

Intercultural Studies

Internship Handbook



TABLE OF CONTENTS

Contact Information	5
Specific Expectations for Intercultural Studies	7
General Information	8
1 Hour Credit Internships Overview	8
2 Hour Credit Internships Overview	8
Checklist and Instructions	9
Phase I- Beginning Discussions and Applications	9
Phase II- Pre-Field Work	9
Phase III- Field Work	9
Phase IV- Post Field Debriefing	10
Samples	11
Learning Covenant Sample	13
Journal Sample	15
Evaluation Forms	17
Early Interest Form	19
Pre-field Self-Evaluation	20
Field Mentor’s Mid-Term Evaluation	21
Field Mentor’s Final Evaluation	22
Competencies Assessment	23

CONTACT INFORMATION

For general college/contact information:

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For specific information about your internship:

Faculty supervisor Danny Harrod
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Email address dharrod@boisebible.edu
Cell phone (208) 914-5251

For general internship information, or if you cannot contact your Faculty Supervisor:

Internship coordinator Nadene Mack
Office Phone Number (208) 376-7731
Email address nmack@boisebible.edu

Specific Expectations For Intercultural Studies

GENERAL INFORMATION

Our Intercultural Studies Internship Program strives to challenge, guide and support you in becoming an effective cross-cultural servant. Four-year bachelor students will earn two of their four required internship credits through a significant overseas ministry experience of 8-12 weeks. Students seeking Associate degrees or Intercultural Studies Minors will also complete two credit hours in cross-cultural settings. Mr. Harrod will help you develop your internship goals and connect you with a field mentor that can guide your cross-cultural ministry development.

1 Credit hour Internships Overview

One-hour internships must consist of a minimum 50 hours, and are crafted to your specific interests through one of the following experiences:

- 1) A short mission trip outside of the U.S.
- 2) A local cross-cultural service within the U.S.
- 3) Working at a mission-minded church in the U.S.

What you will experience on a one-week internship outside of the U.S. are:

- ▶ The process of organizing a successful short term trip
- ▶ Developing partnership with nationals and long term missionaries
- ▶ Empowering the national church

What you will experience by working cross-culturally inside the U.S. are:

- ▶ Exposure to basic language training
- ▶ Engagement with unique cultural behaviors
- ▶ Self-assessment of your cultural intelligence
- ▶ Development of cross-cultural relationships

What you will experience about missions by working at a local church are:

- ▶ Engagement with local mission programs
- ▶ The administration of mission funds
- ▶ Involvement in mission education
- ▶ Planning for a short term church mission trip

2 Credit hour Internships Overview

Sometime between your sophomore and senior year, you will experience a significant guided overseas mission internship of 8 to 12 weeks in length.

Some of the things you will experience by **working overseas** are:

- ▶ Honest assessment of your mission role for the future
- ▶ Modeling and mentoring from experienced missionaries
- ▶ Immersion into a foreign culture
- ▶ Evaluation of your strengths and weaknesses in a foreign setting
- ▶ Training in language and culture

Internship Checklist & Instructions

This section is a detailed description of assignments you will complete in order to receive credit for your internship. Below you will find a checklist of the things you need to do prior to, during and following your internship. Please check the appropriate boxes as you complete every step in the internship.

Please check the appropriate box as you complete every step in the internship process.

Phase I- Beginning Discussions

- Satisfactorily **complete Sophomore Seminar**.
- Thoroughly **read two Intern Handbooks:** The General Information Internship Handbook and the Intercultural Studies Internship Handbook.
- Attend all scheduled meetings** with Mrs. Mack, your Internship Coordinator. (*Note: A significant percentage of your grade will depend on attending all meetings and turning in assignments on time.*)

Phase II- Applications & Pre Field Work

- Fill out the **Internship Interest Form** and schedule a meeting with Mr. Harrod, your faculty supervisor. The Internship Interest Form is found in the *Evaluation Forms* section.
- Make official request to field mentor** for your involvement and commitment.
- Create a Learning Covenant** after an approved internship site has been selected. The Learning Covenant is an agreement between you, your field mentor, and your faculty supervisor. It is an important document explaining what you will be doing during your internship and what you hope to learn. The Learning Covenant will state 1) Overall purpose of the internship 2) Ministry responsibilities and 3) Personal Goals. It will take at least two attempts to turn your rough draft into a final copy that will be signed off by your faculty supervisor, your field mentor and yourself. See the “Samples” section of this handbook for a sample Learning Covenant.
- Develop a **financial budget and plan**.
- Dedicate a specific amount of time each week in personal or group **prayer** about this internship.
- Prepare a five-minute **personal testimony**.
- Write a **two-page history** about your host country and the history of the mission work in the area you will serve.
- Complete **Pre-Field Self-Evaluation Form** and submit it to your faculty supervisor.

Phase III- Field Work

- Record **journal entries**. You are expected to record a journal entry daily, when possible, under four main categories. You will find an example in the “Sample” section of this handbook
 1. Daily events, which involves both a brief description and reflection.
 2. Cultural observations
 3. Missions observation (this involves mission strategies and/or methods you observe)
 4. Bible reflections (preferably something taught or discussed that day)
- Build your **personal portfolio**. Your portfolio should be compiled and submitted to your faculty supervisor at the completion of your internship. It will include artifacts of ministry events such as

meeting notes, lessons plans, sermon notes, calendar, book review, and your historical record (see below for instructions on the **historical record* and ***book review*). All artifacts may be scanned and placed into one document to be submitted digitally. Your portfolio should be finished and turned in within 2-3 weeks after completing your internship. Please arrange with Mrs. Mack a specific date to turn in your portfolio.

**Historical Record* (minimum of 4 pages double spaced) which addresses the following:

- A brief account your travel experiences and general ministry activities
- An introduction to 3 key people that played a significant part in your experience and development.
- The most disturbing or confusing aspects of the internship
- The most inspiring moments of your internship
- The most significant lessons you learned about mission theory and strategy
- The most significant lessons you learned about yourself on this internship

***Book review* (approximately 2 pages double spaced). The faculty supervisor (Mr. Harrod) will assign you a book to be read during your internship that can inform and shape your experience. In your book review you must:

- Give the biographical citation of the book you read
- Write a one-page summary of the contents of the book
- Write a one page application page that describes how the book was or could be applied in practical ways to mission work today

- Meet weekly with your field mentor** to listen to their expectations, learn cultural lessons, receive instruction, address your questions and find support. Remember to be a learner. *Avoid giving advice to your field mentor.*
- Ensure the field mentor's **midterm and finals evaluation** are filled out. Your field mentor can emailed the evaluations to the internship coordinator (Mrs. Mack). The internship coordinator will also email a reminder to your field mentor with instructions during your internship. Mrs. Mack's email address is (nmack@boisebible.edu).

Phase IV- Post Field Debriefing

- Turn in your portfolio to your Internship Coordinator (Mrs. Mack).
- Meet with your field supervisor (Mr. Harrod) for two debriefing sessions after completion of your internship and portfolio to optimize your learning. You will be responsible for arranging the dates to debrief with Mr. Harrod
 - ▶ Date & Time of 1st Mtg: _____
 - ▶ Date & Time of 2nd Mtg: _____

SAMPLES

Boise Bible College Internship Learning Covenant

Intern Name: _____
Personal phone #: _____
Office Phone #: _____
Email address: _____
Skype (missions): _____
Facebook (missions): _____
Mailing Address: _____

Organization: _____
Field Mentor: _____
Office Phone #: _____
Personal Phone #: _____
Email address: _____
Mailing Address: _____

Today's Date: _____

Class Code: _____

of expected credits: 1 2

Dates of Internship: _____

Faculty Supervisor: _____

Academic Advisor: _____

Primary/Overall Purpose for Internship:

(What is the primary reason or outcome for doing this internship?)

Ministry Responsibilities:

(List specific tasks/actions you will be responsible for)

Personal Goals for Ministry:

(List goals based on those competencies you intend to learn or
How you hope to grow through your internship)

Assignments:

(Country research, book reviews, etc. will be added by Mr. Harrod)

Intern Signature: _____ Date: _____

Field Mentor Signature: _____ Date: _____

Faculty Supervisor Signature: _____ Date: _____

SAMPLE JOURNAL

ACTIVITY	DATE	DESCRIPTION	REFLECTION
Daily Event (significant happening of the day or past few days)	June 1	Our core group, Janet, Philip and I visited the Director of HIV/AIDS Orphans program in the morning. We had tea and discussed the details, successes and complications of this ministry. After tea we visited several homes where AIDS orphans are staying.	It was so great to experience such hands on and caring work today. I was pretty tired by the time we finished walking through the Jogogo. This neighborhood is known for its high percentage of AIDS orphans. We visited 13 homes in all today. I wonder how the ministry team that works this part of the city deals with such poverty and despair on a daily basis.
Cultural Observation	June 1	It appears that every time we gather for a meal, the men are seated at one table and the women eat in the kitchen	John said that this culture is hierarchal and that you very seldom see men sitting with women in a public setting.
Missions Observation (involving mission strategies and/or methods)	June	It looks like the main way of reaching out to the children is through the community soccer games.	The youth of this city aren't coming to the Sunday church service but they are responding well to any kind of games or activities that we do. I wonder what the best way is to share the gospel with this generation?
Bible reflections	June	The scripture of the day was Philippians 3:20, "but our citizenship is in heaven."	Being away from home and living as an alien in a foreign country is helping me to appreciate my home. This is giving me new perspective on how God wants me to long for my home in heaven.

EVALUATION FORMS



Early Interest Form- Intercultural Studies

(To be filled out during your 1st meeting with Mr. Harrod before you choose your internship destination)

Name: _____ Date: _____

Cross-cultural outreach is multifaceted with many options today. Therefore, in order to better serve you, please answer the following questions to determine your personal areas of interest.

1. Check the box or boxes that indicate your greatest areas of interest in mission service.

- | | |
|--|--|
| <input type="checkbox"/> Aids ministry | <input type="checkbox"/> Media (cross-cultural specific) |
| <input type="checkbox"/> Aviation | <input type="checkbox"/> Medical missions |
| <input type="checkbox"/> Bible Translation and related work | <input type="checkbox"/> Children's work |
| <input type="checkbox"/> Literacy work | <input type="checkbox"/> Refugee ministry |
| <input type="checkbox"/> Church planting (facilitating new churches in cross-cultural setting) | <input type="checkbox"/> Relief Work (disaster and famine) |
| <input type="checkbox"/> Community Development | <input type="checkbox"/> Supportive Ministry to the missionary community |
| <input type="checkbox"/> Human trafficking (child sex slavery, work slaves, etc.) | <input type="checkbox"/> Urban outreach (cross-cultural) |
| <input type="checkbox"/> Leadership Training cross-culturally | <input type="checkbox"/> Youth Ministry (international) |
| | <input type="checkbox"/> Other |

2. What mission experiences have you already had, if any?

3. Would your friends and family agree that your spiritual life currently reflects a missionary heart?

4. What part of the world or people/language group do you wish to be involved?

5. When would you anticipate being able to participate in your 1 credit hour (equivalent to a 1 week short term mission trip) cross-cultural experience?

6. When would you anticipate being able to participate in your 2 credit hour 8-12 week overseas internship?

7. Do you currently have any health or personal problems that could inhibit you from full participation in the internship program?

Pre-Field Self Evaluation Form- Intercultural Studies
 (To be filled out prior to leaving on your internship)



Name: _____ Date: _____

Please evaluate yourself in relation to the following using this key:

- 1 -- I do not understand this
- 2 – I display limited understanding of this
- 3 – I understand this and have some success using it
- 4 – I am able to practice this most of the time
- 5 – I use/practice this very effectively

Descriptions	1	2	3	4	5
Approaches life as a learner					
Exhibits appropriate social skills when interacting with others					
Lives a godly life					
Aware of own limitations and strengths					
Develops long-term, meaningful relationships					
Considerate of other people’s feelings					
Identifies a need for change and can help others to move toward that change					
Shows an ability to be flexible, open and adaptable					
Helps others cultivate their abilities and reach their goals					
Respects authority and rules					
Lives a pure life without participating in sexual immorality					
Welcomes difficult assignments					
Recognizes and meets the emotional needs of others					
Views life positively					
Seeks to improve own performance and performance of others					
Takes the initiative to move things forward					
Shows an entrepreneurial spirit (self-starter)					
Manages and moves conflict toward resolution					
Maintains a right relationship to money and possessions					
Models personal authenticity and openness in relationship with others					
Enjoys working with people					
Sacrifices self-interests for the sake of others					
Works hard and responsibly					



Field Mentor Mid-term Evaluation

Intercultural Studies

(To be filled out half way through the internship by the Field Mentor)

Intern's Name: _____ Field Mentor: _____

Date: _____ Internship site: _____

1. How is the intern responding to your supervision and guidance? Does the intern take direction and correction well?

2. How well is the intern working with others?

3. What are two of the best things your intern has done so far?

4. What is one area you would especially like to see the intern work on in the remaining time with you?

5. Please review the Intern's Learning Covenant and discuss with the intern your thoughts concerning their progress with internship's purpose, responsibilities and competencies.

Intern Competencies Assessment For Intercultural Studies

Note to the Student: This form is to be filled out by the field mentor. He/she will assess the following competencies at the end of your internship. Ignore the competencies that do not apply to your context.

Student:

Date:

Competency	Rating	Comments
<p>Contextualization Facilitates an indigenous church that reflects the local unique social and cultural preferences</p>	<input type="checkbox"/> Proven track record of strong indigenous leaders and churches adhering to biblical practices reflecting cultural preferences <input type="checkbox"/> Raising up indigenous leadership; Facilitates without controlling; Fosters biblical practices reflecting cultural preferences <input type="checkbox"/> Aware of paternalistic tendencies; Respects indigenous leadership; Strives to isolate tradition from normative theology <input type="checkbox"/> Unaware of paternalist and colonial thought patterns and their implications <input type="checkbox"/> Paternalistic/colonial approach; Unnecessary levels of control; Unfiltered inclusion of American traditions	
<p>Cultural Sensitivity Operates with an awareness and sensitivity to customs and norms of the people; aware of potential risks of ministering in any kind of "cross-cultural" environment</p>	<input type="checkbox"/> Observant, caring, and effective in a broad cultural range <input type="checkbox"/> Comfortably navigates cross-cultural settings <input type="checkbox"/> Observant and open to other cultures <input type="checkbox"/> Tends to blunder in cross-cultural settings <input type="checkbox"/> Insensitive and harmful outside of his/her home culture	
<p>Partnership Development Has the entrepreneurial knowledge and skills as well as the personal and relational traits needed to engage in collaborative mission work</p>	<input type="checkbox"/> History of attracting, mobilizing, and retaining long-term ministry partners <input type="checkbox"/> Highly motivated; Communicates vision effectively; Attracts ministry partners <input type="checkbox"/> Demonstrates initiative; Has a clear vision; Strong communication and relational skills <input type="checkbox"/> Has good intentions but poor follow through; Struggles to win people to the vision <input type="checkbox"/> Lacks vision and drive	

<p>Cross-Cultural Communication Communicates appropriately with persons and groups in cultures other than one's own; The valued rules, norms, and expectations of the host culture are not violated significantly</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates fluently in the local language using appropriate non-verbal cues <input type="checkbox"/> Strong social awareness in the host culture; Can operate comfortably using the local language <input type="checkbox"/> Socially aware in the host culture; Limited ability to communicate in the local language <input type="checkbox"/> Weak communication skills and limited social awareness <input type="checkbox"/> Unaware of extent of misunderstanding and offense caused by attempts at communication 	
<p>Worldviews Can articulate the differences between the beliefs, values, and behaviors of one's culture and those of another</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates cross-culturally through extensive knowledge of worldviews and cultures <input type="checkbox"/> Understands people in the context of their culture, worldviews, and beliefs <input type="checkbox"/> Able to identify significant differences between one's own beliefs, values, and behaviors and those of another culture <input type="checkbox"/> Aware of differences between cultures but struggles to articulate clearly what they are <input type="checkbox"/> Unaware of differences between one's culture and those of another 	
<p>Self-Discipline Can do what needs to be done when it needs to be done; moral self-control; overall life of discipline</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Solid self-starter; Vigorously exercises self-management <input type="checkbox"/> Needs minimal oversight; Broad pattern of self-management <input type="checkbox"/> Has a reputation for being reliable <input type="checkbox"/> Needs to be monitored and prodded <input type="checkbox"/> Has reputation of being unreliable and undisciplined 	
<p>People skills Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completely "gets" people and connects with them <input type="checkbox"/> Understand people well <input type="checkbox"/> Works hard at understanding people <input type="checkbox"/> Occasionally seems unaware of where people are at <input type="checkbox"/> Completely unaware of where people are at 	
<p>Organization and Administration Capable of planning and managing the details involved in successfully running ministry teams and events</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Trusted to handle complex programs, high profile events, teams of powerful people <input type="checkbox"/> Track record of solid planning and execution; Doesn't require supervision <input type="checkbox"/> Planning and execution generally run smoothly; Requires minimal supervisor input <input type="checkbox"/> Usually needs help to resolve issues in planning or execution; Requires heavy supervision <input type="checkbox"/> Can't be trusted to run teams, programs, or events 	