



KENRICK-GLENNON SEMINARY
PASTORAL INTERNSHIP PROGRAM

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INTRODUCTION

The Pastoral Internship Program is a supervised, multi-month, residential pastoral experience in a parish. It may be initiated at the request of a seminarian, a diocese or the seminary.

The Pastoral Internship is designed to further the mission of Kenrick-Glennon Seminary in preparing men for the Roman Catholic Priesthood by instilling in the seminarian an abiding priestly identity founded in Christ Jesus and in his Church; a cooperative priestly ministry comprised of teaching, sanctifying and leading; and an integrated priestly spirituality embracing celibacy, simplicity, obedience and prayer.

The Internship Program is administered by the Director of Pastoral Formation at Kenrick-Glennon Seminary with the assistance of a cooperating bishop and an assigned pastor-supervisor.

In addition to an on-site supervisor this experience also includes a Lay Board of advisors appointed by the pastor, and regular meetings for discussion with these advisors.

The intern experience includes ongoing contact with the Director of Pastoral Formation. Meetings with other interns are part of the program if circumstances permit.

The Pastoral Internship also includes enrollment in one academic course per semester to foster a work rhythm conducive to ongoing formation. Continuing spiritual direction and an annual retreat are requirements as well.

The Program concludes with a formal evaluation of each seminarian’s performance. The formal evaluation includes written input from the seminarian, his priest-supervisor and each member of the Lay Board. These materials are utilized in the seminarian’s annual evaluation at the Seminary, conducted at the conclusion of the Internship Program.

Pastoral Internship Credit is given upon the completion of the Internship Program, and when a portfolio of work is submitted as described in the Appendix.

GOALS OF THE PASTORAL INTERNSHIP PROGRAM

1. To engage in supervised ministry for the purpose of assessing a man in a pastoral context.
2. To facilitate discernment for, and affirmation of, priestly vocation and identity.
3. To establish and assess a man's pastoral identity in the Roman Catholic community and tradition.
4. To learn how to respond to theological and doctrinal questions arising from the pastoral setting.
5. To engage in prayer as an instrument of priestly ministry.
6. To exercise leadership, building with the flock and caring for it.
7. To understand the actual context of a parish in which celibacy is lived.
8. To exercise good stewardship, working constructively within the limits of available resources.
9. To give evidence of working with authority, both obeying and taking initiative as appropriate.
10. To give evidence of growth in maturity and self-efficacy.
11. To learn and show a diocesan priestly spirituality based on parish liturgy, pastoral care of the people.

RATIONALE AND PURPOSE

The Pastoral Internship Program is designed to further the objectives of the *Program of Priestly Formation* (5th edition) by promoting learning through active engagement in a pastoral situation, development of pastoral skills and a deeper communion with the pastoral charity of Jesus. (PPF5#239)

The Pastoral Internship Program may provide the seminarian with active engagement in a pastoral situation, such as:

- an experience of pastoral ministry to the Church ...with special concern for the poor and those alienated from society. (PPF5 #239)
- an opportunity to understand the special priestly dimension of pastoral work as an essential component of his future role. (PPF5 #239)
- an experience in how theology and the tradition of the Church sheds light on contemporary pastoral situations. (PPF5 #248)
- an opportunity to study social legislation concerning civil rights, health, education and welfare. (PPF5 #239)
- an opportunity to experience ecumenical and inter-religious cooperation, building sensitivity to other world religions. (PPF5 #239)

The Pastoral Internship Program may provide the seminarian with an opportunity to gain pastoral skills, for example through:

- opportunities to learn by example and identification by working with priests and others who reflect the spirit of Christ. (PPF5 #239)
- settings in which he can recognize and develop his own particular skills.
- opportunities to learn to be self-evaluative and open to the critique of others.
- opportunities to practice the skills of catechizing, counseling and group skills. (PPF5 #239)
- opportunities to practice leadership in the Church so as to learn the priestly dimension of pastoral ministry and appropriate his role as a spiritual leader and public person in the Church. (PPF5 #239)
- opportunities to exercise a mature assumption of his responsibilities.
- opportunities to develop skills in evaluating problems and establishing

priorities, and looking for solutions on the basis of honest motivations of faith and according to the theological demands inherent in pastoral work. (PPF5 #239; 248)

- experiences to develop skills for collaboration and appreciate his own leadership role in relation to those with whom he will one day collaborate. (PPF5 #239)

The Pastoral Internship Program may provide the seminarian with an opportunity to develop a deeper communion with the pastoral charity of Jesus, for example through:

- opportunities to integrate pastoral experience with personal life and academic education through prayer and theological reflection.
- opportunities to develop a more comprehensive pastoral outlook and a readiness to assume pastoral duties. (PPF5 #239)
- supervised experiences of ministry to help him relate his life in Christ to the service of God's people. (PPF5 #237-#238)
- encouragement to combine pastoral ministry with a life of prayer and Gospel simplicity. (PPF5#237)
- opportunities to relate supervised ministry experiences to academic and spiritual formation. (PPF5 #241)
- opportunities for personal integration and understanding the meaning of his own faith. (PPF5 #237, #239)

CRITERIA FOR ACCEPTANCE

- The seminarian has successfully completed at least one year of formation for the priesthood (i.e. Theology I).
- The seminarian demonstrates the necessary emotional, spiritual and intellectual abilities to engage in a process of learning and formation in a parish setting.
- The administration of Kenrick-Glennon Seminary approves the seminarian's participation.
- The seminarian's Bishop approves the seminarian's participation.

GOALS AND OBJECTIVES FOR ONGOING FORMATION

(Note: seminarians will focus on those goals and objectives most appropriate to their formational needs during the time of the pastoral internship. These will be specified in the Learning Contract.)

Goal I: Seminarians are in preparation to *be configured in their very being to Jesus Christ, head, shepherd, and spouse of the Church*. By the sacrament of orders, they will share in his consecration and his mission, exercising a true ministry in his name and person (PDV, n. 18).

Objectives: The seminarian will:

- 1.1 interact with others in a wholesome, healthy and appropriate manner.
- 1.2 demonstrate through his behavior choices consistent with moral teaching and prudence.
- 1.3 illustrate through conduct and speech a well-rounded Christian and Roman Catholic identity.
- 1.4 interact with others in a reverent and respectful manner.
- 1.5 demonstrate a presence and approach that draws people to God and inspires their trust.
- 1.6 generously engage in service to comfort and empower people.
- 1.7 demonstrate a contented disposition that exhibits faith, justice and hope.
- 1.8 demonstrate a personal commitment to promoting priestly vocations in the Church.

Goal II: Seminarians are in preparation to *be placed both within the Church and in the forefront of the Church*, promoting the common priesthood of all the People of God, and in anticipation of exercising their priestly ministry entirely on behalf of the Church, local and universal, (PDV 16, cf. PPF5, 69). This ecclesial dimension of the priest's identity will also relate the seminarian to Mary, the Mother of Christ, the Mother of the Church, and the Mother of Priests, to whom every aspect of his future priestly ministry may be referred (see PDV 82).

Objectives: The seminarian will:

- 2.1 demonstrate through word and deed an awareness of what it means to act in the person of Christ and in the name of the Church.
- 2.2 demonstrate a recognition of his role as an authentic teacher handing on the Catholic tradition from one generation to the next.
- 2.3 manifest a true "sentire cum ecclesia", a feeling, thinking, judging and valuing with the Church.
- 2.4 demonstrate through teaching an openness to God's word and an authentic interpretation of Scripture and Tradition.

Goal III: Seminarians are in preparation to *hold the mystery of the faith with a clear conscience, and proclaim this faith in word and action as taught by the Gospel and the Church's tradition* (Ordination of a Deacon, Examination of the Candidate, n. 15), a universal mission of salvation to the ends of the earth (PDV 18). In this mission, the Gospel becomes incarnate in the world's many cultures, reversing what is incompatible with the faith and incorporating new cultural values into the life of faith (PDV 55).

Objectives: The seminarian will:

- 3.1 teach in a manner that manifests an openness to God's work and an authentic interpretation of Scripture and Tradition.
- 3.2 grow in prayer, making use of the resources of Spiritual Direction, spiritual reading, and retreat.
- 3.3 achieve some consistency between intellectual principles and personal living.
- 3.4 give evidence of a desire to learn and to keep current with theological and pastoral disciplines.
- 3.5 engage in some form of evangelization and witnessing.

Goal IV: Seminarians are in preparation to *celebrate the mysteries of Christ faithfully and religiously*, as the Church has handed them down to us, for the glory of God and the sanctification of Christ's people (Ordination of a Priest, Examination of the Candidate, n. 124). They are preparing to *faithfully celebrate the liturgy of the hours* for the Church and for the whole world (Deacon Examination).

Objectives: The seminarian will:

- 4.1 indicate an appreciation of the artistic, ceremonial, musical heritage of the Church in teaching and conversation.
- 4.2 pray publicly in a variety of situations and circumstances.
- 4.3 celebrate faithfully the Liturgy of the Hours.
- 4.4 make personal use of the Sacrament of Penance.

Goal V: Seminarians are in preparation to *bring the faithful together into a unified family*, and lead them effectively through Christ and in the Holy Spirit to God the Father, remembering the example of the Good Shepherd, who came to serve, and to seek out those who were lost (Ordination of a Priest, Homily, n. 123). They are preparing to *coordinate all the gifts and charisms which the Spirit inspires in the community*, for the up-building of the Church in constant union with the bishops (PDV 26).

Objectives: The seminarian will:

- 5.1 exhibit a sense of responsibility and discipline in his relationships and duties.
- 5.2 show a willingness to lead others, to be an example.
- 5.3 exercise authority with sufficient power and pastoral care.
- 5.4 engage people ministerially at their own level.
- 5.5 engage in service, cooperatively and collegially.
- 5.6 demonstrate pastoral care for Christ's people.
- 5.7 exhibit a pastoral outlook that includes all, especially the poor and alienated.

Goal VI: Seminarians are preparing to live continently without wife or family, as a sign of their interior dedication to Christ, for the sake of the kingdom and in lifelong service to God and mankind (Ordination of a Deacon, commitment to Celibacy, n. 200). Indeed configured to Christ, the head and spouse of the Church, they are preparing to *love the Church in the total and exclusive manner in which he loves her* (PDV 29).

Objectives: The seminarian will:

- 6.1 convey an appreciation of his own sexuality. (PPF5, 77)
- 6.2 give evidence of a commitment to living a chaste celibate life and of maintaining healthy relationships. (PPF5, 78)

Goal VII: Seminarians are preparing to *use material goods lovingly and responsibly*, renouncing superfluous things with great interior freedom; they are preparing to *care for the poor and the weakest* as people entrusted in a special way to them; and they are preparing to *make themselves available to be sent wherever their work is needed*, even at the cost of personal sacrifice (PDV 30, PPF5, 76).

Objectives: The seminarian will:

- 7.1 demonstrate responsible stewardship of his body through activity, amount of sleep and diet.
- 7.2 find personal satisfaction and contentment in relational, spiritual, and ministerial realities beyond material things and the possession of them.
- 7.3 give evidence of a commitment to the practice of charitable giving and grateful receiving.
- 7.4 live within his means.
- 7.5 give evidence of planning for his future.
- 7.6 give evidence of working respectfully with the poor, disabled, and the marginalized, recognizing and accepting his own poverty.

Goal VIII: Seminarians are preparing to *respect and obey their ordinary*, discharging the office of the priesthood *as conscientious fellow-workers* with the bishops (Priest Examination), *and in solidarity with their brothers in the presbyterate* (PDV 17, PPF5, 76)).

Objectives: The seminarian will:

- 8.1 demonstrate self-confidence and flexibility.
- 8.2 give evidence of actively placing the will of another (God, the Church, ordinary) before his own.
- 8.3 give evidence of openness to communal discernment of God's will, mediated through dialogue with the ordinary.

Goal IX: Seminarians are preparing to *consecrate their lives to God* for the salvation of his people, and *unite themselves more closely every day to Christ the High Priest*, who offered himself for us to the Father as a perfect sacrifice (Priest Examination).

Objectives: The seminarian will:

- 9.1 demonstrate through speech and manner an awareness of the Divine presence and his own desire to grow in holiness.
- 9.2 demonstrate an awareness of a particular diocesan spirituality based upon the parish liturgy and the pastoral care of the people.
- 9.3 discipline himself to make time for personal prayer.

- 9.4 demonstrate a regular habit of personal and liturgical prayer appropriate to a seminarian's preparation for Roman Catholic priesthood.

INTERN RESPONSIBILITIES

The intern in cooperation with the Pastoral Internship Program will:

- attend an orientation for interns conducted by the Director of Pastoral Formation
- reside in the assigned parish for the entire term of the Internship agreed upon and recorded in the Learning Contract
- work under the direction of a pastor-supervisor, from whom he will seek assignments and guidance and with whom he will meet weekly for the purpose of reviewing and reflecting on his parish work
- give priority in scheduling his time to the needs of his resident parish
- establish a Learning Contract with his pastor outlining his general responsibilities and goals
- ensure that any recommendations from the Diocese or Seminary are represented in the Learning Contract
- provide his Lay Board with a copy of his contract and attend and participate in monthly Lay Board meetings
- make a daily holy hour (in order to foster a habit of prayer conducive to parish ministry, this should normally take place in the morning)
- meet regularly with his spiritual director (see Appendix A)
- make an annual retreat (see Appendix A)
- enroll in and complete an academic course each semester (see Appendix A)
- write a self-evaluation of his ministry which he will submit to his pastor and his Lay Board
- meet with his pastor to review and discuss his self-evaluation and his pastor's evaluation
- meet with his Lay Board to discuss their (separate) evaluations of him and his self-evaluation
- participate in (and sometimes host) a bi-monthly meeting of interns and supervisors (see Appendix C)
- provide the Director of Pastoral Formation with his self-evaluation, his pastor's and Lay Board members' evaluations at least 10 days prior to his scheduled final evaluation
- coordinate and attend the final evaluation with the Rector of Kenrick-Glennon Seminary, the Vice-Rector for Formation, the Dean of Seminarians, and the Director of Pastoral Formation. The intern's spiritual director is welcome to attend as well

LEARNING CONTRACT

Seminarian: _____ Parish/Diocese: _____

Parish Address: _____ Parish Phone: _____

Supervisor: _____ Supervisor's Phone: _____

I. Responsibilities:

1. Assignment Start Date:

Assignment End Date:

2. Special Arrangements [Vacation, Retreat, Days off during assignment]:

II. Objectives: To continue formational development, the seminarian selects those objectives specific to his own formational growth at this time.

1. Human Formation: (Check targeted objectives.)

- _____ The human qualities of truthfulness, respect for others, justice, integrity, affability, generosity, kindness, courtesy, and prudence
- _____ The capacity to relate to others in a positive manner and the ability to get along with others and work with them in the community
- _____ Good self-knowledge, self-discipline, and self-mastery, including emotional self-control
- _____ Good physical and mental health
- _____ A balanced life-style and balance in making judgments
- _____ Affective maturity and healthy psychosexual development; clarity of male sexual identity; an ability to establish and maintain wholesome friendships; the capacity to maintain appropriate boundaries in relationships
- _____ The skills for leadership and collaboration with women and men
- _____ The capacity to receive and integrate constructive criticism
- _____ Simplicity of life, stewardship of resources, and responsibility for financial obligations;
- _____ Mature respect for and cooperation with Church authority
- _____ Engagement in the community life of the parish

What do you need to learn and what additional skills do you need to develop?

Means to accomplish objectives (list specific duties, responsibilities, opportunities):

2. Spiritual Formation. (Check targeted objectives.)

- _____ Accountability in the external forum for seminarian's participation in spiritual exercises of the parish and his growth as a man of faith. Within the parameters of the external forum, habits of prayer and personal piety are also areas of accountability.
- _____ Commitment to a life of prayer and the ability to assist others in their spiritual growth
- _____ Abiding love for the sacramental life of the Church, especially the Holy Eucharist and Penance
- _____ A loving knowledge of the Word of God and prayerful familiarity with that Word
- _____ Appreciation of and commitment to the Liturgy of the Hours
- _____ Fidelity to the liturgical and spiritual program of the seminary, including the daily celebration of the Eucharist
- _____ Fidelity to regular spiritual direction and regular celebration of the Sacrament of Penance
- _____ A positive embrace of a lifelong commitment to chaste celibacy, obedience and simplicity of life
- _____ A love for Jesus Christ and the Church, for the Blessed Virgin Mary and the saints
- _____ A spirit of self-giving charity toward others.

What do you need to learn and what additional skills do you need to develop?

Means to accomplish objectives (list specific duties, responsibilities and opportunities):

3. Intellectual Formation: (Check targeted objectives.)

_____ Love for truth as discovered by faith and reason

_____ Fidelity to the word of God and to the Magisterium

_____ Knowledge of Catholic Doctrine and adherence to it

_____ Interest and diligence in seminary studies

_____ Successful completion of seminary academic requirements

_____ Ability to exercise the ministry of the Word: to proclaim, explain, and defend the faith

_____ Knowledge of languages that will be necessary or suitable for the exercise of their pastoral ministry

What do you need to learn and what additional skills do you need to develop?

Means to accomplish objectives (list specific duties, responsibilities and opportunities):

4. Pastoral Formation: (Check targeted objectives.)

- _____ A missionary spirit, zeal for evangelization, and ecumenical commitment
- _____ A spirit of pastoral charity and openness to serve all people
- _____ A special love for and commitment to the sick and suffering, the poor and outcasts, prisoners, immigrants, and refugees
- _____ Demonstration of appropriate pastoral skills and competencies for ministry
- _____ Ability to exercise pastoral leadership
- _____ Ability to carry out pastoral work collaboratively with others and an appreciation for the different charisms and vocations within the Church
- _____ The ability to work in a multicultural setting with people of different ethnic and racial and religious backgrounds
- _____ A commitment to the proclamation, celebration, and service of the Gospel of life
- _____ Energy and zeal for pastoral ministry

What do you need to learn and what additional skills do you need to develop?

Means to accomplish objectives (list specific duties, responsibilities and opportunities):

III. Supervision

The supervisor and intern will meet weekly for one hour.

Time: Day:

The supervisor may require of the intern the following material: a weekly focus report, journal, critical incident, verbatim, case study. Please specify:

IV. Required/Recommended Pastoral Reading/Workshops/Meetings

V. Required Academic Course Work (1 course each semester)

Course Name:

Professor:

Location:

Day and Time:

Intern's Signature Date

Supervisor's Signature Date

[Make one copy for the Pastor and one for the Intern. Send original to the Director of Pastoral Formation.]

MINISTERIAL EXPERIENCES

The activities listed below are examples of the breadth of learning/service opportunities for the seminarian during his Pastoral Internship Program. Because each seminarian and parish assignment is unique, it is important to note that activities should be selected to enhance both the seminarian's development and the parish's needs. Activities should be aligned with growth objectives on the seminarian's Learning Contract and need not be limited to those listed below.

I. Parish Context

- Learn about the history of the parish, its culture and its ethnic and racial diversity.
- Visit the neighborhood, by walking and driving its boundaries.
- Visit parishioners in their homes.
- Visit other churches, business and introduce yourself.
- Learn about issues that impact the parish both internally and in the greater community (e.g., lack of medical facility, flooding, local politics).
- Meet all leaders of parish organizations and attend meetings as needed.
- Other:

II. Parish Staff Meetings

- Experience the staff or team meetings as a member of the parish staff.
- Develop a feeling for parish life and dynamics by participating in the weekly sessions developing pastoral direction for the parish.
- Practice hospitality/responsibility in the rectory (answer door, and phone, lock up, cook, clean, etc.)
- Participate in prayer and relaxation with the staff members.
- Assume staff duties pastor assigns.
- Other:

III. Parish Council Meetings

- Attend Parish Council meetings and meet the leaders of the parish.
- Listen to the parishioners advise the pastor on future directions.
- Experience the need to allow the gifts of the parishioners to surface through the parliamentary procedure needed to run a meeting.
- Recognize the opportunities and difficulties of shared responsibility and authority.
- Share your ideas and insights.
- Other:

IV. Parish Religious Education Programs

- Work with the staff to provide assistance where needed as a teacher (in PSR, grade school, junior high, senior high or adult faith classes).
- Attend Religious Education Coordinator's organization meetings.
- Experience the Board of Religious education in the parish.
- Conduct or assist at special assemblies with the seminarians in Religious Education.
- Teach in the R.C.I.A. program.
- Other:

V. Parish Social Services

- Learn about the needs of parishioners for shelter, food, medical care, unemployment.
- Participate with groups like the St. Vincent de Paul Society in direct service.
- Help raise parish awareness to social service needs of others.
- Learn about the community resources and those of Catholic Charities for referrals.
- Other:

VI. Hospital/Nursing Home Care

- Visit the parishioners who are ill in hospitals and nursing homes that are within or near the parish boundaries.
- Meet department personnel of the hospital/nursing homes.
- Other:

VII. Liturgical Ministry

- Attend the Liturgy Committee meetings.
- Participate in the planning of future parish liturgical events.
- Share in the ministry of Extraordinary Ministers, bringing communion to the sick.
- Proclaim the Word of God as a lector at Sunday and weekday Mass as per the parish schedule.
- Provide scriptural reflections at small community gatherings.
- Conduct "wake services". Becoming familiar with the grieving parishioners and becoming comfortable ministering to them at that time.
- Help bereaved plan and share in the Liturgy of the Mass of Christian Burial.
- Gain experience with music ministry.
- Participate in the Baptismal preparation program for parents.
- Learn to conduct an interview with a couple preparing for marriage;

- observe the priest Supervisor in conducting these interviews.
- Attend the Pre-Cana sessions; prepare a talk or evaluate a session.
- Participate as an acolyte when needed.
- Prepare and train servers or other ministers.
- Other:

VIII. Community Worship

- Be present at the doors of the Church to meet the people after the Masses.
- Experience the Rectory life on Sunday, the office, the collection counters, the many and varied directions in which a parish is pulled all at the same time.
- Attend special liturgies (anniversary, funeral, wedding).
- Other:

IX. Teenage Youth Ministry

- Work with the Director of Youth Ministry to assess needs and provide programs for youth.
- Participate in teenage prayer groups in the parish.
- Participate in activities conducted for teenage renewal.
- Provide workshops, retreat talks for teenagers.
- Other:

X. Adult Spiritual Renewal Programs

- Help assess needs for adult learning.
- Provide adult instruction, retreat talks, or workshops.
- Join small faith sharing groups.
- Other:

XI. Community Affairs

- Experience public school, School Board meetings.
- Meet community leaders, Mayor or village officials.
- Attend town meetings on issues of local community concern.
- Attend Block Association meetings.
- Other:

XII. Ecumenical Meetings

- Share in local Ecumenical meetings, weekly, monthly, etc.
- Meet local ministers of other faiths.
- Participate in and perhaps help plan the Services for the week of Christian Unity.
- Other:

XIII. Presbyterate

- Attend diocesan events.
- Meet members of the local presbyterate, for example deanery meetings and/or diocesan presbyteral gatherings.
- Entertain and visit priests and fellow seminarians.
- Other:

SEMINARIAN GUIDELINES FOR SUPERVISION MEETINGS

- I. Supervisor-Seminarian Meetings - The pastor/supervisor and seminarian meeting should occur on a weekly schedule. It is best to establish a regular time each week and to maintain this schedule. Meetings should provide confidentiality for the seminarian and his supervisor. It is the responsibility of the seminarian to reschedule any meeting which must be canceled. It is also the responsibility of the seminarian to come prepared for the meeting. The pastor and seminarian should select a meeting format which best meets their needs, taking care to include discussion of theological, ministerial and personal insights.
- II. Lay Board Meetings - The seminarian should meet monthly with his Lay Board. It is the responsibility of the seminarian to alert the Lay Board members of meeting reminders, date and location. The seminarian does not chair the meeting, nor does he record minutes or set the agenda. It is the joint responsibility of the Lay Board members and seminarian to select an agenda for the meeting. The seminarian should come prepared to discuss his ministerial experiences; reflect on them theologically, ministerially and personally; and to plan for revision or continuation of ministerial goals.
- III. Interns & Pastors Meetings – The seminarian will meet every other month with other seminarians and pastors involved in the Pastoral Internship Program. Further details are provided in Appendix C.

LAY BOARD: ROLE AND RESPONSIBILITY

Introduction

The role of the Lay Board in cooperation with the Formation Staff of the Seminary is multi-fold. The Lay Board members give the seminarian feedback, support, challenge, evaluate and advise him. The members in their diversity offer a rich introduction into the life of the parish community.

The Lay Board is a group of 6-8 individuals representing the parish community to which the seminarian has been assigned.

The pastor invites parishioners to serve on the Board, selecting a cross-section of the Parish (age, men, women, ethnic background, level of parish involvement).

After appointing Lay Board members, the pastor has no further responsibility for the group whose function becomes service to the Seminary Director of Pastoral Formation and the seminarian intern.

The Lay Board provides service for the duration of the seminarian's Pastoral internship. In completion of their responsibilities each Board member provides the Seminary with a written summative evaluation of the seminarian.

Goals

1. Lay Board members should realize their role in the formation of the intern.
2. Lay Board members should offer both affirmation and challenge to the intern.
3. Lay Board members should be liaisons between the intern and the parish community.

Objectives

1. Establish a relationship with the intern which is formative for his life and ministry.
2. Engage in ongoing dialogue with the intern concerning his style of ministry, his personal characteristics, and his skills.
3. Facilitate the intern's involvement in the life of the parish: its people, its structures, and its activities.
4. Reflect honestly with the intern concerning his ministerial style, personal characteristics, and skills, including his strengths and weaknesses as well as areas for growth.

Criteria for Selection

General:

The Lay Board should represent a cross-section of the parish: men and women; ages; levels of parish involvement; races; etc. (Minimum of 6, Maximum of 8).

Specific:

Each Lay Board member should have:

1. Parish participation (e.g., they might be a member of the parish staff, have children in the school, work on committees, attend parish functions, or attend daily Mass).
2. Relational skills: (e.g., a willingness to listen, especially setting aside his/her agendas, to confront, to affirm and to share.
3. Knowledge of the parish and its resources.
4. Maturity appropriate to age.
5. Reasonable understanding of the Church's mission to share the mystery of God and a vision of where that calls us now and in the future.
6. Willingness to share faith.

Meetings

1. A chairperson of the Lay Board should be selected who is skilled at facilitation. (The seminarian should not conduct the meeting.)
2. The Lay Board should meet monthly.
3. There should be a clear focus/agenda for each Lay Board meeting. That focus/agenda should be decided upon at the previous meeting and should focus on some aspect of the seminarian's growth and development.
4. A Lay Board meeting should be between 1 and 1.5 hours in length.
5. Lay Board meetings may be hosted by members and the setting should provide confidentiality.
6. A climate of hospitality should exist at each Lay Board meeting; light snacks and beverages might be served.

The Monthly Lay Board Meeting

The monthly Lay Board meetings are an important part of the intern's experience in the parish. They should be held in a comfortable, pleasant atmosphere. The agenda of the meetings will vary as the year unfolds, but the focus should always be the growth and development of the intern as he relates to the parish community. Topics for discussion may center on issues which have been raised by the intern himself and or issues which have been raised by Lay Board members. The important thing is that the meeting itself be an opportunity for everyone, Lay Board members and intern alike, to share anything which will contribute to the growth of the intern or to the development of the Lay Board itself. **The primary focus of each meeting should be the seminarian's growth in ministry.**

The meeting should begin prayerfully and reflections or readings may be prepared by members of the Lay Board for each meeting.

The Discussion at the monthly Lay Board meeting should provide a learning opportunity that is theological, ministerial and personal. (See *The Supervision Meeting.*)

It is important to follow the 3-R Process format: Review Experience of Ministry, Reflect on Ministry and Revise Ministry.

The first step in the 3-R Process, Review Experience of Ministry, may be accomplished with an update by the intern. He may utilize his ministry reports, verbatims, journals or personal accounts to apprise members of the Board of his activities during the previous month. He might highlight a particular example of ministry pertinent to the specific agenda of the meeting. This update may also include input from Lay Board members who have had an opportunity to work with or observe the intern during the month.

The second step in the 3-R Process, Reflect on Ministry, might be accomplished by allowing the intern to express his impressions of his ministry, his feelings and motivation. The Lay Board can facilitate this step by offering feedback, critique, support and by challenging growth in the intern through question which help him explore the theological, ministerial and personal issues pertinent to his ministry.

The final step of the 3-R Process, Revise Ministry, might be accomplished by encouraging the intern to evaluate the impact of his ministry and explore other methods or build upon successful methods. It is important for Lay Board members to share the needs of the congregation with the intern; to help him secure role models for additional training and to support his talents and abilities.

The following list of characteristics are provided as aids for Lay Board reflection in preparation for discussions: (Also refer to the seminarian's *learning contract.*)

The intern's personal characteristics:

Communication of trust and confidence; ability to be assertive; sensitive and responsive to others; straightforward and spontaneous in expressing himself; relating warmly to other ministers; sharing his faith without forcing his views on others.

Capacity to be organized in planning; making practical and appropriate comments and decisions; clarity of thought; anticipates consequences; demonstrates common sense in his choices; consistency in moods and behavior; keeping promises and commitments.

Awareness of his own feelings and needs; comfort being with other people; acceptance of others; expresses vitality and energy; ability to relax; sense of humor; comfort with silence.

Comfort with his own sexuality and with women; acceptance of himself; eagerness for new possibilities; balance in emotions and expressions; acknowledging continuing growth in faith.

Response to authorities; bouncing back after negative experiences; maintaining integrity when pressured to compromise; working independently.

The intern's style of leading and following:

Taking initiative in fulfilling responsibilities; completing tasks; helping groups to achieve their goal; being prompt in keeping appointments.

Admitting one's own biases and prejudices; openness to learning; learning from experiences of others; adaptability to new situations or circumstances; identifying areas of growth for self and others; developing further his pastoral skills.

Working well under pressure; taking praise or criticism well; admitting lack of ability or knowledge; being comfortable in a follower role.

Finding opportunity for spiritual growth; identifying one's strengths; risking failure; showing a good mixture of seriousness and joy; scheduling time for rest and renewal.

Willing to consult with others when needed; seeking feedback for laity; sharing leadership with others; relating with others who are successful or disenfranchised.

Ability to set goals for himself; helping others or groups to set goals; seeking support for programs.

Being affirming of others; offering an opposing view without attacking; demonstrating honest affection for others; offering constructive criticism.

The intern's ministry style and skills:

Leading worship and liturgy; reading scripture; leading or assisting at weddings, funerals, baptisms, etc.; planning and facilitating coordination of worship.

Participating in ecumenical activities; organizing Christian educational activities; teaching children, youth, adults, or families; sharing the Gospel with non-Christians.

Knowing the community's needs and resources; equipping the laity for ministry; relating to the parish staff; relating to lay members of the congregation; developing parish programs; administering in designated areas of program.

Participating at parish councils, boards, committees; expressing ethical or social justice concerns; encouraging mutuality in the congregation; providing opportunities for personal and spiritual growth.

Providing informal or spontaneous pastoral counseling; visiting in homes, hospitals, nursing homes, etc.; responding in crisis situations; readily available for pastoral moments of care; expressing care, love, concern, and compassion.

The intern's integration of life and faith:

Believing the Gospel he preaches; understanding theology and communicating it to others; conveying general congruence with doctrinal positions; affirming a biblical faith; demonstrating a knowledge of scripture; expressing clearly complex issues of theology; knowing historical perspectives on doctrinal issues; knowing canonical and tribunal practices.

Accepting a plurality of theological views of faith; learning from experiences by reflecting on their importance; relating constructively to institutional Church structures; manifesting a humility and readiness to listen; identifying changes in faith expressions.

Expressing an interiorized spirituality; giving time for private prayer and meditation; praying publicly in a personal way; finding creative moments in his ministry. Risking areas of human vulnerability; serving with/without public acclaim; using faith issues in counseling or teaching; communicating hope and courage; offering assistance in religious and ethical formation.

Enhancing awareness of cross-cultural concerns; stimulating others about global mission of the Church.

Please Note: *A Lay Board meeting is a prayerful/reflective activity. A prayerful and reflective atmosphere, however, indicates a spirit for the meeting, not specific activities. The Lay Board should set its own prayerful/reflective tone which encourages open and honest exchange.*

Lay Board Meeting Norms

Do

Speak directly to the intern or to one another.

Use 'I' statements (speak for yourself and only for yourself).

Keep discussions about the Church or about ministry separated from feedback to the intern about the intern's ministerial style or skills.

Appoint a skilled person to chair the Lay Board meetings.

Share your opinion, at least briefly, on each topic which is discussed at the meeting.

Be specific in feedback and critique. Details are instructive.

Stay on the topic of the meeting.

Don't

Stray from the topic.

Be afraid to challenge.

Protect the intern from important valid critique.

Forget to support the intern's abilities and talents.

Discuss issues unrelated to the intern or to the intern's work, for example the church's position on some issue.

Discuss personal opinions which interfere with the Lay Board, e.g. Lay Board members' opinion of parish personnel.

Repeat Lay Board discussions outside of the meeting. Confidentiality is important

SELECTION AND TRAINING OF SUPERVISORS

Criteria for Supervisor Selection

The supervisor should be an ordained priest with several years of Pastoral ministry experience.

The supervisor should be a priest who actively seeks collaborative ministry and acknowledges its importance to the future of the church.

The supervisor should be comfortable in delegating his authority and responsibilities, as well as be accountable to his parish and to his diocese for his ministerial leadership.

The supervisor should be transparent in his faith and committed to its proclamation. He should welcome constructive criticism and feedback, and be willing to offer the same.

The supervisor should be invited/selected by the Bishop or by his delegate, and be willing to participate in a training offered by the seminary staff.

Expectations of the Supervisor

The supervisor should be committed to the discipline demanded by the program, including: systematic weekly supervisory sessions; direction, guidance, and leadership for the intern when needed; other supervisory meetings (including the bi-monthly meeting with seminary personnel if the supervisor resides in the Archdiocese of St. Louis – see Appendix C).

The supervisor should be willing to complete a written evaluation of the intern and share it with him.

The supervisor should ensure that any recommendations from the Diocese or Seminary are represented in the seminarian's Learning Contract

The supervisor should be willing to facilitate the integration of the intern's activities within the total parish structure, for example: staff meetings, commissions, organizations, and committees. The supervisor should be willing to introduce the intern into the larger diocesan structures within a given diocese.

The supervisor should appoint the Lay Board.

THE SUPERVISION MEETING

The purpose of the supervision meeting is to reflect on the theological field education process. The process of field education is two-fold: the seminarian is taught by demonstration and example, and then practices what has been learned.

Reflection in the supervisory meeting should provide a learning opportunity that is theological, ministerial and personal:

Theological: The seminarian should prayerfully analyze and reflect on the work of his ministry in the light of the teachings of Holy Scripture and the living Spirit led tradition of the Catholic community. Discussions provide opportunities for new theological insights, spiritual meaning and improved direction for providing ministry. Question to be explored: How is God working in my life and the lives of those to whom I minister?

Ministerial: The seminarian should reflect on his role, responsibility, and skills in providing assistance, teaching, and leadership to members of the community. Discussions provide opportunities for additional knowledge about skills and roles, feedback about the seminarian's performance and strategies for improving ministry. Questions to be explored: What am I able to do; what do I need to learn?

Personal: The seminarian should reflect honestly on his personal feelings, and reactions to his ministry, as well as their impact on his ongoing discernment for priestly ministry. Discussions provide opportunities for clarifications about priestly lifestyle, motivation for ministry as well as personal growth in self-understanding. Question to be explored: Who am I, and am I being called to priesthood?

Formatting the Supervision Meeting: The 3R Process

The discussions should include the following elements: Suggestions of techniques are included for facilitation of the process.

- 1) Review Experience of Ministry:
Journal; Prepare a Ministry Incident Report; Prepare a verbatim or present Case Notes; Ask others to observe and provide feedback.
- 2) Reflect on Ministry:
Assess behavior and its impact; Examine feelings and biases; Explore assumptions, rationale, and theology; Process meaning, motivation and assessment of effectiveness.
- 3) Revise Ministry:
Outline strengths and weaknesses very specifically; Plan opportunity for re-

experiencing or re-doing; Rewrite a goal or objective; Ask for additional information or demonstration of a skill; Continue a successful skill or program.

Mid-term Evaluations of Pastoral Internship

To obtain the objectives for a proper evaluation of the Pastoral ministry and to allow time to act upon such, the mid-term evaluation may be held on-site if possible, or by email or phone. It should include a discussion with the supervisor and intern

I. In preparation, the intern will be asked to reflect on the Objectives of the Program and to share how and when these objectives are being carried out:

1. To provide a parish experience during which the intern can focus on discernment of vocation to ordained priesthood. Discernment of a vocation to ordained priesthood is the responsibility of the individual and of the Church.
2. To further develop the ministerial qualities of personal responsibility, accountability and collaboration.
3. To engage in a specific Pastoral ministry (worship, administration, education or mission) after receiving a general introduction to parish life.
4. To have the opportunity of dealing with pastoral issues or problems within a Pastoral setting.

The intern will also reflect on his own personal goals and objectives as stated in his learning contract, and share how and when these are being accomplished. These concrete examples of his reflection will be shared during the first two parts of this process.

II. During the Mid-term evaluation, the intern will be asked if any of his own goals or objectives need to be revised, restated, changed or deleted, or new ones formed. How and what he would like to see in the next remaining months?

The Supervisor will be asked to reflect on the same goals and objectives and how he sees these being accomplished.

III. The intern will revise his learning contract if necessary and adjust activities and ministerial opportunities to achieve redesigned goals.

Final Evaluations

Intern's Final Self-Evaluation

Note: the Seminarian can end the pastoral internship at any time if he decides to discontinue his seminary formation.

The intern completes his written final self-evaluation. Copies of the evaluation should be distributed to:

- the Director of Pastoral Formation (in preparation for his yearly evaluation at Kenrick-Glennon Seminary).
- his pastor/supervisor (to be discussed at a regular weekly supervisor meeting).
- each member of his Lay Board (to be discussed at a final Lay Board meeting).

The final evaluation should include the following elements:

1. What is your assessment of your growth in relation to the objectives of the internship program and to the goals you set for yourself as stated in your learning contract? Please state the program objectives and your personal goals and tell how you attained these or why they were not attained.
2. What sources did you use to reflect theologically, critically, pastorally upon your ministry? e.g.:
 - a. Supervision: your relationship with your supervisor
 - b. Theological reflection for ministry
 - c. Lay Board process
 - d. Professional reading, study
 - e. Relationship with parish staff
 - f. Relationship with parish community

What are the implications of these for your future ministry?

3. You still have some time of formation in the seminary. Specifically: How do you plan to use this time? What courses do you want to take? What areas of your personal development would you like to pursue (e.g., assertiveness training, administration, conflict resolution, time management, finances, personal counseling, etc.)?
4. Is there anything else you would like to add concerning your ministry and/or the internship program in general?

Supervisor's Final Written Evaluation of the Intern

Note: the Diocese or Seminary can end the pastoral internship at any time.

The supervisor completes the **Seminarian Survey** (electronically emailed at the time of evaluation) and a narrative evaluation which should comment on the following:

Assess the intern's growth in relation to the objectives of the Pastoral Internship Program and to the goals the intern set for himself in his learning covenant. Please be sure to address the following:

1. The intern's relationship with you in his use of the supervisory sessions and in his openness to affirmation, constructive criticism and challenge.
2. The intern's relationship with the staff, with volunteers, and with the parish community: how he served and what he gave ministerially and personally, for example his collaborative skills.
3. What was the response of the parish staff and the community to the intern personally and ministerially?
4. What are his ministerial skills?
5. Are there any areas (academic or personal development) that you would suggest that the Intern pursue in his remaining time of formation?

Please Note: The intern is to provide the supervisor a copy of his self-evaluation for review. A copy of the supervisor's evaluation is to be given to the intern before the Seminary's meeting with him.

Lay Board Feedback

Each Lay Board member completes a **Seminarian Survey** (emailed electronically at the time of evaluation) and a short individual narrative evaluation which addresses the following issues:

- I. How did you see the intern grow in relation to the Objectives of the Pastoral Internship Program (as stated below)?
 1. To provide a parish experience during which the intern can focus on discernment of vocation to ordained priesthood. Discernment of a vocation to ordained priesthood is the responsibility of the individual and of the Church.
 2. To further develop the ministerial qualities of personal responsibility, accountability and collaboration.
 3. To engage in a specific parish ministry (worship, administration education or mission) after receiving a general introduction to parish life.
 4. To have the opportunity of dealing with pastoral issues or problems within a parish setting.

- II. How did you see the intern grow in the personal goals he set for himself in his Learning Contract? Be specific in the areas you observed. (The intern provided these at the first meeting.)

- III. If this young man were assigned to your parish as an associate, what qualities, characteristics or people skills would you see him bringing to your parish community?

- IV. What qualities, characteristics or people skills would you like to see him strengthen before ordination?

- V. Is there anything else you would like to add or say to the intern?

Please Note: A copy of your evaluation is to be given to the intern for review at the final Lay Board meeting. The seminarian will also provide all Lay Board members with a copy of his self-evaluation.

APPENDIX A

Policies

ACADEMIC COURSEWORK

1. Each seminarian participating in the **Pastoral Internship Program** must take one course (two or three hours) during each semester of the internship. This could be a regularly scheduled course at the seminary or the Advanced Pastoral Issues course (see Appendix B).

Only by special permission (Academic Dean, Vice-Rector for Formation) may a seminarian be exempted from this policy.

With special permission from the Academic Dean and Vice-Rector for Formation a seminarian could take an independent study course with a Kenrick Faculty Member.

2. Charges for this program will be negotiated between the Seminary and Sponsoring Diocese. Charges may be mitigated if the intern is serving in the St. Louis area.

SPIRITUAL DIRECTION

The following policy will serve to comply with the Program of Priestly Formation, 5th edition (PPF5, 127).

1. Kenrick–Glennon Seminary seminarians during their pastoral internship will continue with spiritual direction. Spiritual direction is integral to the total formation of the seminarian. Seminarians are to meet their spiritual directors every other week, unless otherwise specified.
2. Seminarians making their internship in the Archdiocese of St. Louis are expected to work with one of the spiritual directors on the list approved by the Rector of Kenrick-Glennon Seminary and appointed by the Archbishop of St. Louis.
3. Seminarians making their internship in a diocese other than St. Louis are expected to work with either a spiritual director on the approved list for Kenrick–Glennon Seminary or a spiritual director approved by his respective Vocation Director.

RETREAT

1. Each seminarian must make a retreat of at least five days each year of seminary formation.
2. An intern is expected to attend the annual Kenrick-Glennon Seminary retreat, for which there is no charge to the seminarian.
3. In exceptional cases, and with the expressed permission of the Vice-Rector of Formation and Director of Spiritual Formation, an intern may arrange a retreat on his own that fulfills the Kenrick-Glennon Seminary retreat policy at a site of his own

choosing, in which case the intern assumes the expenses for the retreat. This retreat must be a silent retreat under the direction of a priest.

4. An intern attending a retreat other than the annual Kenrick-Glennon Seminary retreat must submit a request to the Director of Spiritual Formation by November 1st setting forth the following information: the name of the retreat director, location, dates, and any other information the intern considers important. After the conclusion of the retreat, the retreat director must send a formal confirmation to the Director of Spiritual Formation.

PASTORAL INTERNSHIP CREDIT

1. To receive 10 hours of Pastoral Internship Credit per semester, the intern must create a portfolio of work as evidence of pastoral activity during the internship. Items may include (but are not limited to) class presentations, verbatims, handouts prepared for presentations, theological reflections, summaries of meetings with pastoral critique, etc. Five items per semester are the minimum expectation.
2. The portfolio is to be submitted to the Director of Pastoral Formation within two weeks of the successful completion of the internship for review. A “Pass” or “Fail” will be awarded for the course. Any credits received are in addition to degree requirements.

GRIEVANCE PROCEDURES

Should the intern or the supervisor need to report incidents and/or complaints concerning the Internship Program the parties involved are to follow the following procedure:

1. Grievances by the Interns:
 - a. Bring the grievance to the attention of the Pastor. If the intervention of the Pastor does not satisfy the grievance, then the intern may recur to the Director of Pastoral Formation at Kenrick-Glennon Seminary. Ultimately, as a last resource, he may recur to the President-Rector of the Seminary.
 - b. In the event that the grievance includes the Pastor of the Internship Parish, the seminarian must go directly to the Director of Pastoral Formation at Kenrick-Glennon Seminary. Ultimately, as a last resource, he may recur to the President-Rector of the Seminary.
2. Grievances by the Supervisor of the Internship:
 - a. If the Pastor Supervisor of the Internship Program has a complaint about the seminarian doing the internship, he must talk first to the seminarian in a true act of Evangelical Fraternal Correction.
 - b. However, if for whatever reason of discretion, this does not seem to be a viable option, the Pastor must recur to the Director of Pastoral Formation at Kenrick-Glennon Seminary. Ultimately as a last resort, he may recur to the President-Rector of the Seminary.

APPENDIX B

Advanced Pastoral Issues Course

Seminarians may opt to take one or two semesters of “Advanced Pastoral Issues” (3 credits) for their coursework. This course will be coordinated by the Director of Counseling Services.

Seminarians will submit 5-6 short essays per semester on different elements of their experience. Each essay will be no less than two pages of typed material. Essays are due at 2-3 week intervals.

Seminarians will meet with a faculty panel at least once during the semester.

The course will be graded Pass/Fail.

The following are some examples of topics that seminarians may be asked to write about – but the final determination will be made by the course coordinator.

Speak to the transition of moving into the parish.

How’s it going with rectory living – for example, keeping healthy physical and social habits? How are you managing your free time?

How are you managing your spiritual life in the parish?

How are you living in the tension between how things are and how things should be in terms of liturgy?

Describe and reflect on a significant teaching experience in the parish. What resources did you use to prepare? What age group do you enjoy teaching the most? What age group is your biggest challenge?

What have you learned – practically, liturgically and spiritually – from Communion Calls?

Have you met with religious leaders from other faith communities? What have you learned – both socially and theologically – from such meetings?

Which group in the parish has been the easiest/most challenging to engage and why?

How do you navigate social functions at the parish – e.g. the value of that, developing relations with parishioners, establishing proper boundaries?

Describe an experience of handling conflict. What did you do well? What could you have done better?

What have you observed in terms of committees/councils at the parish (e.g. pastoral council)? What style of council has your pastor chosen?

What is a significant grace or challenge from the semester that you want to revisit?

How has your Lay Board encouraged you to become involved in the parish?

Concluding Reflection each semester: What have your experiences in the parish meant for your discernment for priesthood?

APPENDIX C

Bi-Monthly Meeting

Seminarians and Pastors residing in the Archdiocese of Saint Louis will gather every other month. This meeting will give pastors the opportunity to provide timely feedback to the Seminary, and to check in with each other about common issues and strategies. It will give seminarians the opportunity for theological reflection together, and time to support each other.

Seminarians will take turns hosting these meetings at their internship parishes. The seminarian host is expected to:

- Find an appropriate space for the meeting.
- Arrange for the parish to provide lunch for the meeting.
- Send out an invitation one month prior to the meeting, and a reminder two weeks prior to the meeting.

Ordinary Schedule

10-12: Seminarians alone

12-1: Seminarians and Pastors

1-3: Pastors alone

September

November

January

March

Kenrick-Glennon Seminary will facilitate these meetings.