

A GUIDE FOR SUPERVISORS OF PHOENIX SEMINARY INTERNS



Why Read this Booklet?

From the Director of Field Education

Field education and internships provide seminary students opportunities to grow in meaningful ways in ministry. However, in order for the internship to be a success, both the intern and the ministry supervisor need a clear path to walk in order to make this requirement more than just a mandatory assignment, but a meaningful ministry experience. This booklet will give some guidance that will help you as a supervisor walk down this clear path with your seminary intern.

It's not a long booklet and it doesn't need to be. You are busy with your ministry. You don't need a long manual to pile on top of all your ministry tasks. Please take the time to *review* (not digest—you are already competent) the following pages so that you are familiar with what your Phoenix Seminary student needs from you as a supervisor.

At the end of this guidebook are two appendices:

Appendix 1 contains a variety of ideas and resources you may find helpful as a supervisor. Some will apply to your specific situation; some will not. These pages exist to *stimulate your thinking and give you ideas*.

Appendix 2 contains a copy of the *Information and Registration Packet* that the student completes to begin an internship. You don't need to print these forms. The student will do all of that for you. They will need your help in completing the Learning Contract pages. In this same packet, there is a form you will complete at the end of the student's internship evaluating their character and performance. There are also in this packet forms that the student completes on you, himself/herself, and a time sheet.

I am grateful to know that our students are engaged in internships supervised by committed and professional supervisors like you. Thank you for your participation in this program at Phoenix Seminary. By doing so, you are fulfilling Paul's command in 2 Tim. 2:2, "entrust to faithful people who will be able to teach others also."

Working together for God's glory,

Joshua Anderson, DMin
Director of Field Education
Phoenix Seminary

Answers to Your Four Big Questions About Being an Internship Supervisor

1. What is a Field Supervisor?

An internship field supervisor is a boss AND a coach. You must be a boss because you are overseeing their ministry tasks and you want them done correctly. But an intern is a *learner*—not an employee. As learners, interns need a teacher/cheerleader to help them learn what they need to know and do, as well as someone to give them ongoing feedback about how they are doing it.

A coach pulls the intern aside and helps them see what they are doing right and what they are doing wrong. Do they need to shift tactics in what they are doing or how they are doing it? Do they need to make changes in themselves, such as their character, their style of communication, their relationship skills? In short, coaches help people perform better.

2. What does a Field Supervisor actually do?

A supervisor for a Phoenix Seminary internship has three main tasks. Observe. Evaluate. Communicate.

- a. **Observe**, or have someone observe, the work of the intern. Is the intern doing what he is supposed to be doing? Is she doing it with care for the people she works with? Is she learning from other resources to help with her tasks? Is he asking you questions about how to do better? Does he gain insight week by week?
- b. **Evaluate** the intern's *growth*, over the period of the internship, in his/her organizational skills, task skills, and interpersonal skills. Are they getting better? Is the pressure on them surfacing issues of personality or character?
- c. **Communicate** to the intern what you are seeing. Do they need to try a different approach to their tasks? Are they trying too hard to be liked? Are they pushing their weight around? Are they timid? Are they unorganized, disorganized or too organized? Do they miss details? Do they get obsessed with them? You get the idea.

An intern cannot improve what they do not know, and you are the one to let them know. Interns are rookies, after all. You must communicate honest feedback in a way that teaches and encourages. Supervision is done in public and private. In a public setting good coaches praise and affirm in front of others. Good coaches likewise communicate negative criticism privately.

3. What are the administrative requirements for a Field Supervisor?

- a. Help the student establish their internship learning objectives/tasks. This happens before the internship begins. The student will come to you with their Learning Contract in which they must describe the exact assignments they will perform during their internship period.
- b. Sign off on the Learning Contract when both of you are ready to begin the internship. The student will submit a copy of the Contract to the Field Education Director at the Seminary for his endorsement. Once endorsed, the internship can formally begin. (Sometimes a student does an internship at the ministry in which they already work or volunteer. This is ok, but know that their internship is the specific period of time during which their activity is evaluated.)
- c. Send an email to the Field Education Director at the mid-point of the internship simply letting him know if the internship is proceeding satisfactorily. Nothing fancy. Just let the seminary know that all is ok so far. The student is required to remind you when this mid-course check-in is due.
- d. Complete the *Supervisor's Evaluation* form at the end of the internship period. The student will provide you with this form.

4. What do I do if there is a problem with the intern or internship?

Naturally, that depends on the problem. But as a general rule contacting the Director of Field Education at the Seminary is the best step to take. The Director's contact information is on the cover of this Guide.

Some potential problems that can show up in an intern:

- Not proactively working their Learning Contract
- Doesn't show up for meetings with you or begs off
- Is habitually late to their duties
- Doesn't dress or groom appropriately
- Fails to maintain the confidentiality of sensitive personal information of others
- Doesn't communicate with you about what is going on in their area of ministry
- Has problems following through on program plans or logistics
- Does not take into account other's feelings
- Lacks humility or motivation to serve
- Shows behavioral or attitude problems that require you to end their internship
- Shows lack of proper boundaries in dealing with persons of the opposite sex

On the other hand, some potential problems can show up in a supervisor:

- Does not take time to weekly meet with the intern or often begs off meetings
- Is only critical and does not offer positive feedback
- Is only positive and does not offer negative feedback
- Changes the student's learning goals in the midst of an internship
- Does not include intern in sensitive church meetings the intern can learn from
- Allows friendship with the intern to compromise the supervisory process
- Oversteps sexual boundaries with the intern
- Fails to sufficiently observe the intern's work for meaningful evaluation

While some of these problems can be addressed between the supervisor and the intern, it is often helpful to bring the Director of Field Education into the picture. He is an objective third party who can offer helpful advice or even mediate. Should the supervisor wish to end the internship, he or she can do so in consultation with the Director..

In cases where there is a serious breach of the intern/supervisor relationship, or if the intern has crossed fundamental moral or ethical boundaries, ***it is imperative that you notify the Director of Field Education*** so that the internship can be officially terminated. Actions at the root of such a termination may necessitate disciplinary action under the seminary's Student Conduct Policy. If this is the case, the seminary Dean of Students will contact you directly for more information about the situation.

Appendix 1

Ideas and Resources for Good Supervisory Practices

Ideas and Resources for Good Supervisory Practices

Formalize the intern's role in your ministry

- Introduce them during worship as the new intern.
- Publish their bio in the bulletin or your institutional newsletter.
- Take them around to introduce them to other staff one-by-one.
- Have the staff celebrate the intern's arrival with a lunch.
- Mention the intern's presence and ministry often in the context of public ministry gatherings.
- Include the intern in meetings with other local pastors or parachurch colleagues.

Fellowship with your intern

- Show personal interest in him and about his family.
- Pray with and for your intern regularly.
- Include the intern with your family activities from time to time.
- Host the intern (and spouse if applicable) in your home.
- Have your key church or ministry leaders do the same.

Offer support in times of failure, frustration and anxiety.

- Tell some stories of your own struggles in your ministry experiences.
- Provide stimulation by challenging your intern to higher levels of authenticity and responsibility.
- Help the intern to recognize his/her spiritual gifts as you observe their work.
- Encourage your intern to create positive relationships with ministry lay leaders and workers.
- Coach them in find the right balance with respect to their time and energy.

Provide affirmation when they discover insight about themselves in ministry.

- Teach your intern this principle of Christian service by your concern for him/her
- Help them gain a sense of confidence in service; to judiciously follow their instincts.

Look for opportunities for spiritual formation

- Help enhance their relationship with Jesus Christ. Keep Him at the center of everything.
- Think about one or two persons who made a profound impression on your professional or spiritual life. Be that person for your intern!
- Your intern will be encouraged by their supervisor's transparency, ethics, and honesty in the ministry task.
- Invite them into your devotional life occasionally.
- Show them how to practice of the presence of God.
- Point out times you make tough ethical choices in ministry.

Help your intern see opportunities to minister out of their theological reflection

- How to apply the Scriptures in real life situations and help others to do so.
- Tell them how you help others find forgiveness.
- Show them how to bring meaning and hope to people's lives when they are in crisis.
- Show them how your ministry policies reflect scriptural wisdom.

Include the intern in pastoral tasks (if the internship is in a pastoral context)

- Have them help in platform work during worship or public presentations of your ministry.
- Offer them teaching opportunities if appropriate.
- Take them on a pastoral visit.
- If possible, allow them to sit in on a counseling session or employee performance review.
- Show them the range of administrative tasks associated with your ministry.

If the student is married, be sure to include the spouse in the experience as much as possible

- To the extent that the spouse desires
- Showing how partnership in ministry can take many forms
- Helping the spouse sort through the expectations they may feel ministry brings on them

Tell the intern your stories

- Defeats and victories—of your real-life ministry experiences. They will learn a lot from this.
- Tell them how you handled resistance, leadership conflicts, church scandal, loss of confidence.
- Discuss the forces and events that made you who you are today.
- Help them see *why* things are done one way as opposed to another.

Consider asking your church board to help your intern pay for their seminary education or offer them an internship stipend

- A truly promising intern may choose to come back to work on your staff.
- All financial arrangements with the student should be on paper and mutually understood.

No Romantic Entanglements

- In general, the development of romantic relationships between an intern and another person in your ministry organization should be discouraged.
- If the potential for such a relationship exists, it should be put on hold until after the completion of the internship.

Know the best supervisory skills

- The ability to truly listen.
- The ability to perceive another's feelings by observing his behavior.
- The ability to properly express one's feelings, opinions, and criticisms.
- Develop mutual trust with the intern.
- Create a non-dependent helping relationship.
- Ask open-ended and clarifying questions.
- Show patience with the intern's growth, and resist trying to manage their life.
- Sometimes an intern resists growth. So know when it is appropriate to probe the resistance (and being willing to do so).
- Help the intern gain deeper personal insight about the intern/supervisor relationship itself.

Give and receive feedback in appropriate ways at the appropriate time.

- The student is an emerging servant who should be able to be critical of his work.
- It is not easy to lay oneself open to criticism and to acknowledge personal imperfections.
- It is vital that feedback be communicated and learned within the context of a supportive, caring, supervisory relationship.
- The student must feel accepted.
- Remember that feedback has to do with behavior and performance, not with motives, personality or God-given traits.

More Ways to give feedback

- Make the feedback descriptive (objective), not interpretive (subjective).
- Feedback should be given as soon after the action occurred as is practical.
- Feedback should be given at a time when there is the best chance that it can be used helpfully.
- Give new information. Avoid repeating something that has come up many times before and is already obvious.
- Give feedback concerning specifics that should be changed, not about generalities.
- Feedback does not cause people to change. It merely asks people to consider that change is in their best interests. The recipient of feedback must decide to change.
- The supervisor should check his or her own motives before giving feedback. Feedback motivated by anger, frustration, jealousy or competition is not worthy of a leader.
- The more specific the feedback, the more helpful it will be.

Appendix 2

Internship Information and Registration Packet

Note to Supervisors:

The rest of this Guide consists of the *Internship Information and Registration Packet* that the student uses to document his/her internship.

You do not need to print this material. The student will provide you with those portions of this packet that need your action. This material is provided solely for your familiarization with the Internship process should you desire it.

Internships – General Information

The Purpose of Internships

An internship provides "hands-on" ministry training and is a critical component in student formation for ministry. Because of the varying nature of each student's ministry involvement, flexibility has been built into the Internship requirements, but all internships must these two dynamics.

- An Internship must involve taking on concrete responsibility, not simply observation.
- An Internship must be less about exploration and more about management in ministry.

Many Internships take place in local congregations. Others may take place in missions or parachurch organizations. As venues vary for Internships, you might wonder if an idea for an Internship is appropriate for academic credit. You can consult the Director of Field Education to discuss your idea.

Prerequisite Courses to be completed prior to Internship

Program	Course #	Prerequisites
MDiv BC; MDiv BTS	BC591	BC501; CD530; MS508 or MS509
MDiv CF; MAM CF	CF591	CD530; CF500; MS502; CF503; CF509; Passed 30 hour review
MAM IS	IS591	CD530; IS501; IS502 or IS503
MDiv LD; MAM BL, LD, MA	LD591	CD530; LD509 or MS509
MAM CP, JM, MS, UM	MS591	CD530; MS509 or MS532
MDiv SF; MAM SF	SF591	CD530; SF501; SF528; SF530
MDiv IDS; MAM GS	Any xx591	Must meet prerequisites

Specialized Internship Opportunities

Other Internship opportunities exist for selected students. Students interested in the following Internship options will be required to submit additional information. See the Director of Field Education for information.

- *Association for Clinical Pastoral Education (CPE)*

CPE is a supervised clinical experience, typically in a chaplaincy context. The *Association for Clinical Pastoral Education* accredits CPE learning centers around the country, providing experience in pastoral growth and personal learning in a multi-faith context. CPE opportunities in the Arizona are located in hospital settings in Phoenix, Mesa and Yuma. More information can be found at www.acpe.edu. (Note: Students pay the CPE center directly for application and tuition fees that they require.) Students are encouraged to undertake CPE only after completion of approximately half of their degree program.

Students completing one unit of CPE may receive transfer credit for one Field Education Internship of 2 credit hours plus 2 elective credits (for a total of 4 credit hours). A maximum of two units of CPE will be considered for credit.

Students apply to the CPE center of their choice, complete their CPE unit, and request transfer credit for CPE to their Phoenix Seminary degree program.

- Clinical Pastoral Education (CPSP) via *College of Pastoral Supervision & Psychotherapy*

CPSP is an alternate provider of CPE and is designed to afford students the ability to complete CPE in cities and towns in which no CPE center is located. For more information on CPSP-based CPE, contact the Director of Field Education.

- *Future Professor Program*

The Future Professor Program is a joint program between Phoenix Seminary and Arizona Christian University's Bible and Theology Department. It is open only to select students with faculty recommendation. Students serve as unpaid graduate assistants to an ACU faculty member, helping to administer classes, grade class work, doing limited lecturing, leading group work, managing grading and assessment, etc. The goal of the program is to expose students with the best potential for academic teaching to the tasks involved in post-secondary education. Students complete an Internship Learning Contract in consultation with their mentor-professor to be approved by the Director of Field Education.

Course Student Learning Outcomes:

Outcomes listed below are necessarily adaptable to the specific setting of the Internship. It is not assumed that all Internships will meet all learning outcomes.

- The Intern will participate in substantive leader/manager areas of ministry practice suitable to the ministry environment with a goal of demonstrable knowledge and basic competency in the ministry setting.
- The intern will demonstrate healthy relationships with God and neighbor, exhibiting refined sensitivity in person-to-person communication as a part of his/her leadership development skills. It is expected that this communication will extend to diverse audiences (gender sensitive, cross-cultural, cross-generational, etc.)
- For interns involved in preaching/teaching, articulate sound doctrine according to historic Christian orthodoxy.
- For interns involved in preaching/teaching internships, effectively use any skills the student has learned in using biblical languages for exegesis.
- For interns involved in preaching/teaching, communicate Scripture clearly according to proper homiletical principles.

Field Education Personnel

The *Director of Field Education* is responsible for the administration of the program.

The *Internship site supervisor* works with the student to design the scope of the Internship and directs the student's work. **Select your potential supervisor with care.** Look for someone you respect who displays competence in the type of ministry you envision for yourself after graduation.

Ministry Opportunities

It is the responsibility of the student to contact and secure a suitable Internship site and supervisor. However, the Director of Field education keeps a list of ministries that are seeking interns for their ministries.

Exemption/Advanced Standing

If you are currently in ministry and can document that you have had *substantial* ministry experience, download the [Advanced Standing Application for Internships](#). You may qualify to receive advanced standing credit, or partial credit, toward your Internship requirements.

Director of Field Education:

Dr. Joshua Anderson

janderson@ps.edu

Requirements Checklist for Internships

- Register and pay for the appropriate Internship course** through the seminary Registrar's office. *(Note that Internships and Counseling Practicum may not be taken concurrently.)*
- Make an appointment** with the Director of Field Education before the semester begins. At this meeting the Director will advise you about your upcoming internship experience and final course requirements.
- Complete a learning contract** including learning objectives formulated by both the student and the Internship supervisor. **Make two copies of your signed contract.** Give one to your internship supervisor. Keep the other for your own reference. Send the original signed copy to the Director of Field Education.
- Purchase and ABSORB the required textbook:** *Courage and Calling: Embracing Your God-Given Potential*, by Gordon T. Smith (IVP). You will be questioned during the debrief meeting following your internship on the contents of this text.
- Complete 120 clock hours or more of ministry site experience to receive full credit for the Field Education internship.** This means that to complete an Internship in one semester you will devote an *average* of 8-9 hours per week to ministry during the 15 week semester. Preparation time can apply to no more than 50% of the total hours of involvement. Actual ministry time such as teaching, leading a Bible study, counseling, meeting with your Internship supervisor, evangelism/discipleship, etc., are included. Time normally spent in church attendance or travel time is NOT counted.
- During the 7th week of the semester** (or at the approximate halfway point of your Internship) both you and your ministry supervisor are required to check in with the Director of Field Education **by email**. This is a simple email in which both of you indicate whether your internship is proceeding as planned and all is well.
- If your internship does not follow the standard semester calendar . . .** Because not all internships follow the Seminary's semester calendar, the student has discretion to modify the time sheet as appropriate for the scheduling/duration of his or her own Internship.
- Complete a reflection paper per the instructions in this packet.** This paper and an accompanying out-brief session with the Director of Field Education will be **due one week** before the end of the internship experience.
- Submit the final evaluation forms due from the student and the supervisor during the last week of the semester.** The student is responsible for submitting completed final evaluation forms and time log at the close of the Internship. The student will provide the supervisor with his/her evaluation form for them to complete. All evaluations must be returned to the Director of Field Education. Your grade will be determined by the Director of Field Education based on these evaluations, the post-internship reflection paper, and the debrief.
- Meet at the scheduled time with the Director of Field Education** to debrief (a) your paper, (b) your internship, and (3) your reading of Gordon Smith's book. This may be a group out-brief with other completing interns.

End-of-Internship Reflection Paper Assignment

To complete your internship requirements, the faculty requires a significant reflection paper about your experiences. This is personal and theological reflection on your ministry experience during your internship, since your internship is a valuable part of your ministry formation. This paper is not shared with your internship supervisor. You may share it with them if you wish.

Putting into words the feelings and experiences that you have had (both good and bad) is spiritually clarifying. Such reflection can help you see the ways God may be directing you to your future ministry vocation.

Formatting requirements:

- ✓ Please use 11-12 point font in Calibri, Arial, New Times Roman or Garamond
- ✓ Include the standard Phoenix Seminary cover page
- ✓ Use double spacing and one inch margins
- ✓ The following are the five items the Director is looking for in your reflection paper. Please follow this order and title each section the way they are delineated below.
- ✓ It is expected that each section may be from 3-5 pages long (except for the Activity Summary)
- ✓ At the top of the page ahead of each of your answers, please type out fully the question below that you are answering.

1. Activity Summary

Describe in a paragraph or two the work you did as an intern.

2. **In this internship what was easy for you and what was hard? That is, what brought you joy and what brought you frustration? Give examples and reflect upon what you have learned about yourself and your abilities and giftedness through them.**
3. **Tell about two *critical incidents* during your internship. (Note that often these are negative experiences.) How did each experience leave you feeling emotionally? Spiritually? What relationships were affected and how? How do you think they have influenced your view of ministry? What would you do differently if you faced these situations again?**
4. **Quote some key scriptures that can help you understand your experiences during your internship, especially if you faced significant challenges. How do these scriptures help you find a way forward to your future ministry practice?**
5. **How have you come to view your internship experience theologically? That is, what key theological themes seem now to have been involved in your own spirituality as an intern? What was God up to in your experiences? In what way do they parallel with any biblical advice given to leaders in ministry (Jethro to Moses, Paul to Timothy or Titus, etc.)**

Office Use Only						Last Name	
Date Submitted:	_____						
Semester:	F	S	U	Yr	_____		
Course (circle):	BC 591	CF591	SF591	LD 591	IDS 591		MS591
	Other	_____			CPE	_____	
						DFE sig – OK to proceed	



INTERNSHIP LEARNING CONTRACT

[PRINT CLEARLY]

I. Student Information

Name _____ Degree/concentration _____

Email _____ Contact phone _____

Have you registered for this Internship with the Registrar? _____

ATTN CPE students: If you have consulted with the Director of Field Education and are using *Clinical Pastoral Education* (CPE) in to substitute for an Internship, check here:

ATTN Future Professor Program: If you have consulted with the Director of Field Education and are approved for the FPP check here: Name of supervising professor: _____

Describe your ministry plans following graduation: _____

II. Supervisor Information

Ministry Supervisor _____ Email: _____

Supervisor's Organization/Church _____

Mailing Address _____

City _____ State _____ Zip _____ Ph: _____

Supervisor's title/function within organization _____

III. Internship Activities

A. List at least one textbook or other resource (in addition to the required book by Gordon T. Smith) that your supervisor requires you to read and utilize that directly relates to your Internship. The book must be approved by your supervisor for acceptability. (Full bibliographic entry please)

B. Provide the **specific** tasks, activities, and skills to be developed during this Internship. Generally a student can expect to articulate at least four such goals. (CPE students leave this blank.)

ILLUSTRATION: Here is a sample of what your learning objectives could look like for a typical church-based Internship. This is ONLY a sample illustration. Your objectives will be different.:

1. Prepare and teach 12 Bible studies in an area agreed upon with the Supervisor. The student will utilize their interpretive abilities and biblical/theological knowledge as well as teaching skills. At least three of these studies will be attended and evaluated by their supervisor.
2. Seek formal, anonymous feedback from congregants about the level and quality of Bible teaching done by the Intern. Assess results and incorporate need improvements into a written skill-improvement plan.
3. Attend at least 3 staff meetings and all church Board meetings (as appropriate) during the course of the semester and carefully observe the proceedings.
4. Participate in or conduct (as appropriate) baptisms, funerals, weddings, hospital/hospice/nursing home visitations, counseling sessions, pastoral interviews, facility management assessments, building program meetings, etc.

Assignment/Activity 1:

Assignment/Activity 2:

Assignment/Activity 3:

Assignment/Activity 4:

IV. Administrative Information

A. Period of this Internship (14-week period minimum): **From** ___/___/___ **to** ___/___/___

B. Estimate the division of the student's time (average of 8 hours per week minimum in a normal semester):

Primary Internship activities (hrs per week): _____

Supervisory Interaction/Meetings (hrs per week): _____

Additional areas of activity (hrs per week): _____

Total anticipated average weekly hours: _____

C. When and where have you and your supervisor scheduled your *regular* supervisory meetings?

Where?

When?

D. Insert the due-dates for mid-course check-ins by you and your supervisor, and the dates your evaluation reports are due (see Internship Information and Registration Packet).

7 weeks/midpoint check-in

14 weeks/Final Evals due

Supervisor _____

Student _____

E. Additional factors to be considered (use reverse side if necessary):

This contract cannot be terminated by the signatories except by written notice and only by mutual agreement of the parties involved.

The arrangement as outlined herein is accepted by:

Date of Contract

Student signature

Ministry Supervisor signature

INTERNSHIP SELF-EVALUATION FORM *(page 1 of 2)*

(To be completed by student at end of internship)

Student _____ Date _____

1. Please rate yourself in each category using the following scale. *Include concerns that would assist and/or clarify issues.* (Use the reverse side as needed.)

5=Strongly Agree

4=Agree 3=Neutral

2=Disagree

1=Strongly Disagree

Has emotional stability; not given to mood swings; controls temper _____

Uses discretion in relating to the opposite sex _____

Applies biblical/theological tools and knowledge to ministry tasks _____

Attitude is cooperative, positive, and optimistic _____

Possesses a mature ability to handle criticism (teachable, not defensive) _____

Ability to work with others (cooperative, avoids domination) _____

Has a broad understanding of the structure, organization and mission of the ministry _____

The student demonstrates mature Christian character and purity of life _____

Student demonstrates skill in developing both primary and supportive lay/professional leaders in the ministry setting. _____

Punctuality (on time for appointments, in completing tasks) _____

Physical appearance is well-groomed, appropriate dress _____

The Intern has progressed in administrative/pastoral competence through their assignments. _____

In teaching/preaching, student applies Scripture according to proper hermeneutical principles. _____

The student exhibits refined sensitivity in person-to-person communication (including gender, culture, religious and generational, sensitivity). _____

The student demonstrates healthy personal relationships with God, family, local church and other people generally. _____

The student shepherds people with biblical wisdom, compassion and justice. _____

Please summarize the learning goals you listed in your Internship Contract. Using an A,B,C,D,F grading scale, grade yourself on your progress in meeting them.

_____	_____
_____	_____
_____	_____
_____	_____

2. Additional Ministry Skills -- Did you find yourself exposed to other areas of ministry from which you were able to glean important knowledge or skill? If so, list one or two of them and comment in a sentence.

3. General Comments -- Detail other significant strengths and/or weaknesses not reviewed in this questionnaire.

Please sign after completing and return to the Director of Field Education.

Student Signature

MINISTRY SUPERVISOR'S FINAL EVALUATION *(Page 1 of 2)*
(To be completed by Ministry Supervisor at end of internship)

Student _____ Date _____

1. Please rate the Intern in each category using the following scale. *Include concerns that would assist and/or clarify issues. (Use the reverse side as needed.)*

5= Strongly Agree 4= Agree 3=Neutral 2= Disagree 1= Strongly Disagree

Has emotional stability; not given to mood swings; controls temper _____

Uses discretion in relating to the opposite sex _____

Applies biblical/theological tools and knowledge to ministry tasks _____

Attitude is cooperative, positive, and optimistic _____

Possesses a mature ability to handle criticism (teachable, not defensive) _____

Ability to work with others (cooperative, avoids domination) _____

Has a broad understanding of the structure, organization and mission of the ministry _____

The student demonstrates mature Christian character and purity of life _____

Punctuality (on time for appointments, in completing tasks) _____

Physical appearance is well-groomed, appropriate dress _____

The Intern has progressed in administrative/pastoral competence through their assignments. _____

The student demonstrates healthy personal relationships with God, family, local church and other people generally. _____

The student shepherds people with biblical wisdom, compassion and justice. _____

The training material (*Guide for Internship Supervisors*) provided by the seminary adequately equipped me to understand my role as a field education supervisor for Phoenix Seminary. _____

Name any outstanding skills of this intern: _____

Name any areas for further growth: _____

2. In thinking about both their internship tasks and their spiritual character, please indicate by circling the appropriate word, whether the student meets the following required degree outcomes.

- a. The Intern will participate in substantive leader/manager areas of ministry practice suitable to the ministry environment with a goal of demonstrable knowledge and basic competency in the ministry setting. *Does not meet* *Meets* *Exceeds Expectations*

- b. The intern will demonstrate healthy relationships with God and neighbor, exhibiting refined sensitivity in person-to-person communication as a part of his/her leadership development skills. It is expected that this communication will extend to diverse audiences (gender sensitive, cross-cultural, cross-generational, etc.) *Does not meet* *Meets* *Exceeds Expectations*

- c. For interns involved in preaching/teaching, articulate sound doctrine according to historic Christian orthodoxy. *Does not meet* *Meets* *Exceeds Expectations*

- d. For interns involved in preaching/teaching internships, effectively use any skills the student has learned in using biblical languages for exegesis. *Does not meet* *Meets* *Exceeds Expectations*

- e. The student knows and applies Scripture using proper hermeneutical principles.
Does not meet *Meets* *Exceeds Expectations*

- f. For interns involved in preaching/teaching, communicate Scripture clearly according to proper homiletical principles. *Does not meet* *Meets* *Exceeds Expectations*

3. General Comments -- Detail other significant strengths and/or weaknesses in the Intern not reviewed in this questionnaire. (Add additional pages as desired.)

Please review this evaluation with your Intern. Student and Supervisor must sign.

Student Signature

Ministry Supervisor Signature

Thank you for your assistance to this student in being his/her Internship Supervisor!

After signing, return the evaluation to the Field Education Director

CONFIDENTIAL EVALUATION OF THE MINISTRY SUPERVISOR

*(To be completed by student only and submitted directly
to the Director of Field Education)*

Student _____ Date _____

Name of Internship Supervisor _____

1. To what extent was the Supervisor available to you in helping you complete your Internship objectives?
2. Do you feel the Supervisor was competent in his/her field of endeavor? Why or why not?
3. If you were to take this Internship again, would you choose the same Supervisor? (Explain)
4. The Supervisor helped you feel free to question, disagree, express ideas. (-) 1 2 3 4 5 (+)
5. Helpful if you had difficulties or asked questions. (-) 1 2 3 4 5 (+)
6. The Supervisor exhibited flexibility as a leader. (-) 1 2 3 4 5 (+)
7. Clearly explained and communicated directions, assignments, and processes of Internship activities. (-) 1 2 3 4 5 (+)
8. Was sensitive to issues of sexism, ageism, classism, and racism. (-) 1 2 3 4 5 (+)
9. Encouraged theological reflection about the Internship. (-) 1 2 3 4 5 (+)

Make any comments here about the supervision of your Internship experience (use reverse side or add pages if required):

After completion, return this evaluation to the Director of Field Education

INTERNSHIP TIME LOG

Student's Name: _____ **Semester:** _____

Week	Ministry hrs	Observation hrs	Preparation hrs	Hrs w/Supervisor	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
Total Hours					

Student Signature

Ministry Supervisor Signature

- (1) The student is to *commit a minimum of 8 hours per week, or a total of 120 hours for the term of the Internship*. Time spent in travel and normal church attendance (if a church-based Internship) *does not* count toward this total.
- (2) *Ministry* refers to activity in which you were an actual participant (e.g., teaching, counseling, witnessing, leading music, etc.).
- (3) *Observation* relates to learning activities in which you were an observer (e.g., sitting in on a board meeting, counseling session, etc.).
- (4) *Preparation* refers to "prep time" for practicum ministry; no more than 50% of the total hours of involvement is to be allocated to preparation.
- (5) *w/Supervisor* refers to time spent with your Internship supervisor (this should average one hour per week).

Return this sheet with your final evaluation forms