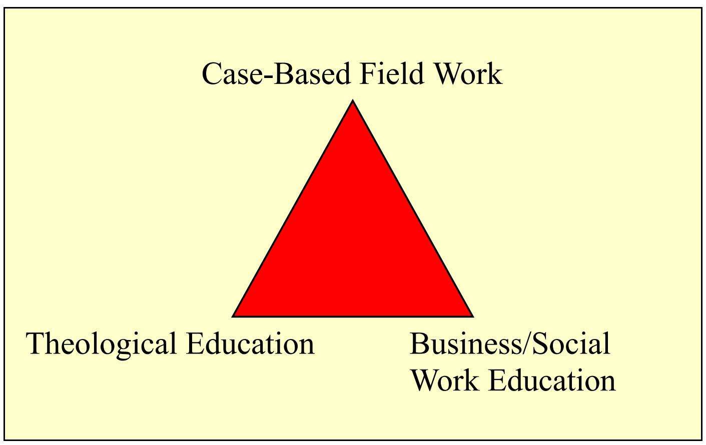
LTSP Public Leadership Case-Based Field Study Guidelines

I. GENERAL RUBRICS

In the final 3 semesters (or part-time equivalent) of a student's course work in the Public Leadership program, a student shall take 9 credits (3 courses) of case-based field study. In each semester, the student will be studying simultaneously (or will have gained equivalent skills) in a professional school (Fox School of Business or Temple University School of Social Work) and in a theological course of studies at LTSP. The most general purpose of the case-based field study is to provide the student a context in which to integrate the tools from theological and business or social work studies in relationship to practical problems of leadership.

The educational/learning model is thus as follows, with the two foundational classroom learning processes (theological and business/social work education) leading toward the practical application in case-based field work in a discrete agency, but with an interactive dynamic between the three domains:



The specific content across these three domains will, of course, be determined by the specific curricular choices of a student. Students should at any time, however, be able to avail themselves of three individuals across the domains: a theological professor; a professor in a business/social work program; a "field instructor," who is the supervisor responsible for delivery of the case-based field study experience, and for evaluation of the student's learning.

"Field Instructors" are to work with students to develop a "Learning Contract," based on the template the student will bring to a first "Referral Interview." This contract should include details about starting and ending dates/times and contact hours; a brief description of the student's roles, responsibilities, and reporting process (including, if possible, the specific project or case(s) on which the student will work); any reading or research requirements; and the basis for final evaluations.

Agency contacts should complete a one-time "Agency/Site Application," available as a discrete form. This form will be considered a perpetual application, subject to modification each semester through email and/or phone conversation in each term.

Scheduling Expectations:

Foundations in Case Based, Field Education in Public Leadership (1 semester)

10-16 hours/week (2 days), for a minimum of 120 hours total

These case-based field studies may be in a single site, or as a rotation across sites in the same agency. Any rotation is to be arranged by the Agency Contact or Field Instructor. The purpose of this foundational experience is to provide an introductory level (generalist) engagement with public leadership in an agency context, over the course of a single term. In addition to experiences such as "shadowing" leaders and participating in staff meetings and trainings, students should be given the opportunity to complete a single project or case that enables them to develop leadership skills, appropriate to an introductory level Master's degree course, and tailored to their experience and interests.

Advanced Case Based, Field Education in Public Leadership (2 semesters)

18-24 hours/week (3 days), for a minimum of 400 hours total

These case-based field studies should be in a single site, over the course of two terms (generally, these terms must be consecutive to provide for continuity, but in the case of part-time students this may not be possible and exceptions can be negotiated between the agency and the Director of MA Programs). The purpose of this advanced experience is to provide a deepened level (focused) engagement with public leadership in an agency context, over the course of an extended period. Students should be given the opportunity to complete at least two major projects or cases that enable them to develop leadership skills, appropriate to an advanced level Master's degree course, and tailored to their experience and interests.

For those students intending to fulfill the AIM (Associate in Ministry) Requirements for the ELCA, you must complete at least 600 Total Hours in field education.

2) The Placement Process

A Student Application (forms will be available online and distributed with the MA Orientation as part of the Introduction to Public Theology(Prologue)), initiates the process. Students are encouraged to consult with the Director of MA Programs about general vocational goals, and to research, and to suggest, potential field placement agencies. *All placements must be arranged by the Office of the Director of MA Programs.* Students are not to initiate contact with an agency to inquire about the prospects of a placement, although they may refer the Director to known contacts within an agency.

Employment-based placements will be considered, but must meet specific requirements to guarantee educational integrity (notably--field work assignments must differ from those required for the student's current job; field instructor must differ from the student's employment supervisor; and any such assignments must meet the educational objectives and outcomes appropriate to the student's program and vocational goals).

Each fieldwork assignment will be coordinated (at least initially) by the Director of MA Programs, with the following deadlines.

<u>For Spring/Summer Assignments (roughly 2/1-6/1 or 6/1-8/30):</u>
September 15: Agency/Site Applications Due
October 1: Student Applications Due
October 15: First Referrals/Interviews
December 1: Assignments Finalized

<u>For Fall Assignments (roughly 9/1-12/20)::</u>
April 15: Agency/Site Applications (or verbal/email renewals) Due
May 1: Student Applications Due
May 15: First Referrals/Interviews
July 1: Assignments Finalized

Most assignments will presume the student will be on-site during regular business hours, M-F, although there may be cases of evening/night or weekend placements.

Assignments will proceed through a "Referral" System. Once a site has been selected, the student is informed of her/his placement, and the student then seeks an initial "Referral Interview" with the Field Instructor (or other agency contact).

At that "Referral Interview," the student should negotiate the terms of her/his case-based field experience, using the "Learning Contract" template provided through the Office of Director of MA Programs.

If *for educational reasons only* the placement is not suitable, the student may contact the Director of MA Programs to debrief and identify another placement possibility.

II. CASE-BASED FIELD WORK IN PROCESS

A. <u>Supervision</u>

1. The Importance of Role

Essential to the process is that roles in the relationship remain clear. Whatever the nature of conversations between the mentor and student, or the styles of work, or the way each "lets down their hair" in informal moments, etc., the mentor remains the supervisor and the student remains the learner.

This emphasis on role does not mean that there will be no moments of confusion or even deliberate change of pace. Rather, it means that for a quality experience for both pastor/supervisor and student the reality of the roles of mentor and learner consciously will be identified and clarified again and again. At a minimum, the supervisory conference held every week will be structured in such a way as to remind both partners of the true nature of their relationship.

2. Supervisory Conference

THE KEY INGREDIENT OF EDUCATIONAL SUPERVISION IS THE WEEKLY, INDIVIDUAL, SUPERVISORY CONFERENCE. It is a dyadic interview regularly scheduled for a specific time period at a private place protected from interruption, physically comfortable, and conducive to good, audible communication.

If the supervisor is responsible for short-circuiting the regular conference, the result may be guilt on the part of the intern who is made to feel that he or she is intruding on other scheduled activities of the supervisor. The implicit message also is that the dialogue is unimportant and perhaps by extension the entire relationship. Even if a student does not perceive it, be assured that the seminary considers this an unsatisfactory arrangement.

Where the student becomes the instigator of frequent informal conferences in lieu of the formal weekly supervisory conference, the concern is of even deeper dimensions. This pattern, on the part of the student, may be signaling undue dependence or, equally negative, actual hostility toward the pastor/supervisor.

3. The Purpose is Functional

The purpose of the conference is to help the student do the job s(he) is placed there to do. In that sense, it is functional. It may have to deal with administrative concerns, but it should be perceived as educational in nature. The predominant concern of the pastor/supervisor should be to teach.

At the beginning of the internship the general purpose of the supervisory conference should be established. It should read something like this: ***"to help the intern identify his or her role in the agency with more and more clarity and to help him or her acquire and put into use appropriate knowledge, understanding, and skills for improving the quality of his or her activity in the role."***

It would be well if every supervisor would say to the student that in the supervisory conference they will be discussing some of the things that he or she does not do well, but that this is to be anticipated and quite usual. A matter-of-fact and natural approach to this reality should provide a feeling of relief to the student. He or she will not be left alone to face new experiences. There will be an experienced person to share them with and the purpose will be the student's own growth in knowledge and skill.

To be sure, the supervisor also should address the positive side. The student does bring experience and skill to the situation, too. He or she should be assured that there will be help to utilize these skills within the requirements of the congregation and its mission.

The **seminaries advocate a combined reading/case approach (praxis) to the supervisory hour each week.** That is, the student will identify some aspect of recent intellectual work (reading) and case-based field experience and will present a brief "case" for discussion with the supervi sor. This may or may not be in written form. It may build on a semester or year long case (or cases) on which the student is working.

Normally the outline will be something like this: a brief description of the **theoretical** issues involved (theological, social, political, etc--based on some outside reading or research); the **background or context** of the developments in relationship to the case; a detailed **description** of the events related to the case and work accomplished in the past week, with the focus on what the student actually did, said, etc., an **analysis** of the dynamics present in the event as the student reflects on it (What was going on?), an **evaluation** of the work accomplished by the intern (I did this well; could do this better, because...)

Ideally, a **one-page write-up** of the case should be in the supervisor's hands at least 24 hours before the weekly conference. Flexible "Lesson plans" or a "syllabus" of readings should be developed by the supervisor in consultation with the student, based on the specific case(s) and tasks with which the student is engaged. The discussion that flows from this method normally will be very rich.

B. <u>Case-Based Field Committee</u>

As possible, the student should be connected to a committee of peers, staff, or supervisors for Consultation. This may take the form of participation in regular staff meetings.

C. <u>Financial Matters</u>

1. Stipend

Normally, case-based field work is non-stipended, although travel and other related expenses necessary to completing assigned tasks can be reimbursed. Any other financial arrangements are open to negotiation, but should be reported to the Director of MA Programs at LTSP.

` <u>Guidelines for Travel Reimbursement</u>

1) Round trip mileage at current IRS regulation (moving to fieldsite; moving back to Seminary).
2) Night's lodging will be provided for those traveling 450 miles or more.
3) Payments of meals will be provided up to $25.00 per day per adult, $15.00 per day for each child.

4) In placements where unfurnished housing is provided, the student will be compensated for household moving expenses from and to the seminary by the placement.

5) Mileage, meals, and motel receipts must accompany the request for reimbursement.

6) Specialized arrangements can be made in consultation with the Director of MA Programs.

III. FEEDBACK AND EVALUATION

Ongoing *mutual* feedback and evaluation enable the student to be self-critical about learning and identify his/her strengths and weaknesses, and help the agency tailor the learning to the student's goals. While feedback is a constant process, at two points (mid-semester AND final evaluation) formal structure is essential. The Director of MA Programs of course welcomes more regular communication, both of difficulties and successes.

A. Case-Based Field Work Evaluations

1. Evaluation shall take the form of a letter (email and hardcopy) from the supervisor to the Director of MA Programs, detailing the student's work and accomplishments, and pointing out weaknesses, at two points in an semester of case-based field work. The letter should follow standard business correspondence, and be suitable for inclusion in a student's portfolio (e.g., as letter of reference). The student shall complete similar letters, detailing the strengths and weaknesses of the placement *as a learning site*, within the first seven weeks of the semester and within the final month of the placement.

2. These evaluations are to be shared among the student, the supervisor and any committee before they are sent to the seminary. After the supervisor completes his/her evaluation individually, it should be shared with the intern at a meeting. The intern and supervisor share their reports with one another, discuss them, and sign both reports.

   a. Mid-Term Evaluation Reports. The student, supervisor, and any Committee member reports are submitted by email to the Director of MA Programs, and mailed (or otherwise delivered) to the Director in hard copy. This report may take the form of a letter, and should include a provisional mid-term grade (no later than seven weeks into the placement)

   b. Final Evaluation Reports. During the last month of case-based field work, the final evaluation reports of the student, supervisor, and (if applicable) Committee members are due to the Director of MA Programs. This should include a final grade for the course, on a scale of A, A-, B+, B, B-, etc. When a placement is completed at full term, a letter grade is submitted to the Director of MA Programs, but a grade of "pass" or "fail" is assigned as appropriate, without explanatory notation, on the student's transcript.

c. Upon the conclusion of the case-based field work, the faculty in the MA Advisory Committee will evaluate both supervisor and student reports.

B. Confidentiality

1. The use of these documents must be in a way that benefits the student, the seminary, and the agency, in accord with the purpose of evaluation. At the same time, the rights and responsibilities of each of these parties shall be protected and safeguarded.

2. These guidelines are to be followed in regard to the use of evaluative materials:

   a. Evaluative documents are to be circulated as indicated below only after releases have been signed by the student. If the student chooses not to release these, he or she should be apprised of the possible effects of such actions.

   b. Evaluative documents are to be available to the student, the Director of MA Programs, the supervisor (evaluations related to work he/she supervises), student's faculty panel or advisor, the Director of MA Programs and faculty members of the MA Advisory Committee, LTSP Field Advisory Board, Seminary Dean and President, and the Bishop and/or designated assistant(s) of the student's home synod or other judicatory, if applicable. In addition, the student may designate other individuals to receive these documents for purpose of consideration for first placement or other purposes.

   c. **It is the student's responsibility** to verify that both the mid-term and final evaluations are submitted in timely fashion both as emails and in hard copy to the Director of MA Programs, who will, in turn, forward the grade to the Registrar's office.

IV. SPECIAL CIRCUMSTANCES

A. Illness

An extended illness of the student can become problematic for an experience of such relatively short duration. In such situations, a careful balance must be maintained assuring fairness to the student as well as to the agency. When questions arise with respect to such situations, the following guidelines can apply:

1. Although the student is not an employee of the agencies, but a student fulfilling the requirement of the seminary, agencies that have sick leave policies for its paid staff should seek to apply that same policy to the student. This may entail postponement of a case-based field experience, or rescheduling of assignments. A grade of "I" may be entered in such cases, with a clear plan of completion submitted to the Director of MA Programs.

2. In the absence of an operative sick leave policy, the following is offered to the student and the congregation as counsel and advice:

a. Sick Leave. For the purposes of this policy, "sick leave" may be granted for any student absent from duty because accident or illness, including any illness resulting from pregnancy or childbirth. The grade will be "I," and all work must be completed by the conclusion of the following semester.

b. Short-Term Illness, up to one week, shall not affect the placement.

c. Long-Term Illness or disability, more than one week, may necessitate adjustments as negotiated by the Director of MA Programs, the student, and the agency. A long-term illness extending beyond a month may necessitate cancellation of the placement, with a grade of W.

d. Requirements for Diaconal Ministry/Candidacy. An extended sick leave may interfere with the student's ability to meet the requirements of the ELCA and the seminary. There is normally some flexibility allowing for negotiation for an absence of a maximum of one month in a semester-long placement; two months in a two-semester placement. For instance, a student may surrender his or her vacation time or negotiate another intensification of study as appropriate. Requirements should be fulfilled with a balance of integrity and of compassion for one who is ill.

B. Change of Supervision

If a supervisor terminates employment with an agency to which a student has been assigned, the Director of MA Programs should be immediately contacted so that a review of the situation can occur. If the vacancy occurs before the placement begins, the student usually will be reassigned. If the vacancy develops after the placement begins, every effort will be made to continue the placement by seeking to find alternate forms of supervision.

C. Expectations Concerning Sexual Conduct of Candidates

All supervisors and students are expected to maintain professional boundaries, and to practice integrity appropriate for professional relationships.

D. Sexual Harassment

The seminary policy concerning sexual harassment shall be applied to all case-based field work. In this policy sexual harassment is defined as including any unwelcome sexual advance, request for sexual favors, and/or verbal expression or physical contact of a sexual nature by a male or female.

Alleged violations shall be reported to the Director of MA Programs immediately and in confidence. The President or Dean may be contacted in the event the Director of MA Programs is unavailable. If the aggrieved party is prepared to declare that he or she has been harassed, a discussion shall be initiated by the Director of MA Programs with the parties involved. If the parties agree that the matter is resolved, no additional steps need be taken. If there is not agreement, the President and/or Dean shall immediately establish a hearing to determine whether or not sexual harassment has occurred and seminary policies shall be followed.

E. Drug/Alcohol Abuse Policy

The seminary policy regarding drug and alcohol abuse shall apply to all case-based field work. These follow the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. As required by the Act, the seminary has provided notification of (1) standards of conduct, (2) legal sanctions, (3) health risks, (4) prevention and treatment, and (5) institutional sanctions.

All students are covered in this policy. Sanctions for students can range from probation to suspension and dismissal. Violations may lead to referral for prosecution under local, State, or Federal Law. In the case of personal use and abuse, the individual's willingness to pursue responsible treatment is a significant consideration in defining the institution's response.

F. Titles

Students should be identified as "students" or "interns."

G. Early Termination of a Placement

A case-based field work experience is an educational program under the authority of the faculty of the seminary. Just as the placement is established by the faculty, it may be terminated only by faculty action. In agreeing to the terms of the placement, the agency is agreeing to provide a learning opportunity for the student.

1. **Consultation with the Student's Synod**
   For students in candidacy, consultation with the student's synod is essential and shall be pursued with discretion, at the instigation of the student in contract with the supervisor. The Director of MA Programs will be available to consult, but will not ordinarily communicate directly with candidacy committees or other judicatories.

2. **Causes for Early Termination**
   a. Mutual agreement by the supervisor, agency staff or committee (as appropriate), the seminary's representative, and the student.
   b. The unsuitability of the site for learning purposes or the absence of appropriate learning as determined by the seminary.
   c. The resignation of the supervisor, or the disability of the supervisor for a significant portion of the internship period, without suitable replacement.
   d. Inappropriate supervisory practice as determined by the seminary.

e. The inability of the student to conduct the office of intern effectively in the setting. Such termination will be made without reflection on the moral and spiritual character of the intern, which judgment shall be the prerogative of the faculty.

f. The physical or mental incapacity of the intern.

g. The disqualification of the intern on grounds of incompetence, immorality, continued neglect of duty, conduct grossly unbecoming a professional within an agency or as a representative of a faith tradition, or persistent trouble-making within the agency as reported by the supervisor, the student committee (as applicable), or other appropriate agency committee.

3. **Procedures for Early Termination**

In each of the above situations all appropriate persons shall be heard, after which the Director of MA Programs will inform the faculty of the situation and the faculty may vote to discontinue the placement.

Premature termination, regardless of the cause, shall be reported to the Dean of the seminary, and may be recorded as a grade of W on the student's transcript, depending upon the case, as specified below.

The obligations of an agency to a person whose placement has been terminated by the faculty shall cease with that termination action, if not de facto having ceased prior to that action.

4. **Post Termination Procedures**

The advice and counsel of the Director of MA Programs and (as applicable) the student's judicatory shall be obtained prior to further action with regard to the completion of the case-based fieldwork require ments.

5. **Grades and Transcript Notations**

When an internship is terminated either by the student's voluntary withdrawal, or by a decision of the seminary faculty the grade of "W" or "fail" shall be assigned as appropriate, with no explanatory notation. In some cases, the grade of "no credit" shall be assigned with the notation of "Fieldwork terminated (date)".

6. **Process for Appeal**

The process for appeal described in the appropriate STUDENT HANDBOOK shall pertain.

7. **Tuition Payments**

Payment of Seminary tuition remains the obligation of the student, but it is understood that the agency may agree to make payment if that is part of the learning contract.

APPENDIX 1: THE LEARNING CONTRACT

This learning experience is based on:

Craig L. Emerick, The Learning Covenant
(Dallas, Texas: Perkins School of Theology Internship Program, 1980)
Copyright (c) 1978 & 1983 by Perkins School of Theology,
Southern Methodist University, Dallas,Texas

GUIDELINES FOR CONTRACT MAKING

The contract is a relationship between a student, supervisor, committee (as applicable), and the seminary. Writing a Learning Contract is the discipline that brings persons together on the basis of love and truth. As mutual trust is experienced, a commitment can be built on common goals and mutual understanding. Thus, writing out a Learning Contract can be a vital means for setting the tone and the direction of these relationships.

THE WRITTEN CONTRACT

The outcome of this process is a written statement of contract. Because of the highly personal and unique character of each student, supervisor, and agency, flexibility of contracts is recommended, but an **initial learning contract is due within 2 weeks of start of case-based field work and no later than 30 days of start. It must be signed and submitted (email and hardcopy) to the Director of MA Programs.**

HOW TO GET THERE FROM HERE

A. Dialogue

This is where it begins. Dialogue means literally "talking things through". It's as basic and profound as listening to others and listening to and expressing your innermost self.

Dialogue means being responsive to your own claims and to the claims of another. Preparation for responsible dialogue depends on how well you have applied yourself in completing the respective worksheets. Sitting down and talking things through offers you new insights into yourself, your priorities, values, feelings, and personal viewpoints.

B. Some Suggestions To Facilitate The Dialogue

1. To provide ample time for the dialogue, set an initial meeting of student, ip committee (as applicable), and supervisor. Its purpose is to share initial goals, projects, tasks, and resources with one another and clarify possible contours for a syllabus/contract.
2. Then let it percolate in order to sort out your ideas and feelings. This means time alone in your "quiet place."

3. In a second meeting with pastor/supervisor and internship committee, sort out the priorities which are mutually agreeable at this time.

C. <u>Checkpoints In Writing The Learning Contract</u>

1. It may be useful early on to use an outline format which reads easily and encourages succinctness and clarity.
2. When writing the covenant, seek to avoid either extreme rigidity or excessive generalization.
3. In formulating the goals for learning, use the SPIRO model as check - points for writing statements of intent:
   - <u>**S**pecificity</u> - concrete terms
   - <u>**P**erformance</u> - what will the student be doing?
   - <u>**I**nvolvement</u> - the extent of activity
   - <u>**R**ealism</u> - is it attainable within the time frame?
   - <u>**O**bservability</u> - stated in such a way that intern and others can see the results and know when the goal has been achieved.
4. The seminary wants its claim represented, too. The basic expectations have been spelled out in the "Placement Agreement" already signed by the intern and field instructor.
5. Develop your concept of the intern's priorities and time management using the methodology of the PRIORITIES AND TIME MANAGEMENT, immediately following this section.
6. The Learning Contract establishes patterns of intentional learning early in the internship. The contract itself is a tool for learning -- not a literary document. Whatever its imperfec tions, they can be corrected in later revisions. At this point in the internship, it is important that the learning goals be mutually understood and accepted.

PRIORITIES AND TIME MANAGEMENT

A. <u>Priorities</u>

As the learning contract begins to take shape, there should emerge an initial "job description" in terms of where the priorities demand time and energy. It may be helpful to look at the priorities in terms of the following questions:

1. How will the intern cut the pie in terms of time for:
   - work
   - reflection & study
   - family - friends
   - meditation & prayer
   - play

2. What are the priorities on a 4-month time line?

FEB	MAR	APR	MAY
___	___	___	___

3. What are the priorities in a "typical week", given 3 time blocks each day, 7 days per week = 21 time blocks:

<u>SUN</u>	<u>MON</u>	<u>TUE</u>	<u>WED</u>	<u>THU</u>	<u>FRI</u>	<u>SAT</u>	
_	_	_	_	_	_	_	AM
_	_	_	_	_	_	_	PM
_	_	_	_	_	_	_	EVE

B. <u>Time Management</u>

1. Consider the "time management" issue. At heart, it's the issue of stewardship: how does this professional-in-training use God's gift of time, talent, and energy?
   Another point: the highest exercise of respon sibility is the proper recognition of limitations. Consider this question: When does chronological time become transferred into moments/occasions to hear and be shaped by the voice of God?

2. There are many approaches to time management and members of the internship committee will have a variety of experiences and insights to share with the intern. It is important that the intern learn and practice a method that he/she finds personally comfortable.

CONTRACT RENEWAL AND ACCOUNTABILITY

Contract renewal means expecting and planning for change. The initial Learning Contract will naturally change as the contractual relationships unfold and grow. Always open to revision on the basis of experience, the contract should be reviewed and revised as needed.

In short, mutual accountability is expected among all partners.

PREPARING THE LEARNING CONTRACT

The contract-making process is vital to achieving the goals of internship. The learning contract process is even more important than the final contract document. During the course of the placement some goals will seem to be achieved and new goals will appear. It is therefore very important for the learning covenant process to continue throughout in an on-going revision of the learning contract. These revisions should be documented after each of the two evaluation-feedback summaries have been discussed.

THE LEARNING CONTRACT: WHO WRITES IT?

The student writes the learning contract**,** with recommendations and resource suggestions from the supervisor, and (as applicable) from LTSP and Temple faculty.

WHAT WILL IT LOOK LIKE?

There is no ideal type of learning contract document. The uniqueness of each student and setting results in a learning contract which fits this student in a specific context. Generally speaking, a contract should be brief (no more than 10 pages), including course description (job description), learning goals/objectives, resources (texts to be read), specific responsibilities, assignments, project areas, and at least one focused case, a time schedule, and bases for evaluation.