

# DIRECTED FIELD EXPERIENCE

## Field Supervisor Handbook

### Children and Family Ministry Emphasis



MANHATTAN CHRISTIAN COLLEGE

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All forms are available online at: <https://mccks.edu/academics/academic-resources/directed-field-experience/>

## **Field Supervisor Checklist for Children and Family Ministry Emphasis**

### **Before the DFE**

- Initial interview with potential DFE student.
- Read the Field Supervisor Handbook. The Handbook will be given to you during the initial contact with the student. Please don't hesitate to contact the student's emphasis professor if you have questions that the student cannot answer.
- Agree to be the field supervisor for DFE student.
- Assist in arranging housing and other details necessary to help the student settle into your community and church.

### **During the DFE**

- Upon the student's arrival, establish with the student a weekly appointment schedule to discuss ministry subjects mutually selected by you, the student, or as instructed by the emphasis professor.
- Maintain day-to-day supervision of the student, providing appropriate instruction and feedback. Schedule extended times of instruction in any perceived area of student need.
- Evaluate the student's work midway through the DFE using the 1<sup>st</sup> Evaluation by the Field Supervisor form. Please discuss this evaluation with the student so that the student can make improvements. Submit the form to the student's emphasis professor.
- Continue to monitor the student's progress offering instruction and encouragement.
- Complete the Final Evaluation #1 form and the Final Evaluation #2 form in addition to any other evaluation forms unique to the student's area of study.

### **Evaluations**

There are three evaluation forms that we ask you to fill out on the student. Please fill them out and send them to the professor. The name and address are located at the bottom of each form.

- Assist in arranging housing and other details necessary to help the student settle into your community and church.
- 1<sup>st</sup> (Midway) Evaluation (completed midway through the DFE)
- Final Evaluation #1 (completed during the last week of the DFE)
- Final Evaluation #2 (completed during the last week of the DFE)

## Overview of the Directed Field Experience for Field Supervisors

Thank you for your interest in supervising an MCC student in a Directed Field Experience. A Field Supervisor's mentoring of a DFE student is an important part of their development into an effective Christian worker. We value this partnership with churches and ministers in preparing young adults for ministry.

This booklet contains comprehensive information about MCC's Directed Field Experience program. We offer the following suggestions to help you make the most of the experience.

1. Become familiar with this handbook. Note the information sections outlined in the table of contents.
2. Read the philosophy section and instructions for the specific emphasis that your student is pursuing. Please don't hesitate to contact the student's emphasis professor if you have questions that the student cannot answer. Professors are in their offices through the end of May and may be reached by email over the summer. Their email addresses are posted on the MCC website at [www.mccks.edu](http://www.mccks.edu). If you cannot contact the emphasis professor, please get in touch with the vice president for academic affairs at (785) 539-3571.
3. Upon the student's arrival, establish with the student a weekly appointment schedule to discuss ministry subjects mutually selected by you, the student, or as instructed by the emphasis professor.
4. Maintain day-to-day supervision of the student, providing appropriate instruction and feedback. Schedule extended times of instruction in any perceived area of student need.
5. Evaluate the student's work midway through the DFE using the 1<sup>st</sup> Evaluation by the Field Supervisor form. Please discuss this evaluation with the student so that the student can make improvements.
6. Continue to monitor the student's progress offering instruction and encouragement.
7. Complete the Final Evaluation #1 form and the Final Evaluation #2 form in addition to any other evaluation forms unique to the student's emphasis area of study.

Before the DFE the student will have completed an orientation course that covered topics like resume preparation, journaling, interview tips, and etiquette for the office/host home.

Before leaving the campus, the student will have submitted a DFE Proposal and signed a DFE Agreement with the emphasis professor that outlines their objectives for the DFE, the primary duties assigned by you, and contact information.

While working with you, the student keeps a personal journal of lessons learned for future ministry experiences.

Upon returning to the MCC campus, the student will submit a final report that describes how objectives were or were not met. The emphasis professor will read the journal, the final report, and the evaluation forms you return.

## Frequently Asked Questions

**Q- We want to hire a student for the summer. What is the first thing we do?**

**A-** Call or write MCC and request the printed information which describes the roles of the church, the student, and the college in a Directed Field Experience. Your initial contact with MCC should be with Jolene Rupe at 785-539-3571.

**Q- One of our young people is a student at MCC. Can we just have them work for us for the summer as a student?**

**A-** Certainly, you may have them work for you for the summer, which would be a valuable experience. However, since MCC gives academic credit for a Directed Field Experience, specific requirements must be met before it can be called a Directed Field Experience.

**Q- What are the requirements for a church to be able to offer a Directed Field Experience?**

**A-** The church must be able to provide instruction, examples, and direction for the student through supervision by a person working full-time in the student's field. For instance, a Youth Minister must supervise a youth ministry student; a Preaching Minister must supervise a preaching, or pastoral ministry student, etc. Exceptions to this are in the Children and Family Ministry emphasis. Students in the Children and Family Ministry emphasis may have supervisors from other areas of ministry but with special projects required. (See Guidelines for Children and Family DFE Context).

**Q- What will be the financial expectations for the supervising church?**

**A-** The final arrangements for finances will be left up to the student and church. Guidelines are available from the emphasis professor if needed.

**Q- Are there specific requirements for the supervisor of the student?**

**A-** We ask that the supervisor have weekly one-hour meetings with the student. We may suggest some topics for those meetings, but supervisors have great latitude to teach what they think the student needs most.

**Q- What kind of contact will the supervisor have with the college?**

**A-** Initial conversations with the appropriate college personnel will be at the outset. Then the Field Supervisor may call any time there is a need. There are three evaluations to be submitted, and the emphasis professor may contact the Field Supervisor after the completion of the DFE.

**Q- What tools are available if we become part of a student's DFE?**

**A-** This Field Supervisor's Handbook explains the philosophy and procedures for Directed Field Experiences.

## **Definitions of MCC Student Ministry Experiences**

### **Directed Field Experience**

Every ministry degree program requires a Directed Field Experience (DFE) of the college. It is a practical experience directed by a qualified person in the student's emphasis field. Four hundred hours of work experience are needed. The emphasis professor and student prepare together before the DFE. On-site, the DFE involves mentoring, guiding, observing, and reporting by the field supervisor. The student keeps a journal and completes self-evaluations. The supervisor also completes evaluations. These requirements must be met by the student and field supervisor for the student to get academic credit.

### **Part-Time Student Ministry**

A student ministry is a private arrangement between a church/parachurch organization and a student. MCC does not provide direct supervision of students involved in student ministries or any official endorsement of the student's readiness for ministry. Faculty members are available to consult with students and encourage them in student ministries if the student seeks such advice and encouragement.

### **Church/Parachurch Internship**

Many churches and parachurch organizations have developed internship programs that provide practical experience for students interested in ministry. In those cases, the organization defines the duties and role of the student and makes a private arrangement with the student. MCC does not provide direct supervision or an official endorsement of the student's readiness for ministry. The student may or may not report to a supervisor in their emphasis field of study.

# **A Philosophy for Directed Field Experiences**

## **The Concept of a Directed Field Experience in Ministry**

### **I. The Need**

For an educational experience to be of the greatest value, it must apply academic theory to life experience. A Directed Field Experience in ministry is an educational experience. It combines the best of both aspects of learning.

One of the benefits of this program for the student is the confirmation of their sense of call to a specific area of ministry as strengths and weaknesses are clarified in a Directed Field Experience setting. Occasionally it surfaces doubt regarding involvement in full-time church vocation.

### **II. The Plan**

A. Participants: The student, field supervisor, emphasis professor, congregation, mission, or institution, and MCC.

B. Purpose: To provide MCC students with practical, on-the-field experience under the guidance of experienced, qualified leaders.

C. Benefits:

1. The FIELD SUPERVISOR will be brought face to face with the student's leadership and communication skills concepts.
2. The STUDENT will be in the process of searching out and understanding their motives and skills.
3. MCC will discover whether its curriculum and personnel have prepared the student for Christian service.
4. The congregation, institution, or mission, by an attitude of cooperation, understanding, and patience, will contribute to the growth and encouragement of a dedicated Christian person.

D. Areas of Ministry: Normally, these will include Children and Family Ministry, Counseling, Inter-Cultural Studies, Pastoral Ministry, and Youth Ministry.

E. Supervision

1. Preparing: The field supervisor will help the student set goals and objectives for the DFE as the student completes the initial report.
2. Observing: The field supervisor will observe the student's work.
3. Reporting: The field supervisor will complete periodic evaluation reports in consultation with the student.

### **III. The Goals**

A. For the student:

1. Gain practical experience in various areas of ministry.
2. Receive supervision from an experienced leader.
3. Test ideas and abilities without total responsibility for the success or failure of the program.

4. Receive academic credit upon satisfactory completion of the requirements.
5. Grow in self-awareness.
6. Develop relational skills.
7. Learn to meet deadlines.

B. For MCC:

1. Gain perspective on the strengths and weaknesses of the student.
2. Gain additional information for counseling the student about vocational potential.
3. Strengthen partnerships with churches in preparing kingdom workers.
4. Provide the structure for a DFE program.

C. For the Field Supervisor:

1. Disciple the student (II Timothy 2:2)
2. Ignite in the student a love for ministry.
3. Counsel a student who is seeking to evaluate vocational goals.
4. Acquire responsible assistance for the supervisor's ministry.

D. For the church or mission:

1. Invest in training a student.
2. Gain an additional worker to meet needs.
3. Contribute to perpetuating ministry into the next generation.
4. Strengthen partnership with MCC in the preparation of kingdom workers.

## **Relationships and Strategy**

### IV. Understand the relationships.

A. The student will:

1. Demonstrate Christian motivation and a sense of vocation.
2. Demonstrate thorough preparation for each responsibility assigned.
3. Exhibit an attitude of cooperation.
4. Show respect for the authority of church leaders.
5. Demonstrate a genuine interest in the total life of the church.
6. Be punctual in keeping appointments.
7. Accept constructive criticism and suggestions.

B. MCC will:

1. Provide pertinent information regarding the student.
2. Be available to the Field Supervisor of the DFE for consultation.
3. Make constructive use of reports on the student's Directed Field Experience work.

C. The field supervisor will:

1. Provide an environment that places priority of people over programs.
2. Provide on-the-field guidance in ministry.
3. Schedule weekly conference appointments.
4. Give constructive criticism that leads to growth.
5. Share personal concerns and goals.
6. Inform the student of opportunities to attend regular congregational meetings, committee meetings, ministerial association meetings, etc., as a part of the learning experience.



7. Provide MCC with an evaluation of the student's performance.
8. Make suggestions about how MCC can help the student.
9. Hold conferences with the student's advisor for the DFE as/when needed.

V. Prepare for the Directed Field Experience.

A. Student preparation:

All students desiring to participate in a DFE must enroll and attend the Directed Field Experience Orientation course, which is offered each fall semester. This will make the student aware of the prerequisites for a DFE and help prepare for the work to be done. During this class, the student will also learn how to pursue a DFE best suited to their goals.

B. Church, parachurch organization, or community organization preparation:

The person who wants to be a DFE field supervisor should be informed about the MCC program. When the decision is made to accept a student for their DFE, the minister should secure the permission of the appropriate governing body of the church or organization. The church or organization should be aware of the importance of its role and should be prepared to support the DFE program. A decision about financial arrangements with the student should be clarified. The congregation or organization may then open the process for applications and interviews for the DFE position.

VI. Understand the choices.

The main areas for the student program are Children and Family Ministry, Counseling, Inter-Cultural Studies, Pastoral Ministry, and Youth Ministry.

The student will observe everything involved in working in the ministry area and participate when appropriate. Some emphases have specific guidelines for their DFEs. These guidelines are only suggestions. You may need to adapt them to your situation. We want the student to be exposed to as much of the life of the church/organization as possible.

VII. Understand the supervisory role.

A. DFEs might be said to operate as follows:

1. I do -you watch.
2. I do - you help.
3. You do - I help.
4. You do - I watch.

B. Description of the Field Supervisor's role:

1. Supervision is:

- a. A relationship with specific goals and clear expectations in which one party has an acknowledged authority over the other and yet acts in such a way as to establish as much mutuality as possible within the relationship.
- b. A conscious evaluation on the part of both parties throughout the duration of the relationship, which covers a definite time period and is developed in a specific setting.

2. Supervision is not:

- a. Primarily task oversight, though it may include some of this.
- b. Psychotherapy or counseling.

- c. Didactics, although it does include some informational input.
- d. Simply practical guidance in "how to do it," although integrating the practical and theoretical certainly includes such guidance.
- e. A token payment for cheap labor, although the student will do the work of ministry for the church.

C. Field Supervisory skills:

- 1. Listen.
- 2. Develop trust and mutuality between the supervisor and student.
- 3. Recognize and own one's feelings and the ability to express them.
- 4. Perceive the feelings of others, chiefly through observing nonverbal behavior.
- 5. Create a non-dependent helping relationship.
- 6. Ask open-ended and clarifying questions.
- 7. Please wait for the student's growth and resist the temptation to manage their life.
- 8. Recognize the student's resistance to growth and change and confront when appropriate.
- 9. Reflect on the process going on between supervisor and student to produce deeper personal insight.
- 10. Share agenda-setting with the student for weekly conferences and activities.
- 11. Give and receive feedback at appropriate times.

D. Field Supervisor's evaluation:

The field supervisor's evaluation of the student's performance is essential to the successful DFE. The student is an emerging minister. It is essential in this teacher-student relationship to help the student know when they have done well and when improvement is needed. Evaluation through casual conversation, structured conferences, and filling out the appropriate forms is vital to help the student in their ministry with you and enable them to prepare for their future ministry.

- 1. Questions to ask the student:
  - a. What took place?
  - b. In what way did you respond?
  - c. How do you feel about what happened?
  - d. How do you interpret the experience?
  - e. What can be learned from the incident?
  - f. What does this say about ministry?
  - g. How do you think the situation can best be confronted or handled?
  - h. What is your role now in the continuing situation resulting from this experience?
- 2. The following guidelines may help give feedback:
  - a. Make the feedback descriptive and not interpretive.
  - b. Give feedback following an event as quickly as possible.
  - c. Make the feedback constructive, not destructive.
  - d. Give new information when dealing with suggestions you have previously given.
  - e. Give feedback about things that should be changed.
  - f. Remember that you are sharing your reaction to their behavior. Be sure to check your motivation before giving your response.

- g. A great danger is the tendency to be a parent. This can be avoided if you share some of your misgivings, concerns, and feelings without just "preaching."
- h. Be specific and give examples of desirable or undesirable behavior.

## Guidelines for Children and Family DFE Context

Effective family ministry may be practiced in various contexts. To complete a Directed Field Experience for the *Children and Family Ministry* emphasis in a local church or parachurch organization under a supervisor who is not a children's or family minister, the student must be actively involved in at least one of the following experiences:

1. Conducting a series (minimum of 5) of family observations and assessments. These will include:
  - a. A one to two-hour interview with a family (all members present).
  - b. A written assessment of strengths and weaknesses seen in the family.
  - c. A written proposal for effective ministry to this *type* of family.
2. Conducting a family needs survey. This will include the following:
  - a. Writing, refining, and printing a survey appropriate to the community.
  - b. Distributing the survey to a significant number of families in the community.
  - c. Compiling and organizing the results of the survey.
  - d. Discussing the results of the survey with the leadership.
  - e. Determining possibilities for ministry based on survey results.
  - f. Developing an appropriate ministry plan (mission, purpose, strategy, action, etc.).
3. Working with the ministry staff in planning a family-oriented seminar or sermon/lesson series.
4. Working with the leadership in developing a formal theology of family (if a theology of family has been completed, develop a theology of another family issue).

## Agenda for Weekly Conferences

Use this sheet to plan the agenda for your weekly conferences. This planning should involve both the supervisor and the student. The student should be encouraged to suggest topics of particular interest to them. The emphasis professor may also suggest subjects to include.

<u>Week*</u>	<u>Date</u>	<u>Subject</u>
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____

\* At least ten weeks are required. If the student is working part-time hours during a school semester, you may adjust the schedule.

## **Evaluation Forms Explanation**

Assessment is important at MCC. The following pages are Evaluation Forms. The Midway Evaluation and Final Evaluation #1 are general for every DFE student, regardless of emphasis. Final Evaluation #2 is specific to the student's emphasis. Evaluation forms for both you and the student are included in this handbook.

By studying the field supervisor's evaluations and your student self-evaluation, the student will discover information that will help improve their skills. The Christian Ministry Department also uses these evaluations at MCC to assess the effectiveness of its work as part of the periodic assessment for the college's two accrediting associations.

All forms are available online at: <https://mccks.edu/academics/academic-resources/directed-field-experience/>

# 1st Evaluation by Field Supervisor

(for all emphases)

TO BE COMPLETED MIDWAY THROUGH THE DFE

**Note:** For Manhattan Christian College to give appropriate credit for this Directed Field Experience, we need your thoughtful and careful evaluation of the student's performance under your supervision. Please complete this evaluation form and return it to the emphasis professor. Your written comments are especially helpful in placement counseling with the student. Thank you for your responses.

Student's Name: \_\_\_\_\_

Emphasis: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Church/Organization Name: \_\_\_\_\_

Church/Organization Address: \_\_\_\_\_

Church/Organization Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Please use the following rating scale for your response to the individual statements:

**0 - Have not observed**  
**1 - Never**

**2 - Rarely**  
**3 - Sometimes**

**4 - Usually**  
**5 - Always**

## **Knowledge of the Organization**

The student:

1. Demonstrates knowledge of the organization's structure, policies, and procedures.	
2. Understands and applies the purposes/objectives of the agency.	
3. Understands the implications of working within the organization's ethical structure.	
4. Knows the range of services provided by the organization (including those outside the student's specific area of service).	
5. Understands the history of the organization.	

## **Attitudes and Work Habits**

The student:

1. Is punctual in his or her arrival to work, appointments, meetings, and completion of tasks.	
2. Is efficient regarding time management.	
3. Dresses appropriately (according to activity) for the work of the organization.	
4. Complies with organization policies, procedures, and mission.	
5. Is dependable in following through with assignments and responsibilities.	
6. Demonstrates confidence in his or her ability to do the required work.	
7. Seeks out information and help when needed.	

8. Follows the specified course of training.	
9. Exhibits a high level of initiative.	
10. Shows enthusiasm for his or her work.	
11. Is open to ideas, suggestions, and constructive criticism.	
12. Demonstrates the ability to think critically.	
13. Uses good judgment (makes wise decisions).	
14. Is able to and willing to accept increasing responsibility.	
15. Demonstrates leadership ability.	
16. Demonstrates an interest in professional development.	
17. Demonstrates a high level of interest in this field.	
18. Demonstrates potential for working with an organization in this field.	

**Intrapersonal and Interpersonal Skills**

The student:

1. Exhibits a healthy self-image.	
2. Is able to handle stress effectively.	
3. Demonstrates the ability to identify his or her own values.	
4. Works cooperatively with supervisor.	
5. Develops and maintains good working relationships with staff and volunteers.	
6. Demonstrates sensitivity to the needs of others.	
7. Can work with people from backgrounds (age, race, religion, etc.) other than their own.	
8. Works cooperatively with people from other organizations.	

**Please respond to the following open-ended statements as fully as possible.**

1. Describe the skills and strengths you have observed in the student:

2. Describe the areas on which the student needs to focus for further professional development:



3. Describe the student's response to authority:
  
  
  
  
  
  
  
  
  
  
4. Describe the student's working relationships with staff members:
  
  
  
  
  
  
  
  
  
  
5. Describe the student's approach to work during the DFE:
  
  
  
  
  
  
  
  
  
  
6. Please use the space below for any additional comments you wish to make about the student's performance to this point in the Directed Field Experience:

**We have reviewed and discussed the information contained in this evaluation.**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your help in preparing students for ministry. Please scan and send this completed form to:

**Dr. Brian Medaris, [bmedaris@mecks.edu](mailto:bmedaris@mecks.edu)**

# Final Evaluation #1 by Field Supervisor

(for all emphases)

TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

**Note:** For Manhattan Christian College to give appropriate credit for this Directed Field Experience, we need your thoughtful and careful evaluation of the student's performance under your supervision. Please complete this evaluation form and return it to the emphasis professor. Your written comments are especially helpful in placement counseling with the student. Thank you for your responses.

Student's Name: \_\_\_\_\_

Emphasis: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Church/Organization Name: \_\_\_\_\_

Church/Organization Address: \_\_\_\_\_

Church/Organization Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Please use the following rating scale for your response to the individual statements:

**0 - Have not observed**

**2 - Rarely**

**4 - Usually**

**1 - Never**

**3 - Sometimes**

**5 - Always**

## **Knowledge of the Organization**

The student:

1. Demonstrates knowledge of the organization's structure, policies, and procedures.	
2. Understands and applies the purposes/objectives of the agency.	
3. Understands the implications of working within the organization's ethical structure.	
4. Knows the range of services provided by the organization (including those outside the student's specific area of service).	
5. Understands the history of the organization.	

## **Attitudes and Work Habits**

The student:

1. Is punctual in his or her arrival to work, appointments, meetings, and completion of tasks.	
2. Is efficient regarding time management.	
3. Dresses appropriately (according to activity) for the work of the organization.	
4. Complies with organization policies, procedures, and mission.	
5. Is dependable in following through with assignments and responsibilities.	
6. Demonstrates confidence in his or her ability to do the required work.	
7. Seeks out information and help when needed.	

8. Follows the specified course of training.	
9. Exhibits a high level of initiative.	
10. Shows enthusiasm for his or her work.	
11. Is open to ideas, suggestions, and constructive criticism.	
12. Demonstrates the ability to think critically.	
13. Uses good judgment (makes wise decisions).	
14. Is able to and willing to accept increasing responsibility.	
15. Demonstrates leadership ability.	
16. Demonstrates an interest in professional development.	
17. Demonstrates a high level of interest in this field.	
18. Demonstrates potential for working with an organization in this field.	

**Intrapersonal and Interpersonal Skills**

The student:

1. Exhibits a healthy self-image.	
2. Is able to handle stress effectively.	
3. Demonstrates the ability to identify his or her own values.	
4. Works cooperatively with supervisor.	
5. Develops and maintains good working relationships with staff and volunteers.	
6. Demonstrates sensitivity to the needs of others.	
7. Can work with people from backgrounds (age, race, religion, etc.) other than their own.	
8. Works cooperatively with people from other organizations.	

**Please respond to the following open-ended statements as fully as possible.**

1. Describe the skills and strengths you have observed in the student:

2. Describe the areas on which the student needs to focus for further professional development:

3. Describe the student's response to authority:
  
  
  
  
  
  
  
  
  
  
4. Describe the student's working relationships with staff members:
  
  
  
  
  
  
  
  
  
  
5. Describe the student's approach to work during the DFE:
  
  
  
  
  
  
  
  
  
  
6. Please use the space below for any additional comments you wish to make about the student's performance to this point in the Directed Field Experience:

**We have reviewed and discussed the information contained in this evaluation.**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your help in preparing students for ministry. Please scan and send this completed form to:

**Dr. Brian Medaris, [bmedaris@mceks.edu](mailto:bmedaris@mceks.edu)**

# Final Student Evaluation #1

(for all emphases)

TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

Student's Name: \_\_\_\_\_

Emphasis: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Church/Organization Name: \_\_\_\_\_

Church/Organization Address: \_\_\_\_\_

Church/Organization Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Please use the following rating scale for your response to the individual statements:

**0 – Have not experienced**

**2 - Rarely**

**4 - Usually**

**1 - Never**

**3 – Sometimes**

**5 - Always**

## Knowledge of the Organization

I:

1. Demonstrate knowledge of the organization's structure, policies, and procedures.	
2. Understand and apply the purposes/objectives of the agency.	
3. Understand the implications of working within the organization's ethical structure.	
4. Know the range of services provided by the organization (including those outside the student's specific area of service).	
5. Understand the history of the organization.	

## Attitudes and Work Habits

I:

1. Am punctual in my arrival to work, appointments, meetings, and completion of tasks.	
2. Am efficient regarding time management.	
3. Dress appropriately (according to activity) for the work of the organization.	
4. Comply with organization policies, procedures, and mission.	
5. Am dependable in following through with assignments and responsibilities.	
6. Demonstrate confidence in my ability to do the required work.	
7. Seek out information and help when needed.	
8. Follow the specified course of training.	
9. Exhibit a high level of initiative.	

10. Show enthusiasm for my work.	
11. Am open to ideas, suggestions, and constructive criticism.	
12. Demonstrate the ability to think critically.	
13. Use good judgment (makes wise decisions).	
14. Am able to and willing to accept increasing responsibility.	
15. Demonstrate leadership ability.	
16. Demonstrate an interest in professional development.	
17. Demonstrate a high level of interest in this field.	
18. Demonstrate potential for working with an organization in this field.	

**Intrapersonal and Interpersonal Skills**

I:

1. Exhibit a healthy self-image.	
2. Am able to handle stress effectively.	
3. Demonstrate the ability to identify my values.	
4. Work cooperatively with supervisor.	
5. Develop and maintain good working relationships with staff and volunteers.	
6. Demonstrate sensitivity to the needs of others.	
7. Can work with people from backgrounds (age, race, religion, etc.) other than my own.	
8. Work cooperatively with people from other organizations.	

**Please respond to the following open-ended statements as fully as possible.**

1. Describe the skills and strengths you have used:

2. Describe the areas on which you need to focus for further professional development:

3. Describe your response to authority:

4. Describe your working relationships with staff members:

5. Describe your approach to work during the DFE:

6. Please use the space below for any additional comments you wish to make about your performance:

Student's signature: \_\_\_\_\_

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

Please return this form to your emphasis professor soon after returning from your DFE.

**Final Evaluation #2 by Field Supervisor**  
 (Specific to Children and Family Ministry emphasis)  
 TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

There are two final evaluation forms. Final Evaluation form #1 is general to every student regardless of the student's emphasis area of study. Final Evaluation form #2 is specific to the student's emphasis. We would appreciate it if you would fill out both final evaluation forms.

**Note:** For Manhattan Christian College to give appropriate credit for this Directed Field Experience, we need your thoughtful evaluation of the student's performance during the DFE. Please complete this evaluation form and mail it to the address below. This evaluation is to be completed if the organization in which the student is completing the DFE is a church or parachurch. Thank you for your response.

Student's Name: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Church/Organization Name: \_\_\_\_\_

Church/Organization Address: \_\_\_\_\_

Church/Organization Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Please use the following rating scale for your response to the individual statements:

- |                              |                      |                    |
|------------------------------|----------------------|--------------------|
| <b>0 – Have not observed</b> | <b>2 - Rarely</b>    | <b>4 - Usually</b> |
| <b>1 - Never</b>             | <b>3 – Sometimes</b> | <b>5 - Always</b>  |

The student:

1. Demonstrates a solid knowledge of the Bible.	
2. Utilizes Bible knowledge in teaching environments.	
3. Can articulate their faith.	
4. Understands how people learn.	
5. Puts enough preparation into lesson preparation to be effective.	
6. Organizes lessons in an effective manner.	
7. Involves students in the learning process during lessons.	
8. Understands the student age group.	
9. Interacts appropriately with students in the age group.	
10. Interacts well with the adult volunteers in the ministry.	
11. Interacts well with parents in the ministry.	
12. Communicates well with supervisor.	

**We have reviewed and discussed the information contained in this evaluation.**

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your help in preparing students for ministry. Please scan and send this completed form to:

Dr. Brian Medaris, bmedaris@mccs.edu



## Final Student Evaluation #2

(Specific to Children and Family Ministry emphasis)

TO BE COMPLETED DURING THE FINAL WEEK OF THE DFE.

Student's Name: \_\_\_\_\_

Emphasis: \_\_\_\_\_

Field Supervisor's Name: \_\_\_\_\_

Church/Organization Name: \_\_\_\_\_

Church/Organization Address: \_\_\_\_\_

Church/Organization Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Please use the following rating scale for your response to the individual statements:

**0 – Have not experienced**

**2 - Rarely**

**4 - Usually**

**1 - Never**

**3 – Sometimes**

**5 - Always**

I am able to:

1. Demonstrate a solid knowledge of the Bible.	
2. Utilize Bible knowledge in teaching environments.	
3. Articulate their faith.	
4. Understand how people learn.	
5. Put enough preparation into lesson preparation to be effective.	
6. Organize lessons in an effective manner.	
7. Involve students in the learning process during lessons.	
8. Understand the student age group.	
9. Interact appropriately with students in the age group.	
10. Interact well with the adult volunteers in the ministry.	
11. Interact well with parents in the ministry.	
12. Communicate well with supervisor.	

***[This evaluation continues on the next page.]***

## Ten Family Life Education Content Areas

The *Directed Field Experience (DFE)* for Children and Family Ministry is intended to provide the student with an opportunity to continue the educational experience outside of the classroom. Family Studies is a multidisciplinary field that allows for various service opportunities in several different substance areas. In consideration of this, the means of evaluating the viability of a DFE as one that is truly “family” related will include a form based on the ten substance areas used to certify family life educators. The ten substance areas included in this evaluation are:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1) Families in Society           | 6) Family Resource Management    |
| 2) Internal Dynamics of Families | 7) Parent Education and Guidance |
| 3) Human Growth and Development  | 8) Family Law and Policy         |
| 4) Human Sexuality               | 9) Ethics                        |
| 5) Interpersonal Relationships   | 10) Education Methodology        |

Use the following section to record learning opportunities during the DFE. Experience in each area is not essential; however, it is important that a significant portion of the student’s DFE include these areas.

### #1 FAMILIES IN SOCIETY

Functions, Cultural Variations, Dating, Marital Choice, Cross-Cultural Families, Gender Roles, Demographic Trends, Societal Relations, Work-Family Relationships

Date(s)	Learning Opportunity

### #2 INTERNAL DYNAMICS OF FAMILIES

Communication, Conflict Management, Normal Family Stresses, Family Crises, Special Needs

Date(s)	Learning Opportunity

**#3 HUMAN GROWTH AND DEVELOPMENT**

Prenatal, Infancy, Early and Middle Childhood, Adolescence, Adulthood, Aging

Date(s)	Learning Opportunity

**#4 HUMAN SEXUALITY**

Aspects of Sexual Development, Sexual Behaviors, Sexual Values and Decision Making

Date(s)	Learning Opportunity

**#5 INTERPERSONAL RELATIONSHIPS**

Self and Others, Communication Skills, Intimacy, Love, Romance, Relating to Others

Date(s)	Learning Opportunity

**#6 FAMILY RESOURCE MANAGEMENT**

Goal-Setting and Decision Making, Development and Allocation of Resources,  
Social Environment Influences, Consumer Issues and Decisions

Date(s)	Learning Opportunity

**#7 PARENT EDUCATION AND GUIDANCE**

Parenting Rights and Responsibilities, Parenting Practices/Processes,  
Parent-Child Relationships, Changing Parenting Roles over the Lifespan

Date(s)	Learning Opportunity

**#8 FAMILY LAW AND POLICY**

Family and the Law, Family and Social Services, Family and Religion,  
Policy and the Family, Theology and the Family

Date(s)	Learning Opportunity

**#9 ETHICS**

Formation of Values, Examining Ideologies, Consequences of Value Choices,  
Ethics of Professional Practice

Date(s)	Learning Opportunity

**#10 EDUCATION METHODOLOGY**

Planning and Implementing, Evaluation, Education Techniques

Date(s)	Learning Opportunity

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to your emphasis professor soon after returning from your DFE.