

THEO 704
Supervised Practice of
Congregational Ministry

GUIDELINES

FOR

MINISTRY REFLECTION GROUPS

School of Religion at Queen's, Theological Studies
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I THE MINISTRY REFLECTION GROUP

Ministry Reflection Groups (MRG) are a vital and required dimension of the course THEO 704 – “The Supervised Practice of Congregational Ministry”. Students placed in congregational settings or serving student pastoral charges will meet on a monthly basis with the Ministry Reflection Group throughout the Fall semester from September through December inclusive.

The Ministry Reflection Group is comprised of 4-6 laity who are appointed by the congregational supervisor prior to the student's arrival, although the student may wish to suggest one or two additional names as familiarity with the congregation increases. The supervisor is responsible for bringing the group together for its first meeting. Further meetings are the responsibility of the student and the designated chairperson. The supervisor will assist in the development of the group in its initial stages, but the monthly sessions are the responsibility of the MRG. The Supervisor should not attend. At the scheduled final evaluation session, however, the supervisor should be present.

II MEMBERSHIP SELECTION

When considering who will serve on the Ministry Reflection Group, the following criteria may serve as a guide:

- persons who represent the diversity of the congregation (age, gender, race, etc.)
- persons with a vision of ministry as a shared endeavour between the laity and the Order of Ministry
- the ability to be-friend
- evidence of good listening skills
- ability to maintain confidentiality
- a willingness to share experiences from daily life and work, personal faith and understanding of God
- capacity to make connections between what we believe and the world we live in
- knowledge of different aspects of the congregation
- an ability to observe behaviour and offer candid responses in constructive ways
- willingness to be committed to a monthly meeting
- a person open to learn and to be in relationship

One person should be designated as Chairperson to work along with the student in preparing for the meetings of the group.

Where possible it is helpful to select one or two persons who have served on MRG's in the past. Also former MRG members may be invited as consultants, to the initial preparatory meeting of the new MRG. Their past experience and wisdom may be helpful to new members.

A final list of members of the M.R.G. should be approved by the supervisor and the Official Board/Parish Council (or equivalent).

The total impact of the M.R.G. will be enhanced if participants can be on time, present for all meetings and willing to contribute openly to discussions.

III THE PURPOSE OF A MINISTRY REFLECTION GROUP

The Ministry Reflection Group has two primary purposes:

- 1) to reflect on the ministry of the student in relation to his/her learning goals for the placement (i.e. *How is the student growing in his/her understanding of ministry? What growth-oriented feedback can we provide?*);

- 2) to reflect on the ministry of lay persons in their daily lives and work (i.e. *How is God present in our daily life? Who is God calling us to be? What is God calling us to do? How can I, as a student, form pastoral relationship with lay persons and explore the connections between faith and everyday life?*)

The MRG is an opportunity for the student to learn how to be in partnership with you in the church's ministry as it takes place in the world. The student will be invited to receive ministry from you (by way of support, feedback and reflection) and to strengthen his/her capacity to empower you to be about Christ's ministry in your daily life.

Although these two purposes are primary, other things may happen. The MRG may provide a safe time and place for the student to share concerns about his or her development for ministry. You may find yourself able to share from your experiences about the church's history, traditions, neighbourhood, vision for ministry and mission. Or, you may find that you are able to communicate with the congregation about the student's learning goals and activities and be a helpful resource for the student in planning ways to elicit feedback from the congregation (for example, you may be able to collect preaching feedback forms and then review them with the student at an MRG meeting).

IV THE STRUCTURE OF THE COURSE

Every student will be involved weekly for eighteen to twenty-four hours in supervised practice of ministry (for 12 weeks in the fall term.) Theo 704 is a full course [1.0 credit].

The course is graded Credit/Fail. The student's Learning Agreement, Mid-Term Evaluation and Final Evaluation (all requiring the signatures of the MRG), are to be submitted and assessed as satisfactory before the student will receive academic credit for the course.

The detailed course requirements are:

<u>Summer 2012</u>	
Supervision Session	(2 hr/week)
Ministry Reflection Group	(3 hrs/month)
Integration Cluster (at the college)	(21 hrs/term)
Placement Ministry & Preparation	(12-16 hrs/week)

V RESPONSIBILITIES OF THE MINISTRY REFLECTION GROUP

- 5.1 To become prepared for the relationship with a student by meeting with the supervisor prior to the student's arrival.
- 5.2 To meet with the student and supervisor(s) for an initial meeting to become acquainted, clarify the purpose of the group and review the student's learning goals.
- 5.3 To negotiate with the student the meeting style of the Ministry Reflection Group, [i.e. where and when the group will meet, who is responsible for refreshments, how the group will understand confidentiality, etc.].
- 5.4 To meet regularly with the student (at least monthly) for about 3 hours (or twice monthly for 1.5 hours).
- 5.5 To provide a written evaluation on the group's experience mid way through and at the conclusion of the placement which is signed and shared with the student, supervisor and the faculty instructor.

- 5.6 To meet with other members of Ministry Reflection Groups at meetings arranged by the College for orientation, mutual learning and support.
- 5.7 To call upon the supervisor and/or faculty instructor should difficulties arise. Where possible, such interventions are aided by notifying all parties involved that an intervention has been requested.

VI SUGGESTED AGENDAS

Introductory Meeting

- become acquainted (Who are we? What is the nature of our relationship to the church? How do we spend most of our waking hours?)
- discuss the student's learning goals for the placement and give feedback on the development of the Learning Agreement
- explore expectations of each other during the year and discuss the style of the meeting time
- assist the student in dealing with entry into the church (Does the student need a church directory or a copy of the committee list and annual report? Do they need to be introduced to people with whom they will be working?)

A Discussion of Ministry Experiences

- discuss ministry activities or experiences in which the student has been engaged at the placement
- relate content of ministry experience discussions to the learning goals
- possible topics include a discussion of a sermon, a program in which the student has been involved, a ministerial incident report, or a personal or faith issue
- discuss how you see your daily life and work as participation in Christ's ministry
- (prepare and/or share your mid term written evaluation if ready)

Sharing of Views or Focus on Concerns

- (prepare and/or share your mid term written evaluation if ready)
- share with the student how you can best be supported in what God is calling you to do "out there".
- focus on sharing understandings of the nature and purpose of ministry and the church
- focus on concerns or frustrations of the student or the church which arise as a result of the placement

Evaluation/Saying Good bye Meeting

- to evaluate, at the end of the placement, the student's growth and contribution to the placement
- the student, supervisor and members of the SRG should engage mutually in the evaluation and outline issues which the student needs to address for further learning
- share what the experience has meant to us (what have we learned as a result of our participation in the MRG?)
- intentionally saying "good bye"

DOCUMENTS

NOTE: All forms are available on the QTC Website: www.queensu.ca/religion

TIME TABLE SUMMER 2012**Appendix 1**

*May 14	ORIENTATION for Supervisors 10 a.m. – 11:30 noon (or by special arrangement) ORIENTATION for Ministry Reflection Groups 1– 2:30 p.m. (or by arrangement) ORIENTATION for Integration Cluster Supervisors 3:30 – 5 p.m. (or by arrangement)
May 15	Orientation for Students to Supervised Practice of Ministry NOTE: CRIMINAL RECORDS CHECKS AND INSURANCE FORMS DUE – PLACEMENTS CANNOT COMMENCE UNTIL THESE FORMS ARE SUBMITTED
May 14-20	Students begin placement
May 22	Orientation to Integration Clusters Room Integration Cluster begins (after orientation); Will meet weekly at a regular time throughout course
May 21-27	Ministry Reflection Groups begin to meet
June 5	Learning Agreement to be completed and signed by all parties and submitted to the Faculty Instructor
June 12	Integration Cluster Group -Adult Experience /Embedded Theology /Book Description Due
June 22	Mid Term Evaluation DUE
*June 19	Gathering for Supervisors 10- 11:30 a.m. CHECK IN
*June 26	Gathering for Ministry Reflection Groups Members 10-11:30 a.m. CHECK IN
July 1	Holiday – Arrange A Day Off
*July 24	Gathering for Ministry Reflection Group Members 10 -11:30 a.m. FINAL EVALUATIONS
*July 31	Gathering for Supervisors 10 -11:30 a.m. FINAL EVALUATIONS
August 3	Field Education Class Ends FINAL EVALUATION DUE

A LEARNING AGREEMENT

Due June, 2012

This learning agreement will be a specific arrangement, stated as clearly as possible, which looks forward to accomplishments and learning. It is an agreement that refers to the quality of the relationships that will exist among the student, supervisor and, as applicable within congregational placements, also with members of the ministry reflection group. Agreements are based on attitudes that imply the commitment of all parties to work and grow together, to respect each other's differences, to support each other in work and growth, and to be open and honest with each other.

A Learning Agreement is for a given time. It is flexible and open to re-negotiation in the light of experience. It is written. Writing a Learning Agreement requires and facilitates clarity and mutual ownership. In addition, a written agreement provides a record for future reference and criteria for assessing growth.

The student will keep one copy and distribute copies to:

- 1. Faculty Instructor**
- 2. Supervisor**
- 3. Ministry Reflection Group (applicable in Congregational Placements only)**

THIS IS AN AGREEMENT BETWEEN

Student _____ and
(Name) (Programme and Year)

Supervisor _____

and (if applicable) _____ (on behalf of the
Ministry Reflection Group)

at _____ (Name of Placement)

from May 14, _____ to August 3 _____ 2012.

Weekly Division of Placement Time: (18-24 hours/week x 12 weeks/term)

	Hours
Ministry Practice.....	_____
Preparation.....	_____
Supervision.....	_____
Ministry Reflection Group (if applicable).....	_____
Integration Cluster 21 hrs/term	_____

Supervision Time:

We will meet for at least two hours per week on
(day) _____ from (time) _____ to (time) _____ at

(location) _____.

Ministry Reflection Group: (applicable in congregational placements only)

We will meet for 3 hours per month on

(day of month) _____ at (time) _____

(day of month) _____ at (time) _____ (if applicable)

Membership of Ministry Reflection Group (All members must be lay):

Name

Telephone

Email

Please Supply Contact Information for Training Sessions Invitations

(Please place an “*” beside the name of the Chairperson)

MY LEARNING GOALS, OBJECTIVES, TASKS AND RESOURCES FOR THIS YEAR ARE:

1. GOAL:

OBJECTIVES:

a.

b.

c.

d.

TASKS:

RESOURCES:

(Repeat for each learning goal and attach the statement of learning goals to this form)

PROCESS FOR DEALING WITH GRIEVANCE/CONFLICT

A grievance/conflict procedure is like a spare tire - you hope you never have to use it, but you are glad to have it when you need it. Include a brief paragraph defining the process that will be used to deal with a conflict - who will you invite to help resolve it, what will be the first, second or third steps? You might want to designate the faculty instructor as an external party to assist you. Refer to the "Supervised Practice of Ministry Handbook", Section V, "Procedures if Breakdown Occurs" to assist the development of your process.

If termination of the placement is necessary, this should be agreed to by the supervisor, student, Ministry Reflection Group (where applicable) and the faculty instructor.

EXPECTATIONS OF SUPERVISION

Write a few sentences that describe your expectations of one another in supervision. How will you be together? Clarify your understanding of each other's personal and professional boundaries. Be sure all parties are clear about ethical responsibilities, and the ADHERENCE TO Queen's policies and procedures pertaining to harassment and discrimination, and the Queen's Code of Conduct. Refer to the "Supervised Practice of Ministry Handbook", Section IV and the Q.T.C. Calendar, pp.85-87.

EVALUATIONS

Assessments will take place at the midpoint of the term and the end of the term (student, supervisor and ministry reflection group). (Evaluation Forms are in the "Handbook").

Criteria for evaluation are:

Has the student demonstrated the capacity to...

1. Develop and work at the learning goals and objectives.
2. Develop ministerial relationships.
3. Receive feedback and act upon it.
4. Learn from reflection on experience.
5. Integrate theory and practice.
6. Reflect theologically on the practice of ministry.

This learning agreement is accepted and signed by:

(Student)

(Supervisor)

If applicable...

(Member on behalf of the Ministry Reflection Group)

(Faculty Instructor) _____ (Date) _____

A SAMPLE WORKSHEET FOR DEVELOPING LEARNING GOALS AND OBJECTIVES

GOAL

An intended long-term accomplishment

{What do I want to learn about ministry and why?}

- 1) "I want to improve my preaching so that it is relevant to the daily lives of parishioners.
- 2) "I want to explore my identity as a pastor and to become comfortable with being a pastor.

OBJECTIVE

Something to be accomplished within this Placement experience.

{What specific things do I want to learn this year in relationship to my long-term goals?}

- 1) "By the end of the term I want to have learned about various sermon styles (story, exegetical, topical, etc.) and how they impact on listeners."
- 2) "I want to make pastoral visits in homes in order to practice making pastoral contact, to reflect on the purpose of pastoral care, to examine my own functioning during pastoral visits and to determine my image of a good pastor.

Note: An objective tells WHO will do WHAT.

TASKS

Responsibilities or task assignments negotiated with your supervisor that are realistic and appropriate to the learning goals and objectives.

{How am I going to learn it?}

- 1) "I will preach two sermons per term with each one using a different style."
- 2) "I will be responsible for pastoral care and visitation of five persons in the congregation. I will do two written reflections per term on the pastoral visits and bring these to supervision sessions. I will practice listening for pastoral/spiritual needs and will work to integrate new pastoral skills into my visits.

RESOURCES FOR LEARNING

General approaches that can help you to achieve your goals and objectives, integrate material covered in college courses with the ministry placement, and to enable reflection on the tasks you have decided upon. (For example, college courses, research, reading, consultations, journaling).

{How will I and others know that I have learned it?}

- 1) "I will create a sermon evaluation form and use it each time that I preach."
- "I will meet with my Ministry Reflection Group after each sermon that I preach in order to invite their feedback."
- "I will discuss sermon styles in supervision and to do some reading in this area."

"I will invite comments on my sermons from my practice of ministry professors at the college."

- 2) "I will reflect on how I have been pastored in my life by keeping a journal and I will discuss with my supervisor and Ministry Reflection Group theological aspects of pastoral care and pastoral identity.

"I will write a confidential case study from my ministry placement experiences for my pastoral care course at the College."

AS YOU BEGIN...

Think about your strengths and weaknesses for church leadership.

Think about aspects of learning and growth for church leadership.

Consider these five categories when developing learning goals and objectives:

1. LEADERSHIP IDENTITY - who am I as a person/male/female leader in the church?
2. RELATIONSHIPS - how do I relate to different people (ages, backgrounds, gender, sexual orientation, racial identity, pastoral and relational skills)?
3. THEOLOGICAL REFLECTION - what theological questions do I bring to practice of ministry (for example, the role of the church in mission, what do I believe about salvation and why)?
4. SPIRITUALITY - how will I nourish awareness of the presence of God in my life and ministry?
5. SKILLS - what practical things do I need to learn about ministry?

FINALLY.....

Consult with your faculty instructor early in the term about your learning goals and use the document "Learning Outcomes for Field Education" as a guide.

MID TERM ASSESSMENT

DUE: June 22, 2012

Guidelines for This Assessment:

These guidelines provide an opportunity for the student, ministry reflection group (applicable only to congregational placement) and supervisor to look at how the placement is progressing as an opportunity for learning about ministry and at what may be helping or hindering learning for ministry. The assessment is to be done between the student and the supervisor during the third or fourth week of October and between the student and the Ministry Reflection Group during the third or fourth week of October. Please forward to the faculty instructor a copy by June 22, 2012.

I STUDENT'S SELF-EVALUATION

1. What progress have you made on your learning goals?
2. What has helped in your supervision? What has hindered?
3. What has helped you in developing relationships with the persons in the setting? What has hindered?
4. What helped you to incorporate new insights and knowledge into your functioning in ministry? What hindered?
5. (If applicable) How has the Ministry Reflection Group been helpful to your learning? What has hindered?
6. What are you looking forward to about the second half of the term? Would you like to do anything differently during this second half of the course?
7. What response do you have to the mid-term assessments of the supervisor and the Ministry Reflection Group?

II MINISTRY REFLECTION GROUP'S SELF-EVALUATION

1. What have you learned through your participation in this group?
2. What progress has the student made on his/her learning goals?
3. What has the reflection on your ministry and daily life been like?
4. What do you want to do differently during the second half of the term?
5. What might help the student during the second half of the term?
6. What other comments would you like to make?

III SUPERVISOR'S SELF-EVALUATION

1. What new insights have come to you through this experience of supervision?
What helped? What hindered?
2. What progress has the student made on the learning goals ?
3. What has been your experience of the supervisory relationship and the degree of mutual learning and openness to critical reflection? What has helped? What has hindered?
4. What is your response to the student's self-evaluation?
5. What is your sense of how the student is claiming the MRG as an opportunity for learning about the ministry of the laity?
6. What would you like to do differently during the second half of the term?
7. What further hopes do you have for the student?
8. What further expectations do you have of the faculty instructor?

MINISTRY REFLECTION GROUP FINAL EVALUATION

Queen's School of Religion, Theological Studies, Kingston, ON K7L 3N6

Due August 3, 2012

[Note: Late submissions result in an inability to award
academic credit to the student]

NAME OF STUDENT _____

NAME OF CONGREGATIONAL PLACEMENT _____

NAME OF SUPERVISOR _____

Please respond as completely, and descriptively as possible to the items outlined below. The form can be completed in a manner agreed upon by the Ministry Reflection Group. For example, members may complete the form individually with the responses then summarized in writing by one member. Or, members of the group may wish to offer their responses verbally to the student at a meeting, with the responses being recorded in summary fashion. Or, the group may wish to meet and agree upon a common written response to the questions, which then can be shared in written form with the student at a closing session. Whichever format is used, the written evaluation must be discussed with the student and any proposed changes should be agreed upon mutually.

Once the form has been signed by the student and members of the Ministry Reflection Group, it should be given to the supervisor who will submit it to the faculty instructor. Copies of this completed evaluation will be available only by permission of the student.

Student's Signature

Date

Signatures of Ministry Reflection Group:

_____	_____
_____	_____
_____	_____

<p>NOTE: Please attach this signed cover sheet to the typed evaluation.</p>
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MINISTRY REFLECTION GROUP EVALUATION

Please respond to the following:

1. What have we gained from this experience together?
2. How well do we believe the student has moved towards achieving the learning goals and objectives that were agreed upon at the beginning of the term?
3. What areas of personal growth and learning can we identify in the student as a result of his/her involvement in the congregation?
4. Describe the way the Ministry Reflection Group functioned and reflect on the student's use of the group. How open was the student to receiving support and feedback from the group? How did the student take advantage of the opportunity to learn about and support the ministry of lay persons?
5. What specific recommendations or suggestions would we offer the student as he/she continues to prepare for ministry?
6. What recommendations or suggestions would we offer to the college and to the faculty instructor?

* * * * *

PLEASE TYPE
