



Internship Manual & Syllabus

A Word from the School of Pastoral Leadership Director

Over the course of your 4 year BATH, or 2 years BRS you are required to participate in hands on ministry through our field education component. For those in the four degree, there is an intended flow to what the student is to learn.

- Introductory Practicum ... learning to *SERVE*
- Intermediate Practicum ... learning to *FOLLOW*
- Internship ... learning to *LEAD*
- Senior Practicum ... preparing to *DEPLOY*

While field education adds a significant load of responsibility there are great benefits for the student.

First, your yearly involvement in field education actually allows you to move beyond theory to practice, to actually be involved in doing ministry, not just studying it. This allows the information that is studied in class to be integrated into hands on action, providing the student with a much richer understanding of the topic.

Secondly, it allows the student to begin to exercise their own unique gifting and talents, and further discovering and developing them as they are engaged in the work of the ministry.

Finally, your field education experience over the time you are at Vanguard becomes the basis for references once you have completed your studies and are exploring the possibility of placement in vocation ministry. The supervisors who you will have served with are able to provide critical perspective on who you are and the kind of ministry you are capable of carrying out. This becomes a great blessing.

In prayerfully considering a placement for Internship, you are encouraged to look for a setting where you are able to experience as broad an exposure to pastoral leadership and ministry as possible. To simply do more hours of the same thing you have done in the first two years of field education fall short of the intended impact of your internship. For some, the consideration of doing an Intensive Internship [full time for an entire semester/summer] would allow you to have a more realistic experience of ministry.

Understand that the purpose of your internship is to better prepare you and equip you for the ministry that God is calling you into.

The reindeer of this manual is to provide the background to Field Education at Vanguard College, as well as the forms required for completion of the course.

Together In Journey
Pastor Mark

Field Education

Developing Innovative, Spirit Filled Leaders

With God’s guidance, blessing and help, the Field Education Department seeks to:

1. provide students with ministry experiences that are meaningful, challenging, and rewarding
2. help students gain greater certainty of their calling
3. help students develop becoming more innovative, spirit-filled, and able to lead
4. provide ministries with students who are teachable, dedicated, and dependable
5. partner with ministries in the formation of capable leaders for God’s kingdom

A Word from the Field Education Department

On behalf of the Faculty and Staff of Vanguard College, we wish to extend to you our warmest welcome. May God richly bless you this year!

Field Education is designed to help each student in their specific program put into practice what they are learning in the classroom. The wonderful part of field education is that you are also influenced and overseen by other ministers in local churches and ministries. Not only that, but Field Education provides you with a meaningful outlet for your gifts and abilities making a difference in this world.

Ron Powell, Field Education Director

Due Dates

*Field Education Forms and Guides must be emailed to the **Practicum teacher before class** on the week they are due. Failure to submit reports can result in loss of credit. Church attendance forms must also be submitted each semester. Students who do not hand in these forms can lose up to 40% of their practicum grade.*

DUE DATE	ITEM	DUE DATE	ITEM
Week of Sept. 26	Covenant	Week of Jan. 23	Monthly Report
Week of Oct. 24	Monthly Report & Supervisor Evaluation 1	Week of Feb. 27	Monthly Report & Supervisor Evaluation 3
Week of Nov. 7	Monthly Report	Week of March 27	Monthly Report
Week of Dec. 5	Monthly Report Supervisor Evaluation 2 & Attendance	Week of April 24	Attendance & Monthly Report Final Evaluation

Note: Students are required to present Supervisor Evaluation Forms AFTER they have been filled out and discussed with the ministry placement supervisor. Depending on the preference of the Practicum Professor these forms can be filled out online at <http://www.vanguardcollege.com/current-students/> and emailed to your practicum teacher. Or filled out in paper format and then brought to class for review by the Practicum Professor. If your practicum teacher requires it, please print out the forms and present them in class. It is your responsibility to keep track of your own forms.

How to Use This Manual

This manual has been provided for you to keep track of your ministry experience at the college. It provides all of the instructions that you will need to have meaningful and rewarding practicum. This manual also includes information that you will provide to your field education supervisor as you seek to establish a ministry placement. All of the forms that you need for reporting your activities and recording your insights are included. Our hope is that you will have a portfolio of all of your ministry experience that you will be able to present to future ministry opportunities.

Please keep all of your forms in your manual at all times. Submit this manual to your field education placement supervisor and then present it to your practicum teacher in class. Have all of your forms completed and submitted to your practicum teacher by the due dates listed in this manual.

Field Education Orientation

Listed below are all the areas that you will need to discuss to fully understand field education. It is imperative that you check off each of the boxes below to indicate that each of the areas of field education are fully explained.

At the bottom of this sheet is a place for your signature indicating that you have read and understood each of the important areas of this manual. Please make sure that you sign and date this and keep a record of this for future reference.

- I understand why we do field education.
- I understand what is the heart of a quality placement
- I know what a good placement is and how to find one
- I understand what my roles and responsibilities are as a student in a placement
- I understand what my supervisors role and responsibilities are as a supervisor
- I know what SLIP stands for
- I know how my slip mark is calculated
- I understand how church attendance will affect my grade
- I know what to do with my weekly field education reports
- I know what to do with the supervisors package
- I know what to do with the ministry covenant
- I know who to go to if I have a problem with my placement
- I know what are the ministry standards which I must keep for my placement

The Purpose of Field Education

The primary objective of the Field Education program at Vanguard is to help you develop a willingness to serve others and a commitment to a lifetime of bringing glory to God through service, regardless of vocational calling.

Vanguard College is concerned with both the academic development of the student and the development of the whole person. Ministering to those with spiritual, emotional and physical needs will help you to reach a higher level of maturity and responsibility. Field Education will help you:

- To serve others with the love of Jesus.
- To develop leadership skills and compassion for others.
- To develop your unique ministry gifting.
- To grow in greater ability to compassionately relate to your fellow human beings in a variety of situations.
- To experience a variety of situations in which you can integrate classroom learning with life experience.

Wherever you do your Field Education, your responsibilities should:

- Be systematic (preferably weekly).
- Require preparation.
- Be adequately supervised.
- Contribute to your development of ministry skills through direct contact with people.
- In the last two years of the diploma and degree programs, be related to your vocational and life goals.

The Field Education program at Vanguard also aims to encourage students to forge a deeper personal walk with Christ. This is done primarily through involvement in times of personal and corporate worship, Bible study, and prayer. While you will strengthen these disciplines in Personal Ministry Development classes, the College has prepared Chapel, Spiritual Enrichment Days and Mentoring Groups as essential and required components of your Field Education curriculum.

The Heart of a Quality Placement

The heart of a quality placement is the dynamic of the relationship between student and supervisor. Investment in the life of the student begins with the commitment to invest regularly scheduled time for supervision. Leading, guiding and providing the student with meaningful feedback are at the heart of Field Education.

Here are the tasks required of the **Supervisor** to make a quality placement:

◆ **Documentation:** The Ministry Covenant provides a place for your Supervisor to describe the nature of your duties, the name of the organization and the Supervisor of the placement. Supervisors will submit regular reports to the Field Education Office

◆ **Orientation:** The effective Supervisor will keep you informed of his/her expectations and your responsibilities.

◆**Supervision:** The Supervisor must **regularly** allocate time for the purpose of relationship development, providing direction, accountability and encouragement. **Students:** If this is not happening, please speak with your Practicum Teacher.

◆**Evaluation:** Twice a semester, the Supervisor is asked to take time with you to evaluate your performance. This will take place at both the mid term and final of the semester.

Finding a Placement

We would expect most Students to fulfill their Field Education within a local church context. Placements should be meaningful, challenging, and rewarding:

Is it Meaningful?

Will you observe and learn something new
Can you make a valued contribution to the ministry
You will receive quality time from the supervisor

Is it Challenging?

There are aspects of the ministry that are new to you
It will increase your faith dependency on the Lord
There are aspects of your responsibilities that extend your gifts and abilities

Is it Rewarding?

Being there makes a difference for you and the participants
You meet new people and build relationships
You will receive encouragement, feedback, and instruction from the supervisor
You will grow in your relationship with Christ

Is it Developmental?

At Vanguard College we are very intentional about our Mission to develop innovative, spirit filled leaders. As such, we desire that students have opportunity to develop in each of these areas, innovation, the spirit filled life, and in leadership abilities.

The student will have:

- € opportunities to be involved in an innovative ministry
- € chances to discover creative solutions to situations
- € to extend their ability to be creative in ministry
- € challenges to draw on the Holy Spirit for guidance and strength
- € situations where they will be required to minister in the power of the Spirit
- € opportunities to lead a group, an event, or a meeting
- € responsibility to make decisions in group and individual settings
- € plan, or be part of a planning process

The Process

- € Be Aware of the Various Ministry Opportunities
- € Visit the possible placement site
- € Check with Practicum Teacher for Approval
- € Approach the Supervisor
- € Complete the Ministry Covenant
- € Covenant is signed by student, supervisor and practicum teacher
- € Complete weekly reports and submit them to practicum teacher every second week

Ministry Standards

Every community has standards for involvement in ministry. Even hockey teams have a dress code for travelling to and from games. In the hope that our ministry will be received without causing any offence and to help set a high standard in the community the college has adopted the following ministry standards:

Ministry Team Guidelines

When traveling on ministry teams you are required to adhere to a three fold guideline including; Ministry Team Guidelines, Student Handbook and the guidelines of the organization you are ministering with. All of these guidelines take effect as soon as the ministry team leaves for their destination.

Dress:

Students must discuss community standards with their placement. In general dress should be modest. This includes what you are wearing while traveling to and from your ministry. For example, when getting off the bus you should be dressed in such a way that is appropriate to meet, billets, pastors etc. As well dress, including pyjamas in the billets homes should be modest and appropriate.

Entertainment:

Any Recreational activities/free time must be approved by the ministry team leader. For example, movies that may be watched should be approved.

Driving:

No student is required to drive their personal vehicle at any time. Students may volunteer to do so but they are under no obligation to do so.

Behaviour:

All students at Vanguard College are trained in the area of conduct with minors. However each ministry may have particular standards concerning appropriate behaviour in their context. This may include and not be limited to member of the same or opposite sex, vulnerable population, children, seniors, physically or mentally challenged individuals.

Individual Ministry Guidelines

When taking part in individual ministry the student is required to adhere to the guidelines in the Student Handbook and the guidelines of the organization you are ministering with or through. Both standards must be taken into consideration at all times. If the two standards seem to conflict students need to discuss this with their Practicum teacher as soon as possible.

Roles and Responsibilities

Supervisors:

1. **Are willing** to take time to get to know, work with, observe and counsel the student.
2. **Demonstrate** true concern for the Student and will give personal interest and providing prayer support

3. **Are able** to give the Student sufficient freedom for development of individual style of ministry, use of spiritual gifts, and ministry creativity.
4. **Will gently and compassionately** point out strengths as well as weaknesses and make suggestions for improvement.
5. **Are committed** to the life-long joy of seeing others develop and succeed.
6. **Are prepared to complete** candid reports that reflect the Student's successes, growth areas, strengths, weaknesses, and progress.

Students:

1. **Be present and prepared** for Field Education responsibilities.
2. **Inform** your Supervisor one full week in advance should absence be necessary (unless it is an emergency).
3. **Be loyal** to the overall church/agency program and to attend in-Education training as required by your Supervisor.
4. **Present** yourself in a manner which:
 - *Is polite and courteous to leadership and the public*
 - *Is neat and tidy in dress and personal hygiene*
 - *Is discrete and appropriate in conversation*
5. **Avoid any activity** or conversation that would be an embarrassment to your Lord, your placement or your College.

Spiritual Life Integration and Participation (SLIP)

Vanguard College has initiated a structure to assist you in gaining fuller reward from participation in a variety of activities designed to strengthen spiritual development and your walk with God. Called the *Spiritual Life Integration and Participation* grade, this will include a careful monitoring of chapel attendance, mentoring group attendance and weekend service attendance. College leadership does recognize that there are times when absences will occur, and for this reason each student is permitted the following absences. Regardless of class schedules or "spares," your attendance is expected at all Spiritual Life Activities in the semester. Only in rare extenuating circumstances will the Director of Field Education grant semester-long exemption from participation.

SLIP Activity	Number of Unexcused Absences Permitted Per Semester
Community Discipleship Group (First Year Students)	One per semester
Weekend Church	One per semester
Tuesday & Thursday Chapel Services	First Year Students: Four per semester 2 nd and 3 rd Year Students: Five per semester Fourth Year Students: Six per semester

Failure to obtain permission for absences in excess of the above list will result in a 5% per absence reduction of your Field Education grade for each absence.

Students Who Leave Mid-Year

Field Education courses are *academic* in nature and are a full year course. Students leaving Vanguard before the end of an academic year and do not make arrangements with the Director of Field Education to complete their work off campus, will receive a "Fail" for the entire year of Field Education.

How Your Grade Is Calculated

1. **Placement Service:** Your grade is a combination of your Practicum Class Grade, your Supervisor's evaluation of your weekly field service and your SLIP participation. Note that missing more than 4 chapels per semester will affect your grade.
2. **Timeliness: All forms are to be submitted to your Practicum Teacher.** If for some reason you are unable to submit the Field Education Workbook in the day required your workbook will not be graded until ALL documentation is complete.

Contact Information

Program	Director	Email Address
Intercultural Ministry HMS	Allan Waine: Kelly Schulz:	allan.waine@vanguardcollege.com kelly.schulz@vanguardcollege.com
Children & Family Ministry	Sean Anderson:	sean.anderson@vanguardcollege.com
Pastoral Leadership Quest	Mark MacKnight: Denise Biziaev:	mark.macknight@vanguardcollege.com denise.bereber@vanguardcollege.com
Music / Worship FUEL	Gerry Paulson: Gerry Paulson:	gerry.paulson@vanguardcollege.com gerry.paulson@vanguardcollege.com
Youth Ministry Merge	Ron Powell: Denise Lang:	ron.powell@vanguardcollege.com denise.lang@vanguardcollege.com

VANGUARD COLLEGE
School of Pastoral Leadership
INTERN PROFILE

1. Name: _____

2. Home Address: _____
Postal Code: _____

3. Home Phone: _____ - _____ Business Phone: _____ - _____

4. Email: _____

5. Marital Status: _____

6. Citizenship: _____

7. Age: _____

8. Church Affiliation: _____

9. Related Experience (Volunteer/Work):

Organization	Responsibilities	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. Self-Perception of Ministry Strengths:

11. Service and/or Learning Experiences Desired in Practicum:

12. Availability: _____

Date Signature of Intern Signature of Supervisor

VANGUARD COLLEGE
School of Pastoral Leadership
SUPERVISOR PROFILE

1. Name: _____

2. Organization: _____

3. Position: _____

4. Organization's Address: _____

Phone: _____ - _____

Email: _____

5. Education Experiences:

Institution	Program	Years
_____	_____	_____
_____	_____	_____

6. Ministry Experience:

Ministry	Position Held	Length of Service
_____	_____	_____
_____	_____	_____

7. Focus of Present Ministry:

8. Supervision Experiences:

9. Supervision Expectations. Through participation in Vanguard College's Internship, I hope to achieve the following in part or whole:

10. Supervision Provisions. Through participation in Vanguard College Internship, I feel I can best provide:

Date

Signature of Supervisor

VANGUARD COLLEGE
School of Pastoral Leadership
LEARNING COVENANT

1. Name of Intern: _____
2. Name of Intern Site: _____
3. Location of Intern Site: _____
Postal Code: _____ Phone: _____ - _____
4. Major Goals of Intern: (Also, see list of tasks in syllabus)
 - a. _____
 - b. _____
 - c. _____
5. Major Goals of Supervisor:
 - a. _____
 - b. _____
 - c. _____
6. Mutually acceptable major involvements to achieve goals in #4 and #5:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
7. Time Commitments: _____
8. Accountability: _____
9. Will the church consent to allowing the Intern to complete the tasks listed in the course syllabus? ____ Yes ____ No
10. Will the church ensure that the Intern has completed at least 400 hours of ministry, as required by this course? (*See Appendix I) ____ Yes ____ No

Date

Signature of Supervisor

Signature of Intern

Program Director

VANGUARD COLLEGE
School of Pastoral Leadership
INTERN'S MID-PLACEMENT PROGRESS REPORT
DATE: _____

1. Intern: _____

2. Supervisor: _____
Site: _____

3. The significant service opportunities I have had so far are:

4. The significant observation opportunities I have had so far are:

5. Describe the progress you feel you are making in fulfilling the Learning Covenant:

6. Briefly discuss that which you are learning about ministry:

7. Briefly discuss that which you are learning about yourself:

8. Reflect on ministry areas where you need more knowledge and skill (may include areas in which you would like assistance or are having difficulty with):

Note: Complete form and bring with you to your mid-placement meeting

VANGUARD COLLEGE
School of Pastoral Leadership
INTERN'S MID-PLACEMENT PROGRESS REPORT
DATE: _____

1. Intern: _____

2. Supervisor: _____
Site: _____

3. The significant service opportunities I have had so far are:

4. The significant observation opportunities I have had so far are:

5. Describe the progress you feel you are making in fulfilling the Learning Covenant:

6. Briefly discuss that which you are learning about ministry:

7. Briefly discuss that which you are learning about yourself:

8. Reflect on ministry areas where you need more knowledge and skill (may include areas in which you would like assistance or are having difficulty with):

Note: Complete form and bring with you to your mid-placement meeting

VANGUARD COLLEGE
School of Pastoral Leadership
INTERN'S MID-PLACEMENT PROGRESS REPORT
DATE: _____

1. Intern: _____

2. Supervisor: _____
Site: _____

3. The significant service opportunities I have had so far are:

4. The significant observation opportunities I have had so far are:

5. Describe the progress you feel you are making in fulfilling the Learning Covenant:

6. Briefly discuss that which you are learning about ministry:

7. Briefly discuss that which you are learning about yourself:

8. Reflect on ministry areas where you need more knowledge and skill (may include areas in which you would like assistance or are having difficulty with):

Note: Complete form and bring with you to your mid-placement meeting

VANGUARD COLLEGE
School of Pastoral Leadership
SUPERVISOR'S MID-PLACEMENT EVALUATION
DATE: _____

1. Name of the Intern: _____
2. Name of Supervisor: _____
3. Site Name and Location: _____
4. From your perspective, describe the progress on the fulfilment of the Learning Covenant:

5. In what areas of personal life and ministry do you feel that the Intern needs additional guidance and development?

6. Briefly suggest plans you have for working with the intern in the rest of the term:

Note: Please complete this form and bring with you to the mid-placement meeting

Date of Meeting

Supervisor's Signature

I would like to request a meeting with the program director.

VANGUARD COLLEGE
School of Pastoral Leadership
INTERN'S FINAL EVALUATION
 DATE: _____

1. Name of Intern: _____
2. Name of Supervisor: _____
3. Site Name and Location: _____
4. Dates: From: _____ To: _____

Please read the entire evaluation form before you begin to respond to it. You should feel at liberty to discuss any of these matters with your Supervisor and the Director of the SPL Internship Program.

I. Intern's Development

Please evaluate yourself in the following areas as either:

Growth Area (1) Average (2) Above Average (3) Excellent (4)

Skill	Grade				Comments
	1	2	3	4	
Organization					
Preparation					
Communicating					
Reliability					

II. What have been the most valuable experiences during this period of Internship which assisted you in the above?

III. Indicate your growth or development in the following personal qualities:

1. Spiritual and Devotional Life

2. Dependability

3. Initiative

4. Self-discipline

5. Enthusiasm

6. Conviction of Christian Calling

7. Tactfulness

8. Cooperation with others

9. Cooperation with Supervisor

10. Openness to Suggestions

11. Ability to Meet People

12. Creativity

13. Sensitivity to People's Needs - Care About Others

14. Evangelistic Concern and Effectiveness

15. Social Concern - Community Involvement

16. Attitude Towards the Church

17. Openness to Criticism

18. Delegation Abilities

19. Adaptability

20. Personal Appearance

IV. In what positive ways has your experience in Internship assisted you in your development of the above? What have you learned about yourself?

V. List the goals (from the Learning Covenant) which you set out to accomplish and comment on how you have achieved them.

VI. What specific areas of your personal life and ministry do you feel need to be strengthened? How might you make this a reality?

VII. What areas of your Internship experience have been most helpful to you in preparation for ministry? What did you learn about ministry?

VIII. In what ways do you feel you have contributed to your Supervisor's organization?

IX. Discuss your relationship with your supervisor:

1. What positive things/qualities did your supervisor display?

2. What were areas of difficulty in your relationship with your supervisor?

3. Supervisory Skills:

a. Supervisor made expectation?

Difficult to know

Often Unclear

Usually Clear

Very Clear

b. The Supervisor's Assignments Were:

Usually Irrelevant

Often Irrelevant

Usually Relevant

Often Relevant

4. List areas of satisfaction in your relationship with your supervisor.

5. Was your supervisor reliable and trustworthy?

X. Discuss your relationship with the constituents.

XI. Do you have any suggestions for making this Internship program more effective?

XII. Other Comments:

Date

Intern's Signature

VANGUARD COLLEGE
School of Pastoral Leadership
SUPERVISOR'S FINAL EVALUATION
 DATE: _____

1. Name of Intern: _____
2. Name of Supervisor: _____
3. Site Name and Location: _____
4. Dates of Service: _____

Please rate the student on the following items (sections I and II) as either:
 Growth Area (1) Average (2) Above Average (3) Excellent (4)

I. Intern's Ability In:

Skill	Rating				Comment
Organization	1	2	3	4	
Preparation	1	2	3	4	
Leadership	1	2	3	4	
Communication	1	2	3	4	
Self-discipline	1	2	3	4	

•—————•

•—————•

•—————•

●—————●

●—————●

●—————●

II. Intern's Personal Qualities:

●—————●

Qualities	Rating				Comments
Spiritual Life	1	2	3	4	
Dependability	1	2	3	4	
Initiative	1	2	3	4	
Self Discipline	1	2	3	4	
Enthusiasm	1	2	3	4	
Conviction of Christian Calling	1	2	3	4	
Tactfulness	1	2	3	4	
Cooperation with Others	1	2	3	4	
Cooperation with Supervisor	1	2	3	4	
Openness to Suggestions	1	2	3	4	
Ability to Meet People	1	2	3	4	

Creativity	1	2	3	4	
Sensitivity to People's needs	1	2	3	4	
Evangelistic Concern and effectiveness	1	2	3	4	
Social Concern – Community Involvement	1	2	3	4	
Attitude Toward Church	1	2	3	4	
Personal Appearance	1	2	3	4	
Adaptability	1	2	3	4	
Deals with Conflict Positively	1	2	3	4	
Openness to Criticism	1	2	3	4	

III. Intern's Personal Characteristics

Please place a check mark on the line of the continuum at the place which seems to best identify this person's expression of the following traits in his/her pulpit presentation. Even though some of the traits listed may have some degree of overlap, please indicate some evaluation in each of them.

Poised

Nervous

Optimistic

Depressive

Enthusiastic

Inhibited

Accepting	Hostile
Sympathetic	Indifferent
Self-accepting	Ego-centred
Creative	Conventional
Disciplined	Impulsive

IV. The Intern's Relationship with the Supervisor

- List the ministry involvements of the student and rate the effectiveness of the involvement (excellent, above average, good, fair, poor)
 - _____
 - _____
 - _____
 - _____
 - _____
- Has the intern put in the required amount of time for this program?

Above Average Average Below Average
- In what areas do you feel this placement has personally helped the intern?

- In what areas of personal life and the ministry do you feel the intern needs additional help and guidance?

- What do you perceive are the intern's personal and ministry strengths?

- To what extent were the goals and the expectations of the Learning Covenant achieved?

V. The Intern's Relationship with the Ministry Field

1. Does the student evidence a positive view toward this ministry?

2. Does the intern seem to have been received well?

3. Briefly describe the intern's ability to relate to, care for, and work with the people of this ministry.

VI. Hours worked

Students are required to work a minimum of 400 hours in ministry to complete their Internship. Has the student completed 400 hours of ministry for this course?
(See Appendix I)

_____ Yes _____ No

VII. Grade

Please give the intern a grade out of 100 _____
A=100 - 92 B=87 - 82 C=77 - 72 D= 67 - 62 F=35 and lower

Or

Please give the intern a letter grade _____
A=Superior B=Above Average C=Average D=Poor E=Failure

VIII. Internship Program

1. What do you feel are the strengths and weaknesses of this Internship program?

2. What suggestions would you offer to make the Internship program more effective?

Date

Supervisor's Signature



FIELD EDUCATION – PASTORAL INTERNSHIP

PS3503 ~ 3 credit hours

Fall 2016 and Winter 2017

Fall - Room 212 Mondays 12:50 - 2:05 / Winter - TBA

Professor: Mark MacKnight (MTS)

(780) c452-0808 #228

mark.macknight@vanguardcollege.com

Appointments can be made via e-mail

COURSE DESCRIPTION

Third year pastoral studies students will continue to develop the practical skills needed in the area of pastoral ministry. Practical experience is gained in ministry management skills, preaching and teaching, as well as relational ministry in the areas of evangelism and discipleship. Students are required to complete a minimum of 400 hours of service in the local church setting.

The focus of this third year practicum is all about LEARNING TO LEAD. Pastoral students will continue to develop the practical skills needed in the area of pastoral ministry. Practical experience is gained in ministry management skills, preaching and teaching as well as relational ministry in the areas of evangelism and discipleship. Students are required to complete a minimum of 400 hours of service in the local church setting.

This can also be done by working approximately 15 hours a week for 28 weeks during the academic year, or by working 6 hours a week during the academic year (like a regular practicum) and leaving the rest for the summer months. An extension is required if the hours are not completed by last day of classes in April 2017.

COURSE OBJECTIVES

At the conclusion of the course, the student should be able to:

- ❖ Participate effectively in a variety of fundamental and typical pastoral/leadership duties within the context of the church
- ❖ Articulate their values on key issues in pastoral theology
- ❖ Understand how events are typically organized in churches
- ❖ Plan, promote, and lead various types of church events
- ❖ Establish credibility with a pastor and begin to exercise some leadership in the local church
- ❖ Work through conflicts that may arise in the church and bring them to a peaceful resolution

COURSE MATERIALS and/or COURSE TEXTS

Stanley, Andy (2003). *The Next Generation Leader*. Sistera, Oregon: Multnomah Publishers.

Pastoral Internship Manual, forms are available on the Vanguard website. Notes & selected articles provided in class

ATTENDANCE POLICY

Please refer to Current Student Handbook.

ASSIGNMENT POLICY

- a. Assignments are due on the due date in the syllabus.
- b. Any extensions must be formally requested in writing to the professor and are granted at the discretion of the professor.
- c. Any assignment handed in late will be deducted 10% in week 1 and 20% in week 2. After this point, the assignment will be given a maximum 60%.
- d. One week will be considered to be 7 days from the original due date and due time.
*The date on which assignments are delivered must be clearly marked on them.

ACADEMIC INTEGRITY STATEMENT

Honesty and integrity are essential to the academic and college community. It is wrong to attempt to deceive others to believe that you have completed something that you have not. Please see Student Handbook Students are required to be aware of the following:

1. Plagiarism and cheating are serious academic offences subject to penalty.
2. Submission of a Reading Log indicates that you have indeed read all of the required reading.

COURSE OUTLINE

This will be provided in the first class of the semester, listing topics as well as special guests. During the fall semester, the Peer Reflections will focus more on learning what is involved in being a leader while the winter semester Peer Reflections will be focused upon specific tasks involved in leading.

COURSE MARK BREAKDOWN

- Minister's Gathering Conference 10%
- Peer Reflection Presentations [one in Fall & Winter] 10%
- Ministry Trip: *Thorsby Sunday morning service & Lunch wth the Pastor* 5%
- Textbook Reading and Five Thesis statements 25%
 - The thesis statements on each section of the text, are due the day of class discussion.
 - Fall - "**Competence, Do Less, Accomplish More**"
 - Fall - "**Courage – Courage Establishes Leadership**"
 - Winter "**Clarity –Uncertainty Demands Clarity**"
 - Winter "**Coaching–Coaching, Enables a Leader To Go Farther, Faster**"
 - Winter "**Character – Character Determines the Leader's Legacy**"
- Field Education & Manual Report (Total 400 hrs) 40%
 - ... Including
 - Completion of 10 Ministry Competencies and personal reflections
 - Record keeping & Supervisor's Evaluation
- Pastoral Interview 10%

COURSE REQUIREMENTS

1. As Ministry Conference at Banff, Alberta, (10%)

February 7 - 9, 2017

Every year the PAOC Alberta Northwest Territory (ABNWT) District pastors and families meet for three days and two nights in Banff, AB., to attend, *The Minister's Gathering*. *All Internship students are required to attend this conference as part of the course.* The cost per student will be above and beyond the cost of tuition and is as follows:

Anticipated Costs (based on last years numbers)

Registration: \$50 (Paid for by School of Pastoral Leadership)

Hotel: \$75 per night x2 = \$150 (Based on quad accommodation)

Food: Each student will take care of his own

Travel: \$50 (Van rentals, Gasoline, etc.)

Total: \$200 [These are estimated costs at time of printing]

At the seminar, students will be required to attend all services and take sermon notes. Afterward, the sermon notes are to be handed in along with a two page reflection of the conference experience.

Due: Feb. 27, 2017

The point of this experience is to enhance the students training by attending practical pastoral workshops attended by fellow ministers and to reflect on the worship messages.

For those unable to attend, due to a uncontrollable conflict, they will be required to listen to the podcasts from the conference (4); take and hand in all notes from the sessions, as well as a two page reflection and response to the sessions.

Due: Feb. 27, 2017

2. Fall Ministry Team Trip

(5%)

Date T:BD

Location: Thorsby, Alberta

Students who cannot attend the ministry will be required to write a five page reflection (double-spaced with plus title page) on an assigned topic.

3. Textbook Reading and Reflection

(25%)

Students are required to read the text, "Next Generation Leader" and to be able to engage with the material. The text is structured around 5 themes. Each student will be required to prepare a 'propositional statement' based upon one aspect of each section that personally impacted or challenged them. These statements are meant to articulate the message of that section, as you understand it, with a practical application, response for life and ministry. You will present a 1 page presentation, with your propositional statement at the top, and then a concise explanation of that statement as it applies to your life and ministry both currently and in the future.

Students will be marked for their presentation, as well as for their thoughtful interaction with the statements of fellow students.

- Fall "**Competence, Do Less, Accomplish More**"
- Fall "**Courage – Courage Establishes Leadership**"
- Winter "**Clarity –Uncertainty Demands Clarity**"
- Winter "**Coaching–Coaching, Enables a Leader To Go Farther, Faster**"
- Winter "**Character – Character Determines the Leader's Legacy**"

4. Pastoral Interview: (10%)

Students will arrange an interview with a respected pastor and spouse to discuss the following questions, and then write a seven page report summarizing the discussion and the answers given. The intern must also evaluate the answer that was given. Give the pastor and spouse the questions at least a week before the interview to allow them time for a thoughtful answer. Your report should begin with a short bio, introducing the pastor and spouse who you interviewed, providing the context for their ministry (urban, suburban, rural, multi-staff, etc.).

- Q. What do believe it means to be successful in ministry? Is it a being faithful or fruitful?
- Q. How many years have you been in the ministry? How do you stay *fresh* in church work?
- Q. How does one build genuine friendships while in church work?
- Q. How do you deal with it when your partner is hurt in church work?
- Q. How do you deal with criticism? What do you do in the short term and in the long term?
- Q. What do you do when you hear that there is a conflict in the church? What do you do in the short term and in the long term?
- Q. How do you balance the demands of ministry with the responsibilities and joys of your family life?
- Q. What is your favourite aspect of the church work?
- Q. What kind of approaches, systems or tools have you found helpful in regards to the 'administrative realities' or the ministry? [as specific and practical as possible]
- Q. How are you involved in the financial aspects of the congregation? What recommendations would you give to a future pastor? What is your approach to budgeting? [as specific and practical as possible]
- Q. How would you define pastoral care? How do you model and provide this for the congregation that has been entrusted to your care?
- Q. What single piece of advice would you share with someone who is preparing for full time ministry?

Due: March 27, 2017

5. Peer Reflection Presentations: (10%)

The class time is designed to be a dynamic time of sharing, conversation, learning from and with each other. Each student will be required to do a 'Peer Reflection on a subject that pertains to ministry. They presentations are to allow the student to articulate aspects of pastoral leadership that they have and are learning from their practical involvement in ministry. Each presentation is to be a total of 15-20 minutes. Student are required to research and recommend recourses that would be helpful to the specific topic. There needs to be a sense of creativity, engagement and actively involving the class in dialogue as a result of the presentation.

Topics will be presented in the first class, and students will have the opportunity to select topic and presentation dates will be selected. Students will also be required to complete evaluations on each peer presentation.

6. Field Education & Manual Reporting: (Total 400 hrs) (40%)

Each internship students are required to complete *four hundred hours* of supervised practical ministry in the local church. Placement and supervisor must be initiated by the student and approved by the professor. **A record of the hours** must be documented and turned in twice a semester [September-October, November-December, January-February, March-April] All forms are available as fillable PDF's from the Vanguard site, available to both student and supervisor. Students are responsible to forward these forms to the teacher.

As part of the 400 hours **Interns must complete at least 10** of the tasks listed below and write a one page (double-space) report on each completed task. The report will state the time and place, what happened, and a brief commentary on the insights and skills gained:

- Preach in at least one service (does not have to be in home church)
- Attend two board meetings
- Administer communion
- Administer water baptism
- Administer or attend a funeral and interment
- Administer or attend a wedding and rehearsal
- Lead two bible studies
- Observe two church budgeting sessions
- Observe and participate in a planning session for an upcoming season/year of ministry
- Job shadow a chaplain or pastor on three hospital visits
- Job shadow a chaplain or pastor on visiting one bereaved person/couple/family
- Job shadow a chaplain or pastor in visiting a lonely senior
- Sit in three counselling sessions
- Help with organizing a major church event
- Help with a children's Sunday School class or equivalent
- Attend and observe a senior's church function
- Attend and observe a women's ministry function
- Lead three prayer meetings
- Lead three worship services
- Other ministry/service related activity approved by the field education instructor

Due: April 18, 2016

Please note: If you are unable to finish your Internship by the last day of classes in April you must apply for an extension with the Registrar, or you will fail the course.

GRADING SYSTEM

*See Appendix I

COURSE BIBLIOGRAPHY

*See Appendix II

APPENDIX I

ALPHA GRADE DESCRIPTIONS

The following chart contains the Alpha Grad Descriptions adopted as of June 2005 as the standard for marking assignments and courses at Vanguard College. Purely objective assignments and most exams will continue to be marked using percentage grades. All other assignments will be assigned a letter grade based on the following Alpha Grade Descriptions.

To interpret an assigned mark simply read the Alpha Grade Description assigned to that letter grade. Percentage conversions for calculating final marks will be based on the middle number for each grade, e.g. an assignment given a B grade will be calculated at 84.5%.

ALPHA GRADE	GRADE POINT AVERAGE	PERCENT	ALPHA GRADE DESCRIPTION
A+	4.0	97-100	Exceptional Work- An "honourific" grade. Demonstrates a complete and comprehensive understanding of the subject matter, full mastery of all concepts and skills including interpretive, analytical, stylistic and grammatical skills, and evidences a striking intellectual initiative and originality.
A	4.0	93-96	Superior Work- A superior grasp of the subject matter. Conceptual ability and skills including interpretive, analytical, stylistic and grammatical skills are consistently at a high level. Shows intellectual initiative and originality.
A-	3.7	90-92	Very Good Work to Superior Work - A very good grasp of the subject matter. Conceptual ability and skills, including interpretive, analytical, stylistic and grammatical skills are moving toward a consistently high level. Shows some intellectual initiative and originality.
B+	3.3	87-89	Strong Work - Substantial understanding of subject matter and concepts. Good to very good interpretive and analytical skills. Stylistic and grammatical skills meet or exceed acceptable college requirements. All course objectives and requirements achieved.
B	3.0	83-86	Good Work - Substantial understanding of subject matter and concepts. Good interpretive and analytical skills. Stylistic and grammatical skills meet acceptable standards at a college level. All course requirements and objectives achieved.
B-	2.7	80-82	Average to Good Work - Average to above average understanding of subject matter and concepts. Average to above average interpretive and analytical skills. Relatively few stylistic and grammatical errors. All major course requirements and objectives achieved.
C+	2.3	77-79	Average Work - Average understanding of subject matter and concepts. Average interpretive and analytical skills. May struggle with some grammatical and stylistic skills. All major course requirements and objectives achieved.
C	2.0	73-76	Acceptable Work - A basic understanding of subject matter and concepts. Fair but not necessarily good interpretive and analytical skills. Other skills may be fair or incomplete. Some major and/or minor objectives of the course may not be complete.
C-	1.7	70-72	Minimally Acceptable Work - Some understanding of subject matter and concepts and only partial development of relevant skills. Some major and/or minor objectives of the course may not be complete.
D+	1.3	67-69	Unsatisfactory Work - Unsatisfactory understanding of subject matter and concepts. Weak skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly done*.
D	1.0	63-66	Poor Work - Weak understanding of subject matter and concepts. Marginal skill development. May have significantly weak stylistic and grammatical skills. Major course requirements may be incomplete or poorly completed*.
D-	0.7	60-62	Marginal Work - Work is marginal in all areas. Significant portions may be at a failing level. Major course requirements may be incomplete*.
F	0.0	35-59	Insufficient evidence of a minimal understanding of course matter and concepts, insufficient evidence of minimal skill development and interpretive and analytical ability. May have failed to achieve major and minor objectives of the course.

* Some professors require all major course requirements to be complete and will not assign a passing grade until all assignments or work is complete within the stated time limit

APPENDIX II



BIBLIOGRAPHY

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