



Internship Policy Manual

Traditional/LEAD Students

Updated May, 2013

Internship Policy Manual

(3 Credits)

Description

The internship program at Pillar College provides students with an on-site vocational experience directly related to the God-given callings they have explored throughout their academic journey. Throughout the course, students will apply skills and theories they have previously learned in the classroom as they participate in a vocational experience. This experiential education fulfills an academic requirement while providing students with invaluable networking opportunities, potential for job placement after graduation, as well as an opportunity to test their interests and career choices. Internship is the climax of the academic journey.

An Internship Is:

An internship is a supervised pre-professional, career-related learning experience. It is designed to enable students to explore a career field for potential fit and gain professional skills while contributing to an organization's mission and goals.

Academic credit is awarded for an internship learning experience through completing written assignments, informational interviews, assigned projects, and a student evaluation completed by the site supervisor.

An Internship Is Not:

- A part-time or full-time job that does not specify career related goals.
- Unsupervised volunteer experience.
- Routine, repetitive clerical tasks.
- A source of "easy" upper-division credit.

Program Criteria:

- At least 85 credits completed prior to enrollment and good academic standing with a 2.0+ GPA.
- Internships are (typically) off-campus with a non-college organization.
- **You must submit your proposal by the deadline stated below AND** meet with the Director of Internships to discuss the proposal. The internship program may deny any proposal that does not meet the internship criteria. Submitting the proposal by the deadline does not guarantee approval.
- Enrollment in a 3-credit internship course.
- Changing your job into an internship: to change an existing job into an internship you must:
 - Determine and assume increased responsibilities

- Establish skills to develop and new tasks to take on related to your career goals.
- If accepted, approval is provided by email to the Pillar College student email address. Typically, approval notices are sent 1-2 weeks after the proposal deadline.

Internship Criteria:

- The internship must be structured to meet the goals and expectations of both the student and the site; it will be **project-based** or involve **industry-specific** learning activities.
- The internship will be defined by the organization as an internship with time and resources allocated to identifying mutual goals and providing supervision, feedback, and evaluation.

Benefits

- Internships provide a bridge between the classroom and employment. Students will be immersed in a practical learning environment where they are able to integrate theories they learned in class with career-related experience. Students will have the opportunity to think critically about how the vocational experience integrated with their classroom studies.
- Internships assist students in job placement. According to The Washington Center, twenty-five percent of new full-time workers in the United States were recruited from internship programs.
- Students will gain networking skills and develop business contacts during internships. Students will have opportunities to develop and cultivate both supervisory and peer mentoring relationships during the internship experience. In addition, students will secure letters of recommendation and gain work experience for a résumé.
- Students will learn about their field of interest during internships in ways that are impossible in a classroom environment. Internships will allow students to confirm their choice of major and vocation through hands on experience in their chosen field. Students will discover whether they possess the skills, energy, and determination to succeed in their field.
- The internship program will also create beneficial partnerships between Pillar College and the community.

Learning Outcomes

- Students will find clarity in their vocational direction.
 - Measured by student journals throughout the internship as well as by written student self-evaluations, faculty evaluations, and site supervisor evaluations.
- Students will gain practical experience in writing a résumé.
 - Measured by the completion of a résumé during the third semester.

- Students will gain on-the-job skills in their field of interest.
 - Measured by student journals throughout the internship as well as by written student self-evaluations, faculty evaluations, and site supervisor evaluations.
- The internship may help students find work within their chosen field upon graduation.
 - Pillar College will assess the effectiveness of the internship program by measuring job placement upon student graduation, if applicable.

Types of Internships

Students practice creative thinking and explore innovative vocational possibilities. The Internship course, therefore, must be very flexible to ensure students receive experiential education that is relevant to their particular call. This can be accomplished by providing several possible categories of this internship experience.

Traditional Internship

Students will work in an academically relevant position in a church, ministry, business, or other organization gaining on-site experience in the field they are pursuing.

Service Learning

Students experience academic learning that takes place in a community setting. This could include work for a missions project or other service opportunity.

Student-Designed Experience

Occasionally God will call students to a new career path. In such cases, Pillar College will provide a cooperative learning experience that will be developed primarily by the student under the supervision of a faculty mentor and a site supervisor. Such a student will work closely with his or her mentors to gain an experience that will best prepare him or her to live out this call upon graduation.

Some departments within Pillar College will have strict requirements for Internship. All internships must have the approval of the Director of Internships and/or appropriate department head.

Recommended Schedule

In order to maintain the flow of the accelerated degree program, internships will be offered during the third and fourth semesters of the four semester schedule.

Third Semester in LEAD

- Attend the Internship Orientation class
- Create a résumé for use when pursuing an internship position
- Begin to research and/or confirm internship position

- Submit paperwork to Director of Internships no later than the end of the second course in the third semester. Applications Include:
 - Academic Agreement
 - Student Consent Form
- Meet with Director of Internships personally within the 10-week time frame to confirm internship choice and set it formally in motion.
- Continue to meet with Director of Internships every 5 weeks (or as needed, determined by the Director of Internships) while completing Internship
- Revise and refine résumé to include internship experience
- Submit a detailed written report (10-12 pages) using the Credit by Demonstrated Competency Learning Application Essay format as a guide
- Prepare and deliver a 10-12 minute oral report to the cohort and Director of Internships with a brief Q&A discussion following

Grading and Assessment

A Director of Internships or other designated faculty member will assess the student's growth throughout the internship. Assignments during the internship will vary by department and according to the responsibilities of each specific internship position. More details are listed below.

In addition to requirements for each specific department, student grades for the internship course will be based on evidence of academic, vocational, spiritual and other growth. This growth will be measured by:

- 30% Student journals
 - Journals should document a progression of honest thought processes, struggles, questions, and realizations throughout the experience.
- 5% Student self-evaluations
 - Students must provide an honest (positive as well as critical) evaluation of themselves.
- 20% Site supervisor evaluations
 - Student grades will not be marked down for negative evaluations. Evaluations should, however, demonstrate growth.
 - Consistent negative and positive evaluations with no evidence of growth will be a flag calling for further investigation.
- 5% Promptness and attendance
 - Students should arrive at or before the time agreed upon with the site supervisor and must not miss scheduled appointments.
- 5% Teachability
 - Journals and evaluations should demonstrate that the student is open to learning, admits and takes ownership for mistakes, and grows when mistakes are made.
- 35% Final Reporting
 - The oral report and written report given on Report Night, plus any data gleaned during the Internship period will also factor into the final grades

The assessment criteria listed above is purposely left broad. The syllabus created by each department and included in this manual will list more specific grading requirements and assessment criteria.

Obtaining an Internship

Each student is responsible for securing an internship. While it may be possible to obtain an internship in a very short amount of time, obtaining an internship is generally a lengthy process. *Do not wait until the last minute to begin searching for internship positions!*

Pillar College may aid students in obtaining internships, but obtaining this position is solely the responsibility of the student. Obtaining an internship is much like applying for a job. Students should create and submit a solid résumé, write and send proposal letters, contact potential employers, practice networking, talk with friends and acquaintances, practice interviewing skills, etc.

The Instructional Resource Center of Pillar College offers vocational assistance including help preparing for job interviews, dressing for success, preparing a résumé, questions to ask in an interview, and more.

Course Requirements

Internship positions will vary a great deal depending on the internship type, academic department, student goals, and site supervisor expectations. Each department will have different requirements for internships, and department heads will have the final say in setting these requirements. The following guidelines will be adhered to for most internship positions:

General Guidelines

- The student is responsible for securing the internship.
- Internships may or may not be paid depending on the field and/or employer. The amount of these stipends, if any, must be agreed upon by the intern and the employer before the start of the internship.
- The internship must not be “busy work” and must provide meaningful real-world experience within the student’s field of study.
- Participation of the site supervisor is required. Communication with the site supervisor will provide information needed for assessment of the student as well as of the relevance of the field experience itself (useful for future internships).
- Students must not do their internship in a family-run business and must not be supervised by family or close friends.
- Problems, complaints, and concerns about the internship position or site supervisors should be brought to the Director of Internships (and, if necessary, to the Director of LEAD, where applicable).

Timing

- Students will participate in a one-class-session orientation. The internship should begin within 10 weeks after the orientation session and end with the final presentation to the cohort at the end of the fourth semester, with a minimum of 20 weeks experience. Actual start and end dates will be agreed upon between the student and the site supervisor and will be documented in the Academic Agreement.
- Breaks and vacation days must be worked out in advance in writing with the site supervisor. The internship hours will generally follow the schedule of the employer, not the academic calendar of Pillar College. For example, students may be expected to be on duty during the internship on holidays.
- LEAD Students will devote roughly 40 hours to the internship role. Traditional Students will devote 90 hours. (This number may include corresponding paperwork, assignments, final paper preparation, etc.) The number of hours per week will be documented in the Academic Agreement.
- Note that full-time work will not exempt a student from the internship requirement.

Paperwork

- Students must create a “Academic Agreement.” Information about this agreement is available in the attached explanatory document.
 - This agreement must be signed by all parties: student, site supervisor, and Pillar College representative (department head).
 - This agreement should accomplish the following goals:
 - Provide a clear description of concrete learning results the student expects
 - Define long-term goals
 - Define methods of measuring progress – how will the student demonstrate that he/she has obtained the desired results?
 - Be evaluated at the end of the internship in a student self-assessment
- Reflection in the form of a student journal is maintained throughout the process. The required contents of the journal may vary by department, but the journal must record the internship experience in such a way that the student will demonstrate that the learning goals are accomplished throughout the experience. Specific requirements for the student journal will be provided before the start of the internship position.
- Students must sign an agreement of ethical behavior.
- Each step of the experience must be documented in such a way to assess and evaluate the experience. This assessment should come from the student, the college, and the site supervisor.
- To assist the student in the preparation of the comprehensive 10- to 12-page final paper, the students will be given a “Credit by Demonstrated Competency Manual” which provides excellent guidelines for the construction of a paper that will be evaluated for college level credit. In addition, assistance with grammatic and writing style issues is available from the Instructional Resource Center at Pillar College.

Handling Problems and Conflict

Conflict is the norm at times in the workplace. No vocation is free of conflict. Students are expected to handle conflict in a professional manner. Conflict can and should lead to growth and help prepare students for a healthy career.

Some conflicts, however, may be beyond what students are expected to bear. Sexual harassment, for example, can be a crippling experience that no student (or anyone else) should ever have to endure. Students should immediately report any instance of sexual harassment or any other major issue that arises during an internship experience to the, the Academic Dean, the Director of LEAD, a faculty mentor or other Pillar College faculty or staff. Pillar College will not tolerate sexual harassment or any other abuse of students and will investigate and act accordingly.

Internship Personal Reflection Journal

Description

The Personal Reflection Journal is designed to complement student growth throughout the Internship experience. Students will reflect on various elements of the experience in a way that will help students analyze career choices and vocation, grow as a potential employee, and gain the most from the overall experience. Students should answer some or all of the following focus questions **each week**. These focus questions are designed to assist students in reflecting and responding appropriately. Students do not have to answer all of these questions each week. Students may at times choose to write about appropriate reflection and response without addressing these specific questions. Adhering to these focus questions is, however, recommended.

Each student should turn in a copy of the Personal Reflection Journal at the end of the internship with the final paper. Each journal entry will be graded based on the quality and depth of reflection.

Focus Questions

Reflect on issues (positive or negative) in your internship. How did you address these issues? In hindsight, how should you have addressed these issues? How will you address the issues as you move forward in your experience? What theological questions does this issue raise?

Reflect on your experience working in this internship position. How has your experience impacted you spiritually, intellectually, physically, and/or emotionally?

How has your experience so far impacted your view of your chosen vocational call? What illusions did you have when entering the field? As you work through such illusions, is your understanding of your vocational call changing? How does this affect you theologically? How has your experience affirmed your vocational call? What steps do you need to take to best prepare yourself to serve God fully in this call?

How are your learning goals being met? What specifically are you learning? What would you like to be learning that you are not yet? What steps should you take to get the most out of the remainder of the internship?

Do you like the work you are doing in this experience? How do you get along with the people you are working with?

How is this experience contributing to your overall growth? How have you changed in this experience? What are some areas you need to change as you move forward? How should you respond to issues you are currently facing?

**Internship
Placement Assistance Form**

Placement Assistance Form

Name: _____

Phone Number: _____

Email: _____

Address: _____

Program of Study: _____

Are you currently working at a business or organization that is relevant to your field of study? Yes _____ No _____

If yes, what is the name of this business or organization?

What is the name and title of your site supervisor?

What is your current responsibility in this business or organization?

If you are not currently working in your field of study or prefer a placement outside of your current place of employment, please answer the following questions:

List any experience you have related to your field of study:

What geographic area do you prefer to serve in? (Ex: Urban setting, Somerset County, New York City, Rural NJ, etc.) _____

Do you have a car? Yes _____ No _____

Please describe the ideal internship setting:

Please describe the ideal site supervisor:

What are your learning goals for this experience?

Internship Academic Agreement

Participants

Student Name: _____

Cohort Name: _____

Site supervisor Name: _____

Business/Organization: _____

Address: _____

Pillar College
60 Park Place, Suite 701, Newark, NJ 07102 973-803-5000 www.pillar.edu

=====

Student Information

Student Needs: _____

Student Interests: _____

Business/Organization

What learning opportunities does the business or organization offer to the student?

How will the student benefit the business or organization?

Internship Academic Agreement

Students must list five learning goals. Students and site supervisors must then agree on vocational opportunities that will allow students to meet these goals. Responsibilities must be as specific as possible.

Learning Goal #1: _____

Responsibility: _____

Learning Goal #2: _____

Responsibility: _____

Learning Goal #3: _____

Responsibility: _____

Learning Goal #4: _____

Responsibility: _____

Learning Goal #5: _____

Responsibility: _____

Period of Contract: _____

Weekly Salary, if any: \$ _____ **Other: (Description)** _____

Site Supervisor Responsibilities

First, let us say “thank you” to the men and women who have volunteered to serve as site supervisors. Your good example and advice will be valued input as the students advance their careers, enhance their education, and build their networks.

A site supervisor has a challenging but potentially life-changing role in the student’s journey. The primary role of site supervisors is to provide the student with opportunities to reach each learning goal defined above. The Site supervisor should provide meaningful experience in the student’s field of study and should direct the student’s interests.

Your job as a site supervisor is to guide students. Students will want to know component parts of the ministry or business and have time and space in which to ask questions and receive guidance toward their goals. In addition, there are times when site supervisors help the students by sharing successes and failures. Your honest feedback will help the student immeasurably. Let the student know what is working, what could be done differently, and what needs improvement.

The site supervisor should meet formally with the student at least three times throughout the internship period to evaluate the student’s performance, assess achievement of learning goals, and adjust student responsibilities if necessary. Site supervisors should also meet less formally at regular intervals to provide feedback.

Pillar College will consult with the site supervisor as needed. Please feel free to contact the Director of Internships with any questions or concerns.

Signatures

I understand and agree to the responsibilities of the student and of the business or organization.

Student: _____ Date: _____

Site supervisor: _____ Date: _____

Director of Internships: _____ Date: _____

After all parties sign this form, students should provide one copy to the site supervisor, two copies to the Director of Internships, and keep the original.

Internship Student Evaluation Form

Student Evaluation Form

Person completing this form: _____ Student _____ Site supervisor

Evaluation Date: _____

Student Name: _____

Site supervisor Name: _____

Business or Organization: _____

This is the:

_____ 1st Evaluation _____ 2nd Evaluation _____ 3rd Evaluation

The purpose of this evaluation is to help students pinpoint strengths and weaknesses. Students should not arrive at an internship expecting to perform above average work in all areas. The internship is designed to help students gain experience that will lead to appropriate growth. Filling out this evaluation form honestly and subsequently discussing the evaluation with the student will provide tremendous opportunities for growth and will help the student to fully understand his/her strengths and weaknesses.

Please be aware that negative evaluations will not adversely affect the student's grade. Be encouraging but honest in your evaluation in order to help the student to see where growth is needed.

Given these goals, please answer the following questions:

1. State briefly your overall evaluation of the student's work during the semester.
2. What strengths are evident in the student's performance?
3. What are some areas in which this student needs improvement?
4. How enthusiastic is the student in the work he/she has performed?
5. How have the student's coworkers responded to this student?
6. Please rate the student in the following areas. Keep in mind that this form is to help students pinpoint areas where they should grow. Students should not expect to be very good in every category. Please be honest in your evaluation in order to best help the student to discern strengths and weaknesses. Negative evaluations on this form will not adversely affect the student's grade. You may leave any ovals blank that do not apply.

Personal Work Habits	Very Good	Good	Fair	Poor
Punctuality	θ	θ	θ	θ
Organizational skills	θ	θ	θ	θ
Dependability	θ	θ	θ	θ
Meets obligations	θ	θ	θ	θ

Relationships	Very Good	Good	Fair	Poor
Works comfortably with others	θ	θ	θ	θ
Respects authority	θ	θ	θ	θ
Assumes responsibility for his/her role in relationships	θ	θ	θ	θ

Vocational Responsibilities	Very Good	Good	Fair	Poor
Understands role and performs duties	θ	θ	θ	θ
Creative in completion of tasks	θ	θ	θ	θ
Demonstrates leadership skills	θ	θ	θ	θ
Protects confidentiality	θ	θ	θ	θ
Maintains proper relationships with clients	θ	θ	θ	θ

Personal Maturity	Very Good	Good	Fair	Poor
Demonstrates overall maturity	0	0	0	0
Assumes proper responsibility	0	0	0	0
Handle criticism well	0	0	0	0
Evaluates suggestions before reacting	0	0	0	0
Self-confidence	0	0	0	0

7. Please list any concerns or comments:

For site supervisor evaluations, only:
 I have read and discussed the evaluation with my site supervisor:

Student Signature:

Site supervisor Signature

Please return this confidential form directly to the Director of Internships in the envelope provided.

**Internship
Student Consent Form**

Student Consent Form

Pillar College strives to place students in the best possible internship position for each student's unique vocational call. During the application process, potential employers sometimes desire evaluations of students. In addition, situations may arise during internships that would necessitate conversations between Pillar College administration and employers. In order to be sure a particular position will provide the greatest possible benefit to both student and employer, Pillar College requests that students give permission to Pillar College staff and faculty to speak freely about a particular candidate.

I give faculty and staff of Pillar College permission to speak openly and freely with a site supervisor or potential site supervisor pertaining to matters concerning my internship.

Signature: _____

Date: _____

Internship Travel Release and Hold Harmless Agreement

I, _____, hereby certify that my participation in the **Pillar College Internship Program** from _____ to _____ is entirely voluntary. This activity is for my academic enrichment and benefit.

I understand and recognize that during my participation in the **Pillar Internship Program**, I am responsible for my own well-being. I also understand and appreciate the risks and hazards involved in participating in the **Internship Program**, which could include loss of property, serious injury, or loss of life. To the best of my knowledge, I am not aware of any physical disability or health-related reasons which would prevent or restrict my participation, and understand that any Pillar College personnel or agent(s) also participating in the **Internship Program** are not necessarily medically trained to care for any physical or medical problems that may occur.

I agree to hold Pillar College and its Trustees, employees, agents and/or representatives harmless from any and all direct, indirect, special or consequential damages, costs, legal or otherwise, which I may incur as a result of my participation in this Internship Program and/or during transportation to and from such activity. This Release/Agreement shall be binding upon my heirs, administrators, executors, and assigns.

In signing this release, I acknowledge and represent that I have read the Release/Agreement, I understand the terms of the agreement, and sign it voluntarily. No

oral representations, statements or inducements, apart from this written agreement, have been made.

I am fully competent, and I execute the Release/Agreement voluntarily on my own behalf fully intending to be bound by the content thereof.

Student Signature

Date

Person(s) to contact in the event of an emergency:

Name: _____	Name: _____
Phone Number: _____	Phone Number: _____
Email: _____	Email: _____
Address: _____	Address: _____
Relationship: _____	Relationship: _____

LEARNING APPLICATION ESSAY FORMAT (CDC)

1. Introduction Should be no more than 1 page in length.

Discuss the scope of your experience as an introduction to the evaluator. Include such things as years of service or personal experience, books and articles read or videos and tapes used, and any training received on the subject. All of the above are not required to write a successful Introduction.

2. Topic Paragraph and/or Transition Paragraph

Use this paragraph to identify to the evaluator the 6-10 principles which are crucial for understanding the subject matter or in demonstrating competency.

Ask yourself, "What are the things one must know to understand this subject?" Spend uninterrupted time digesting and sifting out the 5-10 elements, principles, theories, keys, components, requirements, ideas, concepts, laws and focal points of the subject. Tell the reader what you know about the subject specifically.

3. Body Should be 9-10 pages in length.

Use this space to introduce each individual principle. Then expand the discussion of the learning principle or idea. Explain to the reader your comprehension of this principle or theory.

After fully discussing the principles include illustrations and examples from your personal experiences which demonstrate to the reader the validity of the principle as it relates to the subject matter. Both positive (what you did do) and negative (what was not done) illustrations and examples can be used effectively.

At this juncture it is also good to indicate to the evaluator how this concept or principle has helped you in different situations or contexts away from your immediate experiential realm. How is this principle valid in other places?

4. Conclusion Should be a few paragraphs.

Restate the key components of the subject according to your understanding. Include any final observations of how this learning impacted you in your personal, professional and spiritual lives. Note how this learning has enriched your life or the lives of others. How has this experience expanded your horizons?

GOAL DESCRIPTIONS

What is a goal?

“A goal is an accomplishment that we want to have happen in a given time frame. In addition, we are willing to commit time, energy and other resources toward its accomplishment and have the focus, courage and skill to face obstacles that, if not overcome, would prevent it from happening” (*The Christian’s Guide to Effective Personal Management*, 143).

Learning Goals set objectives within the courses that the student wants to meet. Learning Goals will have the following characteristics:

S – Specific. A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal, you need to answer some or all of these questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location.

When: Establish a time frame

Which: Identify requirements and constraints

Why: Specific reasons, purpose or benefits of accomplishing the goal.

M – Measurable. Establish concrete criteria for measuring progress toward the attainment of each goal you set. To determine if your goals is measurable, ask questions such as:

How much?

How many?

How will I know when it is accomplished?

A – Attainable. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them.

R – Realistic. To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. Your goal is probably realistic if you truly *believe* that it can be accomplished.

T – Time Bound – A goal must have a target date. If you desire to make a million dollars, but don't set the timeline for it, it won't be motivating. A deadline too far in the future is too easily put off. A goal that's set too close is not only unrealistic, it's discouraging.

Long Term Goals are simply a description of what you want for yourself in the future – say about three to five years out. The best way to define them is to give examples: graduate college, get a good job, find a life partner, get rich quick, etc . . . A goal is not a plan, it's more like a wish list with (hopefully) a basis in reality.

Set short term goals to reach your plan. Learning Goals are short term goals.

What do I want to have completed 6 months from now?

What steps should I have taken toward the goal 6 weeks from now?

What do I need to do today?

Once you are able to write a description of what it is you want to learn, you can take this description with you to your interview with the person you will be reporting to, and together, be able to establish real-life learning goals (or learning outcomes). Sometimes, although the goal seems realistic, the person who is actually working in the field will have a more valuable goal to offer, or may be able to tweak your goal to make it attainable in the amount of time you have to work with. It's important to share your goals with the person you will be working with closely.

Here are some good examples of Learning Goals:

Let's say that your Internship will be conducted in a Hospital. For Business Administration and Management students, you will be running the Cafeteria. For Psychology and Counseling students, you will be working on the Psych Ward. For Biblical Studies students, you will be working with the Chaplain.

1. BUSM

- a. Understand the role of personnel and daily operations in the success of the café. What does each worker do? Why is it important to the overall operation? Could operations be streamlined? How?
- b. Understand inventory management, the relationship with vendors, the ordering process, accounts payable. Why do we use the vendors we have? What makes them superior to others?
- c. Understand the market we have in the hospital. Who are the customers? What are their needs? How do we advertise to them? How do we drum up new business?
- d. Understand the accounting functions of a restaurant. How are they different from retail? Wholesale? Read and understand accounting reports.
- e. Understand government accountability for cleanliness, foods that are served, café workers, government licenses, inspections, etc.

2. BABS

- a. Understand the role and responsibility of a Chaplain serving in a hospital setting. What are the career opportunities available for Chaplains? Is this always a volunteer position, or do Chaplains receive pay? Do they lead services in the Chapel?
 - b. Understand the legal constraints on the Chaplain's services.
 - c. Understand how to meet the needs of patients that are not Christians when they ask for prayer, or ask for their scriptures to be read to them, or rituals be performed that are not Christian.
 - d. Understand how to comfort the patient's family during surgery, or when death seems imminent.
 - e. Understand that the hospital staff, including professionals, may have spiritual needs when they are treating terminally ill patients.
3. BAPC
- a. Understand the role and responsibility of a Psych intake worker in the Emergency Room of Community Hospital.
 - b. Understand and be familiar with the forms that are required to be completed for each patient.
 - c. Be familiar with the terminology for mental illness, required to complete the forms and communicate effectively with the rest of the staff.
 - d. Understand the symptoms of various mental illnesses, and be able to differentiate the different symptoms of drug-induced mental illness.
 - e. Develop listening skills and empathy for the patients.

Each goal must include several components:

- 1) Identify the assignment, the tactics to accomplish the task and the expected date of completion.
- 2) Identify results you can measure and track to determine success.
- 3) Make sure the results are reasonable and can be attained.
- 4) Make sure each assignment and corresponding measurement is relevant to overall organization objectives.
- 5) Create a timeline that incorporates the start time, midterm review and adjustments, and completion of each goal.

Write, edit and re-write goals until they are clear and will help manage objectives. Include fallback plans should circumstances develop that require re-evaluation of assignments or objectives.

Review all goals. Intern and supervisor must discuss each goal separately to ensure that each one can be achieved and measured.

Finalize the goals. Make any necessary and agreed-upon adjustments. Mutually agree to follow the plan and communicate regularly to refine the goals as required.

ASSESSMENT

Every course and every student is assessed to determine if the Learning Goals were met. This is a part of the Internship experience as well. You and your Supervisor will turn in evaluations of your work. You will write a report, and create a 10 minute oral presentation. You will write reflective journal entries every day that you work toward your learning goals. Your instructor will evaluate all of this for a grade. Remember that the experience is the most important part of the course. Even when you fail at doing all you hoped to accomplish, you have learned new things that will help guide your choices in the future.

Works Cited

Johnston, Jon. *Christian Excellence: Alternative to Success*. Grand Rapids, MI: Bakers Book House, 1985. Print.

Lundin, Stephen C., Harry Paul, and John Christensen. *Fish!: A Proven Way to Boost Morale and Improve Results*. New York, NY: Hyperion, 2000. Print.

Oosting, Kenneth W. *The Christian's Guide to Effective Personal Management*. Franklin, TN: JKO Pub., 1997. Print.