

# THEOLOGICAL FIELD EDUCATION

And SPE Equivalent for MPS students

## Student & Site Educator Handbook 2022-23

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# 2022-2022 TFE Calendar

(updated July 12, 2022)

## FALL SEMESTER (2022)

Date	Content	Reading	Assignment Due
<b>Sept 12</b>	Orientation (Students & Site Educators) Writing a Learning Covenant/Goals Handbook Overview	<i>Engage</i> , chs.1-2	
<b>Sept 19</b>	Healthy Groups/Dynamics of TFE Discussion About Your Placement Writing a Reflection Journal Healthy Boundaries Workshop 1	<i>Engage</i> , chs.4, 5, 6	
<b>Sept 26</b>	Integration Groups -Telling Our Stories		Learning Covenant Due
<b>Oct 3</b>	Integration Groups Telling Our Stories	<i>Engage</i> , ch.17	Journal #1
<b>Oct 10</b>	<b>No Class Meeting (Thanksgiving)</b>		
<b>Oct 17</b>	Healthy Boundaries Workshop 2 Self-Awareness and Vulnerability + Writing Case Study Report and Short Group Check in		
<b>Oct 24</b>	<b>No Class Meeting (Reading Week)</b>		
<b>Oct 31</b>	Theological Reflection Workshop + Demonstration of Case Study for Integration Group	<i>Engage</i> , chs.7-8	Case Study Report (Mon Oct. 31)
<b>Nov 7</b>	Integration Group with Case Study Reports	<i>Engage</i> , ch.9	
<b>Nov 14</b>	Integration Group with Case Study Reports	<i>Engage</i> , ch. 10	
<b>Nov 21</b>	<b>Leading with Care – Guest Tori Smit</b>		Journal #2
<b>Nov 28</b>	Integration Group with Case Study Reports	<i>Engage</i> , ch.12	

Dec 5	Learning from Pandemic and Virtual Ministry, Therapy, and Sp. Care – Guest Speakers		Mid-Term Evaluations Due
Dec 12	Integration Groups - Peer Group Feedback		Journal #3 Due
WINTER SEMESTER (2023)			
Date	Content	Reading	Assignment Due
Jan 9	Pastoral/Spiritual Care Writing a Sp. Care Report/Check In	Engage, ch.11	
Jan 16	Integration Groups – Self-awareness		
Jan 23	Sexual Assault and Harassment (SASH) workshop with JP Smit		Journal #4 Due
Jan 30	Integration Groups – Self-awareness and growth – responding to crisis		
Feb 6	Gender and Culture Admin/Finances in Church/Practice		
Feb 13	Integration Groups Spiritual Care Visit	Engage, ch.16 & 13	
Feb 20	No Class Reading Week or MDiv Mission Focus for the week		
Feb 27	No Class Family Day		Journal #5 Due
Mar 6	Integration Groups Present spiritual care visit	Engage, chs.18-19	
Mar 13	Integration Groups Present spiritual care visit	Engage, ch.14	
Mar 22	Integration Groups Present spiritual care visit		
Mar 27	No Class – time to write evaluations and prep for our last class on April 4		Final Evaluation Report due Mar 31
Apr 3	Final Evaluation Day – Group Class Peer Group Feedback		

## Section 2

### The Mission of Knox College

#### **Our Identity**

Knox College is a Christian theological school in the Reformed Protestant tradition which offers academic degree programs at the post-baccalaureate level. A seminary of The Presbyterian Church in Canada, Knox is a federated College of the University of Toronto, and a founding member of the Toronto School of Theology. Knox College is accredited by the Association of Theological Schools in the United States and Canada.

#### **Our Mission**

Knox College educates people to think deeply about God, live authentically in Christian faith, and lead courageously, in shifting spiritual and social landscapes.

#### **Our Vision**

People of faith building vibrant and diverse communities of God's love and hope.

## Section 3

### Introduction to Theological Field Education (TFE)

Welcome to Theological Field Education (TFE) at Knox College! It is our hope that your experiences in TFE will help you to grow and develop into an effective servant leader. The next eight months will be a time of self-discovery as you increase your awareness of your strengths and gifts as well as your growing edges. TFE is the place where you get to closely observe a ministry or clinical professional who models effective leadership and professional skills in a community context. As a student, you will have opportunities to practice and develop your ministry or clinical competencies. Through theological and experiential reflection in a mentoring relationship, you will also have the opportunity to further refine your sense of call to ministry and pastoral identity. We all journey best when we are in community, and our TFE classmates will form a peer group with whom you will share your experiences and reflections. It has been said that we get out of something what we put into it. TFE has the potential to be a life-changing experience. We hope this year will be both a blessing and a challenge in all the right ways, to the glory of God.

TFE is a required component of training in the MDiv program at Knox College and an elective in the MPS program. MPS, SCP Certificate students may have permission by the instructor to take the TFE as an SPE Equivalent. Clinical Hours for these students only will be recorded for the College of Registered Psychotherapists of Ontario (CRPO). TFE is considered a vital part of theological training by the Association of Theological Schools (ATS). A student normally takes TFE after they have completed at least 8 credits and before they have completed 20 credits of their program.

## **TFE (And SPE Equivalent) Overview**

In consecutive Fall and Spring semesters, students spend 8-10 hours per week working in a congregational or clinical site placement. These hours include a weekly 1 hour meeting with the Site Educator, any services (worship or clinical), meetings and events that are part of the placement, plus any preparation required for on-site activities. In addition to these 8-10 on-site hours, students will participate in a weekly 2 ½ - 3-hour class session at Knox College or virtually. Reading and writing assignments must also be completed, as described in this Handbook. There will be 10-11 classes per semester (see TFE Calendar).

## **The Purpose of TFE at Knox**

### **Integration**

Integration is the fundamental purpose and goal of TFE. TFE provides the opportunity for students to integrate more deeply who they are (identity), with their sense of call (vocation), and with what they do in their professional practice, in ministry or counselling and in the Christian life. It enables students to integrate what they are learning in all aspects of their degree program with the practice of ministry. As well, TFE requires intentionality in practicing self-awareness and theological reflection in all aspects of life and ministry.

### **Supervised Education**

The sage wisdom and deep experience of a Field Education Site Educator is vital to the program. Learning from the experience of others is a key aspect of the TFE program. Site Educators function as mentors for students enabling them to learn through observation. As well, Site Educators are invited on their own educational journey as they reflect on the practice of ministry through the eyes of a leader-in-training.

### **Development of Core Competencies**

It is anticipated that learning in the context of practice will bring growth in the life and actions of the student. This does not mean perfection but rather the integration of who we are as persons with the important task to which we are called. In the TFE program, the student will chart a plan for growth in core ministry and professional competencies, and this growth will be measured at various points throughout the program.

### **Development of Ministry or Professional Identity and Self Awareness**

Integration means a growing and maturing development of identity. For the minister or counsellor this means bringing together a personal and professional identity that is demonstrated in authenticity and integrity in practice. Through supervision, the integration seminar, and reflection journaling the student is invited to reflect on their experience as a window to self-awareness through a theological and spiritual lens.

### Spiritual Formation

It is from the development of the inner life that ministry and spiritual care can flow with authenticity. In the TFE program, students are challenged to balance the busyness of ministry with the discipline of spiritual nurture. More than any other element, the spiritual life of the growing professional makes all the difference in their practice.

### Theological Reflection on Ministry or Counselling

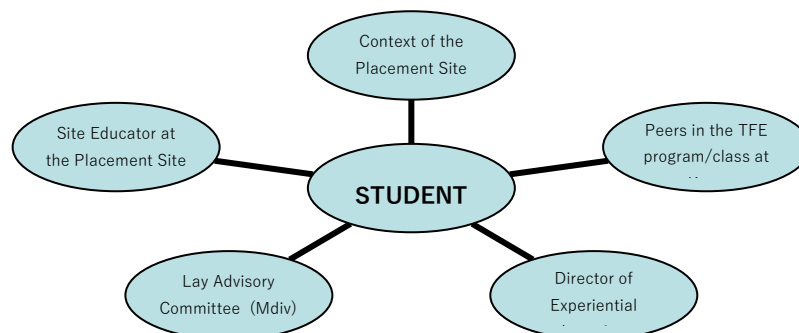
The task of ministry and psycho-spiritual counselling is a theological one. When we reflect, we consider the historical, sociological and cultural contexts while also considering the theological dimensions to all of life's circumstances. This is an important part of learning (and self-awareness) during your TFE placement. We will help students to develop skills to reflect theologically on experience and build the student's capacity to lead others in discerning the call of God in day-to-day life.

The textbook for this class is Matthew Floding, ed. *Engage: A Theological Field Education Toolkit*. Rowman and Littlefield (2017). This edited volume provides coaching from recognized experts in field education and covers such topics as preaching, administration, pastoral care, leadership, faith formation and engaging race and culture.

In addition to regular reading and classroom discussions based on this text, there will be class time devoted to teaching students a variety of models of theological reflection on ministry. Students are expected to engage in such reflection and grow in their ability to do so. The Reflection Journals, Case Study and Spiritual Care Visit Reports, Site Educator meetings and class discussions will all provide opportunities for students to practice and hone these skills.

### Partnership in Theological Field Education

TFE Learning takes place in the context of a team. The partners in TFE include the placement site community, the Site Educator, The Lay Advisory Team, the student's peers in the TFE program, and the Director of Experiential Learning.



## Section 4



# Learning Outcomes

Students successfully completing this course will be able to demonstrate the following learning outcomes, which are grounded in Knox's overall outcomes for students. These outcomes will guide the development of the student's *Learning Covenant* (see pp.22-24 below) and serve as the basis of their evaluations.

## **Religious Heritage Outcomes**

- Students will be placed in a context that both supports their theological understandings while also stretching their experience of faith in practice.
- Students will learn two modalities of theological reflection and be able to apply each of these to their experience of ministry.
- Students placed in congregations will gain knowledge and exposure to the Reformed Christian worship context

## **Cultural Context Outcomes**

- Students will demonstrate respect for diversity in gender, sexuality, ethnicity, theological understanding and religious experience of class members and those encountered in their theological field education placement.
- Students will examine their cultural bias and how this impacts their understanding of faith and practice.

## **Personal and Spiritual Formation Outcomes**

- Students will reflect upon their experience of ministry with their Site Educator, lay committee, and integration group as part of their professional formation.
- Students will function as a group member to develop safe and effective use of self to increase self-awareness as well as personal skills and knowledge.
- Students will have opportunity to further discern their call to either congregational or community-based vocations.

## **Capacity for Ministry Outcomes**

- Students will gain experience in public leadership by speaking in public (preaching), leading services and meetings, offering support and pastoral/spiritual care, and leading groups in study and learning.
- Students will gain an understanding of the importance of on-going supervision and mentorship in ministry to sustain ethical practice.
- Students will be able to identify areas of strength in ministry and note their growing edges in their mid-term and final evaluations as well as discussions with their peer groups and Site Educators.

## Section 5

### Components of the Program

There are three primary components of the TFE program:

- A. On-Site Ministry/Clinical Care
- B. In-Class Integration
- C. Assignments

#### **A. On-Site Ministry**

Students will spend 8-10 hours per week engaged in ministry/clinical care in their supervised placement setting. This will include the following regular activities:

- weekly meeting with Site Educator (approx. 1 hr)
- regular engagement in site activities (i.e. worship services; counselling sessions; events)
- meeting with Lay Advisory Committee (for MDiv congregational placements only)
- other meetings/events/activities as agreed between student and Site Educator

The goal for MDiv students is to gain experience in a broad range of congregational and community activities. The student should not be expected to have a regular weekly responsibility for any one aspect of congregational life (e.g. youth group, Sunday school class) unless this is identified as a major learning objective of the student. The goal for students in the MPS program will also be exposure to a broad range of activities associated with the placement site and the offering of spiritual care and should include training in documentation.

#### **Required Components for MDiv Students:**

- Worship service participation
  - experience leading a variety of components of worship services including prayers, scripture reading, communion, etc.
  - guidance on how to prepare a liturgy
- Preaching
  - the student will preach a total of 4 times during the TFE placement
  - sermon evaluations will be completed by the Site Educator and the LAC
- Pastoral care
  - observation of pastoral care or crisis care offered by Site Educator in any setting
  - experience offering emotional and spiritual support to individuals or groups
  - tour of a hospital or long-term care setting and conversation with the hospital chaplain or spiritual care coordinator (*may be offered as a class trip*)
  - tour of a local funeral home and conversation with the funeral director (*May be offered as a class field trip*)

- Administration
  - Session meetings – preparation, discussion of agenda and dynamics of the meeting; attendance at one Board/Finance Committee meeting
  - Congregational meetings – attendance at the annual meeting, discussion of agenda and dynamics of meeting
  - Presbytery – observe operation of Church courts and have opportunity to discuss function and issues, etc.
- Social Justice/Outreach
  - identify at least one social justice/outreach need in the community and explore a response to it
  - gain a deeper sense of how the Church’s ministry extends beyond the congregation to community, national and world concerns

#### **Recommended Components for MDiv Students:**

- Crafting/conducting an entire worship service (depending on student’s experience/ability)
- Funerals, weddings and baptisms – preparatory procedures, resources available, participation and involvement of student as possible
- Church School teaching, functioning of Christian Education committee, etc.
- Youth work and mid-week groups
- Small group leadership – Bible study, discussion groups, etc.
- Communicant classes – format, resources, taking part
- Stewardship program – if one held during the year
- Pre-marital preparation and counseling - how to carry out, available resources

#### **Required Components for MPS Students**

Students enrolled in the MPS program will complete a 2-credit placement (Clinical Practicum or for MPS, SCP Cert. students it can be an SPE Equivalent) focused on Spiritual Care and Psychotherapy. Students may request placement within a healthcare institution (hospital, hospice, or LTC facility), a counselling center, prison ministry or a social service agency.

MPS students should have the following experiences in their placement site:

- provision of pastoral/spiritual care with individuals, families or groups
- co-leading of a clinical or spirituality group (as applicable to site)
- training in charting or documentation
- participating as part of the team of care, including meetings, interdisciplinary rounds, etc.
- co-leading of a spirituality/worship service or memorial service (as applicable to site)
- develop and offer a spiritual care intervention appropriate to the context

## **B. In-Class Integration**

Students will meet at Knox College on Monday afternoons, 10-11 times per semester (see TFE Calendar for dates and an orientation). Class sessions provide an opportunity for:

- check-in and update on students' ministry experiences
- presentation of Ministry Experience and Spiritual Care Visit Reports
- workshops on theological reflection in ministry
- workshops focused on practice of ministry

## **C. Assignments** (see *Section 10* for guidelines)

- Learning Covenant
- Reflection Journals (5 in total)
- Case Study Report (written and presented in class)
- Spiritual Care Visit Report (written and presented in class)
- Mid-Term & Final Evaluations (completed by Site Educator, student, and LAC)

Due dates and for all assignments are listed on the TFE Calendar.

## **Special Components for Students Employed at their TFE Site**

Where the *student is in a charge as the only minister*, follow outline above as well as:

- the Site Educator will set up the Lay Advisory Committee and check with them monthly for feedback
- sermons should be video or audio taped for supervisory purposes
- the student minister should use verbatim accounts and the Reflection Journals as resources for weekly supervision meetings

Where *students are employed in a congregation as part of a multi-staff team* (e.g. as Youth Pastors, Assistant Pastors, or other ministry staff):

- The student must work 5 unpaid hours per week in the ministry setting. In other words, half of the on-site component can be fulfilled through their regular paid ministry, but the other half cannot.
- For their 5 unpaid hours, students are required to engage in tasks that are not part of their regular job description.

## Section 6

### Site Educators

Site Educators in the Theological Field Education program are an essential part of the work of Knox College. They bring to the training of persons for ministry a depth of training, experience and skills found nowhere else within the program. Site Educators are carefully chosen for the important task of guiding students in their placement. The College in turn seeks to provide the opportunity for them to be enriched by the program both in their supervision and ministry.

Note: While the term 'Supervisor' is frequently used in TFE programs, at Knox College we now use the term 'Site Educator' to emphasize the mutual responsibility Knox and site placements have for educating and equipping our students for professional ministry.

#### **Qualifications of a Site Educator:**

- A Bachelor's degree and MDiv/MRE (or equivalent for MPS)
- Ordination in good standing (for MDiv TFE Site Educators)
- Registered Psychotherapist as possible (for MPS TFE Site Educators)
- Five years of experience in the field being supervised
- A minimum of two years in current position
- Sufficient time to mentor a student
- Availability (geographical, temporal, personal)
- Ability to work harmoniously and communicate with the Knox program

#### **Expectations of a Site Educator:**

- to obtain permission from the appropriate governing body (e.g. Session, Board of Coordinators, Institutional Administrative Persons or Structures) for the Site Educator to become a teaching Site Educator and the site to become a teaching placement site in Knox's TFE program and to convey this in writing to the College
- to work with the assigned student to develop a *Learning Covenant* (see pp.22-24)
- to work with the student to ensure that the ministry experiences necessary to reach their stated goals are provided
- to spend 1 hour per week in a supervisory session with the student with a focus on self-awareness and theological reflection on the student's ministry experience (see guidelines below)
- to prepare mid-term and final evaluations on forms provided by the College, by the date specified in the TFE Calendar
- to participate, as able, in development sessions with other Site Educators every 2 months
- to communicate to the Director of Experiential Learning any concerns they may have about the student which arise at any point during the time of the placement

## Guidelines for Weekly Supervisory Meetings

1. Begin with a check-in about the student's experience at the placement and their wellness.
2. Dialogue about the content of the Reflection Journal (at those points during the year when the student has written one) or other areas/experiences that have sparked questions/observations.
3. Site Educators could empower students by using the following kinds of questions where appropriate to help them develop self-insight:
  - Tell me more about that.
  - How do you feel about that?
  - What would you do differently in the future?
  - What would you like from me in this session?
  - What did you learn from this experience?
  - Who had the power in this situation and why?
  - What coping style did you use or feel like using? (i.e. blaming, denying, escaping, rationalizing)
  - Who does this person or group remind you of and why?
  - Was there a persecutor/rescuer/victim triangle in this situation? Explore.
  - What biblical story, image, or text did this remind you of?
  - What is a pastoral/educator image that emerges for in your practice?
  - What are the theological assumptions embedded in your ministry experiences?
  - What would you like to do about that?
  - If you were the Site Educator, what advice would you give yourself?
4. Include a period of theological reflection on the student's ministry experience.
5. Discuss how the student's learning goals are progressing.

At the beginning of the TFE, Site Educators are asked to read Matthew Floding, "Engaging with Your Field Education Student," found in chapter 3 of Floding's *Engage: A Theological Education Field book*.

## Section 7

### Placement Sites

Students in the MDiv track will normally be placed in a congregational setting in order to gain experience in pastoral ministry. Only under exceptional circumstances will other types of placements be considered for an initial TFE placement. Students in the MPS program can choose to be placed in a congregational, community or clinical context (e.g. healthcare, counselling agency, prison, etc.).

MDiv degree students may take a second, institutionally based TFE as an open elective. This will normally take place following the year-long congregational placement. Such a placement provides the opportunity to engage in advanced specialty work under supervision. MDiv institutional placements may include hospitals, long term care facilities, prisons, church offices, inner-city ministries, ecumenical organizations, or social agencies.

#### **Site Placement Agreements**

All placement sites must be approved by Knox College and have a signed Site Placement Agreement (SPA). SPA's are standardized forms signed by the Site Educator and the Principal of Knox College. The Agreement ensures that the non-paid student is covered by the ministry's/organization's WSIB and the College's liability insurance. The SPA protects the placement site but also hold it accountable to ensure a safe working environment.

#### **Expectations of a Congregational Site:**

- To support the student's involvement in a broad range of ministries in the church
- To understand that their minister has a unique role in helping to develop ministers for the wider church
- To be open to leadership provided by the student
- To establish a Lay Advisory Committee which provides guidance, encouragement, support and evaluation for the student (see pp.16-18),
- To foster a supportive environment which is conducive to learning and the formation of a minister-in-training

#### **Expectations of an Institutional Site:**

- The Site Educator must have worked at the site for a minimum of two years
- The site and the Site Educator must be willing to participate in the program as defined by Knox College
- There is a sufficient ministry base so as to provide the student with a broad range of ministry opportunities
- It is a healthy environment in which to learn
- A Site Placement Agreement will be completed

## Section 8

### Guidelines for Virtual Theological Field Education (MDIV only)

#### **Guidelines for Supervising a Virtual Theological Field Education Experience**

Although an in-person TFE experience is the preferred method of integrating learning and practice, we recognize that due to pandemic restrictions or unique circumstances that at times a student may need a virtual placement. Students are placed in settings that can pivot to virtual care and service if government mandates necessitate persons to shelter in place. Our goal at Knox College is to support our students and supervisors to ensure a different but equivalent learning experience. During the Covid-19 pandemic, we have witnessed the gifts and challenges of virtual worship and how to build community and spiritual support among our members through technology (phone, video conferencing, streaming services, social media platforms, and audio recordings). And we hope to learn new ways to share this wisdom with one another.

#### **Expectations:**

##### **1. Student will be able to participate in the 'virtual' worship service.**

The service will be offered through videotaping, streaming platforms, You Tube, Facebook, or other formats such that the student may have an active role in viewing all portions of a service and be designated various roles over the year within the service.

##### **2. Student will be able to preach 'virtually' a minimum of four times during the TFE.**

Gaining experience preaching to the congregation is an important part of preparing for fulltime ministry. The mentoring relationship helps to shape the content and delivery of the preaching experience.

##### **3. Student will be able to participate in a 'virtual' mid-week activity with congregation members.**

A virtual activity mid-week can take many forms, including mid-week discussion groups through videoconferencing, support groups through Zoom, play and connect activities for children and youth, Bible study through video conferencing, and much more. We would want to ensure that the student could find a place of participation in a mid-week activity that would be offered virtually.



**4. Student will be able to attend several ‘virtual’ session and presbytery meetings.**

Most churches gained a new skill, how to host essential meetings through teleconference or videoconference. Students need an opportunity to see the governance structure of the church and how it functions.

**5. Student will be able to observe or listen to a designated mentor provide pastoral care to a church member and the mentor will observe or listen to the student provide pastoral care to several members.**

Pastoral care may be in the form of phone calls, video conferencing, or in-person distancing. The student may observe the person in the congregation who is providing pastoral care even if this is not the minister-supervisor.

**6. Student will be able to meet ‘virtually’ with the minister-supervisor once a week for an hour.**

Supervisory meetings can be set up by phone, videoconferencing or in-person with distancing as a time to process the students experience of virtual congregational care and worship, as well as integrating theology and practice.

**What may not be possible in a virtual Theological Field Education?**

**Becoming part of the life of the Congregation**

Becoming part of the life of a congregation during a TFE is central to understanding the rhythm of congregational life. Coffee hours help students to learn to connect with members and to build relationships. Both of these aspects are greatly impacted by moving to a virtual format. Supervisors are welcome to find creative means of helping students experience a congregation knowing that it will be challenging or simply not possible to replicate an in-person experience.

**Lay Advisory Committee’s**

It is our hope that the LAC could meet virtually. In some circumstances, Lay Advisory Committee members may struggle with technology. This TFE requirement may be waived in unique cases. However, we encourage the minister-supervisor to designate one or two members of the congregation to be a support to the student and perhaps meet on the week after the student has preached to provide feedback.

**Social Outreach**

Students are required to participate in one outreach event during their TFE. During the pandemic, social distancing restricted these opportunities and in such cases in the future, may need to take a different form.

## Section 9

### Lay Advisory Committee (LAC) for MDiv Students Only

#### **The Purpose of the LAC**

The Lay Advisory Committee is a small group of people (3-4) within the church/institution formed to provide guidance, encouragement, support and evaluation of the student's progress. They will meet with the student every other month, for a minimum of 4 meetings throughout the TFE. Members of the LAC can offer feedback from a unique perspective and thereby offer insight that can contribute to the student's growth and learning. It is hoped that a student might gain a greater ability to see their own strengths and growing edges through a healthy and supportive relationship with the committee members as they represent the wider church body or institution.

Ministry experiences in the placement may include participation in worship services, preaching, pastoral visitation, involvement with small groups, Sunday School, youth groups, Bible Study, Session, Presbytery, Annual Congregational Meeting, Board/Finance Meeting, Stewardship program, funerals, baptism, communion, wedding, social justice ministries, ministry in the community, counseling, etc. The LAC is asked to give feedback and support after observing participation in preaching and worship as well as other aspects of ministry experience as relevant.

#### **The Composition of the LAC**

It is recommended that the committee reflect the breadth of the placement context and its leadership. Care should be taken that the committee represents the membership in such areas as age, gender, ethnicity and programming. The committee serves as a mirror, reflecting for the student the interpretation of their ministry from a variety of perspectives. In a congregational setting, this could mean having a church elder, a person involved in Christian education, a senior, a young person, and a parent. In an institutional setting, this could mean having a manager, a member of the allied health team, a volunteer board member, and someone who receives care from the organization. These are examples only, but reflect the kind of diversity that is ideal for effective LAC's.

The Site Educator should *not* be a member of this committee, as the LAC provides an important opportunity for an additional level of feedback and support representing the breadth of the congregation. The Site Educator may however be used as a key resource for the committee. S/he may be called upon if there are issues which need further clarification or interpretation.

## **The Role of the LAC**

- To support the student to meet their self-identified learning goals as described in the *Learning Covenant*. These goals will be presented to the LAC at their first meeting with the student.
- To offer feedback that encourages the student to reflect on how their ministry is being received and interpreted others.
- To assist the student in better understanding the context of their ministry.
- To complete several evaluations regarding the student's ministry (forms will be provided). These will include evaluations of the student's preaching and worship leadership, as well as mid-term and final evaluations. The LAC will discuss the completed evaluations with the student and submit a copy to the Director of Experiential Learning.

## **The Functioning of the LAC**

While the LAC has freedom to determine how they will best function, certain guidelines should be followed by every LAC:

- Appoint a chair who is responsible for 'official' communication with the student.
- Take time at the first meeting (normally in October) to hear the student's story and introduce committee members. The committee should also review the student's *Learning Covenant* at this point.
- Meet with the student every other month, or 4 times throughout the year.
- Focus on supporting the student. Meetings could include a time of prayer for the student and a check-in as to their overall well-being and that of their family (where applicable).
- At meetings, learning goals could be reviewed. The focus should be on hearing the student's experience and offering support, encouragement, and feedback. Suggestions from the LAC should be communicated as just that – suggestions rather than directives to the student. It is important to affirm the student in areas where they are accomplishing their goals.
- It is equally important at these meetings to point out the student's growing edges and where improvement may be necessary. To observe a problem or weak area and to avoid raising it is of no value to the student. If an area is of major consequence it is

important to communicate with the Site Educator, seeking advice prior to raising it with the student. On some occasions the decision may be made to deal with the issue solely at the Site Educator level.

- A number of questions may help prompt discussion with the student:
  - What are some ways in which you feel your ministry is going well?
  - What are some ways in which you feel you are struggling in ministry?
  - Tell us about your current work-life balance. What are some ways you'd like to see this improved?
  - How have you seen God at work in your life and ministry lately?
  - Are there any specific ways that we as the LAC can support you right now?

### Special Emphases of the LAC

- **Trust.** It is vital that the committee build trust with the student. Without trust, evaluation will be taken as criticism and normal feedback as personal attack. The student needs to know and trust the committee. During the year, get to know the student so that a relationship of trust can evolve. Remember that both words and attitudes will convey or fail to convey trust.
- **Love.** Help the student learn to love all whom he/she is called to serve. It is often easy to speak critically of people, especially those who may think or act differently. Bring to the fore the positive values and contribution of others. This does not mean to mask the negative but rather to begin with accentuating the positive in others.
- **Idea Clarification.** The committee can assist the student in clarifying ideas. This relates to both the clarifying thought and word. Most students are inundated with many ideas and growing concepts. If the thought is unclear or the communication of the student not understandable raise questions until the message can be understood.
- **Conflict Resolution.** There will always be areas of conflict both in concept and in action. It has been said that where there is no conflict nothing is happening. Assist the student in recognizing, accepting and working to resolve conflict. It is usually not the conflict that is the problem but how it is handled and resolved. Help the student face it with reality.
- **Advocacy.** There may be times when the student will need support as he/she fits in and provides ministry within the congregation/institution. The LAC who works closely with the student will be able to assist the larger congregation/institution in better understanding the role and work of the student.

## Section 10

### Evaluation Process

Evaluation in the TFE program will be based primarily on the *TFE Outcomes* and the goals identified in the student's *Learning Covenant*. In addition to the Site Educator and the LAC, students will be expected to evaluate their own growth throughout the year in relation to these outcomes and goals. *The grade given at the end of the TFE program will be Pass (P) or Fail (F).*

Please note: The Site Educator and student self-evaluations will be read by Knox College faculty as part of the ongoing assessment process for students in the MDiv program. Additionally, in some cases Presbyteries may ask to read these evaluations. Copies will only be provided by the student and not by Knox. MPS, SCP Certificate students will provide their evaluations to the TST as part of their degree requirements. **Please complete all evaluations with these other audiences in mind.**

Students are expected to demonstrate psychological stability and the capacity to relate well to other people and to conduct themselves in both private and public life in accordance with Christian standards and the Knox College Student Code of Conduct. Students who fail to demonstrate these qualities and the *TFE Outcomes* will not pass the course and may be required to undergo further psychological or spiritual counseling before receiving permission to enroll in another TFE course.

#### Evaluation Forms

All fillable forms will be sent to the relevant parties in advance of the stated deadlines.

#### Site Educator's Evaluation

The Site Educator will complete both mid-term and final evaluations using forms provided by Knox College. These evaluations will be reviewed by the student with the Site Educator prior to submission. Both Site Educator and student will sign the evaluations. These should be submitted electronically (the student will upload the signed copies of evaluations to the TFE Quercus site). The site educator will send an electronic copy to the Director of Experiential Learning.

Additionally, Site Educators will advise the Director of Experiential Learning immediately as to any situations or concerns they may encounter in working with the student. This will allow for adjustments to the individual's program so as to appropriately address the issues while under supervision. Please see Dismissal from a TFE Placement on page 22.

## **Student's Self-Evaluation**

The student will provide Self-Evaluations for the Site Educator and Director of Experiential Learning. These evaluations will be reviewed and signed by both the student and the Site Educator before submitting them to Quercus.

## **Lay Advisory Committee Evaluations**

The LAC may use the preaching and worship evaluations forms provided by Knox College to guide their reflections. These evaluations will be shared with the student and do not need to come to the Director of Experiential Learning. The forms are meant to guide the feedback provided to the student and to inform the written evaluations. *Mid-Term* and *Final Evaluations* will be reviewed jointly, signed, and submitted electronically to the Director of Experiential Learning (or may be mailed).

## **The Director of Experiential Learning Evaluation**

The Director of Experiential Learning will provide evaluation in a number of ways. This will include the following:

- Review and feedback, as necessary, on the *Learning Covenant*
- Feedback on *Reflection Journals*, the *Case Study Report*, the *Spiritual Care Visit Report*
- Observation of all participants as they interact within the Integration Group. The Director of Experiential Learning will communicate concerns to the individual student in oral and/or written form.
- Meet with each student during the first week of the second semester to discuss their Mid-Term Evaluations

## **Dismissal from a TFE (or SPE Equivalent) Placement**

A situation could occur where the student is not able to meet the minimum expectations for the placement due to the student's decisions, ability, or health issues.

- The site educator will provide verbal or written feedback to the student to indicate the behaviors needed to successfully complete the placement.
- The student will be given a time frame as to when such change or commencement of the position expectations are due. Preference is for this to be a written contract between the student and site educator so that expectations are clear to all parties.
- The site educator will contact the Director of Experiential Learning to communicate the concerns.
- If the student is not able to meet the expectations they will be dismissed from their TFE placement.

If the student's work puts other persons (congregation members, clients, staff, or the public) at risk, they may be dismissed immediately, and must leave the premises. Knox College is not required to find a new placement for a student who has been dismissed by a site educator.

## Section 11

### Guidelines for Completing Assignments

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## The Learning Covenant

During the first month of the TFE placement the student and Site Educator will work together on establishing a *Learning Covenant*. This document lays out mutually agreed upon learning goals, which are negotiated in light of the *TFE Outcomes* (see p.9), as well as the specific growth needs and aspirations of the student. It describes in concrete terms how these goals will be achieved. As well, it includes a great deal of practical information – What? When? Where? How? Why? Once completed, the *Learning Covenant* is to be reviewed by the LAC and the Director of Experiential Learning. All parties can look to the *Learning Covenant* for guidance and clarification throughout the placement.

A fillable template will be provided. The student and Site Educator will identify learning goals suitable for the placement. When the student and Site Educator have completed this process, the student will write up the *Learning Covenant*. After the Site Educator and student have agreed on the content, the student will submit a copy to the Director of Experiential Learning (as a Word file, through Quercus), present it to the LAC at their first meeting, and make copies for all parties. The *Covenant* may need to be modified after a review of it takes place during the Mid-Term Evaluation. Any agreed changes should be recorded on the copies held by the student, the Site Educator and LAC chair. Unless the changes are significant, it is not necessary to notify the Director of Experiential Learning.

### The Learning Covenant – (Electronic Template will be provided)

**Purpose:** The Learning Covenant is a formal agreement developed cooperatively between you and your Site Educator that includes details about what you intend to learn through this TFE placement and how your learning can be measured and evaluated.

Student Name:

Placement Site Name:

Site Educator's Name:

Address

Phone:

email:

Chair of the LAC (For MDiv only):

Address:

Phone:

email:



**Step 1: Discuss the following questions with your Site Educator:**

- What are your hopes as you start this practicum (TFE)? What additional knowledge, skills, and attitudes do you think would be most helpful for you to learn during this practicum (TFE)?
- In what ways do you need to further explore your personal identity, professional identity, and ministry calling?
- Are there any areas of inter-personal or relational dynamics that need attention?
- What are your learning and teaching styles (for both student and Site Educator)?
- What practices support your spiritual growth? Where do you sense the need for further spiritual growth?

**Step 2: Review the TFE *Learning Outcomes* in Section 4**

- Make note of outcomes where you want to focus on growth

**Step 3: Identify Your Learning Goals:**

- In light of what you discerned in Steps 1 & 2, identify 3 learning goals. For example, you could choose a goal from three different categories:
  - Skill development
  - Personal development
  - Spiritual development
- For each learning goal:
  - Identify several specific activities that will help you meet these goals.
  - Describe how will you know when you are making progress in each of the goals. What would be a tangible sign of growth to you, to your Site Educator, to others at the placement?

**Step 4: Identify Resources**

- Describe some resources available in the practicum site and how these may be used.

### Step 5: Detail Supervisory Meetings

- Briefly describe how the student will prepare for weekly meetings with the Site Educator
- Outline the structure of these meetings (see p.14)

### Step 6: Discuss and describe the following:

- Start and Termination Dates
- Regular Supervision Day/ Time
- Vacation Arrangements (E.g. Sundays away)
- Average Weekly Schedule - How the 8-10 hours per week will be used

### Signatures

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

Site Educator: \_\_\_\_\_

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

The *Learning Covenant* must be submitted by the student to the Director of Experiential Learning in the first month of the TFE on the date specified in the TFE Calendar.

**Early Termination:** Please note that this agreement should not be terminated by either party without a joint conference involving the Director of Experiential Learning, the Student and the Site Educator. Both Site Educator and Student are free to consult the Director of Experiential Learning about concerns in the placement at any time. In rare cases, a student's behavior may put others at risk or may be deemed to violate the Knox College Student Code of Conduct. In such circumstances a student may be dismissed immediately from their placement and the learning covenant would also be terminated.

**Disclosure Statement** (include this at the end of your *Learning Covenant*):

"This document is intended only for use in Knox College's Theological Field Education program and should not be used for any other purpose without written permission from the student."

# The Reflection Journal

Each student will write 5 Reflection Journals through the course of their TFE placement. Each Journal should be 4-5 pages, double-spaced (approx. 1000-1250 words). The following steps describe what to include in the Journal. A sample will be available on Quercus and these are to be uploaded to the TFE Quercus site. Please share your reports with your Site Educator.

## Writing the Reflection Journal

1. Include a header with your name and the Journal number (e.g. John Smith, Reflection Journal 1). Also, save the file with your name as part of the file name (e.g. johnsmithTFEJournal1.doc).
2. Begin the journal with a brief summary of your month's activities (use a bulleted list). For example:
  - participated in worship by leading children story
  - pastoral care visit
  - participated in multi-disciplinary rounds
  - etc.
3. Identify a significant event or encounter that occurred in the past this month at your placement. Describe the event. (Please ensure confidentiality is maintained. Do not use names, initials or any details that would make a person's identity obvious.) Provide sufficient detail that the reader can understand how the event or encounter impacted you.
4. Reflect of this experience in two parts, Personally and Theologically, consider the following:
  - A. Personal Reflection:**
    - What was going on in your thoughts, emotions, or behaviors during the event/encounter?
    - Describe your self-awareness, underlying assumptions, any boundary issues, and/or spiritual challenges.
    - What have you learned about yourself?
    - What have you learned about the dynamics in your practicum?
    - What might you do differently the next time?
  - B. Theological Reflection:**
    - Describe how you experienced God within the event; where did you see God at work?
    - What images of God or scripture passages come to mind?

5. At the end of your document, include the following disclosure statement:

“This Reflection Journal is intended only for use in Knox College’s Theological Field Education program and should not be used for any other purpose without written permission from the student.”

### **Submitting the Reflection Journal**

- Journals should be submitted to the Director of Experiential Learning through Quercus as a Word file (not PDF), and to your Site Educator, by the due dates indicated in the course syllabus.
- All Reflection Journals must be submitted for the student to get full credit for the TFE placement.

# The Case Study Report

Students will identify a current experience (within last month in your TFE placement) that causes you to pause, to feel anxious, surprised, confused, exhilarated, etc. You will take this experience and delve more deeply into it to learn from it. You will write a 4-6 page, double-spaced report on this experience following the guidelines below (approx. 1500 words). A sample will be available on Quercus. You will also present this Report to your peers in the Integration Group, who will in turn explore the experience with you. MDiv students may want to call this a 'Ministry Experience Report'.

## Writing the Case Study Report

1. Include a header with your name and the assignment (e.g. John Smith, Case Study Report). Also, save the file with your name as part of the file name (e.g. johnsmithTFECaseReport.doc).
2. **Description of the event or experience**
  - Provide a brief background of your placement context.
  - Summarize the event or experience by describing the Who? What? Where? When? Include as much detail as necessary but be succinct. This is an important step to allow group members to be able to engage the event/issue at hand.
  - Note: please be sure to respect confidentiality at all times, using pseudonyms rather than real names, and masking all other recognizable traits.
3. **Analysis: Self-Awareness and Contextual Awareness**
  - *Self-awareness.* What were you feeling? What were you thinking? Did the event/situation/people remind you of a previous experience/relationship? What assumptions were functioning in your own interpretation of the experience? How did these assumptions form your reaction? What temptations were present (pride/ arrogance/competitiveness, insecurity/shame/guilt)? In what ways was fear/anxiety present (obvious or hidden) within?
  - *Contextual awareness:* Identify the context and the relationships. Try to answer the questions: What was going on here? In this context, who benefits and who is burdened? What contextual assumptions are functioning (gender, age, power dynamics, culture, etc.)? What justice issues are present? What aspects of social identity are present? (advantage/disadvantage, education, size, wealth, health, ability, roles, etc.) How does this shape power? Who has power and who doesn't?
4. **Theological Reflection**
  - What theologies are embedded in this event?

- What theological assumptions are hidden or obvious in this event (e.g. works/grace, trust/fear, guilt/forgiveness, shame/freedom, power/love, despair/hope, death/new life)? How do these relate (or not) to the Christian tradition?
- What biblical passages, stories, images, theological themes, or doctrines can help to delve deeper into the theological meanings present in the event/relationships?
- What was sacred in this experience? Where have you witnessed the movement of the Holy Spirit? How do you discern God's call and presence in this event?
- What pastoral image speaks to you through this event?

#### **5. Personal Response**

- What does this mean for your future spiritual, and ministry or counselling practice? Describe how this situation has impacted you.
- What are your main takeaways going forward, including any lingering/unresolved questions you may have?

#### **6. At the end of your document, include the following submission disclosure statement:**

“This Case Study Report is intended only for use in Knox College’s Theological Field Education program and should not be used for any other purpose without written permission from the student.”

### **Submitting the Case Study Report**

- The Case Study Report should be submitted to the Director of Experiential Learning through Quercus as a Word file (not PDF), and to your Site Educator, by the due dates indicated in the course syllabus.
- Email a copy of your Case Study Report to the other members of your Integration Group on the date it is due. This will give them time to read it and to prepare their questions and feedback.
- The Case Study Report must be submitted and presented in class for the student to get full credit for the TFE placement.

## The Spiritual Care Visit Report (With Verbatim)

You are to write a 4-6 page, double-spaced report based on a spiritual care visit that you make during your TFE experience. If you are unable to arrange for this, please contact the Director of Experiential Learning independently. Remember this is a learning and integration tool. It is *not* expected to be perfect. You will be evaluated on your ability to be present with the person, to observe, on your awareness, on your understanding of the relevant content of the course and on your willingness to learn and grow. Be sure to protect confidentiality. In the Report, do not use people's real names or give away specific details of their location or condition. Do not use any recording device for this visit (without permission). It is important that you be present and attentive to the person you are visiting.

Use the following the guidelines to write your Report. A sample will be available on Quercus. You will also present this Report to your peers in the Integration Group, who will in turn explore the experience with you.

### Writing the Pastoral/Spiritual Care Visit Report

1. Include a header with your name and the assignment (e.g. Mary Jones, Spiritual Care Visit Report). Also, save the file with your name as part of the file name (e.g. maryjonesTFEPVReport.doc).
2. **Background**
  - What is the background to the visit? What precipitated the visit? Describe your relationship with the person(s) being visited? What do you anticipate about the visit before you go? What tentative goals do you have for the visit? What are you aware of in yourself in preparing for the visit (memories/emotions/feelings)?
3. **Context**
  - *Physical*: Where does the visit take place? Describe the room and what you observe upon entering. Are there other people present? Is there background noise? Music? TV? Natural light? Smells? What does the space feel like for you? Are there things going on in you that might impact the visit?
  - *Social*: What is the impact of culture? Age? Gender? Race? Size? Education? Language? Economic Status?
  - *Power*: Can you identify the power dynamics present? Who has power and who doesn't? What is the impact of power in this situation? Can you identify a power shift? A loss of power? An abuse of power?

#### 4. The Visit

- Describe the visit *objectively*. How did you enter? Who let you in? How long did it last? Who was where when? Standing? Sitting? Lying down? Any other objectively descriptive details needing to be added?
- Describe the visit *subjectively*. Describe the person(s) appearance as you saw it initially? Did the look of the person(s) change through the visit? Track the conversation/movement of the visit. What happened first? Then what? Then what? etc.
- Include *verbatim sections of conversation*, at least 2 pages worth, enumerating each interaction. Here is a sample verbatim section:

**SM** (student minister)**1**: Hi G, how do you feel about a visit?

**PV** (person visited)**1**: O hi, that's okay. You can come in. I just have to warn you – it's not a good day.

(SM moves to sit in chair near bed)

**SM 2**: I am sorry to hear that. Can you tell me about it?

**PV 2**: OOO I'm just so low about how things are going with my treatments (pause). I have to go to the hospital 3 times a week and sit there. And then wait to get sick. I just seem to get sicker and sicker from the treatment. It really makes me wonder.

**SM 3**: Ya, it makes you wonder. What is it you are wondering about?

**PV 3**: O – a whole bunch of things – You really want to know? (SM nods)....Is it all worth it? Is this what I should be doing with the time I have left? Really – it's pretty unlikely I'll make it through. And these treatments just make me unable to enjoy my kids, my life, my anything... The treatments make me feel so sick that I just want it to end. You know that feeling, when you have stomach flu really bad... and you are sick and nauseous and can't keep anything down... and it feels like dying would be a better thing?

Etc.

- What shifts and changes did you notice through the visit? Describe. Were there specific moments when the person's feeling or thinking shifted? (include interaction numbers, eg. SM3 or PV1)
- Describe your own inner awareness through the visit – What moments were most comfortable for you? What moments were most uncomfortable for you? What particular feelings are you aware of in yourself throughout the visit? What particular thoughts are you aware of in yourself throughout the visit? (include interaction numbers, eg. SM3 or PV1)



- Track your awareness (upon reflection) of the Holy Spirit's presence and calling through the visit. Sparkling moment? A moment of shift/opportunity? Experience of connection/community?

## **5. Analysis**

- What issues may be present here? Grief; loss; actively dying; loneliness; fear; anxiety; hopelessness; depression; struggle with meaning or purpose in living; suicidal thoughts; dementia; crisis; etc.?
- How did you seek to address the issues present through your visit? How was it a 'spiritual care' visit? What did you feel you did well during the visit (your strengths)? What might you do differently next time (your growing edges)?
- What referrals might be helpful (e.g. massage, therapeutic touch, counseling, spiritual direction, Medical Doctor, ER, social services, etc.)?
- For MPS students only: using spiritual assessment, how do you understand what is happening with this person and in this situation?
- For MPS students only: for the next encounter or spiritual visit describe the beginning of a treatment plan or spiritual care support plan.
- For MPS students only: What psychotherapy theory lends insight into understanding this person and their experience? Where do you see transference or countertransference occurring?

## **6. Theological Reflection**

- Is there a theological theme emerging from this conversation? Grace, forgiveness, sin, community, doubt, faith, hope, etc.?
- Choose a passage of Scripture or a hymn that relates to the visit in some way or related to the emerging theme. Describe this. What does it reveal about the visit/person/you?
- Are there other spiritual practices that might be helpful? Such as communion; worship; prayer; meditative exercises; scripture readings; music; journaling; physical activity; social activity; etc.

## **7. Summary**

- Summarize your key learning points from this spiritual/pastoral visit.

8. At the end of your document, include the following disclosure statement:

“This Spiritual Care Visit Report is intended only for use in Knox College’s Theological Field Education program and should not be used for any other purpose without written permission from the student.”

### **Submitting the Spiritual Care Visit Report**

- The Spiritual Care Visit Report should be submitted to the Director of Experiential Learning through Quercus as a Word file (not PDF), and to your Site Educator, by the due dates indicated in the course syllabus.
- Email a copy of your Spiritual Care Visit Report to the other members of your Integration Group on the Friday before you present your Report in class. This will give them time to read it and to prepare their questions and feedback.
- The Spiritual Care Visit Report must be submitted and presented in class for the student to get full credit for the TFE placement.

## Report Presentations for Integration Groups

Both the *Case Study Report* and the *Spiritual Care Visit Report* will be presented by the student to their Integration Group. This provides an opportunity for the student to share their experience with their peers while inviting interaction, clarification and feedback.

### Group Member Preparation for Presentations

Each member of the integration group is responsible to prepare adequately for active participation in the seminar. Your preparation should include the following:

1. *Read the Case Study Report/Spiritual Care Visit Report* before class for each student who will be presenting that day. Put an “F” where you experience a feeling, a “T” where you are provoked to thought, and an “M” when a memory within you is stirred.
2. *Practice Self-awareness.* Be aware of your own reactions as you are reading through the case. Where are you triggered?
3. *Practice Theological Reflection.* What are the theological issues raised? Where do you sense the presence of the Holy Spirit?
4. *What questions do you have about this experience?* Write down your questions and bring them to the discussion. Think about what you want to learn from this case during the integration discussion.

### Facilitator’s Role

Presentations will be led by a facilitator, who will lead the group in the exploration of individual Reports. Every student will be asked to act as a facilitator at least once during the year. The facilitator’s role is to support the presenter in engaging the group in the greatest possible learning from the presented Report. This is an opportunity to invite the presenter and group to dig deeper in terms of self-awareness and theological reflection regarding a particular experience. Facilitators should be mindful to let the group members do most of the talking; the facilitator will create space for reflection and conversation and invite everyone to engage, ensuring all have the opportunity to speak.

## **Suggested Format**

### **1. Opening Prayer** (for first presentation of the day) – led by facilitator

### **2. Updates and clarification**

Presenter offers new information, updates on the Report, clarifies questions AND identifies any areas on which s/he desires focused feedback and reflection pertaining to the incident described. Group members may ask questions for clarification.

### **3. Group Analysis**

Facilitator invites group to respond with theological/self-awareness observations, reactions, experiences and areas of further exploration that arise from the Report. The group is invited to use the guidelines for preparing a Case Study/Spiritual Care Visit Report as a means to digging deeper into the discussion. Particular attention is given to the area of focus identified by the presenter.

### **4. Presenter Response**

Exploring feedback, observation, themes and questions raised. How these intersect with the presenter's own awareness, story, experience, theological thinking.

### **5. Group discussion**

Exploring themes and issues raised and how these intersect with lived experience:

- What has stayed with the presenter (emotions/thoughts) about this event?
- Where do they see they have grown in social intelligence, emotional intelligence, spiritually, or changed a behavior pattern as a result of their reflection?
- How do you discern God's call and presence in this event?
- What pastoral or spiritual image speaks through this event?
- What does this mean for future spiritual (inner) and ministry (outer) practice?

### **6. Wrap up – Feedback and Learning**

Presenter, facilitator and group members are to offer verbal feedback to share what has been learned from the group process, and from the process of facilitation. What about this group process worked well? How did the facilitator enable productive discussion?

## Section 12

### Student Consent Forms & Policies

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## Group Learning Covenant

We, the Theological Field Education students training through Knox College, agree to learn together for the eight months in our integration seminar group. We promise to be committed to the learning process, to support and challenge one another when necessary and to be open to each other. We will listen attentively to each other and offer our feedback and perspective with love and respect. We seek to learn from those with whom we work in the congregation/placement site, from our Site Educator, members of the congregation/staff members at the placement site, from each other, from the facilitators of the TFE course and from the whole learning context. We covenant together to maintain confidentiality and to share nothing, without permission, outside the small group context.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Student PCC/TST Policies Form

I, \_\_\_\_\_ acknowledge that I have read and in my Theological Field Education placement I will abide by the following policies of the Presbyterian Church in Canada and the Toronto School of Theology:

- 1) Leading with Care Policy
- 2) Policy for Dealing with Sexual Abuse and/or Harassment,
- 3) Policy for Dealing with Racial Harassment
- 4) Toronto School of Theology Standards of Professional Practice and Behavior

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

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

**This form must be signed and submitted to the Director of Experiential Learning at the beginning of the TFE placement.**

## Knox College Policies and Requirements Relating to TFE

### **A. Academic**

Students begin TFE in the 'second year' of their program upon the approval of faculty. Students will have completed no less than 8 courses and no more than 20 courses (esp. MDiv) in their program. MDiv students must complete the *Introduction to the Practice of Ministry* course before they are eligible for a congregational field placement.

### **B. Attendance Policy**

As established in the *Basic Degree Handbook*, on site students are required to attend a MINIMUM of 80% of all Integration Seminars and Workshops combined.

### **C. PCC Presbytery Requirements (PCC MDiv only)**

For students of the Presbyterian Church in Canada (PCC) a Psychological Test Report must be received by Knox College prior to the commencement of the placement or during. In order for the psychological testing to be completed, certification by a Presbytery is required.

Please arrange for an examination well in advance as availability of appointments is limited and the release of the report takes time. For more information, speak to the Academic Dean.

### **D. Other Denominational Requirements**

For students in the KPCA (Korean Presbyterian Church Abroad) and Korean Evangelical Holiness Church a letter of endorsement from denominational representatives must be received by the Director of Experiential Learning upon application to the program. The letter will indicate the denomination's knowledge of the student training for ministry at Knox College and the support of the denomination for the student to do their TFE.

### **E. Police Report**

All students must provide a current police check to the Academic Dean prior to the 1<sup>st</sup> day of classes of the term in which the TFE placement begins. Students are responsible for the cost and ensuring that this is done through their local police services. Failure to provide the police check will result in the premature termination of the placement.

### **F. Financial Arrangements**

It is a regulation of the Knox College Board of Governors that students in field education placements for Degree and Diploma credit receive no financial remuneration. However, students who previously were employed by their TFE placement site can continue to receive payment, but not for the additional hours required for the TFE placement. Students serving in placements may include within their bursary requests any travel expenses related to field education over and above normal local transportation costs (i.e. T.T.C. fares). Teaching congregations to whom students have been assigned may wish to make a direct contribution to the College funds from which expenses for field education are made.



### **G. Placements in "Home" Congregations**

It is the policy of the Board of Governors that students not be assigned for field education credit to congregations of which they are or have been members. This is desirable because the pastor/member relationship is a quite different one than the Site Educator/student relationship. In addition, it is important for a student to be "exposed" to a different model of ministry than that provided by the "home" congregation and minister.

Where a student is employed in a congregation as in the description above this is not considered the student's "home congregation" for the purposes of this policy.

### **H. Leading with Care Policy**

As an Institution of the Presbyterian Church in Canada all Knox students and PCC placement sites are bound by the Leading with Care Policy (2005) adopted by the General Assembly. Please read the policy available at <http://presbyterian.ca/resources/resources-ef/#leadership> Student must sign Form (p.37) indicating that s/he has read and understands that s/he is bound by the *Leading with Care Policy* of the PCC.

### **I. Policy of Sexual Harassment**

- i. Sexual harassment in any situation is reprehensible. It is the policy of Knox College to provide an environment wherein the Knox community, including, but not limited to, students, faculty, staff and residents are able to learn, study, teach and work, free from sexual harassment. Please read the policy available at [http://presbyterian.ca/wp-content/uploads/gao\\_dealing\\_with\\_sexual\\_abuse\\_and\\_harassment.pdf](http://presbyterian.ca/wp-content/uploads/gao_dealing_with_sexual_abuse_and_harassment.pdf)

Students must sign Form (p.37) indicating that s/he has read and understands that s/he is bound by the *Policy for Dealing with Sexual Abuse and/or Harassment* of the PCC.

### **J. Policy for Dealing with Allegations of Racial Harassment**

As an institution of the Presbyterian Church in Canada all Knox students and PCC placement sites are bound by the Policy for Dealing with Allegation of Racial Harassment adopted by the General Assembly (2008). Please read the policy available online listed under policies at <http://presbyterian.ca/resources/resources-od/> (Student must sign Form (p.37) indicating that s/he has read and understands that s/he is bound by the *Policy for Dealing with Allegations of Racial Harassment* of the PCC.

### **K. . TST Standards of Professional Practice and Behavior**

Students must sign Form (p.37) indicating that s/he has read and understands that s/he is bound by the *TST Standards of Professional Practice and Behavior*. The Policy can be found in full at this link:

[https://www.tst.edu/sites/default/files/Standards%20of%20Professional%20Practice%20Behaviour\\_May2010\\_0.pdf](https://www.tst.edu/sites/default/files/Standards%20of%20Professional%20Practice%20Behaviour_May2010_0.pdf)

## **L. Additional Policies**

Students within the Theological Field Education will be expected to follow all policies of Knox College as found on the Knox College website ([www.knox.utoronto.ca](http://www.knox.utoronto.ca)) and the standards of behavior as outlined in the *TST Basic Degree Handbook* and are subject to the disciplinary guidelines therein described.

### **Additionally, students in the TFE must:**

- i. Be responsible for their role as student (learner) within a supervisory relationship and be guided by the role of their Site Educator as mentor.
- ii. In all matters be sensitive to varying perspectives of ministry within a congregation/site placement and regarding the leadership therein. The student will avoid taking sides on issues which are / may be controversial.
- iii. Act in no way which may undermine or negatively effect the ministry of the church or the site placement.
- iv. Remember that your position at the site placement or the congregation is short term and designed as a learning experience. Do not begin activities or ministry which are not approved by your Site Educator.
- v. Do not instigate or agree to any changes in the nature of the placement without first consulting with and gaining the approval, in writing, of the Director of Experiential Learning.

## **Section 13**

Student Midterm Evaluation (Fillable Form)	44-47
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Student Final Evaluation (Fillable Form)	50-52
Site Educator Final Evaluation (Fillable Form)	53-54
Learning Covenant (Fillable Form)	55-56

## TFE Student's Mid-Term Evaluation 2022

Narrative comments are most helpful to your Site Educator and the Director of Experiential Learning. Click to add your comments. Try to provide specific examples. Discuss completed evaluation with your Site Educator.

**Date:** Click or tap to enter a date.

**Student:** Click or tap here to enter text.

**Site Educator:** Click or tap here to enter text.

**Placement Site:** Click or tap here to enter text.

Please check off the activities completed during this semester as appropriate for your placement:

Congregational placements:

- ☐ Preach in service (2 per semester)
- ☐ Read Scripture in service
- ☐ Offer prayer or benediction
- ☐ Facilitate Children's Time in worship
- ☐ Participate/lead in Sunday school
- ☐ Prepare and facilitate a whole service
- ☐ Christian Ed. leadership (Bible study/youth/special event)
- ☐ Attend board/finance meeting
- ☐ Observe a session meeting
- ☐ Attend Presbytery (at least once per semester)
- ☐ Lead a session meeting
- ☐ Attend Annual General Meeting of congregation
- ☐ Participate in Social justice/outreach
- ☐ Offered a pastoral/spiritual care visit
- ☐ Observe/participate in funeral service
- ☐ Observe/participate in special services
- ☐ Participate in team rounds/staff meeting
- ☐ **Other:** Click or tap here to enter text.
- ☐ **Other:** Click or tap here to enter text.

### **For Clinical (Counselling or Spiritual Care)/Teaching Placements**

- ☐ Observe others offering counselling/spiritual care/teaching
- ☐ Offer counselling/sc for individuals
- ☐ Offer counseling/sc for couple/family
- ☐ Participate in group sessions
- ☐ Lead a support group/counseling/ or teaching session (incl. preparation)
- ☐ Offer a presentation to a group
- ☐ Prepare handouts/blog for instruction
- ☐ Attend in-service for training
- ☐ Participate in team rounds/ staff meeting
- ☐ Receive training in documentation
- ☐ Document/chart client progress
- ☐ Other - Click or tap here to enter text.
- ☐ Other - Click or tap here to enter text.

1. Describe a highlight from your TFE experience during this semester.

Click or tap here to enter text.

2. Describe a gift/talent/strength you are noticing in yourself.

Click or tap here to enter text.

3. Describe a growing edge (area in need of improvement) that you are aware of and working on.

Click or tap here to enter text.

---

4. On a scale of 1 to 5, where 1 is the weakest and 5 is the strongest, please rate your sense of ability in the following categories.

	Weak 1	2	Moderate 3	4	Strong 5
<b>A. Religious Heritage</b>					
Demonstrates leadership skills (e.g. leading worship/group)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Communicates clearly (e.g. preaching or teaching)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to reflect theologically or spiritually	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to prepare for service liturgy/teaching/counselling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Respects spiritual practices (of congregation or others)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Understands the basics of polity/organizational structure	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>B. Cultural Context</b>					
Engages local congregational culture(s)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Respects cultural context/diversity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Learns from people of diverse backgrounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Awareness of personal cultural assumptions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>C. Personal Spiritual Formation</b>					
Demonstrates personal spiritual practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Articulates a call to ministry	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Aware of personal strengths for ministry	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Attends to self-care and support system	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Aware of ethical and pastoral boundary issues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to self-assess and receive feedback; acts to improve	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>D. Capacity for Ministry</b>					
Shows care and respect for others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Demonstrates interpersonal skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Demonstrates initiative/can motivate others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Willing to work with diverse people and opinions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Takes responsibility for mistakes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to manage conflict and stress	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Sets clear goals and follows through	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to adapt to changing circumstances	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Punctual for meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to make decisions in a timely manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

5. Describe your growth in your sense of calling to ministry and in your pastoral/professional identity.

Click or tap here to enter text.

6. How would you describe your supervisory relationship?

Click or tap here to enter text.

7. Any other comments (e.g. changes to the Learning Covenant; a concern that should be shared)

Click or tap here to enter text.

### **Signatures**

Supervisor\_\_\_\_\_

Date Click or tap to enter a date.

Student \_\_\_\_\_

Date Click or tap to enter a date.

This document is intended only for use in Knox College's Theological Field Education program and should not be used for any other purpose without written permission from the student.

## Knox College Site Supervisor's Mid-Term Evaluation 2022

(Please write narrative comments and provide examples. Discuss with student.)

Date: Click or tap to enter a date.

Student: Click or tap here to enter text.

Site Educator: Click or tap here to enter text. Placement Site: Click or tap here to enter text.

1. Describe a highlight in your student's experience during this semester.

Click or tap here to enter text.

2. Briefly describe several strengths your student has demonstrated. Include examples.

Click or tap here to enter text.

3. Please describe a growing edge (an area of self-improvement) that the student is aware of and working on.

Click or tap here to enter text.

---

4. On a scale of 1 to 5, where 1 is the weakest and 5 is the strongest, please rate your supervisee's ability in the following categories.

	Weak 1		Moderate 2		Strong 3		4		5
<b>A. Religious Heritage</b>									
Demonstrates leadership skills (e.g. lead worship/ group)	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Communicates clearly (preaching/teaching/counseling)	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Able to reflect theologically or spiritually	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Able to prepare for service liturgy/teaching/counseling	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Respects spiritual practices (of congregation or others)	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Understands the basics of polity/organizational structure	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
<b>B. Cultural Context</b>									
Engages local congregational culture(s)	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Respects cultural context/diversity	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Learns from people of diverse backgrounds	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>
Awareness of personal cultural assumptions	1 <input type="checkbox"/>		2 <input type="checkbox"/>		3 <input type="checkbox"/>		4 <input type="checkbox"/>		5 <input type="checkbox"/>



### C. Personal Spiritual Formation

Demonstrates personal spiritual practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Articulates a call to ministry	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Aware of personal strengths for ministry	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Attends to self-care and support system	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Aware of ethical and pastoral boundary issues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to self-assess, receive feedback, act to improve	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

### D. Capacity for Ministry

Shows care and respect for others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Demonstrates interpersonal skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Demonstrates initiative/can motivate others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Willing to work with diverse people and opinions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Takes responsibility for mistakes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to manage conflict and stress	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Sets clear goals and follows through	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to adapt to changing circumstances	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Punctual for meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Able to make decisions in a timely manner	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

5. Describe the student's personal growth in their call to professional ministry/practice and pastoral identity?

[Click or tap here to enter text.](#)

6. How would you describe your supervisory relationship?

[Click or tap here to enter text.](#)

7. Any Other comments (e.g. changes to the Learning Covenant; a concern that should be shared)

[Click or tap here to enter text.](#)

### Signatures:

Site Educator \_\_\_\_\_ Date [Click or tap to enter a date.](#)

Student \_\_\_\_\_ Date [Click or tap to enter a date.](#)

This document is intended only for use in Knox College's Theological Field Education program and should not be used for any other purpose without written permission from the student.

## Knox College TFE Student's Final Evaluation 2023

Narrative comments are most helpful to your Site Educator and the Director of Experiential Learning. Click to add your comments. Try to provide specific examples. Discuss completed evaluation with your Site Educator.

Date: Click or tap to enter a date.

Student: Click or tap here to enter text.

Site Educator: Click or tap here to enter text.

Placement Site: Click or tap here to enter text.

**Please check off the activities completed during your TFE this year:**

### **For Congregational Placements**

\*indicates required component

- ☐ \*Preach in service (2 per semester)
- ☐ \*Read Scripture in service
- ☐ \*Offer prayer or benediction
- ☐ Facilitate Children's Time in worship
- ☐ Participate/lead in Sunday school
- ☐ Prepare and facilitate a whole service
- ☐ \*Christian Ed. leadership (Bible study/youth/special event)
- ☐ Attend board/finance meeting
- ☐ \*Observe a session meeting
- ☐ \*Attend Presbytery (at least once per semester)
- ☐ Lead a session meeting
- ☐ Attend Annual General Meeting of congregation
- ☐ \*Social justice/outreach event
- ☐ \*Offered a pastoral/spiritual care visit
- ☐ Observe/participate in funeral service
- ☐ Observe/participate in special services
- ☐ Other - Click or tap here to enter text.

### **For Clinical (Counselling or Spiritual Care)/Teaching Placements**

- ☐ Observe others offering counselling/spiritual care/teaching
- ☐ Offer counselling/sc for individuals
- ☐ Offer counseling/sc for couple/family
- ☐ Participate in group sessions
- ☐ Lead a support group/counseling/ or teaching session (incl. preparation)
- ☐ Offer a presentation to a group
- ☐ Prepare handouts/blog for instruction
- ☐ Attend in-service for training
- ☐ Participate in team rounds/ staff meeting
- ☐ Receive training in documentation
- ☐ Document/chart client progress
- ☐ Other - Click or tap here to enter text.
- ☐ Other - Click or tap here to enter text.

1. In a paragraph, describe the growth that you have experienced over the TFE placement. Relate this to the development goals you identified in your Learning Covenant.

Click or tap here to enter text.

2. Describe growth you have experienced in your sense of call to ministry/vocation and pastoral/professional identity.

Click or tap here to enter text.

3. Review the following sets of learning outcomes for Knox students. Following each set of outcomes, in the space provided, explain where you have seen changes and/or growth in yourself during the TFE placement. Note the strengths you see in yourself and any specific areas/ways that you need to keep growing.

*A. Religious Heritage Outcomes*

Demonstrates leadership skills (e.g. leading worship/group)  
Communicates clearly (preaching/teaching/counseling)  
Able to reflect theologically or spiritually  
Able to prepare for service liturgy/teaching/counseling  
Respects spiritual practices (of congregation or others)  
Understands the basics of polity/organizational structure

Click or tap here to enter text.

*B. Cultural Context Outcomes*

Engages local congregational/organizational culture(s)  
Respects cultural context/diversity  
Learns from people of diverse backgrounds  
Awareness of personal cultural assumptions

Click or tap here to enter text.

*C. Personal Spiritual Formation Outcomes*

Demonstrates personal spiritual practices  
Articulates a call to ministry/vocation  
Aware of personal strengths for ministry/vocation  
Attends to self-care and support system  
Aware of ethical and pastoral boundary issues  
Able to self-assess, receive feedback, act to improve

Click or tap here to enter text.

*D. Capacity for Ministry/Vocation Outcomes*

Shows care and respect for others  
Demonstrates interpersonal skills  
Demonstrates initiative/can motivate others  
Willing to work with diverse people and opinions  
Takes responsibility for mistakes  
Able to manage conflict and stress  
Sets clear goals and follows through  
Able to adapt to changing circumstances  
Punctual for meetings/counselling or teaching sessions  
Able to make decisions in a timely manner

Click or tap here to enter text.

6. How has this placement assisted you in your readiness for ministry/vocation?

Click or tap here to enter text.

7. Identify any further areas for learning and growth you will want to establish for your final year in the program.

Click or tap here to enter text.

**Signatures**

Supervisor\_\_\_\_\_

Date Click or tap to enter a date.

Student \_\_\_\_\_

Date Click or tap to enter a date.

Note: For MDiv students only, the following evaluation will be read by two Knox College faculty members as part of the Second Year Assessment process in April. It will be the student's responsibility to share this document with the director of Basic Degrees at Knox College. MDiv students may be asked by their Presbytery to also share their TFE final evaluations. Knox College will not release these directly to persons or organizations that request them. Only students may share them if requested.

This document is intended only for use in Knox College's Theological Field Education program and should not be used for any other purpose without written permission from the student.

## **Knox College TFE Site Supervisor's Final Evaluation 2023**

Narrative comments are very helpful to the student and Dir. Of Experiential Learning. Please click to add your comments. Provide specific examples where appropriate. Discuss with student.

Date: Click or tap to enter a date.

Student: Click or tap here to enter text.

Site Educator: Click or tap here to enter text.

Placement Site: Click or tap here to enter text.

1. In a paragraph, describe the growth that you have witnessed in the student over the TFE placement. Relate this to the development goals they identified in their Learning Covenant.

Click or tap here to enter text.

2. How would you assess the student's sense of call to ministry/vocation and pastoral/professional identity?

Click or tap here to enter text.

3. Review the following sets of learning outcomes for Knox students.

Following each set of outcomes, in the space provided, explain where you have seen changes and/or growth in the student during the TFE placement. Note how the strengths were demonstrated and a recommendation for the student's continued growth (as appropriate).

### *B. Religious Heritage Outcomes*

Demonstrates leadership skills (e.g. leading worship/group)

Communicates clearly (preaching/teaching/counseling)

Able to reflect theologically or spiritually

Able to prepare for service liturgy/teaching/counseling

Respects spiritual practices (of congregation or others)

Understands the basics of polity/organizational structure

Click or tap here to enter text.

### *B. Cultural Context Outcomes*

Engages local congregational/organizational culture(s)

Respects cultural context/diversity

Learns from people of diverse backgrounds

Awareness of personal cultural assumptions

Click or tap here to enter text.

*C. Personal Spiritual Formation Outcomes*

Demonstrates personal spiritual practices  
Articulates a call to ministry/vocation  
Aware of personal strengths for ministry/vocation  
Attends to self-care and support system  
Aware of ethical and pastoral boundary issues  
Able to self-assess, receive feedback, act to improve

Click or tap here to enter text.

*D. Capacity for Ministry/Vocational Outcomes*

Shows care and respect for others  
Demonstrates interpersonal skills  
Demonstrates initiative/can motivate others  
Willing to work with diverse people and opinions  
Takes responsibility for mistakes  
Able to manage conflict and stress  
Sets clear goals and follows through  
Able to adapt to changing circumstances  
Punctual for meetings/counselling sessions/ teaching  
Able to make decisions in a timely manner

Click or tap here to enter text.

6. Summarize your evaluation of the student's readiness for ministry/vocation.

Click or tap here to enter text.

7. Please identify any further areas for learning and growth for this student during their final year in the program.

Click or tap here to enter text.

**Signatures:**

Site Educator \_\_\_\_\_

Date Click or tap to enter a date.

Student \_\_\_\_\_

Date Click or tap to enter a date.

This evaluation is included in the second level assessment at Knox College for all MDiv students and will be read by several faculty members. This document is intended only for use in Knox College's Theological Field Education program and should not be used for any other purpose without written permission from the student.

## Learning Covenant

**Purpose:** The Learning Covenant is a formal agreement developed cooperatively between you and your Site Educator that includes details about what you intend to learn through this TFE placement and how your learning can be measured and evaluated.

**Student Name:** Click or tap here to enter text.

**Placement Site Name:** Click or tap here to enter text.

**Site Educator's Name:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**email:** Click or tap here to enter text.

**(MDiv only) Chair of the LAC:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.

**Student Learning Goals:** Please include 3 that may be personal, professional or spiritual goals. See Handbook for description. Is the goal observable or aspirational?

### Goal One:

Description of goal - Click or tap here to enter text.

How will you know when you are seeing progress in this goal? Click or tap here to enter text.

Any steps you will take to make or supports you will access to support this goal? Click or tap here to enter text.

### Goal Two:

Description of goal - Click or tap here to enter text.

How will you know when you are seeing progress in this goal? Click or tap here to enter text.

Any steps you will take to make or supports you will access to support this goal? Click or tap here to enter text.

### Goal Three:

Description of goal - Click or tap here to enter text.

How will you know when you are seeing progress in this goal? Click or tap here to enter text.  
Any steps you will take to make or supports you will access to support this goal? Click or tap here to enter text.

### **Supervisory Meetings**

Briefly describe how the student will prepare for weekly meetings with the Site Educator. Outline the structure of these meetings (see p.14)

Click or tap here to enter text.

### **Final Details of TFE:**

- Start and Termination Dates Click or tap here to enter text.
- Regular Supervision Day/ Time Click or tap here to enter text.
- Vacation Arrangements (E.g. Sundays away) Click or tap here to enter text.
- Average Weekly Schedule - How the 8-10 hours per week will be used Click or tap here to enter text.

**Signatures:** Student: Click or tap here to enter text.

Site Educator: Click or tap here to enter text.

Date: Click or tap here to enter text.

The *Learning Covenant* will be submitted by the student to the Director of Experiential Learning in the first month of the TFE on the date specified in the TFE Calendar.

**Early Termination:** Please note that this agreement should not be terminated by either party without a joint conference involving the Director of Experiential Learning, the Student and the Site Educator. Both Site Educator and Student are free to consult the Director of Experiential Learning about concerns in the placement at any time.

**Disclosure Statement** (include this at the end of your *Learning Covenant*):

“This document is intended only for use in Knox College’s Theological Field Education program and should not be used for any other purpose without written permission from the student.”