

SCHOOL OF THEOLOGY AND
MINISTRY

INTEGRATION OF TRANSFORMATIONAL LEADERSHIP FOR JUSTICE

INTERNSHIP MANUAL

STML 569—Fall and Winter Quarters
Concurrent Two-Quarter Internship



SCHOOL OF THEOLOGY AND MINISTRY

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Integration of Transformational Leadership for Justice Internship Manual



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Integration of Transformational
Leadership for Justice

❖ **The Course Sequence** ❖

The Course Sequence

The Integration of Transformational Leadership for Justice course sequence includes two courses combined with a concurrent internship that lasts two quarters. The courses are Integration of Transformational Leadership for Justice I and II. These courses offer a mentored experience for Masters of Transformational Leadership students.

In addition to the weekly three (3) hour classes, extending across two quarters, students are involved in the practice of leadership – an internship of 8 to 10 hours a week in a leadership placement where they can exercise a role of leadership with a mentoring relationship. They also work with a leadership coach through the six months of the course/internship.

Course Description As Listed in the Graduate Bulletin

STML 569 Integration of Transformational Leadership for Justice I

This first course in the two-quarter capstone course sequence will engage students in contextual mentoring relationships. It includes coaching for excellence and the opportunity to integrate knowledge bases, skills, and onsite practices. It requires a two-quarter commitment to engage in a leadership internship, coaching, and classroom and personal reflection. The student will engage an issue of justice and lead a group toward change and transformation that can be sustained post-internship. The focus of this quarter will include applying frames of leadership to concrete leadership situations, identifying leadership styles in operation, and initiating change in an organization. Prerequisites: STMM 553 or STML 554, and STML 561, STML 564.

STML 573 Integration of Transformational Leadership for Justice II

This second course in the capstone course sequence will engage students in contextual mentoring relationships. It includes coaching for excellence and the opportunity to integrate knowledge bases, skills, and onsite practices. It requires a two-quarter commitment to engage in a leadership internship, coaching, and classroom and personal reflection. The student will engage an issue of justice and lead a group toward change and transformation that can be sustained post-internship. In this final course of the capstone sequence, students will prepare a public presentation about their guiding principles and understanding of transformational leadership for justice. Prerequisite: STML 569.

Course Sequence Learning Outcomes

Students will give evidence of these MATL learning outcomes:

- Demonstrate an understanding of the role and dynamics of human “meaning making” in framing worldviews, and in impacting individual and collective human values formation, ethical and other forms of decision making, and leadership ideals, goals and methodologies.
- Demonstrate a reflective capacity for analyzing and articulating the student’s personal spirituality and “meaning making” influences and structure, and its impact on the student’s leadership ideals, goals, and methodologies.
- Demonstrate an ability to think critically about the impact and role of religious organizations, spiritual movements, and spiritually inspired insights and worldviews in public discourse, particularly in the articulation of public values in the United States, as well as its impact and role in the development of leadership theory and practice.
- Demonstrate a reflective capacity for engaging others in the discussion of the meaning structures of their lives and the organizations and culture(s) in which they live, particularly using the concepts and language of multiple intelligences, social and emotional learning and leadership theory, which can serve as a surrogate for traditional theological themes and issues.
- Demonstrate an ability to lead from a posture of an articulated spiritual depth that is consistent with the student’s personally defined values and the values of the organization in which the student works.
- Demonstrate an ability to integrate course material with their personal meaning structure and spirituality, and their ideals and goals for leadership.
- Demonstrate an ability to lead groups through processes of transformation and change.
- Demonstrate a capacity to speak publically with ease and clarity.
- Demonstrate a capacity to write appropriately to serve the people to whom they are accountable.

Integration of Transformational
Leadership for Justice

❖ **The Internship** ❖

The Step-by-Step Process

1. **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 MATL year. Information about the time and place of the orientation will be published in the STM Bulletin.
2. April 1st is the date students declare intention to take the course by completing the STM COURSE PROJECTION form with their Academic Advisor.
3. **ARRANGE FOR THE INTERNSHIP SITE:** By June 15 arrange for an internship position where you will be working in a leadership capacity. The internship should meet the learning outcomes as identified on previous pages.
 - **INTERNSHIP SITE SELECTION.** The Faculty for the course in consultation with the Director of Contextual Education works with students to identify a list of potential sites.
 - **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.
 - **ON-SITE MENTORS** must spend one hour a week providing support, feedback, and guidance for the student. In addition, the On-site Mentor is expected to participate in a one half-day orientation at the beginning of the internship.
 - **STUDENTS** may intern at a site where they are working full time.
 - **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]
- **LEARNING OUTCOMES.** Students will find a copy of the learning outcomes earlier in this document. When preparing the document package [Information / Job Description Form, Cover Letter and Resumé] these learning outcomes will need to be referenced and addressed.
4. June 15th is the due date for submitting 4 copies of the following documents.
 - The **INFORMATION / JOB DESCRIPTION FORM** available in this Student Manual [see Appendix section] or Online 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 competencies for leadership.
 - Identifies areas of growth that you wish to address through the internship/ course combination.
 - A **RESUMÉ OR VITA** [see example in the Appendix Section]. The Resumé 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 Information / Job Description Form, Cover Letter and Resumé 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 STML 569.

- Deadline: Students not submitting the paperwork described above by June 30 will not be admitted into the course.

Criteria for an Effective Internship

The Faculty for the course and the Director of Contextual Education are 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 a reflective, discerning process, rather than as a requirement to meet.

The search for the right internship begins with the questions you ask yourself. Because the sequence focuses on leadership, you will need to select an internship where you are in a visible leadership role. The on-site mentor should be someone who demonstrates leadership skills you admire and wish to emulate.

Selecting the right internship is a deliberative process. Many have found these elements essential to consider when choosing an appropriate internship site and on-site mentor:

- **Interactive.** Leadership is dynamic. The internship must have a clear and identifiable leadership 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 by yourself. On occasion, you may need to do research, planning, stuffing envelopes, data entry, or creating a brochure. However, this should be only part of the total leadership experience.

Ideally, the internship is a place where you test your assumptions, skills, and understandings with others. You do this in order to gain new insights about your personal identity and professional integrity.
- **Clear boundaries and roles.** Leader interns need to attend to roles they will play among people they serve. An intern will reflect on how transformation through leadership impacts the leader, the “followers”, the institution, and other constituents.
- **A new location and/or a different focus.** A new or different location, place and people, often helps 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. You might especially consider a site where justice and spirituality intersect.

- **Transformational.** Because each person and situation is unique, it is important to work with the faculty for the course sequence 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.

Choosing an On-Site Mentor

The person you choose as an On-site Mentor is a very important decision. This person will be key to you in unlocking the doors to relationships in the internship, as well as providing guidance for you as a supervisor of your work and leadership development. 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, match for you, and your 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 Mentor should not be someone who has been your spiritual advisor, counselor, therapist, intimate friend, boss, employee, pastor, or priest. 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 internship experience. You need to find someone who will give you particular feedback based on your work and leadership.

A Truth Teller. You are looking for an individual who will be truthful with you, provide insight and challenge to your internship. You also want a person who will affirm your plans, ideas, interactions, and gives you appropriate guidance.

A Leader. Look for a person who demonstrates or models solid leadership skills, including: conflict management, adaptability, and capacity to raise tough questions.

Navigating Dual Roles

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

Students are challenged in the context of the internship to avoid relationships with mentors, spiritual directors, supervisors, coaches, and therapists where there is or might be a dual relationship.

A number of STM's faculty and staff, both core and adjunct, are skilled spiritual

directors, therapists, and mentors.

Sometimes students wish to work with faculty in these roles. However, we believe in the importance of having the benefit of wise guidance from a number of sources through the process of integration and have a policy of avoiding dual roles with students whenever possible.

On-Site Mentor: What to Look For

The following attributes are helpful in examining the role of one who is an on-site mentor. These are meant to be triggers for reflection and evaluation of ones work with a mentor.

Attitudes

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

Qualities

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

Skills**Administration**

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

Evaluation / Feedback

- Encourages student intern 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 student intern's life
- Nourishes student intern's self-supervision
- Shares available resources
- Available
- Offers opinions as opinions
- Skilled in use of the mentoring conversation

Teaching

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

Caring

- Differentiates between counseling / spiritual direction / supervision
- Supports student intern's strengths and weaknesses
- Listens carefully, patiently
- Differentiates between own feelings and those of student intern
- Fully present to student intern
- Recognizes and deals openly with feelings

Adapted from: Kenneth Pohly, Transforming the Rough Places: The Ministry of Supervision. Providence House Publishers

The On-Site Mentor's Role

The Integration of Transformational Leadership for Justice field placement depends on the On-site Mentor's ability to provide a safe learning environment for the STM student. The On-site mentor 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 Mentor creates the atmosphere for contextual learning to take place. The site is a situation or setting for learning. The learning happens in at least two ways: the practiced wisdom, insight and understanding of the on-site mentor and the particular location or focus of leadership implemented.

The Contextual Education program expects that the On-site Mentor 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 individual's openness and gifts in the practice of transformational leadership.

The School of Theology and Ministry does not expect that the On-site Mentor will teach a "body of academic material." The On-site Mentor evaluates the intern and gives feedback but does not grade the student. The student is not given an academic grade for the internship but is graded in the coursework related to the internship experience.

Expectations of On-Site Mentor

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

1. To meet with the student once a week for one hour in order to:
 - 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 mentor;
 - Debrief the student's work which includes professional and personal development;
 - Provide support, encouragement, and challenge to the student;

- 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 through the end of the quarter evaluation.

(The feedback and/or evaluation form the On-site Mentor completes will influence, but not determine, the student's grade. The feedback process is used to encourage and insure a thoughtful conversation between student and the On-site Mentor. Student's grades are given by the faculty based solely on the course criteria established by the faculty for the classroom work.)

3. To attend On-site Mentor Orientation Session. The required On-site Mentor Orientation will be Tuesday, September 20, 2011, 9:00 a.m. to 1:00 p.m. Lunch will be provided. The student Intern will also attend this orientation. It constitutes the first required class session for the quarter. (An On-site Mentor's Manual will be distributed at the Orientation session. Meeting room will be announced later and parking permits provided by request.)

Note: All questions regarding the mentor's role should be directed to: Dr. Sharon Callahan, Associate Professor / Associate Dean for Academics & Student Life, School of Theology and Ministry, Seattle University, scal@seattleu.edu, 206.296.5336 or to Dr. Richard Cunningham, Faculty, Director of Contextual Education, 206.296.2101, drdick@seattleu.edu.

Confidentiality

A central value in any mentor relationship is confidentiality. This "faithing with" (confides) enables a mutual sharing to empower the student to face life issues, values and gifts honestly and responsibly.

Some explanation of how peer support and review for the faculty might work seems helpful:

1. The faculty and The On-site Mentor may at times need consultation on a given situation. Feedback by colleagues involved in the same process provides the opportunity for growth in the supervisor and faculty and better ministerial integration opportunities for the students.

2. In addition, inappropriate behavior or sexual misconduct should be reported to the Director of Contextual Education and the Associate Dean for Academic Programs as soon as possible. A course of action with the student will be discussed in conjunction with the On-site Mentor.

3. An Exchange of Information Form will be signed by the Student, On-site Mentor, 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

Processes for Dealing with Them

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

Internship Site Changes

The student is normally expected to remain at the same field education site with the same On-site Mentor for both quarters of the course sequence. However, occasionally a problem occurs and it is necessary to explore alternatives or make a change.

The student, On-site Mentor, 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 Mentor 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 mutually.

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, locate 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 Mentor 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.

Contact the Director of Contextual Education if:

- a. You cannot meet the weekly meeting requirement
- b. The student fails to keep regular weekly appointments or is not fulfilling the hours as stated in the job description
- c. Professional issues arise, or a change of position, or work preference concerns remain unresolved.

If you need to consult someone, contact Dr. Dick Cunningham at: drdick@seattleu.edu or 206.296.2101.

Concerns About The Integration of Transformational Leadership and Justice Course

A student who is concerned about the Integration of Transformational Leadership and Justice course, its structure, leadership, purpose or requirements, should address the concern with the faculty. The purpose of the consultation would be to gain clarity about the student's issues and examine potential resolves.

Should the On-site Mentor have a concern about the course they should contact the faculty.

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.

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.

There may be occasions when a match does not best meet the needs of the student, the site and or the supervisor, mentor or coach. In those instances, the Contextual 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.

In all instances, however, the STM has the right to withdraw a student from a Contextual 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.

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 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.

Integration of Transformational Leadership for Justice

❖ Forms ❖

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

CONTEXTUAL EDUCATION SHOOOL OF THEOLOGY AND MINISTRY
INTEGRATION OF TRANSFORMATIONAL LEADERSHIP FOR JUSTICE

Placement Information

Job Description

Directions: Complete this form pages 1-6, with the On-site Mentor, secure signatures required, and submit four (4) hard copies to the Director of Contextual Education.

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 Mentor 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 Mentor:

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

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

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 Resumé 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 transformational leader?
- D. What leadership skill will you expand?

Part VI - The Internship Site

A. Describe from your point of view the site's institutional vision/mission:

B. Describe from your point of view the context (location) of the internship site. Address each of these four characteristics: (Use a separate sheet of paper if necessary)

1) the cultural,

2) the social

3) the economic

C. Name other values and beliefs, which are critical to the organization:

Part VII - Job Description:

A. In general terms, briefly describe your internship.

B. Student intern’s responsibilities:

With On-site Mentor, 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"> • • • • • • • 	

Part VIII - On-site Mentor: [To be completed by the On-site Mentor]

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 Mentor?
5. Have you been a mentor 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 Mentor, please confirm:
 - Yes, I will attend the required Student Intern and On-site Mentor Orientation on Tuesday, September 20, 2011 9:00 to 1:00 pm.
 - Continental breakfast and lunch will be provided.
 - Meeting room will be announced
 - Parking permit available on request.

Part IX - On-site Mentor and Student Agreements | Signatures

[To be completed by the On-site Mentor and Student]

- 1. Dates of Internship: _____ to: _____
Beginning Date [on or before the 1st day of class] Ending Date -usually last day of class winter quarter
- 2. We have reviewed the academic calendar & determined days off.
[for example will you be at the internship during winter break?]
- 3. We have reviewed On-site Mentor 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 Mentor and the Student Intern.

Signature of On-Site Mentor: _____ Date: _____

Signature of Student: _____ Date: _____

Approval Director of Contextual Education: _____

Date: _____

Please make additional Comments on back:

Return to: Richard Cunningham, D. Min
Faculty, Director of Contextual Education
Phone: 206.296.2101 Fax: 206.296.5329
E-mail: drdick@seattleu.edu

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Mentor’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 SPL faculty. Complete one at the end of each quarter.

Name of Student _____ Date _____

Field Placement Location _____

Address _____

Name of On-Site Mentor _____

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 condition	b. Growing at a steady pace in emotional awareness	c. Growing in emotional awareness, but without consistency	d. Mood swings or resistance that impairs work	e. Emotionally immature
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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**

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**Transformational 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 leadership?

10. As the On-site Mentor, 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 Mentor's Signature** • • • •

Mentor'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 Integration of Transformational Leadership for Justice.

Integration of Transformational Leadership for Justice

❖ 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 (hereinafter 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):

- 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 <u>Dean</u>
Date _____	Date _____

Exchange of Information

EXCHANGE OF INFORMATION FORM

School of Theology and Ministry
 Seattle University
 901 12th Avenue
 P. O. Box 222000
 Seattle, Washington 98122-1090
 206.296.5330

While registered for the course of study –Masters of Transformational Leadership (MATL), Integration of Transformational Leadership for Justice (ITLJ), STML 569 and STML 573:

I, _____ give my permission for the Faculty Member (identified below) and the On-site Mentor 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 learning outcomes for MATL and ITLJ as identified in the Student Manual and the On-Site Mentor's manual. Each On-Site Mentor will be invited to submit an evaluation of my work as it relates to the learning outcomes for MATL and ITLJ at the end of each quarter.

I understand that the faculty may consult with my coach to discuss my progress in addressing the learning outcomes for MATL and ITLJ for the purposes of identifying issues, alternatives, and appropriate methodology approaches.

In addition, the faculty, mentor, and coach will be requested to submit information regarding the learning outcomes for MATL and ITLJ to the Director of Contextual Education and / or Associate Dean for Academics & Student Life.

_____ Signature of the Student	_____ Date	_____ Phone Number
_____ Signature of the Faculty member	_____ Date	_____ Phone Number
_____ Signature of the On-Site Mentor	_____ Date	_____ Phone Number
_____ Signature of the Coach	_____ 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 the world, 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 PRODIGALS 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

Abuse and Neglect Reporting

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/ 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.

**School of Theology and Ministry
Seattle University**

Academic Calendar for 2011-2012

Fall Quarter

September 20.....	Tuesday.....	Classes Begin ITLJ Student Intern/On-site Mentor Orientation, 9:00 a.m.
September 29.....	Thursday.....	Mass of the Holy Spirit classes between 11:00 a.m. and 1:00 p.m. are <i>cancelled</i>
November 11.....	Friday.....	Veteran's Day Observed, No Classes
November 23-26.....	Wednesday to Saturday ..	Thanksgiving Break, No Classes
December 3.....	Saturday.....	Last Class Day of Quarter

Winter Quarter

January 4.....	Wednesday.....	Classes Begin
January 16.....	Monday.....	Martin Luther King's Birthday Observed, No Classes
February 20.....	Monday.....	President's Day Observed, No Day Classes
March 12.....	Monday.....	Last Class Day of Quarter

Reminder: When negotiating contract or schedules, consider school calendar, holidays, and holy days. The school schedule is subject to change.



SCHOOL OF

**THEOLOGY AND
MINISTRY**

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