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SM 601 Supervised Ministry

Asbury Theological Seminary

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SUPERVISED MINISTRIES HANDBOOK
SM601/SM602 LOCAL CHURCH PLACEMENT
AND SM603 INSTITUTIONAL PLACEMENT

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REVISED JULY 2003



a word to you, the student minister

Welcome to Supervised Ministries! SMin aims to bridge the gap between theology and practice, integrating the academic with the field laboratory, and thus melding practical application and ministry formation. As John Wesley, quoting an ancient, quipped, “God made divinity practical”.

The following handbook is your manual for your two semesters of Supervised Ministries, setting forth the requirements and nature of SMin. It helps guide you through the components and assignments of the course as well as provide you with standards of forms and formats. .

COURSE REQUIREMENTS AND OPTIONS

Master of Divinity students will take two Supervised Ministries courses for two (2) credit hours each. Ordinarily, each student will arrange (at least a semester in advance) with the pastor of an approved local church to complete SM601 and SM602, in adjacent terms in the same congregation (through an entire academic or calendar year of supervised ministry in the same congregational setting). However, students may, after having satisfactorily completed SM601 (Supervised Ministry: Local Church), substitute for SM602 (second semester SM: Local Church) one of the following options:

1. For ministry experience in an institutional setting such as a hospital, prison, campus ministry, certain military chaplaincy settings, or Christian outreach ministry, you may substitute SM603.
2. For intensive, cross-cultural ministry placement, you may substitute SM604 (Supervised Ministry: Cross Cultural) for SM602.
3. For the experience of a full-time internship over the summer (or some comparable period of time) in a local church with the pastor of your choice, you may substitute SM701 for SM602.
4. Other substitutions for SM 602 are:
 - MS660: Appalachian/Rural Ministry
 - MS661: Urban Ministries
 - PC660: Practicum in Pastoral Care
 - PC655: Clinical Pastoral Education
 - PC755: Advanced Clinical Pastoral Education

NATURE OF THE COURSES

The Supervised Ministry course has two main components: (1) field experience and (2) a reflection seminar. The field experience component consists of practicing ‘hands-on’ ministry for eight to nine hours each week in your placement under the supervision and mentoring of a local pastor. The reflection seminar component consists of a weekly (2) two hour reflection seminar. Led by a faculty seminar leader, you and other students will reflect theologically on your ministry experiences using your own case studies.

TEXTS

- This *SUPERVISED MINISTRY HANDBOOK* is your working guide and textbook for two semesters of field education. It serves for SM601, SM602, and SM603. Therefore, it is recommended that you keep it in a separate three-ring binder, since it is not a book-bound. STUDENT PASTORS who are enrolled in SM601C will not use this handbook but will use the handbook titled, *SUPERVISED MINISTRIES SM601, SM602 - STUDENT PASTOR*.

In addendum of this handbook is the *EXTENDED CASE GUIDELINES*. The self-referent case study based on our *EXTENDED CASE GUIDELINES* format is the basic learning instrument for courses in supervised ministries. This addendum provides you with the model format and instruction for good case writing. This combined handbook can be purchased at the Cokesbury seminary bookstore.

- Other *required texts*:
SM601, 602: The text *Lay Leadership for Ministry Training* is required for Courses SM 601 and 602. This text is needed for the Pastor and Local Church Lay Committee members of the local church where you serve. Please pick up your free copies for each member in the SMin. Office. Please collect each copy at the end of the placement and return to the SMin Office. The text *Field Supervisors Handbook: Local Church* should be distributed to your supervising pastor to familiarize him/her with the role of supervising and mentoring pastor. This handbook is complimentary for each field supervisor.
- SM603: The text *Field Supervisors Handbook: Institutional* is also available in the SMin office to be given to your supervisor to familiarize him/her with the role of supervising and mentoring.

YOUR PLACEMENT AND FIELD SUPERVISOR: need assistance?

- Rather than assign you to a placement, we assume you would prefer to choose the field supervisor with whom you might best work; however, for persons who are unfamiliar with area supervisors and placements, or who would like to learn of the exciting variety of denominational, non-denominational, or other Christian ministry placements that are available, the Supervised Ministry Office is happy to assist you in securing a placement in the following way: You may
 - * check the list of placements posted outside the S. Min. Office
 - * attend an on campus S. Min Fair in the spring and personally meet area supervisors
 - * visit the SMin Office and personally discuss your needs relative to placement opportunities.
- *Helpful advice regarding your placement*:
 - * Work a year in advance to secure a placement
 - * Involve yourself in the local church at which you will do your placement

*In the three-year academic course sequence, SMin should be completed in the second 33 hours of study. In the four-year academic course sequence, SMin should be completed in the third 24 hours of study.

* **All placement assignments must be confirmed with and approved by our office as soon as possible following pre-registration during the semester before the actual placement.** Please feel free to consult our Administrative Secretary, *Claire Williams*, or the Director, *Barbara Holsinger*, if you have any questions.

OFFICE HOURS If you have SMin related concerns of any kind such, as finding a placement matched to your needs, exploring the possibility of an internship, or other questions related to this program, please contact our office. Office hours are open for student services as follows.

**Monday through Thursday
8:50 AM - 11:50 AM and 1:00 PM – 4:00 PM
(excluding Chapel times on Tuesdays and Thursdays)**

CONCLUSION

In conclusion, Supervised Ministry provides you with an opportunity to meld Christian mind and ministry practice reflecting the Asbury motto: where head and heart go hand in hand.

For many students, engaging in ministry, sometimes for the first time can be difficult; however, the extensive history of supervised ministry shows it to be a rewarding experience.

Ministry in the name of Jesus Christ is and should be a daunting task. Supervised Ministry is a time consuming process of formation, but it is worth it! One recent graduate commented, “I would encourage all seminary students to participate in the SMin program whole-heartedly with a teachable spirit. There are things we learn by seeing them done and then doing them ourselves that just cannot be taught in a classroom.”

All the best in Christ,

Barbara Holsinger

Barbara C. Holsinger, Ph.D.
Director of Supervised Ministries

Revised 7/03



goals of the supervised ministry program

The Supervised Ministries program seeks to provide a supervised action/reflection experience in ministry through which students will achieve the following goals:

GENERAL GOALS

1. Integrate theological academic disciplines and ministry experience in order to form a comprehensive competence in the work of ministry.
2. Enable interaction between academic theological knowledge and contextual life situations from the perspective of the theology, function, mission and ministry of the Church.

SPECIFIC GOALS

1. Develop a realistic and valid 1) personal concept of ministry and 2) practice of ministry.
2. To provide a method for and to develop the habit of learning from experience and reflecting theologically on ministry experiences.
3. To integrate spirituality with intellect and practice in order to promote the exercise of spiritual life in relation to ministry to produce overall growth and competence in ministry.
4. Reinforce the value of supportive, peer-ministry relationships.
5. Develop relational skills (including in cross-cultural settings).
6. Have an opportunity to test and fulfill one's gifts and call.

BASIC ASSUMPTIONS

SM601, SM602, and SM603 are supervised, field-based experiences designed to teach an active/contemplative or involvement/reflective style of ministry. There are several basic assumptions upon which the program is built.

1. Certain tasks of professional ministry can best be learned by doing.
2. These tasks are often most easily learned through (a) modeling others by demonstration and example, and (b) by practicing with instructive feedback.
3. One can reflect upon action in the field in disciplined ways
 - By raising new questions about ministry;
 - By demonstrating the relevance of academic theological work; and
 - By enhancing fuller integration of theoretical and practical understanding of a student's training for Christian ministry.



covenant for learning

The *Covenant for Learning* is the basic structure around which the placement experience is organized. It consists of the following two parts: *The Supervisory Contract and The Learning Goals Outline*.

I. *The Supervisory Contract*

...is a formal document which clarifies the expectations as well as the tasks of both supervisor and student. Directions for completing the contract are given below.

PREPARING THE SUPERVISORY CONTRACT

The first part of the *Covenant for Learning* is the *Supervisory Contract*. It specifies the commitments made by the supervisor and the supervisee. **You may either access the contract form through the seminary on-line *Intranet* or use the contract form which follows this page.** It is to be removed from the handbook, completed, and signed by both parties involved. Three additional copies should be provided so that a copy of this contract should accompany each copy of the *Learning Goals Outline*.

The *Supervisory Contract* highlights the teaching function of the Field Supervisor. The supervisor is considered an adjunct faculty member and functions as a mentor (a guide, trainer, facilitator) in the student's learning process. He/she also represents a church or an institution and must see that its purposes are carried out, that given tasks are accomplished, and that guidelines are followed. With these responsibilities in mind, the following aspects of the supervisor's contract must be honored:

- The Supervised Ministries Office must have in the office, prior to the beginning of the placement, a current resume, a **Field Supervisor's Profile** which has been approved by the Director.
- As the seminary representative, the Field Supervisor covenants to give at least one hour of supervision each week in which he/she will theologically reflect with the student on ministry practice with particular focus on the student's learning goals; and
- As the representative of the church or institution, he/she gives the student permission to perform certain functions at the placement and promises to give administrative oversight to the student.
- The supervisor should be compatible with Asbury's Statement of Faith.
- Supervisors will attend periodic training sessions regarding the supervision of students.

Your section of the contract emphasizes the importance of the attached learning goals. It becomes a kind of job description and delineates your expectations for the field experience and your commitment to serve the placement in specific ways.

THE SUPERVISORY CONTRACT
ASBURY THEOLOGICAL SEMINARY
SUPERVISED MINISTRIES PROGRAM

(Please type or print clearly)

Student: _____ Date: _____

Supervisor: _____ Placement: _____

INSTRUCTIONS: The supervisor and the student are to sign the *Contract*, indicating that both parties are in full agreement with the *Covenant for Learning*. Attach the *Learning Goals Outline* and make copies for the supervisor, the student, the faculty seminar leader, and the Supervised Ministries office by the due date on course calendar.

Supervisor's Covenant:

1. I agree to give you a minimum of one hour per week of supervision of your experience in ministry. I will theologically reflect with you on your ministry experience particularly as it relates to your described learning goals. I agree to the following time for supervisory sessions: Day: _____ Time: _____
2. I, and the local church (institution) I represent, agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (See attached *Learning Goals Outline* for said functions).

Student's Covenant:

1. I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the Fall — Spring (circle one) Semester, 20____, in responsible performance of the above-described functions and in responsible participation in the above-described supervisory processes.
Day(s): _____ Time: _____
2. I am also committing myself to the *Learning Goals Outline* attached hereto. I expect to fulfill these goals within the context of this field experience. I realize that this *Covenant for Learning* may be renegotiated with my field supervisor and the Office of Supervised Ministries at any time. I am to send to my faculty seminar leader the updated *Covenant*.

Supervisor's Signature

Student's Signature

II. *The Learning Goals Outline*

Instructions for preparing this outline are detailed on the following pages.

This two-part *Covenant for Learning* is to be prepared in quadruplicate, with a copy for the reflection seminar leader, one for the student, one for the field supervisor, and one for the Supervised Ministries office.

PREPARING THE LEARNING GOALS OUTLINE

One of the premises of Supervised Ministries is that learning is most effective when ministry is approached in an intentional way. The educational process is facilitated when specific learning goals, methods and criteria are established by you in consultation with the field supervisor.

The *Learning Goals Outline* is to be typed in outline format. For purposes of preparing your goals, the following definitions are applicable:

A *Learning Goal* is a purpose, a broad objective. Goals are to be formulated in terms of your aspirations. They answer the question, “*In what areas do I wish to grow during this experience?*” (Knowledge? Understanding? Skill?) These broad objectives become the Roman numerals I, II, etc., in the outline.

A *Method of Accomplishment* is a strategy for pursuing the goal; a plan of action. Methods are designed to answer the question, “*In what ways will I go about working toward each stated goal?*” Methods will be listed for each learning goal using capital letters A, B, etc., in normal outline form.

Criteria for Evaluating Accomplishment are the standards for the measurement of progress.. These form the basis for making decisions or judgments about the extent to which goals have been attained. Criteria are very specific, concrete, and measurable. They answer the questions, “*What are the specific tasks? When will I do this? Where? What resources will I use?*” Criteria will be listed for each method using Arabic numerals 1, 2, etc., in the outline.

SETTING LEARNING GOALS

The student is encouraged to set two or three goals in different areas, keeping in mind the limitations of time and the potential of the placement itself. In your second semester SM602 course, consider setting goals in areas different from those set in SM601; however, if you feel more work is warranted in the same areas identified in SM601, you may keep the same goals provided you revise them to reflect last semester’s progress and your consequently modified needs. The learning goals may be revised at any time during the semester. However, all revisions are subject to the approval of the supervisor, the student, and the faculty seminar leader.

Some suggested areas for goal setting are:

- Professional development (skills or knowledge)
- Personal growth (confidence, self-understanding, spiritual formation, interpersonal skills)
- Supervisory relationship (roles, expectations, nature)
- Reflection/integration processes (case studies, consultation, research)
- Cultivation of gifts, graces and self-discipline
- Others as identified by the student

Each person's goals will be unique, determined by his/her own particular growth needs and the limitations of the placement in which he/she serves. The following steps are suggested for preparing a statement of *learning goals, methods, and criteria*:

1. Prayerfully consider the areas in which you feel the greatest need to grow this semester (in relation to your placement). These growth areas might be any of those listed above or others that are important to you.
2. Write your growth needs as *learning goals*, using complete sentences.
3. Consider the possibilities of both the placement and seminar settings and write one or more *methods* for working toward each of your learning goals. This step will probably require consultation with your seminary leader and field supervisor.
4. Discuss your goals and methods statement with your field supervisor. Out of this consultation, fashion *criteria* or targets which will serve as acceptable standards for the measurement of progress toward your goals. Weaknesses in the goals usually have to do with ill-defined targets or criteria which are fuzzy or too general. Strive for concreteness and specificity in order that you may maximize the usefulness of your experience.
5. Your final statement of goals will be written in outline form, prepared in quadruplicate and attached to the *Supervisory Contract*. Use the forms on page 7, or pages 28-30 or 57 to complete your learning goals outline.

Summary

In summary, the *Covenant For Learning* is made up of two parts, the *Supervisory Contract* and the *Learning Goals Outline*. This covenant becomes the basic working document and point of reference for the Supervised Ministries experience. It spells out the expectations of you and the supervisor. It gives direction and definition to the supervisory process and will serve as a basic resource for the weekly interview sessions. It will also be used in a final assessment of your work. At that time you, the supervisor, and the faculty seminar leader will review the goals to determine which criteria were met, and to what extent you have reached your objectives.



sample learning goals

Learning Goals

GOALS

MEANS OF ACCOMPLISHMENT

MEANS OF EVALUATION

I. I want to learn how to do Pastoral Home visitations effectively.

- A. I will make home visits with the pastor to observe him/her early in my placement.
- B. I will make home visits alone or with another parishioner.
- C. I will seek out resource materials on pastoral home visitation in ministry.

- 1. I will make at least 2 visits per week with the pastor and one alone.
- 2. I will report and discuss these visits each week with the pastor.
- 1. I will read Richard Baxter's *The Reformed Pastor* on the subject and write a summary review of it.
- 2. On Monday of each week, I will reflect on my reading and pray for help to implement in this week's visits two things I learned from my reading that week.

II. I want to improve my skills in the ministry of Preaching and Teaching.

- A. I will contract to have opportunities to preach.
- B. I will ask for a regular teaching assignment.

- 1. I will plan to preach at least once each in a regular service, a mid-week service, and on other occasions that may arise.
- 2. I will preview my messages with the pastor beforehand. I will record/video each sermon afterwards and discuss with the pastor.

III. I want to grow in my understanding of the Administrative work of the local church.

- A. I will become acquainted with the denominational structure and polity of the church.
- B. I will become acquainted with the local administrative units and how they function.

- 1. I will teach a Sunday School class of high school students
- 2. I will also teach a six-week adult group on Discipleship during the mid-week service. I will give an evaluation to each class and review this with the pastor.
- 1. I will read the 'Local Church' chapter of the *Book of Discipline*.
- 2. I will discuss a different aspect of my reading with the pastor every week.
- 1. I will visit monthly Church Council/Finance/Trustee meetings as an observer/participant and record how they function in light of *The Discipline*.
- 2. I will share my observations and raise any questions with the pastor during my weekly mtg.

GOALS	Learning Goals MEANS OF ACCOMPLISHMENT	MEANS OF EVALUATION
--------------	-------------------------------------------------------	----------------------------

- | | | |
|------|----|----------|
| I. | A. | 1.
2. |
| | B. | 1.
2. |
| II. | A. | 1.
2. |
| | B. | 1.
2. |
| III. | A. | 1.
2. |
| | B. | 1.
2. |

THE TWO COMPONENTS
OF THE COURSES:

FIELD EXPERIENCE

REFLECTION SEMINAR



field experience: sm 601, 602

In the SM601 and SM602 Local Church Placement, you select (subject to the approval of the S. Min. Director) a field placement in a local church setting. You will arrange with the pastor of a local church to do a two, continuous-semester's placement at that church (only arrange for one semester if you are opting out of SM602).

We advise making your church home (along with your family if that is the case) in the local church where you will serve your future placement. For a list of local churches, see our list of placements outside the S. Min. Office door, attend the Supervised Ministry Fair in the Spring, or let our office offer suggestions in consultation with you.

Contact the pastor of the placement of first choice and request to do your placement with him or her. You are well advised to arrange your placement at least the semester prior to its beginning. Some popular places may require two (2) years of lead time.

Upon beginning your field placement, you will minister eight (8) hours per week during the course of the semester. You may include in the eight hours the one hour supervisory experience. You will work under the direction and supervision of a Seminary-approved supervising pastor. Your experience in the local church setting will include the following:

1. *Exposure to as many ministry functions and responsibilities as possible through first-hand experience.*

The Local Church Placement Activity Checklist is divided into six major categories as a guide for the supervising pastor in making ministry assignments. You are expected to perform some tasks in each of these categories. The twice-a-semester report will be an indicator of compliance with this requirement. This report form, which follows this section, is to be submitted twice a semester with copies given to the faculty seminar leader, the pastor supervisor, and the Supervised Ministries office, as indicated on the course calendar.

2. *A weekly supervisory conference with the supervisor/mentor.*

The heart of supervision and mentoring occur in the supervisory conference. Herein you and your supervisor reflect **theologically** on your ministry experiences. How is Jesus Christ at work and present in your ministry? In what ways are biblical themes and theological doctrines exemplified and expressed in your practice? In what ways are your theology and practice interacting?

How are your ministry experiences advancing you toward the fulfillment of your *Learning Goals*? A *Learning Goals Progress Report** is provided at the back of this handbook. This is a twice a semester report in which you are required to reflect on your progress during the previous

five weeks on the stated *Learning Goals*. Do this review in light of your weekly meetings with your supervising pastor. The form is then to be submitted every five weeks to the faculty seminary leader and the Supervised Ministries office, as indicated on the course calendar.

3. *Every five weeks meeting with the Local Church Lay Committee.*

The meeting with the *Local Church Lay Committee* is for dialogue and feedback relating to the your *Learning Goals*, relationship with the congregation, and ministry tasks and skills. You are required to reflect on each 5 week meeting and summarize the feedback and comments received on the *Learning Goals Progress Report** provided at the back of this handbook. The form is then to be submitted every five weeks to the faculty seminar leader and the Supervised Ministries office, as indicated on the course calendar.

*The *Learning Goals Progress Report* is divided into two sections. The first section is for reflection on progress in the *Learning Goals*. The second section is for summarization of the *Local Church Lay Committee* meeting.



the local church lay committee

The *Local Church Lay Committee* functions as auxiliary to the pastor. This committee is selected by the pastor and/or delegated persons in the local church. It is generally comprised of at least three persons who view mentoring a ministerial student one of our Lord's important ministries. Ideally, these persons should covenant to observe you in action; be present with you from time to time throughout the semester; and pray for you. Informed feedback from the laity will be an invaluable help to you as you form a picture of how you are coming across to the congregation.

In order to assure objectivity and a lay perspective, no relatives, spouses of the student, or ordained ministers are to serve on the committee.

The function of the *Local Church Lay Committee* should not be confused with that of the supervising pastor. The committee is primarily concerned with supportive input to encourage the student as need arises. Its work is advisory in nature. It does not get involved with supervision; this is the responsibility of the pastor.

THREE meetings with the *Local Church Lay Committee* are to be convened during the semester. At the very outset of the placement experience (not later than the second week), you will convene the initial meeting with your *Local Church Lay Committee* to review the *Learning Goals* and schedule your two remaining meetings. These two remaining meetings are normally scheduled five weeks

apart. A *Local Church Lay Committee Agenda* is provided at the back of this handbook for help in preparing for the *Local Church Lay Committee* meetings.

Each meeting will be reported on the *Learning Goals Progress Report*. (See page 14, item 2 for more details on this report form.) The report form must be signed by the supervisor and submitted to the faculty seminar leader and the Supervised Ministries office, as indicated on the course calendar.

The *Local Church Lay Committee* should fairly represent the church constituency. As is possible, members of different ages, vocations, ethnicity's, genders and social levels can help give you a range of feedback. Persons should be known for their spiritual maturity, integrity, appreciation of the pastoral ministry of the Church, their willingness and ability to provide constructive feedback, and keep confidences.



At the end of the ministry experience, you will provide a final evaluation form for the committee to give a joint appraisal of your presence and ministry among the congregation. This form, the *Final Local Church Lay Committee Report*, is provided at the back of this handbook.

For a fuller understanding of the lay committee, its number and composition, its function, and its place in the total contribution to both your learning and local church enrichment, you are referred to the booklet, *Lay Leadership for Ministry Training*. This material should already be in the hands of the parish supervisor and a copy should be given to each member of the lay committee. You should familiarize yourself with it as well. The booklet is available in the Supervised Ministries office to be distributed to committee members who don't have it. **All copies should be returned to the Supervised Ministries Office upon the completion of the course.**



field experience: sm 603

For the SM603 Institutional Placement, you select (subject to the approval of the S. Min. Director) a field placement from a variety of institutional settings including health care facilities, Christian outreach ministries, social service agencies, correctional institutions and others. For placement suggestions, see our list of placements outside the S. Min. Office door, attend the Supervised Ministry Fair in the Spring, or let our office offer suggestions in consultation with you.

After settling on several possible placements, contact the supervisor of the placement of first choice and request to do your placement with him or her. You are well advised to arrange your placement at least the semester prior to its beginning. Some popular places may require a year or more lead time.

You spend **eight hours per week** (often on Sunday or Monday or as arranged with your supervisor) at the assigned field placement. This eight hours includes 7 hours of **actual** on-site ministry involvement and a one-hour supervisory conference with the field supervisor. Your field experience needs to include:

1. Opportunity to minister to the people the institution serves according to assignment by the field supervisor;
2. Interpersonal group experiences with fellow students and supervisor(s); and
3. Weekly supervisory conferences with the field supervisor.

The precise nature of the your involvement in the field will be reflected in your *Covenant for Learning* and negotiated between you and field supervisor at the beginning of the semester. **One copy of the *Covenant for Learning* document will be submitted to your faculty seminar leader, one to the field supervisor, one to the Supervised Ministries office, and one will be kept by the you.** The due date for this and other assignments is listed on the course calendar handed out to you on the first day of the reflection seminar.

All field supervisors participating in the Seminary's program of Supervised Ministries will be considered as adjunct faculty members and will have proportionate responsibility and authority in evaluating and giving direction to the student's participation in the field assignment.

Your field schedule and responsibilities will be negotiated with the field supervisor according to guidelines established by the Office of Supervised Ministries. It will be your responsibility to work out your personal schedule in order to fulfill all requirements of the course.



the reflection seminar

In addition to the eight hours per week in the field, you and a peer group led by a faculty member will participate in a two hour-per-week campus-directed reflection seminar. The seminar is an experiential learning opportunity that focuses on integrating your seminary instruction with your current field-based experiences in ministry.

During each semester, you are expected to submit two self-referent case studies exploring theologically acts of ministry from your field experience. One of the cases is presented to the seminar group as a subject for their theological reflection. The second case is submitted to the faculty seminar leader.

Copies of each case presented in class are to be distributed to all reflection group members one class session in advance of the day of presentation. These are to be handed out during scheduled seminar times rather than being sent through the Seminary Post Office. Photocopies can be made in the library. You should be prepared to pay for copies at the time cases are duplicated. Due dates for the cases are listed on the course *Calendar* which your faculty facilitator will distribute.



The process of theological reflection in the seminar is not automatic but is dependent upon the unreserved contribution of each member of the group. Prior to coming to class, therefore, all seminar members are required to read thoroughly and theologically reflect individually upon the case to be considered in the seminar. (Using the specific assignment in the Extended Case Guidelines for 'Reflection Seminar Preparation') Taking responsibility for adequate preparation for the seminar sessions is extremely important for the quality of learning that occurs and includes:

- A minimum of two (2) hours spent in thorough reading and theological reflection on the case, making notes in anticipation of the seminar discussion.
- Evaluating the case format and content with reference to the case guidelines.
- Listing information you need in order to be able to process the case during the seminar.

- Analyzing the dynamics at work between the persons in the event, especially the dynamics not covered or inadequately covered in the Analysis section of the case.
- Reflecting integratively on the issue of the case in the Integration-Interaction section. What Scriptural understanding, values, themes or texts may be brought to bear upon your analysis? What theological doctrines or concepts are relevant and why? Evaluate the insights of the sources to which you refer. Recall readings, notes, and insights from courses you have taken which speak to the issue in the case. Research new readings that address this issue. Please come prepared to contribute these to the discussion.
- List strengths and vulnerabilities of the case presenter's act of ministry, as well as suggestions for more effective ministry in the future.

You are expected to be engaged verbally and actively in the seminar session. Such active involvement becomes a collegial process in which creative reflection can occur. Generating such a process requires intentional effort on the part of the faculty leader and students alike. It is intended that the reflection seminar experience will be similar to the biblical pattern for the Church where believers are described as *"members of one another."*



ATTENDANCE AT CLASSES AND FIELD APPOINTMENTS

Supervised Ministries is designed as a living/learning situation patterned after the kinds of situations and demands which are part of the covenant life of a minister. Therefore, absences from class or field appointments shall be looked upon as similar to a pastor's failing to be present for a scheduled meeting or service. Due to the fact that the seminar meets only once each week and functions in a peer discussion mode of learning, the attendance requirements are stringent. Thus, only illness and unavoidable emergencies are legitimate reasons for being excused. You are expected to plan your schedules to avoid conflicts with seminar meeting times. Since the seminar is a covenant group, you are expected to discuss the reasons for any absence with the faculty seminar leader.

In order that case presenter(s) will have access to an absent student's input and insight, you will be expected to write a critique, reflection, and peer counsel for the case(s) presented in your absence, **without regard to the reason for the absence**. The format for this critique is available from the faculty leader. If no case was presented that day, the faculty leader will negotiate with the student for another kind of written response.

If illness or emergency necessitates occasional absence from the field placement, notify the field supervisor immediately. Absences in excess of one day, **whether excused or unexcused**, will make it necessary for you to negotiate with the field supervisor for make-up time at the church or institution.

Absences, tardiness, and/or late reports may be symptomatic of issues needing attention and can result in a grade of "No Credit" for the course. The faculty leader shall consult with you and consider these and their meaning in the final evaluations and shall make observations, recommendations or stipulations accordingly. The recommendations may become part of a growth contract which will postpone credit until the learning experience is completed.





confidentiality statement

Confidentiality has to do with sharing private matters with mutual trust. It relates to both the person receiving such data and to those who provide it. It is both privilege and rightful expectation that one's confidence be honored and kept. For this reason those entrusted with confidential data or experiences have an ethical responsibility to maintain confidence.

The issue of confidentiality is one of serious ethical and legal consequences. For this reason it must be addressed in relation to the use of case studies. Your attention is called to the following basic considerations. Students and faculty are advised to read these statements and to adhere to the suggested procedures.

A. ***Purpose of the Case Study***

The primary purpose of the case study is to focus on the student as agent of ministry in a particular event. Persons involved in the event are the "elements" that comprise and define the field of the ministry experience, but they are not the focus of the ministry event.

B. ***Essential Material***

Keep in mind that Background and Description materials of other participants should be limited to the essentials that are necessary for working the case. Asking the *question* "Is this information vital and germane to proper understanding of the event?" will help keep the confidence factor in perspective.

C. ***Informed Consent***

In cases where confidentiality with other persons involved might become an issue, the student should get the consent of such person(s). Those involved in the case event should be informed clearly that the focus of the case is upon the student in the act of ministry, and not upon them.

D. ***Reflection Seminar***

The Reflection Seminar is committed to confidentiality. All members of the group will be asked by the Faculty Seminar Leader to commit themselves to maintaining confidence, i.e., nothing discussed in the case study will be shared with others outside the group. The presenter of a case will make every effort to guarantee anonymity of persons involved. The Moderator and/or faculty leader needs to be alert to any form of compromise here.

E. *Distribution and Return*

Care needs to be taken to guarantee the proper distribution of case studies. If the Seminary Post Office is used, the case studies should be properly sealed or stapled to assure privacy. Only members of the reflection seminar are to receive copies. The case will be returned to the author at the end of the session during which it is presented. The faculty leader may keep the copy until the end of the semester to discuss it further with the student during the final course interview session, after which it will be returned to the student.

In some instances, with your permission, a faculty leader may request to keep a case study as a good working model to be filed with the Office of Supervised Ministries for future teaching purposes. All such cases are available for faculty use upon request to the office. No cases will be retained without the expressed permission of its author.





course evaluation

SM 601, SM 602 and SM 603 are “*Credit*” only courses. Thus the student will be awarded either “*Credit*,” which indicates satisfactory completion of the course requirements, or “*No Credit*,” which indicates failure to complete or unsatisfactory completion of course requirements. The Office of Supervised Ministries has the final responsibility for assigning grades, following appropriate consultation with the faculty resource person, the field supervisor, and the student.

The question of “*Credit*” or “*No Credit*” will be based upon the following:

- Regular attendance and participation in at all class and field appointments;
- Submission of all written requirements by due dates;
- Quality of the self-referent cases and other written materials;
- The field supervisor’s evaluation of the student’s field experience;
- The student’s own self-evaluation; and
- The faculty seminar leader’s evaluation of the involvement in the reflection seminar group and in the program as a whole.

Since the Supervised Ministries program is based on an action/reflection model, a satisfactory performance in both of those dimensions in their respective settings (field site and seminar group) is essential. There is an interdependence of both components. If either is below standard or significantly weak, the whole of one’s ministry is affected. Likewise, strength in either dimension does not necessarily compensate for weakness in the other. **“*Credit*” or “*No Credit*” is not based upon mathematical averages but upon complementary relationships.** Each responsible party (student, faculty seminar leader, and field supervisor) views the experience from a different but valid vantage point. For this reason the reporting of gaps or deficiencies from any one of the three persons is regarded as important.

It is the responsibility of the student to submit the self-evaluation and the field supervisor’s evaluation on schedule according to the course calendar. The evaluation should be **discussed** with the field supervisor before this date and **signed** by both parties.

The official grading policy for Supervised Ministries courses is as follows:

CREDIT: You have faithfully fulfilled course requirements, have functioned effectively in relation to the learning covenant, and have evidenced facility with the action/reflection process.

CREDIT/NO CREDIT: You have evidenced weaknesses in professional skills/knowledge, difficulties in interpersonal relationships, or unmet responsibilities. Upon successful completion of an established “*Growth Plan*,” the grade will be changed to “*Provisional Credit*.”

NO CREDIT: You have failed to meet requirements, have performed unsatisfactorily, have exhibited weakness in the action/reflection process, or have demonstrated other concerns related to this grade.

When “*Credit/No Credit*” (CR/NC) is recommended for you, the faculty seminar leader must state a set of concerns as reason for the assessment. You will then be required to fulfill a *Growth Plan* addressing the stated concerns. The student is to initiate the *Growth Plan* process no later than 2 weeks after receiving a grade of “*No Credit*.” A working contract with you will be drafted with specific objectives to be fulfilled. The contracted experiences must be completed before the end of the following semester. You may not take another Supervised Ministries course until satisfactory completion of the Growth Plan has taken place. When the *Growth Contract* is successfully completed, the faculty seminar leader will authorize a change of grade from NC (“No Credit”) to PC (“Provisional Credit”).

If inquiries are made by prospective employers, Boards of Ordained Ministries, etc., as to the meaning of PC, the student may request that the Supervised Ministries office send a letter explaining the process and indicating the growth plan which the student subsequently and satisfactorily completed.

EVALUATIONS ON PERMANENT FILE: All evaluations are kept on permanent file for five years and are routinely requested for review relative to ordination and employment by church adjudicators, Boards of Ordained Ministry, and prospective employers.



Mileage Expense

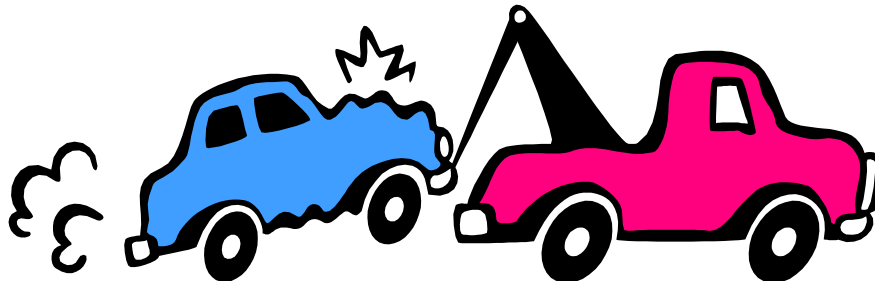
Since travel mileage back and forth to placements is an addition to your budget, the seminary will help to defray part of the cost of travel expense (if you do not receive compensation from your church or institution). The mileage rate is established annually.

Though this payment is very nominal on an individual basis, travel payment does impact the seminary budget. In an effort to be good stewards, please follow the guidelines below:

1. If you are living outside the Wilmore/Nicholasville/Lexington area you should check with the Office of Supervised Ministries *at the beginning of the semester* concerning reimbursement policies.
2. You are requested to travel in car pools and coordinate their ministry schedules as often as possible.
3. After the first 30 miles per week, the seminary will pay mileage for a maximum of two round trips of up to 200 miles total per week via the shortest route to field appointments.
4. If you receive salary or travel expense from the church or institution, the seminary does not pay mileage.
5. Mileage incurred while working at the church or institution is the responsibility of the church/institution. You should negotiate with the church for reimbursement prior to incurring such expense. This applies as well to any field trips, conferences, etc., you may be asked to attend by the field supervisor.

A Mileage Report form for recording mileage is supplied in the Appendix at the back of this Handbook. It is to be submitted directly to the Supervised Ministries office by 4:00 PM on the date indicated on the course calendar. Include mileage which you will be driving for the final field appointment. Mileage reimbursement requests will not be accepted after the end of the semester in which the mileage was incurred. Payment is not guaranteed if this report is late.

After the mileage reports are submitted to the Office of Supervised Ministries, credit will be given to student accounts, usually within two weeks. The Business Office will request consultation with any students owing money on their accounts before issuing mileage reimbursements.



**SM601 AND SM602
LOCAL CHURCH PLACEMENT**

FORMS AND REPORTS

Student Name(s): _____
Term: _____

Approved _____
Date _____

FAX: 859-858-2168

FIELD SUPERVISOR'S PROFILE

(Please type or print clearly)

Name of Church/Institution: _____

Supervisor's Name: _____ Home Phone: _____

Office Address: _____ Office Phone: _____

Age (optional): _____

email address _____

Position held in church/institution: _____

Clergy: _____ Laity: _____ Ordination Level: _____

Education:

High School: _____

College: _____ Degree: _____ Date: _____

Seminary/Graduate School: _____ Degree: _____ Date: _____

Other training or course work:

Professional experience:

Position	Date
_____	_____
_____	_____
_____	_____

Please describe professional supervisory relationships of which you have been a part, either as supervisor or supervisee. Exclude employer/employee or task-oriented supervision. (Use back if needed.)

Please describe any training experiences and/or certification you have received in supervision. (Use back if needed.)

Signature: _____ Date: _____

Return to: Asbury Theological Seminary/Office of Supervised Ministries, 204 N. Lexington Ave., Wilmore, KY 40390

C:\DOCS\FSPROFIL.DOC

THE SUPERVISORY CONTRACT
ASBURY THEOLOGICAL SEMINARY
SUPERVISED MINISTRIES PROGRAM

(Please type or print clearly)

Student: _____ Date: _____

Supervisor: _____ Placement: _____

INSTRUCTIONS: The supervisor and the student are to sign the *Contract*, indicating that both parties are in full agreement with the *Covenant for Learning*. Attach the *Learning Goals Outline* and make copies for the supervisor, the student, the faculty seminar leader, and the Supervised Ministries office by the due date on course calendar.

Supervisor's Covenant:

3. I agree to give you a minimum of one hour per week of supervision of your experience in ministry. I will theologically reflect with you on your ministry experience particularly as it relates to your described learning goals. I agree to the following time for supervisory sessions:
Day: _____ Time: _____
4. I, and the local church (institution) I represent, agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (See attached *Learning Goals Outline* for said functions).

Student's Covenant:

3. I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the Fall — Spring (circle one) Semester, 20____, in responsible performance of the above-described functions and in responsible participation in the above-described supervisory processes.
Day(s): _____ Time: _____
4. I am also committing myself to the *Learning Goals Outline* attached hereto. I expect to fulfill these goals within the context of this field experience. I realize that this *Covenant for Learning* may be renegotiated with my field supervisor and the Office of Supervised Ministries at any time. I am to send to my faculty seminar leader the updated *Covenant*.

Supervisor's Signature

Student's Signature

Date: _____

Learning Goals SM 601

GOALS

MEANS OF ACCOMPLISHMENT

MEANS OF EVALUATION

I.

A.

1.

2.

B.

1.

2.

II.

A.

1.

2.

B.

1.

2.

III.

A.

1.

2.

B.

1.

2.

Learning Goals SM 602

GOALS

MEANS OF ACCOMPLISHMENT

MEANS OF EVALUATION

I.

A.

1.

2.

B.

1.

2.

II.

A.

1.

2.

B.

1.

2.

III.

A.

1.

2.

B.

1.

2.

Mileage Report Form SMIN 601

Please keep a weekly log of trips made to the field placement, noting the policy regarding Mileage Expense found on page 25 of your *Student Handbook*. **This form is due to the S. Min. office not later than 4 p.m. of the date printed on your course calendar.**



Be especially aware of the following:

- Calculate mileage from the seminary or from your residence, whichever is the shortest.
- Carpool when you can.
- Do not estimate mileage; please take odometer readings and be accurate.
- This form will not be accepted late nor partially completed! It is thus important to you to submit it complete and on time.
- Mileage incurred while you are at your placement is **not** reimbursed by the seminary.

Week	Date Trip 1	Date Trip 2	Driver	Total of 1st Rnd trip	Total of 2nd Rnd trip
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Submitted by: _____ **Student i.d.** _____

Field Placement: _____ **Date:** _____

Remuneration received from field placement (if any): _____

**Mileage Report Form
SMIN 602**

Please keep a weekly log of trips made to the field placement, noting the policy regarding Mileage Expense found on page 25 of your *Student Handbook*. **This form is due to the S. Min. office not later than 4 p.m. of the date printed on your course calendar.**



Be especially aware of the following:

- Calculate mileage from the seminary or from your residence, whichever is the shortest.
- Carpool when you can.
- Do not estimate mileage; please take odometer readings and be accurate.
- This form will not be accepted late nor partially completed! It is thus important to you to submit it complete and on time.
- Mileage incurred while you are at your placement is **not** reimbursed by the seminary.

Week	Date Trip 1	Date Trip 2	Driver	Total of 1st Rnd trip	Total of 2nd Rnd trip
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Submitted by: _____ **Student i.d.** _____

Field Placement: _____ **Date:** _____

Remuneration received from field placement (if any): _____

LOCAL CHURCH PLACEMENT ACTIVITY CHECKLIST **REPORT #**

(COPY PAGE FOR 2ND REPORT)

Student: _____ Date: _____
 Faculty Leader: _____ Placement: _____

A NOTE TO THE STUDENT: This checklist is intended as a help in reviewing your activity involvement while under supervision. This form should be reviewed at the close of each report with your supervisor before submitting it to your Faculty Seminar Leader and SMIN office.

A NOTE TO THE SUPERVISOR: The student is required to participate each report in at least two activities in each of the six major categories below *except 'Worship' in which there are to be six activities reported.*

For each report you are required to participate in at least two activities in each of the six major categories below, except for "Worship," in which there are to be six activities reported. Excessive involvement in any one area does not make up for deficiencies in another area. Please use Arabic numerals (1,2,3..) to indicate your times of active participation for each activity this report. (Ex.: invocation 2; hospital visitation 3; board meeting 1). * Specify function performed.

Pastoral Care

- Hospital visitation _____
- Pastoral call in home _____
- Other home visits _____
- Counseling _____
- Nursing Home _____
- Grief counseling _____
- Funeral service _____
- Baptism(s) _____
- Wedding(s) _____
- Holy communion _____
(private)

Outreach

- Community canvas _____
- Social services _____
- Community activity _____
- Evangelism projects _____

Administration

- Board/Committee mtg(s)
Observer _____ Participant _____
- Planning session _____
- Administrative _____
- Assignment _____

Educational

- Church School activity* _____
- Children's activity* _____
- Christian Ed. activity* _____
- Youth activity* _____

Spiritual formation

- Growth Group* _____
- Mid-week service(s) _____
- Singles ministry _____
- Senior citizen ministry _____

Worship Service

- Invocation _____
- Prayer or pastoral prayer _____
- Offering _____
- Scripture reading _____
- Worship leader/liturgist _____
- Sermon/preaching _____
- Benediction _____
- Song leadership _____
- Music _____
- Holy Communion* _____
- Children's sermon _____
- Announcements _____

Hour Report: Have you completed 8 hours of ministry involvement at your placement each week covered by this report? _____ Yes _____ No (If "no" an explanation must accompany this report).

Student Signature _____ Field Supervisor's Signature _____



the local church lay committee

(This page should be reproduced and a copy given to each member of the *Local Church Lay Committee* (“LCLC”).

SELECTION

- Special committee is appointed by the pastor or delegated persons in the local church.
- This committee should be broadly representative of the lay persons of the congregation.
- In cases where more than one student is assigned to a church, each student is required to (1) have his/her own lay committee or (2) have the same lay committee, but meet at a separate time from other student(s).

THREE SEMESTER MEETINGS

- **INITIAL MEETING (WITHIN THE FIRST TWO WEEKS AT THE PLACEMENT) SM 601, 602**

The first meeting is an opportunity to get acquainted with the student. You may want to ask the student to share how he/she came to Christ or received the call to ministry. Committee members are encouraged to share. Also, this meeting is an opportunity to orient yourselves to the Local Church Lay Committee’s role and responsibilities in regards to mentoring a ministry student. Items to be reviewed are:

- *Lay Leadership for Ministry Training (Local Church Lay Handbook)*
- *Student Handbook, pages 15. Note especially the third paragraph.*
- *Twice-Semester meetings with student.*

- **TWICE-SEMESTER MEETINGS (EVERY FIVE WEEKS AFTER INITIAL MEETING)**

The chair is to facilitate these meetings, setting an agenda with the student. After the first initial meeting, two additional meetings are to be scheduled during the semester (approximately every five weeks).

- **SECOND MEETING: First Semester (601)**
 - Student reports local church ministry activities in light of Learning Goals and discusses progress.
 - Committee asks questions and offers feedback. How is the student and his/her ministry coming across and being perceived by the committee members? In what ways does the committee want to encourage the student?

Second Semester (602)

- Student reports local church ministry activities in light of Learning Goals and discusses progress.

- Committee feedback: What are the student's ministry strengths? In what areas do you see potential for ministry effectiveness? In what areas would you encourage further growth?
- **Third Meeting: First Semester (SM 601)**
 - Student reviews Learning Goals and reports on their fulfillment.
 - Student and committee offer personal assessment of the semester experience.

Second Semester (SM 602)

- Student reviews Learning Goals and reports on their fulfillment.
- Committee Review: In what ways has the student grown over the semester? Over the academic year? What particular spiritual gifts, graces, abilities, or strengths do you wish to affirm in this student? What charge do you wish to give the student in regards to future ministry?

FINAL REPORT BY LOCAL CHURCH LAY COMMITTEE



LEARNING GOALS PROGRESS REPORT: _____(MONTH)
(COPY PAGE FOR 2ND REPORT)

Student: _____ Date: _____
Faculty Leader: _____ Placement: _____

A. In light of your weekly meetings with your supervisor, reflect on your progress this month on your stated Learning Goals, e.g., your performance in assignments, supervisor's recommendations, and your personal assessment (use back of page if necessary).

B. Summarize the feedback and comments received during this month's *Local Church Lay Committee* meeting (use back if necessary).

Please rate the value to you of this month's meeting with the *Local Church Lay Committee*:

Little Value 1 2 3 4 5 Significant Value

Remarks:

**Student's
Signature:** _____

**Field Supervisor's
Signature:** _____

Field Supervisor Evaluation



ASBURY THEOLOGICAL SEMINARY, DEPARTMENT OF SUPERVISED MINISTRIES, DR. BARBARA HOLSINGER, DIRECTOR

STUDENT’S NAME: _____ **DATE:** _____

FACULTY SEMINAR LEADER: _____ **PLACEMENT** _____

NOTE TO THE FIELD SUPERVISOR: Your responses to the following items are an evaluation of the student’s weekly performance in the institution setting. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories who may be requesting information on candidates for ministry. A copy of this form will be sent to requesting judicatory(ies)/agency(ies) upon request and signature of the student.

A. GIFTS FOR MINISTRY

1. How did the student function within the structured environment of the local church setting (i.e., Were proper channels/procedures followed? Was there a comfortable relationship between the student and you, the staff, and others? Were the goals and objectives of the congregation understood and respected by the student?)
2. According to your observations, what significant strengths does this student possess?
3. In what particular area(s) do you see need for further growth? What do you recommend to facilitate such growth?

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 agree with reservations; 4 = disagree; 5 = do not know.

B. GIFTS FOR MINISTRY	1	2	3	4	5
1. Takes initiative in fulfilling responsibilities					
2. Completes tasks					
3. Works well under pressure					
4. Relates theory to practice					
5. Is able to help groups achieve goals					
6. Is prompt in keeping appointments					
7. Seeks new situations; comfortable with risk					
8. Manages time well					
9. Is assertive; initiates					
10. Has high energy level					
11. Is sensitive, concerned and responsive to feelings of others					
12. Communicates confidence in others					
13. Makes decisions with firmness; seems to enjoy making them					
14. Is enthusiastic; emotionally responsive and alert					
15. Makes practical and appropriate comments and decisions					
16. Thinks clearly and logically					
17. Shows genuineness in listening to others					
18. Realizes self-potential as person/minister					
19. Demonstrates common sense, foresight					

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know.

C. GRACES FOR MINISTRY	1	2	3	4	5
1. Teachable; open to learning					
2. Admits own biases/prejudices					
3. Utilizes spiritual disciplines					
4. Takes criticism well					
5. Takes praise well					
6. Admits lack of knowledge					
7. Identifies own strengths					
8. Is comfortable in leadership role					
9. Receptive to feedback from others					
10. Moods and behavior are consistent day-to-day					
11. Reasonably satisfied with self					
12. Straightforward, spontaneous; expresses own feelings					
13. Is calm, relaxed and composed					
14. Is friendly, warm; enjoys people					
15. Has healthy attitudes toward persons of opposite sex					
16. Shows warm and accepting attitude toward others					
17. Is patient toward others					
18. Is compassionate and caring					
19. Is self-confident					

D. GRACES FOR MINISTRY

1. How have you seen growth in this student's ability to do theological reflection on ministry experience? Please circle the number that you think is appropriate:

1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know

Comments:

2. Does the student have limitations that might make ministry more difficult? What are your recommendations for strengthening this area(s)?

3. Do you sense this person is called to full-time ministry?

4. Does the student demonstrate potential for ministry?

5. On the basis of the evaluation you have just reported, what specific learning goals do you recommend for the student at this stage of his/her preparation for the ministry?

Additional Remarks:

STUDENT RESPONSE TO EVALUATION:

FIELD SUPERVISOR SIGNATURE: _____	DATE: _____
STUDENT SIGNATURE: _____	DATE: _____

Field Supervisor Evaluation SM 602

ASBURY THEOLOGICAL SEMINARY, DEPARTMENT OF SUPERVISED MINISTRIES, DR. BARBARA HOLSINGER, DIRECTOR

STUDENT'S NAME: _____ **DATE** _____

FACULTY SEMINAR LEADER: _____ **PLACEMENT** _____

NOTE TO THE FIELD SUPERVISOR: Your responses to the following items are an evaluation of the student's weekly performance in the parish setting. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories who may be requesting information on candidates for ministry. A copy of this form will be sent to requesting judicatory(ies)/agency(ies) upon request and signature of the student.

A. GIFTS FOR MINISTRY

1. How did the student function within the structured environment of local church setting (i.e., Were proper channels/procedures followed, was there a comfortable relationship in working with you, staff and others, were the goals and objectives of the congregation understood and respected?)
2. According to your observations, what significant strengths does this student possess?
3. In what particular area(s) do you see need for further growth? What do you recommend to facilitate such growth?

Note: Please check the space that you think is appropriate: 1 = strongly agree;

2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know.

B. GIFTS FOR MINISTRY	1	2	3	4	5
1. Takes initiative in fulfilling responsibilities					
2. Completes tasks					
3. Works well under pressure					
4. Relates theory to practice					
5. Is able to help groups achieve goals					
6. Is prompt in keeping appointments					
7. Seeks new situations; comfortable with risk					
8. Manages time well					
9. Is assertive; initiates					
10. Has high energy level					
11. Is sensitive, concerned and responsive to feelings of others					
12. Communicates confidence in others					
13. Makes decisions with firmness; seems to enjoy making them					
14. Is enthusiastic; emotionally responsive and alert					
15. Makes practical and appropriate comments and decisions					
16. Thinks clearly and logically					
17. Shows genuineness in listening to others					
18. Realizes self-potential as person/minister					
19. Demonstrates common sense, foresight					

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know.

C. GRACES FOR MINISTRY	1	2	3	4	5
1. Teachable; open to learning					
2. Admits own biases/prejudices					
3. Utilizes spiritual disciplines					
4. Takes criticism well					
5. Takes praise well					
6. Admits lack of knowledge					
7. Identifies own strengths					
8. Is comfortable in leadership role					
9. Receptive to feedback from others					
10. Moods and behavior are consistent day-to-day					
11. Reasonably satisfied with self					
12. Straightforward, spontaneous; expresses own feelings					
13. Is calm, relaxed and composed					
14. Is friendly, warm; enjoys people					
15. Has healthy attitudes toward persons of opposite sex					
16. Shows warm and accepting attitude toward others					
17. Is patient toward others					
18. Is compassionate and caring					
19. Is self-confident					

D. GRACES FOR MINISTRY

1. Have you seen growth in this student's ability to do theological reflection on ministry experience? Please circle the number that you think is appropriate:

1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know

Comments:

2. Does the student have limitations that might make full-time more difficult? What are your recommendations for strengthening this area(s)?
3. Do you sense this person is called to full-time ministry?
4. Does the student demonstrate potential for ministry? Please explain.
5. On the basis of the evaluation you have just reported, what specific learning goals do you recommend for the student at this stage of his/her preparation for the ministry?

ADDITIONAL REMARKS:

STUDENT RESPONSE TO EVALUATION:

FIELD SUPERVISOR SIGNATURE: _____	DATE: _____
STUDENT SIGNATURE: _____	DATE: _____

LOCAL CHURCH LAY COMMITTEE: FINAL EVALUATION SM 601

STUDENT: _____ *ASBURY THEOLOGICAL SEMINARY, WILMORE, KY*
TERM OF PLACEMENT: _____ PLACEMENT: _____

- I. Appraise the qualitative involvement of the student in ministry, such as enthusiasm, creativity, motivation, completion of assignments, etc

- II. Was there noticeable growth by the student, personally and/or professionally over the semester?

- III. What strengths and/or growth needs do you see in the student as a minister?

Strengths:

Growth Needs:

- IV. What recommendations would you make to guide the student's future preparation for ministry?

- V. Please use the back of this page for further comments you care to make (possible areas of consideration are lifestyle, communication, listening, propriety, approachability, etc.).

Local Church Lay Committee Representative Date: _____

I have reviewed this report:

Student's Signature Date: _____

LOCAL CHURCH LAY COMMITTEE: FINAL EVALUATION SM 602

STUDENT: _____ *ASBURY THEOLOGICAL SEMINARY, WILMORE, KY*
TERM OF PLACEMENT: _____ PLACEMENT: _____

- I. Appraise the qualitative involvement of the student in ministry, such as enthusiasm, creativity, motivation, completion of assignments, etc. In what ways has the student grown over the second semester?

- II. Was there noticeable growth by the student, personally and/or professionally over the semester? Over the academic year? (second semester)

- III. What strengths and/or growth needs do you see in the student as a minister?

Strengths: (602) Have new strengths or growth needs emerged during the second semester that were not perceived in the first semester?

Growth Needs: (602) In what way do you see this student differently at the end of the second semester than at the end of the first semester?

- IV. What recommendations would you make to guide the student's future preparation for ministry?

- V. Does this student show potential for ministry? ____ Yes ____ Some ____ No ____
Can you envision this person as your pastor? ____ Yes ____ No
____ With Reservations

Local Church Lay Committee Representative Date: _____

Student's Signature Date: _____

Student Evaluation

SUPERVISED MINISTRIES
601

ASBURY THEOLOGICAL SEMINARY, DEPARTMENT OF SUPERVISED MINISTRIES, DR. BARBARA HOLSINGER, DIRECTOR

STUDENT'S NAME: _____ **DATE:** _____

FACULTY SEMINAR LEADER: _____ **PLACEMENT:** _____

NOTE TO THE STUDENT: There are three uses for this evaluation: (1) a vehicle for growth to open up productive awareness for the development of your gifts in ministry; (2) to determine course credit; (3) a guide in your placement process. The material will be confidential. It will be available to no other party unless released by you by request and signature.

I. ASSESSMENT IN TERMS OF YOUR *COVENANT FOR LEARNING*

- A. What are your major accomplishments which relate to your stated goals (see original *Covenant*)? List two or three. Be specific.
- B. Which of your goals were not realized or were insufficiently realized in your estimation? Why? Please be specific.
- C. Were you present for all 13 field appointments? ____ If absent, how many times were you absent? ____
Have you completed required make-up work?

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5= do not know. Give explanations of all scores at the lower end of the scale (4-5) using the space provided under “Remarks.”

II. ASSESSMENT OF PERSONAL/PROFESSIONAL SKILLS

Personal Work Habits	1	2	3	4	5
1. Am punctual; keep appointments					
2. Handle absences responsibly					
3. Prepare for assignments					
4. Am appropriately groomed					
5. Am flexible					
6. Am dependable; follow through					

Remarks:

Professional Work Habits	1	2	3	4	5
1. Understand institution’s goals and objectives					
2. Accept limits of settings					
3. Am actively involved					
4. Follow proper channels/procedures					
5. Work comfortably with staff					
6. Protect confidentiality					

Remarks:

Relationships with People	1	2	3	4	5
1. Am genuine, straightforward					
2. Relate well on a one-to-one basis					
3. Relate effectively in a group					
4. Am able to assume leadership					
5. Assume responsibility for my part in relationships					
6. Am able to communicate care for others					

Remarks:

Functioning with Expected Role	1	2	3	4	5
1. Exercise initiative in setting/working toward goals					
2. Creative in completion of tasks					
3. Have grown in professional skills					
4. Can integrate classroom theory with field assignments					
5. Have a well-defined understanding of my role as minister					
6. Find satisfaction in my role as minister					
7. Approach tasks with a sense of Christian ministry					

Remarks:

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know. Give explanations of all scores at the lower end of the scale (4-5) using the space provided under “Remarks.”

Assessment of Field Supervisor	1	2	3	4	5
1. Gives high time priority for supervision					
2. Supportive; affirms gifts					
3. Confronts with specific feedback					
4. Open to collegial, dialogical relationship					
5. Provides opportunity for significant ministry					
6. Self-sharing					
7. Assists in reflecting on acts/issues of ministry					

Remarks:

Assessment of Faculty Seminar Leader	1	2	3	4	5
1. Affirms gifts, supportive					
2. Collegial, dialogical					
3. Self-sharing					
4. Forthright in assessing strengths/weaknesses					
5. Facilitates group process					
6. Effectively communicates case study method					
7. Encourages thorough exploration of issues					

Remarks:

Assessment of Reflection Seminar Process	1	2	3	4	5
1. Effectively probed student’s concept/practice of ministry					
2. Adequate time given to integration of theory/practice					
3. Marked with candor and honesty					
4. Contribution of each member elicited and affirmed					
5. Shared leadership					
6. Attention given to thorough analysis of feelings/actions					
7. Supportive community in which individual is valued					

Remarks:

III. NOTE AREAS IN WHICH YOU HAVE DISCOVERED ABILITIES/QUALITIES/GIFTS WHICH CONFIRM YOUR CALL TO MINISTRY.

IV. OUT OF YOUR EVALUATION OF YOUR WORK THIS SEMESTER, WHAT FUTURE LEARNING GOALS WOULD YOU SET FOR YOURSELF?

V. SUMMARY ASSESSMENT OF THE COURSE.

THE SUPERVISOR IS INVITED TO RESPOND TO THIS EVALUATION IN THE SPACE PROVIDED BELOW.

FIELD SUPERVISOR SIGNATURE: _____

DATE: _____

STUDENT SIGNATURE: _____

DATE: _____

Student Evaluation



ASBURY THEOLOGICAL SEMINARY, DEPARTMENT OF SUPERVISED MINISTRIES, DR. BARBARA HOLSINGER, DIRECTOR

STUDENT'S NAME: _____ **DATE:** _____

FACULTY SEMINAR LEADER: _____ **PLACEMENT:** _____

NOTE TO THE STUDENT: There are three uses for this evaluation: (1) a vehicle for growth to open up productive awareness for the development of your gifts in ministry; (2) to determine course credit; (3) a guide in your placement process. The material will be confidential. It will be available to no other party unless released by you by request and signature.

I. ASSESSMENT IN TERMS OF YOUR COVENANT FOR LEARNING

A. What are your major accomplishments which relate to your stated goals (see original *Covenant*)? List two or three. Be specific.

B. Which of your goals were not realized or were insufficiently realized in your estimation? Why? Please be specific.

C. Were you present for all 13 field appointments? ____ If absent, how many times were you absent? ____ Have you completed required make-up work?

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5= do not know. Give explanations of all scores at the lower end of the scale (4-5) using the space provided under “Remarks.”

II. ASSESSMENT OF PERSONAL/PROFESSIONAL SKILLS

Personal Work Habits	1	2	3	4	5
7. Am punctual; keep appointments					
8. Handle absences responsibly					
9. Prepare for assignments					
10. Am appropriately groomed					
11. Am flexible					
12. Am dependable; follow through					

Remarks:

Professional Work Habits	1	2	3	4	5
7. Understand institution’s goals and objectives					
8. Accept limits of settings					
9. Am actively involved					
10. Follow proper channels/procedures					
11. Work comfortably with staff					
12. Protect confidentiality					

Remarks:

Relationships with People	1	2	3	4	5
7. Am genuine, straightforward					
8. Relate well on a one-to-one basis					
9. Relate effectively in a group					
10. Am able to assume leadership					
11. Assume responsibility for my part in relationships					
12. Am able to communicate care for others					

Remarks:

Functioning with Expected Role	1	2	3	4	5
8. Exercise initiative in setting/working toward goals					
9. Creative in completion of tasks					
10. Have grown in professional skills					
11. Can integrate classroom theory with field assignments					
12. Have a well-defined understanding of my role as minister					
13. Find satisfaction in my role as minister					
14. Approach tasks with a sense of Christian ministry					

Remarks:

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know. Give explanations of all scores at the lower end of the scale (4-5) using the space provided under “Remarks.”

Assessment of Field Supervisor	1	2	3	4	5
8. Gives high time priority for supervision					
9. Supportive; affirms gifts					
10. Confronts with specific feedback					
11. Open to collegial, dialogical relationship					
12. Provides opportunity for significant ministry					
13. Self-sharing					
14. Assists in reflecting on acts/issues of ministry					

Remarks:

Assessment of Faculty Seminar Leader	1	2	3	4	5
8. Affirms gifts, supportive					
9. Collegial, dialogical					
10. Self-sharing					
11. Forthright in assessing strengths/weaknesses					
12. Facilitates group process					
13. Effectively communicates case study method					
14. Encourages thorough exploration of issues					

Remarks:

Assessment of Reflection Seminar Process	1	2	3	4	5
8. Effectively probed student’s concept/practice of ministry					
9. Adequate time given to integration of theory/practice					
10. Marked with candor and honesty					
11. Contribution of each member elicited and affirmed					
12. Shared leadership					
13. Attention given to thorough analysis of feelings/actions					
14. Supportive community in which individual is valued					

Remarks:

III. NOTE AREAS IN WHICH YOU HAVE DISCOVERED ABILITIES/QUALITIES/GIFTS WHICH CONFIRM YOUR CALL TO MINISTRY. IN WHAT WAYS HAVE YOU GROWN OVER THE SECOND SEMESTER?

IV. OUT OF YOUR EVALUATION OF YOUR WORK THIS SEMESTER, WHAT FUTURE LEARNING GOAL(S) WOULD YOU SET FOR YOURSELF?

V. IN WHAT WAYS DO YOU PERCEIVE YOUR POTENTIAL FOR MINISTERIAL EFFECTIVENESS DIFFERENTLY AT THE END OF YOUR SECOND SEMESTER THAN WHEN YOU BEGAN THE FIRST SEMESTER?

VI. SUMMARY ASSESSMENT OF THE COURSE.

VII. IN WHAT WAYS WILL YOU RECOMMEND THIS PLACEMENT FOR STUDENTS IN THE FUTURE?

THE SUPERVISOR IS INVITED TO RESPOND TO THIS EVALUATION IN THE SPACE PROVIDED BELOW.

FIELD SUPERVISOR SIGNATURE: _____ **DATE:** _____

STUDENT SIGNATURE: _____ **DATE:** _____

Syl/SMIN/Stu-Eval
7/03

SM603
INSTITUTIONAL PLACEMENT

FORMS AND REPORTS

THE SUPERVISORY CONTRACT
ASBURY THEOLOGICAL SEMINARY
SUPERVISED MINISTRIES PROGRAM

(Please type or print clearly)

Student: _____ **Date:** _____

Supervisor: _____ **Placement:** _____

INSTRUCTIONS: The supervisor and the student are to sign the *Contract*, indicating that both parties are in full agreement with the *Covenant for Learning*. Attach the *Learning Goals Outline* and make copies for the supervisor, the student, the faculty seminar leader, and the Supervised Ministries office by the due date on the course calendar.

Supervisor's Covenant:

1. I agree to give you a minimum of one hour per week of supervision of your experience in ministry with particular focus on the learning goals you describe. I agree to the following time for supervisory sessions:
Day: _____ Time: _____
2. I, and the local church (institution) I represent, agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (See attached *Learning Goals Outline* for said functions.)

Student's Covenant:

1. I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the Fall — Spring (circle one) Semester, 20____, in responsible performance of the above-described functions and in responsible participation in the above-described supervisory processes.

Day(s): _____ Time: _____

2. I am also committing myself to the *Learning Goals Outline* attached hereto. I expect to fulfill these goals within the context of this field experience. I realize that *this Covenant for Learning* may be renegotiated at any time and that I am to send to my faculty seminar leader the updated *Covenant*.

Supervisor's Signature

Student's Signature

Learning Goals SM 603

GOALS

MEANS OF ACCOMPLISHMENT

MEANS OF EVALUATION

I.

A.

1.
2.

B.

1.
2.

II.

A.

1.
2.

B.

1.
2.

III.

A.

1.
2.

B.

1.
2.

Mileage Report Form SMIN 603

Please keep a weekly log of trips made to the field placement, noting the policy regarding Mileage Expense found on page 20 of your *Student Handbook*. **This form is due to the S. Min. office not later than 4 p.m. of the date printed on your course calendar.**



Be especially aware of the following:

- Calculate mileage from the seminary or from your residence, whichever is the shortest.
- Carpool when you can.
- Do not estimate mileage; please take odometer readings and be accurate.
- This form will not be accepted late nor partially completed! It is thus important to you to submit it complete and on time.
- Mileage incurred while you are at your placement is **not** reimbursed by the seminary.

Week	Date Trip 1	Date Trip 2	Driver	Total of 1st Rnd trip	Total of 2nd Rnd trip
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Submitted by: _____ Student I.D.#: _____

Field Placement: _____ Date: _____

Remuneration received from field placement (if any): _____

SM603 Student Mid-Term Reflection

Note: Please type, single-spaced. Give 200 or more words about each of the two areas below, being specific in your responses. Use reverse side as needed. Submit one copy of this form to your Faculty Reflection leader and one to the Supervised Ministries office on the date indicated on your course calendar.

Learning Goals: Reflect upon your progress (or lack thereof) toward your stated learning goals.

Ministry Activity: Reflect upon your work in your present assignment.

1. Professional Performance:

2. Relational Growth and Dynamics:

Hour Report: Have you completed 8 hours of ministry/service involvement each week at your placement covered by this report?

____ Yes ____ No (If “no” an explanation must accompany this report).

Placement: _____ **Date:** _____

Supervisor's Signature: _____ **Student's Signature:** _____

Faculty Seminary Leader _____

Supervised Ministries

Field Supervisor Evaluation

SM603

ASBURY THEOLOGICAL SEMINARY, DEPARTMENT OF SUPERVISED MINISTRIES, DR. BARBARA HOLSINGER, DIRECTOR

STUDENT'S NAME: _____ DATE _____

FACULTY SEMINAR LEADER: _____ PLACEMENT _____

NOTE TO THE FIELD SUPERVISOR: Your responses to the following items are an evaluation of the student's weekly performance in the parish setting. Your candid opinions and observations are vital to the student, the seminary, and ecclesiastical judicatories who may be requesting information on candidates for ministry. A copy of this form will be sent to requesting judicatory(ies)/agency(ies) upon request and signature of the student.

A. GIFTS FOR MINISTRY

1. How did the student function within the structured environment of the institutional setting (i.e., Were proper channels/procedures followed, was there a comfortable relationship in working with you, staff and others, were the goals and objectives of the congregation understood and respected?)

2. According to your observations, what significant strengths does this student possess?

3. In what particular area(s) do you see need for further growth? What do you recommend to facilitate such growth?

Note: Please check the space that you think is appropriate: 1 = strongly agree;

2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know.

B. GIFTS FOR MINISTRY	1	2	3	4	5
1. Takes initiative in fulfilling responsibilities					
2. Completes tasks					
3. Works well under pressure					
4. Relates theory to practice					
5. Is able to help groups achieve goals					
6. Is prompt in keeping appointments					
7. Seeks new situations; comfortable with risk					
8. Manages time well					
9. Is assertive; initiates					
10. Has high energy level					
11. Is sensitive, concerned and responsive to feelings of others					
12. Communicates confidence in others					
13. Makes decisions with firmness; seems to enjoy making them					
14. Is enthusiastic; emotionally responsive and alert					
15. Makes practical and appropriate comments and decisions					
16. Thinks clearly and logically					
17. Shows genuineness in listening to others					
18. Realizes self-potential as person/minister					
19. Demonstrates common sense, foresight					

Note: Please check the space that you think is appropriate: 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know.

C. GRACES FOR MINISTRY	1	2	3	4	5
1. Teachable; open to learning					
2. Admits own biases/prejudices					
3. Utilizes spiritual disciplines					
4. Takes criticism well					
5. Takes praise well					
6. Admits lack of knowledge					
7. Identifies own strengths					
8. Is comfortable in leadership role					
9. Receptive to feedback from others					
10. Moods and behavior are consistent day-to-day					
11. Reasonably satisfied with self					
12. Straightforward, spontaneous; expresses own feelings					
13. Is calm, relaxed and composed					
14. Is friendly, warm; enjoys people					
15. Has healthy attitudes toward persons of opposite sex					
16. Shows warm and accepting attitude toward others					
17. Is patient toward others					
18. Is compassionate and caring					
19. Is self-confident					

D. GRACES FOR MINISTRY

1. Have you seen growth in this student's ability to do theological reflection on ministry experience? Please circle the number that you think is appropriate:

1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree; 5 = do not know

Comments:

2. Does the student have limitations that might make full-time more difficult? What are your recommendations for strengthening this area(s)?

3. Do you sense this person is called to full-time ministry?

4. Does the student demonstrate potential for ministry? Please explain.

5. On the basis of the evaluation you have just reported, what specific learning goals do you recommend for the student at this stage of his/her preparation for the ministry?

ADDITIONAL REMARKS:

STUDENT RESPONSE TO EVALUATION:

FIELD SUPERVISOR SIGNATURE: _____ **DATE:** _____

STUDENT SIGNATURE: _____ **DATE:** _____

Student Evaluation

Supervised Ministries

SM603

STUDENT'S NAME: _____ **DATE:** _____

FACULTY SEMINAR LEADER: _____ **PLACEMENT:** _____

NOTE TO THE STUDENT: There are three uses for this evaluation: (1) a vehicle for growth to open up productive awareness or the development of your gifts in ministry; (2) to determine course credit; (3) a guide in your placement process. The material will be confidential. It will be available to no other party unless released by you by request and signature.

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II. ASSESSMENT OF PERSONAL/PROFESSIONAL SKILLS

Personal Work Habits	1	2	3	4	5
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3. Prepare for assignments					
4. Am appropriately groomed					
5. Am flexible					
6. Am dependable; follow through					

Remarks:

Professional Work Habits	1	2	3	4	5
1. Understand institution’s goals and objectives					
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Remarks:

Relationships with People	1	2	3	4	5
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5. Have a well-defined understanding of my role as minister					
6. Find satisfaction in my role as minister					
7. Approach tasks with a sense of Christian ministry					

Remarks:

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1. Gives high time priority for supervision					
2. Supportive; affirms gifts					
3. Confronts with specific feedback					
4. Open to collegial, dialogical relationship					
5. Provides opportunity for significant ministry					
6. Self-sharing					
7. Assists in reflecting on acts/issues of ministry					

Remarks:

Assessment of Faculty Seminar Leader	1	2	3	4	5
1. Affirms gifts, supportive					
2. Collegial, dialogical					
3. Self-sharing					
4. Forthright in assessing strengths/weaknesses					
5. Facilitates group process					
6. Effectively communicates case study method					
7. Encourages thorough exploration of issues					

Remarks:

Assessment of Reflection Seminar Process	1	2	3	4	5
1. Effectively probed student's concept/practice of ministry					
2. Adequate time given to integration of theory/practice					
3. Marked with candor and honesty					
4. Contribution of each member elicited and affirmed					
5. Shared leadership					
6. Attention given to thorough analysis of feelings/actions					
7. Supportive community in which individual is valued					

Remarks:

III. NOTE AREAS IN WHICH YOU HAVE DISCOVERED ABILITIES/QUALITIES/GIFTS WHICH CONFIRM YOUR CALL TO MINISTRY.

IV. OUT OF YOUR EVALUATION OF YOUR WORK THIS SEMESTER, WHAT FUTURE LEARNING GOALS WOULD YOU SET FOR YOURSELF?

V. SUMMARY ASSESSMENT OF THE COURSE.

VI. IN WHAT WAYS WILL YOU RECOMMEND THIS PLACEMENT FOR STUDENTS IN THE FUTURE?

THE SUPERVISOR IS INVITED TO RESPOND TO THIS EVALUATION IN THE SPACE PROVIDED BELOW.

FIELD SUPERVISOR SIGNATURE: _____ DATE: _____

STUDENT SIGNATURE: _____ DATE: _____

Syl/SMIN/Stu-Eval
7/03