

DIRECTED FIELD EXPERIENCE

Student and Faculty Handbook

Counseling Emphasis



MANHATTAN CHRISTIAN COLLEGE
1415 Anderson Avenue
Manhattan, Kansas 66502
(785) 539-3571
Fax (785) 539-0832
www.mccks.edu

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

Student DFE Checklist

Before the DFE

- Enroll in and attend the MIN 350 Orientation to Directed Field Experience course or, if you are a You will receive and thoroughly review the DFE Student/Faculty Handbook during the class.
- Take the **Initial Evaluation** during the Orientation to Directed Field Experience class.
- Prepare your **resume**.
- Pray and look for possible places to do your DFE. Talk with and submit your resume to potential DFE field supervisors. Some organizations may require a special application.
- When you have an interview for a possible DFE, send the Field Supervisor's Handbook to your potential field supervisor. The Field Supervisor's Handbook, the Student/Faculty Handbook, and all evaluation forms can be downloaded and printed from <https://mccks.edu/academics/academic-resources/directed-field-experience/>
- Once you have a potential DFE, fill out the **DFE Proposal form & read the DFE Agreement form**.
- Meet with your emphasis professor to determine whether the DFE will meet all the requirements. If the DFE is approved by your emphasis professor, you will both **sign the DFE Agreement form**. Once signed, your emphasis professor will send evaluation forms to the field supervisor.
- Notify your field supervisor that your DFE has been approved. Finalize arrangements with the church/organization.
- Have a great Directed Field Experience!

During the DFE

- Remind your field supervisor of the **evaluation reports** that need to be completed and signed by both of you. See the field supervisor's checklist in the Field Supervisor's Handbook. The evaluations that need to be completed are below:
 - A **Midway Evaluation** by my field supervisor.
 - A general **Final Evaluation #1** by my field supervisor.
 - A general **Final Student Evaluation #1**.
 - A specific Counseling **Final Evaluation #2** by my field supervisor.
 - A specific Counseling **Final Student Evaluation #2**.
- Meet at least once a week (a minimum of 10 meetings) with your field supervisor for direction, planning, guidance, evaluation, encouragement, correction, and general feedback. **Take notes of the meetings in your journal**.
- Keep a weekly journal.**
 1. **Outline what you do.**
 2. **Reflect on the week's events.**

3. Write notes from your weekly meetings with your field supervisor.

4. Track your hours

- Keep tabs on the **specific requirements** necessary to complete the DFE checking them off as you accomplish them.

After the DFE

- Write your final essay report.** In your essay:

1. Identify and describe the strengths and weaknesses of your performance in the DFE.
2. Identify and describe how well you achieved the educational objectives that you put in your DFE Proposal. Be specific on each objective.
3. Based on the two preceding points, evaluation reports, and the journal, rate your educational achievement on the academic grading scale: A, B, C, D, or F.

- Submit all evaluation forms, journal, and essay report** to your emphasis professor.

- Make an appointment for a final interview with your emphasis professor to discuss the documents and your experience.

***Important Note:** You must turn in all documents and complete the final interview with your emphasis professor *within 90 days of completing the DFE*. Failure to meet the deadline may result in no credit given for the work as the DFE requirement.

- When all DFE requirements have been satisfactorily fulfilled, your emphasis professor will submit a grade (Credit) to the Registrar's office.

DFE Proposal Counseling Emphasis

The following information is to be obtained and submitted to your emphasis professor. The DFE must then be approved by your emphasis professor before accepting and/or committing to a specific DFE. A copy of the DFE Proposal and the signed DFE Agreement will be kept in your file by your emphasis professor, and another copy given to you, the student.

Student Name: _____

Date proposal turned in to emphasis professor: _____

Degree Emphasis: _____

Emphasis Professor: _____

Student's phone # during DFE: _____

Student's email address during DFE: _____

Church/Organization: _____

Briefly describe the church/organization: _____

Mailing address: _____

Field Supervisor over DFE: _____

Field Supervisor's Title (Sr. Minister, Family, Youth, etc.): _____

Field Supervisor's phone#: _____

Field Supervisor's email address: _____

Dates of the DFE (Example: May 10 – August 10): _____

Briefly state the purpose/overall goal of the DFE: _____

Describe the regular duties and responsibilities you will have: _____

What are your educational objectives? (“As a result of this DFE, I will be able to . . . “)

Comments:

DFE Agreement Counseling Emphasis

To receive credit for completing a Directed Field Experience in Counseling, I understand that I must complete and submit the following:

- A **Preliminary Evaluation** (taken in Orientation to DFE class).
- A **DFE Proposal form**.
- A **DFE Agreement form**.
- A comprehensive daily **Journal** with an entry for each day of the DFE.
- A **Final Essay Report** according to the criteria provided in the DFE packet for students.
- A **Final Debriefing Interview** with my emphasis professor (TO BE COMPLETED BY WITHIN 90 DAYS OF THE END OF THE DFE).
- Other requirements (to be completed by the emphasis professor):

I also understand that it is necessary for the following evaluations to be completed and submitted:

- A **Midway Evaluation** by my field supervisor.
- A general **Final Evaluation #1** by my field supervisor.
- A general **Final Student Evaluation #1**.
- A specific Counseling **Final Evaluation #2** by my field supervisor.
- A specific Counseling **Final Student Evaluation #2**.

I understand that if any of these components are missing or deficient, I may not receive credit for a DFE.

The proposed Directed Field Experience has been approved by the Counseling emphasis professor.

Emphasis Professor: _____

Date _____

Student: _____

Date _____

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.

Counseling DFE Contexts

Gaining experience in a helping profession may occur in various contexts. To complete a Directed Field Experience for the *Counseling* emphasis, a student must find opportunities that provide opportunities in one or more of the following areas.

1. A congregation that provides one or more of the following ministries:
 - a. Pastoral counseling services
 - b. Ministry to those with special needs
 - c. Small groups
 - d. Grief Share, Celebrate Recovery, Divorce Care, or other such programs
 - e. Adoption and foster care assistance
 - f. Outreach ministries that require interaction with people in need

2. Community organizations that provide care for people in need.

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

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:

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 Counseling 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:

0 – Have not observed

2 - Rarely

4 - Usually

1 - Never

3 – Sometimes

5 - Always

The student:

| | |
|--|--|
| 1. Demonstrates a solid knowledge of the Bible. | |
| 2. Can articulate their faith. | |
| 3. Demonstrates a sound theology of human nature and God's grace. | |
| 4. Interacts appropriately with people in each age group. | |
| 5. Effectively conducts visits with congregation/organization members in need. | |
| 6. Demonstrates a firm understanding of spiritual disciplines (prayer, solitude, etc.) | |
| 7. Demonstrates an understanding of how the work of this church/parachurch fits within the context of kingdom work as a whole. | |
| 8. Demonstrates active listening skills. | |
| 9. Communicates a safe, caring approach to working with others. | |
| 10. Suspends judgment in order to hear and help others. | |

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 Counseling 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:

| | |
|---|--|
| 1. Demonstrate a solid knowledge of the Bible. | |
| 2. Can articulate their faith. | |
| 3. Demonstrate a sound theology of human nature and God's grace. | |
| 4. Interact appropriately with people in each age group. | |
| 5. Effectively conduct visits with congregation/organization members in need. | |
| 6. Demonstrate a firm understanding of spiritual disciplines (prayer, solitude, etc.) | |
| 7. Demonstrate an understanding of how the work of this church/parachurch fits within the context of kingdom work as a whole. | |
| 8. Demonstrate active listening skills. | |
| 9. Communicate a safe, caring approach to working with others. | |
| 10. Suspend judgment in order to hear and help others. | |

[This evaluation continues on the next page.]

Counseling Content Areas

The *Directed Field Experience (DFE)* for Counseling is intended to provide the student with an opportunity to continue the educational experience outside of the classroom. Counseling skills are beneficial in many areas of life and are not always specific to one environment. Take a moment to address the experiences you had during your DFE in the following areas.

#1 WORK WITH FAMILIES

Consider opportunities you had to interact with multiple generations in a family at the same time.

| Date(s) | Learning Opportunity |
|---------|----------------------|
| | |

#2 CRISIS

Consider opportunities you had to work with those dealing with life crises.

| Date(s) | Learning Opportunity |
|---------|----------------------|
| | |

#3 HUMAN GROWTH AND DEVELOPMENT

Consider opportunities you had to work with specific age groups addressing their development needs.

| Date(s) | Learning Opportunity |
|---------|----------------------|
| | |

#4 UTILIZING RESOURCES

Consider opportunities you had to help others use resources available to them.

| Date(s) | Learning Opportunity |
|---------|----------------------|
| | |

#5 INTERPERSONAL RELATIONSHIPS

Consider opportunities you had to work with others regarding communication, intimacy, love, and relating to others.

| Date(s) | Learning Opportunity |
|---------|----------------------|
| | |

#6 COUNSELING THEORIES

Consider opportunities you had to incorporate counseling theories into your work with others. Share the specific theory.

| Date(s) | Learning Opportunity |
|---------|----------------------|
| | |

#7 LISTENING SKILLS

Consider opportunities you had to practice active listening, to empathize with others, and show genuine interest in others.

| Date(s) | Learning Opportunity |
|---------|----------------------|
| | |

Student's signature: _____

Date: _____

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