



This Learning Covenant establishes an agreement of learning and skill development as well as mutual trust between the student/intern, the approved site supervisor, and the approved guidance committee, within the context of the community of faith or other institution/organization that shall serve as the host site for the agreement. As such, this Covenant should be developed through careful consideration and conversation to best support both the needs of the learner and the needs of the site, and should ensure an ongoing partnership with the work God is already doing herein.

STUDENT INFORMATION

Student Name: **Jo Spartan**

Student ID Number: **12345**

Approved SPM Setting: **Green Acres Church**

Approved SPM Supervisor: **Rev. Pat Pastor**

Approved SPM Guidance Committee Chair: **Alex Leader**

SPM Term/Year: **Fall 2024**

THE COVENANT

The Learning Covenant is divided into four competency areas, ministry, leadership, spirituality, and wellness, to model learning and development for the whole person. For each competency area, complete the following:

- Select one specific focus for each of the four competency areas from the list provided. If none are an adequate fit, select Other and provide an explanation.
- Establish at least one goal for learning in this competency. What specifically do you want to learn, improve, develop, or achieve related to this competency?
- List the methods or ways you will develop and learn through your learning goal(s). Include specific responsibilities, skills, practices, etc. that you will use throughout your internship.
- List the resources you will utilize to further your learning toward your learning goal(s) in this competency area. Select at least one literary resource that interests you, one human resource within your context, and one additional resource suggested or provided by your site, denomination, or other useful structure. Students will be expected to review these resources as a part of their learning in this competency area.
- Define the means of feedback/evaluation to be used to document/measure learning in this competency area. Feedback and evaluation should be closely related to the kinds of responsibilities, skills, practices, etc. to be utilized in learning.

Ministry Competency:

Select one of the following competencies to focus on: Preaching; Visitation; Pastoral Care; Leading Worship; Teaching Responsibilities; Evangelism; Committee Responsibilities; Planning and Administration; Ecumenical Cooperation; Other

Competency selected: **Pastoral Care**

Learning goal(s) for this competency: **1) I will demonstrate active listening as an effective tool of pastoral care through practices of attention, reflection, deferring judgement, and meaningful responses. 2) I will establish healthy routines around pastoral care visits that support my own reflection, growth, and processing as a carer.**



Description of internship responsibilities within this competency:

- **Serve as primary provider of pastoral care each week for congregation members with unexpected needs**
- **Establish routines of regular pastoral care visits for congregation members who are infirmed, shut-in, and under care of hospice or other long-term care**

Description of methods for learning within this competency:

- **Produce at least three verbatims following care visits to aid in reflection of visit**
- **Document brief lists of demonstrations of quality active listening and areas of improvement based on self-observation**
- **Review resources from Caregiving I and II on active listening and self-care**
- **Establish and follow through with a basic routine before, during, and after a care visit that is healthy and helpful**
- **Request at least one supervised care visit with an elder or deacon of the church for the purpose of observation and feedback**

Resources to support this competency:

Literary Resource: **McMinn and Phillips, *Care for the Soul***

Human Resource: **Rev. Pastor**

Denominational/Site Resource: ***Listening Ministry, recommended by Rev. Pastor***

Means of evaluation/feedback for this competency:

- **Review at least one verbatim with Rev. Pastor and discuss what was learned within the care visit**
- **Reflection on the usefulness of the established routine at midpoint to make adjustments, and at end point**
- **Elder/deacon evaluation of supervised visit(s)**
- **Scheduled discussion with Rev. Pastor on the book list provided for pastoral care**

Leadership Competency:

Select one of the following competencies to focus on: Advocacy for Marginalized/Abused; Affirming Skills; Community Organizing; Conflict Management; Listening Skills; Peace and Justice Ministry; Small Group Leadership; Other

Competency selected: **Small Group Leadership**

Learning goal(s) for this competency: **1) Discover the administrative and curricular needs of small groups at Green Acres, 2) Develop a system of administrative support for small groups, 3) Create or provide curricular support for small groups**

Description of internship responsibilities within this competency:

- **Meet with all small groups at Green Acres during a regular gathering for each**
- **Create lists of meeting times, locations, topics, and catalog for church records**
- **Locate or develop simple curriculum for each group based on needs and desires of each group**
- **Actively participate in one small group as a member, not a leader**



Description of methods for learning within this competency:

- **Seek out recent church records on small groups, if any, and determine administrative records style of the setting**
- **Employ active listening with each group to identify needs and desires of each group**
- **Research curricular options for small groups**
- **Observe leadership structure of one small group and reflect on strengths and opportunities**
- **If developing curriculum, review course resources from Discipleship and Teaching**
- **Review leadership resources provided by Rev. Pastor**

Resources to support this competency:

Literary Resource: *The Field Guide for Small Group Leaders; LEAD Simply, A short guide to Groups*

Human Resource: **Jamie Support, church administrator**

Denominational/Site Resource: **six existing small group leaders: Avery, Bryn, Charlie, Drew, Erin, and Fred**

Means of evaluation/feedback for this competency:

- **Consult with Jamie when developing administrative support to ensure appropriateness and functional improvement of support for small groups**
- **Follow-up discussion with each small group after curriculum and support have been implemented**
- **Discussion of leadership takeaways from suggested texts with Guidance Committee**

Spirituality Competency:

Select one of the following competencies to focus on: Devotional Reading; Fasting; Journaling; Meditation; Prayer; Spiritual Direction; Spiritual Retreats; Other

Competency selected: **Journaling**

Learning goal(s) for this competency: **I will produce daily journal entries focused on seeing God's work in the world.**

Description of internship responsibilities within this competency: **None.**

Description of methods for learning within this competency:

- **Research the scientific benefits of reflective journaling and gratitude journaling**
- **Record daily reflective observations of God's work in the world for the first half of the term**
- **Record daily gratitude observations for the second half of the term**
- **Reflect at midpoint and endpoint how journaling helped illuminate signs of God's faithful work in the world**

Resources to support this competency:

Literary Resource: **TBD, research and read at least three scholarly sources**

Human Resource: **Friend, Andy, who regularly journals**

Denominational/Site Resource: **none**

Means of evaluation/feedback for this competency:

- **Completion of both journaling styles**
- **Self-reflection on impact of journaling at midpoint and endpoint**
- **Reflective regular conversation with Andy about journals**



Wellness Competency:

Select one of the following competencies to focus on: Counseling/Therapy; Improve Diet; Personal Hobby; Regular Exercise; Regular Family Time; Regular Time Off; Support Groups; Time Management; Other

Competency selected: **Time Management**

Learning goal(s) for this competency: **I will assess block scheduling as a meaningful time management tool in ministry and life.**

Description of internship responsibilities within this competency:

- **Set my own schedule for pastoral care and small group support**

Description of methods for learning within this competency:

- **Research concept of block scheduling**
- **Establish beginning of week ritual for establishing blocks and end of week ritual for reviewing effectiveness of blocks for productivity**
- **End of term review of weekly rituals – reflective conversation with Rev. Pastor on realistic usefulness in full-time ministry**

Resources to support this competency:

Literary Resource: <https://todoist.com/productivity-methods/time-blocking>;

<https://todoist.com/productivity-methods/weekly-review>; other resources TBD

Human Resource: **Rev. Pastor**

Denominational/Site Resource: **Rev. Pastor**

Means of evaluation/feedback for this competency:

- **Self-evaluation of productivity, clear-headedness, and timeliness and meeting deadlines in work and life**
- **Reflective conversation about full-time ministry and time management with Rev. Pastor**

SIGNATURES

By signing the Learning Covenant, you agree to mutually partner in growth and learning around the specific competencies, responsibilities, resources, and means of feedback/evaluation documented above. If the Covenant requires modifications or is not approved by any party, please indicate specifics below, and the document will be returned to the intern. Upon final approval, granted by the UDTS Director of Seminary Vocation, a completed copy of the Learning Covenant will be sent to all parties.

Student signature and date:

Jo Spartax, 8/1/24

Supervisor signature and date: *Rev. Pat Pastor, 8/1/24*

Comments or Modifications:



Regular routine of pre-determined topical meetings will be established in week one of internship. Additional reading resources will be provided for additional learning.

Guidance Committee Chairperson signature and date: *Alex Leader, 8/1/24*

Comments or Modifications:

Guidance Committee will meet with intern three times for the following topics: August: setting context; October: midterm feedback; December: final evaluation.