

Dear

We are working with _____ as we consider his personality, gifts, skills, Marks of Ministry and potential for authorized ministry within the United Church of Christ. Clinical Pastoral Education (CPE) is a requirement for ordination within the St. Louis Association, Missouri Mid South Conference.

Sometimes a Member in Discernment (MID) believes the *Committee on Ministry* should seriously consider waiving the CPE requirement because he/she has already achieved what a CPE experience offers. Joseph suggested we contact you.

You may not be able to speak to each and every item based on your experiences with him. Please share what you can. Your input will be shared with the committee but will not be shared with Joseph directly. Joseph clearly understands and agrees to this.

If you have any concerns you can contact either one of us listed below.

We are very grateful for your help and appreciate you. Please return the enclosed form with your comments in the Self-Addressed Envelope within one month of receiving this request.

Signed Co-Chairs

Names

Address

Phone & Email Info

EVALUATOR'S FEEDBACK FORM

(Part I)

Name of Individual completing narratives: _____

Relationship: _____ How long have you known this MID* _____

Title and Position: _____

What were/are the MID's position and responsibilities: _____

Clinical Pastoral Education-CPE: addresses the fundamentals of pastoral formation, pastoral competence and pastoral reflection.

NOTE: If you have any written evaluations supporting these narratives please attach a copy to the form.

***MID - Member in Discernment**

PASTORAL FORMATION asks these questions:

(How is my spiritual and holistic awareness of myself as a creation of God made manifest in my life? How does my life experience, impact and 'shape' the essentialness of who I am? How do these things impact and 'shape' my sense of my pastoral nature?)

- I. What are the fundamentals of the MID's faith, either as 'organized religion' given to the MID or as the MID has learned about them in the MID's life experience? How do these fundamentals 'shape' or 'define' his/her understanding of ministry? How is the MID aware of how his/her religious/spiritual heritage, theological understanding, attitudes, values, strengths and limitations affect ways they offer pastoral care in ministry?

II. How have the MID's life experiences-events, people, social situations, culture, ethnic/racial backgrounds-come to make the MID the person he/she is? How has the MID allowed or called on these to 'shape' or 'define' his/her sense of pastoral engagement? How has the MID's pastoral functioning changed over time?

III. The MID's learning is enhanced by engaging peers and supervisors in reflecting upon his/her thoughts and ministry. Is the MID willing to begin a dialogue? How does the MID do this? To what degree does the MID have the ability to hear, process and assimilate feedback from peers, supervisors, staff as well as those served? Reflecting upon the MID's engagement with peers and supervisors, what do you think the MID could do differently and more effectively?

PASTORAL COMPETENCE asks these questions:

(How do I engage in pastoral ministry? What skills specific to spiritual care do I use or need to develop?)

IV. The MID's learning is enhanced by offering his/her thoughts, perspectives and critique to peers and supervisors. Is the MID willing to offer these? How are they offered? What happens if things go badly? How does the MID articulate this? What specific issues has the MID raised? What feelings did you observe in the MID and what feelings were shared during or after the critiques? To what degree has the MID been able to self-reflect and share how awareness of self as a pastoral care provider affects others, their boundaries and personal issues?

V. How does the MID recognize awareness of the interpersonal 'stuff' that goes on between the people the MID encounters, being aware of how 'their stuff' affects 'my stuff' as well as being aware of one's place in 'the group' are all crucial to good spiritual/pastoral care and effective ministry. What do you see /sense/feel? And how would you describe it? Provide examples of situations and encounters with individuals raised within group contexts. How has the MID demonstrated a range of pastoral care skills including: listening, empathic reflection, conflict resolution and confrontation?

VI. What has the MID been learning that is actively being used in his/her pastoral care with people? How does the MID use it? How does the MID review, evaluate and reflect on how it is used and how it affects the pastoral care provided to others?

VII. How is the MID available to assist others in his/her ministry? What does the assistance look like? How is that received? How does the MID reflect upon such assistance and its reception? What encounters has the MID experienced with individuals/families totally different from the MID? (Race, gender identity, education, orientation, culture, religious/spiritual beliefs and practices, etc.) What did the MID learn from those encounters? What specific emotions did the MID feel at the time of those encounters or later? How has the MID exhibited emotional availability, cultural humility, appropriate self-disclosure, understanding and use of power/authority, and clear appropriate boundaries?

PASTORAL REFLECTION asks these questions:

How do I understand my pastoral or ministerial experience as I work with the people in this place? How am I aware of what is happening to them and to me? How do I explain or communicate this to another?

VIII. What more does the MID need to learn about the arts of spiritual care or pastoral/personal formation? How does the MID use the sometimes joyful, sometimes painful gifts of feedback from others-supervisor, peers, patients, staff-to inform these goals? How does the MID use his/her own reflection to inform these goals? How does the MID integrate all of these parts together?

IX. Any other comments you believe the *Committee on Ministry: Preparation* needs to know as they continue to walk with this Member in Discernment?