

CFM 496: Internship (0 Credits)

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in Canvas.

Instructor Information

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Office Hours/Availability: Please email or text for an appointment (to cancel, please text)

Internship Process

Phase 1: Research

- READ ALL** of this CFM 496 Syllabus
- Initiate the process of locating an internship site by: networking your circles, connecting with the Center for Vocation and Career, and/or connecting with the CFM Internship Coordinator.
 - Be sure to discuss your internship timeline with your CFM academic advisor and CFM internship coordinator.
 - For internships outside of the U.S., you must follow the guidelines listed at <https://goglobal.wheaton.edu/>.
- Once your internship site has been confirmed, move to Phase 2.

Phase 2: Registration

- Meet with your Internship Site Supervisor to complete the Statement of Expectations, Responsibilities, and Activities (**see pp. 4-8**). *due before the internship begins*
- Complete and sign the CFM 496 Internship Application and submit it to the CFM Office Coordinator to attain the department signatures. The Office Coordinator will then submit your completed application to the Registrar
- Read Nouwen's *In the Name of Jesus* (**see p. 2** for assignment prompt under required book)

Phase 3: Completion

- Maintain a weekly journal according to the journal guidelines in this syllabus (**p. 9**)
- Meet with your internship Site Supervisor once a week
- Send weekly email updates to the CFM Internship Coordinator
- Meet the 160 clock hours of your internship experience **& complete Canvas prompts**
- Mid-way through the internship:
 - Complete and submit in Canvas the Mid-Term Reflection Paper (**see pp. 9-11**) according to your self-selected date. Discuss your paper with your Internship Supervisor.
 - If your internship site is within 60 miles of Wheaton College, initiate a site visit by the CFM Internship Coordinator
- At the end of the internship:
 - Your Internship Site Supervisor must complete an evaluation form and send it to the CFM Department (*this form is on our CFM internship website*)
 - Schedule an exit interview with your Internship Site Supervisor
 - Write thank you notes to your Internship Site Supervisor and others
 - Complete and submit in Canvas the Final Reflection (**p. 12**)

Course Specific Outcomes (By the end of this course students will have):

1. Applied theory in practice: integrated practical experience and academic study.
2. Broadened exposure to ministry skills and opportunities.
3. Developed marketable skills and explored gifting and calling.
4. Formed realistic expectations about the world of work
5. Participated in an encouraging, challenging, and evaluative supervisory relationship with site supervisor and the CFM Internship Coordinator.
6. Applied interdisciplinary ideas and theories of Bible and theology, self-understanding, interpersonal relationships, and human development to Christian growth and ministry.
7. 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.

The internship experience is unique in that it has the potential to meet all of the following departmental objectives. Use this chart to name the specific, tangible, and practical ways you will meet these objectives during your internship.

| 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. |

Statement of Expectations, Responsibilities, and Activities

PRIOR TO THE INTERNSHIP: the following is to be determined and approved by the CFM Internship Coordinator.

The intern and site 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 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 the CFM Internship Coordinator for review 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 diagram on page 7 below for more framework details to construct your outline).

Also, note page 8 of this document as it is the 3rd page of the Site Supervisor evaluation, which is completed after your internship. Reviewing this document at the outset of your internship will help ensure you are meeting the department standards of an internship.

OVERVIEW OF BUILDING YOUR STATEMENT OF EXPECTATIONS & RESPONSIBILITIES:

The following is a helpful model¹ 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 supervision/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 7** 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?”**

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 supervision/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 supervisor/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.²
- * The values, personality, and temperamental tendencies of the supervisor/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 supervisor/mentoring relationship.* They

¹ The model in this syllabus has been adapted by Dan Haase. For further insight concerning this framework’s use in a ministry context see: Jim & Carol Plueddemann, *Pilgrims in Progress: Growing Through Groups* (Wheaton, IL: Harold Shaw Publishers, 1990). Adapted from William K. Frankena, “Analyzing a Philosophy of Education” introduction to *Philosophy of Education* (Macmillan Publishing Co., NY, 1965), 4-10.

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.

are simply the many complex issues surrounding the college years and it is important that the supervisor/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 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 supervisory/mentoring relationship there must be time set aside to review the goals and methods and evaluate the progress being made. Through this process the supervisor 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 supervisor 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 supervisor 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).

Statement of Expectations & Responsibilities should include the following

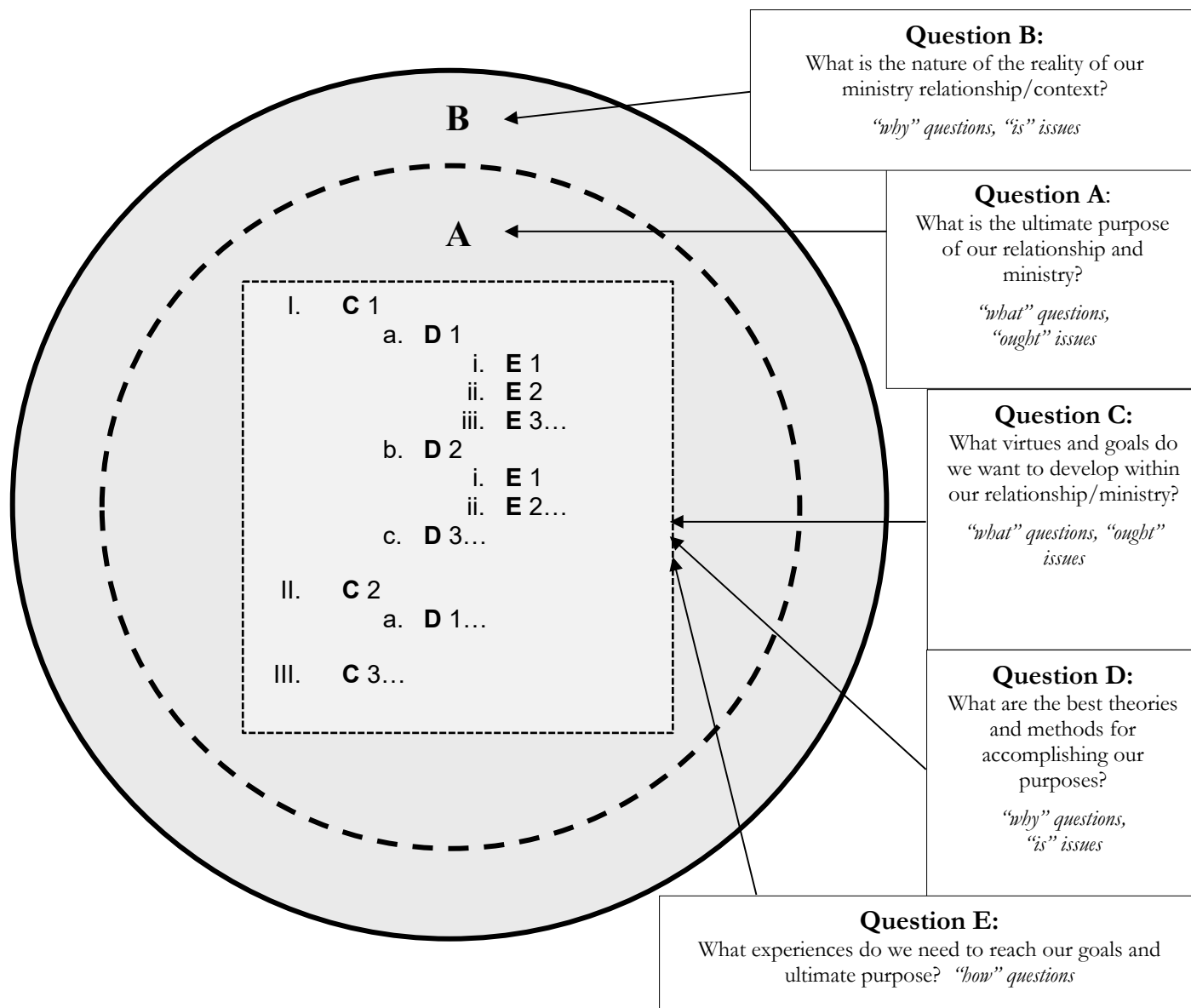
A BRIEF BULLET-POINT LISTING OF:

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 (primary responsibilities and goals)
- * Mentoring relationship details with site supervisor + Intern's spiritual growth goals as they relate to the internship
- * PRACTICAL / SPECIFIC / TANGIBLE details & achievement based objective (see p. 8 below)

Construct your Statement of Expectations & Responsibilities as an outline & follow this adapted Frankena framework. **NOTE:** Write box A & B as a preamble – see above box on 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



NOTE: this page is the 3rd page of the site 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...

- 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...

- 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...

- 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: _____

Course Content & Calendar/Assignments

Students will self-select their due dates for each assignment depending on when their internship begins. Due dates vary from student to student. Students must select their due dates in the google sheet on Canvas by the start date of their internship.

Mid-Point Reflection Report: Respond to the following 9 questions in your paper. Submit in Canvas and review with your Site Supervisor:

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 following p. 10: “Constructing a Practical Theology” for guidance on this framework of questions:**

- 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?

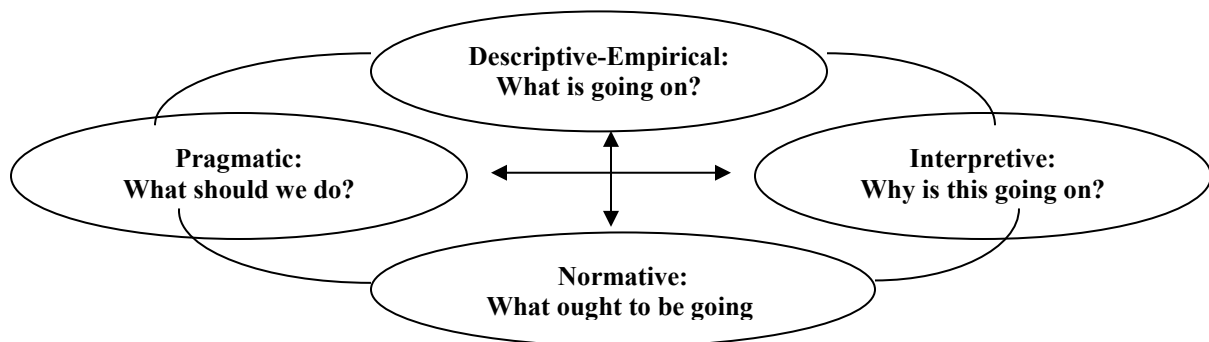
2. How is the *Statement of Expectation, Responsibilities, and Activities* being met?
3. Describe how you are fulfilling your spiritual growth goal(s).
4. Name at least one thing have you learned from your mentor/supervisor professionally and spiritually?

Constructing a Practical Theology ³

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?)*

³ The model and quotations are from Richard Robert Osmer, *The Teaching Ministry of Congregations* (Westminster John Knox Press: Louisville, KY), xiv-xvi, 303, 304.

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?*

Mid-point reflection questions continue...

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 Sherri Shackel or the department?
9. List some specific requests for prayer.

Final Reflection:

Answer the following questions:

- 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 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 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? By you? By the ministry? 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)

Student Evaluation Procedures & Attendance

Grade Assessment: CFM 496 is a pass/fail class dependent on if the student meets their required hours.

Feedback: Feedback on assignments will be given by the CFM Internship Coordinator in a timely manner.

Course Evaluations: There are no course evaluations for CFM 496.

Academic Honesty and Original Work

The Wheaton College Community Covenant, which all members of our academic community affirm, states that, "According to the Scriptures, followers of Jesus Christ will...be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37)." It is expected that Wheaton College students, faculty and staff understand and subscribe to the ideal of academic integrity and take full personal responsibility and accountability for their work. Wheaton College considers violations of academic integrity a serious offense against the basic meaning of an academic community and against the standards of excellence, integrity, and behavior expected of members of our academic community. Violations of academic integrity break the trust that exists among members of the learning community at Wheaton and degrade the College's educational and research mission.

As students and faculty of Wheaton College, we are members of an academic community with high scholarly standards, a commitment to pursuing truth, a recognition that our actions affect others in the community and a desire to follow Jesus' example of integrity and truthfulness. Academic honesty is essential for establishing and maintaining the trust that is fundamental to the educational process. Examples of academic dishonesty, which will result in disciplinary action, include, but are not limited to:

- **cheating** – using unauthorized material or unauthorized help from another person in any work or examination submitted for academic credit (**this includes the use of A.I. in any form**).
- **fabrication** – inventing information, citations, reporting participation in activities never done, or inflating the effort put in and/or the effect of various self-reported activities
- **facilitating academic dishonesty** – providing unauthorized material or information to another person
- **plagiarism** – representing the work of another as one's own without acknowledging the source
- **misrepresentation** – giving the impression of having done more significant work than you actually did (e.g., padding references with works not consulted, doing less than your fair share of a group project, or recycling one's own work)

Disciplinary responses will be individualized to reflect the maturity of the student, the severity of the infraction and any evolving patterns.

