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SM 701 Internship

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A Word to the Student:

FROM THE DESK OF: *Barbara Holsinger*

You have elected to fulfill one of your Supervised Ministry requirements in a full-time internship off-campus. This is a commitment that will involve you in continuing daily relationship with both supervisor and the people to whom you are ministering. You will find this a unique opportunity to “test the waters” of real ministry and help to confirm your call to ministry.

Internships differ from the concurrent semester placements as you will note in this handbook. You are “on your own” during the entire extended period of internship, except that regular contact with the Supervised Ministries Office is maintained by a schedule of “Due Dates” for your materials. This schedule of dates is to be honored according to your contractual agreement with the office prior to embarking on the internship experience.

Your work will be evaluated according to schedule, and the evaluation statement will be mailed to you for your review. You should share this statement with your supervisor; an appropriate time is during the Supervisory Session.

It is important that you communicate with the Supervised Ministries Office whenever any irregularities occur. You are advised before the internship begins that our office does not initiate contact with you either by mail or phone. It is your responsibility to report any delays or defaults along the way. Undue delays and lack of contact with our office will signal default on your part and can result in “No Credit” for the course.

Finally, take time to acquaint yourself with this Handbook. As you prepare to work on the required items, be sure you understand by reading the directions and explanations. Careful observance of details will make your work move along smoothly and reduce the need of reminders along the way.

Be assured of my prayerful support during this unique opportunity that you have to learn while ministering, and to grow in His grace and knowledge.

Yours in Christian Service,
Barbara Holsinger
Director of Supervised Ministries
(Revised: 10/03)

SUPERVISED MINISTRIES HANDBOOK
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Comment [MC1]:

AN OVERVIEW OF THE INTERNSHIP PROGRAM

The basic components of the Internship experience are listed below with a brief explanation to help you understand what is expected and how the program is processed.

SUPERVISION

The intern is to spend one hour per week with the seminary approved supervisor in a formalized supervisory conference. Guidelines are available in the Field supervisor's Handbook to give direction to this process. This conference should focus on the student's performance in light of his/her stated learning goals.

LEARNING COVENANT

Part One is a Supervisory Contract outlining basic job responsibilities and specifying time commitments of both supervisor and intern. The contract form is provided the back of this handbook. Part two is a statement of Learning Goals which is to be prepared in outline form according to the directions set forth in the "Covenant for Learning" section of this handbook.

DIALOGICAL JOURNAL

A daily journal is to be kept according to the guidelines in this handbook. The journal is to be submitted at regular intervals, along with weekly summaries and periodic written exercises which make use of journal materials. A sample journal must be submitted for evaluation to the Director before an internship will be approved. The journal format is provided at the back of this handbook.

SUPERVISION LOG

The supervision log serves as a summary of each week's supervisory session and will be submitted according to the intern's schedule of due dates. Forms are provided at the back of this handbook.

LOCAL CHURCH LAY COMMITTEE

A committee of three or more representative members of the congregation will be selected to work with the intern for the duration of the assignment. The supervisor will be guided in selecting and utilizing this committee by reviewing the booklet, "Lay Leadership for Ministry Training," which is available in the Supervised Ministries Office. The Local Church Lay Committee will meet at least four times with the intern and will complete a mid-term report and a final evaluation. These forms are provided at the back of this handbook and are to be submitted according to the schedule of due dates. There is also an agenda for the Local Church Lay Committee to follow (see page 5).

CASE STUDIES

One case is to be prepared during each 13-week period, and to be submitted according to the schedule of due dates.

EVALUATIONS

For a 13-week internship, the Local Church Lay Committee (only) is to complete a mid-term evaluation. Internships of longer duration require a mid-term from the Supervisor, Intern, and Local Church Lay Committee. All internships require final evaluations from the Supervisor, Intern, and Local Church Lay Committee. These should be submitted according to the schedule of due dates. All required mid-term and final evaluations are provided at the back of this handbook.

CLOSURE EXPERIENCE

A debriefing is scheduled for all interns upon their return to campus. The format varies according to the time of year, number of interns, etc. Students unable to return to campus within a reasonable time following completion of their work should negotiate with the Director for an alternate closure experience.

THE LOCAL CHURCH LAY COMMITTEE

The *Local Church Lay Committee* functions as auxiliary to the pastor in a parish internship. This committee is selected by the pastor and/or delegated persons in the parish. It is generally comprised of at least three (ideally, five) persons who are willing to contribute time and attention to the student's success and growth in ministry.

In order to assure objectivity, no relatives or spouses of the student are to serve on the committee. Nor should ordained ministers be appointed to the committee, to assure a lay perspective.

The function of the Local Church *Lay Committee* should not be confused with that of the supervising pastor. The committee is primarily concerned with supportive input to encourage the student as need arises. Its work is advisory in nature. It does not get involved with supervision; this is the responsibility of the pastor.

Four meetings with the Local Church Lay Committee are to be convened during the internship. At the very outset of the placement experience (not later than the second week), the student will convene the initial meeting with his/her *Local Church Lay Committee* to review the *Learning Goals* and schedule their three remaining monthly meetings. These are normally scheduled for the last week of each month. A *Local Church Lay Committee Agenda* is provided on the next page of this handbook for help in preparing for the *Local Church Lay Committee* meetings.

The *Local Church Lay Committee* should fairly represent the church constituency. Members of different ages, vocations, backgrounds and social levels will help give the student a wide range of feedback. Persons should be known for their integrity, their willingness to provide constructive feedback, and their ability to keep confidences.

At the end of the ministry experience, the student will provide a final evaluation form for the committee to give a joint appraisal of the student's presence and ministry among the congregation. This form, the *Final Local Church Lay Committee Report*, is provided at the back of this handbook.

For a fuller understanding of the Lay Committee, its number and composition, its function, and its place in the total contribution to both student learning and local church enrichment, the student is referred to the booklet, *Lay Leadership for Ministry Training*. This material should already be in the hands of the local church supervisor and a copy should be given to each member of the Lay Committee. The student will need to read it as well. The booklet is available in the Supervised Ministries office to be distributed to committee members who don't have it.

INTERNSHIPS SM701/702
LOCAL CHURCH LAY COMMITTEE AGENDA

(This page should be reproduced and a copy given to each member of the Local Church Lay Committee.)

I. SELECTION

- A. Special committee appointed by pastoral supervisor or church board.
- B. A standing church committee can serve as the Local Church Lay Committee.
- C. In cases where more than one student is assigned to a church, each student is required to have his/her own Lay Committee.

II. INITIAL MEETING

This first meeting should take the form of an orientation to assure basic understanding of the role and responsibilities of the LCLC. Items to be reviewed are:

- A. Lay Leadership for Ministry Training
- B. Student Handbook, page 3. Note especially the seventh paragraph.
- C. Monthly meeting with student.

III. MONTHLY MEETINGS

The chairman is to facilitate these meetings, setting an agenda with the student. These meetings are to be scheduled for the end of the month.

First Month:

- 1. Review Learning Goals in light of student's assigned responsibilities and activities.
- 2. Committee feedback, questions, and suggestions.

Second Month:

- 1. Student reports activities and discusses progress with Learning Goals. Which activities were most meaningful?
- 2. Committee feedback, questions, and comments.

Third Month:

- 1. Review Learning Goals and report on their fulfillment. Student gives personal assessment of the semester experience.
- 2. Committee reviews with student and offers feedback.

IV. FINAL REPORT BY LOCAL CHURCH LAY COMMITTEE

THE COVENANT FOR LEARNING

The *COVENANT FOR LEARNING* is the basic structure around which the placement experience is organized. It consists of two parts:

1. **The Supervisory Contract**, a formal document which clarifies the expectations as well as the tasks of both supervisor and student. Directions for completing the contract are given below. The form itself is located at the end of the student's handbook.
2. **The Learning Goals Outline**. Instructions for preparing this outline are detailed on the following page.

This two-part *COVENANT FOR LEARNING* is to be prepared in triplicate, with a copy for the reflection seminar leader, one for the student, and one for the field supervisor.

PART I: DIRECTIONS FOR PREPARING THE SUPERVISORY CONTRACT

The first part of the *COVENANT FOR LEARNING* is the Supervisory Contract. It specifies the commitments made by the supervisor and the supervisee. One contract form is provided at the end of this handbook. It is to be removed from the handbook, completed, and signed by both parties involved. You will then need to make two additional copies, since a copy of this contract should accompany each copy of the Learning Goals Outline.

The Supervisory Contract highlights the teaching function of the field supervisor. The supervisor is considered an adjunct faculty member and functions as a mentor - a kind of guide, trainer, and facilitator - in the student's learning process. He/she also represents a church or institution and must see that its purposes are carried out, that given tasks are accomplished, and that guidelines are followed. With these responsibilities in mind, there are two dimensions to the supervisor's section of the contract:

1. As the seminary representative, he/she covenants to give at least one hour of supervision each week with particular focus on the student's learning goals.
2. As the representative of the church or institution, he/she gives the student permission to perform certain functions at the placement and promises to give administrative oversight to the student.

The student's section of the contract emphasizes the importance of the attached learning goals. It becomes a kind of job description, and delineates the student's expectations for the field experience, and his/her commitment to serve the placement in specific ways.

PART II

DIRECTIONS FOR PREPARING THE LEARNING GOALS OUTLINE

One of the premises of Supervised Ministries is that learning is most effective when ministry is approached in an intentional way. The educational process is facilitated when specific learning goals, methods and criteria are established by the student in consultation with the field supervisor.

The Learning Goals Outline is to be written in standard outline format. For purposes of preparing your goals, the following definitions are applicable:

Learning Goal: A purpose; a broad objective. Goals are to be formulated in terms of the student's aspirations. They answer the question, "In what areas do I wish to grow during this experience?" (Knowledge? Understanding? competence?) These broad objectives become the Roman numerals I, II, etc., in the outline.

Method: A strategy for pursuing the goal; a plan of action. Methods are designed to answer the question: "In what ways will I go about working toward each stated goal?" Methods will be listed for each learning goal using capital letters A, B, etc., in normal outline

Criteria: Standards; targets. These form the basis for making decisions or judgments about the extent to which goals have been attained. Criteria are specific, concrete, and measurable. They answer the questions, "What are the tasks? When will I do this? Where? What resources will I use?" etc. Criteria will be listed for each method using Arabic numerals 1, 2, etc., in the outline.

The student is encouraged to set goals in a number of areas, keeping in mind limitations of time and setting. Some suggested categories are:

Professional development (skills, knowledge)
Personal growth (confidence, self-understanding, interpersonal skills)
Supervisory relationship (roles, expectations, nature)
Reflection/integration processes (case studies, consultation, research)
Spiritual development (gifts/graces, spiritual disciplines, confirming call)
Others as identified by student.

Each person's goals will be unique, determined by his/her own particular growth needs and the limitations of the placement in which he/she serves. The following steps are suggested for preparing a statement of learning goals, methods, and criteria:

1. Prayerfully consider the areas in which you feel the greatest need to grow this semester (in relation to your placement). These growth areas might be any of those listed above or others which are important to you.
2. Write your growth needs as learning goals, using complete sentences.
3. Consider the possibilities of both the placement and seminar settings, and write out one or more methods for working toward each of your learning goals. This step will probably require consultation with seminar leader and field supervisor.

4. Discuss your goals and methods statement with your field supervisor. Out of this consultation fashion criteria or targets which will serve as acceptable standards for the measurement of progress toward your goals. Weaknesses in the goals usually have to do with fuzzy criteria or ill-defined targets. Strive for concreteness and specificity, and the usefulness of the document will be greatly enhanced.

5. Your final statement of goals will be written in outline form, prepared in triplicate, and attached to the Supervisory Contract.

SUMMARY

These two parts, the Supervisory Contract and the Learning Goals Outline, make up the student's ***COVENANT FOR LEARNING***. This covenant becomes the basic working document for the Supervised Ministries experience. It spells out the expectations of the student and of the supervisor. It gives direction and definition to the supervisory process and will serve as a basic resource for the weekly interview sessions. It will also be used in a final assessment of the student's work. At that time the student, the supervisor, and the seminar leader will review the goals to determine which criteria were met, and to what extent the student has reached his/her objectives.

The covenant may be revised at any time during the semester. All revisions are subject to the approval of the supervisor, the student, and the reflection seminar leader.

GOALS

I. I want to learn how to do **Pastoral Home Visitations** effectively.

MEANS OF ACCOMPLISHMENT

A. I will make home visits with the pastor to observe him/her early in my placement.

B. I will seek out resource materials on pastoral home visitation in ministry.

II. I want to improve my skills in the ministry of **Preaching and Teaching**.

A. I will contract to have opportunities to preach.

B. I will ask for a regular teaching assignment.

III. I want to grow in my understanding of the Administrative work of the local church.

A. I will become acquainted with the denominational structure and polity of the church.

B. I will become acquainted with the local administrative units and how they function.

MEANS OF EVALUATION

A1. I will make at least two visits per week alone.

A2. I will report and discuss these visits each week with the pastor.

B1. I will read three books (one each month) on the subject and write a summary review of each.

B2. On Monday of each week, I will reflect on my reading and pray for help to implement my learning in the visits I plan to make that week.

A1. I will plan to preach at least once in a regular worship service, a mid-week service, and on other occasions that arise.

A2. I will preview my messages with the pastor beforehand, and review my presentation afterwards.

B1. I will teach a Sunday School class of high school students using approved curriculum material.

B2. I will also teach an adult group on Discipleship during the mid-week service.

A1. I will read the Administrative section of the *Book of Discipline*.

A2. I will discuss a different aspect of my reading with the pastor every week.

B1. I will visit board/committee meetings as an observer/participant and record how they function

B2. I will share my observations and raise any questions with the pastor during my weekly meeting.

LEARNING GOALS

THE INTERN'S DIALOGICAL JOURNAL

One of the assignments which you have been given is to keep a daily dialogical journal. We want it to be an enriching tool for your life and ministry. You will be making much use of the journal throughout the internship and also upon your return to campus for an intensive debriefing/review session.

FORMAT

Your ministry will be your “laboratory” and your journal will be your “workbook”. The journal is to be kept for three days weekly. Daily entries should include your time schedule, recorded on the left of the page, and your personal reflections on one event for the day, recorded on the right of the page. A page is supplied in this handbook for your journal entries. Make copies as needed.

The fourth day is for rereading your entries for the week and writing a weekly summary. You are to study and make observations of your use of time and note major issues/themes with which you have wrestled this week. You may also decide on a certain direction or course of action which results from your observations and reflection.

The last day of each four-week period (month) you are asked to complete the journal exercise for the month. Subject and guidelines for these exercises are discussed in this handbook. The exercise will offer you an opportunity to sort out and to integrate your experiences in a different format.

The daily journal entries, weekly summaries, and special monthly exercises are to be submitted each month throughout the internship experience as set forth in the schedule of due dates.

CONTENT

We believe that journal writing has particular usefulness in these areas:

1. Self-directed learning

Through active reflection upon your ministry you will have opportunity to examine how theories which you have been taught in the classroom relate to your experiences in the field. You will be conscious of those things which are particularly important for you and you will become more “self-directed” in relation to your learning rather than dependent upon an outside authority for all direction.

2. Self-awareness

Hopefully you will increase your awareness of your own uniqueness and your particular gifts. You will be observing similarities and dissimilarities between yourself and those with whom you work. You will also be noting experiences which confirm your call to ministry and will be wrestling with those things which cause you to question your call.

3. Self-expression

As you write in your journal, you will become more adept at expressing your observations and your feelings. You will develop skills of communicating what is happening, how you are feeling about those events and how you are interpreting them. Growth in this area will enhance your ability to share meaningfully with others, either in writing or in conversation.

4. Christ-consciousness

In the journal you will have a place for reflecting on how all of your life relates to the living presence of Jesus Christ in you and on the greater meaning of your daily experiences. It will help you to break through any compartmentalization with which you may be struggling.

The journal is more than a diary. It is an ongoing dialogue with your experiences in ministry. Unless it addresses the areas mentioned above it will fail as a reflection tool. It is an indicator of your ability to reflect on experiences in ministry, and thereby to grow. Therefore the quality of the journal will be one of the major criteria used to determine whether you have adequately fulfilled your internship contract.

To assist you in writing the journal, please use these three questions:

1. ***WHAT HAPPENED TODAY AND HOW DO I FEEL ABOUT IT?***

This should be a brief paragraph stating only one happening of the day, not several. State how you “feel” about it, e.g., sad, excited, frustrated, angry, affirmed, rejected, etc.

2. ***PLEASE REFLECT ON TODAY’S HAPPENING USING ONE OF THE FOLLOWING AS A LENS: What does today’s happening teach me about... (a.) myself? (b.) my self-identity as a pastor? (c.) my sense of calling? (d.) my relationship and walk with Jesus? (e.) the way I relate with others? (f.) how I am integrating Scripture, theology, church history, or other resources with this specific ministry happening? (g.) my spiritual gifts? (h.) my strengths and/or weaknesses?***

This should be the longest of these three sections. Use each of these “lenses” at least three times during the semester to think through what the day’s ministry happening is teaching you.

3. ***WHAT DOES THIS TEACH ME ABOUT THE PRACTICE OF MINISTRY?***

In light of what you observe in questions one and two, what do you see needs to be done to deal with your insights about yourself, et cetera, so you can practice ministry effectively?

SAMPLE JOURNAL

Tuesday, February 5, 19--

(Refer to page 19 for your working copy)

6:30	Devotions	1. What happened today and how do I feel about it?
7:15	Dress	
7:30	Breakfast	
8:00	Study	
9:30	Leave for school	While I was at the hospital today making a call on a friend, I felt an inner nudge to go up and say “hi” to Bill Taylor. He has a director’s job on the third floor. He used to come regularly to church, but quit nine months ago. I’ve been trying to win him back to the church. I wasn’t sure how he would respond to my popping into his office unannounced. He received me like an old friend, and we talked about “things at the church” for 45 minutes. I felt as though new hope for reconciliation with Bill and the church had been rekindled. I felt good inside about following the Holy Spirit’s promptings.
10:00	Chapel	
1:00	Class	
2:00	Lunch	
3:00	Administration	
4:30	Housework	
5:00	Supper	
6:30	Youth meeting	
8:00	Home -- T.V.	
10:00	Study	
11:00	Bed	

2. Please reflect on today’s happening using one of the following as a lens:

What does today’s happening teach me about... (a.) myself? (b.) my self-identity as a pastor? (c.) my sense of calling? (d.) my relationship and walk with Jesus? (e.) the way I relate with others? (f.) how I am integrating Scripture, theology, church history, or other resources with this specific ministry happening? (g.) my spiritual gifts? (h.) my strengths and/or weaknesses?

In studying leadership skills, I am learning the value of keeping a calendar. So, I had intentionally planned only enough time to visit my friend in the hospital. Likewise, in my English Bible studies, I have learned two things about Jesus’ approach to ministry that led me to speak with Bill Taylor.

In Matthew chapter nine, as Jesus set out on his way to go to Jairus’ dying daughter, unexpectedly, a hemorrhaging woman buttonholed him. Rather than putting her off because of pressing plans to get to Jairus’ daughter, he attended to her. In suddenly thinking of Bill after visiting my friend, I remembered what Jesus had done. Though he had an intentional course of action, he embraced this interruption of human need and redeemed the situation.

Also, Jesus did not readily give up on people, but pursued them. Though Peter left his calling and went back to fishing, Jesus pursued him. Likewise, I determined to pursue Bill Taylor.

3. What does this teach me about the practice of ministry?

Because of my sensitivity to the hurts of others, I know it will cost a lot in time and energy. It’ll mean going that extra mile and reaching beyond the normal call of duty. Sure this will probably get me overly involved in some situations, and possibly get me in trouble, but I must fulfill my calling in the way God made me. I know I’m going to have to check my impulses and emotions and be more cognitive as I work my ministry. Doubtless it will spare me from emotional “highs” and “lows”. They say knowing your weak areas is half the battle, now I’ve got to work out what I know.

GUIDELINES FOR END OF MONTH JOURNAL EXERCISES

MONTH ONE JOURNAL EXERCISE: "DEATH AND REBIRTH"

As you look over your journal pages and think of this first month in the field **make a list of at least five things that are dying in your life.** These are those things that are diminishing, fading out, things in which you are losing interest. These things could be pastimes, ideas, relationships, beliefs, attitudes, etc. Concentrate on the things which are passing, but not quite gone.

When you have finished this list **make a second list of at least five things which are coming into existence.** They may not be a full part of your life but they are rising, returning, becoming more important, frequent or desirable (new friends, interests, pastimes, skills, disciplines, etc.).

Try to be as concrete as possible as you make your lists. When you have completed them, read them over slowly and **choose one item from each list which is of most interest to you. Let these two items become the themes of a paragraph of a page in your journal.** Express your feelings about what is happening. What is helping or hindering the passing of the old? What is helping or hindering the birth of the new? What does this suggest to you? How is this related to your growth and wholeness in Christ? Is there any relationship between the passing of one item and the emergence of the other?

MONTH TWO JOURNAL EXERCISE: "LEARNING & BELIEVING SQUARES"

As you review the entries for the month, choose a theme, idea, skill or area which figures very prominently for you. It may be something which has occurred with frequency, or it may be something which hits you with particular impact on one occasion.

We would like for you to use a device for comparing what you have been taught about this subject, what you have learned from your experience and what you wish to resolve for yourself. George Simons calls the method "Learning & Believing Squares".

- Divide a journal page into quarters, or use four journal pages if your notebook is a small one.
- In section I, use symbols, or words and phrases if this suits your style, to indicate what you have been taught about this subject, theme, skill, idea etc.
- Use the second square to indicate what you are learning through experience or personal contact.
- In the third quadrant, write in the questions which have been raised. What are the things things that need to be resolved?
- In the fourth block, jot notes and ideas which give you things to do, ways of working on this area in order to settle some of your questions, develop your skills, or grow in your understandings. In this block you might also make notes of observations and insights which might come from comparing the other three sections.

The "Learning & Believing Squares" are useful records of your own maturation. They are also stimulants for growth. After experimenting with them in this review exercise, you may want to use them more often for other experiences and issues which are causing you to do some struggling.

COURSE EVALUATION

SM701 (and SM702) are “*Credit*” only courses. Thus the student will be awarded either “*Credit*,” which indicates satisfactory completion of the course requirements, or “*No Credit*,” which indicates failure to complete or unsatisfactory completion of course requirements. The Office of Supervised Ministries has the final responsibility for assigning grades, following appropriate consultation with the faculty resource person, the field supervisor, and the student.

The question of “*Credit*” or “*No Credit*” will be based upon the following:

- Submission of all written requirements by due dates;
- Quality of the self-referent cases and other written materials;
- The field supervisor’s evaluation of the student’s field experience;
- The student’s own self-evaluation; and
- The faculty resource person’s evaluation of the involvement in the program as a whole.

Since the Supervised Ministries program is based on an action/reflection model, a satisfactory performance in both of those dimensions in their respective settings (field site and reflection written work) is essential. There is an interdependence of both components. If either is below standard or significantly weak, the whole of one’s ministry is affected. Likewise, strength in either dimension does not necessarily compensate for weakness in the other. **“*Credit*” or “*No Credit*” is not based upon mathematical averages but upon complementary relationships.** Each responsible party (student, faculty resource person, and field supervisor) views the experience from a different but valid vantage point. For this reason the reporting of gaps or deficiencies from any one of the three persons is regarded as important.

It is the responsibility of the student to submit the self-evaluation and the field supervisor’s evaluation on schedule according to the established due dates. The evaluation should be **discussed** with the field supervisor before this date and **signed** by both parties.

The official grading policy for Supervised Ministries courses is as follows:

CREDIT: The student has faithfully fulfilled course requirements, has functioned effectively in relation to the learning covenant, and has evidenced facility with the action/reflection process.

CREDIT/NO CREDIT: The student has evidenced weaknesses in professional skills/knowledge, difficulties in interpersonal relationships, or unmet responsibilities. Upon successful completion of an established “*Growth Plan*,” the grade will be changed to “*Provisional Credit*.”

NO CREDIT: The student has failed to meet requirements, has performed unsatisfactorily, has exhibited weakness in the action/reflection process, or has demonstrated other concerns related to this grade.

When “*Credit/No Credit*” (CR/NC) is recommended for a student, the faculty resource person must state a set of concerns as reason for the assessment. The student will then be required to fulfill a *Growth Plan* addressing the stated concerns. The student is to initiate the *Growth Plan* process no later than 2 weeks after receiving a grade of “*No Credit*.” A working contract with the student will be drafted with specific objectives to be

fulfilled. The contracted experiences must be completed before deadline for grade changes (consult with SMin. office). Students may not take another Supervised Ministries course until satisfactory completion of the Growth Plan has taken place. When the *Growth Contract* is successfully completed, the faculty seminar leader will authorize a change of grade from NC (“No Credit”) to PC (“Provisional Credit”).

If inquiries are made by prospective employers, Boards of Ordain Ministries, etc., as to the meaning of PC, the student may request that the Supervised Ministries office send a letter explaining the process and indicating the growth plan which the student subsequently and satisfactorily completed.

SM701

REPORTS AND FORMS

**701 INTERNSHIP
DUE DATES**

** This form should be completed and turned in to your faculty resource person before leaving campus. Remember to keep a copy for your personal records.*

NAME: _____

WEEK #	ITEMS DUE	DUE DATE
	***All Before Leaving Materials due before leaving campus. Orientation period. (Begin work on goals strategies, and standards.)	
1	Arrange for Lay Committee	_____
2	Covenant for Learning	_____
3	Three-Week Journal (1,2,3) Supervision Logs 1,2,3	_____
4		
5	Two-Week Journal (4,5) Supervision Logs 4 and 5 End of Month Journal Exercise #1	_____
6	Mid-Term Lay Committee Evaluation	_____
7	Two Week Journal (6,7) Case Study Supervision Logs 6 and 7	_____
8		
9		
10	Three-Week Journal (8,9,10) Supervision Logs 8, 9, 10	_____
11		
12	Final Evaluations (includes Lay Committee)	
13	Additional Month Journal Supervision Logs 11, 12 and 13 (for those doing 13 weeks) *Establish date for Final Interview	_____

Submit one copy of your assignments to your faculty resource person. Remember to keep one copy for your personal records.

****IF YOU ARE PLANNING ON COMPLETING THE INTERNSHIP IN 10 WEEKS (40 HOURS PER WEEK), YOU MUST SUBMIT ALL OF THE REQUIRED MATERIALS (INCLUDES MONTH #3 JOURNAL) DURING WEEK #10.**

***** "Due Date" shall mean the date on which the material is posted or mailed.**

LEARNING GOALS

GOALS

I.

MEANS OF ACCOMPLISHMENT

A.

B.

MEANS OF EVALUATION

1.

2.

1.

2.

II.

A.

B.

1.

2.

1.

2.

III.

A.

B.

1.

2.

1.

2.

THE SUPERVISORY CONTRACT

Asbury Theological Seminary
Supervised Ministries Program

Student's Signature _____ Date _____

Supervisor's Signature _____ Placement _____

INSTRUCTIONS: The supervisor and the student are to initial each section so as to indicate that both parties are in full agreement with the Covenant for Learning. Attach the Learning Goals Outline and make copies for the Supervisor, the Student, and the Seminar Leader by the due date.

SUPERVISOR'S COVENANT

- 1. I agree to give you approximately one hour per week of supervision of your experience in ministry with particular focus on the learning goals you describe. I agree to the following time for supervisory sessions:

DAY: _____ TIME: _____

- 2. I, and the Institution I represent, agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (Attach Learning Goals)

Supervisor's Initials

Student's Initials

STUDENT'S COVENANT

- 1. I agree to give ____ hours per week on _____ (day of the week) from ____ to ____ (time) during the period _____ (dates) in responsible performance of the above described supervisory processes.
- 2. I am also committing myself to the Learning Goals Outline, which is attached. I expect to fulfill these goals within the context of this field experience. I realize that this Covenant for Learning may be re-negotiated at any time and that I am to send to my Reflection Seminar Leader the updated covenant.

Supervisor's Name

Student's Name

TIME: _____ ACTIVITY: _____

DAY: _____

DATE: _____

1. What happened today and how do I feel about it?

2. Please reflect on today's happening using one of the following as a lens: What does today's happening teach me about... (a.) myself? (b.) my self-identity as a pastor? (c.) my sense of calling? (d.) my relationship and walk with Jesus? (e.) the way I relate with others? (f.) how I am integrating Scripture, theology, church history, or other resources with this specific ministry happening? (g.) my spiritual gifts? (h.) my strengths and/or weaknesses?

3. What does this teach me about the practice of ministry?

WEEK # _____

(SUPERVISOR'S SIGNATURE)

DATE _____

(INTER.N'S SIGNATURE)

1. Time and Length of supervisory meeting:
2. Other Supervisor/Intern contacts during week:
3. Work submitted by intern:
4. Subjects initiated by Intern:
5. Subjects initiated by Supervisor:
6. Theological themes/pastoral issues:
7. Recommendations/Assignments for intern:
8. Assessment of progress toward stated goals this week:

Little Progress 1 2 3 4 5 Excellent

*****SUPERVISION LOG*****

WEEK # _____

(SUPERVISOR'S SIGNATURE)

DATE _____

(INTER.N'S SIGNATURE)

1. Time and Length of supervisory meeting:
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8. Assessment of progress toward stated goals this week:

Little Progress 1 2 3 4 5 Excellent

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(SUPERVISOR'S SIGNATURE)

DATE _____

(INTERN'S SIGNATURE)

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Little Progress 1 2 3 4 5 Excellent

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(SUPERVISOR'S SIGNATURE)

DATE _____

(INTERN'S SIGNATURE)

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Little Progress 1 2 3 4 5 Excellent

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(SUPERVISOR'S SIGNATURE)

DATE _____

(INTERN'S SIGNATURE)

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Little Progress 1 2 3 4 5 Excellent

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(SUPERVISOR'S SIGNATURE)

DATE _____

(INTERN'S SIGNATURE)

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Little Progress 1 2 3 4 5 Excellent

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(SUPERVISOR'S SIGNATURE)

DATE _____

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Little Progress 1 2 3 4 5 Excellent

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(SUPERVISOR'S SIGNATURE)

DATE _____

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Little Progress 1 2 3 4 5 Excellent

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WEEK # _____

(SUPERVISOR'S SIGNATURE)

DATE _____

(INTERN'S SIGNATURE)

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Little Progress 1 2 3 4 5 Excellent

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WEEK # _____

(SUPERVISOR'S SIGNATURE)

DATE _____

(INTERN'S SIGNATURE)

1. Time and Length of supervisory meeting:
2. Other Supervisor/Intern contacts during week:
3. Work submitted by intern:
4. Subjects initiated by Intern:
5. Subjects initiated by Supervisor:
6. Theological themes/pastoral issues:
7. Recommendations/Assignments for intern:
8. Assessment of progress toward stated goals this week:

Little Progress 1 2 3 4 5 Excellent

**SUPERVISED MINISTRIES
ASBURY THEOLOGICAL SEMINARY
WILMORE, KY**

*******MID-TERM*****
LOCAL CHURCH LAY COMMITTEE**

PLACEMENT _____

STUDENT _____ TERM OF PLACEMENT _____

I. Appraise the qualitative involvement of the student in ministry, such as enthusiasm, creativity, motivation, completion of assignments, etc.

II. Was there noticeable growth by the student, personally and/or professionally?

III. What strengths and growth needs do you see in the student as a minister?

A. Strengths:

B. Growth needs:

IV. What recommendations would you make to guide the student's future preparation for ministry?

V. Other comments you would care to make. (Possible areas of consideration: lifestyle, communication, listening, propriety, approachability, etc.)

Local Church Committee Representative

Date _____

I have reviewed this report.

Student's Signature

Date _____

**SUPERVISED MINISTRIES
ASBURY THEOLOGICAL SEMINARY
WILMORE, KY**

******SUPERVISOR'S FINAL EVALUATION****
701 INTERNSHIP
PAGE 1 OF 5**

STUDENT _____
(Please Print)

[Internship: An off-campus field experience during a semester or summer. A basic unit

IV. How comfortable is the Intern in the role of minister? Assess his/her progress toward developing a pastoral identity.

V. Evaluate the Intern's interpersonal involvement with you. What kind of supervisory relationship was established?

VI. Describe the Intern's ability to relate to people of various ages and types during this Internship.

Page 3 of 5

VII. What qualities have been affirmed by others knowledgeable of his/her ministry?

VIII. In your perception, in what areas is growth needed for the Intern?

IX. Other comments you would care to make:

Page 4 of 5

1 -STRONGLY AGREE 3 - AGREE WITH RESERVATIONS 5 -DO NOT KNOW
2-AGREE 4 - DISAGREE

NOTE: Please check the space that you think is appropriate.

X. Gifts for Ministry	1	2	3	4	5
1. Takes initiative in fulfilling responsibilities					
2. Completes tasks					

3. Works well under pressure					
4. Relates theory to practice					
5. Is able to help groups achieve goals					
6. Is prompt in keeping appointments, meeting times					
7. Seeks new situations: comfortable with risk					
8. Manages time well					
9. Is assertive; initiates					
10. Has high energy drive					
11. Is sensitive, concerned and responsive to feelings					
12. Communicates confidence in others					
13. Makes decisions with firmness; seems to enjoy making them					
14. Is enthusiastic; emotionally responsive and alert					
15. Makes practical and appropriate comments and decisions					
16. Thinking is clear and logical					
17. Shows genuineness in listening to others					
18. Demonstrates common sense; shows foresight					
19. Is realizing potential as minister/person					
20. Preaching is a strength					

Page 5 of 5

XI. Graces for Ministry	1	2	3	4	5
1. Is teachable; open to learning					
2. Admits own biases, prejudices					
3. Utilizes Spiritual disciplines					
4. Takes criticism well					
5. Takes praise well					

6. Admits lack of knowledge					
7. Identifies own strengths					
8. Is comfortable in leadership role					
9. Receptive to feedback from others					
10. Moods and behavior are consistent day-to-day					
11. Is reasonably satisfied with self					
12. Is straightforward, spontaneous; expresses own feelings					
13. Is calm, relaxed and composed					
14. Is friendly, warm enjoys people					
15. Has healthy attitudes toward persons of opposite sex					
16. Shows warm and accepting attitude toward others					
17. Is patient toward others					
18. Is compassionate and caring					

Supervisor Signature _____ **Date** _____

I have reviewed this evaluation.

Intern's Signature _____ **Date** _____

Placement _____

Intern _____ Tenure of Internship _____

NOTE TO THE COMMITTEE: Your responses to the following items are an evaluation of the student under your supervision. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories who may be requesting information on candidates for ministry. A copy of this form will be sent to requesting judicatory(ies) /agency(ies) upon request and signature of the student on our office waiver form.

I. Evaluate the Intern in the following areas by checking the appropriate box.

	WEAK	FAIR	GOOD	EXCELLENT
1. Participates in drafting the Learning Covenant				
2. Participates in drafting job description				
3. Takes initiative in reviewing and updating Learning Covenant when necessary				
4. Participates in evaluation of specific assignments				
5. Takes initiative in presenting issues that need attention				
6. Communicates areas of personal need to the committee				
7. Relates emotionally with others in general				
8. Relates emotionally with theological understanding				
9. Relates spiritually with people in times of need				
10. Accepts committee feedback				

II. Evaluate the qualitative involvement of the Intern in ministry, such as enthusiasm, creativity, motivation, completion of assignments, etc.

III. Was there noticeable growth by the Intern, personally and/or professionally?

IV. What strengths and growth needs do you see in the Intern as a minister?

A. Strengths:

B. Growth Needs:

V. What recommendations would you make to guide the Intern's future preparation for ministry?

VI. Other comments you would care to make. (Possible areas of consideration: lifestyle, communication, listening, propriety, approachability, etc.)

Page 2 of 4

1 - SELDOM
2 - SOMETIMES

3 - USUALLY
4 - MOST ALWAYS

5 - ALWAYS
6 - DO NOT KNOW

NOTE: Please check the space that you think is most appropriate.

	1	2	3	4	5	6
1. Meets responsibilities, completes tasks						
2. Free from hindrance by biases and prejudices						
3. Finds satisfaction and is comfortable in ministerial work						
4. Can work under pressure						
5. Effective in ambiguous and/or unstructured situations						
6. Manages time wisely						
7. Appropriate personal appearance in professional life						
8. Teachable; open to learning						
9. Able to integrate theology with practice						
10. Learns from observation of others						
11. Finds opportunity for spiritual growth						
12. Takes and utilizes criticism constructively						
13. Takes and utilizes praise constructively						
14. Can admit lack of knowledge/ability						
15. Understands own motivation for ministry						
16. Willing to risk failure						

	1	2	3	4	5	6
--	---	---	---	---	---	---

17. Evidences a sense of vocational calling						
18. Accepts self as a person with limitations as well as good qualities						
19. Straightforward, open easily expresses feelings						
20. Willing to listen to opposing positions, open to change, can compromise						
21. Thinking is comprehensible, coherent, logical						
22. Evidences a sensitivity to the feelings and needs of others						
23. Genuinely friendly, emotionally responsive to others; enjoys people						
24. Demonstrates ability for self-evaluation and self-assessment						

Local Church Intern Committee Representative

Date

I have reviewed this evaluation:

Intern's Signature

Date

What suggestions would you make regarding their work with future interns?

VII. Describe your ability to relate to persons of various ages and types during this internship?

VIII. What have you learned about yourself as a minister through your participation in this internship?

IX. In what areas, personal and professional, do you feel you need further attention and preparation in getting ready for your vocation goal?

X. What were the most significant learning gains as a result of your involvement in this internship?

Page 2 of 4

Evaluate yourself in the areas listed below, using this scale to represent your assessment:

1 - Negative Impression

4 - Above Average

2 - Below Average but Growing
 3 - Average

5 - Exceptional
 6 - Do Not Know

IT IS MY JUDGEMENT THAT I:	1	2	3	4	5	6
1. Meet responsibilities, complete tasks						
2. Am not hindered by bias/prejudice						
3. Find satisfaction in ministerial work						
4. Can work under pressure						
5. Am effective in unstructured situations						
6. Manage time wisely						
7. Groom myself appropriately						
8. Am teachable						
9. Can integrate knowledge with experience						
10. Learn from observing others						
11. Find opportunity for spiritual growth						
12. Utilize criticism constructively						
13. Accept praise graciously						
14. Can admit lack of knowledge or ability						
15. Understand own motivations for ministry						
16. Am willing to risk failure						
17. Feel a sense of vocational calling						
18. Can accept own limitations and strengths						
19. Am straightforward, genuine						

Page 3 of 4

IT IS MY JUDGEMENT THAT I:	1	2	3	4	5	6
20. Can express feelings, am transparent						

21. Am flexible, open to change						
22. Listen authentically to opposing positions						
23. Can express self comprehensibly						
24. Am genuinely friendly, emotionally responsive						
25. Evidence sensitivity to needs of others						
26. Can assess self objectively						

XI. What was the low point of the internship for you?

XII. What suggestions would you make for improving the internship program?

XIII. Other comments you would care to make:

INTERN'S SIGNATURE _____ **DATE** _____

I have reviewed this evaluation:

SUPERVISOR'S SIGNATURE _____ **DATE** _____