FIELD EDUCATION HANDBOOK

Supervisor’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:

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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, givings, 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 2nd year of their program. The internship must come between 48 and 90 credits of the program and cannot be done in the last term.

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 exceptions may be approved by the Field Education Coordinator where the ministry goals of the internship are best served by another pattern.

**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.

**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. 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. These tasks are indicated by an asterisk (*).

**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, 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.

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.

CONCLUDING THE INTERNSHIP

1. At the end of the 2nd week of the internship the intern is required to submit a photocopy of the Field Education Journal to the Faculty Liaison or Field Education Coordinator for feedback.

2. At the end of the 2nd, 5th and 8th weeks the student is required to submit a feedback sheet to the Faculty Liaison or Field Education Coordinator.

3. Upon 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. The Field Education supervisor is requested to complete the attached feedback sheet and return it to the Faculty Liaison or Field Education Coordinator.

5. 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.