



Accountability

Note:

- Forms (including learning logs, mid-term and final reviews, etc.) are available on the CCS website – www.ccsonline.ca, including:
- <http://ccsonline.ca/resources/student-resources/>

Field Placement Learning Log

Purpose: For theme year students to keep track of field placement experience, to identify learnings related to the field placement experience and to share this with their Primary staff person and, as indicated, with their Learning Facilitator, Diaconal Mentor and Local Committee.

There are two parts to this assignment.

- Part A is a time log where students record and track their time and any work/activities/meetings related to their field placements.
- Part B is a learning log where students record 4 - 5 learnings they can identify from their field placement experiences in the period covered by the log. (Students can refer to the Guidelines for Readiness. Learnings can include what you have learned or what you want to learn more about.)

Logs are to be handed in four times throughout the theme year:

- September 30
 - November 30
 - January 15
 - March 1
-
- **Part A** is to be submitted to your Primary staff person, Learning Facilitator, Diaconal Mentor, and Local Committee.
 - **Part B** is to be submitted to your Primary Staff person (and any of the others if you choose to do so).
 - *Both parts of the assignment are due at the same time.*

Name:

Log #:

Field Placement Learning Log
Part A: Time Log

Date	Activity/Work/Meeting Description	Time

PART B: FIELD PLACEMENT LEARNINGS

Name:

Field Placement Site:

Four or Five Learnings from the Period

- September 1-September 30
- October 1-November 30
- December 1-January 15
- January 15-March 1

Learning	Where/how learning occurred	Connection to Guidelines and Learning Goals
1.		
2.		
3.		
4.		

5.		

Mid Term Review Process - Theme Year Field Placement

Purpose

To review the field experience to date in order to assess:

- the direction of work
- the quality of the working relationships
- the sense of satisfaction for all concerned.

Goals

- to assess areas where learning is happening
- to identify and assess learnings related to learning goals
- to identify areas where changes need to be made so that the experience can be meaningful for both the participant and those with whom she/he works

Participants

- student
- Learning Facilitator
- Diaconal/Vocational Mentor
- representative(s) of the Local Committee

Roles

- the student is to make arrangements for this review to happen and the report submitted by **February 1**.
- the Diaconal/Vocational Mentor is to facilitate the review
- either the Learning Facilitator or one of the representatives from the Local Committee is asked to act as recorder

Time Commitment

- the session is to last approximately one and one-half hours
- the review is to be completed and the report submitted to CCS staff by **February 1**.

Preparation

In preparation for the review, the student needs to respond to the following questions in writing and share copies with the participants on the review team. As well, the Learning Facilitator, Diaconal/Vocational Mentor and representative of the Local Committee consider these questions in advance.

1. What have been the major areas of new learning in the past four months?
2. In what ways has there been work in relation to identified learning goals?
3. How would you describe the comfort level of working in this situation?
4. What are areas where it would be helpful to have more experience, practice and/or work?
5. What have been some new learnings in the areas related to the Theme Year?
6. Where and how is theological reflection happening?
7. Are there changes in the placement that might be helpful with regard to
 - areas and/or levels of responsibility?
 - learning goals?
 - support, feedback and direction from facilitator?
 - from mentor?
 - from the local committee?

Suggested Process for the Review

- welcome, review of purpose and agenda
- check-in
 - an opportunity for participants to get to know one another and/or share present personal celebrations and concerns
- worship and prayer
- review of questions, section by section
 - student distributes written notes and reviews responses offering comments and explanation
 - other participants ask questions for clarification and offer comments and feedback
- evaluation of session
 - a chance for participants to reflect on the experience and name insights or concerns
- closing prayer

Mid Term Review Form
Theme Year Field Placement

*(This form is to be completed and returned to CCS Staff by **February 1.**)*

Student:

Placement:

Theme Year:

Date:

1. What have been the major areas of new learning in the past four months?

Student Comments:

Review Team Comments:

2. What work has been related to identified learning goals?

Student Comments:

Review Team Comments:

3. How would you describe the comfort level of working in this situation?

Student Comments:

Review Team Comments:

4. In what areas would be helpful to have more experience, practice and/or work?

Student Comments:

Review Team Comments:

5. What have been some new learnings in the areas related to the Theme Year?

Student Comments:

Review Team Comments:

6. Where and how is theological reflection happening?

Student Comments:

Review Team Comments:

7. Are there changes in the placement that might be helpful with regard to:

Student Comments

Review Team Comments

- areas and/or levels of responsibility?

- learning goals?

- support, feedback and direction from facilitator?

- from mentor?

- from local committee?

Name

Signature

Date

Student: _____

Recorder: _____

Year End Review and Final Assessment Theme Year

Purpose

- to identify the major accomplishments and learnings that have taken place over the year of the field placement
- to name the ways in which these learnings have been integrated into an understanding and practice of ministry
- to make a recommendation about credit for the field placement

Goals

- to name learnings and understandings related to the Theme Year areas
- to identify and list the student's major accomplishments in the field placement
- to identify strengths and gifts for ministry
- to identify areas for growth and areas for further exploration in the preparation for ministry

Participants

- Student
- Learning Facilitator
- Diaconal/Vocational Mentor
- Representative(s) of the Local Committee

Roles

- the student is to make arrangements for this review to happen and the report submitted by **April 30**
- the Diaconal/Vocational Mentor is to facilitate the review
- either the Learning Facilitator or one of the representatives from the Local Committee is asked to act as recorder

Time Commitment

- the session is to last approximately two and ½ hours
- the review is to be completed and the report submitted to CCS staff by **April 30**.

Preparation

In preparation for the review, the student is to respond to the following questions in writing and share copies with the participants on the review team. Use as a basis for this work:

- your learning goals
- your journal entries and written reflections
- the mid term review
- comments from your Local Committee, Learning Facilitator and Diaconal/Vocational Mentor
- the "Curriculum Outline [for the relevant Theme Year]" and relevant sections from the "Guidelines for Readiness for Continuing in Ministry"
- your own insights

Remember, the assessment is only 2 ½ hours long; try to identify the most significant learnings and areas for further work.

As well, the Learning Facilitator, Diaconal/Vocational Mentor and representative of the Local Committee need to consider these questions in advance.

1. What have been the major learnings over the course of this field experience?
 - about self?

- others?
- diaconal ministry?
- 2. What have been the major accomplishments over the course of this field placement?
- 3. In what ways were learning goals met?
- 4. In what ways has learning been enhanced in the areas related to the Theme Year?
- 5. What areas can be identified for future work and preparation for ministry?
 - personally? (e.g. balancing personal life and vocational demands, fear of conflict, assertiveness)
 - theologically? (e.g. clarify understanding of humanity as created in the image of God, work on concerns about atonement and Christology, integrate theology of grace into a ministry based on justification by works)
 - theoretically? (e.g. read scholarship related to alternative dispute resolution, research authors who have written about group process, do a future assignment on the theories of congregational revitalization)
 - in the future theme, Integrating or Reflection years of the CCS program?

Suggested Process for the Review

- welcome, review of purpose and agenda
- check-in
 - an opportunity for participants to share present personal celebrations and concerns
- worship and prayer
- review of questions (1-5 as listed above) section by section
 - student distributes written notes and reviews responses offering comment and explanation
 - other participants ask questions for clarification and offer comment and feedback
- recommendation
 - student leaves the room as other participants decide whether to recommend “credit”, “credit with condition” or “no credit” for the field experience
 - student returns and is informed of the recommendation that the participants will make to CCS staff
 - Note: if the student is to receive “no credit” or “credit with condition” this should not be a surprise to the student (or CCS staff) but is an integrated part of the on-going feedback. Nevertheless, if this is the recommendation, the review team still needs to convey this decision with pastoral sensitivity and inform and involve CCS staff immediately.
- evaluation of session
 - chance for participants to reflect on the experience and name insights or concerns
- closing prayer

**Final Review and Assessment Form
Theme Year Field Placement**

*(This form is to be completed and returned to CCS Staff by **April 30**)*

Student:
Placement:
Theme Year:
Date:

1. What have been the major learnings over the course of this field experience?
A. about self?

Student Comments:

Review Team Comments:

- B. about others?

Student Comments:

Review Team Comments:

- C. about diaconal ministry?

Student Comments:

Review Team Comments:

2. What have been the major accomplishments over the course of this field placement?
(Please list all accomplishments)

Student comments:

Review Team Comments:

3. In what ways were learning goals met?

Student Comments:

Review Team Comments:

4. In what ways has learning been enhanced in the areas related to the Theme Year?

Student Comments:

Review Team Comments:

5. What areas can be identified for future work and preparation for ministry?
personally?

Student Comments:

Review Team Comments:

theologically?

Student Comments:

Review Team Comments:

theoretically?

Student Comments:

Review Team Comments:

D. in another theme year or Integrating, or Reflection Years of the CCS program?

Student Comments:

Review Team Comments:

We recommend that the Centre for Christian Studies staff give

- _____ ,
- credit**
 - no credit**
 - credit with the following conditions:**

**for her/his Theme Year Field Placement at _____ ,
Sept to April of _____ (year).**

This report fairly and accurately represents the conversation we had at the final review and assessment of my Theme Year field placement.

Name Signature Date

Student: _____ **Recorder:** _____