



# MOUNT ST. MARY'S SEMINARY & SCHOOL OF THEOLOGY

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CINCINNATI † OHIO

*Lay Ecclesial Formation  
Field Education Handbook*

2023-2024

This handbook is designed for the use of students, field education supervisors, and administrators of the Master of Arts in Pastoral Ministry (MAPM) degree program, the Graduate Certificate in Pastoral Ministry (GCPM) program, and the Certificate in Pastoral Ministry (CPM) program at Mount St. Mary's School of Theology. It outlines the role and value of field education in ministerial formation, requirements, approaches, site selection, evaluation criteria for field education, best practices, tips, and the mechanics of logging and filing reports.

## Contents

Field Education: Why Do We Do It? .....	1
What Is It?.....	1
How is it Different from the Capstone/Project in Ministry?.....	3
Participant’s Field Education Checklist.....	4
Discuss with Formation Advisor/Coordinator of Lay Ecclesial Formation .....	5
Discuss with Your Supervisor: Orientation for Beginning Field Education .....	5
Guide for Writing the Proposal .....	6
Guide for Writing the Integration Paper.....	6
Field Ed Time Log.....	8
Notes for the Field Education Supervisor .....	10
Field Ed Evaluation Criteria.....	12
Supervisor’s Field Education Evaluation Form .....	16
Student’s Field Ed Self Evaluation Form.....	19

## Field Education: Why Do We Do It?

In 2005, *Co-Workers in the Vineyard of the Lord: A Resource for Guiding the Development of Lay Ecclesial Ministry* was published by the United States Conference of Catholic Bishops (USCCB). It stated, “The Church has always required proper preparation of those who exercise a ministry. In the same way, CIC [*Codex Iuris Canonici* – the Code of Canon Law], canon 231, states that ‘lay persons who devote themselves permanently or temporarily to some special service of the Church are obliged to acquire the appropriate formation which is required to fulfill their function properly’” (p. 33). The document continues, “The knowledge, skills, and attitudes necessary for pastoral ministry may be taught in traditional classroom or seminar formats, but that is not enough. The teaching must be supplemented by practical experience in real situations and by mentored reflection on those experiences” (p. 49).

Through the field education component, lay ecclesial ministry students grow in their ability to respond to pastoral needs with sensitivity, skill, and confidence. It provides an opportunity to explore gifts and interests, test skills in new and challenging situations, and ground an understanding of the Catholic principles of justice, mercy, and social teaching in lived experience.

Field education is often transformational, revealing new paths of service, new opportunities to use gifts and talents, and new ways of viewing self, others, and the Church in light of the Gospel. Since 1975, students of the lay formation programs at the Athenaeum of Ohio/Mount St. Mary’s Seminary & School of Theology have contributed supervised service in hospitals, prisons, pregnancy centers, nursing homes, and social service agencies throughout the region, touching the lives of countless people.

*For I was hungry and you gave me food,  
I was thirsty and you gave me drink, a stranger and you welcomed me,  
naked and you clothed me, ill and you cared for me,  
in prison and you visited me.*

Mt. 25:35-36

## What Is It?

One of the goals of the MAPM degree or certificate/graduate certificate in pastoral ministry is to enable participants to minister more effectively, following the four dimensions of formation: human, spiritual, intellectual, and pastoral. **Skill development is essential to the formation process. All participants are expected to undertake field education outside of the parish setting and outside of their personal “comfort zone.”** The field education component of the program is a supervised ministry experience that provides an opportunity for participants to focus on building particular skills for ministry under the guidance of a skilled and experienced minister. The supervisor provides the possibility for immediate feedback as the participant practices ministerial skills.

The field education component will aid the participant in one of two ways:

1. To develop a new ministry skill
2. To practice a skill in a different environment

The field education experience includes 100 hours of active, direct, hands-on ministry, skill learning, and practice with the ministerial population for Master of Arts in Pastoral Ministry (MAPM) degree students and Graduate Certificate in Pastoral Ministry (GCPM) students, and 75 hours for Certificate in Pastoral Ministry (CPM) students. These hours may include a maximum of 20 percent spent in training, orientation, and reading (as provided by the supervisor). Orientation, training, and preparation may, in some cases, take much longer. However, only 20 percent may count toward the field education experience. **Students are expected to dedicate a minimum of 80 percent of their field education experience working directly with the ministerial population at the ministry site.** A student does not count travel time to and from the ministry site or at-home preparation time. The participant is expected to keep a log of all hours spent in the ministry setting and skills practiced during that time (*see form below*). The participant is also expected to keep a journal in which reflections, questions, and concerns are noted.

The supervisor for the field education experience is chosen in consultation with the participant's formation advisor. The supervisor is one who is experienced in the skills that the participant desires to develop. For some field education experiences, there is a fee for supervision or workshops required for the experience. These fees are the responsibility of the participant, and the method of payment is negotiated between the participant and the on-site supervisor or administrator.

Some field education experiences are group experiences as, for example, Clinical Pastoral Education (CPE). Participants apply for these programs directly to the organization or institution offering them. **Men who plan to apply for the permanent deacon formation program are required to do their field education in the area of social justice**, though this may change with the permission of the given director of the (arch)diocesan office of the permanent diaconate. If in doubt about what field education experience to pursue, contact your formation advisor.

Note: While mission trips, supervising youth retreats or trips, and immersion programs can be excellent experiences, such trips do not meet the formational and ministerial requirements and expectations for field education and, therefore, should not be considered by students and will not be approved.

Field education is NOT an executive leadership, clerical, or administrative position. Field education placements that are centered on administrative leadership, supervision of others, budget preparation and management, long-range planning, developing training protocols, research, or working independently without supervision of a trained minister will not be approved.

Field education is NOT a research project. Students are not to collect any information from individuals for future use, study, or analysis. Students may not engage in interactions with individuals that are intrusive or confidential in nature. Interactions must be benign and carry no reasonable potential for harm, discomfort, or embarrassment for the participants

**Field education is a hands-on experience of pastoral ministry in which the time spent journeying with the client population teaches the ministry student about service, encounter, mercy, justice, and the graciousness of God's movement in the lives of others.**

## How is it Different from the Capstone/Project in Ministry?

FIELD EDUCATION	CAPSTONE/PROJECT IN MINISTRY
Supervised experience for purpose of skill development.	Demonstration of more developed pastoral skills.
An alternative experience of ministry meant to broaden one's ministerial horizons.	A choice of ministry to respond to pastoral needs using one's pastoral strengths.
Working closely with supervisor.	Working closely with committee and formation advisor.
A directed learning experience.	An experience of leadership in ministry.
Participant is more in a learning posture and mode.	Participant is more in an integrating mode, involving... <ol style="list-style-type: none"> <li>1. Personal formation</li> <li>2. Theological base</li> <li>3. Pastoral skills</li> <li>4. Reflection/action process.</li> </ol>
Demonstrates a less advanced skill in Theological Reflection.	Demonstrates an advanced skill in reflecting and articulating the theological dimensions of ministry.
Demonstrates a less advanced ability to articulate one's understanding of ministry.	Demonstrates an advanced ability to articulate one's understanding of ministry.

Present in Both
A search to discover one's personal strengths.
Openness to ongoing feedback and evaluation in all the ways in which these can take place.
Balancing personal human needs with the demands of the ministry.

Note: When you have completed approximately 50 percent of your field education experience, you are eligible to participate in the **required one-credit course Theological Reflection (P 102 for CPM and P 502 for GCPM and MAPM students)**.

## Participant's Field Education Checklist

In order to begin your field education, you must have been fully and officially accepted into the Lay Ecclesial Formation Program (MAPM, GCPM, or CPM programs). Once ready to begin, the following are some important details to guide the process:

- Attend the Field Education Workshop (*dates to be provided by the Coordinator of Lay Ecclesial Formation*)
- Obtain and read a copy of the current *Field Education Handbook*
- Enroll in LPF 500 (MAPM and GCPM students) or LPF 400 (CPM students)
- Consult with current Lay Ecclesial Formation students or graduates regarding ideas for field education experience
- Obtain approval from the Coordinator of Lay Ecclesial Formation
- Obtain consent of site supervisor
- Consult with site supervisor regarding suitable goals for the experience
- Provide site supervisor with a copy of pages 10-18 of this handbook** (*downloadable from the Lay Ecclesial Formation webpage*)
- Write a field education proposal following the guidelines in the handbook
- Sign the proposal and have it signed by your proposed site supervisor
- Submit the proposal to the Coordinator of Lay Ecclesial Formation for approval
- Revise the proposal (if required) until approved

Note: Your field education experience does not officially begin until you receive an approval form signed by the Coordinator of Lay Ecclesial Formation.

- Work at and complete the approved field education experience, keeping a log of your hours (*see 'Field Ed Time Log' below*) to be turned in only at the end, and a journal of the experience, which is solely for your personal reflection
- Meet with your site supervisor as needed but at least three times for evaluative purposes, as specified in the handbook
- Complete a final self-evaluation form (*see below*)
- At your final meeting with your site supervisor, share your ratings with your supervisor, listen to your supervisor's ratings, and discuss areas of similarity and difference in your perceptions
- Ask your site supervisor to sign your log and mail in his/her signed copy of the evaluation form
- Write a three-page integration paper on your field education experience, using the format sheet provided in the handbook
- Turn in your integration paper, signed log, and a copy of the courtesy 'thank you' letter to the site supervisor to the Coordinator of Lay Ecclesial Formation

**Please note:** Child Protection/Safe Environment Requirements: If your field education experience places you in contact with children, you must complete all the Archdiocesan child protective and fingerprinting requirements, as noted at <https://catholicaoc.org/offices/safe-environment>.

## Discuss with Formation Advisor/Coordinator of Lay Ecclesial Formation

- What types of ministries have you been involved in previously?
- What have you learned about yourself and your gifts from your involvement in those ministries?
- What kinds of ministry settings have you worked in thus far?
- With what ministry populations have you worked?
- What ministry-related gifts and skills have others affirmed in you?
- What would be a ministry experience that you might feel curious about or called to that is quite different from anything you've done so far?
- What kinds of ministers do you respect and admire the most and why? Who would your ministerial heroes be?
- Identify a ministerial skill or skills that you would like to acquire.
- Identify a ministerial skill or skills that you would like to develop, enhance, or master.
- Identify a ministry experience you have not had but would like to have.

## Discuss with Your Supervisor: Orientation for Beginning Field Education

Being aware of the expectations--the "Dos and Don'ts" as you begin your ministry--will assist you in making for a more pleasant and enjoyable experience. You will want to ask the supervisor or director of volunteers to review with you safety issues at the ministry site prior to beginning your field education. Discuss topics such as:

- What are the expectations for appropriate dress?
- What is the protocol for answering the phone (what information can be provided, should not be provided, etc.)?
- Is there a designated parking lot you are to use?
- Are there any insignias/signs commonly used in the ministry setting that you need to be aware of (i.e., as a volunteer chaplain when entering a patient's room)?
- Is there a designated place to put personal items while at the ministry site (laptop, purse, coat, etc.)?
- What is the policy for the use of cell phones at the ministry site?
- What are the standard policies and procedures for volunteers to report safety or security violations in and around the agency?
- What is the ethical code of conduct? Confidentiality expectations? Transportation policies?
- What health precautions and protocols are in place? Who is responsible for monitoring and enforcing these protocols?
- What are the health reporting requirements for volunteers and clients?
- *Especially in health care settings:* What type of PPE (Personal Protective Equipment) should be used? Who will provide this equipment?



## Guide for Writing the Proposal

Use the following guide to write your field education proposal. **Respond to ALL questions listed below and be specific.** The proposal formatting must be size 12 font in Times New Roman or Garamond with a blank line between categories.

Submit the completed proposal to the Coordinator of Lay Ecclesial Formation *before beginning the experience*. A formal, signed approval will be sent to you.

1. Describe the proposed field education experience.
2. What are your personal goals for this field education experience? Specify particular skills to be developed or practiced in behavioral, measurable terms. It is recommended that you consult with your proposed supervisor in formulating these goals.
3. In what ways will the skills you develop in this field education experience be beneficial for others?
4. What means will you use to attain your goals as stated above? What activities are planned as part of the experience?
5. What are the health protocols? How will these be enforced?
6. What do you see as the theological basis for your participation in this supervised ministry experience?
7. Whom do you propose for your supervisor, and what is his/her background and qualifications?
8. What resources do you plan to use during the course of this experience (books, media materials, workshops, people, etc.)? Reading, studying, and in-service training may constitute up to 20 percent of your 100 (MAPM and GCPM) or 75 (CPM) field education hours.
9. What is the planned completion date of the experience?
10. Sign and date your proposal. Obtain the signature of your supervisor to indicate his or her willingness and commitment to supervise you.

## Guide for Writing the Integration Paper

**Within one month** of completing your field education experience, spend some time in prayerful reflection on the topics listed below.

- In light of your field education goals, what were some of the chief areas of formational growth for you in your field education experience?
- What insights did you gain about yourself as a person?
- What insights did you gain about yourself as a lay ecclesial minister?
- What personal or ministerial areas of growth have you become aware of as a result of this experience? What needs for further training, development, or experience have been suggested to you by the experience, and what are your plans regarding those?
- How do you account for the differences in your personal self-evaluation and that of your supervisor?
- How do you envision you will be able to use the knowledge, skills, and experience that you have acquired during your field education experience in your present and future ministries?

Then, write a 3-page, double-spaced, 12-point font (Times New Roman or Garamond) integration paper on your field education experience, responding to the questions above. Submit your integration paper to the Coordinator of Lay Ecclesial Formation.

# Field Ed Time Log

*(Please download the PDF fillable document from the Lay Ecclesial Formation webpage. It is the student's responsibility to turn in this completed and signed document to the Coordinator of Lay Ecclesial Formation.)*

Participant: \_\_\_\_\_

Supervisor: \_\_\_\_\_

<b>Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Activity</b>	<b>Total Hours</b>

<b>Date</b>	<b>Start Time</b>	<b>End Time</b>	<b>Activity</b>	<b>Total Hours</b>

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*Supervisor Signature*

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*Date*

## Notes for the Field Education Supervisor

*(Provide your supervisor with this document, which can be downloaded from the Lay Ecclesial Formation webpage.)*

*Mount St. Mary's School of Theology is grateful for your willingness to serve as a field education supervisor for one or more of our participants. As a field education supervisor for our program, you should be aware of the following.*

The goal of the Lay Ecclesial Formation program is to form participants to minister effectively as a representative of the Church. Skill development is essential for this formation. The field education component of the program is a supervised ministry experience that provides an opportunity for participants to focus on building particular skills for ministry under the guidance of a skilled and experienced minister. The supervisor provides the possibility for immediate feedback as the participant practices ministerial skills.

The field education component is designed to aid the participant in (a) developing a new ministry skill, or (b) practicing a skill in a new environment.

Field education may differ somewhat from a standard volunteer commitment in that the purpose includes both the good accomplished in and for the ministry site AND the development and formation of the student as a skilled pastoral minister. This formation occurs most effectively when the supervisor and student communicate fully and clearly about goals, expectations, barriers, insights, challenges, and growth during the process. To this end, all participants are required to undertake field education outside of the parish setting and their ministerial “comfort zone.”

The field education experience includes 100 hours of skill learning and practice for Masters of Arts in Pastoral Ministry (MAPM) and Graduate Certificate in Pastoral Ministry (GCPM) students and 75 hours for non-graduate-level Certificate in Pastoral Ministry (CPM) students. Up to 20 percent of those hours may be spent in orientation, training, reading, etc. The participant is expected to keep a log of hours spent in the ministry setting and skills practiced during that time. The participant is also encouraged to keep a field education journal noting reflections, questions, and concerns.

You have been chosen in consultation with the participant’s formation advisor to serve as a field education supervisor. As such, you have been recognized by the participant and by the program as one who is skilled and experienced in one or more of the areas that the participant wishes to develop.

**As supervisor, your role is to provide adequate supervision for the participant in the following ways:**

- a) Hold one initial meeting at the start of the participant’s experience to agree on the participant’s goals. It is suggested that this meeting occur during the development of the participant’s proposal and prior to the beginning of the experience itself.
- b) Hold three subsequent meetings with the participant for the purpose of evaluating the skill development of the participant, preferably one after about 30 hours, one after about 60 hours, and one at the end of the experience.
  - The third meeting should be devoted to a final evaluation of the experience, based upon the participant’s goals as stated in the proposal, as well as other criteria specified in this guide (*the requisite forms – **Field Ed Evaluation Criteria and Supervisor’s Field Ed***

*Evaluation Form – will be provided by the participant and only need to be filled out at the end of the experience).*

- c) Inform the participant of health protocols required by the ministry site and determine any of the PPE equipment needed to undertake this experience safely for the participant and the client population. This information would ideally be included in the participant's orientation to your ministry site, as well as reinforced periodically in follow up meetings with the participant.
- d) Have ongoing communication between participant and supervisor as needed for the purpose of giving and receiving feedback and dealing with questions and concerns that arise during the experience.

**Participant Evaluation:**

- a) Both the participant and the supervisor should fill out the provided evaluation form separately.
- b) The participant and the supervisor should meet to compare ratings and discuss areas of similarity and difference. This is a learning experience for the participant, not an exercise in self-justification.
- c) The participant asks the supervisor to sign his or her time log.
- d) As soon as possible after this meeting, the supervisor can mail the completed Field Education Evaluation Form to Mount St. Mary's School of Theology, Attn: Dean of the School of Theology, 6616 Beechmont Avenue, Cincinnati, OH 45230. Alternatively, the supervisor can email a scanned copy to the dean, Fr. Ryan Ruiz ([rruiz@athenaeum.edu](mailto:rruiz@athenaeum.edu)). A third option is that the supervisor can entrust the task of delivering the signed form to the participant him or herself.

Any fees for training are the responsibility of the participant, and the method of payment is negotiated between the participant and the on-site supervisor or other relevant competent administrator.

The field education experience does not officially begin until the participant and the on-site supervisor have received a signed approval form.  
It is not officially complete until the participant and the on-site supervisor have received a signed completion form.

## Field Ed Evaluation Criteria

*(Student should download this form from the Lay Ecclesial Formation webpage and provide it to the supervisor.)*

In order that...

- the Church may be served with qualified lay ecclesial ministers,
- the pastoral ministry student may have useful feedback, and
- the School of Theology may be guided in bringing academic judgment to the participant's field education requirement,

...you, as the supervisor for this experience, are asked to provide a thorough evaluation of the participant's field education work using the attached **Supervisor's Field Education Evaluation Form**.

*The following categories and criteria detail the items on the form and are intended to serve as a helpful guide to you in filling it out.*

### Quality of Functioning as a Lay Ecclesial Minister

#### Values and Attitudes

Participants should give living witness to Gospel values in life-giving and effective ways.

Participants should be able to create a welcoming environment where people are valued for who they are and who they might become.

Participants should be aware of and show respect for cultural differences and be able to recognize and be sensitive to conflicts of values within and between cultures.

Participants should be committed to Christian ethics and morality in personal behavior as well as ministerial conduct.

Participants should take an interest in and have a concern for social problems, being able to integrate Catholic social doctrine principles into all aspects of personal life as well as ministry.

Participants should be able to identify with

the values and policies of the program, site, agency, or community where the field education experience occurs and to integrate those values and policies into their work in the field education experience.

#### Working Relationships

Participants should be able to establish collaboration and the ability to work within a group by exemplifying and promoting cooperation, inter-dependence and team participation.

Participants should be able to work well with diverse people, showing sensitivity to individual, group, and community needs, avoiding "scapegoating" and "triangulating," and working to dispel prejudices and cliques.

Participants should be able to work productively with those from differing value systems, cultures, and socioeconomic conditions when required, helping to build groups of solidarity, cooperation, trust, partnership, and teamwork.

Participants should exhibit a collaborative stance toward others as appropriate, using delegation to legitimize and expand the

knowledge, skills, and capacity of others within the ministry setting.

### **Work Habits**

Participants should be able to clarify expectations, plan and organize work to be done, and complete their plan.

Participants should demonstrate independent responsibility in using time well, meet schedules and deadlines, and complete tasks in a timely fashion.

Participants should show appropriate flexibility in meeting pressures, overcoming obstacles, and developing contingency plans as needed.

### **Initiative in Ministerial Practice**

Participants should show increasing initiative and independence in ministerial practice, assuming increasing responsibility and decision-making regarding assignments.

Participants should exhibit leadership in the ministerial role by being able to encourage others to complete tasks and accomplish goals.

Participants should be able to discern and assess the pastoral needs present in a given ministry setting and to recognize and articulate changes in the pastoral needs present in that setting.

Participants should be able to set goals, articulate and inspire a vision, and enlist others to bring that vision to fruitful maturity.

### **Self-Awareness as it Affects Learning and Ministerial Practice**

Participants should be self-aware and able to recognize how their own behavior patterns influence all areas of their ministerial

functioning and the functioning of others within the ministry setting.

Participants should have some knowledge of their feelings, capacities, and weaknesses as those affect their ministerial behavior, and should apply this knowledge toward improving their ministerial practice.

Participants should have a realistic idea of their strengths as ministers within the specific field education setting.

Participants should have a realistic idea of those areas where they may have difficulty and where they need improvement.

Participants should be able to recognize and appropriately manage feelings and emotions that may adversely influence and impair their ministerial functioning.

Participants should be ready to direct their efforts toward gaining knowledge, skill, and practice in those areas where they may lack strength.

### **Communication**

Participants should be able to communicate clearly and appropriately with all those they encounter in the field education setting: supervisors, colleagues, and those with or to whom they minister. They should be able to express themselves well and effectively utilize any and all appropriate means of communication to accomplish their goals.

Participants should be active listeners, attending to both verbal and non-verbal communication, indicating that they are following the communication of another, exhibiting empathy while using appropriate responding skills (e.g., paraphrasing, reflecting feelings and meanings, and summarizing).

Participants should be able to state a difference of opinion without hostility, to



explain ideas with examples from personal experience, and to articulate their role and responsibilities in each situation. Participants should be able to set and maintain appropriate boundaries and defend those boundaries as needed.

Participants should be able to discern the issues involved in conflicts of needs and values and become positive partners in the management of those conflicts.

Participants should be able to give others appropriate behavior-focused feedback when called upon to do so.

Participants should make appropriate use of site forms, if required. Any summaries, reports, correspondence, or written assignments such as verbatims or case studies required in the course of the field education experience should be well organized, well written, in the required format, and completed in a timely fashion.

## Quality of Practice

### Establishment and Conduct of the Ministerial Relationship

The ministerial relationship is the medium through which help is given. It is a crucial factor throughout the ministry process and must be used appropriately depending on the particular needs of the people to whom participants are ministering. The ministerial relationship is dynamic and many faceted requiring the ability to emotionally invest oneself in another, as well as to make an effective and disciplined use of self in the process. Participants must be able to be empathic, genuine, and respectful toward those to whom they minister.

Participants must be able to maintain confidentiality and objectivity in the ministerial relationship.

Participants should be able to recognize if and when referral of a special or difficult situation is necessary, and take effective action accordingly.

Participants should be able to identify competent resources for referral at the field education site or, if needed, in the wider community.

Participants must be able to establish an effective and responsible ministerial relationship with those to whom they minister and be able to use that relationship for the good of the recipient, with sensitivity toward and recognition of both conscious and unconscious needs in both self and recipient of ministry.

Participants should be able to relate to those to whom they minister in ways consistent with their unique pastoral needs.

Participants should be aware of their own feelings with respect to those they minister to and be able to use that awareness in serving them.

Participants must be able to avoid putting their own needs before the needs of those they minister to, except in situations where they are called upon to protect and defend their own boundaries.

### Specific Ministerial Competencies

In rating these items on the participant's evaluation form, it will be necessary to review the specific goals identified by the participant in his or her field education proposal.

Participants must have acquired the working knowledge they need to achieve their goals for the field education experience.

Participants must have acquired the skills they need to achieve their goals for the field education experience.

Participants must have achieved their goals for the field education experience or must have a workable personal plan for how those goals might yet be achieved.

### **Patterns of Learning**

Participants should show an interest in learning and a sense of inquiry.

Participants should relate well to their onsite supervisors and others in authority.

Participants should be forthcoming in their responsible use of supervision, displaying appropriate dependence/interdependence, and self-confidence.

Participants should have gained an understanding of their own learning patterns and their respective assets and liabilities.

## Supervisor's Field Education Evaluation Form

(Student should download this form from the Lay Ecclesial Formation webpage and provide it to the supervisor.)

This evaluation form makes use of both checklist and narrative formats for assessing participant performance in the field education experience. As the evaluating supervisor, please provide narrative information and rate the participant's performance in the various dimensions of his/her activity during the field education experience, as indicated on the form. For a more detailed description of the various criteria, see **Field Education Evaluation Criteria**. You should have received this from the student at the onset of field education.

### Rating Scale

6. Below minimal expectations
7. Meeting minimal expectations
8. Good
9. Very Good
10. Excellent

Use an "NA" rating to indicate that the criterion was not applicable or not relevant to the participant's performance or to this particular field education experience.

### Identifying Information

Participant: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Site name and address: \_\_\_\_\_

\_\_\_\_\_

Period covered:

Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

Total number of hours (from participant's log): \_\_\_\_\_

### Quality of Functioning as a Minister

(See *Criteria* for a more thorough explanation of what is involved in each of these.)

\_\_\_\_\_ A. Values and attitudes

\_\_\_\_\_ B. Working relationships

\_\_\_\_\_ C. Work habits

\_\_\_\_\_ D. Initiative

\_\_\_\_\_ E. Self-awareness

\_\_\_\_\_ F. Communication

Comments:

**Quality of Practice**

(See *Criteria* for a more thorough explanation of what is involved in each of these.)

Please assign a rating and offer appropriate comments for each.

A. Establishment and conduct of the ministerial relationship rating: \_\_\_\_\_

Comments:

B. Specific ministerial competencies rating: \_\_\_\_\_

Comments:

1. What concepts or understandings has the participant learned or mastered as a result of this experience?

Comments:

2. What skills has the participant acquired as a result of this experience?

Comments:

3. What do you recommend for the further growth and development of the participant in this ministry?

Comments:

Please respond to the four questions listed below using the following rating scale:

- 6. *Below minimal expectations*
- 7. *Meeting minimal expectations*
- 8. *Good*
- 9. *Very Good*
- 10. *Excellent*

\_\_\_\_\_A) Ability to accept constructive pastoral criticism as an occasion for growth.

\_\_\_\_\_B) Ability to recognize personal strengths and weaknesses in themselves.

\_\_\_\_\_C) Ability to recognize a pastoral need.

\_\_\_\_\_D) Ability to work collaboratively with others to respond to an articulated need.

## Student's Field Ed Self Evaluation Form

(Form can be downloaded from the Lay Ecclesial Formation webpage.)

### Rating Scale

6. *Below minimal expectations*
7. *Meeting minimal expectations*
8. *Good*
9. *Very Good*
10. *Excellent*

Use an "NA" rating to indicate that the criterion was not applicable or not relevant to your performance or to this particular field education experience.

### Identifying Information

Participant: \_\_\_\_\_

Supervisor: \_\_\_\_\_

### Quality of Functioning as a Minister

(See *Criteria* for a more thorough explanation of what is involved in each of these.)

\_\_\_\_\_ A. Values and attitudes

\_\_\_\_\_ B. Working relationships

\_\_\_\_\_ C. Work habits

\_\_\_\_\_ D. Initiative

\_\_\_\_\_ E. Self-awareness

\_\_\_\_\_ F. Communication

Comments:

### Quality of Practice

(See *Criteria* for a more thorough explanation of what is involved in each of these.) Please assign a rating and offer appropriate comments for each.

A. Establishment and conduct of the ministerial relationship rating: \_\_\_\_\_

Comments:

B. Specific ministerial competencies

rating: \_\_\_\_\_

Comments:

1. What concepts or understandings have you learned or mastered as a result of this experience?

Comments:

2. What skills have you acquired as a result of this experience?

Comments:

3. What do you recommend for your own further growth and development in this ministry?

Comments: