



# Setting Up Field Placements

Notes:

- See also the section on “Learning Plans and Learning Goals” in the Student Kit
- Many of the required forms (field placement proposal, covenant, harassment policy acknowledgement, etc) can be found online at the CCS website – [www.ccsonline.ca](http://www.ccsonline.ca)
- <http://ccsonline.ca/resources/student-resources/>

## Criteria for Theme Year Field Placement

The setting would provide an opportunity to engage directly in experiences related to the theme year.

- Time Commitment -The setting would be receptive to having a student working within the ministry or agency setting for a minimum of 12 hours a week September to April.
- Learning Goals -The setting would provide opportunities for learning in areas where the student has indicated through their learning goals a desire or need to learn and be stretched. It is assumed that the majority of learning goals will be related to ministry areas of the theme year.
- Specific Theme Year Requirements:
  - Educational Ministry Year - opportunity to preach at least twice;
  - Pastoral Care Ministry Year - involvement in funerals and grief work;
  - Social Ministry Year - involvement with a marginalized population outside student's own experience
- Learning Facilitator - someone who can reflect with the student on the practice of ministry (or issues related to work of the placement) and who is available on-site or close by to work with the student to provide support, direction and helpful feedback - for an equivalent of one hour per week.
- Openness to Student -The setting would have a commitment to sharing in education, and openness to having a ministry student offering leadership and an understanding that the student would be required to be away from the field occasionally during the year for school obligations.
- Local Committee -There are four or five people from the setting or community willing to meet regularly with the student to provide feedback and support.
- Diaconal/Vocational Mentor -There is someone in the area who is appropriate and available to act as a diaconal/vocational mentor with the student - meeting with the student for an equivalent of 8-9 times during the year.

## Process for Setting Up the Field Placement

In considering a field site, some students, because of geography and circumstances, will have a number of options for their field placements. Other students will be more limited in their opportunities. All students need to work with what is available and possible. We also need to stress that a field placement is intended to be a time of growth and reflection. Students will be asked to design field placements that will stretch them personally and professionally. (See section re: Learning Goals)

**When contemplating a potential theme year field site:** March-July,

- A. Consult with CCS staff about ideas for potential field placements.
- B. Consider where you have least experience and/or where the work would represent a growing edge for you - especially in the theme year areas.
  - Consider a site that will be challenging and engaging for you. Clarify what kind of work the ministry/congregation/parish/agency does.
  - Check to see how they understand the role of a student in their midst (e.g. a valued resource, an unpaid person to fill in the blanks in the leadership...) **Please ensure that your conversations with people in potential field placement(s) convey that staff approval is required before any placement can be finalized, and that you are initially exploring possibilities. It is essential that the status of your conversations is clear.**
  - Check on the possibilities for and understanding of learning facilitation. Will there be need for an offsite Learning Facilitator?
  - Try to get a feel for the ethos of the place. How do they regard the people with whom they work? How do they understand the faith and represent it in the community? Will there be opportunities to participate in worship leadership?
  - Ask for literature that describes the agency/parish/congregation/ministry.
  - Consider how you will fit with the site and how the site will fit with you.
  - Consult again with CCS staff.
- C. Develop a proposal as you prepare to consult with your primary staff person, using form **Proposal for Field Placement**. Be sure to include:
  - a description of the purpose and workings of this setting
  - how you see your learning goals being met working with this setting
  - what theological perspective is represented in this ministry
  - what options for a learning facilitator and mentor are available.
- D. Consult with your primary staff person, and share your proposal. Staff will contact potential facilitators and mentors.

**When introducing yourself to the site:**

1. Negotiate with the potential placement:
  - what work you will be doing during your 12 hours a week, how you will start and how work will be negotiated
  - the weeks you will be away because of school commitments.
2. Try to meet those in the setting with whom you might be working. Share a bit of who you are and why you are present. Let people know what you hope to be doing and how long you expect to be with them.
3. Check out the norms in relation to:
  - pragmatic items such as office space and supplies, break and lunch practices
  - with whom is it wise to check if you want to suggest changes in the way things have been done
  - expectations about changing plans (arrival times, departure times, changing days when you will be present, etc.)
  - confidentiality
  - negotiating the possibility for covenanting with the placement setting.

## Proposal for Field Placement

Please submit this form to CCS staff:

- Theme Year and Reflection Year students by **May 15**.
- Leadership Development Module students by **June 30**.

### Theme Year:

Please complete (in full) and forward (by fax, mail or electronically) the following form outlining your field placement proposal to CCS staff. Prior to a final decision on a placement, staff will have a discussion with the potential facilitator and diaconal/vocational mentor. **Please ensure that your conversations with people in potential field placement(s) convey that staff approval is required before any placement can be finalized and that you are initially exploring possibilities. It is essential that the status of your conversations is clear.**

Please see the *Process for Setting Up the Field Placement* (in Field Kit) for further details.

### Student

Name

Address

City:

Province:

Postal Code

Phone: (W)

(H)

Fax:

e-mail

### Potential Theme Year Field Site

Name:

Street Address:

City:

Province:

Postal Code:

Phone: (W)

Fax:

e-mail

### Potential Learning Facilitator

Name:

Address:

City:

Province:

Postal Code:

Phone: (W)

(H)

Fax:

e-mail

### Potential Diaconal/Vocational Mentor

Name:

Address:

City:

Province:

Postal Code:

Phone: (W)

(H)

Fax:

e-mail

**Profile of the Potential Field Placement**

Briefly describe the site, including what people participate in this ministry setting as staff and key volunteers.

Briefly describe any previous relationship with this ministry setting or type of ministry setting.

Attach your *learning plan* draft. Identify how this potential field placement connects to your goals for this theme year and supports your learning plan?

Outline the possible learning opportunities and roles that you might assume in this placement and indicate how they relate to your learning goals/plan.

Describe how you have assessed this possible placement (With whom have you spoken? What kind of response has there been?).

How are you feeling about the potential learning facilitator and diaconal/vocational mentor?

Are there any concerns that should be noted now?

Is this the only field placement you explored? Are there other options?

Have you been able to identify potential members of a Local Committee?

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Approved by: \_\_\_\_\_  
(Primary staff person)

\_\_\_\_\_  
(Date)



## **Covenant Agreement for Field Placement:**

*This form is to be filled out by the student, the Learning Facilitator and the Diaconal/Vocational Mentor in the first weeks of the field placement. Students are to submit this form to the CCS Program Administrator - **by first day of Fall Learning Circle. Please retain a photocopy of the signed document for your records.***

### **Theme Year:**

#### **Student**

Name:

Street Address:

City:

Province:

Postal Code:

Phone: (W)

Fax:

e-mail

(H)

#### **Theme Year Field Site**

Name:

Street Address:

City:

Province:

Postal Code:

Phone: (W)

Fax:

e-mail

(H)

#### **Learning Facilitator**

Name:

Address:

City: Province:

Postal Code:

Phone: (W)

Fax:

e-mail

(H)

#### **Diaconal/Vocational Mentor**

Name:

Address:

City: Province:

Postal Code:

Phone: (W)

Fax:

e-mail

(H)

### **Learning Goals of the Student (please attach final draft of theme year Learning Plan)**

From theme year Learning Plan, please isolate the major learning goals related to the field placement:



**Learning Opportunities and tasks in the field placement**

Please list the learning opportunities and tasks envisioned in this field placement:

**Learning Facilitation**

When will the Learning Facilitator and student meet?

What does the Learning Facilitator expect from the student? (record keeping, communication, written materials, etc.)

What does the student expect from the Learning Facilitator? (feedback, regular meetings, etc.)

Will there be a service of covenanting/formal recognition of the student's presence with the ministry/agency setting? What will that be? When will that happen?

We understand and appreciate the responsibilities of entering into covenant agreement in these field placement relationships.

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(signature)

**Learning Facilitator:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(signature)

**Chair/Representative  
from Vestry/Board/Council:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(signature)

Entered into Database: \_\_\_\_\_  
(Date)

**Contact information:**

**Local Committee:**

Name:

Street Address:

City:

Phone:

Province:

Fax:

Postal Code:

e-mail

Name:

Street Address:

City:

Phone:

Province:

Fax:

Postal Code:

e-mail

Name:

Street Address:

City:

Phone:

Province:

Fax:

Postal Code:

e-mail

Name:

Street Address:

City:

Phone:

Province:

Fax:

Postal Code:

e-mail

Entered into Database: \_\_\_\_\_

(Date)

## Acknowledgement of CCS Harassment Policy and Procedures Form

After reviewing the excerpts of the CCS Harassment Policy and Procedures document, (the full document is located on the CCS website at [www.ccsonline.ca](http://www.ccsonline.ca)), sign and return a copy of this form to the CCS Program Administrator by the first day of the Fall Learning Circle.

Name of Student: \_\_\_\_\_

Name of Diaconal/Vocational Mentor: \_\_\_\_\_

Name of Learning Facilitator: \_\_\_\_\_

We understand and appreciate the responsibilities of entering into a learning relationship. We have reviewed together the Harassment Policy of the Centre for Christian Studies and we understand that it is to govern our behaviour and relationship.

Student: \_\_\_\_\_  
(signature)

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

Diaconal/Vocational Mentor: \_\_\_\_\_  
(signature)

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

Learning Facilitator: \_\_\_\_\_  
(signature)

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

***This signed document has an important legal status regarding the Harassment Policy and must be on file at CCS. (When this form is signed and completed copies should be retained by the student, Learning Facilitator and Vocational Mentor; and copies sent to the Local Committee and Program Administrator.)***

Entered into Database: \_\_\_\_\_

(Date)

## Field Orientation Session

Each fall, orientation sessions are arranged for the field placement settings across the country.

### Purpose

To provide an opportunity for Learning Facilitators, Diaconal/Vocational Mentors, representatives of Local Committee and students:

- to become familiar with CCS's program
- to clarify theme year requirements

### Goals

- to become familiar with CCS's program and educational approach
- to become familiar with the expectations for students for the Theme Year
- to become familiar with the roles and expectations for Learning Facilitators, Diaconal/Vocational Mentors and the student's Local Committee
- to share and experience some models for reflection with students
- to provide an opportunity for volunteers from the field placement to reflect together and with the student
- to share and discuss our understandings of diaconal ministry

### Participants

The orientation is designed for:

- Learning Facilitator
- Diaconal/Vocational Mentor
- Local Committee member(s) **(it is expected that at least one member will be able to attend)**
- student

When desired and where applicable, optional participation can be arranged for:

- ministry staff and staff team colleagues from the field placement
- life partners and loved ones who would appreciate a deeper understanding of the program

This optional participation needs to be discussed in advance of the session with the primary staff who approves the field placement and/or the CCS person doing the orientation. The optional participation is usually best suited and limited to the aspects of the orientation which include worship, introductions, the discussion of diaconal ministry and the explanation of the CCS program, philosophy, education approach and field placement expectations.

### Location and Timing

CCS staff ask for patience as the timing and location of the orientation sessions are being planned. Many dynamics need to be considered in scheduling for the requirements of volunteers, students and staff. Every attempt is made to be consultative in the coordination of the orientation sessions. Information about exact times and locations is shared as it becomes available. Students are strongly encouraged to share details with all participants as soon as possible. If the participants of your field placement (i.e. local committee members, learning facilitator, vocational/diaconal mentor) have specific needs for timing, please share this information with CCS staff.

Sessions will generally be scheduled for four to five hours. Participation in the entire session is anticipated and strongly encouraged; early departures and late arrivals are disruptive of group dynamics and education process. **Students are expected to participate in the entire session.**

## **Preparation for the Orientation Session**

In preparation for the session it is the hope that all participants (student, facilitator, mentor, local committee members) will have:

- reviewed the field kit, particularly the sections specifically related to their role
- identified questions for clarification or concern

***Students are expected to prepare for the orientation in the following ways:***

### **1. Communicate with participants:**

- distribute, in advance, field kits (or relevant sections) to the facilitator, mentor, local committee members and any other participants who may be in attendance at the orientation
- ask participants to bring the kits (or relevant parts) to the orientation
- ensure that all participants are clear about the date, time and place of the orientation (in previous years participants have appreciated lots of notice for these dates!).
- consult with and confirm with CCS leadership about arrangements

### **2. Make local arrangements:**

- book the space for the meeting
- provide name tags for the participants
- supply materials for the workshop that may be requested by the staff person (e.g. markers, flip chart, masking tape, etc.)
- arrange for necessary worship resources that may be requested by the staff person (e.g. candle, bible, hymn books)
- organize for refreshments and a simple meal (suggestion: coffee and muffins, soup and/or sandwich fixings)

### **3. Share learning goals:**

- isolate from your learning plan the learning goals related to the field placement
- bring these learning goals to the session (photocopied for distribution)
- be prepared to work through at least one of the learning goals during the orientation session

### **4. Model theological reflection method:**

- choose an incident or concrete experience which will be used to practise the spiral reflection method during orientation session.  
(Perhaps something arose in the set up or first weeks of your field placement might be a good choice for this spiral. This incident will only need to be shared *verbally* as part of the Concrete Experience of the spiral. The student might do some preliminary thinking in preparation for being facilitated through the other aspects of the spiral (Reflective Observation, Abstract Conceptualization and Active Experimentation) with the participants in the orientation.

*It is the student's responsibility to invite all participants to the orientation, make local arrangements, bring learning goals related to the field placement, convey an experience as the focus of a spiral reflection.  
Please communicate with CCS leadership confirming all arrangements for the orientation.*

## **Expectations for Primary Staff**

### **Role of the Staff in the Field Placement**

The primary staff person for each student provides on-going support to the volunteers and student in the field placement. Their role includes:

- assisting the student in the set-up of the field placement (suggesting names for sites, mentors, facilitators, etc.)
- receiving and approving the field placement proposal
- ensuring that orientation to the field placement process occurs for each setting
- contacting the Learning Facilitators and Diaconal/Vocational Mentors at least twice during the year (once before the mid-term review and once before the final assessment)
- receiving the reports of the mid-term review and the final assessment
- reviewing the recommendation of the final assessment and approving the successful completion of the field placement in consultation with other Program Staff and/or the Principal
- responding to questions or concerns from students or field placement volunteers at any time by phone or email. In critical and special circumstances, the staff person will be available to visit the field placements in order to address difficult situations or to provide for conflict mediation.

### **Assumptions of the Staff re: the Field Placement**

- to operate in a consultative, respectful fashion
- to share information in a clear and direct fashion
- to maintain supportive contact with student and volunteers, as appropriate
- to raise questions, offer insights, and challenge students and volunteers for learning and growth
- to receive feedback about the program and staff connection to the field placement.

### **Confidentiality**

Staff are committed to:

- a norm of holding as much information in confidence as possible
- being transparent about our understanding of confidentiality.

Within these principles we will:

- make every effort to remember to ascertain if information disclosed by an individual may be shared with others
- consult with other staff about student progress and readiness for ministry but not about personal or private circumstances
- restrict discussion of financial information of students to staff responsible for bursaries and tuition (unless authorized by the student)
- as necessary, test with other staff approaches and feedback to students or volunteers without revealing names or circumstances and monitor ourselves around the appropriateness of these conversations
- in some circumstances, seek outside consultation with professionals to test appropriateness of staff responses and behaviour
- if there is risk to self or others, take steps to ensure safety.

## **Confidentiality: Some Guidelines for Students**

1. As in all areas of ministry, the people you meet and work with in this field placement are to be shown care and respect.
2. Each of us has our own story; our stories are ours to tell. Just as we would not want someone else to share our “story” casually, we need to trust and empower people with whom we work to tell their own stories.
3. If you are describing someone’s life situation for an assignment, such as a case study or spiral reflection, take care to change any information that would identify the person *unless* you have that person’s permission to include it.
4. When you are sharing with friends or family the new things you are learning in your field placement, take care to speak of people and their context respectfully, and not to share the particulars of their lives in a way that violates the trust and confidence they have shown you.
5. Discuss with all ministry/staff personnel and volunteers who have designated responsibilities in the placement setting what the norms are for sharing information about persons whom the ministry/agency/congregation/parish serves.
6. Become familiar with what the law requires in terms of reporting suspected abuse/neglect.