

1-1-2002

SM 603 Institutional Field Supervisors Handbook

Asbury Theological Seminary

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Asbury Theological Seminary, "SM 603 Institutional Field Supervisors Handbook" (2002). *Syllabi*. Book 2394.
<http://place.asburyseminary.edu/syllabi/2394>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

INSTITUTIONAL FIELD SUPERVISORS HANDBOOK

TABLE OF CONTENTS

The Supervised Ministries Program	2
Guide For Institutional Field Supervisors	3
The Field Supervisor	4
The Covenant For Learning	8
*Sample Of A Learning Goals Outline	11
The Role Of Supervision In Field Education Programs	13
The Supervisory Conference*	15
Guidelines For Preparation Of Supervisory Sessions	17
Supervised Ministries Goals For Students	18
Evaluation of Supervisor	19
Student Course Calendar	19
Student Mileage Policy	19

SAMPLE REPORTS & FORMS

*Sample Supervisory Contract	21
*Sample Student Course Calendar	22
*Sample Student Mid-Term Reflection	23
*Sample Final Evaluations	24

*These are samples of forms the students will present to the supervisor at the appropriate time.

Revised: 7/01

THE SUPERVISED MINISTRIES PROGRAM

Asbury Theological Seminary

Supervised Ministries is an important component of training at Asbury Theological Seminary. Each Master of Divinity student is required to take two courses in this supervised field-based learning experience.

Each year approximately 200 men and women representing a wide range of denominational backgrounds are placed as volunteers in over 80 settings. Field settings presently being used include churches, correctional institutions, comprehensive care centers, nursing homes, children's homes, inner-city social service agencies, acute/general admissions hospitals, psychiatric hospitals, and evangelism outreach centers. Opportunities are available from Cincinnati to Lake Cumberland, from Louisville to Appalachia.

BASIC ASSUMPTIONS

There are certain basic assumptions upon which the program is built. We believe that certain tasks of professional ministry can best be learned by doing; that they may often be most easily learned through modeling others; and that action in the field can be reflected upon in disciplined ways which raise new questions, demonstrate relevance of academic work, and may enhance a fuller integration of the theoretical and practical dimensions of a student's training for Christian ministry.

BASIC COMPONENTS

There are three ingredients in the Supervised Ministries Program:

1. A structured service experience of over 100 hours at a field placement;
2. Regular, competent supervision in the field; and
3. A faculty-led weekly seminar experience utilizing self-referent cases for reflection on experiences in the light of Biblical, historical, doctrinal, behavioral, and other disciplines.

Field supervisors are provided training for their work and are considered "adjunct faculty" during the period of their service. We believe that there are positive gains not only for the student and Seminar but for the church or institution as well.

GUIDES FOR INSTITUTIONAL FIELD SUPERVISORS

INITIAL INTERVIEW WITH STUDENT

It is suggested that this interview be scheduled for the week prior to the first week of work at placement. The following forms should be reviewed and signed by both supervisor and student:

1. **Learning Covenant (Learning Goals Outline)**
2. **Supervisory Contract**

MID-TERM EVALUATION

The student will give this form to the supervisor at mid-term in the semester. It should be reviewed and signed by both parties. The student will submit the form to his/her reflection seminar leader.

FINAL EVALUATION AND FINAL INTERVIEW

All Final Evaluations are supplied in the student's handbook. These need to be completed, reviewed and signed by both parties during the final interview. The student will submit them to his/her reflection seminar leader.

STUDENT RESPONSIBILITIES

The student is responsible to bring each of the above items to your attention. **Each report or form is supplied in the student handbook.** The student also has a schedule of due dates of all materials, and is responsible to have them completed at the proper time.

THE FIELD SUPERVISOR

YOUR CONTRIBUTION

The term “Supervised Ministries” highlights the essential role the supervisor plays in the training process of our students. We consider you to have skills in this important task. At times you will be a trainer, resource person, and available consultant. Our expectation is that you will function as a facilitator and guide for the students who come to you. Their experience in your setting may very well be the first exposure they have to the larger task of pastoral ministry. With this as their ultimate, God-given call, you are encouraged to contribute your counsel and leadership in the ultimate formation of their Christian ministry.

ASSUMPTIONS ABOUT LEARNING

By placing students under supervision in “teaching parishes” or “teaching placements”, we believe:

1. That people learn from experience as well as through books. In supervision, we attempt to assist students in the examination of their acts of ministry/service in order that they might learn from them.
2. That in an educational setting the supervision of talk performance will stimulate people to learn from those tasks and will bring about changes within themselves.
3. That people always learn within the context of their relationships with others. Supervision provides a relational context in which learning can take place in a realistic manner.
4. That learning which occurs in a supervised field setting can be transferred to other situations which the supervisees will face when they are beyond formal supervision.

YOUR ROLE

When you have accepted the challenging responsibility of being a field supervisor, the Seminary asks three things of you:

1. That you work with the student in the shaping of a **“Learning Covenant”**. This covenant will be the basic working document of the teaching placement.

2. That you spend at least one hour per week in individual supervision, termed a “**Supervisory Session**”.
3. That you prepare and submit a “**Final Evaluation**” of the student’s performance, utilizing the instrument provided by the Seminary.

The remainder of this document is designed to give you more information concerning these areas of responsibility.

THE LEARNING COVENANT

The starting point for your work as a supervisor will be the student. This contrasts Supervised Ministries with what used to be known as “field work”. In those days the starting point was the job to be done. Supervised Ministries, on the other hand, has its focus on the student who is with us. In collaboration with the student a LEARNING COVENANT will be fashioned which will: 1) Express the learning goals which the student brings to the placement; 2) Clarify methods which will be used to work toward those goals and 3) Specify criteria (where appropriate) which will be used to measure the attainment of the goals.

1. The SEMINARY will ask each student to make a personal assessment in terms of his/her growing edges. Out of this the student will be asked to formulate learning goals to be fulfilled during the Supervised Ministries placement. A learning goal is an interest or a desired result and is broad in nature. It is a declarative statement which relates to questions such as “What do I need to know? What experiences do I hope to have? What would I like to learn out of this semester’s experience in this placement?” The learning goals will shape the basic working document at the field placement.
2. The SUPERVISOR will consult with the student on the basis of the student’s learning goals and together they will construct a list of mutually acceptable methods for the accomplishment of those goals. A method differs from a goal in that it is a shorter statement of a more specific strategy/way of working toward the goal. There will usually be one or more proposed methods listed under each learning goal. There are two essentials in writing a good statement of method. It should express in concrete, specific terms one task which relates to the accomplishment of the goal, and it should be realistic in terms of the placement.
3. Under some methods, the supervisor and student will want to formulate certain criteria. A criterion represents a before-the-fact agreement between the supervisor and supervisee as to results which will be considered satisfactory. This provides some objective to determine whether certain

goals have been accomplished. Following is an example of the Goal-Method-Criterion format:

- I. I want to feel more comfortable doing pastoral visitation in the hospital setting. (Goal)
 - A. I expect to accompany my supervisor and observe his/her methods. (Method)
 1. I will carry out assignments of location and people I am to visit. (Criterion)
 2. I will visit two patients a week for the rest of the semester. (Criterion)

For more detailed information, consult “The Covenant for Learning” section of this packet.

It must be cautioned that learning goals often deal with qualitative matters that do not easily lend themselves to objective, measurable analysis. What we are striving for, however, is a specific plan of action which will enable the students to move toward the fulfillment of the learning goals. The final form of the document should not be thought of as immutable, but throughout the supervisory experience it could be revised through consultation between the supervisor, the student, and the reflection seminar leader. It will serve as a reference point throughout the student’s field experience. The Learning covenant should be prepared in triplicate within two weeks using the format described above. A copy will be kept by the student, one by the supervisor, and one by the reflection seminar leader. A “Supervisory Contract” form (sample enclosed) is to be attached to the seminar leader’s copy of the Learning Covenant.

THE SUPERVISORY SESSION

the second requirement which the Seminary makes of the Supervisor is that regular weekly supervisory sessions be held with the student. These sessions will be approximately one hour in length. We believe that these times are a key learning structure in theological field education. They are a firm requirement for every placement. By accepting a student you are contracting with him/her and with the Seminary that you will personally give the contracted supervision each week throughout the period of the placement. This session will focus upon the integration of the student’s ministry experiences in light of his/her Learning Goals. It will also provide an opportunity for theological reflection.

THE EVALUATION

All field supervisors are considered as adjunct faculty and have proportionate authority in evaluating the student's participation in the program. Written evaluations will be made and submitted at the end of each semester. Forms are provided in the student's handbook for this purpose. Evaluation, however, should be a continual part of the supervisory process. The ongoing nature of this evaluation will mean that there will be no "surprises" for the student at the end of the semester.

Evaluation comes out of the spiritual relationship in which the supervisor's desire is the full development and utilization of the student's gifts and graces for ministry. Because of the tremendous significance of this objective, an evaluation cannot be taken lightly, nor can persons be treated arbitrarily. The evaluation will be a creative, challenging process by which new growing edges are clarified through love.

As a part of the evaluative process, the supervisor may wish to discuss the student's tests taken as part of seminary entrance orientation. These tests are:

MYERS-BRIGGS PERSONALITY TYPE INDICATOR: A basic classification of how a person functions and organizes his/her life.

THEOLOGICAL SCHOOL INVENTORY: A description of motives and direction in the ministerial vocation.

Our experience has shown that most evaluations from supervisors and lay committees are skewed in the positive direction. None of us likes to cause others discomfort, so our evaluations tend to omit that feedback which might be confrontational. However, when an evaluation of a student's ministry speaks only in glowing terms we tend to wonder how objective the evaluation has been. All of us, including our students, have our additional gifts and unused potential. We also have our "blind spots" and our weak points. For this reason we need supervisors who function as mentors and guides to help students discover new inner resources for God's work. The writer of Proverbs expresses this truth graphically: "Iron sharpens iron, and one man sharpens another."

We value this ministry highly, and we rejoice that you can join us in this challenging opportunity. Some have called this program a "seminary on the street." We like that phrase, and believe this kind of training is absolutely essential in preparing men and women for the service of Christ.

NOTE: Pages 7 through 9 are duplicates taken directly from the Student Handbook for your information.

THE COVENANT FOR LEARNING

The COVENANT FOR LEARNING is the basic structure around which the placement experience is organized. It consists of two parts:

1. **The Supervisory Contract**, 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. The form itself is located at the end of the Student's Handbook.
2. **The Learning Goals Outline**. Instructions for preparing this outline are detailed on the following page.

This two-part COVENANT FOR LEARNING is the Supervisory Contract. It specifies the commitments made by the supervisor and the supervisee. Contract forms are provided in the Student Handbook. It is to be removed from the handbook, completed, and signed by both parties involved. You will then need to make two additional copies, since 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 kind of guide, trainer, facilitator--in the student's learning process. He/she also represents a church or 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, there are two dimensions to the supervisor's section of the contract:

1. As the seminary representative, he/she covenants to give approximately one hour of supervision each week with particular focus on the student's learning goals;
2. 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 student's section of the contract emphasizes the importance of the attached learning goals. It becomes a kind of job description, and delineates the student's expectations for the field experience, and his/her commitment to serve the placement in specific ways.

PART II: DIRECTIONS FOR 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 the student in consultation with the field supervisor.

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

Learning Goal: A purpose; a broad objective. Goals are to be formulated in terms of the student's aspirations. They answer the question, "In what areas do I wish to grow during this experience?" (Knowledge? Understanding? Competence?) These broad objectives become the Roman numerals I, II, etc., in the outline.

Method: 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 format.

Criteria: Standards; targets. These form the basis for making decisions or judgments about the extent to which goals have been attained. Criteria are specific, concrete, measurable. They answer the questions, "What are the tasks? When will I do this? Where? What resources will I use?" etc. Criteria will be listed for each method using Arabic numerals 1, 2, etc., in the outline.

The student is encouraged to set goals in a number of areas, keeping in mind limitations of time and setting. Some suggested categories are:

Professional development (skills, knowledge)
Personal growth (confidence, self-understanding, interpersonal skills)
Supervisory relationship (roles, expectations, nature)
Reflection/integration processes (case studies, consultation, research)
Spiritual development (gifts/graces, spiritual disciplines, confirming call)
Others as identified by student.

Each person's goals will be unique, determined by his/her own particular growth needs and the limitation of the placement in which he/she serves. The following steps are suggested for preparing the 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 which 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 out one or more methods for working toward each of your learning goals. This step will probably require consultation with seminar leader and field supervisor.
4. Discuss your goals and methods statement with your field supervisor. Out of this consultation, fashion criteria on targets which will serve as acceptable standards for the measurement of progress toward your goals. Weaknesses in the goals usually have to do with fuzzy criteria or ill-defined targets. Strive for concreteness and specificity, and the usefulness of the document will be greatly enhanced.
5. Your final statement of goals will be written in outline form, prepared in triplicate, and attached to the Supervisory Contract.

SUMMARY

These two parts, the Supervisory Contract and the Learning Goals Outline, make up the student's COVENANT FOR LEARNING. This covenant becomes the basic working document for the Supervised Ministries experience. It spells out the expectations of the student and of 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 the student's work. At that time the student, the supervisor, the seminar leader, will review the goals to determine which criteria were met, and to what extent the student has reached his/her objectives.

The covenant may be revised only once during the semester. Such revision is allowable only during the first eight weeks of the semester and must have the approval of the supervisor and the reflection seminar leader.

SAMPLE OF A LEARNING GOALS OUTLINE

- 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.
 - 1. I will make at least two visits per week alone.
 - 2. I will report and discuss these visits each week with the pastor.
 - B. I will seek out resource materials on pastoral home visitation in ministry.
 - 1. I will read these books (one each month) on the subject and write a summary review of each.
 - 2. On Monday of each week, I will reflect on my reading and pray for help to implement my learning in the visits I plan to make 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.
 - 1. I will plan to preach at least once in a regular worship service, a mid-week service, and on other occasions that arise.
 - 2. I will preview my messages with the pastor beforehand, and review my presentation afterwards.
 - B. I will ask for a regular teaching assignment.
 - 1. I will teach a Sunday School class of high school students using approved curriculum material.
 - 2. I will also teach an adult group on Discipleship during the mid-week service.
- 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 local church.
 - 1. I will read the Administrative section of the *Book of Discipline*.
 - 2. I will discuss a different aspect of my reading with the pastor every week.

- B. I will become acquainted with the local administrative units and how they function.
1. I will visit every board/committee as an observer/participant and record how it functions.
 2. I will share my observations and raise any questions with the pastor during my weekly meeting.

THE ROLE OF SUPERVISION IN FIELD EDUCATION PROGRAMS

One of the most important tasks of a good supervisor is to help student interns reflect critically on their ministry. Through this reflection, students are helped to grow in self-awareness, professional skills, and theological meanings.

More than anything else, the relationship between the supervisor and the student is important. This is the medium through which much learning takes place and through which the supervisory purpose is achieved. This relationship, although instigated and directed chiefly by the supervisor, presupposes openness and a willingness to communicate on the part of the interns as well as the supervisor.

It is through this relationship that the student is helped to reflect on his/her ministry. Supervisor and intern walk through the internship together. The supervisor supports the student during periods of discouragement, encourages free expression of feelings without fear and reprisal and stimulates further efforts at learning through the supervisor's interest and recognition of what the student does well.

The relationships should be sustained by both formal, i.e. regularly scheduled, conferences and informal encounters.

The supervisor is expected to function as:

ADMINISTRATOR

the administrative function involves general overseeing of the student's work. The supervisor suggests specific tasks for the student. He/she also informs the student of the normal functioning in the particular placement and the duties of the other members of the staff. The supervisor will help the student's development of ministerial skills.

EVALUATOR

The evaluation process has the primary purpose of teaching. With the supervisor's help, the student is helped to recognize strengths and weaknesses, failures and successes and thus improve his/her effectiveness in ministry in the future. The personal goals of the student can provide many topics for consideration.

TEACHER

The teaching function of the supervisor includes the direct transmission of knowledge and information which represents new content for the student. The supervisor will be conscious of his/her role as a more experienced person. The supervisor can also elicit response and criticism from the other members of the staff. The supervisor would also be open to suggestions and insights of the student.

CONSULTANT

The role of consultant is perhaps the most important of these various functions of the supervisor. In a non-directive way, they help the student to reflect on his/her ministry in the light of his/her own feelings, theology, and spirituality.

Some General Supervisory Skills

1. Ability to listen.
2. Recognition and ownership of ones own feelings.
3. Ability to enter into the feelings of the student.
4. Openness to the life style of the student.
5. Ability to create a helping relationship.
6. Sensitivity to “where the student is”.
7. Ability to ask the right questions.
8. Ability to wait for the intern’s growth, to resist the temptation to manage his/her life.
9. Recognition of the student’s resistance to growth; ability to know when it is appropriate to probe the resistance and a willingness to do so.
10. General theological knowledge and pastoral insight.

Some Questions Appropriate to Supervision

These are not intended as a means of interrogation. Rather, they are suggestive of the kind of subjects appropriate to the supervisory relationship.

1. What took place?
2. In what way did you respond to the event?
3. How do you feel about what happened?
4. How do you interpret the experience?
5. What can be learned from the incident?
6. What does this have to say about the ministry of Christian faith?
7. How can the continuing situation best be confronted or handled?
8. What is your role as a result of the experience?

THE SUPERVISORY CONFERENCE*

The supervisory conference is a disciplined occasion and requires certain ingredients if the mixture is to feed the student.

1. **RAPPORT** and **TRUST** between supervisor and student is fundamental. This does not occur overnight. Factors which lead to rapport and trust include clarity of expectations, mutual respect, positive strokes genuinely given and received, sensitivity to feelings, responsibility in performance of duties, being on time and well prepared for supervision, and being open in expressing oneself and open to feedback.
2. **A REGULAR SCHEDULE OF SUPERVISORY CONFERENCES** is essential. The time together should be relatively free of interruption, and only the most pressing emergencies should be cause for rescheduling. An hour to an hour and a half is about all the time which can be spent together helpfully.
3. An **AGENDA**, usually brought in by the student, is necessary. That is, every conference is to look at some ministerial behavior. The student brings an account of activity he/she has performed. On occasion, there may need to be written accounts. At times, the supervisor will bring the agenda. This may include feedback he/she has received about aspects of the student's work. Too, it may be related to his/her sharing certain aspects related to his/her own style of ministry which may be of help to the seminarian. In every case, however, supervision begins with the live data, actual behavior in ministry, which is examined.
4. The **ANALYSIS** of the behavior or the experience takes place at several levels. An alliterative list may help the supervisor keep in mind the possibilities:

Facts - Check for facts which clarify the event in your mind. Check for facts which test the reality of statements such as, "Everybody disagrees with me."

Feelings - Be aware of the student's feelings. Check his/her awareness of his/her own feelings toward others in the experience under discussion. Be aware of your own feelings about the event and toward the student during the discussion.

Fantasies - Ask the student to fantasize about what his/her intuition tells him/her in the situation. Prod him/her to share hunches about the people in the event. Use fantasy as a means of exploring future alternatives.

Focus - Explore alternatives, but focus on the primary issue, the basic decision to be made, the heart of the problem. Do not solve the problem for the student. That is his/her responsibility but help him/her focus on the central issue.

Future - What are next steps? Again, don't solve the problem but help the student think of alternative next steps to take. Also, generalizations can be made by the student in terms of future behavior in similar situations. It is to achieve a more competent response to similar situations of ministry in the future that supervision is directed.

It is important to remember that supervision is not pastoral counseling or therapy. It is an educational discipline. Sometimes psychological counseling or therapy might be indicated as a need, but it should be tagged as such and not become the agenda for supervisory conferences. Psychological hang-ups which interfere with ministerial competence should be pointed out, and the student should be challenged to seek appropriate counseling or therapy. Often, vocation questions are of utmost importance to the student; and within the discipline of examining actual ministerial behavior, there should be ample opportunity to discuss whether or not the student feels called to ordained ministry.

*This information is drawn from a lecture by Professor William Pregnall, Virginia Theological Seminary, Alexandria, Virginia, at a Biennial Consultation of Theological Field Education, Fort Worth, Texas, 1975.

GUIDELINES FOR PREPARATION OF SUPERVISORY SESSIONS

- A. Am I dealing with my students honestly?
- B. Am I evaluating his/her work?
- C. Am I giving him/her my perceptions of their behavior?
- D. Am I presenting positive areas of success as well as pointing out areas of needed growth?
- E. Am I honest about his/her failures or lack of accountability?
- F. Have I taken into account how much of the student's productivity or lack of it I can attribute to inexperience?
- G. Am I able to point out character weaknesses such as: stubbornness; lack of common sense; poor pastoral judgment; immaturity; irresponsibility; discourtesy; insensitivity toward others; authority problems, etc.?
- H. Is my advice evasive or direct enough for the student to get the point?
- I. Do I challenge the student's potential? Do I ask if he/she is satisfied with the quality and quantity of the supervision they are given?
- J. Do I set aside time to allow the student to respond to me?
- K. Do I balance out "what is say" with "the way I say it"? (cognitive and emotional content of my message) Do I have a feeling tone for this person?
- L. Do I honestly think that the Christian Community can be served by this person later on? Do I point out areas where he/she comes on too strong?
- M. Do I share my own spiritual life with my student?
- N. Do I exercise my authority as I should or am I intimidated by the fact that I am working with a seminarian?

"Pastoral supervision is meant to empower the supervisee to live and to function as a minister of the Lord. The pastoral supervisor serves as a model for that ministry, not necessarily for the student to copy but to use as point of departure for developing a unique professional identity. This kind of a supervisory relationship requires a great deal of skill and sensitivity and an ability to free the student to develop in his/her own way".

SUPERVISED MINISTRIES GOALS FOR STUDENTS
HIGHLIGHTS FOR FIELD SUPERVISORS

The supervisor is expected to help the student to:

DEVELOP A VALID PERSONAL CONCEPT AND PRACTICE OF MINISTRY;

LEARN HOW TO LEARN FROM EXPERIENCE;

LEARN HOW TO INTEGRATE THEORY WITH PRACTICE IN THE CONTEXT OF
EXPERIENCE IN MINISTRY;

DEVELOP AN INCREASING DEGREE OF EMOTIONAL AND SPIRITUAL
MATURITY; and

HAVE AN OPPORTUNITY TO TEST AND FULFILL THEIR CALL TO MINISTRY.

EVALUATION OF SUPERVISOR

On the Student's Final Evaluation form, students will be asked to rate the effectiveness of their Field Supervisors in the following areas:

1. Gives high time priority for supervision.
2. Is supportive; affirms gifts.
3. Confronts with specific feedback.
4. Is open to collegial, dialogical relationship.
5. Provides opportunity for significant ministry.
6. Is self-sharing.
7. Assists in reflecting on acts/issues of ministry.
8. Remarks concerning the supervisory relationship.

STUDENT COURSE CALENDAR

The Student Course Calendar is a schedule of when required student reports and evaluations are to be submitted to the Reflection Seminar Leader. Supervisors will receive a personal copy from the student at the beginning of each semester. This should be reviewed with the student when the Supervisory Contract and Learning Goals are discussed. A sample Student Course Calendar is provided at the back of this document.

STUDENT MILEAGE POLICY

The Seminary has a limited budget from which students are assisted toward their travel to and from field assignments. The rate allowable is minimal and does not pretend to cover the costs incurred; it is considered a defrayal allowance.

At the beginning of each semester, students are made aware of our travel policy. They are also encouraged to car-pool when more than one person is assigned to a placement. At the end of the semester, students are reimbursed for miles traveled not to exceed two round trips. In no cases shall the total two round trips exceed the 200 mile limit.

It is important for supervisors to be aware of the Seminary's reimbursement policy and the students' responsibility for reporting to the Supervised Ministries Office. Knowing this, supervisors are requested to take this into account when working out schedules with students. If a student is asked to appear more than twice weekly at a placement, travel costs naturally are increased. In such cases of multiple trips, the institution is requested to assist with the additional expenses.

SAMPLE REPORTS & FORMS

THE SUPERVISORY CONTRACT
Asbury Theological Seminary
Supervised Ministries Program

Student's Signature _____ Date _____

Supervisor's Signature _____ Placement _____

INSTRUCTIONS: The supervisor and the student are to initial each section so as to indicate 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, and the seminar leader by the due date.

SUPERVISOR'S COVENANT

1. I agree to give you approximately 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 institution I represent, agree to give you the opportunity to perform the following functions in this setting, over which I will give administrative supervision. (Attach Learning Goals).

Supervisor's Initials

Student's Initials

STUDENT'S COVENANT

1. I agree to give _____ hours per week on _____ (day of the week) from _____ to _____ (time) during the period _____ (dates) in responsible performance of the above-described functions and in responsible participation in the above-described functions and in responsible participation in the above-described supervisory processes.
2. I am also committing myself to the Learning Goals Outline, which is attached. 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 Reflection Seminar Leader the updated covenant.

Supervisor's Initials

Student's Initials

SUPERVISED MINISTRIES

STUDENT

COURSE CALENDAR

SM603

SAMPLE CALENDAR

Feb. 10	First Reflection Seminar meeting *All SM603 students and Reflection Seminar Leaders meet in Royal Auditorium for Orientation.
14-20	Field Placements begin
17	Reflection Seminar meeting *All SM603 students and Reflection Seminar Leaders begin meeting in their assigned classrooms.
24	Supervisory Contract and Learning Goals due
Mar. 14-20	Discuss Mid-Term Reflection with Field Supervisor
17	First Case Study due
24	Mid-Term Reflection due
Mar. 29-Apr. 2	Reading Break - No Class
Apr. 14	Second Case Study due
21	Submit Mileage Reports to SUPERVISED MINISTRIES OFFICE no later than 4pm today. Include trips through the end of semester.
May 9-15	Last Day(s) at Field Placement *Discuss Final Evaluations with Field Supervisor no later than May 12. ALL EVALUATIONS MUST BE SIGNED!
12	Student and Field Supervisor Final Evaluations due *Schedule appointment with Reflection Seminar Leader for final evaluation interview during finals week.

All reports, assignments, and evaluations are to be submitted to the Reflection Seminar Leader per this schedule.

**ALL FORMS SUBMITTED MUST BE SIGNED
YOU WILL RECEIVE A GRADE OF "NC" IF FORMS ARE NOT SIGNED!!**

STUDENT'S MIDTERM REFLECTION
SM 603

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 this form to your Reflection Seminar Leader on the date indicated on the Course Calendar.

LEARNING GOALS. Reflect upon your progress or lack of progress toward your stated learning goals.

MINISTRY ACTIVITY. Reflect upon your work in your present assignment.

A. Professional performance:

B. Relational Dynamics:

INSTITUTION: _____ DATE: _____

SUPERVISOR'S SIGNATURE: _____ STUDENT'S SIGNATURE: _____

- 1-STRONGLY AGREE 4-DISAGREE
 2-AGREE 5-DO NOT KNOW
 3-AGREE WITH RESERVATIONS

NOTE: Please check the space that you think is appropriate

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 group's goals					
6. Is prompt in keeping appointments, meeting times					
7. Seeks new situations; comfortable with risk					
8. Manages time well					
9. Is assertive, initiates					
10. Has high energy drive					
11. Is sensitive, concerned and responsive to feelings					
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. Thinking is clear and logical					
17. Shows genuineness in listening to others					
18. Demonstrates common sense; shows foresight					
19. Is realizing potential as person/minister					
20. Preaching is a strength					

C. GRACES FOR MINISTRY	1	2	3	4	5
1. Is teachable; open to learning					
2. Admits own biases, prejudices					
3. Utilizes Spiritual disciplines					
4. Takes criticism					
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. Is reasonably satisfied with self					
12. Shows acceptance of own sexuality					
13. Is straightforward, spontaneous; expresses own feelings					
14. Is calm, relaxed and composed					
15. Is friendly, warm, enjoys people					
16. Converses easily with persons of opposite sex					
17. Shows warm and accepting attitude toward others					
18. Is patient toward others					
19. Is compassionate and caring					
20. Is self-confident					

D. PERSONAL

1. What have you observed in the student that would hinder effective service to people (i.e. personal peculiarities, physical disabilities, emotional and temperamental propensities)?

2. Please state frankly your opinion as to the student's suitability for working with people.

3. On the basis of your observation what specific growth goals would you recommend to the student at this stage of his/her preparation for ministry to people.

OTHER REMARKS:

RESPONSE OF STUDENT. The student is invited to respond to this evaluation in the space below.

Supervisor's
Signature _____ Date _____

I have reviewed this report.

Student's
Signature _____ Date _____

**STUDENT'S EVALUATION
SM603**

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.

NAME OF STUDENT: _____ DATE: _____

PLACEMENT: _____ SEMINAR LEADER: _____

I. Assessment in Terms of Your Learning Covenant

- 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? Please be specific.

- C. Were you present for all field appointments? _____ If absent, have you completed required make-up work?

II. Assessment of Personal/Professional Skills

Evaluate self (or others as applicable) by circling a number from “1” to “5” to indicate to what extent the items seem true of you (or other). Use the following code:

- | | |
|------------------------|--|
| 1 = Very weak | 4 = Above average with room for growth |
| 2 = Weak but improving | 5 = Exceptionally strong |
| 3 = Adequate | |

Give explanations of all scores at the lower end of the scale (1-2) using the space provided under “Remarks”.

- A. Personal Work Habits Effectiveness

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

REMARKS:

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

REMARKS:

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

REMARKS:

D. Functioning within Expected Role

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

REMARKS:

E. Assessment of Field Supervisor

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

REMARKS:

F. Assessment of Reflection Seminar Leader

1. Affirms gifts, is supportive	1	2	3	4	5
2. Is collegial, dialogical	1	2	3	4	5
3. Is self-sharing	1	2	3	4	5
4. Is forthright in assessing strengths and weaknesses	1	2	3	4	5
5. Facilitates group process	1	2	3	4	5
6. Effectively communicated inductive case study method	1	2	3	4	5
7. Encourages thorough exploration of issues	1	2	3	4	5

REMARKS:

Page 4 of 5

G. Assessment of Reflection Seminar Process

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

REMARKS:

III. Note areas in which you have discovered abilities/qualities 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. Final Assessment of the course.

STUDENT'S
SIGNATURE _____ DATE _____

SUPERVISOR'S
SIGNATURE _____ DATE _____

The supervisor is invited to respond to this evaluation in the blank below. (Use back of page if necessary).