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SM 602 Supervised Ministry Handbook

Daryl L. Smith

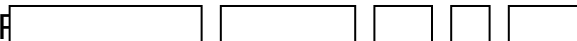
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Introduction

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, 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 from the "lecture-drill-test" methods 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 an 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:

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. 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 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 congregation, 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 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 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 session 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 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 Group session (so please remember your name).

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 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. 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, 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. You may find it helpful in evaluating your dilemma.

“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. 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 a 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 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

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 evaluations for future reference. This 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/NC) 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 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:

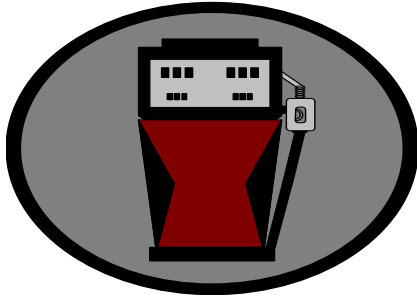
1. I agree to give a minimum of eight (8) hours per week, for a period of 13 weeks during the Fall — Spring (circle one) Semester, 20____, in responsible performance of the above-described functions and in responsible participation in the above-described supervisory processes.

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 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 your course calendar.**

Be especially aware of the following:

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

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

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

Field Placement: _____ Date: _____

Remuneration received from field placement (if any): _____

SM601 Parish Placement ACTIVITY CHECKLIST #1 2 3 (circle one)
 (COPY PAGE FOR 2ND AND 3RD 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 visitation _____
- Pastoral call in home _____
- Other home visits _____
- Counseling _____
- Nursing Home _____
- Grief counseling _____
- Funeral service _____
- Baptism(s) _____
- Wedding(s) _____
- Holy communion _____
- Other _____

Outreach

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

Administration

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

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

I.

A.

B.

II.

A.

B.

III.

A.

B.

MEANS OF EVALUATION

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

MEANS OF EVALUATION

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

MEANS OF ACCOMPLISHMENT

A.

B.

A.

B.

A.

B.

GOALS

IV.

V.

VI.

LEARNING GOALS

PARISH LAY COMMITTEE AGENDA

(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)

(COPY PAGE FOR 2ND AND 3RD 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

ASBURY 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?

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

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

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

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

D. GRACES FOR MINISTRY

1. 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?

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:** _____

PARISH LAY COMMITTEE: FINAL EVALUATION

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 a pastor?
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.).

Parish Lay Committee Representative

Date: _____

I have reviewed this report:

Student's Signature

Date: _____

Student's Evaluation Form

Supervised Ministry 601

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

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

Remarks:

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

Remarks:

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

Remarks:

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

Remarks:

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

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

Remarks:

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

Remarks:

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

Remarks:

III. 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.

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

<p>MENTOR SIGNATURE: _____ DATE: _____</p> <p>STUDENT SIGNATURE: _____ DATE: _____</p>
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