



GATEWAY SEMINARY

Theological Field
Education Handbook
for
MACC Students

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Section 1 - TFE General Information

Purpose

Gateway Seminary shapes leaders who expand God's kingdom around the world. Ministry requires leaders who not only demonstrate a thorough understanding of Scripture and theology, but who are also competent in ministry skills and who exhibit spiritual vitality and personal maturity. The purpose of Theological Field Education (TFE) is to provide a structure and a process that facilitates the shaping of Christian leaders through the ministry practicum that is based upon a *360-degree feedback* team. Our objective is for every student to develop the core competencies needed for ministry, grow in their understanding of self, and increase in spiritual strength.

Scope

Every accredited seminary is required to have a field education program, with students doing ministry under the oversight of field supervisors/mentors. At Gateway Seminary, MACC students serve in a counseling setting under the supervision of a competent Field Mentor who is trained in counseling, supervision, and the Gateway Seminary TFE system.

Structure

TFE at Gateway is structured for students to serve in a relevant counseling setting where they create a personalized Learning Covenant that specifies the objectives and goals that they desire to accomplish during their practicum. In essence, students create their own graduate-level course for integrating leadership character qualities and counseling skills. This customizing approach includes their finding a *match* in a ministry setting which facilitates the development of counseling skills and the selection of a Field Mentor who can help professional and personal development and a Spiritual Formation Mentor who can guide their spiritual growth. While in the ministry setting, students are involved in a Peer Reflection Group, either online or in person, which is facilitated by a Gateway professor.

Goals

Our goals for students in Theological Field Education include:

- Integrate ministry theory and practice
- Move to the next level of servant leadership through experiential learning
- Practice the discipline of theological reflection
- Identify, own, and affirm counseling gifts, strengths, and abilities
- Determine how their personhood both facilitates and hinders counseling effectiveness
- Understand and develop both core and specialized counseling competencies
- Become intentional in their counseling ministry

Core Values of a TFE Counseling Practicum

Our definition of counseling practicum is *doing real-life, hands-on ministry in a safe setting that provides opportunity for the student to learn and grow in personhood, spiritual, and counseling skills through ministry leadership actions and reflective feedback*. There are several crucial elements to our particular concept of a counseling practicum.

1. Real-life, Hands-on Counseling

The practicum is about doing individual, couple, and family counseling. Through actually doing counseling, students are able to integrate theoretical concepts with practical application. Our desire is that our students become both academicians and practitioners.

2. Safe Setting

Students should be able to serve in a non-toxic ministry environment. This does not mean that the student's counseling experience should be free of conflict. Conflict is an inevitable part of ministry, but the desire is that conflict experiences occur within the context of a healthy ministry setting.

3. Opportunity to Learn and Grow

Students learn and grow during their practicum experience by performing counseling sessions under the supervision of supervisors that guide, provide feedback, and monitor care plans.

4. Personhood, Spiritual, Evangelism, and Counseling Ministry Skills

These elements provide an important balance upon which students learn and grow in a counseling ministry. Students should develop their counseling skills as they learn to work effectively with individuals, couples, and families. In addition, students are to holistically grow personally, evangelistically, and spiritually.

5. Ministry Action

Students should be doing actual counseling during their practicum. They should experience in the trench, close up, sometimes messy, awkward, and stretching counseling experiences with people. The desire is that they learn on-the-job by doing counseling.

6. Leadership Action

The TFE mandate at Gateway Seminary is to shape Christian leaders who expand God's kingdom around the world. Leadership development is the goal for students as they serve in a ministry practicum where they lead people.

7. Reflective Feedback

As students serve in their practicum, they learn the art of theological reflection and practice reflection upon their actions, growth, and learning. The system is designed to provide real time feedback from mentors throughout the entire practicum experience.

Overview of TFE Elements

Counseling Setting

Each student serves in a counseling setting during his/her practicum. The goal is that every student be involved in a setting and ministry that facilitates counseling skills. Practicum settings must be approved before a student can take his/her TFE course and complete his/her practicum. The TFE program is open and flexible concerning the types of counseling settings that are approved - the church, parachurch ministries, or other types of Kingdom organizations. For MACC degree seeking students, there are no TFE course substitutions.

An approved ministry setting for a student's practicum will:

- Provide a venue for a student to grow in personhood, spiritual, evangelism, and counseling skills by involvement in a significant ministry leadership capacity.
- Provide leadership that realizes the student's practicum is for both the student's personal development and the ministry of the specific setting. This is negotiated with the student in the form of a Learning Covenant that is finalized in consultation with the Field Supervisor and approved by the TFE professor.
- Provide leaders and mentors that understand and support the student and his/her counseling ministry during the practicum.
- Provide an approved Field Supervisor who is actively involved in the ministry of counseling. In rare cases, the setting may be approved to allow someone who is not currently involved in counseling to serve as the student's Field Supervisor.
- Provide for the student to be involved in at least 10-hours of direct and indirect counseling per week that includes a minimum of 6-hours of face-to-face people contact time.
- Provide opportunities for the student to observe leadership teams in action (such as ministry teams, staff meetings, deacons, church governing bodies, etc.) for the student to understand their functions and to experience them in action.
- Commit to allowing the student to serve the entire duration of the counseling practicum.

Field Supervisor

Prior to submitting his or her TFE application, the student enlists a Field Supervisor who will assist and direct them as the student's work supervisor during the time of his/her practicum. Beginning with the completion of the Core Competency Inventory and the creation of the Learning Covenant, the Field Supervisor will meet weekly with the student during the course of the 35-week ministry practicum. Field supervisors are required to possess a graduate degree in counseling/psychology to include MAMFC, LMFT, LCSW, CSW, Clinical Psychologist, MACC, LPC, etc.

Spiritual Formation Mentor

Prior to submitting his or her TFE application, the student enlists a Spiritual Formation Mentor who will assist and encourage them to work toward spiritual formation and the personal growth goals they set for their TFE experience in their Learning Covenant. Students are encouraged to draw from the resources of the larger Christian community to find their Spiritual Formation Mentor, although Gateway professors and staff may serve in this role.

Peer Reflection Group & Leader

During their ministry practicum, students participate in a weekly on-campus, remote, or online group with other TFE students as a Peer Reflection Group. A Gateway professor facilitates this course serving as the Peer Reflection Group Leader. The professors are experienced and practicing ministers who may teach in an adjunct capacity while serving full-time in ministry. Learning activities include:

- Involvement and discussion of specific material presented by the professor
- Discussion of what is going on in their respective ministries
- Discussing relevant ministry reading material assigned by the professor
- Writing and presenting a case study of a “critical incident” from their ministry each term
- Discussion and reflection of the case studies presented by other students
- Learning and practicing the discipline of theological reflection

270° Update Meeting

The first term field evaluation of the student’s ministry will take place during the midterm break with a meeting of the Field Mentor and Spiritual Formation Mentor.

- The 270° Update meeting is an assessment of the student and ministry.
- The Field Mentor will serve as the facilitator of the meeting.
- The Field Mentor and Spiritual Formation Mentor will report on this meeting on their regular monthly reports.
- The student is responsible for scheduling and arranging this meeting.
- However, the student will NOT be present or participate in this meeting.
- The Peer Reflection Group Leader will not participate in this meeting.

360° Evaluation Conference

At the end of the ministry practicum students are involved in a final Evaluation Conference. This conference is scheduled for a date in the last few weeks of the final term of TFE normally late April or early May. **The persons involved in the conference include** the student, professor of the course, Field Mentor, Spiritual Formation Mentor, and the TFE program director or designee as facilitator.

The student will be provided potential dates and be responsible for scheduling the date and time for their Evaluation Conference with each member of the persons listed above. The student secures their commitment to be present.

The focus of the Evaluation Conference is to determine readiness for ministry, assess the student’s ministry self-awareness, if the student has developed the necessary core competencies for counseling, has made substantial progress toward the learning goals that they established for their ministry practicum, and has the ability to relate well with others in a ministry setting.

Section 2 – Student Information

TFE Application Process

All students taking TFE at Gateway Seminary **MUST APPLY** and submit their completed application to the TFE Office for approval prior to the fall-spring TFE course sequence. The TFE application window is April 1 – May 15. An invitation to apply to TFE will be sent to eligible students prior to April 1. Students may not enroll online or directly through the registrar’s office prior to their TFE application approval.

TFE Requirements

The MACC degree requires two terms of TFE:

- Students must complete two-continuous terms of TFE in a counseling setting for 35-weeks of both terms including the holiday break.
- Course prerequisite: P1111 Foundations for Ministry
- Students will be enrolled in the same TFE class section that will meet on the same day and time for the two consecutive terms. Therefore, it is important to look ahead at the spring schedule, as **TFE sections changes will not be allowed during the spring term.**
- P1121-P1122 Leadership in Ministry Practicum meets the TFE requirements for the MACC degree.
- P1121-P1122 is offered in a fall–spring sequence only.
- **Completion of the fall term of TFE (P1121) and failure to complete the spring term (P1122), results in failure of the fall term, and will require the student to take P1121 over in a continuous sequence with P1122.**

Before Applying for TFE

Selecting a Ministry Setting

The TFE application asks the student to provide information concerning the proposed counseling setting. In some cases, the student will already be involved in service in a ministry setting and will decide to continue in this place. In other cases, students may search for a specific counseling setting to do TFE. In either case, the student should ask, ***how can I get the skills that I need and apply them in a real-life counseling setting?*** The answer to this question should guide the selection of the proposed counseling setting. Other questions that students should ask while considering the *where* issue:

- Will this ministry setting provide leadership practice in counseling?
- What are the setting expectations for the counseling ministry?
- What kind of direction, support, and resources will it provide for the counseling ministry?
- Will the ministry leadership allow the student to observe and participate in the counseling ministry?

Sample types of ministry settings and possible ministries within those settings are listed below. This is not a complete list of all the areas or ministries where you may do ministry. Your creativity is encouraged in what you do and where you do it, as long as it meets the necessary TFE and counseling requirements.

- **Church:** counseling ministries, etc.
- **Parachurch Ministry:** rescue mission, crisis pregnancy center, etc.
- **Other Kingdom Organizations or Ministries:** Christian counseling centers, private practice, chaplaincy, service a community non-profit agency, service in a Christian school setting, group homes, etc.

TFE Application Deadline

The TFE Application window is April 1 – May 15. Invitations to apply for TFE will be sent to eligible students prior to April 1. The **TFE application deadline is May 15**. This deadline also applies to any course substitution being requested by the student. Click here: <https://www.gs.edu/academics/theological-field-education/>.

Selecting a Field Supervisor

The TFE application requires that you provide information on the proposed Field Supervisor. The Field Supervisor is the student's practicum supervisor and the primary person that will provide direction and constructive feedback in the TFE process. **The student is required to meet one hour per week in a one-on-one supervisory session with the Field Supervisor during the 35-week TFE experience.**

Requirements for TFE Field Supervisors are outlined in Section Three. The proposed Field Supervisor must be approved prior to the approval of the TFE application. If the desired Field Supervisor does not meet the qualifications or cannot meet all the responsibilities, the student should consult with the MACC program director or the Director of Theological Field Education.

The key element in selecting a proposed Field Supervisor is determining who has the education and experience in counseling skills and knowledge the student hopes to develop, and could therefore serve well in the supervisory role.

Selecting a Spiritual Formation Mentor

The TFE application requires a proposed Spiritual Formation Mentor. This person will help the student in achieving the spiritual and personhood goals that will be developed during the practicum. Students are encouraged to draw from the resources of the larger Christian community as they consider a Spiritual Formation Mentor, although Gateway professors and staff may serve in this role. Requirements for TFE Spiritual Formation Mentors are outlined in Section Four.

Required Ministry Commitment

The student must follow critical time commitments and assume responsibility for making sure that the Field Supervisor and Spiritual Formation Mentor can follow through on all required commitments. These include weekly or monthly meetings, monthly reports, periodic evaluations, and participation in the 270° and 360° evaluation conferences. During the TFE practicum, the student will need to commit to spending at least 10-hours each week in the ministry setting with a minimum of 6-hours being face-to-face counseling with individuals, couples, or families.

Required Meeting Commitments

Weekly Meetings:

- Peer Reflection Group Meetings: Students participate in a weekly two-hour class with other TFE students. Online students participate in an online peer group experience. A Gateway professor facilitates the class portion of the course.
- Field Supervisor Meetings: Students meet one hour per week with their Field Supervisor.

Monthly Meetings:

- Spiritual Formation Mentor Meetings: Students meet at least one hour per month with their Spiritual Formation Mentor. Longer or more frequent meetings are allowed and encouraged.

Section 3 - Field Supervisor

A key component in the TFE practicum is the Field Supervisor relationship. The Field Supervisor is the student's supervisor during the time of his/her counselor practicum. We view the Field Supervisor as more than a supervisor in the typical understanding of that role. The student's Field Supervisor provides a dynamic role of giving guidance and feedback while holding the student accountable. At Gateway we desire qualified and dedicated Field Supervisors who are committed to helping students to develop both personally and professionally. We believe that the investment a Field Supervisor makes in a student is directly related to the lifetime impact a student can make.

Role

The role of a student's Field Supervisor during his or her TFE practicum is crucial. The Field Supervisor is a guide, an instructor, and a model for the student intern. The Field Supervisor is normally the student's direct supervisor in the counseling setting during the practicum. Field Supervisors guide the student through various aspects of practical counseling in which the student normally has little experience. Field Supervisors often will need to provide a high level of instruction at the beginning of the practicum that should decline as the students' competencies advance. The approach and specific ways the Field Supervisor practices becomes a model that shapes the student's paradigm for doing counseling.

Requirements

Qualifications of a Field Supervisor:

- Successful completion of the Gateway TFE Field Supervisor training prior to the TFE course.
- Graduate of a master level counseling/psychology degree program.
- Involved in a counseling practice for at least two years after obtaining graduate degree.
- Possesses formal counseling/psychologic training.
- Commits to the student's learning process and teaching new skills.
- Commits to the student's professional and personal growth.
- Commits to being a "safe" person with whom the student can share openly and honestly.
- Is able to handle the doubts, fears, failures, and insecurities of a student intern.
- Commits to meeting one-on-one with the student for at least one hour per week during the practicum year.
- Commits to submitting monthly reports required by the syllabus due dates.
- Commits to participating in the 270° and 360° conferences.

Field Supervisors may not be:

- A relative of the student
- Another Gateway student
- The same person as the student's Spiritual Formation Mentor

The MACC Director and Director of TFE may consider making exceptions as needed.

Accountability

As students develop their Learning Covenants, they agree to perform certain counseling functions, work toward achieving specific goals, and develop a plan for spiritual and personal growth. As they go through their practicum, the Field Supervisor can and will hold them accountable to effectively strive toward accomplishment of what they have agreed to do.

Guidance

Students may be called upon to perform specialized counseling skills for the first time. The Field Supervisor can give suggestions and direction before, during, and after they are involved in the various aspects and responsibilities of counseling. He/she may give instructions and assistance prior to the counseling experience and “debrief” after the event.

Encouragement

There are times that students will need encouragement. Students will experience difficulties as they learn to counsel. They will make mistakes; they will be misunderstood; and they will probably experience conflict. The Field Supervisor is there to help them walk through these difficult and often confusing times. He/she should be a safe person with whom the student can share both frustrations and disappointments along with successes and accomplishments.

Training

Field Supervisors must be trained in our TFE Field Supervisor Training Seminar. Topics include:

- Definition of Supervision
- Ministry of Supervision
- Two Poles of Supervision
- Learning Covenant
- Accountability and Evaluation
- Stages & States of Supervision
- Basics of TFE at Gateway
- Dynamics of the TFE 360° Feedback Team
- Conducting Supervisory Meetings

Sometimes prospective Field Mentors may ask, ***why do I need to take the Gateway training?*** You may have had previous supervision training, but not all trainings are equal. It benefits you and your student to understand our philosophy of field education at Gateway, the unique features of our TFE program, and our understanding of supervision as ministry.

The Responsibility

1. Meet with the student weekly for a one-hour supervisory meeting

Field Supervisors must commit to meet one hour each week with their student intern for a one-to-one supervisory session. The focus of the meeting is to facilitate student growth and learning. We desire Field Supervisors who take the time to adequately prepare for these meetings and see them as an investment into the life of a student. The Field Supervisor will lead the student to be equally prepared for these meetings.

The supervisory meeting with the student should include:

- Development toward the established covenant goals
- Assisting and holding the student accountable for working on his/her covenant goals
- Development of both personhood, spiritual, evangelism, and counseling skills
- Debriefing and evaluation of counseling performed

2. Assist the student in the completion of the Core Competency Inventory

- Students will complete the Core Competency Inventory – at the beginning of the fall term and a review of that document at the end of the spring term.
- Students are to complete the Core Competency Inventory in an interview format with their Field Supervisor during the first session together in the fall.

- While the counseling task will be the focus of the Learning Covenant, elements revealed from the Core Competency Inventory may be incorporated into the goals set forth in the Covenant.
- Other items may be worked on in cooperation with the Field Supervisor within the counseling setting as a way to create and develop new skill sets and competencies.
- The spring term will conclude by reviewing the fall Core Competency inventory in the same interview format with the Field Supervisor.
- The results of the spring review of Core Competency inventory will be used in the creation of the student's Theological Reflection paper.
- This will provide an assessment of competency growth during the ministry experience.

3. Assist the student in developing the Learning Covenant

Students must develop their Covenant by the fourth week of their TFE experience. The covenant will include goals for learning specific personhood, spiritual formation, evangelism, and counseling skill development. Results from the Core Competency may be used in its creation. Students will share the final Covenant with the Field Supervisor, Spiritual Formation Mentor, and the MACC director. The Covenant will be uploaded into the TFE Report System.

4. Submission of supervisory meeting and student evaluation forms

- Field Supervisors are required to document the weekly supervisory meeting with the student and submit seven monthly reports giving details of the weekly meetings. Reports are completed in the TFE Report System.
- Evaluations of the student at the end of the first term and at the end of the second term will be incorporated into the regular monthly reports.

5. Participate in the Student's Evaluation Conference:

Since the Field Supervisor is the primary observer of the student's practicum experience, it is imperative for him/her to be present at both 270 and 360 Conferences, as well as complete the Counseling Performance Evaluation. The 360 conference is generally held on campus during the weekday hours of 8am to 5pm. However, arrangements may be made for an early evening meeting.

Field Supervisor Reports

Students will receive directions to work in the TFE Report System and will provide their mentors with the login procedure.

Section 4 - Spiritual Formation Mentor

Ministry originates and is grounded in the personhood of the individual. Persons minister out of the *overflow* of their lives. Jesus substantiates this when he says,

The good man brings good things out of the good stored up in his heart, and the evil man brings evil things out of the evil stored up in his heart. For out of the overflow of his heart his mouth speaks. (Luke 6:45)

This fact leads to the desire that students not only grow in counseling skills during their TFE practicum, but that they also grow spiritually. To assist students in their spiritual formation, the student is asked to select a proposed Spiritual Formation Mentor when applying to take their TFE Ministry Practicum.

The TFE Spiritual Formation Mentor should possess the following seven qualities:

1. **A person who is continually growing spiritually.** Spiritual formation is a life-long process. Spiritual mentors must be committed to continual spiritual growth.
2. **A person who already has a deep level of spiritual maturity.** Although spiritual formation is life-long, the spiritual mentor needs to have a substantial level of Christian maturity. The mentor should be “further along in the faith” than the person he or she mentors.
3. **A person who knows him or herself.** Spiritual mentors should be aware of how God has uniquely created them. They should know their strengths and weaknesses and be open and honest about them.
4. **A person who is transparent.** Spiritual mentors should be able to share their understanding of themselves. They should be able to share their hopes and dreams as well as their failures, hurts, and disappointments.
5. **A person of integrity.** Spiritual mentors need to be persons of honesty, uprightness, and good moral character. Their walk should match their talk.
6. **A person who is accessible.** Spiritual mentors must be willing to invest in the life of those they mentor. This means a commitment of both time and energy.
7. **A person of discretion.** The ability to keep confidences is a must for a spiritual formation mentor. Those that he or she mentors must know that what they share will not be shared with anyone else.

Role

The role of a student’s Spiritual Formation Mentor during his or her TFE practicum is crucial. The Spiritual Formation Mentor is a guide, listener, encourager, and model for the student intern. They guide the student through setting spiritual formation goals. They should be great listeners, letting the student develop through talking and reflecting. Ministry is often hard and the Spiritual Formation Mentor sometimes will need to be one of the student’s major encouragers. Spiritual Formation Mentors need to be a positive model of continual spiritual formation and growth for the student to emulate.

Requirements

General qualifications for Spiritual Formation Mentors:

- Demonstrates spiritual growth and has a deep level of spiritual maturity.

- Models transparency for open and honest discussion in areas of spirituality and personhood.
- Maintains confidences.
- Demonstrates spiritual and personal integrity.
- Gives time and attention in meeting at least once a month for a minimum of an hour during the student's practicum. The student and Mentor may meet longer or more often.
- Challenges the student to go to higher levels in their spiritual journey.

Spiritual Formation Mentors may not be:

- A relative of the student
- Another Gateway student (DMin, ThM, and PhD students may serve in this role)
- The same person as the student's Field Mentor

The MACC Director and Director of TFE may consider making exceptions as needed.

The Responsibility

1. Meet with the student monthly for a one-hour mentor meeting

Spiritual Formation Mentors must commit to meet at least one hour each month with their student intern for a one-on-one mentor session. Usually these times together last much longer than an hour, but only one hour each month is required. These sessions are to focus upon the student's individual spiritual growth and development. The Spiritual Formation Mentor will need to take the time to adequately prepare for these meetings and see them as an investment into the life of a student.

2. Assist the student in developing spiritual goals for their Covenant of Learning

Students must develop their covenant by the fourth week of their TFE experience. A part of this covenant will include goals for spiritual formation. The Spiritual Formation Mentor will assist the student in developing those goals and oversee them throughout the course.

3. Submission of student evaluation forms

Spiritual Formation Mentors agree to submit seven monthly reports and an evaluation of the student at the end of each term of TFE. This evaluation will give the mentor's perspective on the student's growth and development in the area of spiritual formation.

4. Participate in the Student's Evaluation Conferences:

Since the Spiritual Formation Mentor is the primary spiritual observer of the student during his or her practicum experience, it is imperative for him/her to be present at both 270° and 360° Conferences. These conferences are generally held during the weekday hours of 8:00 am – 5:00 pm. However, arrangements can sometimes be made for an early evening meeting.

Getting Started with Your Student

1. Encourage your student intern to take the time to do some spiritual self-assessment.
 - *Where is he/she in spiritual development?*
 - *Are there areas that he/she has neglected?*
 - *Is there a discipline that he/she needs to cultivate, or would like to try out?*
 - *What are her/his greatest needs for spiritual formation?*
2. Give input and review his/her Spiritual Growth Goals that will be included as part of the Covenant of Learning.
3. Lead him/her to investigate how best to address those needs and goals.

4. Ask him/her if there are other areas of spiritual formation that he/she would like to address in your monthly meetings.
5. Decide when and where you will meet each month.

The Monthly Meeting

Spiritual Mentors meet with their student once each month during the entire TFE practicum. This time is viewed as being very strategic in the investment of a student's life. Often Spiritual Formation Mentors ask what should be discussed during these meetings. The content of each meeting should be customized according to the student's current needs. However, below is a general content outline for the meetings.

1. Make prayer a priority. Always spend a considerable amount of time praying together
2. Ask the student to share with you...
 - Current spiritual struggles or *sticky* places in her/his life.
 - Character issues/concerns on which he/she is working or struggling.
 - Relational issues – hurt feelings, inability to forgive, etc.
 - What is God saying to him/her during this season of ministry/school?
3. Review and hold the student accountable concerning his/her Spiritual Growth Goals that were included as part of the Covenant of Learning.
 - What progress is being made in fulfilling the covenant goals?
 - Where is he/she “slacking off” in fulfilling the covenant goals?
 - How can you help?
4. Encourage the student to talk about the joys, frustrations, hurts, etc. Be someone that will truly listen.

Ten Principles for Spiritual Mentors

1. Good spiritual mentoring requires strong relationships.
2. Good spiritual mentoring is best done through modeling.
3. Those being mentored must desire direction.
4. Mentors accept the person being mentored where he/she is.
5. Mentors allow those they mentor to grow beyond the Mentor.
6. Mentors offer encouragement and support.
7. Mentors help (not tell) those they mentor in discerning God's direction.
8. Mentors hold those they mentor accountable.
9. Mentors challenge those they mentor to move toward new experiences, to grow beyond what they might do on their own.
10. Mentors recognize they are fellow strugglers. They are not to be judgmental or impressed with their own piety.

A Guide for Spiritual Mentors

You are encouraged to read the article by Dr. Doran McCarty entitled *A Guide for Spiritual Mentors*. It addresses the role of being a Spiritual Formation Mentor. We have provided this article on the resource page for our Spiritual Formation Mentors in working with their student interns.

Spiritual Formation Mentor Reports

Students will receive directions to work in the TFE Report System and will provide their mentors with the login procedure.

Section 5 - Ministry Reflection Group

Purpose

Due to the confidential nature of the counseling setting, the Ministry Reflection Group for a MACC student will be other MACC students currently taking TFE and the Director of the MACC program. The MRG provides the student a safe place for receiving that feedback. The MRG group will symbolically hold up mirrors that will allow the students to see themselves in ministry.

Role

The MRG is a group of fellow MACC students that is designed to provide feedback and reflection – NOT DIRECTION. It has no authoritative function or decision-making power. It provides the structure to help people become partners with the student in every level of the ministry, calling, and career. It also gives the student's Field Mentor and the Peer Reflection Group Leader (Professor) a mechanism to gain insight and accountability.

During the first month of TFE class, students will be contacted by the Director of the MACC degree program and the group will determine meeting times and dates.

The Responsibility

- The Director of the MACC degree program will function as the MRG Coordinator.
- Students will meet with their MRG for one hour bi-monthly during the two-term schedule (Aug-Sep, Oct-Nov, Dec-Jan, and Feb-Mar). The MRG Coordinator will participate in the 360° evaluation in Apr-May with the student.
- The MRG session MUST include all MACC students taking TFE for that given year.
- Student bear the responsibility for each action and decision made, even if that action or decision results from discussion with the MRG.
- Give the MRG permission to give you constructive criticism.
- The student and the MRG must be sensitive and careful about confidences. The student should not present any material to the MRG that would violate a confidence. The MRG should demonstrate maturity and not discuss the consultation session and agenda outside the MRG meetings. All proceedings (information, discussion, comments, and completed evaluation forms) of the Ministry Reflection Group are to remain confidential.

MRG Report Forms

Students will receive directions in the TFE Report System and will direct their MRG Coordinator in login procedure for the completion of reports.