

FE 600 (FE610) Field Education

Wednesdays 1-3pm

Location based on Sites and Peer Groups

Synchronous In Person with accommodations for Distance Students

Main 307/ 847.866.3961/ field.education@garrett.edu

Course Description

In an approved teaching site, with an experienced site supervisor, and participating in a facilitated peer group, students will begin developing competence in the practice of ministry and will begin growing in their ability to reflect on ministry practice in light of scripture, their faith tradition, and their experiences.

Student Learning Outcomes: Master of Divinity

As a result of the course, you will be able to:

1. Practice a holistic and integrative process of theological reflection in peer groups with peer group facilitators and in placement sites with Site Supervisors and/or theological reflection mentors.
2. Demonstrate how to engage Scripture and traditions for critical reflection on contemporary ministerial issues through theological reflection with Site Supervisors, theological reflection mentors and peer groups.
3. Synthesize insights learned from coursework, including important knowledge and skills for self-understanding, self-directed learning, self-care, self-other relationship in leadership roles, through supervised practice and reflection with peers and Site Supervisors/theological reflection mentors.
4. Identify, through reflections in peer groups and with Site Supervisors/theological reflection mentors, critical contemporary issues which require theological and ministerial response today. Students will articulate the issues in light of their developing awareness and understanding of how persons, social conditions, systems, and structures interact to affect people's lives (including the lives of the students).
5. Apply at their sites and through peer group assignments foundational and professional skills for analysis of social systems, through data-gathering, designing, implementing, and evaluating strategies for planned change.
6. Develop an emerging theological and theoretical foundation for their understanding and practice of ministerial leadership and community engagement, through regular reflection on the ongoing issues and tasks of ministry and leadership at their sites.
7. Apply, analyze, and appraise the effectiveness of various practices of ministry and community engagement, through supervised leadership and ministry activities in their sites.

Student Learning Outcomes: Master of Arts in Public Ministry

As a result of the course, you will be able to:

1. Describe, through reflection in peer groups and with Site Supervisors/theological reflection mentors, the importance of community analysis and organizing, and articulate diverse methods for social change as they relate to the practice of ministry in a particular context.

2. Recognize, through supervised activities for community engagement at their sites, how persons, social conditions, systems, and structures interact to affect people's lives, focusing particularly on the matters of public concern that affect their ministry context.
3. Describe, through reflection in their peer groups and with Site Supervisors/theological reflection mentors, their developing vocational identity and authority. They will identify how the practice of ministry in their field education context has shaped their sense of vocation. They will work toward articulating their identity as a theological practitioner and the ways their ministry affects persons.
4. Integrate and apply, through supervised ministry practice and peer group assignments, the knowledge and insights they receive from other seminary courses, particularly related to the biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice in solidarity with the poor, exploited and oppressed.
5. Identify critical contemporary issues which require theological and ministerial response today, through reflection in peer groups and with Site Supervisors/theological reflection mentors.
6. Identify essential elements of effective approaches to leading for social change, through supervised ministry practice and reflection in peer groups and with Site Supervisors/theological reflection mentors.
7. Recognize the critical elements of communicating vision and articulating one's preparedness for public ministry, through peripheral learning and reflection in peer groups and with Site Supervisors/theological reflection mentors.

Required textbooks

None

Course requirements

Expectations for Student Engagement in Ministry Practice with Field Site

The Field Education Program is more concerned about the quality of students' engagement, as defined by the criteria above, than with the number of hours students spend at their Field Sites. When creating the Learning and Serving Covenant (see page 15), students and Field Site Supervisors will discern how to integrate the criteria above into the site's ministry context and identify accordingly expectations around when and how the student should be present and working. That said, because students are balancing Field Education with other curricular requirements, **for academic year placements Site Supervisors should not ask students to work more than 11 hours per week as part of their Field Education requirement. For summer term or intensive placements (11 weeks), students are permitted to work only up to 36 hours per week.**

Contextual Engagement Skills

In addition to their regular work at their Field Sites, throughout their placement and in their peer groups, students will have opportunities to learn concrete skills and tools which will include reading, learning, and analyzing the community contexts in which they are practicing ministry. These activities include tasks such as participant observation, interviews, power mapping, and asset mapping. Field Site Supervisors are asked to support students in these tasks by encouraging

their members and constituents to participate when asked. More specific information will be shared during the Field Education Orientation Plenary.

Peer Group

Each student in Field Education will be assigned a Field Education Peer Group of six to eight students. Peer Groups meet sixteen times over the academic year (for academic year placements and intensive placements that take place within the academic year) and eleven times over the summer (for summer placements), either in person or online. Peer Groups offer a time for critical theological reflection, vocational formation and discussion on students' placement experiences and ministry contexts in relationship to broader topics in ministry leadership and practice. Punctual attendance to and active engagement in all peer group sessions is required for students' successful completion of the Field Education Program. Two or more absences from Peer Group per semester is grounds for a failing grade. Students are also required to participate in three one-on-one meetings with their peer group facilitator, at the beginning, midpoint, and end of their placement.

Field Site Visit

Each Field Education student will receive a virtual or in-person visit from their Peer Group Facilitator (PGF) during their placement. The Peer Group Facilitator will observe the student in context and have a conversation with the student and Site Supervisor/Theological Reflection Mentor. Field Site visits are intended to be instructive and supportive. Plans for scheduling the visit will be initiated by the Peer Group Facilitator.

Field Site Supervisor and Theological Reflection Mentors

Site Supervisors and students will establish regular one-hour, one-on-one meetings at minimum twice per month with the Field Education student specifically for reflection regarding the practice of ministry in context. These should be in addition to other supervisory meetings. If the Field Site Supervisor is not theologically trained, the student will also be assigned a Theological Reflection Mentor.

Basis for course grades

This course is pass/fail. All requirements must be met and assignments completed in order to pass. This includes:

- 1) Peer Group Attendance and Participation (based on Peer Group Facilitator Midyear and Final Assessments)
- 2) Learning and Serving Covenant
- 3) Community and Contextual analysis exercises
- 4) Field Site Attendance and Engagement (based on Site Supervisor/Supervising Pastor and/or Theological Reflection Mentor Midyear and Final Assessments)
- 5) Field Education Orientation Attendance
- 6) Attendance at Peer Group meetings is required. Two or more absences are grounds for a failing grade.

Basic Academic Policies

Please refer to the [Academic Handbook for all Academic Policies](#).

Please refer to the Field Education Handbook for all Field Education Policies.

Class schedule

1) Peer Group Meetings:

- a) Fall Semester: October 5, 12, 19, November 2, 9, 16, 30, December 7
- b) Spring Semester: February 1, 8, 15, March 1, 8, 15, 22, May 3

2) Field Education Orientation:

- a) Fall Semester: September 7, 1-3pm

3) Site Ministry Practice:

- a) Academic Year: September 6, 2022 to May 9, 2023 (ministry practice continues during semester breaks). Summer Intensive: May 12, 2023-August 15, 2023
- b) Weekly schedule and four-week vacation (academic year only) to be determined by student and site supervisor. Students in academic year placements may not practice ministry more than 11 hours a week and students in Summer and/or Intensive placements may not practice ministry more than 36 hours a week.

Field Education Learning Outcome Alignment and Assessment

The Field Education Program Learning Goals correspond with the degree program goals of our major professional Master's programs—specifically, the Master of Divinity and Master of Art in Public Ministry.

MDiv Degree Goals	Corresponding FE Learning Outcomes
1. Demonstrate a general knowledge of Scripture, history and doctrine, and/or practices of the Christian traditions.	Students will practice a holistic and integrative process of theological reflection in peer groups with peer group facilitators and in placement sites with Site Supervisors and/or theological reflection mentors.
2. Interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life.	Students will demonstrate how to engage Scripture and traditions for critical reflection on contemporary ministerial issues through theological reflection with Site Supervisors, theological reflection mentors and peer groups.
3. Demonstrate a growing depth of understanding and practice in personal and corporate spiritual discipline(s).	Students will synthesize insights learned from coursework, including important knowledge and skills for self-understanding, self-directed learning, self-care, self-other relationship in leadership roles, through supervised practice and reflection with peers and Site Supervisors/theological reflection mentors.
4. Promote prophetic inquiry and witness for the sake of justice.	Students will identify, through reflections in peer groups and with Site Supervisors/theological reflection mentors, critical contemporary issues which

	require theological and ministerial response today. Students will articulate the issues in light of their developing awareness and understanding of how persons, social conditions, systems, and structures interact to affect people’s lives (including the lives of the students). ¹
5. Engage in critically informed analyses of gender, race, culture, social and economic structures that shape human beings.	Students will apply at their sites and through peer group assignments foundational and professional skills for analysis of social systems, through data-gathering, designing, implementing, and evaluating strategies for planned change.
6. Articulate critical and multi-faceted expressions of the gospel and invites others to receive it.	Students will develop an emerging theological and theoretical foundation for their understanding and practice of ministerial leadership and community engagement, through regular reflection on the ongoing issues and tasks of ministry and leadership at their sites.
7. Demonstrate the capacity to nurture further Christian formation through the practices of ministry (e.g., prayer, liturgy, preaching, pastoral care, and teaching)	Students will apply, analyze, and appraise the effectiveness of various practices of ministry and community engagement, through supervised leadership and ministry activities in their sites.

MAPM Degree Goals	Corresponding FE Learning Outcomes
1. Recognize and explain the dominant economic, political, ecological, social, and cultural forces shaping public life today.	Students will describe, through reflection in peer groups and with Site Supervisors/theological reflection mentors, the importance of community analysis and organizing, and articulate diverse methods for social change as they relate to the practice of ministry in a particular context.
2. Identify and interpret the intersections between different manifestations of injustice.	Students will recognize, through supervised activities for community engagement at their sites, how persons, social conditions, systems, and structures interact to affect people’s lives, focusing particularly on the matters of public concern that affect their ministry context.
3. Articulate the implications of one’s social identity/location and personal/spiritual temperaments. in preparing for a vocation in public ministry	Students will describe, through reflection in their peer groups and with Site Supervisors/theological reflection mentors, their developing vocational identity and authority. They will identify how the practice of ministry in their field education context has shaped their sense of vocation. They will work toward articulating their identity as a theological practitioner and the ways their ministry affects persons. ²

4. Examine and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice in solidarity with the poor and oppressed	Students will integrate and apply, through supervised ministry practice and peer group assignments, the knowledge and insights they receive from other seminary courses, particularly related to the biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice in solidarity with the poor, exploited and oppressed.
5. Investigate an orienting public concern through a focused degree concentration.	Students will identify critical contemporary issues which require theological and ministerial response today, through reflection in peer groups and with Site Supervisors/theological reflection mentors.
6. Design a proposed model of public ministry based upon a critical assessment of diverse methods for social change.	Students will identify essential elements of effective approaches to leading for social change, through supervised ministry practice and reflection in peer groups and with Site Supervisors/theological reflection mentors.
7. Communicate a narrative of one's public ministry vision to diverse constituents and present a career preparedness portfolio to potential employers.	Students will recognize the critical elements of communicating vision and articulating one's preparedness for public ministry, through peripheral learning and reflection in peer groups and with Site Supervisors/theological reflection mentors.

Competencies for Engagement in Ministry Practice

The above student learning outcomes (SLOs) for Field Education build upon the following professional and personal areas of competencies for engagement in ministry. Reflection on and assessment of professional and vocational identity, knowledge, and skills entail attention to the following areas. These competencies for engagement in ministry practice are part of the assessment process.

- 1) Professionalism and Accountability
 - a) Adheres to the standards laid out in the Student Site Contract.
 - b) Regular, punctual attendance for all field education assignments/events/meetings.
 - c) Assigned tasks and responsibilities are well done and completed on time.
 - d) Honors confidentiality agreements.
 - e) Attentive to the Learning and Serving Covenant goals.
 - f) Care taken in the preparation of work.
 - g) Follow through on responsibilities and projects.
- 2) Risk-Taking/Vulnerability
 - a) Willingness to try new/difficult challenges.
 - b) Receptive to feedback/critique.
 - c) Readiness to ask for help.
- 3) Initiative and Leadership
 - a) Proactive problem solver.
 - b) Considers multiple avenues to solve problems.

- c) Willing to plan and organize people and events with attention to detail.
- 4) Contextual Engagement
 - a) Actively listens to what is being said.
 - b) Suspends judgment when engaging others.
 - c) Present in the moment: not easily distracted or disengaged.
 - d) Flexible/Nimble: adapts well to change and unpredicted situations.
 - e) Aware of power dynamics at play.
 - f) Uses inclusive language.
 - g) Works to create a fair and just space for all.
 - h) Mindful of social location in context.
- 5) Consciousness and Self-Awareness
 - a) Reflective about experiences.
 - b) Willingness to explore new skills and opportunities for growth.
 - c) Openness to receiving constructive feedback.
 - d) Awareness of whether they have the skills to complete a task or project.
- 6) Theological, Spiritual and Vocational Engagement
 - a) Developing a sense of how to draw on biblical and theological traditions for one's holistic and integrative vocational call and professional identity.
 - b) Consistently brings questions, insights, ideas and challenges to theological reflection conversations.
 - c) Openness to developing their personal and communal spiritual practices.
 - d) Openness to integrating their theological, spiritual and vocational practice with the brokenness and beauty of the world.