FIELD EDUCATION HANDBOOK

Student’s Handbook

ASIA PACIFIC THEOLOGICAL SEMINARY
Baguio City, Philippines
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PURPOSE

The Field Education program of Asia Pacific Theological Seminary (APTS) is designed to contribute to the equipping of the student for effective ministry through a supervised practical ministry experience. It provides experiences that enhance the skills already possessed by the student and leads to the development of new ministry skills and abilities. The “value added” concept on which it is based implies that the program is tailored to the background of each student so that he/she is brought to a new level of ministry effectiveness.

GOALS

The program seeks to accomplish this purpose through the attainment of the following important goals:

1. To provide students with the opportunity to further discern their ministry calling and focus by taking on a ministry role within a supportive learning environment.

2. To provide an opportunity for students to integrate academic learning and ministry practice through a process of reflecting on and responding to the theological issues arising out of actual ministry situations.

3. To provide an opportunity for students to reflect on and further develop a ministry philosophy and operating theology which undergirds their practice of ministry.

4. To provide an opportunity for students to develop competency in ministry skills and confidence to serve God in a chosen area.

5. To provide an opportunity for students to acquire or further develop the values, attitudes, spiritual gifts and personal disciplines necessary for the practice of ministry.

6. To provide an opportunity for students to express their faith in service to Jesus Christ, the Church and the world.

ESSENTIAL ELEMENTS AND STRUCTURE

The following elements of the Field Education Program provide the structure through which the goals above may be accomplished:

1 Portions of this handbook were adapted from the Field Education Handbook of Fuller Theological Seminary.
1. **Supervised Field Experience**: To carry out the Field Education Program, APTS invites churches, missionary agencies and other organizations to enter into partnership with the seminary and its interns. This partnership is the essence of field education. Each member has an important role to fulfill.

   a. **The Supervisor** works closely with an intern and contributes directly to the intern’s preparation for ministry. Through a process of on-going supervision and regular consultation the intern is challenged to critically assess his/her personal and professional growth, needs, limitations, and resources as a minister of the Gospel. Supervision provides a supportive relationship in which the intern can grow in his/her identity, calling, giftings, skills and responsibilities as a minister.

   b. **The Cooperating Churches/Organizations** place the Intern-Supervisor relationship within a larger context of support, encouragement and responsibility. Ideally, the education of the intern involves caring input from many others in addition to the supervisor.

   c. **Asia Pacific Theological Seminary** provides the academic framework within which field education occurs. By setting standards which must be met during the field education experience, the Seminary insures that it is a meaningful and worthwhile learning experience. Thus, the Seminary is prepared to counsel, enable and provide educational support.

   d. **The Intern** seeks to relate constructively to the church/organization in which the internship is being carried out by demonstrating an attitude of servanthood in fulfilling assigned responsibilities and agape toward all those involved in the ministry assignment.

2. **Individual Consultations**: The intern and supervisor meet for at least one hour each week to discuss the progress of the internship, ensure that it is meeting its purpose and goals, and to provide guidance, mentoring, encouragement, and personal prayer and support to the intern. Others involved with the ministry may also participate in these conferences, but the focus is on the input of the supervisor as mentor toward the development of the intern.

3. **Field Education Coordinator**: Field education internships are arranged in consultation with the Field Education Coordinator. The Coordinator receives the **Field Education Application** and **Proposal** submitted by the student, interviews the student concerning areas of previous and proposed ministry in order to determine the appropriateness of the proposed internship, ensures that the internship proposal conforms to APTS requirements, ensures that the **Learning Agreement** with the participating organization and supervisor is completed, assigns a faculty liaison for the intern and gives general oversight to the internship.

4. **APTS Faculty Liaison**: Each intern is assigned a faculty liaison who interacts periodically with the supervisor and intern to ensure that the internship is fulfilling its purpose and goals. If possible, the faculty liaison visits the intern at least once during the internship and makes monthly contacts with the supervisor to assess the intern’s progress. Upon completion of the internship the faculty liaison receives
reports from the intern and supervisor and meets with the intern to assess the overall impact of the internship on the student’s ministry development. The faculty liaison also submits a grade for the internship to the Registrar.

**FIELD EDUCATION REQUIREMENTS**

All M.Div. students must complete a Field Education Internship during the second year of their program. The Field Education cannot be the final six hours in the degree, it must be completed between 48 and 90 credits of the M.Div. program.

The basic format of the internship is a three-month full-time participation in a supervised ministry. This can occur during a regular APTS academic term or over a summer break. The assignment can be in a local church or Bible school, as part of a missionary or para-church organization, a special ministry project of the Ministry Development Program or another involvement tailored to the needs and interests of the student.

In keeping with the intent of providing a supervised ministry experience that gives both adequate opportunity for the development of ministry skills and for theological and personal reflection on the experience as it is unfolding, while at the same time providing for a sufficiently intense experience to challenge the intern towards personal and ministry growth, the following parameters have been adopted for the Field Education Internship:

1. The internship must provide at least 400 hours of supervised ministry involvement over a period of no less than 10 weeks.

2. Normally, no more than 50 hours in any given week may be counted toward fulfillment of the minimum hourly requirement.

3. The normal pattern is for the internship to be completed within 10-12 consecutive weeks, but the Field Education Coordinator may approve exceptions where the ministry goals of the internship are best served by another pattern.

4. Where a student has already completed practical ministry at another institution, provided that the ministry was performed after 48 credits were completed towards the M.Div., transfer credit may be allowed, but the total number of hours will still be 400.

5. A series of feedback sheets is attached to the back of this manual indicating the timing of the necessary assignments.

**TIME STRUCTURE OF INTERNSHIPS**

Most internships have four basic time requirements:

1. A weekly one-hour meeting with the supervisor which gives opportunity for mutual reflection upon the intern’s experiences, and any related ministry, personal and theological concerns. This meeting provides an occasion for evaluation of the
internship experience, guidance, mentoring and encouragement of the intern, and personal and prayer support.

2. At least 25% of the time each week should be devoted to carefully planned learning experiences in which the intern is exposed to broad areas of ministry within the church or institutional setting (e.g. committee meetings, worship leading, preaching, pastoral care, planning activities, project development, administration), in addition to any specialized ministry responsibilities for which the intern is responsible (e.g. youth ministry, Christian education, evangelistic outreach, or other specific ministry tasks).

3. Up to 75% can be spent in the performance of specialized ministry responsibilities. The ministry assignment should be realistic in terms of the intern’s time commitment to the internship.

4. The intern should devote 30-60 minutes each day in maintaining a Ministry Journal that details his/her ministry experiences and records theological reflections on these activities and their impact on the intern’s ministry development.

FIELD EDUCATION ALTERNATIVES

There are a variety of options possible for field education internships. Several of these are noted below. This list is not intended to be exhaustive and other options may be added from time to time or unique internships proposed by the student. Consult the office of the Field Education Coordinator for up-to-date information on additional possibilities.

The particular type of internship chosen should reflect the focus of the student’s intended future ministry. For instance, students expecting to engage primarily in local church ministry who have not previously had pastoral or local church staff experience should normally participate in an internship in a local church. The student is encouraged to consult with the Field Education Coordinator to explore these options.

1. Local Church Internships. These involve serving as an intern on the staff of a local church whose ministry offers the opportunity for growth and development of the intern’s pastoral ministry skills such as preaching, worship leading and participation in local church ministries (e.g. youth ministry, Christian education, evangelism). The church setting should ideally be in the student’s own country, but it could be elsewhere if the ministry development purposes of the internship can best be served in this way.

2. Bible School Internships. These involve teaching in a Bible School setting for those planning to engage in this work after completion of the APTS degree who have not had this experience.

3. Missionary Internships. These involve working with an on-going missionary ministry such as AP2000 – the media ministry of Asia Pacific, university campus ministry, community development, crusade evangelism, relief, church planting or missionary projects in other countries. In some cases particular skills may be needed in order to participate (e.g. media skills for interns of AP2000).
4. **Clinical Pastoral Education.** Clinical Pastoral Education (CPE) trains individuals for pastoral ministry within a hospital chaplaincy setting. CPE is operated under certified supervisors in different hospital locations in the Philippines as part of an internationally recognized program. A CPE internship provides an opportunity for the intern to be exposed to intense pastoral care experiences in which they may explore and integrate personal, theological and counseling issues arising out of face-to-face ministry to individuals in crisis. CPE internships normally require 10-12 weeks of full-time involvement in a hospital setting in Manila.

5. **Ministry Development Program.** The MDP may offer the student the opportunity to participate in its on-going ministry programs such as Operation Smile, medical outreach ministries, literature and education ministries, or to develop and implement a new ministry area. These possibilities should be explored with the MDP Director.

6. **Non-Christian Organizations.** Some internships may take place in a non-Christian organization (e.g. Operation Smile, community development). In such cases, the student may need to work with one supervisor within the organization and another who is able to address the ministry issues encountered.

7. **Self-designed internships.** The student with a well-defined ministry goal not included above is encouraged to develop a proposal tailored to his/her particular interest.

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**TYPES OF LEARNING OPPORTUNITIES EXPECTED**

It is expected that the intern will be exposed to a variety of ministry experiences and encouraged to develop competency in some of these areas. The list below is intended to assist the intern and supervisor to develop an appropriate Learning Agreement for an internship. It is not assumed that any internship will encompass all or most of these tasks. However, some of the tasks listed are critical in one’s preparation for ministry in almost any setting. Realizing that not every internship lends itself to these purposes, it is requested that the intern gain experience in performing these tasks within a ministry setting if at all possible. An asterisk indicates these tasks (*).

**Worship Leadership**

* Preaching

* Leading worship singing and prayer in a congregational or public setting

Planning and coordinating worship service

Preparation and administration of baptisms, communion, funerals and weddings (observe or role play)

**Christian Education**
*Planning/developing/leading Christian Education programs (e.g. Bible studies, Sunday school, small group ministries, discipleship programs) in at least one area of Christian Education (children, youth, and adults)

*Recruitment, training and supervision of lay leaders for teaching or sponsoring groups

*Teaching children, youth or adults

Designing and teaching Bible school courses

**Pastoral Care and Counseling**

*Pastoral visitation in homes or hospitals

Pastoral counseling (observation and participation under supervision, when appropriate)

**Evangelism and Mission**

*Community evangelism

New member recruitment, training, reception and follow-up

Missions outreach ministries

Crusade evangelism

**Administration**

*Observation/participation in decision-making processes through the staff, ministry board and committees

*Management of one’s own time, including time for study, ministry, family and leisure

Establishing program goals, methods and systems of evaluation for the various ministries

Observation/participation in conflict management

Coordinating the activities of ministry volunteers

**Financial Management**

Participation/observation in the budget planning process

Participation/observation in fund raising activities.
DEVELOPING AND IMPLEMENTING A FIELD EDUCATION PROPOSAL

Students are responsible to secure their own field education internship site and supervisor. The Field Education Coordinator may be able to offer ideas and suggestions and general guidance in this process. Students should begin to explore possibilities and make arrangements for their internship at least six months prior to the term or period in which they plan for it to commence.

The general steps to follow are:

1. Make preliminary inquiries and contacts concerning possible internship programs.

2. Complete a Field Education Application and Proposal and secure the approval of the Field Education Coordinator.

3. Consult with your internship supervisor to develop a Learning Agreement.

4. Review the Learning Agreement with the Field Education Coordinator and your faculty liaison to ensure that it conforms to APTS guidelines.

5. Make appropriate arrangements with your internship supervisor for the initiation of the internship.

6. In the appropriate term or summer period, enroll in FED700 Field Education for 6 credits.

GUIDELINES FOR CHURCH/INSTITUTIONAL PARTICIPATION

Any church or other ministry wishing to assist with the Field Education Program of APTS must make an informed decision to do so. Student interns are not simply staff workers. They are, first of all, learners who are participating as part of the requirements for the Master of Divinity degree. Therefore the internship supervisor must be intentional in creating a learning environment suitable for a seminarian. The following are guidelines for structuring an internship program appropriate for an APTS student:

1. Read this Handbook carefully and address any questions to the Field Education Coordinator.

2. Meet with appropriate leaders of your church or ministry to determine whether or not your organization wishes to participate in the education of future Asian leaders. It is essential that the leadership understand the nature of an internship and be willing to provide the necessary support to both the intern and supervisor.

3. Appoint a qualified supervisor to work with the intern.

4. Work out any financial arrangements which might be necessary. APTS encourages the ministry to assist the intern with food, lodging and a small stipend during the internship, but does not require this.
5. Develop a **Learning Agreement** with the intern which stipulates the nature of the ministry involvement of the intern and the areas in which learning goals will be set. The **Learning Agreement** specifies what the intern can hope to gain from the internship and what you expect in return. There is no standard **Learning Agreement** since each is tailored to the unique interests and needs of the intern and those of the participating organization. However, it is important that all parties involved own the goals of the **Agreement** and commit themselves to seeking their fulfillment.

The **Learning Agreement** should describe the following:

a. The name of the intern and supervisor.
b. The location of the internship.
c. The goals of the internship.
d. The ministry activities/responsibilities of the intern. In effect, this amounts to a job description for the intern.
e. The learning opportunities that will be provided to the intern either through direct participation or observation. (Refer to the section entitled **TYPES OF LEARNING OPPORTUNITIES EXPECTED** for guidance in preparing this material.)
f. The time involvement of the intern, including the time and structure of consultations between the intern and supervisor.

g. Any financial assistance/compensation to be provided to the intern.

**THE ROLE AND RESPONSIBILITIES OF THE SUPERVISOR**

The role of the supervisor is critical in the accomplishment of the goals of the field internship. In many instances, the supervisor’s approach to ministry will become a model for the ministry of the intern. The relationship developed between the intern and the supervisor often becomes the most crucial relationship the intern has during his/her seminary career. Such significant relationships usually develop when the supervisor feels free to share his/her deepest and most meaningful experiences and problems in the ministry. In an atmosphere of openness and honesty, the intern is often enabled to share his/her own fears, problems, and questions about the ministry.

The formal responsibilities of the supervisor include:

1. Assuring the participation of the church or ministry in the internship.
2. Carefully defining the **Learning Agreement** with the intern in terms of the needs and goals of the intern and participating organization.
3. Meeting with the intern for at least one hour per week during the course of the internship for goal-setting, evaluation and reflection.
4. Ensuring that the intern is guided into effective learning experiences.
5. Assisting the intern to plan and develop the programs for which he/she is responsible.
6. Overseeing:
   a. the intern’s learning needs.
   b. the intern’s task assignments and performance.
   c. the effect of the intern’s work in the church or ministry.
   d. the evaluation of the intern’s work.

7. Giving guidance regarding:
   a. the intern’s professional growth and development.
   b. the intern’s spiritual development.
   c. the theological and ministry significance of the intern’s work.

8. Notifying the faculty liaison and/or Field Education Coordinator if the intern is experiencing personal problems for which it would be appropriate for the faculty liaison or Coordinator to intervene or assist the intern.

9. Making a report to the faculty liaison at the conclusion of the internship concerning the intern’s performance, including any comments and recommendations for the future ministry development of the intern.

**PROGRESS AND CONCLUSION OF THE INTERNSHIP**

1. At the end of the 2\textsuperscript{nd} week of the Internship the student submits a photocopy of the Journal to the Faculty Liaison or Field Education Coordinator for comment and feedback.

2. At the end of the 2\textsuperscript{nd}, 5\textsuperscript{th} and 8\textsuperscript{th} weeks the student submits the relevant feedback sheet to the Faculty Liaison or Field Education Coordinator.

3. No later than one month after the completion of the internship, the intern schedules a conference with the faculty liaison and submits the Ministry Journal and Field Internship Report for review. The Field Education Report gives an overview of the main activities of the internship and how they have contributed to his/her preparation for ministry; a copy is also submitted to the Field Education Coordinator.

4. Based on the Field Internship Report, Ministry Journal and consultation with the Internship Supervisor, the faculty liaison submits a grade of “satisfactory” or “unsatisfactory” to the registrar.