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# SM 601, 602, 603 Supervised Ministry Handbook

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### Recommended Citation

Smith, Daryl L. and Loftin, James, "SM 601, 602, 603 Supervised Ministry Handbook" (2002). *Syllabi*. Book 1113.  
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## Introduction

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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, integrate your learning with practice and share your life's pilgrimage with a small group of peers—all together building a foundation for your study, ministry and Christian life.

Leonard Sweet writes in *Eleven Genetic Gateways to Spiritual Awakening*:

It's time to stop talking about education and start talking about learning. Learning encompasses "anytime, anywhere, anybody, anything."...In fact...learning may be more central to a spiritual awakening than worship...We must free the church's educational system "lecture-drill-test" method of the factory model. Religious learning systems must be based on new academic paradigms that shift from passive learning modes to active learning modes, especially ones where students learn habits of the mind and habits of the soul at their own rate and in their own area of special interest. (pp. 44, 46)

We trust you will find these semesters to be just such a spiritual and ministry adventure.

This handbook is your working guide for Supervised Ministry SM601 (Parish Placement) and SM602 (Cross-cultural Placement). You should probably keep it in a three-ring binder with your other Supervised Ministry materials. Carefully read through all materials related to this semester (with marker and calendar in hand) before the class starts.

If this is your first semester in Supervised Ministry, you will need to have your placement and mentor chosen before the semester starts. Your mentor must go through training with the professor before you begin your work.

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.

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## Basic Assumptions and Goals

The Supervised Ministry program is a supervised, field-based experience designed to teach and active/reflective style of ministry. Starting with these basic assumptions we seek to provide students with the opportunity to achieve the following goals.

### Basic Assumptions:

1. Most 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.

### General Goals:

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. Discover and implement a process of Christian Formation as the foundation for a life of ministry.
2. Develop a realistic and valid (a) personal concept of ministry and (b) practice of ministry.
3. Develop the habit of learning from experience and reflecting theologically on ministry experiences by using the Supervised Ministry method.
4. Learn to integrate spirituality with intellect and practice in order to promote the exercise of spiritual life in relation to the ministry thus producing overall growth and competence in ministry.

5. Discover the value of supportive, peer-ministry, accountability relationships.
6. Develop relational skills within the church and multi-cultural settings.
7. Have opportunity to test and fulfill one's gifts and call to 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.
2. **The Learning Goals Outline:**  
A student/mentor-created document that sets the parameters for the individual student's ministry work in the field experience

Directions for completing the Mentor/Student Contract and The Learning Goals Outline are given below. The forms are located in the Forms Section of this handbook. 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 Ministry office.

### Preparing the Mentor-Student Contract

The first part of the Learning Covenant is the Mentor-Student Contract. A contract form is provided at the end of this handbook, to be completed, and signed by both the student and the mentor.

The Mentor's section of the Contract: 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.

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.
2. As the church/institution representative, 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:

1. Emphasizes his/her commitment to serve the placement in specific ways.

2. 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.

## 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:

- Establishing a life of Spiritual Formation (intentional spiritual disciplines in the context of active ministry).
- Developing professional skills and knowledge.
- Growing in personal life (confidence, self-understanding, interpersonal skills).
- Maturing in supervisory/mentor relationship (roles, expectations, nature).
- Using reflection/integration processes effectively (e.g. case studies, consultation).
- Cultivating gifts, graces and self-discipline.
- Understanding the missional nature of the Church.
- Gaining experience in cross-cultural communication of the gospel.

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 Learning Goals Outline:

1. Prayerfully consider the areas in which you feel the greatest need to grow this semester (in relation to your placement). These growth areas might be any of those listed above or others that are important to you.
2. Write your growth needs as learning goals, using complete sentences.
3. Consider the possibilities of both the placement and 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 group 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.

## The Ministry Placement Overview

In SM601, students are assigned to an eight-hour-per-week field placement in a parish setting. They are involved in multiple parish ministries during the academic semester. The student works within the supervision of an Asbury Seminary-approved pastoral mentor.

In SM602, students are assigned to a field placement, based in a parish setting, out of which grows an eight-hour-per-week cross-cultural ministry. The placement continues for one academic semester. The student works within the supervision of the same Seminary-approved pastoral mentor as for SM601.

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 Checklists are 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 the categories, each month. The report forms, located at the back of this handbook, are submitted monthly to the Reflection group leader, the mentor, and the Supervised Ministries office, as indicated on the course calendar.

2. A weekly conference with the mentor.

This interview will focus on the integration of the student's ministry experiences and theological reflection in light of the pre-stated Learning Goals. The Learning Goals Progress Report (at the back of this handbook) is submitted monthly to the Reflection group leader and the Supervised Ministries office, to indicate all progress in this process of integration and growth.

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 congregations, and ministry functions. The student will reflect on each monthly meeting and summarize the feedback on the monthly Learning Goals Progress Report.

### PLEASE NOTE:

The student's field schedule and responsibilities will be negotiated with the mentor according to guidelines established by the Office of Supervised Ministry. 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 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 Breaks. 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 in consultation with the student. 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.

Experience has shown that a new group should be selected for each, both SM601 and SM602. Using the same group has usually proved difficult.

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 Goals and schedule the three remaining monthly meetings. These are normally schedule 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 Reflection Group leader and the Supervised Ministries office, as indicated on the course calendar.

The Parish Lay committee should 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.

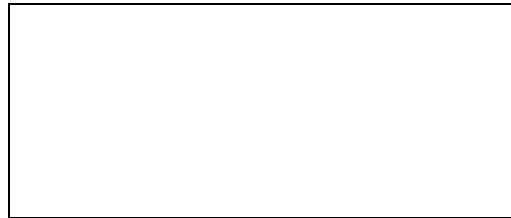
At the end of the ministry experience, the student will provide a final evaluation form for the committee to give a joint appraisal of the student's presence and ministry among the congregation. This form, the Final Parish Lay Committee Report, is provided at the back of this handbook.

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, see 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 Ministry office for distribution to committee members.

## The Reflection Small Group

In addition to the field experience, the mentor conferences and lay committee meetings, the student will participate in an on-campus reflection seminar, three hours per week. The seminar is first and foremost a Spiritual Formation small group. In this context of Christian community, the group members focus on helping one another gather the multitude of issues and experiences, that arise during the semester, into an integrated whole.

During each semester, the student will present one self-referent case study that explores an act(s) of ministry from the field experience. The case becomes a subject for reflection by the small group. Copies of the cases are 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 to the group. Prior to the class session, all group members are expected to thoroughly read and reflect on the case to be considered in the session. Adequate preparation for, and participation in, the class sessions is extremely important for the quality of learning that occurs and includes:

- A minimum of two hours spent in reading and reflection on the case, making discussion notes that answer the 12 Case Study Discussion Questions (see below).
- Evaluating the case format and content with reference to the case guidelines.
- Actively engaging in the Small Group sessions so the collegial process of creative reflection can occur. This process requires intentional effort by students and faculty alike.

## Case Study Discussion Questions

During your two hours of reading and reflection 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 Group session (so please remember to include your name on).

1. What is the key issue of this case? Why?
2. What else do you need to know to thoroughly process this case?
3. Who are the principle role-players in this case? Why?
4. What dynamics are at work between the person in this case? Is gender an issue?
5. How does your understanding of Wesleyan/biblical theology speak to this case?
6. What insights from classes you've taken speak to the issues of this case?
7. Are there strengths or weaknesses in the presenter's act(s) of ministry? What?
8. Is there a time line that must be dealt with?
9. What available resources might impact this case?
10. What next three steps should be taken to resolve this case?
11. If you were to explain your response to this case before your ordaining board, what would you tell them?
12. 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 material 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 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. Identify each section clearly.

**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: (using pseudonyms)**

Describe:

1. the setting
2. the clientele served
3. the organizational structure
4. your mentor
5. any unique features

**C. Your Personal Ministry**

1. Brief background
2. When arrived at placement
3. Ministry responsibilities
4. Leadership style
5. Personality type
6. Relationship with clientele

**D. Principle Person(s) in the Case (create pseudonyms)**

1. Reason each is important (role in case)
2. Personal characteristics
3. Their attitude toward 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, and 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 class 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. You may find it helpful in evaluating your dilemma.

## ARTICLE SYNOPSIS

Speed Leas, "Rooting Out Causes of Conflict." Leadership (Spring, 1992, pp 55-61)

Thesis: Church conflicts don't usually emerge from a single cause, and understanding the variety of causes is crucial to dealing with conflict. The most common causes of conflict are:

- I. Personal Shortcomings of People and Pastor: Many times it is cantankerous and ornery folk who make church life miserable. Three shortcomings in particular cause church conflict:
  - A. Fear: When people become anxious about what is happening (or not happening) in the church, anxiety can turn into worry and fear. People then begin to lose perspective about what is actually going on and conflict emerges. They often lose their ability to think clearly and understand circumstances accurately. Overreaction creates a problem that is worse than what was feared in the first place.
  - B. Conflicting Senses of Need: Sometimes the needs of one group in the church conflicts with the needs of another group. For instance, worship practices, Sunday School classes, marriage enrichment, recovery groups, mission and outreach, etc. Because most churches lack the money, people or time to please everybody, they find themselves having to play one need off of another, resulting in conflict.
  - C. Sin: Personal sins of disposition and action are a principle cause of church conflicts. Until each party can at least recognize the likelihood that their own sin is probably contributing to the conflict, the dissension will continue to mushroom out of control.
- II. Problems to Be Solved: Decisions constantly have to be made and problems be resolved in the life of the church. Such problems fall into various categories, each of which suggests a different approach to finding a solution.
  - A. Issues:
    1. Defined: Garden variety problems where the disputants have alternatives. They are not stuck with either/or dilemmas, but have a variety of choices.
    2. Approach to resolving: Use basic problem-solving techniques, i.e., clarify the problem, agree on the problem's definition, explore alternative solutions, develop criteria for selecting one of the alternatives, choose one of the alternatives by:
      - a. Collaboration = essential agreement by both parties □ win-win
      - b. Negotiated choice = majority vote or large consensus
  - B. Dichotomies:
    1. Defined: The possible solutions are limited to two. The nature of the choice absolutely excluded satisfying both sides in a controversy, e.g., should the church relocate?, should the youth minister be terminated?, should the church leave the denomination? Clearly a win - lose situation.
    2. Fall out: Dichotomies are much more difficult to deal with than issues. Losers can become angry. They tend not to be committed to the decisions and withhold support. Sometimes they work to sabotage agreements, or leave a church when they don't get their way.
    3. Approach to Resolving: Finding a solution in dichotomies depends on giving a fair hearing to an opposing group, the cultivation of trust for one another even when there is disagreement, and convincing all parties of the higher good for the church.

C. Values Differences:

1. Defined: Church members are regularly admonished to maintain their values, to refuse to compromise on what they believe to be the essence of Christian faith, and to preserve what they hold dear. This can give rise to deep conflicts over such matters as abortion, homosexual church members, divorced persons in positions of leadership, glossolalia in worship, the percent of the church's budget going to missions, etc. People are much less open to negotiation or change in cherished values.
2. Approaches to Resolving:
  - a. Reframe the Problem: A clarification of the problem may lead to the conclusion that it is not primarily about values but needs to be renamed. This does not resolve the problem, but only more correctly renames it so that it may be resolved at another level.
  - b. Partition: Insofar as possible, establish structures in which parties in the dispute may exercise their values. E.g., separate worship service for glossolalias and traditional worshippers, or the right to designate varying amounts for missions, etc.
  - c. Getting a "divorce": If all efforts to come to agreement fail, and the issue is deeply held values, then one group may simply decide that the situation is intolerable and leave the church. Sometimes this is best for all concerned. Every effort should be made, however, to make this a "friendly" divorce and to maintain Christian love, even if it has to be at a distance.

III. Congregational Behavioral Patterns:

- A. Defined: Each church has unwritten rules about disagreeing. This often results in denial of conflict and conflict avoidance. Then a negative dynamic of conflict goes underground and lies there as a pollutant of relationships, sometimes surfacing as hurtful and divisive gossip.
- B. Approaches to Solution: Two courses of action are called for:
  1. Notice the Behaviors: The people need to become aware of what they are doing and how it is destructive to the church. This can normally be achieved only by calling in an outside consultant.
  2. Learn New Behaviors: Once a congregation becomes aware of how it normally handles conflict, it is less likely to continue the pattern. They learn that it is an unproductive way to proceed. Learning new patterns of behavior doesn't come easy. Preaching, teaching, and seminars by outsiders are needed to point out new ways of relating.

Conclusion: Church conflict makes a church feel as if it's being swept along by a raging flood. And often it is that way. But if the church can discover the various and sundry tributaries that feed into the conflict, they can turn flood waters that destroy into a river that gently but powerfully moves them downstream.

**“Rooting Out Causes of Conflict” – An article synopsis**

# CONFIDENTIAL

Confidentiality is a critical issue for those of us in ministry. It has to do with the degree of information sharing and relates to both the person receiving such data and to those who provide it. It is both a 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.

Since the issue of confidentiality has serious ethical and legal consequences it must be addressed in relation to the use of case studies it must be addressed in relation to the use of case studies. Therefore, students and faculty must follow these suggested procedures.

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

Keep in mind that the primary purpose of the case study is to focus on the student as an agent of ministry in a particular event. Other persons involved in the event are the "elements" that comprise and define the field of the ministry experience, but are not usually the focus of the ministry event. **Remember to always use pseudonyms for persons in your case.**

**B. *Essential Material***

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. **Do not use real locations or ministry names.**

**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 Small Group***

The Reflection Group is committed to confidentiality. All members of the group must commit themselves to maintaining confidence by never discussing case study information with others outside the group.

**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. All copies of the case are returned to the author at the end of the session during which it is presented. The faculty leader may keep a 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.**



## Attendance at Classes and Field Appointments

Supervised Ministry is designed as a living/learning situation patterned after the kinds of situations and demands a pastor experiences in ministry. Therefore, absences from class or field appointments shall be looked upon as similar to pastor's failing to be present for a scheduled meeting or service. Since the Reflection Group 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 group meeting times and discuss any absences with the faculty leader.

Case presenters need access to an absent student's insights. Therefore the student is expected to complete and turn in the Case Study Discussion Notes and any additional comments for the case(s) presented in his/her absence, **without regard to the reason for the absence**. 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 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 recommendation may become part of a growth contract which will postpone credit until the learning experience is completed.*

## Course Evaluation

SM601 and SM602 are "Credit" only courses. Thus the student will be awarded either "Credit," which indicates satisfactory completion of the course requirements, or "No Credit," which indicates failure to complete or unsatisfactory completion of course requirements. The Office of Supervised Ministry 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 mentor'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 Ministry 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 leader, and mentor) 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'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.

**VERY IMPORTANT:** Both the mentor and student should keep copies of the evaluation for future reference. This is especially true for comparison between SM601 and SM602.

The official grading policy for Supervised Ministry 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/CN) is recommended for a student, the faculty 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 Ministry course until satisfactory completion of the Growth Plan has taken place. When the *Growth Contract* is successfully completed, the faculty 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 Ministry 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 Ministry 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 the Supervised Ministry *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 Ministry 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 the mileage 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 Ministry, credit will be given to student accounts. Usually within two weeks. The Business Office will request consultation with any students owing money on their accounts before issuing mileage reimbursements.

# SM601 Parish Placement

# SM602 Cross Cultural 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 Ministry 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.
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 601/602

Please keep a weekly log of trips made to the field placement, noting the policy regarding Mileage Expense found in this *Handbook*. **This form is due to the S. Min. office not later than 4 p.m. of the date printed on you 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 in **not** reimbursed by the seminary.

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

Submitted By: \_\_\_\_\_ Student I.D.#: \_\_\_\_\_  
 Field Placement: \_\_\_\_\_ Date: \_\_\_\_\_  
 Remuneration received from field placement (if any): \_\_\_\_\_

**SM601 Parish Placement ACTIVITY CHECKLIST #1 2 3 (circle one)**

*(COPY PAGE FOR 2<sup>ND</sup> AND 3<sup>RD</sup> MONTH)*

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Faculty Leader: \_\_\_\_\_ Placement: \_\_\_\_\_

**A NOTE TO THE STUDENT:** This checklist is intended to 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 six major categories below, *except Worship where there are to be **three** activities reported.*

**Each month you are required to participate in at least one activity in six 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 Care \_\_\_\_\_  
 Pastoral call in home \_\_\_\_\_  
 Other home visits \_\_\_\_\_  
 Counseling \_\_\_\_\_  
 Nursing Home \_\_\_\_\_  
 Grief counseling \_\_\_\_\_  
 Funeral service \_\_\_\_\_  
 Baptism(s) \_\_\_\_\_  
 Weddings(s) \_\_\_\_\_  
 Holy Communion \_\_\_\_\_  
 Other \_\_\_\_\_

**Educational**

Adult ministry\* \_\_\_\_\_  
 Children's activity\* \_\_\_\_\_  
 Youth activity\* \_\_\_\_\_  
 Other \_\_\_\_\_

**Spiritual Formation**

Growth Group\* \_\_\_\_\_  
 Mid-week Service(s) \_\_\_\_\_  
 Other \_\_\_\_\_

**Outreach**

Community canvas \_\_\_\_\_  
 Social services \_\_\_\_\_  
 Evangelism projects \_\_\_\_\_  
 Other \_\_\_\_\_

**Worship Service**

Invocation \_\_\_\_\_  
 Prayer or pastoral prayer \_\_\_\_\_  
 Offering \_\_\_\_\_  
 Scripture reading \_\_\_\_\_  
 Worship leader/liturgist \_\_\_\_\_  
 Sermon/preaching \_\_\_\_\_  
 Benediction \_\_\_\_\_  
 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 \_\_\_\_\_

## Learning Goals

Goals	Means of Accomplishment	Means of evaluation
I.	A.	1. 2.
	B.	1. 2.
II.	A.	1. 2.
	B.	1. 2.
III.	A.	1. 2.
	B.	1. 2.



## Learning Goals

Goals	Means of Accomplishment	Means of evaluation
I.	A.	1. 2.
	B.	1. 2.
II.	A.	1. 2.
	B.	1. 2.
III.	A.	1. 2.
	B.	1. 2.

# Parish Lay Committee Agenda

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(Copy this page and give one to each member of the *Parish Lay Committee*)

## Selection

- A special committee appointed by the mentor in consultation with the student.
- 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)*
- *SMin. Handbook, Parish Lay committee section*
- *Monthly meeting with student*

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

The chair 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)**

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*(COPY PAGE FOR 2<sup>ND</sup> AND 3<sup>RD</sup> MONTH)*

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Leader: \_\_\_\_\_ Placement: \_\_\_\_\_

A. In light of the weekly meetings with your mentor, reflect on your progress this month in your Learning Goals, e.g., your performance in assignments, mentor’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 \_\_\_\_\_

# MENTOR EVALUATION FORM

## Supervised Ministry 601

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Asbury Theological Seminary-FLORIDA, Department of Supervised Ministry

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Student: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Group Leader: \_\_\_\_\_ Placement: \_\_\_\_\_

**Note to the Mentor:** Your response 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.

### 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 is 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?

**M 1**

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

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

**M 2**

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

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



M 4

# Parish Lay Committee: Final Evaluations

SM601      SM602  
(Circle One)

*Asbury Theological Seminary—FLORIDA*

Student:

Term of Placement:

Placement:

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

II. Where did you see noticeable growth by the student, personally and/or professionally?

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

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, communications, listening, propriety, approachability, etc.).

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Parish Lay Committee Representative

Date: -----

*I have reviewed this report:*



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Student's Signature

Date: -----

# STUDENT EVALUATION FORM

## Supervised Ministry 601

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Asbury Theological Seminary – FLORIDA, Department of Supervised Ministry

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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 of 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 = strongly disagree  
 Give explanations of all scores at the lower end of the scale (4-5) using the space provided under  
 "Remarks."

**II. ASSESSMENT F PEROSNAL/PROFESSIONAL SKILLS**

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

Remarks:

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

Remarks:

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

Remarks:

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

Remarks:

**Note:** Please check the space that you think is appropriate:  
 1 = strongly agree; 2 = agree; 3 = agree with reservations; 4 = disagree 5 = strongly disagree  
 Give explanations of all scores at the lower end of the scale (4-5) using the space provided under "Remarks." S 2

Assessment of Field Supervisor		1	2	3	4	5
1.	Gives high time priority for supervision					
2.	Supportive; affirms gifts					
3.	Have grown professional skills					
4.	Can integrate classroom theory with field assignments					
5.	Have a well-defined understanding of my role as minister					
6.	Find satisfaction in my role as minister					
7.	Approach tasks with a sense of Christian ministry					

Remarks:

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

Remarks:

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

Remarks:

III. Where and how have you discovered abilities/qualities that 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 starting this semester?                      How?

VI. Summary assessment of the course.

Mentor Signature: _____	Date: _____
Student Signature: _____	Date: _____