

School of Religion and Philosophy

GRADUATE PRACTICUM SITE SUPERVISOR GUIDELINES

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THE BENEFITS OF A PRACTICUM

- ! Putting theory into practice. It gives you a chance to apply classroom theories to practical situations.
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RESPONSIBILITIES OF THE Supervisor/Mentor

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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 the new learning experience.

It 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 hours with miscellaneous tasks.

To enhance the person-centered experience, the intern and supervisor will meet together one-on-one weekly. This is a time of relationship building and investing in the intern's experience. Areas of discussion mostly 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?
- 4) Learning Covenant Outcome Goals: Do the activities that the intern is organizing and leading fulfill the goals to achieve the learning outcomes? If so, how well are they meeting the goals?

The following roles are suggested for the mentor/supervisor:

- 1) Negotiate a written statement of expectations and list specific goals for the internship ministry (learning covenant). See page 3 the Mentor/Supervisor Evaluation at the back of this packet to guide your conversation in regard to what makes for a successful Practicum experience. This must be signed by both the student and the supervisor.

STATEMENT OF EXPECTATIONS, RESPONSIBILITIES AND ACTIVITIES

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The intern and mentor/supervisor should work together to develop a Statement of Expectation, Responsibilities, and Activities this will be the final document formed from the use of the Learning Covenant the student has previously formed. 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 below

A copy of this document should be signed by both parties (if possible) and given to the Director of Guidance with the Application for Practicum. This document can be written in outline form.

The following points are to be organized within the framework of the model explained in the next 3 pages.

- 1.
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Frankena's Question 1: 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 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 help her or him understand how to present her/his story in a journey time-line fashion. Perhaps give time to do this in advance after you have shared your story with them.

* The personality of the mentor and intern could be considered.

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

Frankena's Question 2: 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's questions are addressed more specifically. Come up with broad virtues/qualities/goals that you hold to be desired outcomes within your relationship and ministry context. Watch that your Question 2 does not replace what is your Question 1 - always allow Question 1 to flow out on "what" questions and "ought" issues.

² 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!

³ An incredibly helpful resource concerning personality assessment including a test is in David Keirse and Marisa Bates, *Understand Me: Character Temperament Type* (Del Mar, CA: Prometheus Nemesis Book Company, 1984). Another helpful personality test can be found in Tim Elmore, *Mentoring: How to Invest Your Life in Others* (Equip, 1998), Exhibit 16-2.

Frankena's Question: "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 succeed and practically answer the 'ought' questions?)" Focus on the 'ought' questions and the 'how' questions.



Final Reflection and Integration Report

(Completed by Intern)
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Write a 5-page paper, typed and double spaced, answering the following questions. It is due the se following the Practicum during the first week of classes to the Director of Ministry Guidance.

In what ways were you able to meet your expectations and responsibilities as stated in the beginni internship? What have you come to learn regarding the role of expectations?

What educational principles or development theories could be applied to these experiences? How could you) specifically integrate these principles?

Summarize what God taught you about your spiritual growth goal through your Practicum experien

Describe your relationship with your mentor/supervisor. What did you learn about the dynamics of relationships?

What would you identify as the most meaningful thing you learned about yourself? Describe at lea strength and one weakness.

What new skills and knowledge did you gain which will be helpful in future ministry?

What ministry issues did you encounter or observe? What did you learn about these issues from y experience and conversations with your mentor/supervisor and other staff members? Comment on general things you've learned about ministry that will be helpful for you in the future.

How have your academic or career goals changed?

In what ways could your internship experience have been improved?

- a. By you? !
- b. By the ministry?!
- c. By the department?

As a conclusion, answer the following, "What has become more important to you since the Practic what has become less important?"

At the end of your paper write and sign the following statement (you may make amendments to ref honest answer): "I completed _____ hours of my Practicum and _____ journal entries a wee journal entries were done weekly and each one was written during a different sitting throughout the the internship." (your signature)

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MENTOR/SUPERVISOR EVALUATION

(To be completed by the supervisor at the end of Practicum and sent to the School of Religion and Philosophy)

Name of student _____ Dates of the Practicum _____ to _____
Organization _____ Student's position _____

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1. What have been the student's major strengths in this ministry?

2. In what areas could the student improve, in order to function more effectively in this ministry?

3. What areas of potential would you encourage this student to pursue?

4. Any further comments, remarks, suggestions, or observations.

EMERGENCY CONTACT SHEET
