SUPERVISED PRACTICE OF MINISTRY HANDBOOK

Rev. Dr. Paul K. Hooker
Associate Dean for Ministerial Formation and Advanced Studies
Supervised Practice of Ministry Check List

I. Profiles of Ministry Stage I
   _____Orientation
   _____Casebook
   _____Interview
   _____Receive and review results and interpretive manual.
   _____Make an appointment with associate dean for ministerial formation and advanced studies to discuss results.

II. Supervised Practice of Ministry (including CPE)
   _____Orientations (Part 1 April and Part 2 September)
   _____Submit initial paperwork before the September orientation
   _____Resume
   _____Theological autobiography
   _____Draft learning objectives (4-6)
   _____Meet with associate dean for MFAS (appointment is scheduled when initial paperwork is submitted)
   _____Approval of proposed site and supervisor by associate dean for MFAS

**ITEMS ABOVE MUST BE COMPLETED BEFORE STUDENT REGISTERS FOR SPM or CPE**

SPM PREPARATION

I. Complete all 100-level courses and have 72 hours of course credit.

II. Register for SPM through the Registrar's office.
   *NOTE: students are not considered registered until completed Covenant is received by registrar's office.

III. Have signed and approved Covenant with church/non-parish site supervisor including:
   _____Completed and signed learning objectives (4-6)
   _____Position description
   _____Support committee names and addresses (minimum of 4) (optional)

SPM EVALUATION

I. Student self-evaluation.

II. Supervisor's evaluation.

III. Submit completed signed evaluation forms to OMFAS for credit.

CPE PREPARATION

I. Notify OMFAS of where you are applying - we will pay application fees (up to $100).

II. Register for CPE through the registrar's office.

III. Present copy of letter of acceptance to OMFAS to schedule deposit and tuition payments.

IV. Complete internal form requiring signature of approval from the associate dean for MFAS.

CPE EVALUATION

I. Your evaluation, including statement of pass/fail submitted by supervisor to OMFAS.

**NOTE: Keep your committee on preparation for ministry or oversight committee informed of your placement.**
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SPM ORIENTATION PART I

APRIL 22, 2015

2:00 PM – 4:00 PM

McCORD 204
PROGRAM IN MINISTERIAL FORMATION

The Program in Ministerial Formation at Austin Seminary prepares MDiv and MAMP students to minister in a variety of contexts with increased self-awareness and self-understanding. It provides opportunities for field experience guided by trained supervisors, advanced elective courses with field components, and individual vocational counseling. Through this approach to formation, students have vocational guidance and preparation available to them throughout their MDiv and MAMP programs of study.

The components of the Program in Ministerial Formation are as follows:
- participation in the Profiles of Ministry Assessment Program of ATS (Association of Theological Schools)
- field placement in Supervised Practice of Ministry (SPM)
- clinical pastoral education (CPE)
- pastoral care in a hospital setting course (PCHS)

PROFILES OF MINISTRY
This assessment, administered in the junior and senior years of a student’s program, provides personal and vocational insight on an individual basis. All MDiv students are required to participate in the Profiles of Ministry program. The assessments are administered during the first semester of the student’s junior year and the fall semester of their senior year. Students meet individually with the associate dean for ministerial formation and advanced studies to discuss the results. Students in the MATS and MAMP degree programs may participate in the program at their own volition, and MATS students who are serving churches are encouraged to do so.

SUPERVISED PRACTICE OF MINISTRY
Supervised Practice of Ministry provides opportunities for students to gain knowledge and develop skills through the practice of ministry under the direction of competent supervisors who have been trained and/or certified by Austin Seminary. All MDiv and MAMP candidates are required to participate in an SPM placement. The work done in SPM is understood to have the same academic value as classroom courses. A summer placement, a concurrent placement, or a year-long internship is each valued at twelve credits.

After completing their first year of theological studies and in consultation with the associate dean for MFAS, students select an SPM track and are placed in appropriate ministerial contexts. In preparation for SPM placement, students are required to attend two SPM orientations, conducted in late April and early September, and must work out the plan of study in conversation with the associate dean for MFAS. All SPM placements are subject to the approval of the associate dean for MFAS. Students participate in colloquies during their placement.

CLINICAL PASTORAL EDUCATION
In this specialized program, students clarify and increase their understanding of the resources, methods, and meaning of the Christian faith as expressed in pastoral care and develop skills critical for the practice of ministry. This educational experience is clinical in setting and interdisciplinary in character, and is conducted under the supervision of a certified clinical pastoral educator. Clinical pastoral education is ordinarily taken during the middler or senior year for a period of at least ten weeks in the summer (full-time), but also may be taken concurrently with other course work.

Opportunities for clinical pastoral education are available in centers accredited by the Association for Clinical Pastoral Education. The Southwest offers a variety of training centers in general and specialty hospitals and mental health institutions. Arrangements for clinical pastoral education are initiated through conversation with the associate dean for MFAS. One unit of clinical pastoral education is valued at 12 credits.
THE ROLE OF SUPERVISED PRACTICE OF MINISTRY IN THEOLOGICAL EDUCATION

The phrase Supervised Practice of Ministry is used by Austin Seminary to refer to the program that some seminaries call theological field education. In our program, students practice ministry under the supervision of experienced pastor-supervisors and receive academic credit on the same basis as other academic courses.

The process of SPM is designed to enhance the student’s ability to integrate knowing, being and doing in the practice of ministry: to bring together experience and theory, individual discipleship and life in community, private convictions and public actions.” The SPM process helps students identify strengths and needs for further development as demonstrated in the practice of ministry, including concern for:

(a) professional development,
(b) spiritual formation, vocational clarity, and
(c) skills for interpersonal relations, theological reflection and social analysis

SPM stands in sharp contrast to merely “getting some practical experience working in a church,” the difference being the process of supervised practice itself. SPM also stands in contrast to simply observing ministry or reading about ministry. In SPM, the primary curriculum is ministry itself, recognizing that ministry is subtle, nuanced and idiomatic, tied closely to the cultural distinctions of particular people in particular places, balanced amid the ambiguities of life and the vagaries and the eccentricities of personal experience, yet under the gracious and unconditional claim of the Word of God.

Practical experience, observation of ministry, reading about ministry and classroom instruction are all essential to preparation for ministry, but SPM introduces into the preparation of students for ministry a rigorous level of oversight, reflection, and self-supervision that are intended to be a part of the minister’s life-long practice.

Behind this approach to preparation for ministry lie those traditions that value the kind of learning that can only be transmitted from one person to another person, such as when a master craftsman trains an apprentice. The apprentice learns far more than how to accomplish a variety of tasks (though the apprentice certainly learns this); the apprentice also learns what it means to be a master craftsman. This understanding of pastoral ministry is at the heart of SPM.

In SPM, the student practices ministry in actual contexts, but under the watchful eye of a trained professional supervisor. Together, student and supervisor reflect together on the nature of the student’s practice, sharpening the student’s ability to be critically appreciative of that practice.
OBJECTIVES OF SUPERVISED PRACTICE OF MINISTRY

The inclusion of SPM as an academic requirement in the preordination MDiv and MAMP curricula is designed to achieve a number of significant objectives:

1. To allow students directly to test vocational commitments, together with their sponsoring authorities.

2. To bring together the activities of thinking and acting theologically, along with allowing life to form theology.

3. To enable students to gain personal confidence in being pastor theologians.

4. To broaden the basis of learning to encourage students in their critical reflection on ministry and its context.

5. To stimulate the discovery and the life-long cultivation of competencies requisite for ministry in varying situations.

6. To relate students to a competent supervision process that will support personal and spiritual formation, critical reflection, shared ministry and professional competence.

7. To develop within students an ongoing self-assessment process, utilizing self-perceptions and feedback from others for the purpose of stimulating further growth.

The highest end of SPM is to help students hone their skill in hearing and learning from the feedback they receive so that ultimately they will be able to assess and supervise themselves, to become disciplined in their work and able to manage themselves and to exhibit personal strength of character. In a word, our goal is to make a significant and lasting contribution to the student’s pastoral and spiritual formation.
### TYPES OF SUPERVISED PRACTICE OF MINISTRY

<table>
<thead>
<tr>
<th>Type of Placement</th>
<th>Duration</th>
<th>Site</th>
<th>Remuneration</th>
<th>Colloquy</th>
<th>Supervisor</th>
<th>Student May Commence</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCURRENT</td>
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<td></td>
<td>Two semesters, part-time (12-15 hours/week on site)</td>
<td>An approved ministry context within commuting distance of Austin</td>
<td>None (Individual congregations may remunerate students at their own volition)</td>
<td>Once each week at the Seminary</td>
<td>Ordinarily an ordained minister with a minimum of five years post MDiv experience</td>
<td>Second semester of Middler Year</td>
</tr>
</tbody>
</table>
| SUMMER            | Ten weeks, fulltime (400 hours) | An approved ministry context | APTS suggested minimum:  
Stipend $1,000/mo.  
Housing  
Health Insurance  
Moving Expenses  
Gas Allowance | Intro meeting in May  
Once in June and in July | An ordained minister with a minimum of five years post MDiv experience | Summer after Middler Year |
| YEAR-LONG         | Nine to fifteen months, full-time | An approved ministry context | APTS suggested minimum:  
Salary $1,000/mo.  
Housing  
Health Insurance  
Moving Expenses  
Gas Allowance | None | An ordained minister with a minimum of five years post MDiv experience | Summer after Middler Year |
| ELECTIVE          | Variable | An approved ministry context | Variable | None, but may participate voluntarily | An ordained minister with a minimum of five years post MDiv experience, or a person with other appropriate credentials | Middler year |
THE SUPERVISOR

The effectiveness of SPM is largely dependent on the quality of the supervision. Austin Seminary values those experienced ministers who devote their time, energy, intelligence and imagination to the supervision of students. The Seminary sees them as partners in theological education, as colleagues, and as adjunct faculty.

This model of theological education emphasizes the teacher’s ability to draw students toward discovering for themselves vital insights on their own practice of ministry. This type of teaching requires maturity, patience, restraint, and a high level of theological and interpersonal skill.

The primary tasks for the supervisor are to:

- discern where the student is in the process of readiness for learning
- discern what skills need to be learned
- discern what issues need to be addressed
- place students in situations in which they can discover what they need to identify and learn
- allow students to address issues of identity, authority and integration
- reflect with students so they can gain insight and understanding from experiences

STUDENTS: THIS IS IMPORTANT!

There are many requirements for supervisors. Your placement site and your supervisor must be approved by the associate dean for MFAS before you make a commitment.
GENERAL CALENDAR OF SPM WORK

March 2015
- Supervisory Skills Development Training (for supervisors) will be held March 26, 2015. (required for new supervisors and then every 3 years). Students may need to be available for portions of the SSDC to finalize the Covenant with supervisors.

April 2015
- Students planning to do a fall or spring internship in the next academic year must attend SPM Orientation Part I, April 22, 2015.
- Register for SPM, as you would any other course, April 27 – April 30, 2015.

May 2015
- SPM Covenants for summer should be complete and turned in to OMFAS by May 8, 2015.
- An orientation for summer SPM students will be held on May 6, 2015.

June and July 2015
- There are two required day long colloquia for summer SPM students. June 23 and July 14, 2015.
- Attendees of SPM Orientation 1 will work on required forms (resume, theological autobiography, four draft learning objectives) in preparation of meeting with associate dean of OMFAS.

August 2015
- SPM Covenant for fall should be complete and turned into OMFAS by August 7, 2015.

September - October 2015
- Each student will attend SPM Orientation Part 2, September 30, 2015.
- Each student will have completed and turned in to OMFAS the required forms and will schedule a meeting with the associate dean to discuss SPM placement or CPE plans.
- There will be a CPE Information Event with area CPE site supervisors on campus October 14, 2015.
- All students who plan to apply for CPE should discuss their intentions with the associate dean of MFAS before submitting their applications to the CPE center of their choice. If an interview is required, the OMFAS will help you arrange it. Austin Seminary will pay for your application fee, deposit and tuition only if you have met with the associate dean of OMFAS prior to accepting the CPE. ** Please note that some CPE centers deadlines may be as early as Nov. 1.
- Juniors will attend Profiles of Ministry Orientation and complete the Casebook and Interview. Seniors will start the Profiles of Ministry Stage 2 Casebook and Interview.

November 2015
- Seniors will complete the Profiles of Ministry Casebook and Interview.
- SPM Covenant for spring 2015 placement should be complete and submitted to OMFAS by November 21, 2015.
- Register for spring SPM, as you would any other course, November 30-December 3, 2015.

December 2015
- If you are planning to take the Pastoral Care in a Hospital Setting course, there will be an informational meeting in early December.

January 2016
- Profiles of Ministry interpretations are returned to students.

February 2015
- Students meet with associate dean for OMFAS to discuss their Profiles of Ministry interpretations.
# Supervised Practice of Ministry

## Student and Supervisor Overview

### The Student Must:

1. Attend the two SPM orientations  
   A. Turn in Track Selection & Preference Sheet  
2. Prepare materials for initial interview:  
   A. Theological autobiography  
   B. Draft learning objectives (minimum of 4)  
   C. Resume  
3. Schedule placement interview with the associate dean for MFAS.  
4. Make appointment to meet with potential supervisors.  
5. Accept invitation from church to enter into SPM Covenant.  
6. Finalize Covenant and submit to OMFAS.  
7. Attend appropriate meetings at APTS (colloquium).  
8. Meet weekly with supervisor for theological reflection on the practice of ministry.  
9. Perform assigned tasks and duties at supervision site.  
12. Meet with supervisor to discuss self-evaluation and supervisor’s evaluation.  
13. Turn evaluation in to OMFAS one week before end of term.  
14. Meet with associate dean for MFAS as needed.

### The Supervisor/Church Must:

1. Make or renew commitment to be an SPM site and inform OMFAS of availability/needs.  
2. Complete required APTS forms and training:  
   A. Vitae  
   B. W-9  
   C. Background Check Authorization  
   D. Sexual Harassment Training  
   E. Attend Supervisory Skills Development Conference (SSDC) every three years  
3. Develop job description, specifying duties, beginning and ending dates, hours/week, financial arrangements, etc.  
4. Meet with interested students.  
5. Invite supervisee to enter into SPM Covenant.  
6. Appoint support committee. (optional)  
7. Finalize Covenant with supervisee.  
8. Meet weekly with supervisee for theological reflection on the practice of ministry.  
9. Oversee supervisee’s assigned tasks and duties at supervision site.  
11. Meet with supervisee to discuss evaluation and supervisee’s self-evaluation together.  
12. Submit evaluation and suggested grade to associate dean for MFAS one week before end of term.
EXAMPLE OF ONE PAGE RESUME

NAME
ADDRESS
PHONE
EMAIL

HOME CHURCH
First Presbyterian Church, ANYWHERE, TX

PRESBYTERY OR CONFERENCE
Mission Presbytery

EDUCATION
College: The University of Texas
Other: The University of Texas
Clinical Pastoral Education

Degree                              Year of Graduation
BA                                  2007
MA                                  2013
Basic Unit                          2013

WORK HISTORY

LOCATION AND DATES

State of Texas – Social Worker
Austin, TX                          Sept 2007 – Dec. 2010
Starbucks – Barista and cashier
Austin, TX                          Nov 2003 – Nov 2004

STATEMENT OF INTRODUCTION

My leadership style is one of nurture, service and guidance. I have worked with developmentally disabled adults, emotionally disturbed children and the economically disadvantaged. I have skills in counseling, planning, resourcing and teaching.

MINISTRY EXPERIENCES

Summer 2008: Student Interim Minister, FPC, Southampton, MA. Duties included preaching and leading worship, conducting funerals, visitation and other pastoral duties. Overall responsibility for pastoral leadership while pastor was on vacation.

AREAS OF STRENGTH

I am a short-statured person which gives me insight to recognize the uniqueness of diversity of people and the gifts they offer.

MINISTRY RESPONSIBILITY DESIRED

I am searching for a position that will allow me to experience aspects of ministry as a pastor. I am open to other opportunities with areas of specialization such as Christian Education, Children’s Ministry, outreach or programming.

PHYSICAL LIMITATIONS (IF ANY)

None
GUIDELINES FOR PREPARING YOUR THEOLOGICAL AUTOBIOGRAPHY

1. Form: Your theological autobiography should be five to seven pages long (1250 to 1750 words) in standard academic manuscript format (double spaced, 12 pt. font, one inch margins, etc.)

2. Content: Your autobiography should be a connected narrative and should include the following:
   
   a. An account of your family of origin
   b. Your faith heritage
   c. Significant people and events in your life
   d. Your own understanding of your call to ministry: how it developed, how you understand it now, what you envision for the future
   e. What you hope to gain from your seminary experience

You may revise and update any previous theological autobiography you have written as long as you include all of the above.

Your theological autobiography will remain on file in the OMFAS and will not be shared with anyone without your permission. You are encouraged to keep a copy for your own use.
IDENTIFYING AND ACHIEVING A LEARNING OBJECTIVE

I. Identifying the Learning Objective – What do I want to learn?

State the objective and specify the knowledge, competency, skill, maturity, etc., you will possess when this learning objective has been accomplished.

I will gain a better understanding of conflict in pastoral ministry and will be able to deal effectively, constructively and pastorally with conflict.

For the initial meeting with associate dean for MFAS, only Part I. Identifying the Learning Objective is required. Parts II and III will be completed with your site supervisor.

II. Achieving the Learning Objective – How do I want to learn it?

A. List the ministry tasks you will do that will enable you to work toward this objective.

I will participate in planning, preparation and evaluation of the tasks of ministry, attempting to understand how and why conflict occurs, what role(s) are appropriate for the pastor to assume, and how the pastor should respond when conflict occurs.

B. List the ministry tasks that you will observe others doing in order to move forward on this objective.

I will observe pastor and staff as they lead, paying particular attention to the conflictual situations that occur.

Student Signature ____________________________ Date ____________

Supervisor Signature ____________________________ Date ____________
A GUIDE TO DEVELOPING LEARNING OBJECTIVES

What is a learning objective?

A learning objective is a statement of something you want to learn or a skill you wish to acquire. It is a goal. As a goal, it must be specific, realizable, and capable of being evaluated or measured.

For example: depending on your ministry context, you may be expected to lead a class or discussion group. You should know how to teach and lead discussion effectively. An SPM placement might be a place for practicing this skill and receiving feedback on your performance. So a learning objective focused on this aspect of ministry might have the form:

*I will learn how to plan, conduct, and evaluate a faith development class for adults that will expose participants to resources for spiritual growth.*

This objective is specific: It states precisely what you want to do. It is realizable: It can be done in the context of an SPM placement. It can be evaluated: Supervisors and laypeople can respond to the class you have prepared in ways that will help you determine whether or not they were, in fact, exposed to spiritual growth resources, and what you might have done differently.

A deficient learning objective might look like this:

*I want to share the love of God with all creation.*

The sentiment is laudable, but this objective has problems. It is not specific, in that it does not state what you will actually do. It is not realizable, because “all creation” is a little too much for one person to handle. Because it is neither specific nor realizable, there is no clear way for it to be evaluated.

How does one achieve a learning objective?

Learning objectives are achieved in two ways: *practice* and *observation*. On your Learning Objective Worksheet there is room for what you will do and what you will watch, as well as the objective itself. You will complete these in conversation with your supervisor.

How does one formulate a learning objective?

In order to determine your learning objectives, you must consider both your individual aspirations and the tasks and skills that are common to ministry. Your preparation will entail developing your personal talents and gifts, and learning to do the things that pastors do. Sample learning objectives in various aspects of ministry are included below as models for you to follow, but you are encouraged to develop your own objectives appropriate to your ministry tasks. (Note: In preparing your learning objectives, please use your own words.)
SAMPLE LEARNING OBJECTIVES

Learning Objectives for the Practice of Church/ Nonprofit Administration

♦ I will learn to make disciplined use of my time and energy, and to act with a clear set of priorities based on a coherent understanding of the ministry of Word and Sacrament and the mission of the church or agency.
♦ I will learn to exercise leadership in ways appropriate to Christian ministry.
♦ I will learn to lead people in setting and working toward achievable goals and to help groups adjust goals, expectations, and procedures in response to discovered realities in various situations.
♦ I will learn to use conflict in the congregation as an opportunity for spiritual maturation and growth.
♦ I will learn to discover and analyze the distinctive character and resources of a local congregation, or agency and to locate, employ and refer others to appropriate resources in the congregation, community, at the denominational and interdenominational level.

Learning Objectives for the Practice of Christian Education

♦ I will learn to organize, coordinate and supervise Christian education programs in the local congregation.
♦ I will learn to effectively train church officers and other volunteers in the performance of specific tasks relating to aspects of the ministry.
♦ I will learn to lead the recruiting and training of teachers and to supervise and support them in their ministry of teaching.

Learning Objectives for the Practice of Pastoral Care

♦ I will learn to evaluate and respond creatively to the expectations of others, being able to engage in Christian ministry both under authority and in authority.
♦ I will learn to become a part of the daily life, work and play of the people I serve.
♦ I will learn to listen empathically to others, i.e., to understand others’ thinking, feelings and behavior from their own point of view, and to communicate my understanding to them.
♦ I will learn to minister effectively to persons in crises.
♦ I will learn to assist persons as they seek God’s guidance in their faith journeys.
♦ I will learn to visit and minister effectively to the sick and shut-ins, and to those who care for them.

Learning Objectives for the Practice of Worship

♦ I will learn to make responsible use of classical and contemporary expressions and modes of public and private worship.
♦ I will learn to make informed choices regarding the use of music in worship.
♦ I will learn to work well with those involved in the musical program of the church, profiting from their expertise in the planning and leading of worship.
♦ I will learn to communicate the gospel and apply its teaching through preaching.
♦ I will learn to integrate the sermon with the other elements of the worship service.

Learning Objectives for the Practice of Service and Outreach

♦ I will learn to relate well to persons of various social and religious backgrounds.
♦ I will learn to develop strategies that will promote the Church’s mission of service in the life of a
particular community.
- I will learn to exercise evangelism in the life of a congregation in a manner that demonstrates biblical and theological integrity.
- I will learn to integrate a theology of mission with the needs of persons in various cultural contexts.

Learning Objectives for the Practice of Family Ministry

- I will learn to help others discern their role in the family systems to which they belong.
- I will learn to help others assess values in their families in light of the Christian faith.
- I will learn to minister to persons in non-traditional families.
- I will learn to help families to explore ways to worship and share faith as part of the family life.

Learning Objectives for the Practice of Self-Care and Personal Growth

- I will learn to articulate clearly and evaluate critically my experience of Christian grace.
- I will learn to be more aware of my immediate feelings in interaction with others and to make judicious use of this awareness in ongoing pastoral relationships.
- I will learn to make adequate provision for my continued intellectual, emotional, social and spiritual development.
SPM ORIENTATION PART II
SEPTEMBER 30, 2015
2:00 PM – 4:00 PM
McCord 204
SUPERVISED PRACTICE OF MINISTRY
COVENANT

Name ___________________________________________ Date ____________________
Your Track:  □ Congregational  □ Chaplaincy and Non-Traditional Ministry
            □ Non-ordination  □ Dual-degree MDiv/MSSW
Select one:  □ Summer Intensive  □ Concurrent Placement
            □ Year-Long Internship  □ Other __________________________
Beginning Date ___________________________ Ending Date ___________________________
(-MM/DD/YEAR) (-MM/DD/YEAR)
Select one:  □ Required  □ Elective
Full Name of Ministry Setting ________________________________________________________
Address __________________________________________________________________________
Phone ___________________________ Fax ___________________________
Supervisor’s Full Name (with title) ___________________________________________________
Supervisor’s Email _________________________________________________________________
Supervisor’s address, if different from ministry setting _____________________________________
_________________________________________________________________________________

Please attach to this Covenant the following:

➢ position description stating specific responsibilities and expectations
➢ the student’s learning objectives as mutually agreed upon and signed by supervisor and student
➢ For summer and yearlong internships include the following (as approved by the session or
governing board and accepted by the student): financial agreements pertaining to salary,
housing/utilities, transportation, medical insurance, vacation, etc.
Responsibilities of the Student

- I will set forth clear plans and work consistently toward the accomplishment of learning objectives.
- I will submit to the supervisor weekly ministry incident reports.
- If enrolled in a fall/spring concurrent placements, I will attend the weekly on-campus colloquy.
- If enrolled in a summer intensive I will attend the two scheduled meetings on campus.
- It will fulfill all agreed upon responsibilities as set forth in the position description.
- Two weeks prior to the end of the term, I will submit to my supervisor and to the Office of Ministerial Formation and Advanced Studies a copy of my final self-evaluation.
- Two weeks prior to the end of the term, I will participate in a final evaluation conference with my supervisor, according to the end-of-internship procedures outlined in the SPM Handbook.

Responsibilities of the Supervisor

- As Supervisor, I will oversee the learning process of the student in the ministry setting, will monitor the student’s progress toward achieving learning goals or lack thereof, conduct supervisory sessions, and will provide a positive learning environment.
- Two weeks prior to the end of the term, I will conduct the final evaluation conference with the student according to the end-of-internship procedures outlined in the SPM Handbook.
- One week prior to the end of the term, I will submit to the Office of Ministerial Formation and Advanced Studies my final evaluation of the student’s experience and indicate whether the student’s performance was satisfactory or unsatisfactory performance.

Deadline for submitting a complete covenant packet: two weeks before the last day of the term preceding the term in which the placement begins. Example: for a placement that begins in the fall term, the covenant is due two weeks before the last day of the summer term.

Required Signatures:

Student ___________________________________________ Date ____________________

Supervisor _________________________________________ Date __________________

Associate Dean MFAS ____________________________ Date ____________________
LEARNING OBJECTIVE

Please complete a separate form for each objective.

I. Identifying the Learning Objective: What I Want To Learn

State the objective and specify the knowledge, competency, skill, maturity, etc., you will possess when this learning objective has been accomplished.

II. Achieving the Learning Objective: How Do I Want To Learn It

A. List the ministry tasks you will do that will enable you to work toward this objective.

B. List the ministry tasks that you will observe others doing in order to move forward on this objective.

Signatures:

Student ____________________________ Date ____________________

Supervisor __________________________ Date ____________________
The Support Committee

Students and supervisors may find it helpful to create a student support committee, whose purpose is to encourage, advise, challenge, and support the student. Support committees are encouraged, but are not a required part of the Covenant. Members of this optional committee are chosen by the supervisor from among participants in the ministry for their gifts and ability to help the student grow spiritually, personally and professionally. The support committee is usually composed of 3 – 5 members.

The support committee is not a supervisory body. For this reason it is generally unwise to select persons from the congregation or agency’s personnel review body to serve on this committee. Supervision of the student is solely the responsibility of the supervisor.

The student ordinarily meets with the committee once a month to reflect on his/her ministry. The supervisor is an ex-officio member of the committee and may or may not attend the meetings on a regular basis. The committee functions as a confidential forum in which the student can hear helpful, first-person feedback.

We have found it helpful to ask each member of the committee to respond to the following questions (always on the basis of their own personal experience of the student, and never on the basis of hearsay):

What is the student doing that is most helpful to you?
What is the student doing that is least helpful to you?

These questions allow the student to hear positive and negative feedback in a constructive context.

Support committees can perform a variety of functions, such as:

* Orienting the student to the local community and the congregation;
* Giving honest feedback to the student on his/her performance;
* Providing moral support and encouragement; and
* Sharing viewpoints about particular acts of ministry.

If a support committee is used please provide the names and addresses of the people who will serve along with the covenant.
POSITION DESCRIPTION

The position description will specify the following:

Office Hours
Sunday responsibilities
Preaching schedule
Pastoral responsibilities

Summer and year-long intern position descriptions will also include financial agreements, allowances for housing and utilities (if part of the benefits package), any medical insurance provision (if required), vacation, etc. that has been approved by the session or governing board of the congregation and accepted by the intern.

Summer stipends will be a minimum of $1,000 a month.

SAMPLE POSITION DESCRIPTION

The student will be employed/serve as an intern at Kidderminster Church from June 1, 2001 through August 27, 2001. The responsibilities of the position include:

1. Keeping regular office hours 4 mornings each week, with the afternoons spent in visitation and study.
2. Being present each Sunday for church school, worship and committee meetings.
3. Teaching church school classes as requested.
4. Preaching 3 to 4 times and serving the other Sundays as liturgist.
5. Assuming regular pastoral responsibilities as determined by the supervisor and student.
6. Celebrating the ministry with and for Jesus Christ.

Kidderminster Church agrees to pay $1,000.00 per month, cover the cost of tuition for the summer term, provide a car allowance of $100.00 per month and a $200.00 book allowance.
1. Your supervisor may ask you to prepare and bring a ministry report (MR) to each of your supervisory conferences. Discussion of your MR should form one of the major (but not the exclusive) elements of your conference. MRs may follow either the Case Method or the Ministry Incident Report Method.

2. The major sections of an MR following the **Case Method** are:
   A. **Introduction**: What is the issue upon which you are focusing? What decision must be made?
   B. **Background**: Information about the events and participants involved.
   C. **Development**: Conversations and actions that took place. You should report the central conversation(s) verbatim.
   D. **Summary**: Identify the key issues, including theological issues. Conclude with the question, “What do I do now?”

4. The major sections of an MR following the **Ministry Incident Report** are:
   A. **Background** of the incident, including a description of the key people involved.
   B. **Description** of the incident. Be as complete and exact as you possibly can. Report key conversational exchanges verbatim.
   C. **Reflection** on the incident. What were the psychological/social factors involved? What theological issues were raised?
   D. **Assessment** of your own performance. What did you do well? What would you change in how you acted or what you said? What sorts of assistance or reflection do you need?

5. The MR should be about 3 to 4 double-spaced pages (approximately 750 to 1000 words), and should include all the sections listed in either #3 or #4 above.

6. If you are in Concurrent SPM, at some point in the semester you will be asked to share one of your MRs with the colloquy. Students taking SPM in the summer should bring a MR to each of the summer colloquy meetings. You will need to make copies of your MR for each member of the colloquy. After the colloquy, you will be responsible for collecting and destroying all copies of your MR.

7. **TAKE EVERY CARE TO MAINTAIN CONFIDENTIALITY**. Change all names in your MR. (If you only use initials, change the initials). Do not leave any copies of your MR in places where they might be examined.
END OF INTERNSHIP PROCEDURES

At the conclusion of a student’s placement in a particular ministry context, the student and supervisor will evaluate the student’s ministry. This evaluation has several aims:

1. To determine the extent to which the student’s learning objectives have been realized,
2. To identify the student’s gifts and strengths for the practice of ministry,
3. To examine how the student’s understanding of his or her call to ministry has been shaped by the internship experience, and
4. To identify any problems or issues that need to be addressed.

PROCEDURES:

<table>
<thead>
<tr>
<th>AS STUDENT, YOU SHOULD:</th>
<th>AS SUPERVISOR, YOU SHOULD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare a written self-evaluation addressing the following questions:</td>
<td>1. Prepare a written evaluation of the student addressing the following questions:</td>
</tr>
<tr>
<td>a. To what extent did I accomplish each of my learning objectives?</td>
<td>a. To what extent did the student accomplish each of his or her learning objectives?</td>
</tr>
<tr>
<td>b. As a result of the internship experience, what have I learned about my strengths and gifts for the practice of ministry?</td>
<td>b. As a result of your experience supervising this student, what have you learned about his or her gifts for the practice of ministry?</td>
</tr>
<tr>
<td>c. As a result of the internship experience, what have I learned about my call to ministry?</td>
<td>c. Are there problems or issues that should be addressed in this student’s continuing preparation for ministry?</td>
</tr>
<tr>
<td>2. Give your supervisor a copy of your self-evaluation.</td>
<td>2. Give your student a copy of your evaluation.</td>
</tr>
<tr>
<td>3. Meet with your supervisor to discuss both evaluations. This meeting should ordinarily take place during the last week of the student’s internship.</td>
<td>3. Meet with your student to discuss both evaluations. This meeting should ordinarily take place during the last week of the student’s internship.</td>
</tr>
<tr>
<td>4. Arrange for both evaluations to be delivered to the associate dean for MFAS one week before end of term.</td>
<td>4. Arrange for both evaluations to be delivered to associate dean for MFAS one week before the end of term.</td>
</tr>
</tbody>
</table>
CPE INFORMATION

1. If I want to apply for CPE, how do I go about it?
   Students wanting to apply for CPE should make their interest known to the associate dean for MFAS no later than mid-September of the middle year. If an intake interview is required by the CPE location, the associate dean for MFAS will know who is available to do the interview. The appointment for the intake interview should be early enough that the student will be able to send the completed application to the preferred CPE center by mid-October. Most applications for CPE must be submitted by 1 November for positions in the following summer.

2. What should the student take with him/her to the CPE intake interview?
   The student should take the completed CPE application to the intake interview. The interviewers especially want to see current biographical reflections by the student, including a description of the student’s family of origin and major relationships, job history, and spiritual development. Students are highly encouraged not to simply recycle “old biographical data,” but to do fresh reflections on their background and personal development.

3. Does the student pay for the CPE intake interview, application fee, or cost of the CPE program?
   The student who has followed the correct procedures makes no payment whatsoever for the CPE program. However, if OMFAS is not aware of your intent to apply for CPE placement, Austin Seminary will not pay the application fee or deposit. When the student is accepted by the CPE center of their choice, the student must take a copy of the acceptance letter to OMFAS so that the necessary deposit and tuition can be paid and the student’s progress can be tracked. Ordinarily, the student pays tuition to the Seminary for the appropriate number of academic credits and the Seminary, through OMFAS, pays the CPE program fees on behalf of the student. If a student, after having been accepted at a CPE center, drops CPE, then the student is personally responsible for refunding any deposits or tuition paid on his or her behalf by Austin Seminary.

4. How do I register for CPE?
   Students register for CPE as an academic course through the Registrar and complete the required CPE information form giving written authorization from the associate dean for MFAS.

5. How do I receive credit for my CPE?
   At the close of the CPE unit, students are expected to make arrangements for their final evaluation to be sent to the associate dean for MFAS. It serves as the basis on which the grade is assigned for the purposes of academic credit. Due to confidentiality laws we are unable to request evaluations be sent directly to us.

6. When is it possible to participate in CPE?
   Area hospitals offer programs in the summer (10 weeks, 12 credits) as well as a part-time program (extended CPE) during the fall and spring semesters, and many times as a year-long full-time residency. Other centers offer similar programs; this information can be obtained from the APTS student portal or the ACPE web site (www.acpe.edu). Students can earn a maximum of 12 credits for CPE at any particular CPE center.

7. What if I am unsure about doing CPE?
   It is recommended that you attend the CPE Orientation that takes place in the fall. Representatives from local CPE locations will be at the orientation and they will be able to address your concerns.
Please respond to each of the following items. Your typed responses on separate pages would be appreciated.

1. Please complete the attached form and mail to the Center or Cluster to which you are applying. Read instructions carefully before submitting. International applicants have additional requirements and deadlines. You may want to make a copy of a blank form before entering any data.

2. A reasonably full account of your life. Include, for example, significant and important persons and events, especially as they have impacted, or continue to impact, your personal growth and development. Describe your family of origin, current family relationships, and important and supportive social relationships.

3. A description of your spiritual growth and development. Include, for example, the faith heritage into which you were born and describe and explain any subsequent, personal conversions, your call to ministry, religious experiences, and significant persons and events that have impacted, or continue to impact, your spiritual growth and development.

4. A description of your work (vocational) history. Include a chronological list of jobs/positions/dates of employment and a brief statement about your current employment and work relationships.

5. An account of a "helping incident" in which you were the person who provided the help. Include the nature and extent of the request, your assessment of the issue(s), problem(s), situation(s). Describe how you came to be involved and what you did. Give a brief, evaluative commentary on what you did and how you believe you were able to help. If you have had prior and recent CPE, please attach a copy of a recent verbatim as your 'helping incident' and add to the verbatim your own notes on how and what you learned from sharing this verbatim with your supervisor and/or peers. If you have had CPE, but it was more than two years ago, include a recent account of a helping incident, written up in a verbatim format. If possible, include feedback from current pastoral colleagues and/or administrative supervisor.

6. Your impressions of Clinical Pastoral Education. Indicate, for example, what you believe or imagine CPE to be. Indicate if CPE is being required of you. Indicate any learning goals or issues of which you are aware and would like to address in CPE. Finally, indicate how CPE may be able to help you meet needs generated by your ministry or call to ministry. If you have had prior CPE, please indicate the most significant learning experience you had during CPE. State how you have continued to use the clinical method since your previous experience. Indicate strengths and weaknesses that you have as they relate to your ministry and your identity as a professional person. Indicate any personal and/or professional learning goals and issues that you have at this time and how you believe that CPE will help you to attain or address these learning goals and issues.

7. You are required to complete an admissions interview with an ACPE supervisor or a person approved by the center to which you are applying, or at the center to which you are applying. Contact the center to check on their policy regarding admission interviews.

8. CPE Centers often require an application fee. Please check this requirement in advance of submitting this application. If you are interviewing at a center other than the one to which you are applying, you may be required to pay an interview fee, usually due at the time of the interview.

9. If you are an international applicant, you will have to obtain appropriate documentation from U.S. Immigration, which usually implies a visa and a US Social Security Number. Therefore, international applicants should have such documentation approved at least six (6) months prior to the start of the program to which they are applying. If offered employment, can you submit verification of your legal right to work in the U.S.? Yes___ No___

10. An applicant with prior CPE should attach all previous self and supervisory evaluations and your signature below indicates you give permission for your previous CPE centers to release your evaluations for purposes of this application process.

11. Retain your own copy of this completed application and bring it with you to any interview for CPE.

12. Have you ever been convicted or pled nolo to a misdemeanor, a felony, or other crime? Yes___ No___

13. Please attach a current resume.

I certify that all information in this application is factually true, complete, and honestly presented. I understand that I may be subject to disciplinary action, including admission revocation or program expulsion, should the information I've certified be false. I hereby give permission to the ACPE center to which I am applying to access my CPE evaluations and contact previous supervisory personnel about matters pertaining to this current application, and I consent for those contacted to provide the information sought. I verify that if sending in this application electronically it constitutes my electronic signature.

Signature: ___________________________ Date: _______________________

CPE is not a trademark and variously accredited programs are advertised and offered. This application form has been approved and provided by the Association for Clinical Pastoral Education, Inc.

1549 Clairmont Road, Suite 103 ■ Decatur, GA 30033-4635
Phone: 404/320-1472 ■ Fax: 404/320-0849
Email: acpe@acpe.edu ■ Website: www.acpe.edu
## Application for Clinical Pastoral Education

Print or type responses and mail completed application to the Center or Cluster to which you are applying.

### Applying for:
- Fall
- Winter
- Spring
- Summer
- 12 month residency*
- Extended Unit

**Preferred program/site:** 

Earliest date you can begin: 

*Please note that residency programs usually require an in-person interview in their admissions process.

### Associate deany Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>U.S. Citizen: Yes/No</th>
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<tbody>
<tr>
<td>Mailing address:</td>
<td>City: ST:</td>
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<tr>
<td>Country &amp; ZIP:</td>
<td>Email:</td>
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<tr>
<td>Day Tel.:</td>
<td>Alt Tel.: Fax:</td>
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<tr>
<td>Permanent address:</td>
<td>City: ST:</td>
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<td>ZIP:</td>
<td>Country:</td>
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<tr>
<td>Denomination/Faith Group Affiliation:</td>
<td>Jurisdiction/District/Diocese/Conference/Assoc:</td>
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<td>Jurisdictional Authority (name/title):</td>
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<td>Local Church &amp; Ministry Position:</td>
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<td>Ordained/Licensed/Appointed: Date:</td>
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<td>College: Degree/Date:</td>
<td>Seminary: Degree/Date:</td>
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<td>Grad Schl: Degree/Date:</td>
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<tr>
<td>Prior CPE Dates: Center Supervisor</td>
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</tbody>
</table>

### Academic Reference

(Name/Title): 

| Ph: | Address: |
| City: ST: ZIP: Email: |
| Denominational Reference (name/title): |
| Ph: | Address: |
| City: ST: ZIP: Email: |
| Personal Reference (name/relationship): |
| Ph: | Address: |
| City: ST: ZIP: Email: |

Admissions Interviewer: 

Address: 

Interviewer’s Ph: Email: 

Signature of applicant: Date: 

This course is a fieldwork experience in the supervised practice of ministry in a hospital setting. It is offered as a January term class and is a 40 hour work week. Students serve as chaplains in a medical center, providing pastoral care to patients and their families, while working with a variety of medical professionals in a modern health care setting. Enrollment is limited to eight students.

This is an experiential course where students provide direct pastoral care and then reflectively consider their ministerial role and function in written shared practice reports. The shared practices are critically reviewed in peer group discussions with fellow students and their instructors/supervisors. In addition, each student meets weekly for individual supervision with an assigned instructor. Students attend daily presentations by speakers on various disciplines in the medical center on a variety of health related topics.

Course Objectives/Learning Outcomes:

- To become aware of oneself as a minister and the ways one’s ministry affects others
- To develop the skills to provide pastoral care to hospitalized persons dealing with the crisis of illness, disease, death and dying
- To become aware of how one’s attitudes, values, assumptions, strengths and weaknesses affect one’s pastoral ministry
- To become aware of the pastoral role in interdisciplinary relations and to work effectively as a pastoral member of an interdisciplinary team
- To accept and utilize the support, critiquing, and clarification of the peer group for the integration of personal attributes and pastoral functioning
- To utilize individual and group supervision for personal and professional growth and for developing the capacity to evaluate one’s own ministry

Students are required to attend a day-long New Employee Orientation in early December. Each student is expected to make a commitment of time, energy, presence and to be open to experiential learning. Their time at the hospital will normally be Monday-Friday 8 am - 5pm. In addition, they will take after-hour calls five times during the month. This on-call coverage will occur both on weekends and weekdays. They are expected to attend morning debriefing sessions and participate in group processing of shared practices. Written requirements include three shared practices and three brief theological reflections.

Immunizations must be up to date and further health requirements may be necessary prior to the beginning of the course.

This is a Pass/Fail course. Credit earned is six hours.

NOTE: Consult with your judicatory liaison about the expectation for PCHS/CPE. Some may be willing to accept PCHS in lieu of a full unit of CPE. The associate dean for MFAS will be glad to discuss PCHS with representatives of your judicatory’s supervisory body.
Clinical Pastoral Education/Pastoral Care in a Hospital Setting

REQUIRED INFORMATION SHEET

This form is to be completed by the student and approved by the associate dean for ministerial formation and advanced studies as part of the registration process. In addition, you must complete course registration through the registrar’s office. Please attach a copy of your program acceptance letter.

STUDENT ______________________________________________ BOX # __________________________

I have been accepted and intend to participate in the program named below:

Full Name of Program or Setting ________________________________________________________

Address ____________________________________________________________________________

City, State, ZIP ______________________________________________________________________

Full Name of Supervisor ________________________________________________________________

Supervisor’s official title __________________________________________________________________

Phone ________________________________________________________________________________

E-mail ______________________________________________________________________________

Exact starting ______________________ and exact ending date ________________________________

# of credits to be earned___________ Stipend (if any)_________________/ per ____________

Select one: □ Certified CPE      □ PCHS

For students enrolled in-out-of-town programs, please provide personal forwarding and contact information to the receptionist at McCord desk.

Signatures:

Student ___________________________________________ Date ______________________________

Associate Dean for MFAS __________________________ Date _____________________________

REGISTRAR

<table>
<thead>
<tr>
<th>Beginning Term</th>
<th>Course #</th>
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<tbody>
<tr>
<td>Ending Term</td>
<td>Course #</td>
</tr>
<tr>
<td>Posted by</td>
<td>Date</td>
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</tbody>
</table>
About the OMFAS Staff:

Paul Hooker
Paul Hooker serves as associate dean for MFAS. In this capacity, he oversees the program in ministerial formation for master's level students, the doctor of ministry program, and the Certificate in Ministry program. Paul is a teaching elder in the Presbyterian Church (U.S.A.), and has served as associate pastor or pastor of three PC(USA) congregations in Kingsport, TN and Atlanta, GA. For thirteen years prior to coming to Austin Seminary, he was Executive Presbyter and Stated Clerk for the Presbytery of St. Augustine (Jacksonville and northeast Florida).

Paul holds degrees from the University of Tennessee (BA), Union Presbyterian Seminary (D.Min), and Emory University (Ph.D.). He has served on committees on ministry and preparation for ministry in three presbyteries, and on the Advisory Committee on the Constitution of the PC(USA) General Assembly. He was one of the authors of the Foundations of Presbyterian Polity and Form of Government in the Book of Order of the PC (USA).

Paul is married to Pat Thiede and has two adult children and three grandchildren.

Brenda Osbon
Brenda Osbon is the administrative assistant to the OMFAS. In Brenda’s pre-seminary life she worked for many years in the hospitality industry, including owning and operating a motel in south Austin for 24 years. The Heart of Texas Motel was described by the Austin Business Journal, stating “This motel has a big heart - Austin’s Heart of Texas caters to guests with old-fashioned service.” (Barbara Wray, Austin Business Journal).

Brenda’s education began at Midwestern State University as an elementary education major. Life happened and she was not able to complete her undergraduate degree until 2008. She is very proud that she achieved that goal even if it took 30+ years. Her next goal is a master’s degree.

Brenda is very active in Rotary International, both at the club and district level. She is currently serving as the district grants sub-committee chair overseeing district and international grants in excess of $350,000.

She is married to Jim Osbon. They have four children and three grandchildren.