

**Internship Learning Covenant**  
*Youth and Family Ministry*  
(revised: February 21, 2014)

NAME OF INTERN \_\_\_\_\_

STUDENT E-MAIL \_\_\_\_\_

NAME OF FIELD MENTOR \_\_\_\_\_

NAME OF INTERNSHIP SITE  
\_\_\_\_\_

SITE MAILING ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

SITE PHONE # \_\_\_\_\_

FIELD MENTOR E-MAIL \_\_\_\_\_

***To be completed by Field Mentor:***

Period covered by this agreement (dates) from \_\_\_\_\_ to \_\_\_\_\_

REMUNERATION AND/OR LOVE OFFERINGS \_\_\_\_\_  
\_\_\_\_\_

Specify ALL items other than cash or salary being offered (housing, meals, insurance, transportation, reimbursements, allowances, budgets, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How taxes and reimbursements will be handled: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Assignment of office hours and office space:

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The Field Mentor must have weekly one-hour conferences/debriefing with the intern. The time and place can be mutually arranged by the intern and the supervising minister. This time needs to be scheduled (without interruptions). If needed, an additional co-mentor may be assigned should the Field Mentor be away. The university requests that the Field Mentor miss no more than two of these weekly meetings.

The time and location of this will generally be: \_\_\_\_\_

As part of the mission of Mid-Atlantic, the Internship program seeks to assist students in understanding the environment and culture for the world in which they live and work. Cultural differences can be in many areas: ethnic, racial, gender, age, socio-economic, etc. The following outcomes for students have been established in this area and we ask Field Mentors to be especially cognizant of how students are achieving these goals. Discussion of these areas would be of value during the weekly mentoring meetings.

1. Students will be able to use their knowledge of cultural differences to navigate intercultural experiences successfully.
2. Students will be able to demonstrate interest in other cultures through initiating inquiry and interaction.
3. Students will be able to suspend premature judgments when interacting cross-culturally.

The intern is expected to attend the following regularly scheduled services or meetings:

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The intern is to carry out the following specific responsibilities on a regular basis during the internship.

-The intern must be involved in a session training volunteers.

-One educational program that has been chosen for the intern to focus specifically on for development and implementation should be included. Students receiving NCFR Provisional Certification must complete a 3-5 page reflection paper that identifies how Family Life Content areas were implemented in internship experiences and/or teaching.

-Reflection paper required FOR ALL students related to what needs related to families were experienced in the internship. Those receiving CFLE licensure must highlight how the following NCFR content areas were experienced: Families in Society, Internal Family Dynamics, Human

Growth and Development, Human Sexuality, Interpersonal Relationships, Family Resource Management, Parent Education and Guidance, Family Law and Public Policy, Professional Ethics, Family Life Education Methodology. (See addendum)

Daily expectations:

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Weekly expectations:

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Special activities (camps, special programs, etc.)

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The intern reports directly to:

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Questions or grievances concerning the intern or the internship are to be directed to:

*(Please also attach a complete job description if available)*

Any other items specifically agreed upon? (vacation/time off, relationships, dress code, conduct, etc):

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***To be completed by the Intern:***

What specific goals would you like to accomplish by the completion of this internship?

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What expectations do you have of the internship and/or the Field Mentor?

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Review your goals from the Internship Orientation class with your Field Mentor. Attach these goals to this learning covenant.

**PLEASE REVIEW TO MAKE SURE ALL ASPECTS OF INTERNSHIP EXPECTATIONS ARE COVERED.**

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By Signing below, all persons agree to complete and fulfill the Learning Covenant details above. All understand and consent for this information and subsequent files, papers, forms or issues to be shared or summarized with appropriate persons before, during or after the internship for grading, conflict resolution, arbitration, debriefing, etc. All will strive to see that guidelines are met and paperwork is completed on time.

**Signatures (all required – electronic signature accepted).**

\_\_\_\_\_ Date \_\_\_\_\_  
Student Intern

\_\_\_\_\_ Date \_\_\_\_\_  
Internship Field Mentor

\_\_\_\_\_ Date \_\_\_\_\_  
Faculty Mentor

## ADDENDUM

August 1, 2013

Interns in Youth and Family Ministry  
Interns in Family Studies  
Interns in Certificate of Family Life Education

Final Papers in Internship

### **All Interns**

This memo is sent with the goal of providing some guidance in one of your final writing assignments for your internship. As you have worked with youth and families in the course of your internship, you have observed that people have different needs (both on the global and local level). You are to write a final reflection paper related to these global and local needs which you have observed. Tell us about some of the needs you have seen in the lives of people. Offer some suggestions as to why those needs exist. Most important, identify potential methods and/or programs which might be used to help address and perhaps overcome the need. Be specific. Be realistic. With a little bit of work your ideas should be able to actually be implemented to help those suffering or in need. There is no suggested page length. Write with sufficient detail so that we can see an honest appraisal of what needs exist in the lives of youth and family and some strategies that could be employed to help respond to the needs. Use standard formatting for your paper (e.g., one inch margins, double space, standard size font).

### **Interns seeking Family Life Educator Certification by the National Council on Family Relations (Family Studies majors and Certificate students)**

This memo is sent with the intent of providing some guidance in one of your final writing assignments for your internship. You are to write a paper that addresses the substance areas of the National Council on Family Relations. Organize your paper in the following way. List the substance area and then in one or two paragraphs relate how that area was evidenced in your internship. For example in the substance area of "Describe age appropriate teaching methods," tell how you used age appropriate teaching methods during your internship. Or, in the substance area of "Analyze various models of parenting," tell of two different parenting approaches that you witnessed in the course of your internship. Some areas may not have been a part of your internship, in which case you may not have data to include (e.g., maybe you did not observe or interact with aspects of family law). Use standard formatting for your paper (e.g., one inch margins, double space, standard size font). There is no suggested page length. Simply identify the substance area and then give one or two paragraphs. Substance areas include:

**FAMILIES & INDIVIDUALS IN SOCIETAL CONTEXTS** Structures and Functions; Cultural Variations; Dating, Courtship, Marital Choice; Kinship; Cross-Cultural and Minority; Changing Gender Roles; Demographic Trends; Historical Issues; Work/ leisure & Family Relationships; Societal Relations

**INTERNAL DYNAMICS OF FAMILIES** Internal Social Processes; Communication; Conflict Management; Decision-making and Goal-setting; Normal Family Stresses; Family Stress & Crises; Special Needs in Families

**HUMAN GROWTH AND DEVELOPMENT ACROSS THE LIFESPAN** Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging

**HUMAN SEXUALITY** Reproductive Physiology; Biological Determinants; Emotional and Psychological Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values and Decision-Making; Family Planning; Physiological & Psychological Aspects of Sexual Response; Influence of Sexual Involvement on Interpersonal Relationships

**INTERPERSONAL RELATIONSHIPS** Self and Others; Communication Skills; Intimacy, Love, Romance; Relating to Others

**FAMILY RESOURCE MANAGEMENT** Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions

**PARENT EDUCATION AND GUIDANCE** Parenting Rights and Responsibilities; Parenting Practices/Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles Across the Life Cycle

**FAMILY LAW AND PUBLIC POLICY** Family and the Law; Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family

**PROFESSIONAL ETHICS & PRACTICE** Formation of Social Attitudes and Values; Recognizing and Respecting the Diversity of Values; Examining Value Systems and Ideologies; Social Consequences of Value Choices; Ethics and Technological Changes; Ethics of Professional Practice.

**FAMILY LIFE EDUCATION METHODOLOGY** Planning and Implementing; Evaluation; Education Techniques; Sensitivity to Others; Sensitivity to Community Concerns and Values