



Field Education 4 ML 324 (1 Credit)

Term and Year Offered: Fall 2020

Learning Environment: This is a hybrid course with monthly online synchronous meetings and in-person contextual field site work of 15 to 20 hours per week.

Meeting Dates/Times/Place: This course requires participation in monthly, synchronous Zoom meetings on the following Mondays from 7:00 PM to 8:30 PM CT.

September 21

October 19

November 16

December 14

Contextual hours will be scheduled individually with the site supervisor. Time in the field site should consist of a mixture of weekday and weekend times that includes the principal worship service of the community. Travel time is not included in the calculation of contextual hours.

Instructor(s): The Rev. Eileen Shanley-Roberts

Contact Information: Email is preferred - eshanleyroberts@bexleyseabury.edu

Please text for urgent matters 847-894-7986

Office hours: Office hours are by appointment. Please email to schedule a zoom meeting.

Course Description:

Field Education 4 is continuation of the 2.5-year Communities of Learning and Formation program at Bexley Seabury. During this penultimate semester of field education, the emphasis is application of skills and tools from last year's didactic work and development of pastoral identity. This is a one credit course consisting of monthly, online, synchronous meetings using Zoom in which students engage in facilitated peer consultation around events and topics arising in their field education sites. Because our sites are unique in their demographic makeup, during our peer consultations we will pay special attention to observations that might point toward deeper issues related to white supremacy and assumptions about cultural normativity. In each of our pastoral writing assignments, you are asked to write to the congregation where you are placed. You are also asked to imagine how your writing might change in an ethnically or racially diverse context (or if you are in a diverse context, what might change in an homogenous context). Field Education 4 is typically taken in conjunction with Pastoral Theology and serves as a lab section for development of diverse pastoral skills.

Course Goals and Outcomes:

Goal 1: Provide compassionate pastoral care to any person

- Outcome: Develop skills to practice culturally sensitive, inclusive, and compassionate pastoral care in a congregational setting (M.Div. Outcome 5.4)

- Assessed by: In-class observation, pastoral writing assignments, peer consultation, and supervisor evaluations

Goal 2: Exercise collaborative and dynamic leadership skills

- Outcome: Demonstrate appropriate and invitational leadership in small group contexts in a congregational setting and reflect on and evaluate leadership skills of self and others in diverse situations (M.Div. Outcome 5.1)
- Assessed by: Peer consultations, final reflective essay, and supervisor's evaluation

Goal 3: Engage in multi-cultural ministry with people from different contexts, cultures, and generations

- Outcome: Become familiar with methods and strategies for engagement in multi-cultural ministry and develop skills to build relationships with people across cultural, contextual, and generational differences. (M.Div. Outcome 3.2)
- Assessed by: In-class conversation, pastoral writing assignments, and final reflective essay.

Learning Methodology:

Field Education 4 is a contextually based course that provides opportunities for classroom learning and discussion with application in the field. It relies on the collaboration of course instructors, students, site supervisors, and lay committee members. In our disbursed community, we recognize that each context is unique and that all share common features because of our denominational heritage. Field education provides the opportunity to explore those similarities and differences more deeply and intentionally while providing tools that can be used in a myriad of ministry settings. The instructors work in partnership with the site supervisor and lay committee members to provide a rich and supportive learning environment where students may try on and try out different techniques, models, theories, and practices in developmentally appropriate situations. At the end of each semester the site supervisor and student must complete and submit an evaluation of student progress in the learning goals. Supervisors and lay committee members are also required to participate in cohort meetings facilitated by the course instructors. Supervisors who refuse to participate in these sessions or who fail to submit evaluations will be dropped from the program.

Required Book:

Kincaid, William B., *Finding Voice: How Theological Field Education Shapes Pastoral Identity*, Eugene, OR: Wipf and Stock, 2012.

Course Assignments and Expectations:

- Submission of all required paperwork and documentation, including contact information for lay committee members and updates to learning goals. (20%)
- Attendance and participation in synchronous class sessions (20%)
- Presentation of an experience in ministry for peer consultation. (15%)
- Pastoral/Ministerial writing (15%)
- Comprehensive written reflection on site placement (20%)
- Completion of self-evaluation (10%)
- Completion of course evaluation

Grading: Field Education is a Pass/Fail class. In order to achieve a grade of P, a student must earn a minimum of 80% of total possible points. Please see attached rubrics for guidance in completing specific assignments.

Feedback and Late Work: Feedback to on-time assignments will be provided within 5 days of submission. Feedback is not guaranteed for late submissions. Unless arrangements have been made in advance, one point will be deducted for each day that an assignment is late. If there are extenuating circumstances due to illness or emergency, please notify the instructor immediately.

Bexley Seabury requires a minimum grade of C to pass a course								
Grade	Points	Description	Grade	Points	Description	Grade	Points	Description
A (4.00)	96-100	Superior/Mastery	A- (3.67)	90-95	Excellent	B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)	B- (2.67)	80-83	Good (low)	C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate						
F/NC (0)	<70	Unacceptable (Fail/No Credit)						
A grade of "P" in a Pass/Fail course is equivalent to a grade of C or above.								

A Word about Assessment:

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course, along with the instructor’s graded artifact and a scored rubric that assesses the work in light of desired curricular outcomes. The designated assessment artifact for this course is the comprehensive written reflection on the field site.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Terry DeLisio, tdelisio@bexleyseabury.edu).

ALL STUDENTS IN BEXLEY SEABURY COURSES ARE EXPECTED TO BE FAMILIAR WITH THE FOLLOWING INFORMATION THAT IS PROVIDED ON CANVAS:

- ACADEMIC POLICIES AND FORMS;
- REQUESTS FOR WITHDRAWALS, EXTENSIONS, AND INCOMPLETES;
- TECHNOLOGICAL REQUIREMENTS AND ASSISTANCE,
- WRITING GUIDELINES AND ASSISTANCE;
- COURSE NETIQUETTE;
- PROHIBITION OF PLAGIARISM

Course Schedule:

This class meets on **Mondays** of every month from September through December via Zoom 7pm(CT) - 8:30pm(CT). Zoom link will be posted on Moodle.

21 September

Check-in

Overview of semester

Discussion of Kincaid, William B., *Finding Voice: How Theological Field Education Shapes Pastoral Identity*, Eugene, OR: Wipf and Stock, 2012

Establishment of Peer Consultation schedule

28 September

Pastoral/Ministerial Writing

On Canvas, submit your written response in the form of a newsletter article addressing the following:

During the opening of the program year ministry fair, people were invited to participate in various ministries. Several people were left with the impression that the person coordinating the LEV ministry was not open to their participation. They are upset and, rather than come to you directly, have started sowing discontent about the ministry and the coordinator in the broader congregation. As rector, you need to address this in a way that respects the current coordinator, clarifies the nature of the ministry, explains the requirements for participation, and invites new people to participate. One of the means you will use to achieve this is a newsletter article. The newsletter is received by members of the congregation, other area churches, the bishop's staff, past members, and some visitors. **You have room for approximately 250 words.** Assignment due by October 10

19 October

Check in

Peer Consultation

28 October

Pastoral/Ministerial Writing

On Canvas, please post a written response in the form of your letter to the congregation that addresses the following:

It is Stewardship season. The Stewardship Committee has asked you to send a letter inviting members to the annual in gathering. They are running the campaign. They need you to remind people to complete their pledge cards and join the celebration. Whatever you write cannot exceed one side of an 8.5x11 sheet of paper and can be in nothing smaller than 12pt. font (legibility is crucial). You must include the date for the in gathering and include the names of the members of the Stewardship Committee. What else do you need to include to encourage people to attend and to support the church with their time, talent, and treasure? Is there a way you can do this and not sound trite? Assignment due by November 10.

16 November

Check in

Peer Consultation

25 November

Pastoral/Ministerial Writing

On Moodle, please post a written response in the form of your Christmas letter that addresses the following:

It is time for the annual Christmas letter. The secretary needs to mail it to the parish by Advent 2. This is the letter that expresses the joy of the season, invites them to the special services, and

encourages them to make a special offering. Make sure you include the service times for Christmas Eve and Christmas Day as well as the date and time of any special events. Your letter may summarize some recurrent theme through the past year or some sentiment that is currently prevalent in the congregation. Whatever you write cannot exceed one side of an 8.5x11 sheet of paper (usually the seasonal stationary, so less room to write) and can be in nothing smaller than 12pt. font (legibility by senior citizens is crucial). Remember to include the Christmas Offering envelopes. Post by December 6.

14 December

Check in
Peer Consultation

Final Assignment (Reflective Essay as described on Canvas) Due on Canvas by December 21

Additional Information:

Headphones, while not essential, can help with the audio and make it possible to participate in a zoom session without muting. Try to find a place with a stable internet connection. If you cannot, it is possible to phone in to class. The phone number is provided with the zoom link. You have all the dates and times. Please, try to schedule yourself so you are not going between locations during class time. It is disruptive to the rest of the class to pop in and out as you are driving. I know that things come up. Let me know in advance and we will try to work something out (and yes, I too have attended a child’s hockey game or concert and class simultaneously).

Grading Rubric Pastoral Writing

Writing is clear and adheres to contextually appropriate grammatical norms	Excellent Good Adequate Poor
Writing is engaging and inclusive; student is sensitive to reading levels and backgrounds in congregation (e.g. all are college educated, many non-native English speakers, etc.)	Excellent Good Adequate Poor
Student responded to the prompt and remained on topic	Excellent Good Adequate Poor
Student included (acknowledged) all of the components requested in prompt	Excellent Good Adequate Poor
Assignment was in on or before deadline	Excellent Good Adequate Poor

Final Reflection Rubric

Demonstrates a growing ability to provide compassionate pastoral care to any person	Excellent Good Adequate Poor
Exhibits a growing awareness of the need for a myriad of contextually and culturally appropriate pastoral techniques	Excellent Good Adequate Poor
Is developing a sense of personal pastoral voice	Excellent Good Adequate Poor
Recognizes areas of personal discomfort and opportunities for growth	Excellent Good Adequate Poor
Reflects theologically on pastoral situations rather than simply problem solving	Excellent Good Adequate Poor

Self & Supervisor Evaluation

Student's name:

Term, year:

Course number:

Course title:

Faculty member:

Course Objectives		Comments
1. Familiarity with methods and strategies for engagement in multi-cultural ministry, and a capacity to use these tools to build collaborative relationships. [MDiv 3.2]	Exceeded objective Met objective Didn't meet objective	
2. Practice culturally sensitive, inclusive, and compassionate pastoral care with people from different contexts and cultures. [MDiv 5.4]	Exceeded objective Met objective Didn't meet objective	
3. Skill in exercising collaborative and dynamic leadership in a faith community in times of both stability and change. [MDiv 5.1]	Exceeded objective Met objective Didn't meet objective	
Development in ministry		

<p>1. Knowledge and understanding of the Christian tradition, including an ability to articulate the relationship between religious tradition or heritage and contemporary experience and context in critical and constructive ways.</p>	<p>Excellent Adequate Would benefit from more work Cannot be assessed in this context</p>	
<p>2. Faith in God as revealed in Jesus Christ, expressed by participation in and appreciation of the Field Site’s liturgical life, an intentional pattern of personal spiritual discipline, and a commitment to promote peace and justice among all people.</p>	<p>Excellent Adequate Would benefit from more work Cannot be assessed in this context</p>	
<p>3. Ability to respond effectively and respectfully to diverse cultural contexts and to recognize and respond to racism and other forms of oppression and exclusion in their personal and institutional manifestations.</p>	<p>Excellent Adequate Would benefit from more work Cannot be assessed in this context</p>	
<p>4. Demonstrated developing skills for ministry and church leadership— integration of intellectual reflection with experience; ability to communicate the faith of the Church both orally and in writing with insight and imagination; capacity to lead a congregation in worship, mission, and community service.</p>	<p>Excellent Adequate Would benefit from more work Cannot be assessed in this context</p>	
<p>5. Personal readiness for ministry: personal maturity and emotional stability required to work and minister effectively; accepts appropriate authority; capacity to laugh with others and at oneself; ability to manage time and to meet deadlines.</p>	<p>Excellent Adequate Would benefit from more work Cannot be assessed in this context</p>	
<p>Additional comments</p>		

Student has received and reviewed evaluation and consents to its use in further evaluation

Signature: _____ Date: _____