

# INTERNSHIP GUIDELINES

## FOR BA IN CFM



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NOTE: for internships outside of the U.S. you must also apply @  
<http://www.goglobal.wheaton.edu>  
(click on “internships...” / “CFM...”)

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# INTERNSHIP GUIDELINES OVERVIEW

Christian Formation & Ministry Department  
Wheaton College

## WHO

**BA:** all undergraduate students who are at junior status (have completed 16hrs of CFM)

## WHY/SO THAT

**BA:** The purpose of the undergraduate CFM Internship is to give students a practical “hands on” ministry learning experience while concurrently engaged as a junior or senior in classroom studies or during the summer after the junior year (*CFM 251: Ministry Practicum should be completed prior to the internship*). The internship seeks to help students apply ideas and theories about better self-understanding, dynamics of interpersonal relationships, Bible and theology, and interdisciplinary concepts of human development to Christian growth and ministry. The reflective interaction between practical experience and academic study is believed to be the most powerful contribution to learning and growth. The internship program should give the intern broad exposure to various areas of ministry in order to allow the intern to develop a feel for what full-time ministry would involve. In this way, the program allows the intern to make more informed and responsible career decisions. The intern is required to have a site supervisor or mentor who oversees the intern and debriefs the experience throughout. ***The internship is determined in consultation with the CFM department and an agreement with an on-site internship supervisor is facilitated through a statement of expectations and responsibilities*** that the CFM student constructs and receives approval by the CFM department as well as the site supervisor in the ministry. Weekly updates, a mid-point reflection, and a final summative paper are requirements for the internship.

### **Benefits of an internship ~ at the end of a CFM internship you will have:**

- ❖ Applied theory in practice ~ Application of classroom theories in practical situations.
- ❖ Solved problems in new situations so as to be stretched beyond your comfort zone.
- ❖ Developed marketable skills ~ Students with internship experience stand out in the job hunt.
- ❖ Fostered new contacts, which will help you later as you look for a job. Your supervisor and others you worked with can be used as references in your job search.
- ❖ Formed realistic expectations about the world of work, which results in better decision making.
- ❖ Received feedback from your employer and the Internship Coordinator ~ This provides an additional tool to assess your limitations, capabilities and goals.
- ❖ Broadened exposure and practical experience in various areas of ministry
- ❖ Applied interdisciplinary ideas and theories of Bible and theology, self-understanding, interpersonal relationships, and human development to Christian growth and ministry.
- ❖ Created space to reflectively integrate practical experience and academic study.
- ❖ Participated in an encouraging, challenging, and evaluative mentor relationship.
- ❖ Facilitated opportunities for people to encounter God and the truths of His Word by effectively communicating Scripture and discerning His presence and sovereignty in our world.
- ❖ Explored gifting and calling.

## WHEN

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Internships can take place **any semester** (*after having completed 16 hours of the major*). Students must complete a minimum of 160 clock hours during their internship experience for it to count for credit. An internship must be at the very least 5 weeks in duration, BUT it is highly encouraged that students seek internships that are at least 8 weeks long or longer (the longer the internship, the greater the educational benefit). The college is not able to give credit for comparable field experience that was completed prior to a formal “internship” arrangement.

- **SCOPE & SEQUENCE**, you must enroll in **CFM 496 Internship** (0 credit) the semester or summer in which the internship is started. Spring semester your senior year the student is to enroll in **CFM 494: Ministry in Culture** (4 credits). These two courses together form our capstone for the degree program. CFM 496 can be taken concurrently with CFM 494 but needs departmental approval. CFM 496 is graded pass/fail and CFM 494 is a letter grade course.

## WHERE

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The internship placement should be in some form of regular ministry or an approximate future employment situation. It is highly recommended that the internship be in a church but this is not a requirement. The student is to take a position that gives responsibility in ministry. It is the **student’s responsibility to locate a field placement for the internship** that is consistent with the CFM degree. Past internships have been in a variety of church ministries, para-church organizations, and cross-cultural ministries ministering to children, youth, or adults. Visit the Center for Vocation and Career (<https://www.wheaton.edu/life-at-wheaton/cvc/internships/>) should you need to explore internship possibilities. Also, if doing an internship outside of the U.S. the student must follow the steps outlined for Wheaton global studies: <http://www.goglobal.wheaton.edu/> (click on “internships...” / “CFM...”).

## WHAT | WHAT FOR | HOW

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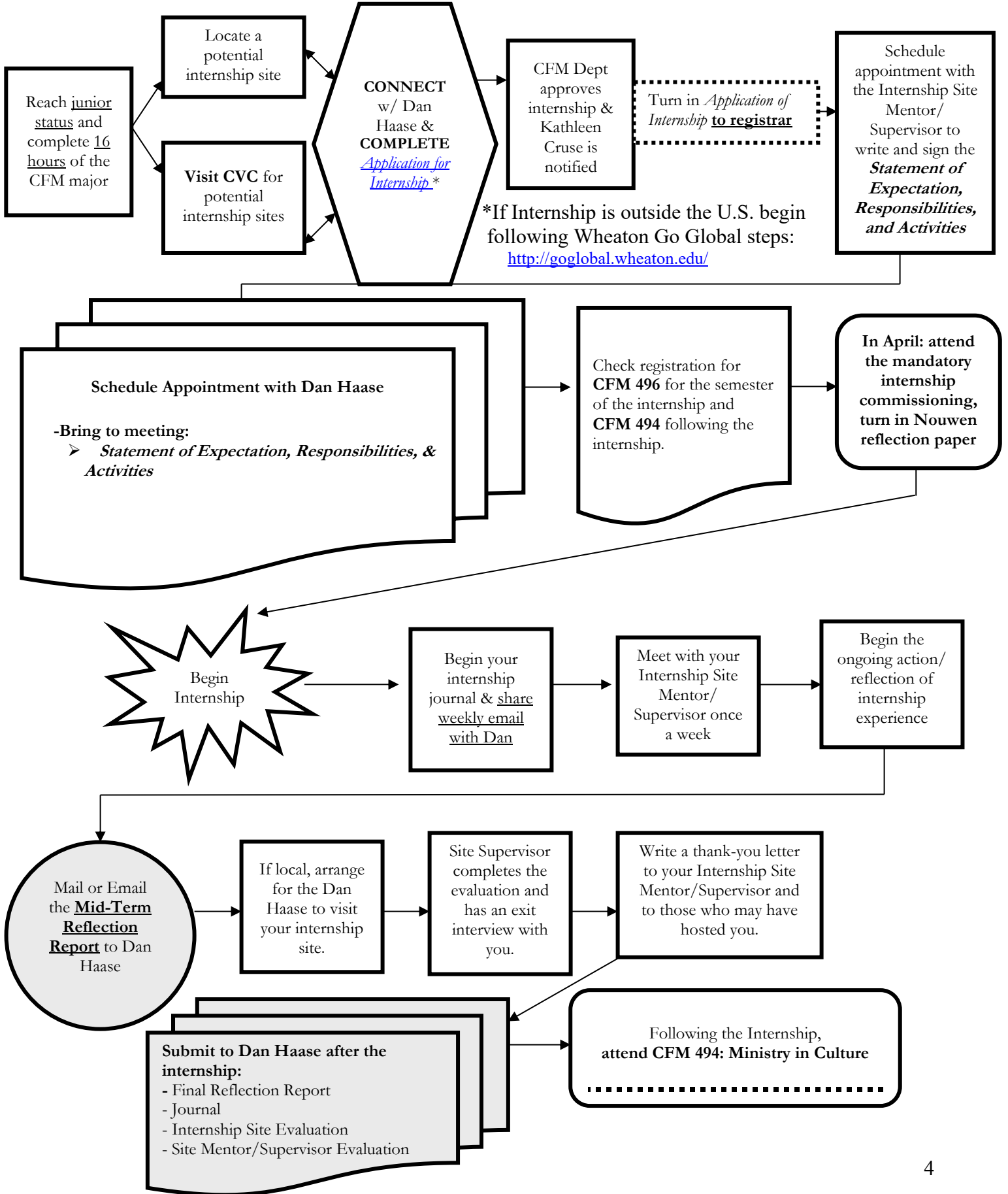
**MENTOR/SUPERVISOR:** A mentor/supervisor at the internship site is required. This person will mentor the student in life and ministry through weekly meetings and regular involvement in the internship and complete a final evaluation of the student’s internship. Guidelines for mentors can be found on page 7 of this document.

**JOURNAL & REPORTS:** The student will be expected to maintain a weekly journal (minimum of 4 entries per week) during the field experience. The purpose of maintaining the journal is to encourage **essential reflection** with lessons observed and learned, to make sense of the experiences, and to retain the details for CFM 494 as well as for future ministry. The journal will be essential in completing the *Mid-Term Reflection Report* and *Final Reflection and Integration Report*. The objective of the reports is to engage in focused reflection concerning the internship experience. **During the internship**, you are asked to **share weekly** via email what you are learning with Dan Haase (who oversees interns in the department): [Daniel.Haase@Wheaton.edu](mailto:Daniel.Haase@Wheaton.edu). [see pgs 14-17 below]

## INTERNSHIP PROCESS | DEPT. OBJECTIVES | STATEMENT OF EXPECTATIONS/ RESPONSIBILITIES

- See following pages (4—14)...

# THE INTERNSHIP PROCESS AT-A-GLANCE



## INTERNSHIP: STUDENT CHECK LIST

All forms mentioned below can be found on our department web pages

### Christian Formation & Ministry Department Wheaton College

#### PHASE I

**THE SEMESTER BEFORE THE INTERNSHIP, WHEN YOU HAVE REACHED JUNIOR STATUS AND 16 CREDIT HOURS OF THE CFM MAJOR HAVE BEEN COMPLETED**

- \_\_\_ Obtain the Internship Guideline Packet
- \_\_\_ Initiate the process of locating a potential internship site. Connect with or call Dan Haase. Visit the Center for Vocation & Career (or on-line @ <https://www.wheaton.edu/life-at-wheaton/cvc/internships/>) to explore internship opportunities. Informally, discuss the internship site guidelines and the *Statement of Expectations, Responsibilities, and Activities* (see the guidelines below) with the potential mentor/supervisor. If doing an internship outside the U.S. follow the Wheaton Go Global application process: <http://www.goglobal.wheaton.edu/>
- \_\_\_ **Schedule an advising meeting with your assigned Academic Advisor.**  
\_\_\_ Complete and sign the [\*Application for Internship\*](#).
- \_\_\_ Schedule a time to meet with Dan Haase.
- \_\_\_ After confirmation of internship is granted, turn in your [\*Application for Internship to the registrar\*](#). [This document requires the signature of you, the Department Chair, and Dan Haase. Please get the signatures in that order. Also note, this is the only document not turned into Dan; you turn it directly into the registrar.]
- \_\_\_ Meet with your Internship Site Mentor/Supervisor to write and sign the *Statement of Expectation, Responsibilities, and Activities* (see the guidelines below).
- \_\_\_ Schedule an appointment with Dan Haase to submit the:
  - \_\_\_ signed *Statement of Expectation, Responsibilities, and Activities*
  - \_\_\_ make any revisions to expectations document if suggested by Dan

#### PHASE II

##### REGISTRATION FOR CFM 496

- \_\_\_ Submit the signed *Application for Internship* to the Registrar's office and **register for CFM 496: Internship** (0 credit hours) during the semester that at least 51% of the internship hours will be completed. *Also, register for **CFM 494: Ministry in Culture**, the semester following your internship.*
- \_\_\_ In April, attend the commissioning held by Dan Haase. Turn in a one-page, single-spaced **reflection paper on *In The Name of Jesus*, by Henri Nouwen** answering: "What from this book will you take with you into your internship? Why? How?"
- \_\_\_ Double check with the Registrar that you are enrolled in CFM 496 for the semester your internship begins.

### DURING THE INTERNSHIP:

- ❑ \_\_\_ Maintain a weekly journal according to the 'Journal Guidelines' in this packet (see page 14 below).
- ❑ \_\_\_ Meet with your Internship Site Mentor/Supervisor once a week.
- ❑ \_\_\_ Begin the ongoing action/reflection praxis, which will be a part of the debriefing process in Ministry in Culture (CFM 494).
- ❑ \_\_\_ Weekly email updates to Dan @ [Daniel.Haase@Wheaton.edu](mailto:Daniel.Haase@Wheaton.edu)

### AT THE MID-POINT OF THE INTERNSHIP

- ❑ \_\_\_ Complete the *Mid-Term Reflection Report* and mail/email it to Dan Haase at the mid-point of the internship experience according to the date assigned to you.
- ❑ \_\_\_ Discuss with your Internship Site Mentor/Supervisor your *Mid-Term Reflection Report*.
- ❑ \_\_\_ If internship is within 60 miles of the college, it is your responsibility to initiate a site visitation by Dan.

### AT THE END OF THE INTERNSHIP:

- ❑ \_\_\_ The Internship Site Mentor/Supervisor must complete an evaluation form & turn it into Dan Haase.
- ❑ \_\_\_ Schedule an exit interview with your Internship Site Mentor/Supervisor.
- ❑ \_\_\_ Write a thank-you letter to your Internship Site Mentor/ Supervisor and to those who may have hosted you.

## PHASE III

### FOLLOWING THE INTERNSHIP:

- ❑ \_\_\_ Complete and submit the following to the Internship Coordinator the *first week of classes*:
  - 1) \_\_\_ Final Reflection and Integration Report
  - 2) \_\_\_ Journal (3 representative entries)
  - 3) \_\_\_ Internship Site Evaluation (completed by the intern)
  - 4) \_\_\_ Evaluation form completed by the Internship Site Mentor/Supervisor (It is the intern's responsibility to make sure that Dan Haase receives it.)
- ❑ \_\_\_ Attend **CFM 494: Ministry in Culture** (4 credits) ~ spring semester of your senior year.

## RESPONSIBILITIES OF THE MENTOR/SUPERVISOR

**The internship is a person-centered rather than a task-centered experience.** It is primarily a ministry with another leader who serves as a mentor, example, and guide in a new learning experience. A mentor helps the student discover his/her gifts and strengths for ministry and leads him/her along in that direction. It is meant to provide a purposeful plan for involvement in ministry as opposed to merely filling hours with miscellaneous tasks. The key here is **INTENTIONALITY**.

To enhance the person-centered experience, the intern and supervisor will meet together one-on-one each week. This is a time of relationship building and investing in the intern's experience. Areas of discussion should focus on such areas as:

- 1) **Mentor/Supervisor Relationship**: What is the intern learning from the mentor/supervisor personally and professionally? What questions does the intern want to ask the mentor/supervisor?
- 2) **Spiritual Growth Goal(s)**: How is the internship experience specifically helping or not helping the intern to fulfill his/her spiritual growth goal(s)? What is the internship experience teaching the intern about the importance of his/her spiritual growth goal(s)?
- 3) **Future Ministry**: What is the intern learning about ministry as a vocation? How has this experience impacted his/her personal and professional goals? What are the intern's strengths and weaknesses in ministry? Did the intern fail at anything? What can the intern learn from this? What skills is the intern learning?

The following roles are suggested for the mentor/supervisor:

- \_\_\_\_\_ Negotiate a written **statement of expectations** and list specific goals for the internship ministry (**pages 8-13 below**). Particularly note **page 13 of this document**, as it is the last page of the "Mentor/Supervisor Evaluation" which is done on the intern by the mentor at the end of your experience and therein shows what the department is seeking to evaluate. It will help guide your conversation in regard to what makes for a successful internship experience. This must be signed by both the mentor/supervisor and the student and submitted to Dan Haase in the CFM department at the College.
- \_\_\_\_\_ Provide opportunities for the intern to engage in the following activities:
  - Observation of every facet of the ministry's organization
  - Participation in the routine activities of the mentor/supervisor
  - Design and lead Bible study/teaching activities
  - Attend major administrative board, staff and committee meetings
  - Instruction in the administrative and organizational elements of the mentor/supervisor's ministry
  - Involvement in public or large group up-front leadership
  - Other responsibilities as assigned
- \_\_\_\_\_ Meet weekly with the intern to process the experience.
- \_\_\_\_\_ Observe the student in action/leadership role at least three times during the experience.
- \_\_\_\_\_ Provide evaluation and feedback to the student and the college through a written evaluation and exit interview at the end of the internship.



# Christian Formation & Ministry Department Objectives

The internship experience is unique in that it has the potential to meet all of the following objectives. The point being that the theory of the classroom is put into practice and the student is therein invited into praxis: action with reflection. It is through the following three grids that the student is invited to identify practical and specific ways to engage the over-all objectives of the degree program. [Note how these are linked with your evaluation on page 13]

Academically Grounded	Spiritually Maturing	Practically Skilled
A1. Articulate a biblical, theological, historical, and philosophical perspective of formation and ministry.	B1. Demonstrate a life of discipleship and spiritual growth as the foundation of effective ministry.	C1. Minister and teach effectively, integrating theory and scripture into creative practice with integrity, humility, and grace.
A2. Identify a theoretical framework for ministry context analysis.	B2. Identify one's gifts and calling, responding to areas of strength and challenge in preparation for serving the needs of the church and the world.	C2. Serve collaboratively and compassionately, balancing the needs of others with adequate self-care.
A3. Demonstrate an understanding of the educational, spiritual, and ministry practices by which people mature in Christ.	B3. Respect every person, valuing the diversity of cultures, ethnicities, and traditions within the church.	C3. Demonstrate the necessary skills of a ministry practitioner/scholar: critical analysis; oral communication; written communication; program evaluation.

- Use this space to **name** some of the specific, tangible & practical ways you will meet these objectives in your internship (**include these points within your statement of expectations**)
- Utilize page 13 of this document & identify your achievement-based objectives for the internship. Write your objectives with this language: **At the end of my internship I will have...**

## STATEMENT OF EXPECTATIONS, RESPONSIBILITIES, AND ACTIVITIES

### Christian Formation & Ministry Department Wheaton College

The intern and mentor/supervisor should work together to develop a ‘Statement of Expectation, Responsibilities, and Activities.’ It is recommended that the student first create a rough draft of this document and then send it to their mentor/supervisor for review and further development. See it as a living and organic document. The statement should serve as a “job description” and a performance standard. It should take into consideration the desired individual goals of the student and the opportunities at the ministry site. It should be **TYPED** and include the information listed in the box below. A copy of this document should be signed by both parties (if possible) and given to Dan Haase after approval of internship has been granted. [The internship will not be approved without this Statement.] **This document ought to be written in an outline form** (NOTE page 12 below for more framework details).

**Also, note page 13 of this document as it is the 3<sup>rd</sup> page of the Mentor/Supervisor evaluation**, which is completed after your internship by your mentor. Reviewing this document at the outset of your internship will help ensure you are meeting the department standards of an internship.

#### **The Statement of Expectations & Responsibilities should include the following:**

*ALSO SEE PAGE 12 BELOW*

A BRIEF BULLET-POINT LISTING OF:

1. **WHO:** Title of the intern’s position w/lines of responsibility (to whom and for whom will the intern be responsible) ~ i.e. BOX B
2. **WHEN/WHERE:** Time schedule (dates of internship, number of hours per week, days off, office schedule, outside employment, etc.) ~ i.e. BOX B
3. **WHY:** an overarching stated purpose of the internship (i.e. a mission/vision statement) ~ i.e. BOX A

AN OUTLINE OF PRACTICAL DETAILS ~ **WHAT with HOW:** i.e. BOX C & D & E

- \* Regular (weekly/daily) duties and activities
- \* Special duties and activities
- \* Mentoring relationship details with site supervisor
- \* Intern’s spiritual growth goals as they relate to the internship
- \* Primary responsibilities and expectations/goals of the position
- \* PRACTICAL / SPECIFIC / TANGIBLE details & achievement based objectives

The following is a helpful model<sup>1</sup> to consider when forming an *intentional* relationship with another. The tendency is for us to think we know what each other want from such a relationship. Often it is the case that this is not so. The key is **intentionality**. Granted, not all relationships need such definition and direction but often without it we never experience the full potential of what a relationship could have been. Thus, such a model and specific outline can be very advantageous even though it seems a bit contrived and impersonal at the outset. The result however will be two committed people to the same purpose and each other. **The most beneficial mentoring happens within a context of a defined and directed relationship.** An internship rises or falls on expectations (& whether they are met or not). This model is helpful in that regard. Refer to the *diagram on page 12* as you read the following descriptions and guidelines. Remember these are merely “guidelines” and the statement you construct is a document that is for your benefit—therein you do not write it for me, nor do you need to include all the following points. It is turned in and I use it to pray for you in an informed way. As you construct this document, ask yourself: **“What will enhance my learning?”**

<sup>1</sup> Adapted from William K. Frankena, “Analyzing a Philosophy of Education” introduction to *Philosophy of Education* (Macmillan Publishing Co., NY, 1965), 4-10.

**Frankena’s Question “A”** (i.e. rationale) – *What is the purpose/mission/vision of the relationship and/or ministry?* Come up with a rationale, or main objective, that will be an overarching purpose within the mentoring relationship and ministry. One could use a definition concerning the goal of a mentoring relationship: “Shepherding another toward becoming who they are meant to become,” or think of your own personal purpose statement for your relationship and ministry context, i.e. “To glorify God and enjoy Him forever.” etc. Focus on “what” questions & “ought” issues.

**Frankena’s Question “B”** – *What is the nature of the reality of the ministry relationship/context?* (i.e. What are some of the core theological/philosophical assumptions and realities guiding this relationship and ministry? What are some of the contextual specifics of the relationship and ministry? Age, gender, socio-economic realities, etc. What are some of the real and felt needs personally and broadly within this ministry setting?) Focus on “why” questions and “is” issues.

The following *may* also be included in this section:

\* Sharing your personal testimony/story/history. The mentor is to do this first to give an example of the level of vulnerability and openness welcomed in the relationship. This also allows for opportunities of connection throughout the mentoring experience. If this is a new concept to the intern, it is suggested that the mentor help her or him understand how to present her/his story in a journey time-line fashion. Perhaps give them time to do this in advance after you have shared your story with them.<sup>2</sup>

\* The values, personality, and temperamental tendencies of the mentor and intern should be considered.

\* The other beginning elements include the various needs of the intern. The time of personal story will help shed light on this but it is also helpful to recognize the general needs. *It is important to note that not all of these following needs are to be met in one mentoring relationship.* They are simply the many complex issues surrounding the college years and it is important that the mentor and intern recognizes them even if they are not the prime focus of the relationship. They are listed as a guide and resource to help you bring intentionality to your mentoring relationship.

**Worldview Needs:** know what you believe and why

**Identity Needs:** discover “Who am I”...morally, spiritually, socially, and economically

**Intimacy Needs:** countering loneliness, forming lasting relationships, longing for social and spiritual intimacy, issues relating to marriage and dating

**Social Needs:** meaningful relationship, community of shared beliefs and concerns

**Spiritual Needs:** religious independence from parents, making faith their own, deepening spiritual commitments and faith

**Career Needs:** discover gifts and purpose in life, how will I earn a living

**Other Needs:** gaining competence and dealing with increased choices/responsibility, recognizing and experiencing hope and gratitude

**Frankena’s Question “C”** – *What virtues and qualities do we want to develop within our relationship and ministry?* (i.e. What are the desired outcomes for our relationship and ministry?) Think in broad terms under which the following Frankena “D” questions are addressed more specifically. Come up with 3-5 broad virtues/qualities/goals that

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<sup>2</sup> See J. Robert Clinton, *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development* (Colorado Springs, CO: NavPress, 1988), 29-56. He offers a helpful method using a time-line.

you hold to be desired outcomes within your relationship and ministry context. Watch that your “C” does not replace what is your “A” – always allow “C” to flow out of “A”. Focus on “what” questions and “ought” issues.

**Frankena’s Question “D” – *What are the best theories and methods for accomplishing our purposes?*** (i.e. How will you produce the virtues/qualities/goals mentioned above? How will you specifically and practically answer the “C” questions?) Focus on “why” questions and “is” issues.

Below is a guideline of some of the goals/virtues and related issues within a mentoring relationship for you to consider. This is in no way a complete list and it is not expected that each of these areas are part of your relationship, simply flesh out the duties, activities, spiritual goals, and responsibilities). I also highly recommend you continually review and evaluate the philosophy of ministry that is constructed.

**Worldview Goals:** to form a worldview that addresses the questions of life with integrity, considering coherence and correspondence

**Methods:** address topics of reality, humanity, epistemology, mortality, ontology, history, sin, salvation, and eschatology, teaching on apologetics: what we believe and how we live (acting upon our beliefs), use of service and outreach, etc.

**Scripture:** I Peter 3:15; Jeremiah 29:11ff

**Identity Goals:** foster self-discovery and self-awareness, forming a character of integrity, recognize we are the Beloved, heirs, etc.

**Methods:** personality tests, accountability, mentoring relationships, understanding historical past and future goals, offering times of reflection, disciplines of solitude and silence

**Scripture:** Psalm 139:13-16; Colossians 1:19-23

**Intimacy Goals:** creating safe communities, vulnerability, transparency, honesty, brokenness...

**Methods:** small group, mentor with a commitment and vision, more than meeting just once a week, sharing through testimony, journaling, story, and living

**Scripture:** Ephesians 5; John 16:5-16, 17:20-26

**Social Goals:** offer a safe place of community, interaction, and collaboration

**Methods:** mentoring that is caring, broken, giving, and open to the Spirit’s guiding, teaching on evangelism, focus on political, environmental, and local communities

**Scripture:** Ephesians 4:17-5:21; Matthew 6:19-34

**Spiritual Goals:** offer a community where faith is discovered & nurtured

**Methods:** worship, trusting in God, growing in Christ, giving to others, teaching on justification, sanctification, and transformation, learning what it means to be a disciple of Christ; habits of grace (spiritual disciplines)

**Scripture:** Romans 6-8; II Corinthians 3:18; Philippians 2:12,13; John 8:31,32; II Timothy 3:16,17

**Career Goals:** dispel the sacred/secular split, see education as a life-long journey

**Methods:** spiritual gifts tests and understanding of, lessons on what it means to be faithful and how this relates to calling

**Scripture:** Matthew 6:19-24; Exodus 31

**Other Goals:** learning balance, serving using gifts, live an integrated life of coherence and correspondence, dispelling the lies of our culture and addressing issues within postmodernism

**Methods:** small group apprentices, training, mentoring, integration of experiences

**Scripture:** Hebrews 12:1-2; Matthew 6:23ff; **II Peter 1:1-15**, Psalm 34:8; I Peter 3:15; Isaiah 30:15,16,18; John 1:35-46

**Frankena’s Question “E” – *What experiences do we need to reach our goals and ultimate purpose?*** (i.e. How will you implement the theories/methods above? What do you recommend is done: how, when, etc. Also, how will you evaluate whether this is happening or not?) Herein lies the “curriculum” of the relationship and ministry—i.e. the working out of the methods listed above. Focus on “how” questions.

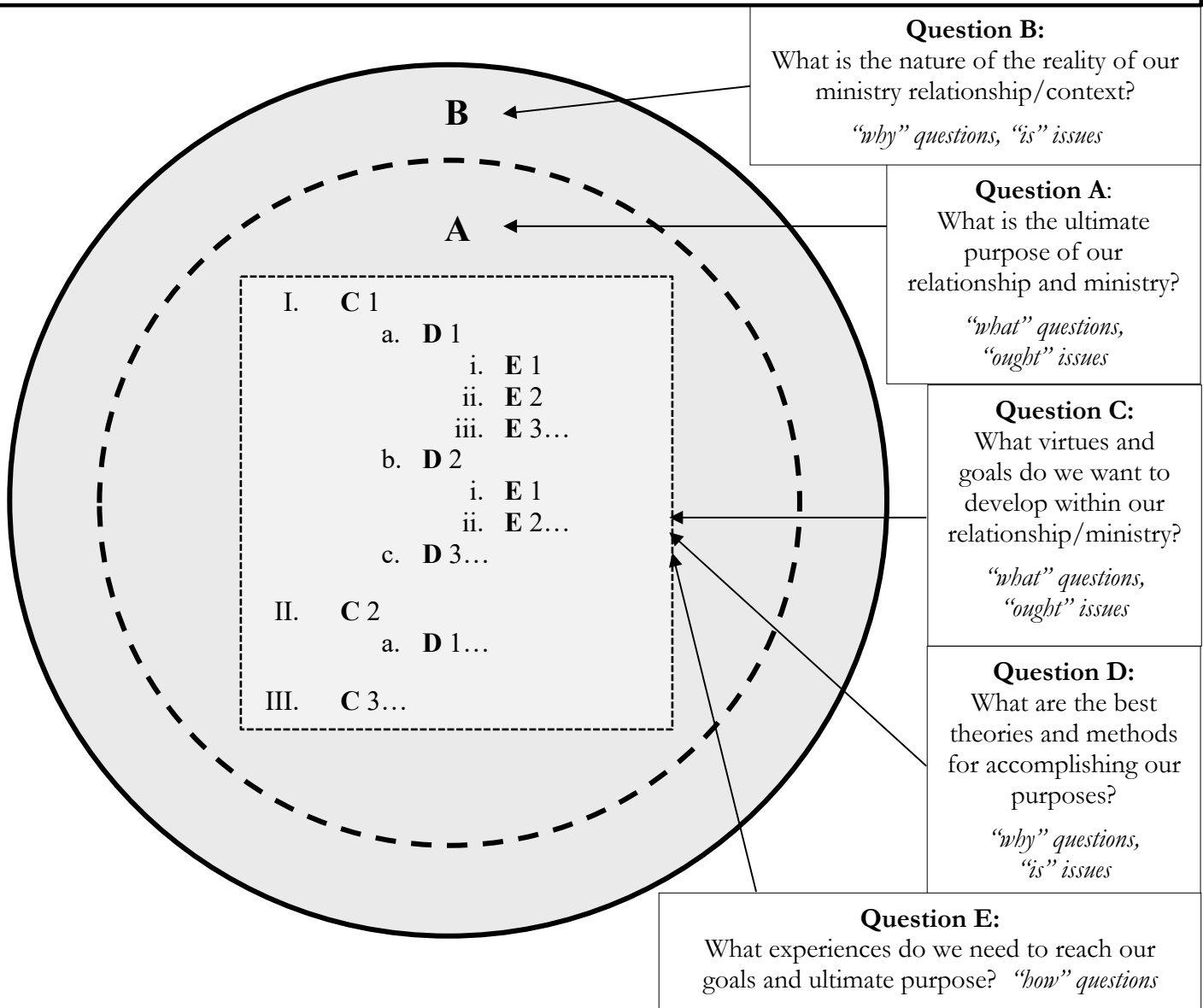
Throughout the mentoring relationship there must be time set aside to review the goals and methods and evaluate the progress being made. Through this process the mentor and intern are able to consider whether what was expected to happen is happening and if there are any new areas that may need attention. There may also be goals and methods you are not accomplishing and therefore need to be re-evaluated. Herein lies the purpose of the **Mid-Point**

**Reflection Paper and evaluation.** At this point the mentor and intern sit together and define what they hope will be accomplished by the end of their time together (whether it is a semester or a lifetime). This gives the mentoring relationship accountability as well as a unified vision of what is to come. This is where you anticipate the accomplishment of the rationale that directs the relationship in light of its various components.

At the end of the established consistent meeting times, made between the mentor and intern, they may reflect on the outcomes and consider any way they may improve their next mentoring/ministry experience. Hopefully this reflecting will be a time of celebration as they consider the journey that they have traveled together. (Herein lies the purpose of the final evaluation components).

### ADAPTED FRANKENA MODEL<sup>3</sup>

**Construct your Statement of Expectations & Responsibilities as an outline & follow this adapted Frankena framework.** **NOTE:** Write box A & B as a preamble – see pg. 9 of this document: recognize our purpose (A) always sits within a context of needs (B); for every C (goal) there is always at least one D (method to reach that goal) and then for every one D, there are at least 1 E (specific and tangible strategies that will evidence that the goal and method are accomplished).



<sup>3</sup> This model has been adapted by Dan Haase. For further insight concerning this framework for use in a ministry context see: Jim & Carol Plueddemann, *Pilgrims in Progress: Growing Through Groups* (Wheaton, IL: Harold Shaw Publishers, 1990).

**NOTE:** this page is the 3<sup>rd</sup> page of the mentor/supervisor evaluation that will be completed on you by your mentor after your internship. Use it to help construct your statement of expectations/ responsibilities – how might you accomplish these stated objectives? **Be specific/tangible/practical...**

✓ Check those outcomes that were evident in the life of the intern throughout the course of the internship. **Not All Need Apply**

A successful student in the **Academic** domain will have...

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- developed and committed with flexibility to a thoroughly Christian & carefully integrated philosophy of ministry (A1)

Example: \_\_\_\_\_

- articulated a solid biblical/theological foundation for education and ministry (A1)

Example: \_\_\_\_\_

- integrated Christian formation theory and practice with his or her liberal arts education (A2)

Example: \_\_\_\_\_

- recognized, attended to, and evaluated the diverse cultural, social, psychological, and spiritual contexts of formation & ministry (i.e. apply interdisciplinary ideas and theories of Bible and theology, self-understanding, interpersonal relationships, and human development to Christian growth and ministry) (A2 & A3)

Example: \_\_\_\_\_

- taught and/or led in diverse learning environments as a learner and/or facilitator (A3)

Example: \_\_\_\_\_

A successful student in the **Spiritual** domain will have...

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- practiced spiritual disciplines and actively sought personal growth in Christ (in areas such as faith, wholeness, & service) (B1)

Example: \_\_\_\_\_

- applied Scripture to themselves for developing the character of Christ & served in their ministry setting with integrity and humility (B1)

Example: \_\_\_\_\_

- explored their giftedness and sense of calling in ministry (i.e. participated in an encouraging, challenging, and evaluative mentor relationship, etc.) (B2)

Example: \_\_\_\_\_

- actively reflected upon one's development and practices noting areas of strengths and weaknesses (B2)

Example: \_\_\_\_\_

- honored all persons as created in the image of God by appreciating the diversity of cultures, ethnicities, and traditions within the church (B3)

Example: \_\_\_\_\_

A successful student in the **Ministry** domain will have...

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- handled and taught Scripture rightly, wisely and humbly in educational settings (C1)

Example: \_\_\_\_\_

- engaged the brokenness and sufferings of humanity by a compassionate and thoughtful response (C1 & C2)

Example: \_\_\_\_\_

- contributed effectively in collaborative learning, teaching, and ministry (C2)

Example: \_\_\_\_\_

- created curricula for learning opportunities that helped others encounter the person of God and the truths of His Word (C3)

Example: \_\_\_\_\_

- communicated effectively orally (teaching and presentation skills) and in writing in multiple learning environments (C3)

Example: \_\_\_\_\_

- developed and implemented strategies and methodologies for research and life-long learning within the church (C3)

Example: \_\_\_\_\_

# JOURNAL GUIDELINES

## Christian Formation & Ministry Internship Wheaton College

Throughout the course of the internship you are required to write **4 entries a week** in a journal. The purpose of maintaining the journal is to encourage essential reflection with lessons observed and learned, to make sense of the experiences, and to retain the details for the Internship Seminar as well as for future ministry. This is a journal specifically focused upon the internship following the guidelines stated below. However, we strongly encourage you to keep a personal journal alongside the internship journal in order to process and reflect upon issues or thoughts beyond the scope of the internship journal guidelines. You will be asked to write and sign an honesty statement in your final paper regarding your internship hours and the amount and regularity of the journal entries (please see the final paper guidelines in this packet).

You will choose **3 representative entries** according to the guidelines below to be turned in with your journal, *Final Reflection and Integration Report*, and the *Internship Site Evaluation*. They are all due to Dan Haase at the completion of the internship.

### Entry Guidelines

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There are four areas that need to be discussed in your journals—*each area* should be discussed at least *once a week*. The questions following the area titles are **suggested questions** to consider when journaling. **It is not required for you to answer these specific questions.**

- 1) **Mentor/Supervisor Relationship**: What are you learning from your mentor/supervisor personally and professionally? What questions do you want to ask him or her?
- 2) **Spiritual Growth Goal(s)**: How is the internship experience specifically helping or not helping you fulfill your spiritual growth goal(s)? What is your internship experience teaching you about the importance of your spiritual growth goal(s)?
- 3) **Future Ministry**: What are you learning about ministry as a vocation? How has this experience impacted your personal and professional goals? What are your strengths and weaknesses in ministry? Did you fail at anything? What can you learn from this? What skills are you learning?
- 4) **Expectations and Responsibilities**: What are the major events and activities and what is your role in them? What would you do again? What would you do differently?

### Representative Entries

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Select 3 journal entries **to submit with your final paper** which include:

- 1) A significant conversation or interaction with your mentor/supervisor.
  - 2) A time when you became aware of your strengths and weaknesses in ministry.
  - 3) An entry that expresses how your internship has affected your desire to pursue ministry as a vocation.
- During the internship, you are asked to **share weekly** what you are learning with Dan @ [Daniel.Haase@Wheaton.edu](mailto:Daniel.Haase@Wheaton.edu).

## MID-POINT REFLECTION REPORT

### Christian Formation & Ministry Internship Wheaton College

Please complete these questions at the mid-point of your internship (date assigned by Dan Haase) and mail or email it to him. This should be typed & double-spaced.

It is also recommended that this report be shared and discussed with your supervisor/mentor.

#### **Include the following:**

Date:

Name:

Internship site and address:

1. List the major activities of the past weeks and approximate number of hours completed.

Construct your answers for the next three questions (2-4) around the following grid of writing a practical theology (i.e. each question should include an answer addressing these four parts – **see next page also**):

**What is going on (or not going on)?**

**Why is this going on (or not going on)?**

**What ought to be going on (or not going on)?**

**What strategies of action might achieve desired goals?**

2. How is the *Statement of Expectation, Responsibilities, and Activities* being met?
3. Describe how you are fulfilling your spiritual growth goal(s).
4. Name at least one thing have you learned from your mentor/supervisor professionally and spiritually?
5. What are you learning about your *strengths* in ministry? Have there been circumstances when you wished you had done something different? Please describe one circumstance.
6. What are you learning about your *weaknesses/limitations* in ministry? Have there been circumstances when you wished you had done something different? Please describe one circumstance.
7. What are you learning about ministry as a vocation? Is this experience impacting your personal and professional goals?
8. What support or help do you need from Dan or the department?
9. List some specific requests for prayer.

Send to:

Wheaton College ~ CFM Dept.  
c/o Dan Haase  
501 College Ave.  
Wheaton, IL 60187

E-mail: [Daniel.Haase@wheaton.edu](mailto:Daniel.Haase@wheaton.edu)

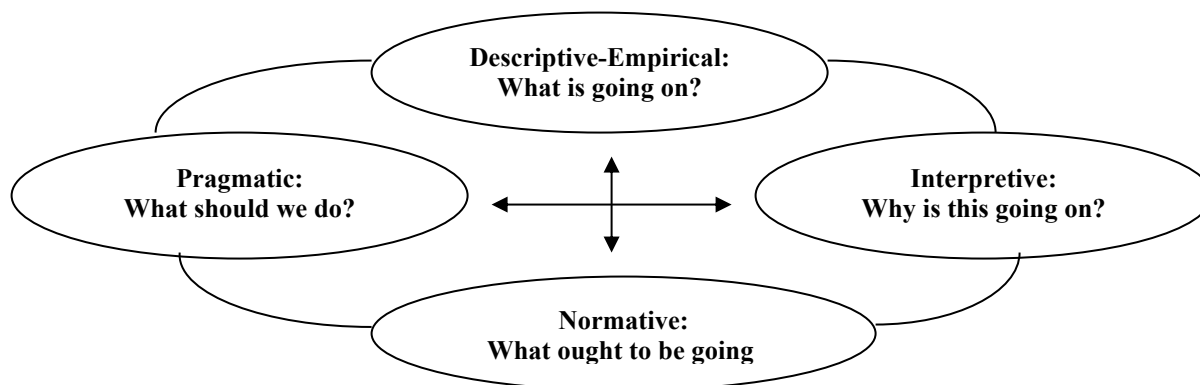


## Constructing a Practical Theology<sup>4</sup>

**Practical Theology:** “is that branch of Christian theology that seeks to construct action-guiding theories of Christian praxis in particular social contexts.” A “how-to” informed by a strongly developed theory of “why-to.”

### The Four Inter-related Tasks of Practical Theology

(note, this is not a linear model—“there is no one starting point in the circle of practical theological reflection; a practical theologian may enter the circle at any point”)



#### **The Descriptive-Empirical Task** (Asks: *What is going on?*)

- “It focuses on the actual state of some form of Christian praxis in a particular social context.”
- Gathering Information...describing specific facts: focus on the particular situation, condition, problem, opportunity, etc. within your spiritual formation into Christlikeness...*what is happening specifically (physically/spiritually) – what: where, when, how*

#### **The Interpretive Task** (Asks: *Why is this going on?*)

- “The data of empirical research is not self-interpreting. It must be placed in a more comprehensive framework, offering an explanation of patterns of behavior, attitudes, and ideas.”
- Reflective Observation...analysis of issues: focus on probing beneath the surface aspects of the chosen theme(s)...*why do you bother, what’s the point, what fears/lies and truths do you entertain?*

#### **The Normative Task** (Asks: *What ought to be going on?*)

- “It focuses on the construction of theological and ethical norms with which to assess, guide, and reform some dimension of contemporary Christian praxis.”
- Theoretical Reflection...begin to synthesize gathered data and interpretations: interact with scripture, tradition, reason, experience (i.e. What ought to be normative?)...*what’s missing, what do you intend to happen, what is your vision/goals/expectations? (value hierarchy?)*

#### **The Pragmatic Task** (Asks: *What strategies of action might achieved desired goals?*)

- “How might this area of praxis be shaped to more fully embody the normative commitments of the Christian tradition in a particular context of experience? It focuses on the development of action-guiding models and rules of art (open-ended guidelines about how to carry out some form of Christian praxis).”
- Application...how will you implement your theoretical insights: primary focus is to be on the “how to” Consider what you will “put on” & “put off”...*what tangible/specific steps to take?*

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<sup>4</sup> The model and quotations are from Richard Robert Osmer, *The Teaching Ministry of Congregations* (Westminster John Knox Press: Louisville, KY), xiv-xvi, 303, 304.

# FINAL REFLECTION AND INTEGRATION REPORT

## Christian Education and Ministry Internship Wheaton College

**Write a 5-page paper, typed and double spaced, answering the following questions. It is due to Dan Haase at the end of the internship.**

1. In what ways were you able to meet your expectations and responsibilities as stated in the beginning of your internship? Name one thing you have come to learn regarding the role of expectations?
2. Identify the educational principles or development theories from the classroom you applied in your experiences? How did you (or could you have better) specifically integrate these principles?
3. Summarize what God taught you about your spiritual growth goal through your internship experience.
4. Describe your relationship with your mentor/supervisor. What did you learn about the dynamics of ministry relationships?
5. What would you identify as the most meaningful thing you learned about yourself? Describe at least one strength and one weakness.
6. What new skills and knowledge did you gain which will be helpful in future ministry?
7. What ministry issues did you encounter or observe? What did you learn about these issues from your experience and conversations with your mentor/supervisor and other staff members? Comment on any other general things you've learned about ministry that will be helpful for you in the future.
8. How have your academic or career goals changed?
9. In what ways could your internship experience have been improved?
  - a. By you?
  - b. By the ministry?
  - c. By the department?
10. As a conclusion, answer the following, "What has become more important to you since the internship and what has become less important?"
11. **At the end of your paper write and sign the following statement (you may make amendments to reflect an honest answer):** "I completed\_\_\_\_\_hours of my internship and\_\_\_\_\_journal entries a week. The journal entries were done weekly and each one was written during a different sitting throughout the course of the internship." (your signature)

## INTERNSHIP SITE EVALUATION

**COMPLETED BY STUDENT AFTER THE INTERNSHIP IS COMPLETED  
SUBMITTED WITH THE FINAL PAPER, AFTER THE INTERNSHIP.**

**Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Site Address:** \_\_\_\_\_

**Mentor/Supervisor:** \_\_\_\_\_

**Why would you recommend this internship site for further internships?**

**Why would you not recommend this internship site for further internships?**