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SM 610 Supervised Ministry Handbook and Syllabus

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Introduction

Supervised Ministry is a time to deepen your spiritual formation, test multiple areas of ministry, learn to build healthy ministry relationships, grow with a mentor, share your life’s pilgrimage with a small group of peers—all together building a foundation for your future study, ministry and Christian life. I trust you will find this semester to be a spiritual and ministry adventure.

This handbook is your working guide for Supervised Ministry SM610—Cross-cultural/Institutional Placement. You should probably keep it in a three-ring binder along with you other SM610 materials. Carefully read through all the materials before the semester starts, with your marker and calendar in hand.

ALSO, if this is your first semester in Supervised Ministry, you will need to have your placement and mentor chosen by mid-January. Your mentor must go through training with the professor before the semester starts.

If you have completed the first semester of Supervised Ministry, you have a mentor in place. However, please confirm the willingness of your mentor to continue through the second semester.
# SUPERVISED MINISTRIES HANDBOOK
## SM610 CROSS-CULTURAL/INSTITUTIONAL PLACEMENT

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GOALS OF THE SUPERVISED MINISTRY PROGRAM

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

General Goals:

The student will:

1. Integrate theological academic disciplines and ministry experience in order to form a comprehensive competence in the work of ministry.

2. Interact between academic theological knowledge and contextual life situations from the perspective of the theology, function, mission and ministry of the Church.

Specific Goals:

The student will:

1. Develop a realistic and valid (a) personal concept of ministry and (b) practice of ministry.

2. Develop the habit of learning from experience and reflecting theologically on ministry experiences by using the Supervised Ministry method.

3. Learn to integrate spirituality with intellect and practice in order to promote the exercise of spiritual life in relation to ministry thus producing overall growth and competence in ministry.

4. Discover the value of supportive, peer-ministry relationships.

5. Develop relational skills within the church and multi-cultural settings.

6. Have opportunity to test and fulfill one’s gifts and call to ministry.
SM610 is a supervised, field-based experience 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 and from modeling others.

2. Connecting with a qualified mentor is integral to building an accountable ministry.

3. A life formed in the image of Jesus is the only foundation upon which to build a successful ministry life.

4. Action in the field can be reflected upon in disciplined ways
   - By raising new questions about ministry;
   - By demonstrating the relevance of academic work; and
   - By enhancing fuller integration of theoretical and practical understanding of a student’s training for Christian ministry.

THE LEARNING COVENANT

The Learning Covenant is the basic structure around which the placement experience is organized. It consists of two parts:

1. The Mentor-Student Contract

   A formal document that clarifies the expectations as well as the tasks of both mentor and student. Directions for completing the contract are given below. The form itself is located in the Forms Section of this handbook.

2. The Learning Goals Outline

   Instructions for preparing this outline are detailed on the following page.
This two-part Covenant is to be prepared in quadruplicate, with a copy for the reflection group leader, one for the student, one for the mentor and one for the Supervised Ministries office.

**PREPARING THE MENTOR-STUDENT CONTRACT**

The first part of the Learning Covenant is the Mentor-Student Contract. It specifies the commitments made by the mentor and the student. One contract form is provided at the end of this handbook. It is to be removed from the handbook, completed, and signed by both parties involved.

**The Mentor’s section of the Contract highlights the teaching function of the mentor.** The mentor is considered an adjunct faculty member and functions as a guide, trainer and facilitator in your 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 mentor’s section of the contract:

1. As the seminary representative, he/she covenants to give at least one hour of supervision each week with particular focus to the student’s learning goals; and
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**

1) his/her commitment to serve the placement in specific ways and
2) the importance of the attached learning goals. It becomes a kind of job description and delineates the student’s expectations for the field experience.

**PREPARING THE LEARNING GOALS OUTLINE**

One of the premises of Supervised Ministry 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 mentor.
The Learning Goals Outline is to be typed in 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 of Accomplishment …**

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 …**

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 specific, concrete, measurable. They answer the questions, “What are the 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.

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

- Spiritual Formation (establishing intentional spiritual disciplines in the context of active ministry)
- Professional development (skills, knowledge)
- Personal growth (confidence, self-understanding, 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 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 seminary 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 mentor.

4. Discuss your goals and methods statement with your mentor. 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 fuzzy criteria or ill-defined targets. Strive for concreteness and specificity.

5. Your final statement of goals will be written in outline form, prepared in quadruplicate and attached to the *Mentor-Student Contract*.

**Summary**

These two parts, the *Mentor-Student Contract* and the *Learning Goals Outline*, make up the student’s *Learning Covenant*. The *Covenant* becomes the point of reference for the Supervised Ministry experience. It spells out the expectations of the student and of the mentor. 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 mentor, and the faculty group leader will review the goals to determine which criteria were met, and to what extent the student has reached his/her objectives. Revisions are subject to the approval of the mentor, the student, and the faculty reflection-group leader.
GOALS
I. I want to learn how to do Pastoral Home Visitations effectively.

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

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

LEARNING GOALS

MEANS OF ACCOMPLISHMENT

A. I will make home visits with the pastor to observe him/her early in my placement.

B. I will seek out resource materials on pastoral home visitation in ministry.

MEANS OF EVALUATION

1. I will make at least two visits per week alone.

2. I will report and discuss these visits each week with the pastor.

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 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.

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 read the Administrative section of the Book of Discipline.

2. I will discuss a different aspect of my reading with the pastor every week.

1. I will visit board/committee meetings as an observer/participant and record how they function.

2. I will share my observations and raise any questions with the pastor during my weekly meetings.
GOALS

I.

II.

III.

LEARNING GOALS

MEANS OF ACCOMPLISHMENT

MEANS OF EVALUATION

1.

2.

1.

2.

A.

B.

A.

B.

A.

B.
CROSS-CULTURAL/INSTITUTIONAL MINISTRY PLACEMENT:
SM610

In the SM610 Placement, students are assigned to field placements based in a parish setting out of which they are involved, for eight hours per week, in a cross-cultural ministry during the course of the semester. The student will work under the direct supervision of a Seminary-approved pastoral mentor. The student’s ministry experience will include:

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

   The Placement Activity Checklist is divided into major categories as a guide for the mentor in making ministry assignments. The student is expected to perform some tasks in each of these categories. The monthly report will be an indicator of compliance with this requirement. The report form, located at the back of this handbook, is to be submitted monthly with copies given to the faculty seminar leader, the mentor, and the Supervised Ministries office, as indicated on the course calendar.

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

   This interview will focus upon the integration of the student’s ministry experiences in light of the pre-stated *Learning Goals*. It will also provide an opportunity for theological reflection. A *Learning Goals Progress Report* is provided at the back of this handbook. This is a monthly report in which the student is required to reflect on progress during the month in the stated *Learning Goals* in light of the weekly meetings with the supervisor. The form is then to be submitted monthly to the faculty seminar leader and the Supervised Ministries office, as indicated on the course calendar.

3. **A monthly meeting with the Parish Lay Committee.**

   This meeting is for dialogue and feedback relating to the student’s *Learning Goals*, relationships with the congregation, and ministry functions. The student is required to reflect on each monthly 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 monthly 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 *Parish Lay Committee* meeting.
The precise nature of the student’s involvement in the field will be outlined in the *Learning Covenant*. This covenant will be negotiated between the student and the mentor at the beginning of the semester. One copy of the covenant will be submitted to the student’s faculty group leader, one to the mentor, one to the Supervised Ministries office, and one will be kept by the student. The due date for this and other assignments is listed on the course calendar.

All mentors 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.

The student’s field schedule and responsibilities will be negotiated with the mentor/supervisor according to guidelines established by the Office of Supervised Ministries. It will be the student’s responsibility to work out his/her personal schedule in order to fulfill all requirements of the course.

Ministry placements are to be arranged during pre-registration in the previous semester. Students will then be expected to begin attending their field assignments the first weekend after the first Wednesday of the semester and continue *for a total of thirteen eight-hour weeks at the placement, including the Spring Break*. Consult the course calendar for specific information regarding the current semester.

**The Parish Lay Committee**

The *Parish Lay Committee* functions as auxiliary to the pastoral-mentor. This committee is selected by the pastor and/or delegated persons in the parish. It is generally comprised of at least three (ideally, five) persons who are willing to contribute time and attention to the student’s success and growth in ministry. This may be the same group as used for SM620 or a new group more in touch with the SM610 ministry placement.

In order to assure objectivity, no relatives or spouses of the student are to serve on the committee. Nor should ordained pastors be appointed to the committee, to assure a lay perspective.

The function of the *Parish Lay Committee* should not be confused with that of the mentor. 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 mentor.

**Four meetings with the Parish Lay Committee are to be convened during the semester.** At the very outset of the placement experience (not later than the second week), the student will convene the initial meeting with his/her Parish Lay Committee to review the *Learning Covenant*.
Goals and schedule their three remaining monthly meetings. These are normally scheduled for the first week of each month. A Parish Lay Committee Agenda is provided at the back of this handbook for help in preparing for the Parish Lay Committee meetings.

Each meeting will be reported on the Learning Goals Progress Report. The report form must be signed by the mentor and submitted to the faculty group leader and the Supervised Ministries office, as indicated on the course calendar.

The Parish Lay Committee should fairly represent the church/ministry constituency. Members of different ages, vocations, backgrounds and social levels will help give the student a wide range of feedback. Persons should be known for their integrity, their willingness to provide constructive feedback, and their ability to keep confidences.

At the end of the ministry experience, the student will provide a final evaluation form for the committee to give a joint appraisal of the student’s presence and ministry among the congregation. This form, the Final Parish 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 student learning and parish enrichment, the student is referred to the booklet, Lay Leadership for Ministry Training. This material should already be in the hands of the mentor and a copy should be given to each member of the lay committee. The student will need to read it as well. The booklet is available in the Supervised Ministries office to be distributed to committee members who don’t have it.
THE REFLECTION SEMINAR

In addition to the eight hours per week in the field, the student will participate two hours per week in an on-campus reflection seminar. The seminar will be an experiential learning opportunity which will focus on integrating the student’s seminary training with his/her current field-based experiences in ministry.

During each semester, the student will be expected to submit one self-referent case-study exploring acts of ministry from the field experience. The case will be presented to the seminar group as a subject for reflection. Copies of cases to be 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. Students should be prepared to pay for copies at the time cases are duplicated. Due dates for the cases are listed on the course calendar.

The process of 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 reflect individually upon the case to be considered in the seminar. (See the “Case Study” discussion notes that follow.) 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 hours spent in thorough reading and 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.
Reflecting integratively on the issue of the case, evaluating the insights of the authors referred to. Recall insights from courses you have taken and readings which you have done which speak to the issue in the case. Research new readings which address this issue and be 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.

Each class member is 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.”

**Case Study Discussion Notes**

During your two hours of reading and reflecting on each case study, jot down your thoughts to the following questions. These notes will be your tool for class discussion. The professor will collect your notes following each Reflection Seminar (so please remember to use your name).

1. Who are the principle role-players in this case? Why?

2. Do gender differences impact this case? How?

3. How does your understanding of Wesleyan/biblical theology speak to this case?

4. Is there a time line that must be dealt with?

5. What available resources might impact this case?

6. What next **three steps** should be taken to resolve this case?

7. If you were to explain your response to this case before your ordaining committee, what would you tell them?

8. How long did you work on this case study?
Writing Your Case Study

A case study addresses a problematic situation in which a significant decision about ministry is necessary. It focuses on a situation where there seems to be no obvious right answer. It should be no longer than five pages plus resource materials that you add to the end.

At the first of the semester (see calendar) you will write a brief summary for two possible case studies. Each description should be a brief paragraph describing the main issue of the potential case. The professor will collect each student’s descriptions and choose one of the cases for each student to write. Thus, we can discuss a broader spectrum of issues during the semester.

The case study should:

- Be self-referent. It is based on a situation in your present placement, reporting on an aspect of your ministry there. Describe an actual situation, not a hypothetical one that leaves the reflection group with a “hollow, not-real” feeling.

- Describe a difficult, multifaceted problem for which there is no obvious solution.

- Describe a situation where information about the background, the individuals involved and the nature of the dilemma are readily available.

- Avoid editorializing. You are a journalist, reporting the story as objectively as possible, with all the facts necessary to thoroughly discuss the case.

- Emphasize the personal because cases deal with interaction between persons. Use narrative where applicable—long enough to be helpful but brief enough to be manageable. Include the emotive. Get beyond the abstract to the affective and intuitional aspects of your story.

- Protect confidentiality. See the CONFIDENTIAL section for specific details in keeping confidences while telling your story.
• Deal with a relevant ministry and questions that relate to the Reflection Group members.

• Demonstrate your best writing. Use proper grammatical style, check your spelling and edit for clarity and conciseness. Then proofread again, making corrections before distribution to the Reflection Group.

The Case Study Outline

When you sit down to write your case study, set it up according to the following outline. Somehow designate each section so it is distinct from the rest.

A. The Problem:
   Write your reflections, thoughts, feelings, etc. as you describe a difficult or stressful experience. Lay out the basics of the story.

B. The Ministry Setting:
   1. Identify
   2. Clientele served
   3. Organizational structure
   4. Your supervisor/mentor
   5. Unique features

C. Your Personal Ministry
   1. Brief background
   2. When arrive at placement
   3. Your ministry responsibilities
   4. Leadership style
   5. Personality type
   6. Relationship with clientele

D. Principle Person(s) in the Case
   1. Reason each is important (role in case)
   2. Personal characteristics
   3. Attitudes toward institution/ministry, others, leadership

E. Problem History
   1. Past situation that led to this point
   2. Most recent expression of problem
   3. Your involvement (if any) in history
F. The Dilemma:
Write your reflections, thoughts, feelings, struggles about where to go from here. However, leave open-ended for class discussion. We will ask you if resolution has been found, after discussing the case in class.

G. Attach Supplementary Integrative Resources:
From your reading, previous classes, or the library locate two or three resources that speak to your case study. Do not copy lengthy sections from books. Instead write a bibliographical citation and summarize the content. For journal articles you may copy portions that are relevant—again including bibliographical material.

NOTE the attached article on “Rooting Out Causes of Conflict” by Leas Speed that follows.
“Rooting Out Causes of Conflict”—An article synopsis
Confidentiality has to do with the degree of information sharing. 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. For this reason those entrusted with confidential data or experiences have an ethical responsibility to maintain it.

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 questions “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 advised during the first session, and 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 will keep the copy of each case study in a confidential file.

In some instances, with the student’s 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. **No cases will be used without the expressed permission of its author.**

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**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 more stringent than in some other seminary courses. Thus, only illness and unavoidable emergencies are legitimate reasons for being excused. Students are expected to plan their schedules to avoid conflicts with seminar meeting times. Since the seminar is a covenant group, the student is 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, the student will be expected to write a critique, reflection, and peer counsel for the case(s) presented in his/her 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 the student 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 the student 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.

**COURSE EVALUATION**

SM610 is a “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 mentor, and the student.

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

- Regular attendance 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 mentor/supervisor’s evaluation on schedule according to the course calendar. The evaluation should be discussed with the mentor before this date and signed by both parties.

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

**CREDIT:** The student has faithfully fulfilled course requirements, has functioned effectively in relation to the learning covenant, and has evidenced facility with the action/reflection process.
**CREDIT/NO CREDIT:** The student has 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:** The student has failed to meet requirements, has performed unsatisfactorily, has exhibited weakness in the action/reflection process, or has demonstrated other concerns related to this grade.

When “Credit/No Credit” (CR/NC) is recommended for a student, the faculty seminar leader must state a set of concerns as reason for the assessment. The student 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 the student will be drafted with specific objectives to be fulfilled. The contracted experiences must be completed before the end of the following semester. Students 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, ministry ordaining boards, 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.

**Mileage Expense**

Since mileage can be a significant item in the seminarian’s budget, the seminary will help to defray part of the cost of travel expense if the student does not receive compensation from the church or institution. The mileage rate is established annually. Check with the Supervised Ministries office for the current rate.

Though this payment is very nominal on an individual basis, the annual impact on the budget of the seminary is great. To keep these costs to a minimum, students are requested to follow the guidelines below:

1. Students should check with the Office of Supervised Ministries at the beginning of the semester concerning reimbursement policies.

2. Students 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 a student receives 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. Students 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 form for recording mileage is supplied in 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. Mileage reimbursement requests will not be accepted after the end of the semester in which the mileage was incurred. Include mileage which you will be driving for the final field appointment. 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.
SM610
CROSS-CULTURAL/INSTITUTIONAL PLACEMENT

REPORTS AND FORMS
THE MENTOR--STUDENT CONTRACT

ASBURY THEOLOGICAL SEMINARY--FLORIDA
SUPERVISED MINISTRY PROGRAM

(Please type or print clearly)

Student: ________________________________ Date: ______________________

Supervisor: _____________________________ Placement: _____________________

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

Mentor’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 parish 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.

_________________________________   ________________________
Mentor’s Signature        Student’s Signature
Mileage Report Form
SMIN 610/620

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.

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<th>Week</th>
<th>Date Trip 1</th>
<th>Date Trip 2</th>
<th>Driver</th>
<th>Total of 1st Rnd trip</th>
<th>Total of 2nd Rnd trip</th>
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Submitted by: ___________________________________ Student I.D.#: _____________
Field Placement: _______________________________ Date: ___________________
Remuneration received from field placement (if any): __________
Ministry Placement ACTIVITY CHECKLIST # 1 2 3 (circle one)
(COPY PAGE FOR 2ND AND 3RD MONTH)

Student: ____________________________________  Date: ____________________
Faculty Leader: ______________________________  Placement: __________________

Each month you are required to participate in at least one activity in three of the major categories below, that match with your Learning Goals. 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 month. (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 ______
- Other ________

**Educational**
- Adult ministry ______
- Children’s activity ______
- Youth activity ______
- Other ________________
- Spiritual formation
- Growth Group* ______
- Mid-week service(s) ______
- Other ________________

**Worship Service**
- Invocation ______
- Prayer or pastoral prayer ______
- Offering ______
- Scripture reading ______
- Worship leader/liturgist ______
- Sermon/preaching ______
- Benediction ______
- Other ________________

**Outreach**
- Community canvas ______
- Social services ______
- Evangelism projects ______
- Other ________________

**Administration**
- Board/Committee mtg(s) ______
- Observer/Participant ______
- Administrative ______
- Planning session ______
- Other _______

**Other Ministry Options**
- ________________
- ________________

---

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’s Signature ________________________  Mentor’s Signature ________________________

---

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 month with your Mentor before submitting to your Faculty Group Leader and SMIN office.

A NOTE TO THE MENTOR: The student is required to participate each month in at least one activity in three major categories below, that relate to their learning goals.
<table>
<thead>
<tr>
<th>GOALS</th>
<th>LEARNING GOALS</th>
<th>MEANS OF ACCOMPLISHMENT</th>
<th>MEANS OF EVALUATION</th>
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<td>GOALS</td>
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<td>VI.</td>
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PARISH LAY COMMITTEE AGENDA
(This page should be reproduced and a copy given to each member of the Parish Lay Committee (“PLC”).)

SELECTION

- Special committee appointed by pastoral supervisor of church board.
- 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).

INITIAL MEETING (WITHIN THE FIRST TWO WEEKS AT THE PLACEMENT)

This first meeting should take the form of an orientation to assure basic understanding of the role and responsibilities of the PLC. Items to be reviewed are:

- Lay Leadership for Ministry Training (Parish Lay Handbook)
- Student Handbook, Parish Lay Committee sections
- Monthly meeting with student

MONTHLY MEETINGS (NORMALLY DURING THE FIRST WEEK OF EACH MONTH)

The chairman is to facilitate these meetings, setting an agenda with the student. These meetings are to be scheduled for the first of each month.

First Month:
- Review Learning Goals in light of student’s assigned responsibilities and activities.
- Committee feedback, questions, and suggestions.

Second Month:
- Student reports activities and discusses progress with Learning Goals. Which activities were most meaningful?
- Committee feedback, questions, and comments.

Third Month:
- Review Learning Goals and report on their fulfillment. Student gives personal assessment of the semester experience.
- Committee reviews with student and offers feedback.

- Final Report by Parish Lay Committee
LEARNING GOALS PROGRESS REPORT # 1  2  3 (CIRCLE ONE)
(COPY PAGE FOR 2ND AND 3RD MONTH)

Student: __________________________ Date: __________________________
Faculty Leader: __________________________ Placement: __________________________

A. In light of your weekly meetings with your supervisor, reflect on your progress this month in 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 Parish Lay Committee meeting (use back if necessary).

Please rate the value to you of this month’s meeting with the Parish Lay Committee:

Little Value  1  2  3  4  5  Significant Value

Remarks:

Student’s Signature: __________________________  Mentor’s Signature: __________________________
Supervised Ministry 610

ASSURB THEOLOGICAL SEMINARY—FLORIDA, DEPARTMENT OF SUPERVISED MINISTRY

STUDENT’S NAME: ___________________________ DATE __________________________

FACULTY GROUP LEADER: ___________________________ PLACEMENT __________________________

NOTE TO THE MENTOR: Your responses to the following items are an evaluation of the student’s weekly performance in the ministry 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.

I. GIFTS FOR MINISTRY

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

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

C. In what particular area(s) do you see need for further growth? What do you recommend to facilitate such growth?
**B. GIFTS FOR MINISTRY**

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

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

1. Does the student have personality limitations which might make ministry more difficult? What are your recommendations for strengthening this area?

2. What growth or improvements have you seen in the student’s ministry and life since last semester’s ministry experience?

3. 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:

MENTOR SIGNATURE: ___________________________ DATE: _____________

STUDENT SIGNATURE: ___________________________ DATE: _____________

R1.9.01
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?

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.).

_______________________________________________  Date: _____________
Parish Lay Committee Representative

I have reviewed this report:

_______________________________________________  Date: _____________
Student’s Signature
Supervised Ministry 610

ASBURY THEOLOGICAL SEMINARY—FLORIDA, DEPARTMENT OF SUPERVISED MINISTRY

STUDENT’S NAME: ___________________________ DATE: __________________________

FACULTY GROUP 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.

I. ASSESSMENT IN TERMS OF YOUR LEARNING COVENANT

A. What are your major accomplishments that 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

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<th>Personal Work Habits</th>
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<tr>
<td>1. Am punctual; keep appointments</td>
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<td>2. Handle absences responsibly</td>
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<td>3. Prepare for assignments</td>
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<td>4. Am appropriately groomed</td>
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<td>5. Am flexible</td>
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<td>6. Am dependable; follow through</td>
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Remarks:

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

Remarks:

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

Remarks:

<table>
<thead>
<tr>
<th>Functioning with Expected Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercise initiative in setting/working toward goals</td>
<td></td>
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<tr>
<td>2. Creative in completion of tasks</td>
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<tr>
<td>3. Have grown in professional skills</td>
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<td>4. Can integrate classroom theory with field assignments</td>
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<td>5. Have a well-defined understanding of my role as minister</td>
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<tr>
<td>6. Find satisfaction in my role as minister</td>
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<td>7. Approach tasks with a sense of Christian ministry</td>
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Remarks:
**Assessment of Field Supervisor**

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

**Assessment of Faculty Seminar Leader**

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<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Affirms gifts, supportive</td>
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<td>2.</td>
<td>Collegial, dialogical</td>
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<td>3.</td>
<td>Self-sharing</td>
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<td>4.</td>
<td>Forthright in assessing strengths/weaknesses</td>
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<td>5.</td>
<td>Facilitates group process</td>
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<tr>
<td>6.</td>
<td>Effectively communicates case study method</td>
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<td>7.</td>
<td>Encourages thorough exploration of issues</td>
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Remarks:

**Assessment of Reflection Seminar Process**

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

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**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.”
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. **Have your goals changed since last semester’s ministry experience? How?**

VI. **Summary assessment of the course.**

**The mentor is invited to respond to this evaluation in the space provided below.**

**Mentor signature:** ____________________________ **Date:** ___________

**Student signature:** ____________________________ **Date:** ___________

r.1.9.01