Pastor and friend, spiritual counselor and golf partner, teacher and doctor. Roles become so intertwined that little thought is given to untangling the threads that weave through the relationship.

### On-Site Supervisor - What to Look For

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The following attributes are helpful in examining the role of an On-Site supervisor. These are meant to be triggers for reflection and evaluation of one's potential work with a supervisor. Previous On-Site supervisors report that the most significant aspect of this working experience is their own personal and professional growth. Working with an intern frequently surfaces professional insights, deeper questions, as well as a renewed sense of commitment and passion for ministry. Some acknowledge a greater awareness of professional strengths and challenges.

Within the supervisory relationship, there is a tendency for both the student intern and the On-Site supervisor to move quickly away from concrete events toward generalizations even though the "saliency" of the event may be recognized by either feelings or cognitive judgment. These phrases and word images will help keep the focus and encourage specificity in reflecting on one's work. When examining these key phrases use them with the hope of stimulating discernment and clarity within the supervisor and dialogue with the student intern.

#### Attitudes

- Owns the supervisory role
- Comfortable in both one-on-one and group relationships
- Vulnerable / willing to take risks
- Appreciates ministry as vocation
- Open to new insights
- Has a clear sense of own goals
- Open to growth
- Seeks supervision for self
- Open to diverse person/lifestyles
- Aware of his/her strengths and weaknesses as a supervisor

#### Qualities

- Authentic
- Accurate self-understanding
- Person-orientated
- Possesses a sustaining faith
- Committed to supervision
- Sensitive to personal / interpersonal dynamics and behavior
- Demonstrates congruity between theory and practice
- Sensitive to racism / sexism / denominationalism
- Sensitive to issues of social justice

**Ecclesial and Liturgical**

- Is rooted and grounded in a faith tradition, including their own call to ministry
- Has an obvious sense of “church” and how it affects his or her understanding of ministry
- Has a clear sense of the roll and function of liturgy in corporate worship, including baptism, Eucharist and ministry.
- Is a model for presiding / preaching – attentive to the context: people, place, occasion, culture.
- Able to articulate faith with clarity in a public place
- Is pastoral when leading groups of people

## Skills

### *Administration*

- Able to enter into and maintain a supervisor covenant
- Holds supervisee accountable
- Faithful to supervisor time
- Shares agenda setting
- Exercises/shares authority
- Differentiates own needs from those of supervisee

### *Evaluation / Feedback*

- Encourages supervisees self-assessment
- Provides honest feedback and evaluation
- Makes connection between covenant and evaluation
- Seeks Feedback for her/himself
- Confronts creatively, constructively

### *Consultation*

- Avoids management of supervisees life
- Nourishes supervisees self-supervision
- Shares available resources
- Available
- Offers opinions as opinions
- Skilled in use of the supervisor conversation

### *Teaching*

- Encourages self-directed learning
- Assists in theological reflection on meaning of ministry
- Helps supervisee identify growing edges
- Is a good model for ministry, including a willingness and ability to articulate his / her own faith journey
- Engages in mutual teaching/learning
- Enables supervisee to take responsibly for own lives

### *Caring*

- Differentiates between counseling /spiritual direction / supervision
- Supports supervisee strengths and weaknesses
- Listens carefully, patiently
- Differentiates between own feelings and those of supervisee
- Fully present to supervisee
- Recognizes and deals openly with feelings (those of the supervisee and his/her own)

Source: Kenneth Pohly, *Transforming the Rough Places: The Ministry of Supervision*. Franklin Tennessee, Providence House, 2001.

## The On-Site Supervisor's Role

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The Pastoral Leadership field placement depends on the On-Site Supervisor's ability to provide a safe learning environment for the STM student. The On-Site supervisor needs to be available to the student on a regular basis to provide professional counsel and direction that is constructive and challenging.

The On-Site Supervisor creates the atmosphere for contextual learning to take place. The site is the situation or setting for learning. This happens in two ways; the practiced wisdom, insight and understanding of the Supervisor and the particular location or focus of ministerial work being implemented.

The Contextual Education program expects that the On-Site Supervisor is someone who is already a professional and well qualified as a leader. Students need to look for persons who are passionate about their life and work. Other indicators are acknowledged competencies such as degrees, certification, experienced, licensure. It is important to identify the individuals openness, gifts, and artful in the practice of pastoral ministry.

The School of Theology and Ministry does not expect that the On-Site Supervisor will teach a "body of academic material." The On-Site Supervisor evaluates the intern and gives feedback but does not grade the student. The student is not given an academic grade for the internship.

## Expectations of On-Site Supervisor

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The School of Theology and Ministry creates a special relationship with those individuals who have been selected as On-Site Supervisors. Their work is extremely important to the student and the school. The On-Site Supervisor has three primary functions.

1. To meet with the student once a week for one hour in order to:
  - a. Review and plan the student's activities or assignments, evaluate work, and discuss issues of concern for the intern, other members of the staff, and the On-Site Supervisor;
  - b. Debrief the student's work/ministry which includes professional and personal development;
  - c. Provide support, encouragement, and challenge to the student;
  - d. Assist the student in defining and establishing the necessary structures for her/his needs and goals.

2. To provide feedback and evaluation to the student and her/his on-campus faculty (a phone conversation) and complete the end of the quarter evaluation.

The feedback and/or evaluation form the On-Site Supervisor completes will determine the student's grade. Faculty will consider the consistency between the On-Site work and the course work. The feedback process is used to encourage and insure a thoughtful conversation between student and the On-Site Supervisor. Student's grades are given by the faculty based solely on the course criteria established by the faculty for the classroom work.

3. To contact the Director of Contextual Education should there be any significant changes in the job description. Or, if you cannot meet the weekly meeting requirement. Or, if the

student fails to keep regular weekly appointments or is not fulfilling the hours as stated in the job description. Or, if professional issues arise, or a change of position, or work preference concerns remain unresolved. Or, if there a need for a consultation.

4. To attend the On-Site Supervisor Orientation Session, September 18, 2012, 9:00 a.m. to 1:00 p.m. Food will be provided. The student intern will also attend this orientation. It constitutes the first required class session for the quarter.

An On-Site Supervisors Manual will be distributed at the Orientation session. The meeting room will be announced later and parking permit provided **by request**.

Note: All questions regarding the supervisors' role should be directed to:  
Dr. Richard Cunningham,  
Faculty and Director, Contextual Education  
School of Theology and Ministry  
Seattle University  
206.296.2101  
drdick@seattleu.edu

## Confidentiality

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A central value in any supervisory relationship is confidentiality. This “faithing-with” (con-fides) enables a mutual sharing to empower the student to face life issues, values, and gifts honestly and responsibly.

Confidentiality must be respected by each member of the group and the faculty member. The TPL group includes the group itself with its faculty, as well as the other faculty who, on occasion, will act as peer support and peer review for each other. Some explanation of how this peer support and review for the faculty might work seems helpful:

1. The faculty and The On-site Supervisor may at times need consultation on a given situation.

2. The Associate Dean for Academics needs appropriate information from the faculty and the Director of Contextual Education to gauge the students' progress. This evaluative process happens in the context of quarterly evaluations. Thus students need to be aware that faculty and on-site supervisors will be solicited for advice as to their progress. All formal, written evaluations and recommendations will be shared with the student.
3. In addition, inappropriate behavior or sexual misconduct in a ministerial setting should be reported to the Director of Contextual Education and the Associate Dean for Academics as soon as possible. A course of action with the student will be discussed in conjunction with the On-site Supervisor.

4. An Exchange of Information Form will be signed by the Student, On-site Supervisor, and Faculty member with the purpose of clarifying responsibilities and fostering clear communication.

The primary purpose of a confidential relationship is to build a trusting, supportive rapport to enable personal and interpersonal growth in the context of self-disclosure.

## **Issues of Concern**

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Occasionally a student may experience difficulty at the field education site, with peers in the class, faculty or The On-site Supervisor. The following suggests appropriate methods of ensuring the best experience from this year of TPL.

### **Internship Site Changes**

Because the Theology of Pastoral Leadership sequence spans two quarters, the student is expected to remain at the same field education site with the same On-site Supervisor for both quarters. However, occasionally a problem occurs and it is necessary to explore alternatives or make a change.

The student, On-site Supervisor, and faculty are the three primary members of the internship network. Clear communication amongst these three is essential. In the event that a problem or crisis arises, or a change is desired or necessary, all three persons need to be aware of the situation.

Frequently the student or the On-site Supervisor experiences the problem first. It is essential that they notify the faculty member of the problem. The faculty will assess the nature of the concern and the issues involved. The faculty member will notify the Director of Contextual Education. The faculty will take the lead to make certain all three people know of the concern.

The next step is to meet with all three persons for the purpose of common understanding and resolve. This meeting is most frequently chaired by the Director of Contextual Education. If changes are warranted, they are arrived at in a cooperative effort.

The student should not leave the internship without consultation with either the faculty or the Director of Contextual Education. In those cases where a change of internship site is necessary, closure is first brought to the existing relationship. A student must then seek a new internship, locating a new site, write a job description, and seek the approval of the Director of Contextual Education.

It is also possible for one of the three parties, the student, the On-site Supervisor, or the faculty to contact the Director of Contextual Education when the issue first emerges. Depending on the circumstances, the Director of Contextual Education will work with all three parties to resolve the situation.

## Concerns About The TPL Course

A student who is concerned about a TPL course, its structure, leadership, purpose or requirements, should first address the concern with the TPL faculty. Should the concern remain unresolved, the student is encouraged to consult with the Director of Contextual Education. The purpose of the consultation would be to gain clarity about the student's issues and examine potential resolves.

Should the On-site Supervisor have a concern about the class, they should take the following action:

- If the concern or question originates with the student, direct the student to discuss the situation with the TPL faculty member.
- If the concern or question originates with the On-Site Supervisor, contact the Director of Contextual Education to discuss the situation and determine appropriate action.

## Procedure for Termination / Disengagement of Relationship

It is the clear intention of the School of Theology and Ministry and its office of Contextual Education to assist students in arranging for the best possible match with mentors / supervisors / coaches. Our task is to facilitate the successful interaction with all parties.

There may be occasions when a match does not meet the needs of the student, the site and or the supervisor, mentor or coach. In those instances, the Field Education office encourages students and supervisors to look for ways to work together recognizing that differing expectations are operative in any organization or relationship. At the first sign of concern, the student or the mentor / supervisor / coach is asked to discuss the situation with the other. The concern should also be shared with the assigned faculty for the course. If the concern is not resolved, the concern should be made known to the Director of Contextual Education who will in turn discuss the issue with the Associate Dean for Academic Affairs and Student Life.

Because an internship agreement or covenant is in place or letters have been exchanged, neither the student nor the mentor / supervisor / coach should terminate the internship relationship unilaterally.

If during the course of the placement, termination / disengagement is being considered, in most cases a consultation between the student, the mentor / supervisor / coach and the Director of Contextual Education will take place. The goal of this conversation will be to reach a joint decision about the proposed termination / disengagement. The same procedure will be followed if a student takes a leave of absence. In addition, the student will be required to have an exit interview with the Director of Contextual Education.

In all instances, however, the STM has the right to withdraw a student from a Field Education site or internship without notice when in the judgment of the Director of Contextual Education or other STM official the student's continued presence at that site or University, the STM, the public or the student.

If the termination results from changes at the site or in the original agreement, the student may be placed in a different site. This decision is made on an individual basis and is not automatic. Ordinarily, if the student chooses not to begin the placement after the first day of class fall quarter, then the student must wait until the next academic year to complete the requirements in field education.

# Theology of Pastoral Leadership

## ❖ Forms ❖

Note: The instructor will identify which form(s) will be used and provide additional guidance.



CONTEXTUAL EDUCATION SCHOOL OF THEOLOGY AND MINISTRY  
THEOLOGY OF PASTORAL LEADERSHIP



# Placement Information

## Job Description

*Directions: Complete this form with the On-Site Supervisor, secure signatures required, and submit four (4) hard copies to the Director of Contextual Education by June 15.*

Office Only			
R	L	Reg	DB

Date: \_\_\_\_\_

### Part I - Student Information:

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

Address: \_\_\_\_\_

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

Phone (Home): \_\_\_\_\_

Phone (Work): \_\_\_\_\_

Phone (Cell): \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

### Part II - On-Site Supervisor Information:

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

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Phone (Cell): \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

### Internship Site Information:

Name of Site: \_\_\_\_\_

Address: \_\_\_\_\_

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

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Web Site: \_\_\_\_\_

### Part III - About the On-site Supervisor:

A. What are you looking for in an On-site Supervisor? [To be completed by the intern]



B. What do you want to receive from the On-site Supervisor?

### Part IV - Attach the following documents to this form:

- A. Attach a Cover Letter: The letter should:
  - a. Identify the leadership quality you hope to attend to in this course.
  - b. Name the competencies you will address in this course.
- B. A Resume or Vita which does the following
  - a. List specific expertise
  - b. List skills

### Part V - Leadership Course Goals:

- A. What is your Professional Goal for this internship?
- B. Describe your leadership role - what will you be doing.
- C. How does this internship placement help you advance as a pastoral leader?
- D. What leadership skill will you expand?



### Part VII - Job Description:



A. In general terms, briefly describe your internship.

**B. Student intern's responsibilities:**

With On-site Supervisor, list the primary important responsibilities to be carried out by you as the intern. Each quarter, these responsibilities may be reviewed and revised. Be succinct describing the area of work in the space below. Indicate the % of time allocated for each responsibility.

Responsibilities:	Percent of Time
<ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li></ul>	

**Part VIII - On-Site Supervisor:** [To be completed by the On-Site Supervisor]

1. Name: \_\_\_\_\_
2. Employment: \_\_\_\_\_  
How Long? \_\_\_\_\_ Title: \_\_\_\_\_
3. Academic degrees or credentials:
4. What specific knowledge or skill do you have to be an On-Site Supervisor?
5. Have you been a supervisor before? Please describe, include key leanings, likes and dislikes:
6. Have you ever been in a supervised learning experience before? Please describe:
7. Are you in a “dual relationship” with this intern? (E.g., pastor, mentor, counselor, boss, employee, close friend or spiritual advisor?) If yes, please describe:
8. How would you describe your managerial / leadership style?
9. Additional information, questions or comments - use back side:
10. On-Site Supervisor, please confirm:
  - Yes, I will attend the required Student Intern and On-Site Supervisor Orientation on Tuesday, September 18, 2012 9:00 to 1:00 pm.
    - A continental breakfast and lunch will be provided.
    - Hunthausen 110
    - Parking permit **available on request** (send an email to drdick@seattleu.edu).

## Part IX - On-Site Supervisor and Student Agreements | Signatures

[To be completed by the On-Site Supervisor and Student]



1. Dates of Internship: \_\_\_\_\_ to: \_\_\_\_\_  
Beginning Date [on or before the 1<sup>st</sup> day of class] Ending Date -usually last day of class winter quarte.
2. We have reviewed the academic calendar & determined days off, vacation and Holy days.   
[for example will you be at the internship during winter break? - this will depend on the requirements of the site]
3. We have reviewed On-Site Supervisor expectations in the Student Handbook.
4. We will meet for one hour each week.

**Signatures:** This form reviewed and signed by both the On-Site Supervisor and the Student Intern.

Signature of On-Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Turn in four (4) hard copies of this completed and the Personal and Professional goal statements to the Director Contextual Education.

### Part X - Ecclesial or Denominational Endorsement

MDIV students on an ordination track need to secure ecclesial or denominational endorsement for the TPL Internship. [Make a copy of this document for the signer of this section]

Date: _____	
Approval Signature: _____	
Tradition/Denomination: _____	Title: _____
Address: _____	City/State/Zip: _____
Phone: _____	Fax: _____
Email: _____	

**Approval Director of Contextual Education:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Please make addition Comments on back:**

Return to: Dr. Richard Cunningham, Faculty, Director of Contextual Education  
 School of Theology and Ministry  
 Seattle University  
 901 12<sup>th</sup> Ave  
 Seattle, Washington 98122-1090

## Supervisor's Feedback for Student Intern

Please complete this form, share it with the student intern, sign it, have the student intern sign it and give it to the student for the student to return it to the TPL faculty. Complete one at the end of each quarter.

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Field Placement Location \_\_\_\_\_

Address \_\_\_\_\_

Name of On-Site Supervisor \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

The purpose of this feedback process is identify the values apparent in the interaction and work with the student. This feedback is not used to determine the students academic grade.

1. With reference to the student in question, please circle those words or phrases below which seem appropriate.

### Affective Development

a. Consistently able to recognize identify, and appropriately state one's own emotional states	b. Growing at a steady pace in affective development	c. Growing in affective awareness, but without consistency	d. Mood swings or resistance that impairs work	e. Emotionally immature
--	--	--	--	-------------------------

Comments:

### Assumption of Responsibility

a. Actively and appropriately seeks responsibility.	b. Generally cooperative	c. Passive	d. Sometimes reluctant	e. Actively resists responsibility or avoids responsibility
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Comments

**Performance of Duties**

a. Consistently accountable to duties undertaken	b. Can usually be depended upon	c. Sometimes not accountable to comments	d. Needs frequent reminders or follow up	e. Generally unreliable
--	---------------------------------	--	--	-------------------------

Comments**Response to Supervisors Guidance/Feedback**

a. Takes initiative and responsibility for focusing the supervisory session	b. Open to constructive engagement / feedback and suggestions	c. Passive	d. Moderately resistant	e. Highly defensive
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Comments**Pastoral Leadership**

a. Demonstrates ability to enable shared leadership	b. Leads frequently and well	c. Willing and able to lead if necessary	d. Seldom takes lead	e. Quite dependent
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Comments**Participation in the Life of the Placement**

a. Thoroughly engaged	b. More than adequately involved	c. Adequately involved	d. Participates minimally	e. Absents self
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Comments

- 2. In what ways has the student met the agreed upon goals?
  
- 3. In what ways has the student been unable to meet the agreed upon goals?
  
- 4. What does the student do best?
  
- 5. In what areas does the student need help and/or guidance?
  
- 6. What changes in direction and/or goals, if any, have you and the student agreed upon for the weeks ahead?
  
- 7. In what way have your conferences been useful from your point of view?  
Please cite frequency of meetings and specific examples, if you can.

8. How would you describe the student's patterns of relating? Underline some of the terms below and add others descriptive words that characterize the student.

abrasive  
authoritarian  
submissive  
independent  
confident

self-assured  
passive  
aggressive  
dependent  
creative

conformist  
withdrawn  
aloof  
friendly  
moves toward people

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. How effective is the student's Pastoral Leadership?

10. As the On-site Supervisor I have the following comments about the Contextual Education Program

a. As far as the program goes, I am concerned about...

b. I need more information about...

c. I would like the  faculty or the  director of the program to please contact me.

d. I find the program to be...

e. I would like to make the following suggestion:

• • • • **On-Site Supervisor's Signature** • • • •

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

• • • • **Student's Endorsement** • • • •

I have read the above feedback and discussed its contents with my supervisor.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Return to **Faculty for Theology of Pastoral Leadership**.

# Theology of Pastoral Leadership

## ❖ Appendix ❖



## Affiliation Agreement

This Agreement is effective \_\_\_\_\_, 20\_\_, and is entered into by and between Seattle University, its School of Theology & Ministry, a Washington nonprofit institution of higher education (hereinafter referred to as the "University"), and the undersigned (hereafter referred to as the "Organization"). Throughout this Agreement, Organization and University may be individually referred to as "Party" and collectively as "Parties."

### RECITALS

WHEREAS, as part of its internship curricula supporting various disciplines, University provides students the opportunity to work in placements supporting various local community partners ("Program") and gaining experience in their discipline.

WHEREAS, the Organization desires to participate in the Program to provide University students with internship experiences, and to obtain the benefits of working with University students and faculty members in areas that are of particular interest to the Organization.

NOW THEREFORE, in consideration of the mutual promises in this agreement, the Parties agree as follows:

### AGREEMENT

#### 1. THE UNIVERSITY AGREES:

- 1.1. To assign students to the Organization during the academic year as agreed to by the parties.
- 1.2. To assign only those internships whose course objectives align well with the mission and needs of the Organization.
- 1.3. To provide faculty member(s) who will assume full responsibility for the instruction, administration, and evaluation of the students' educational program; provided, however, that the Organization is and remains exclusively responsible for the care of its clients.
- 1.4. To provide the Organization with the following essential data in advance of the students' start dates:
  - 1.4.1. The number of students interning with the Organization.
  - 1.4.2. The dates of University vacations and holidays.
  - 1.4.3. The name(s) of the sponsoring faculty/internship coordinator(s) for internships with the Organization.
  - 1.4.4. The deadline for internship completion.
- 1.5. To take the responsibility for providing students with an orientation covering the mission of the University, responsible behavior when working with the Organization, safety, and other logistics that are necessary to consider when participating in an internship.

#### 2. THE ORGANIZATION AGREES:

- 2.1. To make available those of its facilities that are essential or advisable for the learning experience of assigned students.
- 2.2. To retain full responsibility for the care of any client of the Organization, while maintaining administrative and professional supervision of the students insofar as their presence affects the direct or indirect care of clients.
- 2.3. To orient and train the student as to the Organization's policies, procedures, and services.

- 2.4. To approve or reject students for the internship and complete an evaluation of student performance, including a report of the number of internship hours completed at the Organization.
  - 2.5. To be committed to interns as learners, and understand that the internship is an educational experience. Accordingly, the Organization agrees to:
    - 2.5.1. Provide the intern with necessary and appropriate support and instruction;
    - 2.5.2. Make available a diversity of appropriate cases and learning opportunities in accordance with Program policies;
    - 2.5.3. Provide the intern the opportunity to attend staff meetings, in-service training, or other such meetings that occur for regular staff; and
    - 2.5.4. Make provisions for and review with the intern safety concerns while doing work in the Program.
  - 2.6. To retain full responsibility for client services and for establishing standards for the quality of services rendered by the interns. Interns placed within the Organization for internship function as representatives of the Agency, and the Agency will maintain administrative and professional supervision of interns insofar as their presence affects the operation of the Agency or the direct or indirect services to clients. In addition, the Agency will maintain the quality of client care or services without relying on the interns' clinical training activities for staffing purposes.
3. THE UNIVERSITY AND ORGANIZATION JOINTLY AGREE:
- 3.1. Compliance with Organization Policies. University will instruct students that they will be expected to adhere to Organization policies and procedures during their period of experience at the Organization, and that students will take direction from certain properly designated personnel of the Organization as the need may arise. If a student's performance is deemed unacceptable at any time, the properly designated personnel of the Organization has the right to immediately use appropriate means to correct the situation, including terminating a student's placement at the Organization. The Organization and the University will undertake a thorough review of the case as soon as is reasonable under the circumstances and the University may take any additional or different action regarding the student as it deems necessary and advisable.
  - 3.2. Insurance Coverage.
    - 3.2.1. During the term of this Agreement, the University will maintain liability insurance coverage in limits of at least one million dollars (\$1,000,000.00) per occurrence. If requested by the Organization in writing, the University will furnish to the Organization a Certificate of Insurance as proof of the required coverage.
    - 3.2.2. The Organization will likewise maintain general liability insurance coverage in at least the same amounts as required of the University. If requested by the University in writing, the Organization will furnish to the University a certificate of insurance as proof of the required coverage.
  - 3.3. Indemnification. The Parties agree to indemnify and hold harmless each other and each other's employees, agents, officers, trustees, and representatives (in their official and individual capacities) from any and all any claims, demands, liability, loss, damage or expense, including attorneys fees arising from their respective activities in connection with this Agreement, provided neither Party shall be liable for any claims, demands, liability, loss, damage, or expense, including attorneys fees, arising from the actions of

the other Party or its employees, agents, officers, trustees, and representatives (in their official and individual capacities).

- 3.4. Nondiscrimination. Each Party agrees not to discriminate against any student participant or applicant for the program covered by this Agreement on the basis of that person’s race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran
- 3.5. FERPA. Records of students and their activities provided by University to Organization or created by Organization for University and possessed by the Organization may be student records held on behalf of University by Organization (e.g. Site Supervisor Evaluation). These records may be subject to the privacy protections of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. Organization agrees to make all such records available to the University promptly on request and agrees not to disclose the records to third parties. Any request for these records, including any request by a student, should be directed to University
- 3.6. Modification. Amendments or other modifications to the terms of this agreement, or its exhibits, must be in writing and are not effective until signed by both Parties.
- 3.7. Notice. Under this Agreement, any written notice becomes effective when either hand-delivered to the Party to which the notice is directed, or when deposited in the United States mail, postage prepaid, return, receipt requested, and properly addressed to the Party. The proper address, unless designated by written notice to the other Party to this Agreement, is as follows:

for University: Dean, School of Theology & Ministry  
 Seattle University  
 901 12th Avenue  
 PO Box 222000  
 Seattle, WA 98122-1090

with copies to: Mary Petersen  
 Vice President & University Counsel  
 Seattle University  
 901 12th Avenue  
 PO Box 222000  
 Seattle, WA 98122-1090

for Organization (print plainly):

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- 3.8. Relationship of the Parties. The relationship between the Parties is one of independent contractor and not one of partnership, joint venture, employment, or agency. Neither Party has the authority to enter into a contract or agreement to bind the other, and

nothing in this Agreement makes either Party liable or responsible for any debt, liability or obligation of the other.

3.9. Governing Law. The validity, interpretation, construction, and performance of this Agreement is governed by, and interpreted in accordance with, the laws of the State of Washington. The venue of any legal action regarding this Agreement will be in King County in the State of Washington.

3.10. No Assignment. Neither Party has the power to assign this Agreement without the prior written consent of the other Party.

3.11. Entire Agreement. This Agreement constitutes the entire Agreement of the Parties and no other representation, whether oral or written, shall have any force or effect to modify this Agreement, except as otherwise provided herein.

3.12. Non-waiver. A Party's failure or delay in exercising any right under this Agreement is not a waiver of that right or any other right under this Agreement.

4. TERM OF THE AGREEMENT:

This Agreement becomes effective as of the date of the last signature below, and will remain in effect until either Party requests termination/in writing, providing at least sixty (60) calendar days notice in advance of the desired termination date. If there is an ongoing Organization placement, this Agreement may be terminated either at the end of the academic year, or with the mutual written consent of the Parties. This Agreement may be terminated at any time by mutual agreement of the University and the Organization documented in writing.

		SEATTLE UNIVERSITY, School of Theology and Ministry	
ORGANIZATION			
By _____	By _____		
Title _____	Title _____	Dean	
Date _____	Date _____		

# Exchange of Information

## Exchange of Information Form

School of Theology and Ministry  
 Seattle University  
 901 12<sup>th</sup> Avenue  
 P. O Box 222000  
 Seattle, Washington 98122-1090  
 206.296.3550

While registered for the course of study – Theology of Pastoral Leadership I and II (TPL), STMA 546, 555--

I, \_\_\_\_\_ give my permission for the **Faculty Member** (identified below) and the **On-site Supervisor** for my internship, (identified below) to exchange information with the purpose of clarifying responsibilities and fostering clear communication. I understand that the focus of this exchange will be on the Masters of Divinity Learning Outcomes as identified in the Student Manual and the On-Site Supervisors manual. Each **On-site Supervisor** will be invited to submit an evaluation of my work as it relates to the Masters of Divinity Learning Outcomes at the end of each quarter.

_____ Signature of the Student	_____ Date	_____ Phone Number
_____ Signature of the Faculty member	_____ Date	_____ Phone Number
_____ Signature of the On-Site Supervisor	_____ Date	_____ Phone Number

## Internship Safety Considerations

**INTRODUCTION:** Promoting personal and professional safety is of primary concern for the School of Theology and Ministry [STM] at Seattle University [SU]. Safety in the workplace is a shared responsibility between the employer and intern. Below are recommended steps that each can take to create safe environments and promote safety for staff who are involved in contextual education. It is essential that the On-site Supervisor and the Student Intern have a conversation about the personal or professional risks at the internship site.

The School of Theology and Ministry in its desire to prepare persons for pastoral ministry requires learning experience outside the classroom. “Experiential learning” is an established tradition, such as working in a homeless shelter, hospital, local congregation or clinical work in the medical and allied-health professions. Experiential learning can give students the necessary breadth of knowledge to compete and survive in somewhat unpredictable work environments. Other variations on the terminology that you may hear from faculty and staff include “service-learning,” “reflective projects,” “clinical programs,” “internships,” “externships,” and “contextual education.”

From a risk management perspective, communication during the planning stage is the key to managing “experiential learning” risks. To prevent injury, misunderstandings and litigation in any type of program, STM/SU recommends that you focus on your communication about the risks involved at your particular site.

**REVIEW PROCEDURES AND PROTOCOLS appropriate to the site:** The student and the On-site Supervisor should have this conversation within the first week of the internship and focus on any safety issues and concerns. These would include but are not limited to:

- exchanging emergency numbers,
- health issues
- emergency plans – e.g., what to do in case of an emergency, fire, unpleasant client
- administrative responsibilities
- building safety and security
- address the student’s feelings about any risk that may be present

On-site Supervisors should find it useful to share with interns any existing security precautions established by the internship site. Train the intern in safety policies of the internship site.

Discuss and Plan:

- What to do when an intern feels threatened;
- Emergency plan for exiting a building or difficult situation;
- Exchange contact information as well as critical emergency numbers;
- Discuss safety routes and review possible scenarios;
- Create an action plan.

Organization may want to review established protocols

- procedures,
- contact information,

- established practices,
- common Rules of the Organization,
- health Risks – and precautions.

**THE STUDENT INTERN:**

The student intern is encouraged to raise the topic with the supervisor whenever they feel uncomfortable or they believe their personal safety is in jeopardy.

**Suggestions for Student Interns:**

- Dress to protect yourself. Wear shoes and clothes that make it easy for you to move quickly. Avoid wearing expensive jewelry or carrying a purse. Avoid any accessory that could potentially be dangerous such as necklaces or scarves.
- Carry a minimal amount of cash.
- Carry a noise-making device such as a whistle.
- Conduct visits during daylight hours when possible.
- Maintain car doors locked. Avoid leaving items visible on the car seats during visits. Avoid entering the trunk of the car. Prepare the materials needed for the visit in advance and carry them with you.
- Know the layout of the site you are visiting. Keep the door in sight during the visit. Identify locations where other people may be present and possible escape routes.
- Have knowledge of the activities of the neighborhood in advance and avoid visits when the risk may be higher such as times of increased drug or alcohol use.
- Know the location of the local police or fire department so that driving there for safety is an option.
- Avoid areas with poor visibility by others such as alleys or isolated buildings.
- Be aware of your personal behavior and the risk it may pose to others for example in domestic violence or child abuse situations.
- Be aware that your behavior may unintentionally trigger a response in another person that could not be predicted. Be prepared to respond with de-escalation techniques or escape.
- Report all incidents occurring in the field according to the employer's policies and procedures.

**Threats/Assaults/Accidents**

1. Any time you feel uneasy about your safety with a client or other person at your internship site, immediately report it to your supervisor. You and the supervisor should jointly inform the appropriate authorities – civil, religious and university / school.
2. Threats, assaults or accidents must be immediately reported to the supervisor. An incident report will be completed for all injuries either accidental or caused by the participant, including attacks by dogs, burns, falls and others.
3. If you find yourself in a dangerous situation, immediately leave or defend yourself in a reasonable manner with the intent to escape and seek safety.
4. The use or carrying of weapons is prohibited. Small knives used only for food preparation are not considered weapons in this case.
5. Reporting suspected child abuse or neglect is a serious issue to the civil authorities. Notify the leadership of the STM (Associate Dean of Academics and Student Life and the Director of Contextual Education).

*If you feel uneasy about a situation, look at your watch and say something like, “It’s later than I thought. My supervisor is expecting me. I’ll call/contact you soon.”*

**INTERNSHIP SITE RECOMENDATIONS:**

- Maintain policies and procedures addressing personal safety of field staff;
- Evaluate policies and procedure in relation to personal safety outcomes on a regular basis;
- Implement measures to reduce risk to personal safety;
- Provide safety equipment;
- Train staff in personal safety measures;
- Maintain a mechanism for reporting and recording incidents;
- Provide for post-trauma support;
- Foster effective relationships with partner agencies working with homeless people such as shelters, community agencies, housing programs, and local law enforcement that promote an environment conducive of personal safety;
- Work with each partner agency to assure it has appropriately taken into consideration the safety of your on-site visiting health care staff in their own agency’s safety plan;
- Assure that the partner agency has a mechanism to inform your agency and staff of any potential safety risks and vice versa;
- Develop or modify a written memorandum of understanding with partner agencies so that expectations related to safety and safety-related communications are established in writing.

**All School of Theology and Ministry STUDENTS MUST CONTACT IMMEDIATELY THE ADMINISTRATION of the School of Theology and Ministry when an emergency event immediately AFTER THEY CONTACT Local Authorities at 911**

School of Theology and Ministry Contacts are:

Richard Cunningham, D. Min, Faculty, Director of Contextual Education

Phone: 206.296.2101 E-mail: drdick@seattleu.edu

Sharon Henderson Callahan, Ed. D., Associate Dean for Academics & Student Life

Faculty: Integration of Transformational Leadership for Justice

Phone: 206.296.5336 E-mail: scal@seattleu.edu

## Fair Process Policy

The Fair Process Policy for the School of Theology and Ministry is located at [http://www.seattleu.edu/regist/Policies/Policy\\_PDFs/Policy\\_2001-01.pdf](http://www.seattleu.edu/regist/Policies/Policy_PDFs/Policy_2001-01.pdf) and in the Graduate Bulletin. This policy sets forth the process that students should follow to seek review of certain decisions by STM that may impact a student's status in an STM academic program. In most instances, these decisions

involve judgment by academic decision makers that a student has not demonstrated the requisite knowledge, skills or judgment needed to complete a program or to be a competent practitioner or that the student has engaged in unethical, unprofessional or unsafe conduct in a clinical, field or contextual education setting. The Fair Process Policy identifies decisions that may and may not be reviewed under the policy.

## Statement on Nondiscrimination

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual or political orientation, or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character.

Inquiries relating to these policies may be referred to the University's Associate Vice President of Human Resources and Equal Opportunity Officer.

Consistent with the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations, Seattle University has designated three individuals responsible for coordinating the

University's Title IX compliance. Students or employees with concerns or complaints about discrimination on the basis of sex in employment or an education program or activity may contact any one of the following Title IX coordinators:

Gerald Huffman  
Assistant Vice President for Human Resources  
Equal Opportunity Officer University Services Building 107  
(206) 296-5870  
[huffmaje@seattleu.edu](mailto:huffmaje@seattleu.edu)

Dr. Michele Murray  
Associate Vice President of Student Development  
Student Center 140B  
206-296-6066  
[mmurray@seattleu.edu](mailto:mmurray@seattleu.edu)

Dr. Jacquelyn Miller  
Associate Provost for Academic Affairs Administration 104  
(206) 296-5446  
[jcmiller@seattleu.edu](mailto:jcmiller@seattleu.edu)

## Abuse and Neglect Reporting

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The student who becomes aware of any suspected abuse or neglect of children, youth or adults should immediately report the incident to his or her mentor / supervisor

/ coach. The incident should also be reported to the assigned faculty for the course and the Director of Contextual Education.

## Sexual Harassment

The Sexual Harassment Policy and Sexual Harassment Complaint Procedure for Students may be located on line at [www.seattleu.edu/home/learning\\_teaching/bulletins\\_of\\_information/graduate/](http://www.seattleu.edu/home/learning_teaching/bulletins_of_information/graduate/) and in the Graduate Bulletin and Student Handbook. Copies are also available in the Office of the

Vice President for Student Development. Students may contact the Assistant Vice President for Student Development 206.296.6066 or the Associate Vice President of Human Resources and Equal Opportunity Officer 206.296.5869 for more information

## Ethical Conduct

Pursuit of the Seattle University mission requires a shared commitment to the core values of the University as well as a commitment to the ethical conduct of all University activities. As a University, we are accountable to many: to our students, faculty, staff, alumni, government, donors, community, business associates and each other. Seattle University has developed policies and procedures that provide guidance for application of ethical values and standards in our daily life and work at the University. Members of the University community are expected to conduct themselves ethically, honestly and with integrity in all dealings. Principles of fairness, good faith and respect consistent with laws, regulations and University policies govern our conduct with others both inside and outside the community. This is not a new concept at Seattle University. It is grounded in the values that attracted us to work here.

Partnering with EthicsPoint, the University has established a secure, confidential reporting website to provide a way to anonymously and confidentially report activities that may involve unethical behavior, improper conduct or violations of Seattle University policies. Individuals may file a report by using this site <https://secure.ethicspoint.com/domain/media/en/gui/23241/index.html> or by dialing toll-free 888.393.6824.

Reports submitted through EthicsPoint will be handled promptly, discreetly and confidentially. The University will not tolerate any retaliatory action against anyone for reporting or inquiring in good faith about potential breaches of the University's policies or for seeking guidance on how to handle suspected breaches.

The link to the EthicsPoint website is now available on the Seattle University website. I encourage you to visit the site for more information regarding its intended use.

# Theology of Pastoral Leadership

## ❖ Bibliography ❖



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## Cultural Diversity

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De Bernieres, Louis. *The War of Emmanuel's Nether Parts*. New York: Vintage Books, 1990.

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Kondrath, William. *God's Tapestry: Understanding and Celebrating Differences*. Washington DC: Alban Institute, 2008.

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Suggested articles are:

Failure .....Volume VII, No. 1 .....January-February 1992

Forgiveness .....Volume VII, No. 2 .....March-April 1992

Gratitude .....Volume VII, No. 6 .....November-December 1992

Hospitality .....Volume IX, No. 1.....January February 1994

Anger .....Volume IX, No. 2.....March-April 1994

Listening .....Volume IX, No. 3.....May-June 1994

## School of Theology and Ministry Seattle University

### Academic Calendar

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The academic calendar is found at <http://www.seattleu.edu/calendar>. The calendar must be reviewed with the On-Site Supervisor prior to completing Job Description paperwork.

The first day of class and the On-Site Supervisor and Student Orientation is September 18, 2012.

#### Fall Quarter

First Day of TPL Class .....September 18, 2012  
 Veteran's Day (no class).....November 11, 2012  
 Thanksgiving (no classes).....November 23-26, 2012  
 Last Day of Classes.....December 3, 2012

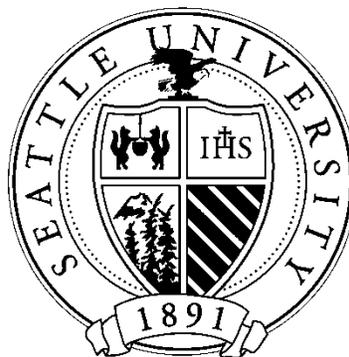
#### Winter Quarter

First Day of Classes .....January 4, 2013  
 Martin Luther King Jr. Birthday (no classes) .....January 16, 2013  
 President's Day (no classes excluding p.m.) .....February 20, 2013  
 Last Day of Classes.....March 12, 2013

#### Spring Quarter

First Day of Classes .....March 26, 2013  
 Easter Break (no classes) .....April 6-7, 2013  
 Memorial Day (no classes) .....May 28, 2013  
 Last Day of Classes.....June 4, 2013





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SCHOOL OF  
**THEOLOGY AND  
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