

Internship Seminar

Syllabus: 2019-2020



IST4000 (Fall), IST4001 (Winter), IST4002 (Spring)

Seminars:

1. **Section 1:** Residential: Wednesdays, 8:30 - 11:00 a.m., Instructor: Rev. Dr. Val Jackson
 2. **Section 2:** Hybrid/Online: Gathering Days in Fall only, (Wed, 10/9, 1:00 - 5:00 p.m. and Thurs, 10/10, 8:00 a.m. - 12:00 p.m.), Instructor: Dr. Samantha Joo
 3. **Section 3:** Hybrid/Online: Gathering Days in Fall only (Wed, 10/9, 1:00 - 5:00 p.m. and Thurs, 10/10, 8:00 a.m. - 12:00 p.m.), Instructor: Nikki Allen
 4. **Section 4:** Hybrid/Online: Gathering Days in Fall only (Wed, 10/9, 1:00 - 5:00 p.m. and Thurs, 10/10, 8:00 a.m. - 12:00 p.m.), Instructor: Rev. Tony Hill
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Internship Resources, Forms, and Assignments

- Students should use their Internship Seminar Canvas course as a primary source.
- Internship Supervisors & Community Advisory Councils should use the Internship Google Site (<https://sites.google.com/iliff.edu/internship>) as a primary source.

Course Description

The purpose of this course is to further professional formation through critical reflection on and consultation about your internship experience with peers and faculty within the seminar setting and course assignments. As a requirement of the MDiv and MASJE degrees, students complete a 420-hour Internship and concurrent 30-week Internship Seminar during the Fall, Winter, and Spring quarters of one academic year. All three quarters must be completed in sequence within a single academic year. Internship Seminars are offered in residential and hybrid/online formats. Residential Seminars meet weekly for 2.5 hours. Hybrid/Online Seminars meet on campus during Fall Gathering Days and communicate via Canvas Discussion Boards and Zoom video calls throughout the Academic Year. Four credits per quarter totaling 12 credits. Students will be given a letter grade by their Internship Seminar Instructors.

Internship Seminar Learning Outcomes

- To cultivate capacities for embodying practical-prophetic leadership in community;
- To develop the practice of integrative reflection (or knowing-in-action) in community through drawing upon one's Internship context in conversation with lived experience, social and cultural identities, relational and structural dynamics, and spiritual/religious traditions/values;
- To engage in vocational discernment and grounding practices to support increased understanding of one's being and doing in community; and
- To develop and sustain shared commitment to a peer community for mutual personal and professional formation.

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MDiv and MASJE Degree Learning Goals

- Personal and Professional Formation: Develop strategies for spiritual formation and self-care, demonstrate an awareness of the importance of social location for self-understanding and professional presence, and enact self-aware and collaborative leadership within a specific vocational context.
- Social/Contextual Analysis: Identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings at play in events and interactions, institutional structures, ethical judgments, and living communities, and articulate and enact a vision for increased social justice in these contexts.
- Theology and Religious Practices: Engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationships.

Pedagogy

Learning outcomes are reached utilizing the following pedagogical strategies:

- Small-group discussion facilitated by an Internship Seminar Instructor with significant professional ministry and leadership experience.
- Student Internship experiences as the "primary texts" for integrative reflection and analysis within the course.
- Development and practice of a professional community of trustworthy consultation, support, and accountability within the Seminar.
- An embodied experience of community to inspire students to build their own professional small groups and networks to push against isolation in ministry and leadership.

Course Flow

The 30-week Internship Seminar curriculum is designed specifically to address the Learning Outcomes. Structurally, the first half of each quarter gives attention to the aspects of identity, vocation, and community through the introduction and discussion of concepts, practices, and capacities for critical reflection. During the second half of each quarter, Interns engage in integrative reflection on experiences from their internship context, for mutual peer input and learning.

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Assignments & Schedule <i>Please see your Internship Seminar Canvas course for exact due dates.</i>		
Timeframe	Description	Due Dates and Breaks
Week 1	Introductions	
Week 2	Engagement in Internship Context: Professional Ethics	
Week 3	Engagement in Internship Seminar: Discussion Expectations / Shared Learning and Engagement Commitments	
Week 4	Refinement of Learning Goals & Formation Priorities; students should share these refined goals with their Supervisor and CAC.	
Week 4	Community Advisory Council (CAC) Registration Form Due	DUE: CAC Registration Form
Week 5	Gathering Days (Hybrid students meet on campus; Residential students meet online); Introduction to Integrative Reflection Framework	
Weeks 6-10	Integrative Reflections: Each student will present one situation and reflect on it using an integrative practical theological framework; the group will ask questions and share observations (not give advice) for the purpose of mutual learning and engagement.	
Thanksgiving week through Christmas	Iliff closed, no class until the first week of January, the start of Winter Quarter. Most students will be continuing some hours of Internship during this time.	Winter Interterm Break
Week 11	Students review their Learning Goals & Formation Priorities and instructor feedback to evaluate progress, where there may be tension, and where there are opportunities to revise goals moving forward.	Learning Goals and Formation Priorities Check-In

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Week 12	Review of Discussion Expectations / Shared Learning and Engagement Commitments; Building Resilience and Communities of Care	
Week 13	Practical-Prophetic Leadership Identities in Context (Part 1): Self as Leader	
Week 14	Practical-Prophetic Leadership Identities in Context (Part 2): Emotional Intelligence and Differentiation in Community	
Week 14 (cont.)	Students will upload both mid-year evaluations to the respective assignment within Canvas, the online course management system. Instructors will review, provide feedback, and grade.	DUE: Mid-Year Supervisor Evaluation & Community Advisory Council (CAC) Evaluation
Week 15	This is the middle of the 30-week Seminar and Internship, and an opportunity for more in depth check-in for each student about their Internship, learning, and formation.	Intern Check-In
Weeks 16-20	Integrative Reflections: Each student will present one situation and reflect on it using an integrative practical theological framework; the group will ask questions and share observations (not give advice) for the purpose of mutual learning and engagement.	
Spring Break	Some students will be continuing some hours of Internship during this time.	Spring Break
Week 21	Students review their Learning Goals & Formation Priorities and Instructor feedback to evaluate progress, where there may be tension, and where there are opportunities to revise goals moving forward.	Learning Goals and Formation Priorities Check-In
Week 22	Wisdom & Creativity in Practical-Prophetic Leadership (Part 1): Framing and Testing Vision in Community, Team / Community Building	
Week 23	Wisdom & Creativity in Practical-Prophetic	

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	Leadership (Part 2): Conflict and Change, Sharing the Work / Delegation	
Week 24	Vocational Discernment as Lifelong Practice	
Weeks 25-28	Integrative Reflections: Each student will present one situation and reflect on it using an integrative practical theological framework; the group will ask questions and share observations (not give advice) for the purpose of mutual learning and engagement.	
Week 28	Students will upload both final evaluations to the respective assignment within Canvas, the online course management system. Instructors will review, provide feedback, and grade.	DUE: Final Supervisor Evaluation & Community Advisory Council (CAC) Evaluation
Week 29	Discussion will center on how students plan to integrate what they learned during Internship moving forward in various contexts. Prompt questions also engage students in thinking about how to develop a professional community, like what has been modeled in the Seminar all year.	Next Steps: Vocational Integration
Week 30	Class discussion with students and Director of the Office of Professional Formation to evaluate Internship preparation process and Internship Seminar curriculum. This is different from written course evaluations, which must also be completed by students to evaluate their course and Instructor.	Internship Assessment & Evaluation

Internship Seminar Discussion Expectations

The purpose of these discussion expectations are to co-create and maintain appropriate space to share joys, concerns, and request consultation from one another.

Be Professional:

1. Ask for consultation as needed, and specify what would and would not be useful from your colleagues. Alternatively, don't give advice if it is not requested. If you are not sure, ask: "Are you looking for consultation?"

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2. Hold each other's confidences and maintain appropriate boundaries of confidentiality when you share about your Internship experiences with your Internship Seminar group.
3. When you share about your Internship experience, do so in order to critically reflect and analyze your professional formation, and the roles and culture of various people, systems, structures, and situations. Do not gossip, do not speak about your Internship site or community as "other" or as if you are studying an "object." Speak with reverence and with the goal of learning from your experiences and relationships. You may critique, but not criticize.
4. Expect the best of one another, not the worst.
5. Directly address conflict when it happens. If you are not capable of addressing a situation respectfully or appropriately in the moment, come back to the issue when you are able to have a professional conversation.
6. Ask for help when you need it. If you have a concern about something in your Internship, talk to your Seminar Instructor and the Director of the Office of Professional Formation who are both available for consultation. If there is a serious situation within your Internship or Internship-related relationships, contact the Director of the Office of Professional Formation immediately for consultation, facilitation, and/or intervention as necessary. Do not suffer in silence, do not participate in unethical behavior, and do not protect others whose behavior is inappropriate.

Be Real:

1. Focus on your learning and formation, and that of your colleagues, not on performing for the professor. Don't just "report out" to the group or comment on every post just to complete the assignment.
2. Be curious about each other and support each other's learning and formation as professional colleagues. (It's not all about you; it's about us).
3. Ask critical and thoughtful questions of one another, and be careful not to slip into bad habits of the academy such as competing to see who can ask the "deepest" or "most intelligent" question.
4. Ask for each other's opinion when you think a particular person would have useful insight on a topic, and/or when you haven't heard someone's voice yet and want to know their perspective.

Be Inclusive:

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1. Be aware and respectful of the diversity of identities and experiences in the course, as well as the diversity of identities and experiences that may not be present in the Seminar.
2. Use inclusive language. If you don't know, don't assume; simply ask one another, recognizing the varieties of spiritual, historical, racial, ethnic, gender, and other identities and experiences people bring with them.
3. Be proud of your identities and experiences, but not at the expense of others. Learn about and find value in the identities and experiences of others in the room as they express for themselves. (e.g.: We are glad you love your denomination and that it is a good fit for you, but it isn't better than all the others. All denominations and institutions have both gifts and areas for growth.)
4. Be intentional about creating equity within the Seminar. Self-monitor how much discussion space you occupy, and don't take up more than your fair share, nor concede your space to others. Don't over-value or under-value your participation in the Seminar community, or the participation of your colleagues.
5. Pay attention to embedded habits and practices of structural injustice and hold each other accountable for co-creating just practices (i.e.: microaggressions, unchecked stereotypes/assumptions, speaking for others, etc.).

Be Concise:

1. Focus on quality rather than quantity.
2. Process with your colleagues, not all over them. If you find yourself over-processing within the Internship Seminar, try using other tools to organize your reflections and thoughts before joining the Seminar discussion. For example: journaling or free writing; scheduling time with a pastoral care professional, counselor, or spiritual director; going for a walk, hike, yoga class, swim, or other physical activity that helps you burn off stress; praying or meditating; or giving yourself some time and distance to gain perspective on a situation as appropriate.

Internship Policies

The Office of Professional Formation oversees Internship and all related policies. All Internship-related policies can be found in the Internship Agreement form and the *Master's Student Handbook*. If you have a concern about your Internship, whether that is related to your site, Supervisor, or Internship Seminar Instructor, you are encouraged to address the individual(s) directly with your concerns as appropriate and as part of your professional formation. If at any time consultation would be useful, or facilitation and/or intervention is necessary, you are encouraged to contact the Director of the Office of Professional Formation Dr. Kristina Lizardy-Hajbi at klizardy@iliff.edu or 303.765.3116.

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Internship Seminar Evaluation

The following criteria will be used to determine your grade:

1. Engagement with the Internship Seminar Learning Outcomes
2. Internship Seminar Assignments
3. Meaningful engagement with Internship Seminar colleagues and faculty
4. Engagement with the Discussion Expectations
5. Supervisor and CAC Mid-Year and Final Evaluations

Students in a master's program are expected to produce academic work that is above average in comparison to undergraduate students. Therefore, the modal grade assigned is B+.

You must maintain a grade of "C" or better for all three consecutive quarters (Fall, Winter, and Spring) in order to complete Internship.

A- or A = Exceptional quality of work and engagement with the course

B+ = Fulfillment of all course requirements

B or B- = Minor shortcomings

Below a B- = Significant shortcomings

Internship Seminar may be taken pass/fail, which applies to all three quarters (Fall, Winter, and Spring). You must request to take this course pass/fail during the first week of the Fall quarter by emailing the instructor. You do *not* need to provide a justification for your request. You must "pass" all three consecutive quarters (Fall, Winter, and Spring) in order to complete Internship.

Attendance: Course participation is an integral part of your learning and formation in Internship Seminar. Absence from class or lack of weekly participation in the course equivalent to 20% of course work (two weeks for a 10-week course) puts you in danger of failing the course. Being late to class or leaving class early twice is the equivalent of one absence. Similarly, partial weekly participation in the online course for two weeks is the equivalent of one absence.

If you have a question regarding the Canvas course design, please contact the Office of Professional Formation at ProfessionalFormation@iliff.edu.

For all other questions related to Internship Seminar, please contact your Seminar Instructor.