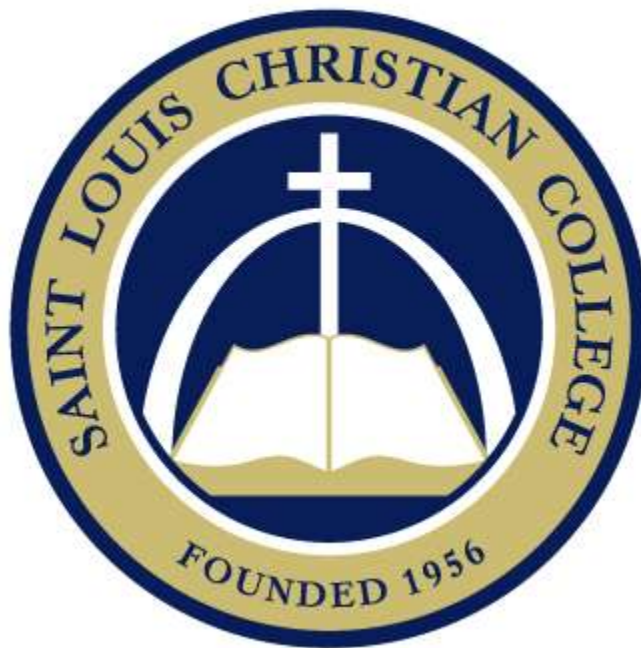


# Saint Louis Christian College

AIM Student Handbook  
Christian Ministry

PMN300N Ministry Practicum



SAINT LOUIS CHRISTIAN COLLEGE  
PMN300 MINISTRY PRACTICUM  
Professor Scott Womble

**Table of Contents**

Open Letter to Students .....	3
Incompletes .....	4
Student Graduation Requirements .....	4
What if Something Goes Wrong? .....	4
Request to Place Practicum on Hold .....	6
Why a Practicum? .....	7
Characteristics of the Practicum Experience .....	8
Habits of Successful People.....	9
Pitfalls to Avoid .....	10
Addendum 1 – Student Understanding & Acknowledgement Form .....	11
Addendum 2 – Professional Conduct Covenant .....	12
Addendum 3 – Sample Practicum Learning Covenant .....	13
Addendum 4 – Student Self-Evaluation Form .....	15
Addendum 5 – Kolb’s Model of Experiential Learning .....	19
Desired Learning Experiences for the CHRISTIAN MINISTRY Major .....	27

## OPEN LETTER TO STUDENTS

“Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.”

SLCC Mission Statement

*I listen and I forget, I see and I remember, I do and I understand.*

Chinese Proverb

Saint Louis Christian College exists to prepare servant leaders for Christ and His church. As a result, the internship process (which we refer to as “Practicum”) is an important component in the institution's educational process as we seek to produce students who are not just good scribes, but rather who are knowledgeable and capable leaders.

The Practicum course is designed to provide students with an intensive ministry experience by which they deepen their commitment to serving Christ, sharpen basic ministry skills, and develop their expertise in a specific ministry area. An orientation course during which the student develops a knowledge base for the student driven Practicum, secures a suitable site, and writes a learning covenant for the experience is followed by field work totaling 200 hours under the direction of a Field Supervisor. The Faculty Director serves as a facilitator for both the Field Supervisor and student.

At the conclusion of the Practicum period the student and mentors complete evaluation forms, assessing the effectiveness of the experience. In addition, the student will write a Reflective Essay that delineates personal strengths and weaknesses that have been identified during the course of the experience. The student is also required to turn in two reading reports and a log of ministry hours. These will be explained further in this manual.

We believe that this sort of educational experience closely approximates Jesus' training of His disciples and provides the student with the opportunity for an educational encounter that impacts the cognitive, affective, and psychomotor domains of learning more comprehensively than other approaches. We welcome you to this adventure in learning and offer ourselves to you as fellow servants of Christ. If we can assist you in any way during the course of the Practicum, please feel free to contact us at SLCC.

Professor Scott Womble  
Faculty Director

SAINT LOUIS CHRISTIAN COLLEGE  
**PMN300 MINISTRY PRACTICUM**  
Three Semester Hours Credit

### **Incompletes**

Incompletes are granted only due to extenuating circumstances and must be approved by the Faculty Director. All Incompletes must be applied for according to the College's "Incomplete Grade Policy." The "10 week" period mentioned in the policy would begin the day after the original due date. If all of the requirements are not fulfilled by the end of this 10-week extension, the student will fail the Practicum Course and need to retake the Practicum Orientation and participate in a new practicum experience. Once the Faculty Director has received material, it will not be returned. It will be kept on file.

### **Graduation Participation Requirements**

Graduates who walk in May need all work completed and turned in to the Faculty Director by August 24, as the Registrar must have grade by August 31.

### **What if Something Goes Wrong?**

Neither the Faculty Director nor the student has ultimate control over how or when a church or ministry determines whether to invite a particular student to participate as an intern. Should it become apparent after the Orientation Seminar that, for unforeseen reasons, the student will not be able to participate in a Practicum during that year, the following options are available:

1. Within one week of the beginning of the semester, the student can drop the course and it will not be transcribed (**July 17, 2014 is deadline for Practicum students**). The course will not count toward hours attempted or be included in Grade Point Calculations. Refunds of tuition are based on the refund policy set up by the Business office.
2. From the second week until the tenth week of the regular term, the student can withdraw with a "W" from the course. Refunds of tuition are based on the refund policy set up by the Business office.
3. Up until the end of the tenth week of the semester (**September 25, 2014**), the student can choose to put the Practicum course requirements "on hold" until the next calendar year. In choosing this option, the student will not receive a refund and will have an "I" entered on his/her transcript. The course will count as a part of the class load for the semester in which enrollment occurred. Students, choosing this option would need to complete the Incomplete Grade extension form and pay the incomplete grade extension

fee to the Registrar. They also must complete the “Request to Place Practicum on Hold” form.

The student would have to attend the Orientation Seminar for the Practicum the following year and start the process of the Practicum over at that point. The student choosing this option is responsible to complete the program as it is presented in the Orientation Seminar during the year in which he/she actually does the work. Essentially, the “Hold” delays the entire Practicum process one-year. The “I” will remain on the student’s transcript until the Practicum is completed or until it is converted into an “F” if the time limitations expire. NOTE: Athletes should seek advice from the Athletic Director before selecting this option.

4. After the 10th week of the semester, the student may not normally apply to have the Practicum placed on hold. Only during extreme cases will an application to place the Practicum on hold for a year be considered. Should the requirements of the course not be met, the student will receive an “F” and need to retake the course.

## Request to place the Practicum On Hold

*This form is due prior to the tenth week of the semester of the Practicum Orientation*

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Fully describe below all of the circumstances surrounding your desire to postpone your Practicum until next year. Please understand that this request is not granted automatically and that you will need to carefully follow the instructions outlined in the Practicum Manual describing this request.

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\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

*For Office Use Only*

This request has been \_\_\_\_ Approved \_\_\_\_ Denied by \_\_\_\_\_

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Date \_\_\_\_\_

Notes and Comments:

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## Why a Practicum?

So, you're ready to start Practicum! We hope this is a dynamic learning experience for you. An internship is a chance to bring together the world of college and the world of ministry. It is an opportunity to add some "on-the-job training" to your college learning. It is taking what you learned in the classroom to the field—you get some hands-on experience in ministry. You continue to deepen your learning through the laboratory of an established ministry. It is important that you view this opportunity as both a chance to apply what you've learned and as another genuine form of learning.

In order to make the most of this opportunity, you will need to step back occasionally and examine what you have been doing, and why. You are like the actor in a play and a critic of the play at the same time. You experience a ministry event, then stand back and study it reflectively: "What happened?" "How did people respond?" "How did I respond?" "What does this suggest about me as a person?" "What does this reveal about my convictions regarding my ministry?" "What are Jesus' convictions about this?" As you move in and out of your role as actor and critic, you will begin to adjust some of your values about and approaches to ministry. You can even begin to test out some of these modified ideas during the internship to see how they work. The more you interact with your experiences, the more you will learn, grow, and develop.

### **The Components of Training Church Leaders**

There are three key areas of development in preparing you to be a Christian leader—knowledge, skills, and character ("head," "hands," and "heart"). All three are interrelated in forming servant-leaders and internships are a central part of each.

#### ***Knowledge***

The classroom excels at imparting knowledge. In order for you to truly internalize this information, however, you must wrestle with applying it out in the field.

#### ***Skills***

Our MAP program helps bridge the gap between class assignments and the reality of ministry in the field during regular school terms. Yet, an internship in a local church or established mission has a distinct advantage in providing a consistent arena in which you can acquire and refine ministry skills in a live setting.

#### ***Character***

Character refers to the settled traits of the soul that enable you to consistently make right choices. In the Bible, Christian leadership is the overflow of Christian character. Both SLCC and the Church must make this area of development a priority if you, a future leader, are to succeed in bringing glory to Christ through your life and your work. Effective leadership requires credibility!

## Characteristics of the Practicum Experience

### Mentored Ministry Experience

In order for your Practicum to be most effective you need to be mentored during the experience, rather than being left to figure it out on your own. To learn from your experience you need to ask good questions, seek and pay attention to feedback, and practice self-evaluation.

### Character Development

Ministry is the overflow your character. Therefore, we want you to be intentional about developing key character traits in addition to acquiring skills.

*Devotion to God* – Lives a God-focused life; dedicated to God and His plans; seeks to honor God in all words and actions.

*Integrity (Honesty)* – Above reproach; just and upright in all dealings, consistently does what is right; respects authority and rules; honest, person of his/her word.

*Self-Giving* – Doesn't seek own advantage; doesn't have to get own way; sacrifices self to serve the gospel and others; genuinely concerned about the welfare of others.

*Self-Discipline* – Can do what needs to be done when it needs to be done; moral self-control; overall life of discipline.

*Positive Attitude* – Has an upbeat, "can-do" disposition, looks for the positive in every situation, and believes the best about people.

*Submission to Authority* – Operates with a spirit of submissions to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society.

*Servant Leadership* – Demonstrates leadership that is focused on building up others.

### Experiencing the Relational Side of Ministry

Ministry happens in relationships. Therefore, we want you to experience staff meetings, elders meetings, conflict resolution, pastoral visitations, learning the context and culture of the ministry setting, and generally just dealing with people.

### Significant Ministry Responsibility

At some point during your internship experience, we want you to have some experience where the outcome depends on your leadership. We want you to be given some responsibility where you have to lead and make it happen.

### Increased Skill in the Communication of the Biblical Message

Ultimately, you must become a clear communicator of God's Word to the people you encounter in our changing world. Therefore, we want you to be placed in situations where you must communicate the truth of the gospel.

### Servant Leadership

The overall goal is that you increasingly internalize the thinking, feeling, and willingness of a servant of Christ. Our deepest hope and prayer is that your whole inner being may become so much like Christ's that you naturally and routinely do His work in the world. May your internship contribute towards this end!



## **Habits of Successful People**

### **Start Early**

Successful people do not wait until the last minute to plan their Practicum. They plan ahead! Even before they have a plan for Practicum, they begin thinking about how they need to grow and develop as a Christian servant. They pursue opportunities with highly qualified mentors.

### **Establish Credibility**

Successful people establish credibility early on. They are on time for events and appointments. They follow through with assigned tasks. They keep their word. They are appropriately dressed and groomed. They are willing to help out and go the extra mile. Remember, you only get one chance to make a good first impression!

### **Act as Good Colleagues**

Successful people treat fellow staff and volunteers the way they want to be treated. They treat them with respect. They take an interest in them as people. They listen more than they talk. They try to see another's perspective.

### **Work Proactively**

Successful people take the initiative in their work and learning. They accept responsibility for the value of the experience. They come to work prepared. They act with eagerness and enthusiasm. They don't procrastinate. When something needs doing, they do it. They seize opportunities.

### **Work with Others**

Successful people seek to understand existing structure and work with those involved. They utilize the abilities of others and involve people in the tasks, rather than doing it all themselves. They are cooperative and congenial. They have a reputation for valuing others.

## **Pitfalls to Avoid**

### **“Shooting Yourself in the Foot” in the First Weeks**

You can create real problems for yourself in the first few weeks by dressing inappropriately, arriving late for work and appointments, coming to events unprepared, and appearing haphazard and disorganized. You don't have to be an expert but you need to care about what you are doing at all times.

### **Being Passive Rather than Active**

To be passive means you expect others to tell you what to do and plan your days for you, rather than taking the initiative for learning what you need to be doing. It means you don't seek out what needs to be done and you don't ask advice on what your supervisor expects of you. It means you are withdrawn and isolated.

### **Being Inconsiderate of the People You Work With**

Don't be rude to others. If you want help from someone, ask rather than demand. Don't be irritable or critical. Be thoughtful and sensitive of the ideas and feelings of co-workers and volunteers. Don't gossip.

### **Acting Like a Know-it-all**

Don't act like you're the expert and you're going to fix everything. Don't try to change everything and straighten everyone out. Don't flaunt your knowledge. Instead, ask lots of questions, and listen more than talk, especially at the beginning. Admit your mistakes and learn from them, rather than defend yourself or excuse yourself.

### **Treating Your Practicum Like a Tedious Requirement Rather Than a Learning Opportunity**

If you treat your Practicum as just another hoop you have to jump through, you won't reap many benefits, if any at all. You'll put in minimal effort and time. Your Practicum and reflections will be mechanical at best. Remember, you'll get out of what you put into it!

## Addendum 1

### Student Understanding and Acknowledgement Form

Please carefully read the statements below. Once you completely understand them, initial each one at the designated place. Then sign and date the statement at the end of the sheet.

<b>STATEMENT ACCEPTED AS UNDERSTOOD BY THE STUDENT</b>	<b>LEARNER INITIALS</b>
I understand that if I am not in “Good Academic and Social Standing” with SLCC that I will not be allowed to participate in a Practicum. This includes grades for MAP requirements. Full details concerning Academic Life are available in the catalog.	
I understand that, while my interests are taken into consideration, the Faculty Director approves where I will complete my Practicum.	
I understand that if I do not sign and turn in Addendums 1–3, I cannot begin my Practicum.	
I understand that if I do not turn in and receive approval of a learning covenant, complete with signatures by the Field Supervisor and the Faculty Director, I cannot begin my Practicum.	
I understand that if I do not complete and turn in ALL of the requirements for the Practicum on or before <b>April 17, 2015</b> , I will receive an F for the course and have to retake it at a later date.	
I understand that requests for Incompletes are not granted automatically, they are granted only for extraordinary circumstances. I understand that they are granted at the discretion of the Faculty Director.	
I understand that while the Field Supervisor and Mentor are asked to submit evaluations, it is my responsibility to ensure that he/she does so and mails them to the Faculty Director.	

As I indicated above with my initials, I, \_\_\_\_\_, fully understand the statements on this Student Understanding Acknowledgement Form and accept the consequences described on this sheet, in the college catalog, in the Practicum Manual and at the Orientation Seminar.

Student's Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

## Addendum 2 - Professional Conduct Covenant

Take these as both specific suggestions and as guidelines for a wider range of issues that you will encounter.

- Use discretion when watching movies, television, using the internet, etc.
- Speak positively about SLCC and its students, faculty, staff, and also those who are involved with the ministry where you are serving. Choose not to discredit and undermine others through gossip.
- Be on time to scheduled meetings, services and events.
- Display a positive, servant spirit at all times.
- Dress appropriately for meetings, services and other events; display a professional appearance by dressing a “notch above” those you are serving or leading.
- Do not be alone with a member of the opposite gender (except your own spouse!), and if single, do not date those from the church or give the appearance of dating.
- Do not use the church or ministry’s equipment for personal use unless permission is requested and given (computers, phones, copiers, etc.).
- In everything, conduct yourself in a manner worthy of a servant of Christ.

I, \_\_\_\_\_, agree to abide by the guidelines listed in the Professional Conduct Covenant. I understand that I am representing Christ and Saint Louis Christian College in all of my actions and attitudes. I further understand that blatant disregard for the Personal Conduct Code may result in my failing the Practicum.

Student’s Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Addendum 3 - Practicum Learning Covenant**

**Student:**

Name:

Phone:

Email:

Major:

**Field Supervisor:**

Name and Position:

Address:

Phone:

Email:

**Location:**

Church/Organization Name:

Address:

Phone:

Email/Website:

**Chosen Learning Experiences**

- The student must work on 70% of the learning experiences provided in the Student Handbook (see p. 26). The student and the Field Supervisor will work together to decide which learning experiences are appropriate.
- The Field Supervisor may suggest 1-2 learning experiences which are not present in the Student Handbook. We recognize that a mentor brings unique strengths and that each church/ministry offers unique ministry opportunities. We look forward to your Field Supervisor's input as the help us create a positive practicum experience for the student. If you want to add 1-2 learning experiences, please petition the Faculty Director for approval.

- Below please write the following:

1. MAJOR: \_\_\_\_\_

2. Learning Experience #'s (e.g., 1, 3, 4, 5, 8, 9, 10) \_\_\_\_\_

\_\_\_\_\_

3. Additional Learning Experiences provided by Field Supervisor:

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

### **Schedule**

Dates for Internship:

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

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

### **Compensation and Housing**

Will the student receive compensation? If so, please describe it below.

\_\_\_\_\_

\_\_\_\_\_

### **Signatures**

Both the student and Field Supervisor have reviewed the Practicum Syllabus, Student Handbook and Supervisor/Mentor Handbook.

The student will not be allowed to log hours for the practicum until the covenant is approved by the Faculty Director and signed by all three parties.

Student \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Faculty Director \_\_\_\_\_ Date \_\_\_\_\_

## Addendum 4 – Student Self Evaluation Form

DUE DATE: within 2 weeks of completing the Practicum

Name of Practicum Student: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name of Field Supervisor: \_\_\_\_\_

### *Self Evaluation*

Please rate yourself in the following areas circling the number most appropriate to the performance level (1 = low; 10 = high).

	<u>Low</u>	<u>High</u>
1. Preparation for assigned tasks	1 2 3 4 5 6 7 8 9 10	
2. Motivation	1 2 3 4 5 6 7 8 9 10	
3. Punctuality	1 2 3 4 5 6 7 8 9 10	
4. Dependability (ability to complete a task)	1 2 3 4 5 6 7 8 9 10	
5. Cooperation (with supervisor(s))	1 2 3 4 5 6 7 8 9 10	
6. Quality of work	1 2 3 4 5 6 7 8 9 10	
7. Ability to take constructive criticism and respond in an appropriate manner	1 2 3 4 5 6 7 8 9 10	
8. Relationships with others (congregation, ministry constituency, etc.)	1 2 3 4 5 6 7 8 9 10	
9. Evidence of a “servant’s heart”	1 2 3 4 5 6 7 8 9 10	
10. Positive Personal Attitude	1 2 3 4 5 6 7 8 9 10	

***Evaluation of the Field Supervisor -***

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. My Field Supervisor helped me better understand the work of vocational leadership ministry:          | 1 | 2 | 3 | 4 | 5 |
| 2. My Field Supervisor gave me an adequate variety of Practicum experiences (per my Learning Covenant): | 1 | 2 | 3 | 4 | 5 |
| 3. My Field Supervisor took regular time to counsel me about my ministry:                               | 1 | 2 | 3 | 4 | 5 |
| 4. My Field Supervisor provided a good "role model" for me to adopt in my future ministry:              | 1 | 2 | 3 | 4 | 5 |
| 5. My Field Supervisor had expectations of me that were fair and reasonable:                            | 1 | 2 | 3 | 4 | 5 |
| 6. My Field Supervisor made me feel like part of the "family":  | 1 | 2 | 3 | 4 | 5 |
| 7. My Field Supervisor reaffirmed my "call" to leadership ministry:                                     | 1 | 2 | 3 | 4 | 5 |

***Evaluation of the Mentor -***

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. My Mentor helped me better understand the work of vocational leadership ministry:          | 1 | 2 | 3 | 4 | 5 |
| 2. My Mentor gave me an adequate variety of Practicum experiences (per my Learning Covenant): | 1 | 2 | 3 | 4 | 5 |
| 3. My Mentor took regular time to counsel me about my ministry:                               | 1 | 2 | 3 | 4 | 5 |
| 4. My Mentor provided a good "role model" for me to adopt in my future ministry:              | 1 | 2 | 3 | 4 | 5 |
| 5. My Mentor had expectations of me that were fair and reasonable:                            | 1 | 2 | 3 | 4 | 5 |
| 6. My Mentor made me feel like part of the "family":  | 1 | 2 | 3 | 4 | 5 |
| 7. My Mentor reaffirmed my "call" to leadership ministry:                                     | 1 | 2 | 3 | 4 | 5 |



**College Evaluation** - (Evaluate the Practicum Program)

Did the Practicum help you progress toward achieving the following outcomes?

**1. Gift Experimentation**

By participating in the Practicum, the student will operate in several different areas of service and, thus, be better equipped to make an informed choice of a life long area of service.

1      2      3      4      5

**2. Call Affirmation**

By participating in the Practicum, the student will be able to affirm his/her call to ministry by experiencing actual ministry events and discussing the realities of ministry with those currently involved in ministry.

1      2      3      4      5

**3. Self Understanding**

By participating in the Practicum, the student will operate in several different areas of service and, thus, be able to see both his/her personal strengths and weaknesses.

1      2      3      4      5

**4. Practical Theological Implementation**

By participating in the Practicum, the student will be able to directly apply doctrine and theological reflection to real ministerial situations.

1      2      3      4      5

**5. Spiritual Development**

By participating in the Practicum, the student will discern that the ability to minister flows from a relationship with Jesus Christ and a dependence upon the Holy Spirit for guidance.

1      2      3      4      5

**6. Skill Development**

By participating in the Practicum, the student will develop the necessary skills to minister in today's world.

1      2      3      4      5

I would make the following recommendations to the Faculty Director in order to improve the Practicum Program:

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## Addendum 5 - Kolb's Model of Experiential Learning

This essay, along with your Log, will aid the Faculty Director in determining if you have fulfilled the objectives from the Learning Covenant. The Reflective Essay must be presented in the following format or it will be returned for resubmission.

The essay needs to detail how you were personally affected by the Practicum experience. The questions in each section are to get you moving in the desired direction. Each question does not necessarily need to be answered. However, each section does need to be fully developed. Section I of the essay needs to demonstrate the completion of the objectives in the Learning Covenant. The format of this section needs to consist of the stating of an objective and then your defense as to how that particular objective was fulfilled. This format should be followed for every objective listed in the Learning Covenant.

This is your opportunity to show how your Practicum has prepared you for ministry. It will take some time and thought. Please be sure to fully cover all of the required areas. The paper should consist of **approximately 8-10 pages (double-spaced in MLA form)**.

As you construct this section of your reflective Essay, you will want to closely follow Kolb's Model as it is described below. Be sure to include each section listed because each section will be graded separately.

### A. Concrete Experience

Without a lot of detail that is contained in the Log, answer the following questions.\*

1. What did I do? Where? When? For how long?
2. How many other people were involved?
3. What was the extent of my involvement?
4. What techniques, methods, or procedures did I use?
5. What resources did I use?

\* Be sure that as you answer the questions in this section that you also describe how you completed the objectives in your covenant.

### B. Observations and Reflections

1. What were my thought processes? What were the considerations, decisions, and rationale?
2. What did I notice? Trends? Patterns? Differences? Similarities?
3. What was important, significant, different, unique?
4. What worked, what did not work?
5. What can I say in retrospect?
6. What relationships have I noticed?

### C. Formation of Abstract Concepts and Generalizations

1. What ideas and insights have I had?

2. Of these insights, which ones would also be true or relevant for other persons or situations? How can they be applied?
3. How can I look at my learning experience from a broader perspective and make generalizations from it?

D. Testing or Applying Concepts in New Situations

1. Would my knowledge be useful in other situations?
2. Based on this knowledge, what have I done, or what would I do?
3. Can I make predictions based on my knowledge?
4. Have I tested my ideas, concepts, or those of others that I have learned? If not, can I guess what would happen?
5. How does my knowledge affect or apply to other situations? Is it relevant or significant?

PARENTING  
Sample Kolb Model Essay

INTRODUCTION

As I approached parenthood, I was filled with idealistic expectations and determined to be an extraordinary parent. As our children grew, I spent a great deal of time with them; I planned family vacations for them, and I participated in their educational activities extensively. Because of my idealism and my high level of involvement with the children, I assumed that they would know their place in the home, be well-disciplined and respect me as an extraordinary parent. But I was unaware of the process required to realize such goals, and I failed to consider how much I would learn from my children. After raising five of them, I can now speak with some authority about the learning process parents go through. (Thesis Sentence) In this paper I will present specific things I have learned about self-discipline.

As my family has grown from babies, to children, to young adults, it has been a fascinating, frightening, and at times a rewarding experience. Even though each child has revealed personal development in a slightly different sequence, there are some identifiable patterns to this development.

KOLB'S MODEL: The First Step

Concrete Experience: I realized with a shock that I was becoming a parent policeman. A parent policeman is an individual, who does not encourage his children to develop self-discipline, and is, consequently, perceived by his children to be a dictator. It may be that the parent is a beneficent and loving dictator, but nevertheless the perception is that the ability to participate in decisions made within the family resides solely with the parent. For that reason, then, the responsibility to see the goals of the family are achieved also resides solely with the parent. It was when I realized that I was functioning as a policeman, that I realized the need to create an environment that would assist my children to internalize the goals of the family rather than have them externally applied by the parent.

In one attempt to internalize the values of our family, my wife and I drew up a chore sheet in which every member of the family participated. This sheet specified the chores to be completed by the children and parents for every day of the week. The parents' chores often consisted of meal preparation and purchase of food. In other words, activities that the parent could perform and the child could not. The chores for the child often focused on picking up their own room, cleaning the common rooms of the house, setting the table for dinner, emptying the garbage, running the sweeper, and so forth. These tasks needed to be completed before 5:00 p.m. It was not necessary for the child to either complete a chore or play. Instead, we constructed a system in which the child could do both given the amount of time available, but would find it necessary to manage the time effectively in order to both complete his or her chores and have time for playing. The chore charts were a fairly effective method through which the children were involved in the daily activities of the home and learned to balance their work, play, and school time.

The second year we used the chore chart, the children insisted that they be allowed to participate in selecting the chores. For the first year's chore chart my wife and I had assigned the tasks to each of the children and to ourselves. The second year, and remaining years in which we used the charts, we had one family gathering in which a blank chore chart would be laid on the table and each individual was allowed to choose a chore from several categories of chores. The first choices made by each child reflected those activities they liked to do best. It was great fun to watch the children trying to choose a chore after those that they liked best had been selected. Oftentimes, I observed them negotiating with each other rather than simply attempting to protect their own turf as they chose the less desirable chores.

Another activity that helped the children build self-discipline was the presence of pets in our family. The youngest daughter, in particular, has a genuine love for animals. Because she was the youngest, she had a tendency to play the role of the baby of the family and attempt to shirk responsibilities that were hers within the family. To encourage her to accept those responsibilities, we allowed her to have a dog and cat as pets. She had daily responsibilities for feeding the pets; she was also responsible for the pet's housing, and the necessity of making sure that the pet was healthy and had regular checkups with the vet. I found that she was the most diligent when the pets were young. After the pets were grown she had a tendency to allow them to forage for themselves. However, the illness of one of her pets did a great deal to assist her in changing her habits and being extremely responsible in the care of her pets.

An added method for increasing self-discipline was the allocation of allowance and lunch money once per week. For some years the children were given their lunch money each morning as they left for school. Then, in an attempt to encourage them to realize the value of money and the necessity of limited spending, we gave them their lunch and allowance money once per week. There were some instances in which the younger children spent all their money before the end of the week. They were very hesitant to confess such a fact more than once, and, as a consequence, would attempt to get a loan from an older brother or sister. This actually turned out to be extremely helpful learning experience. The loan had to be paid back with the allowance money and, for that reason, the children were not long learning that they could not exceed the amount of the allowance and still have enough money left for their lunches.

A final activity in building self-discipline was encouraging our children as they entered the teen years to set some goals for themselves for a given year. At first, the goals were simply verbal. In a short time, however, we learned the value of having the goals as a written document that we could then, in turn, celebrate. The goals consisted of activities related to school, athletics, special projects, and so forth. These goal statements were written out and posted in each of the children's rooms. We, as parents, reminded them of the goals regularly. We attempted not to beat them over the head with the goals, but we did want them to keep in mind the goals that had been established. What is, perhaps, most important is that we celebrated when the goals were reached. That celebration took many forms, but in each instance a single child was identified for the goal that had been achieved, and every member of the family celebrated with him/her in the achievement of that goal.

### KOLB'S MODEL: The Second Step

Reflections and Observations: When considering the process through which my children built self-discipline into their lives, I came to realize that there was a sequential pattern that each child went through in learning self-discipline. I am not suggesting that each child went through the stages of development in exactly the same way, but that I observed in my five children a similar sequence of development. For each child it seems that the building of self-discipline began with his/her ability to accept the need to care for the physical space in which he/she lived. Each child was responsible to pick up his or her own room as well as some portion of the house. These responsibilities were specified for days of the week on the chore chart. Each child initially had to be reminded that today was a certain day of the week and on this day he/she was responsible for the completion of certain chores. There did come a time, however, in the life of each child, when they themselves examined the chore chart and determined that specific chores needed to be completed on this day. As I have thought back on the development of each of the children, there came a time in each one of them when they accepted the need to identify those chores that had to be done. For this reason I find that one of the proofs of self-discipline is the acceptance of responsibilities for the environment in which my children live.

The second step in the pattern of self-discipline was the children's willingness to be responsible for animals. Since we live on a farm, animals have been a regular part of the children's life. These animals are both pets and farm animals. The farm animals are used as a source of income. Since the children benefited from the income, they also were responsible for the well-being of those animals. In each child I noted that it was first necessary to insist that they complete their chores with the animals. Next they accepted those chores as their responsibility. It was not necessary for me to call to their attention that these animals needed to be fed and watered. They knew that it was necessary and they accepted responsibility to provide such care. Two of our five children went beyond the level of care-providing. For these children, it was not just providing food. It was, instead, seeing to the needs of beings that were helpless and dependent on them. These children were literally caring for the animals. I recall numerous occasions when the children would complete their chores after dark or after they returned home late from some school activity. They felt such responsibility for those animals that they were unwilling to leave them without food or water until morning.

The final stage in building self-discipline in children is the setting of personal goals. In establishing such goals my child is indicating what he or she sees to be of significant value and is also stating that they are willing to risk for the achievement of that particular object or objective. It takes very little to establish the goal. The discipline is involved in making the decisions necessary to achieve the goal. What I found to be so important in the lives of my children was that I, as the parent, not override their decisions. I found it possible to encourage them to reach the goal, to be of some small assistance in helping them along the way, but that I had to know when to fade out of the picture so that the achievement of the goal would be their own personal achievement. The stage of goal setting, in the life of my family, came at a relatively advance stage of child development.

As I look back on it now, I realize that the ability to establish goals and achieve those goals seems to be one the early indications of approaching adulthood.

### OBSERVATIONS

In reflecting on the stages my children passed through in achieving an acceptable goal of self-discipline, I have made several observations. The first is that I have always attempted to make those activities leading to self-discipline as enjoyable as possible. In many instances, they were activities that involved labor. For that reason it would be quite easy to conclude that they were drudgery. I always attempted to include some element of self-choice and self-determination in these activities, allowing the child to have some feeling of control. Another observation is that building self-discipline leads to compassion for those who are helpless. Children can care for those who are weaker and not able to cope. A third observation is that building self-discipline in children contributes to their ability to evaluate the cost of activities. As children become skilled in managing time and money, they realize that one must exchange something in order to achieve a certain benefit. This awareness of "cost" contributes to their ability to think for themselves. My final observation is that building self-discipline in children leads to the realization that freedom and responsibility go hand in hand. Children in our society naturally desire freedom. The realization that there is no genuine freedom without responsibility, then, is a direct introduction into the more complicated modes of thinking required by the adult world in which we all must live.

### KOLB'S MODEL: The Third Step

Abstract Conceptualizations: Because I was interested in the whole question of building self-discipline in my children, I began discussing the topic with other parents. I met these parents in many different locations; at basketball and soccer games, at musicals and dramas, at PTA meetings and school open houses, and at church functions. My discussions with other parents were rewarding because I realized that the peculiarities of my own children were developmental phases that all children participate in to some degree. I heard about many different systems that parents had tried in an attempt to build self-discipline in their children. I concluded, therefore, that the concern for building self-discipline in children is one that most parents share, and that each family has certain specific activities that are used to create that mind-set of self-discipline.

To further evaluate the observations based on my own personal reflections, I also attended a seminar sponsored by our church on child discipline. The speaker for the seminar, J. W. Dobson, is a man with numerous professional and popular publications and a great deal of experience in presenting these seminars. I came away from the seminar convinced that: a) it is important to focus on building self-discipline in your children, and b) most parents are attempting to build self-discipline through a trial-and-error method.

According to the speaker, the use of trial and error is not a real problem in building self-discipline in the lives of children. He simply suggested that parents ought also to be talking with one another in order to share the experiences that they have had and thereby speed up the process of building self-discipline for their children. This weekend seminar



(twelve hours long) convinced me that some of the observations I had made on my own were of value.

A third activity through which I identified principles children use to build self-discipline began in the doctor's office. While waiting to see the doctor, I was reading one of the magazines in the waiting room. I read an article by Eric Erikson on teaching your children to be self-disciplined. The article seemed to confirm many of the steps of development I had observed in my children. I went to the library and checked out two books by Erikson that were related to the subject. Those books were extremely helpful to me. The first was entitled Children and Self-Discipline (1967), and the second was entitled Learning to Let Your Children Discipline Themselves (1978). I did not read the contents of both books in their entirety. Instead I read those chapters that were most relevant to my interest in the subject of building self-discipline in the lives of my children.

On the basis of my experience, my reflections, my discussions with parents, the seminar I attended, and the books by Erikson, I have concluded that there are a number of principles, which can be identified as the most effective means for helping children build self-discipline. (Listing of Abstract Conceptualizations) Those principles are:

1. Get your children started at an early age with activities that build self-discipline. If children are involved by the age a seven in taking care of and having responsibility for other areas with the home, it becomes a habit which they accept as necessary.
2. Give your children responsibility for the well being of animals. Nothing teaches children the importance of self-discipline like seeing an innocent animal suffer. Furthermore, it will not be long before the children realize that the joyfulness of the animal is dependent upon their willingness to show it affection and care. This emphasizes the need for the to be disciplined in their support of the animal.
3. Be sure that children participate in creating the structures of family responsibilities. If children are not involved in creating the structures, then they are the passive recipients of the actions of adults. This does not teach them the values of fairness and justice.
4. Self-discipline can only be taught when freedom and responsibility go hand in hand.

#### KOLB'S MODEL: The Fourth Step

Active Experimentation: The application of the principles or generalizations I discovered in raising my children occurred first with the youngest of my five children. Since the youngest child is six years younger than the next oldest child, it was possible to observe and learn from what happened with the four oldest children and apply it in raising the youngest. In the case of our youngest child, we waited until the child was about seven before insisting on the importance of specific chores around the house. Our two oldest children, in particular, were required to assume certain responsibilities in the house at an earlier age. These older children were responsible for too much at an early age, in our opinion. For that reason, we felt they had a tendency to worry about messing the house during celebrations, and that this concern on their part kept them from thoroughly enjoying the fun. With the youngest child, we attempted to provide a sufficient amount of time without chores to keep the child from being unduly concerned about the neatness of her room or the house in general. All in all, waiting until the child is seven seems to

provide ample time for him/her to be free of some responsibilities and yet learn the importance of self-discipline.

A second way in which the learning that occurred with the older children was applied to the youngest child was in the area of combining freedom and responsibility. With four children in the house at one time, there were times when the intent was not to be concerned about their development but just simply for us to survive. As a consequence, I focused too much on the tasks to be done and not on the principles involved.

With the older children, I accidentally learned the importance of combining freedom and responsibility. This meant that for several years the older children had responsibility without much participation or freedom. With the youngest child, we carefully combined freedom and responsibility. The result has been a greater willingness to accept responsibility because it brings with it a corresponding amount of self-determination. All in all, this has seemed to produce a child who is willing to accept responsibilities without much question.

I have also applied these principles for building self-discipline in the classroom. Since I am a teacher, I am working with students in formative ways each day. Like my children at home, I have found the students responding most favorable to an environment in which there is structure and freedom. Using covenants and other methods for getting students actively involved in shaping their learning has made the classroom a more stimulating and exciting place for both the students and the instructor. In addition, as students have participated in the shaping of the classroom environment, I've found them more willing to take responsibility for their own learning. The result has been work that demonstrates more creativity and that seems to have a more lasting impact on students.

### SUMMARY STATEMENTS

Conclusion: My experiences as a parent have been my greatest and most satisfying educational experience. The original expectations I had were not, I have learned, unusual. All the parents I have talked with about these issues indicate that they also had idealistic goals for their relationships with their children. Time pressures, the requirements of a job, the need to have a functioning household, all contributed to the transformation of ideal expectations into the rigorous, and at times demanding, realities of parenthood. What is heartening, however, is that in spite of the loss of illusions about parenting, most parents do not fall into the trap of becoming disillusioned. Raising five children did not turn out to be the reality I anticipated. But, while I wish I had done several things that did not happen, those parenting experiences I had often exceeded my expectations. Furthermore, the most significant and unanticipated experience I had as a parent was becoming the student and not the teacher. I did not expect to learn as much from my children as I taught them. In reality, I have learned more.

## Specific Expectations for Christian Ministry Major

### General Information

The mission of the Christian Ministry Major is to equip students who desire to conduct bi-vocational ministries for effective Christian leadership in the church and the world.

A practicum in Christian Ministry enables you to participate in the ministry of a local church and experience the overall lifestyle of ministry. This opportunity is designed to give you some hands-on experience to build your confidence and give you practice in various ministerial situations. The most ideal situation is a healthy combination of job-shadowing, self-starting and independence.

### Desired Learning Experiences

Below is a list of desired learning experiences for the Christian Ministry Major. You, and your Field Mentor, should identify which of these you can work on during your Practicum experience. You must focus on 8 (70%) of the experiences listed.

1. Read and analyze the church budget
2. Observe/participate in evangelistic calling or relationship building
3. Observe/Participate in Elders/Staff Meeting
4. Write and teach 2 creative biblical lessons or sermons
5. Lead 4 devotions
6. Evaluate 4 worship services in detail
7. Participate in 2 worship planning meetings
8. Ask your Field Mentor to assess your people skills, identifying strengths and setting objectives to improve needed skill sets.
9. Visit church members or affiliated persons at the hospital, nursing home, shut-ins, or hospice weekly. Visit, offer pastoral care, pray, and stay for at least 10 minutes.
10. Show up at every possible and feasible church event that would be appropriate.
11. Participate in the planning meetings of various committees of the church: children's, education, VBS, etc.
12. Participate in a mission of the church