

Field Education 850  
*Fall 2017-Spring 2018 – Tuesday Morning*  
 8:30-10:00 AM

COURSE INSTRUCTOR: REV. KARA JONES ([kjones2@mtso.edu](mailto:kjones2@mtso.edu))

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## OVERVIEW & PURPOSE

The Mission of the Field Education Department at MTSO is to prepare effective leaders for ministry through the integration of theology, spirituality and community. Field Education is designed to integrate academic learning with practical work in a contextual site of ministry. The course combines academic resources with theological and pastoral reflection on events occurring in the contextual setting. Field Education is not designed like other academic courses; it includes creating a covenant with those in the field setting, site visits, discussion about events on site as well as reflective group work and writing. The aim of the course is foster healthy relationships with others, develop capacity to navigate ambiguity with love, develop a faith identity through deep participatory listening and engage in critical theological reflection while discovering new questions.

## FORMAT

Class sessions will begin with centering time, life and ministry updates, followed by discussion of texts, relevant topics, and case studies, integrating theology and the practice of ministry.

## REQUIRED TEXTS AND HANDOUTS

- **This Odd and Wondrous Calling: The Public and Private Lives of Two Ministers.** Lillian Daniel and Martin B. Copenhaver. Wm. B. Eerdmans. 2009.
- **Never Call Them Jerks.** Arthur Paul Boers. Alban Institute. 1999.
- **Saying No to Say Yes: Everyday Boundaries and Pastoral Excellence.** David C. Olsen and Nancy G. Devor
- **Appendix D – Discerning Your Congregation's Future.** Roy Oswald and Robert Friedrich, Jr. You can find this article in Populi or at <http://199.218.124.13/academics/field-education/>
- **The Keirsev Temperament, Sorter II** – Be prepared to share your personality inventory type with the class (i.e. INFJ, ESTP). You can find the inventory under electronic readings in Populi or under the Field Education section of the MTSO website.

## Supplemental Texts:

You are to select one book from this list or a book you discover that is related to your ministry setting (with consent from your instructor) and share a review of the book with your class regarding how it relates to and impacts your ministry setting. The review can be in the form of a presentation, written handout or powerpoint.

- **Holy Currencies: Six Blessings for Sustainable Missional Ministries.** Eric Law. Chalice Press. 2013.

- Community Ministry: New Challenges, Proven Steps to Faith- Based Initiatives. Carl S. Dudley. Rowman & Littlefield. 2002.
- No Shame in Wesley's Gospel: A Twenty-First Century Pastoral Theology. Edward P. Wimberly. Wipf & Stock. 2014.
- Our Only World: Ten Essays. Wendell Berry. Counterpoint. 2016.
- Five Smooth Stones for Pastoral Work. Eugene Peterson. Wm. B Eerdmans.1992.
- Becoming the Pastor You Hope to Be: Four Practices for Improving Ministry. Barbara Blodgett. Rowman & Littlefield. 2011.
- The Work of the Chaplain (Work of the Church). Naomi Paget and Janet McCormack. Judson Press. 2006.
- Handbook for Chaplains: Comfort My People. Mary M. Toole. Paulist Press. 2006.
- Sustainable Youth Ministry: Why Most Youth Ministry Doesn't Last and What Your Church Can Do About It. Mark DeVries. Intervarsity Press. 2008.

#### **Recommended Texts:**

- **A Failure of Nerve.** Edwin Friedman. Seabury Books. 2007.
- **How to Think Theologically** 2nd Ed. Howard W. Stone and James O. Duke. Fortress Press. 2013.

### **REQUIREMENTS FOR STUDENTS IN FE 850**

#### **CLASS WORK**

1. **Take the Keirsey Temperament, Sorter II** inventory before your first class and bring your results with you to class. (It might be helpful to have your supervisor complete the inventory, too, and compare them during one of your individual theological reflection meetings.)
2. **Two case study presentations per semester** as outlined on Populi. Case studies must be a current issue in your field education setting. A sign-up for presentations of the case studies will be circulated during the first class session. 40% of grade (10% for each case study).
3. **Reflection Journal entries** which include theological reflection on the events you have encountered in your Field Education setting, any personal discernment you have experienced, and integrated learning from your readings and seminary coursework. 250-600 words, due each time class meets. 10% of grade.
4. **Select one book from the supplemental book list** or a book you discover that is related to your ministry setting (with consent from your instructor). Share a review of the book with your class regarding how it relates to and impacts your ministry setting. The review can be in the form of a presentation, written handout or power point. Due as scheduled. 10% of grade.
5. **Integrative Project:** choose an area that you are engaged in at your ministry setting, such as planning a Bible study, youth retreat, sermon series, visitation plan, or another ministry that is needed at your site. Share the planning steps, theological rationale for your project, expected outcome and evaluation of the experience after

the project has been completed. Total project should be between 1,000-1,500 words. 15% of grade.

**6. Final paper:** discuss what has been most helpful to you over the year in FE class, what changes you made in your practice of ministry and what may yet change. Describe the challenges you face as you enter this profession. Name the gift each member of class has given you during the year (including the instructor). Reflect on how you will continue to develop support systems outside of seminary. 1,000-1,500 words. 10% of grade.

**7. Attendance and engagement with readings and class discussions.** 15 % of grade.

## **SITE WORK**

**A. Church as primary setting** – the work for which students are responsible:

**1. Learning-Serving Covenant** shaped with input from your supervisor as described in Populi. Due Sept. 11. Turn the covenant in to your Field Education Class Instructor, who will then turn all covenants into the FE Office after signing them. 1500-3000 words. The Covenant is not graded per se, but shows the seriousness with which you address your learning goals. This document also provides an understanding of workload and expectations for you and the church so that each party is clear about boundaries in the setting. The Covenant development will factor into written recommendations to judicatories for credentialing in ministry.

**2. Three Midyear evaluations:** one from your lay committee, one from your supervisor and one self-evaluation (3 evaluations total) with one signature page indicating that all parties have reviewed all three evaluations. Evaluation forms are located in Populi. Evaluations are due to your instructor December 11 in class.

**3. Mid-Term Review:** You are responsible for making an appointment with the Field Education Director to review the evaluations before the end of March. She will send you an email to your MTSO account to facilitate this.

**4. Final evaluations** from your lay committee, one from your supervisor and one self evaluation (3 evaluations total) with one signature page indicating that all parties have reviewed all three evaluations. Evaluation forms are located in Populi. Evaluations are due to your instructor May 21 in class. No appointment is needed with Field Education Director unless you wish to discuss something with her.

**5. Site visit:** Your instructor or a faculty representative will visit you at your ministry site. The lay committee and the site supervisor should be available to meet during the designated date and time as arranged with your instructor or the faculty representative visiting. Site visits are to be scheduled/arranged by November 6, 2018. (See site visit guidelines in Populi). You will receive a written summary of the visit and a copy will be kept in your file in the FE office. Site visit summaries are kept on file for five years. You are responsible for initiating the visit with your instructor and all parties involved. Note: If no site visit is conducted by the last day of term, you will receive a failing grade.

**B. Agency, community or chaplaincy setting** – the work for which students are responsible:

**1. Learning-Serving Covenant** shaped with input from supervisor as described on Populi. Due September 11. Turn the covenant in to your Field Education Class Instructor, who will then give all covenants to the FE Office after signing them.

1500-3000 words. The Covenant is not graded, but shows the seriousness with which you address your learning goals. This document also provides an understanding of workload and expectations for you and the organization so that each party is clear about boundaries in the setting. The Covenant development will factor into written recommendations to judicatories for credentialing in ministry.

**2. Two or Three Mid-Term evaluations:** one from your supervisor and your self-evaluation and one from your feedback committee, if applicable in your setting (2-3 evaluations total) with one signature page indicating that all parties have reviewed all three evaluations. Evaluation forms are located in Populi and are due in class to your instructor November 26 in class.

**3. Mid-Term Review:** You are responsible for making an appointment with the Field Education Director for your mid-term review before the end of March. She will send you an email to your MTSO account to facilitate this.

**4. Two or three Final evaluations:** one from your supervisor and your self-evaluation and one from your feedback committee, if applicable in your setting (2-3 evaluations total) with one signature page indicating that all parties have reviewed all three evaluations. Evaluation forms are located in Populi. The evaluations are due in class to your instructor on May 21. No appointment is needed with the Field Education Director unless you wish to discuss something with her.

**5. Site Visit:** Your instructor or a faculty representative will visit you at your ministry site. The lay committee and the site supervisor should be available to meet during the designated date and time as arranged with your instructor or the faculty representative. Site visits should be scheduled/arranged by November 15, 2018. You will receive a written summary of the visit and a copy will be kept in your file in the FE office. Site visit summaries are kept on file for five years. You are responsible for initiating the visit with your instructor and all parties involved. Note: If no site visit is conducted by the last day of term, you will receive a failing grade.

## GRADING

Grades apply to class participation and assignments. Narrative evaluations are used to assess student's work in the Field Education setting due to the variety of ministerial assignments. A failing grade (D or F) will be assigned if the site work is insufficient or the site visit is not completed. Narrative evaluations are of interest to judicatories, employers, and agencies credentialing candidates who are pursuing professional ministry. Both the grades and the written narratives are important for final evaluations and recommendations. Grading system for course work –

A: written and oral work is consistently superior, with attention to detail, clarity of thought, good flow and excellent grammar. Appropriate and mature participation necessary. The A student is an outstanding writer and speaker.

B: written and oral work is good, with solid thinking processes, good grammar/flow and obvious quality of the assignments. Appropriate and mature participation necessary.

C: written and oral work is adequate, though there are significant deficiencies in clarity, argument and grammar. Appropriate and mature participation necessary.

D: written and oral work is substandard, and/or inadequate site work.

F: written and oral work is not completed as assigned, or the work indicates that the student is not giving attention to or is incapable of completing requirements in this course. Incomplete site work and/or lack of a site visit. Inappropriate or insufficient participation may also result in a lower grade.

There will be no extensions granted in this course.

#### CASE STUDY RUBRIC

##### Field Education Case Study Rubric

	<b>Meets Minimum Requirement (C or below)</b>	<b>Exceeds Requirement (B range)</b>	<b>Leaning Towards Proficiency (A range)</b>
<b>Background</b>	Unclear notation of supporting environment and associated components (people, place or object).	Clear information about supporting environment & associated components (persons, place or object).	Writing paints a compelling picture of associated persons, place or object in recent scenario at your field education setting.
<b>Scenario/Situation</b>	The event or reasons prompting the study is not clearly expressed or obvious to the reader without verbal explanation.	The event or reason prompting the study is clearly expressed and detailed for the reader to follow without necessity of verbal explanation.	The event or reason prompting the study is shared in very expressive written terms as in story-telling format with specific details about important components.

<b>Theological Reflection</b> <ul style="list-style-type: none"> <li>· <b>Listening</b></li> <li>· <b>Questioning</b></li> </ul>	<p>The writer demonstrates seeking guidance from one source (scripture, story, etc.)</p> <p>The writer has no specific question or one question.</p>	<p>The writer demonstrates engaging the scenario through use of more than one resource, (scripture, textbook reference, story, etc.)</p> <p>The writer demonstrates use of multiple questions to frame the written reflection.</p>	<p>The writer engages the scenario through use of comparing and contrasting the case with scripture, textbook references, story, etc.</p> <p>The writer indicates a level of self-knowledge and questioning that reveals the temporal nature of seeking answers to complexity.</p>
<b>Next Steps</b>	<p>The writer provides limited dialogue about future possibilities.</p>	<p>The writer documents at least two potential follow up items.</p>	<p>The writer documents at least three follow-up items with supported expressions of the incompleteness of “fix-it” approaches to scenarios.</p>

**Please see Student Handbook for sections providing policy details on the following:**

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

Class attendance—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful

completion of all assigned work. In most cases, a student will fail a course if he or she is absent for 25% of the class sessions.

As it relates to blended courses, students may fail the course if they are absent for 25% of class meetings, including online meetings. Use of Skype or similar technology is not a substitute for attendance.

Course credits	1	1.5	2	3
25%	3 hours	4.4 hours	5.8 hours	8.8 hours

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class.

Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**Pass/Fail**—There is no Pass/Fail option in the Field Education Course.

**Plagiarism**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the master’s level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form.

Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

Note specifically for Field Education– Use of inclusive human language is expected both in class and in your writing. For example, do not assume that “man” refers to all of humankind and be conscious of appropriate language for multicultural diversity. Inclusive and varied metaphors for God are encouraged. In order for our use of case studies to be compliant with Human Subjects Research policies at MTSO, we require

that all identifying information about the organization (name, location, etc.) and individuals (name, age, race, etc.) be masked through the use of pseudonym and general descriptions in classroom discussions and other official field education contexts. Cases shall not be discussed in other contexts, not even pseudonymously or generally.

## **WEEK BY WEEK SCHEDULE**

Fall Semester:

### **August 28**

Due: Completion of the Keirsey Bates Inventory

Discussion: Introductions and telling our stories, explanation of the course and the Learning/Serving Covenant. Theological Reflection - why do it? What does it mean? How will we apply theological reflection to each class period?

Discussion of a sample case study and signing up for case studies, etc.

Due next class 9/4: Oswald reading (found on Populi), designated case study presentations/book reviews, journal

### **September 4**

Due: Oswald reading, designated case study presentations, journal.

Discussion – Case Studies, Video on Friedman – Systems Thinking: self-differentiation, triangles, anxiety and well-differentiated leadership

Due next class 9/11: Learning/Serving Covenant, designated case study presentations/book reviews, journal

### **September 11**

Due: Learning/Serving Covenant, Designated case study presentations/book reviews, journal

Discussion: Case studies, Friedman Video - systems thinking, self-differentiation, triangles, anxiety and well differentiated leadership.

Due next class 9/18: journal, designated case study presentations/book reviews

### **September 18**

Due: designated case studies/book reviews, journal

Discussion – Case studies/book reviews

Due next class 9/25: designated case studies/book reviews, journal

### **September 25**

Due: designated case studies/book reviews, journal

Discussion – Case Studies/book reviews

Due next class 10/2: designated case studies/book reviews, journal, Boers Chapters 1-5

### **October 2**

Due: Boers Chapters 1-5, designated case studies/book reviews, journal

Discussion – Case Studies/book review, Boers: labeling, self-understanding, triangulation

Due next class 10/9: designated case studies, journal, Boers Chapters 6-Epilogue

### **October 9**

Due: Boers (chapters 6-epilogue), designated case studies, journal

Discussion – Boers: Self-care

Due next class 10/23: designated case studies, journal



### **Mid-Term Recess October 16-19**

#### **October 23**

Due: designated case study presentations, journal

Discussion – Case Studies/book review

Due next class 10/30: designated case studies/book reviews, journal

#### **October 30**

Due: designated case studies/book reviews

Discussion- designated case studies/book reviews,

Due next class 11/6: designated case studies/book reviews, journal

#### **November 6**

Due: designated case study presentations, journal

Discussion – designated case studies/book reviews

Due next class 11/13: designated case studies/book reviews, journal

#### **November 13**

Due: designated case study presentations, journal

Discussion – designated case studies/book reviews

Due next class 11/27: designated case studies/book reviews, journal

### **Thanksgiving Break – November 19-23**

#### **November 27**

Due: designated case study presentations, journal

Discussion – designated case studies/book reviews

Due next class 12/4: designated case studies/book reviews, journal

#### **December 4**

Due: designated book reviews, journal

Discussion – designated case studies/book reviews

Due next class 12/11: Mid-year written evaluations (self, supervisor, committee. See Mid-year evaluation form for instructions). Designated case studies/book reviews, journal

#### **December 11**

Due: MID-YEAR WRITTEN EVALUATIONS, designated case studies/book reviews, journal.

Discussion: designated case studies/book reviews, sign up for spring semester case studies and book review. Note: only one book review is required for the course.

### **Spring Semester 2019**

#### **February 5**

Due: designated case studies/book reviews, journal

Discussion - Renewing connections, designated case studies/book reviews

Due next class 2/12: designated case studies/book reviews, journal

#### **February 12**

Due: designated case studies/book reviews, journal

Discussion – designated case studies/book reviews

Due next class 2/19: designated case studies/book reviews, journal, Olsen and Devor (chapters 1-2)

### **February 19**

Due: Olsen and Devor (chapters 1-2), journal

Discussion – Boundaries and “Practice” on pages 20-21

Due next class 2/26: Olsen and Devor (chapters 3-5), designated case studies/book reviews, journal

### **February 26**

Due: Olsen and Devor (chapters 3-5), journal

Discussion: discussion of “Practice” on pages 76-77 and gaining supportive mentors in ministry

Due next class 3/5: Integrative Project, designated case studies/book reviews, journal

### **March 5**

Due: Integrative Project, Designated case study presentations, designated book reviews, journal

Discussion – Case studies and book reviews

Due next class 3/19: designated case studies/book reviews, journal

## **Holy Week Break - March 11-15**

### **March 19**

Due: designated case study presentations, designated book reviews, journal

Discussion: designated case studies/book reviews

Due next class 3/26: Daniel and Copenhaver (chapters 1-9), designated case studies/book reviews, journal

### **March 26**

Due: Daniel and Copenhaver (chapters 1-9), designated case studies/book reviews, journal

Discussion – Daniel and Copenhaver, designated case studies/book reviews

Due next class 4/2: Daniel and Copenhaver (chapters 10-19), designated case studies/book reviews, journal

### **April 2**

Due: Daniel and Copenhaver (chapters 10-19), designated case studies/book reviews, journal

Discussion –Daniel and Copenhaver, designated case studies/book reviews

Due next class 4/9: Daniel Copenhaver (chapters 20-28), designated case studies/book reviews, journal

### **April 9**

Due: Daniels and Copenhaver (chapters 20-28), designated case studies/book reviews, journal

Discussion –Daniel and Copenhaver, designated case studies/book reviews

Due next class 4/23: designated case studies/book reviews, journal

## **Holy Week Break – April 15-19**

**April 23**

Due: designated case study presentations/book reviews, journal

Discussion – designated case studies/book reviews

Due next class 4/30: designated case studies/book reviews, journal

**April 30**

Due: designated case study presentations/book reviews, journal

Discussion – Case Studies and book reviews

Due next class 5/7: designated case studies/book reviews, journal

**May 7**

Due: designated case study presentations,/book reviews, journal

Discussion – designated case studies/book reviews

Due next class 5/14: designated case studies/book reviews, journal

**May 14**

Due: designated case study presentations/book reviews, journal

Discussion – Case Studies and book reviews

Due next class 5/21: final paper (no extensions), final evaluations from churches/agencies, supervisors and lay committees, all signed.

**May 21**

Due: final paper (no extensions). Write the gift each student and instructor has given you on a separate piece of paper so you can give your comments to each student. Final evaluations from churches/agencies, supervisors and lay committees, all signed. Upload to Populi under Assignments: Final Evaluations

Discussion – Catch up on case studies or book reviews if necessary.

Group evaluation in class of the year together: share final papers with each other.

Discuss what went well in your Field Education class, what would you have changed in the group or curriculum.

Questions for the course can be directed to your Field Education Instructor or to Director Tamara Wilden: (twilden@mtso.edu) (740-362-3363)