



Master of Divinity

FIELD EDUCATION HANDBOOK

2022-2023



Welcome

Dear Student,

Field education is an exciting and dynamic part of the Jesuit School of Theology Master of Divinity degree program and your ministerial formation. It is my pleasure to direct the Field Education Program at the Jesuit School of Theology in Berkeley and to work with you during your time at JST.

Field education provides students with the opportunity to engage in supervised ministry at a location of your choice in the San Francisco Bay Area. JST's mission to exercise a "faith that does justice" is concretely expressed through M.Div. students' ministerial service in the local community.

This handbook provides information on Field Education at JST. You will find a description of JST's "Field Education Modular Learning Program," Field Education guidelines, requirements, and policies for students. The handbook also describes the M.Div. field education seminars. Students are encouraged to read the section on "Supervision" and discuss this with their prospective and current field education site supervisors.

I look forward to working with you during your course of studies at JST. Throughout your time at JST, please contact me with any questions or concerns you might have.

Thank you.

Best wishes,

Deborah Ross, Ph.D.
Lecturer and Director of Ministerial Formation



Table of Contents

Office of Ministerial Formation Faculty and Staff.....	4
JST Field Education Overview.....	5
M.Div. 1 Field Education Modular Learning.....	7
Selecting a Field Education Placement	
Field Education Modular Learning Requirements	
JST Policy for Determining Readiness for Ministry.....	11
FE-2152 M.Div. 2 Integration Seminar.....	13
Theological Reflection.....	14
Ministerial Assessment.....	15
Suggested Field Education Sites.....	16
Supervision.....	18



Office of Ministerial Formation Faculty and Staff

Deborah Ross, Ph.D.

Lecturer and Director of Ministerial Formation

Room 101

Email: dross@scu.edu

Telephone: 510-549-5025

Ms. Heidi Kallen, LCSW, M.A.

Field Education Supervisor

Email: hkallen@scu.edu

Telephone: 510-549-5000

Mack Griffith M.T.S.

Sr. Administrative Assistant for Student Life and Formation

Room 107

Email: mgriffith@scu.edu

Telephone: 510-549-5017

Field Education Overview

Field education forms an essential component of ministerial formation at JST. Deborah Ross, Director of Ministerial Formation (DMF), leads the M.Div. Field Education Program.

The MDiv degree is guided by three interrelated formation goals, as follows:

- Ministerial Identity: Focus on students' respective ministerial identities as lay ecclesial ministers, Jesuits, and other religious.
- Ministerial Praxis: Focus on pastoral praxis, supervision, and mentoring.
- Ministerial Integration: Focus on the integration of theology with ministerial and pastoral experiences.

Students are invited to reflect on the above interrelated goals throughout the course of their MDiv degrees. During the FE-1152 Orientation Seminar, students reflect on their respective ministerial identities. As students undertake field education modular learning and participate in field education in connection with their academic courses (please see below), students consider all three goals. Ministerial identity is informed by praxis and its integration with academic studies. Reflection on the three goals occurs as an iterative process, much like a hermeneutical circle. Ministerial integration is also addressed in the third year MDV 4401 seminar. This seminar focuses on preparation for the M.Div. comprehensive examinations.

Deborah Ross teaches the JST M.Div. field education seminars, described below. The seminars provide the opportunity for joint formation for Jesuit scholastics, other religious, and lay students, and include theological reflection, communal experience, study, dialogue, and prayer. The third-year spring MDV 4401 seminar is taught by the M.Div. Program Director, a responsibility that rotates among the full-time JST faculty members. This seminar focuses on preparation for M.Div. comprehensive examinations.

JST is committed to the culturally contextualized study of theology. During their program, M.Div. students undertake supervised field education in the local San Francisco Bay Area. Field education provides the opportunity for contextual ministry, that is ministry directly in service of the people of God, whether that context is a prison, school, parish, hospital, social justice agency, or other location.

JST has transitioned to a Field Education Modular Learning model (please see below). Under this model, M.Div. 1 students will start their field education placements and ministerial praxis in the spring semester of their first year.

M.Div. students participate in a yearly retreat morning or afternoon with their cohort. The purpose of this reflection time is to focus attention on students' common call to ministry and their efforts to live in faithfulness to that call.

JST Field Education Overview (cont'd)

The Ministerial Formation Office organizes a series of skills-based workshops on topics relating to personal development and the enhancement of ministerial skills. Recent workshops have included: Myers Briggs, Enneagram, StrengthsFinder; “Suicide Prevention;” and “Teaching in Bay Area Catholic High Schools.” M.Div. students are invited to participate in at two workshops per academic year.

In 2018, Deborah Ross authored a *Report on Lay Ecclesial Formation at the Jesuit School of Theology of Santa Clara University*. The Report explored the character of lay ecclesial ministry and opportunities to enhance lay formation at the School. The importance of cultivating a theology of friendship at JST and fostering collaboration between lay, Jesuit, and religious students was a theme of the Report:

“Theologian Bernard Cooke describes human friendship as the basic sacrament. Friendship, with its sacramental and hence revelatory dimension, that is expressive of God’s love, is a paradigm that JST students can be encouraged to live into as students both lay and Jesuit, minister to one another and support each other’s vocational call.the call to collaboration and dialogue between lay and those who will be ordained stems from shared liturgical life at the School and the shared life of the assembly. A theology of collaboration between lay and religious at the School, rooted in the celebration of the liturgy, may be expressed through a lived theology of friendship.”

(See Deborah Ross, *Research Report on Lay Ecclesial Formation*, 47, <https://www.scu.edu/jst/current-students/formation-at-the-jesuit-school-of-theology/research-report-on-lay-ecclesial-formation-at-jst/>.)

Field education seminars assist with developing a theology of friendship among M.Div. students.



M.Div. 1 Field Education Modular Learning

JST implemented Field Education Modular Learning during the 2021-2022 Academic Year. Starting in the Spring 2023 semester, incoming M.Div. 1 students will engage in supervised field education placements connected to a range of courses across the curriculum. For example, an M.Div. student could take a three-credit course in Pastoral Care and add one credit of field education. Each Field Education credit will equate to 45 hours. The one credit of field education will include a student undertaking 35 hours of praxis-based ministry at a field education site. Additional class time, and time spent completing the field education course assignment (for example, a theological reflection paper) will equate to 10 hours and will be in addition to the the 35 praxis-based hours.

The student will be assessed on his or her application of course learnings to the student's ministerial experience. The modular learning model will create opportunities for M. Div. 1 students to select from a flexible portfolio of field education opportunities according to their level of interest, expertise, and desired ministerial skills.

The incoming 2022 M.Div. 1 students will participate in the following sequence of courses:

- Fall Semester 2022: One-credit Field Education Orientation Seminar (FE-1152) taught by the DMF.
- Spring Semester 2023 through Fall Semester 2024: Students will undertake modular courses offered by JST faculty, working toward completing six Field Education credits. Students will register for a one-credit Field Education Practicum (FE-2151) in connection with each modular learning course.
- Fall Semester 2024: Students will undertake a two-credit M.Div. Capstone Seminar (FE-2155) taught by the DMF. The seminar will support students in the integration of their field education modular learning experiences.

The first year Field Education Orientation Seminar (FE-1152) focuses on the theme of "Ministerial Identity." The seminar will provide the opportunity for students to build a cohort community. The seminar will also familiarize students with JST's Field Education Modular Learning program and introduce models of theological reflection and various ministerial opportunities in the San Francisco Bay Area. The themes of ministerial identity and community building derive from Goals IV and V of the M.Div. degree:

- Goal IV: Students will develop a professional ministerial identity, which values collaborative leadership and shows commitment to ministerial ethics.
- Goal V: Students will grow and deepen in their relationship with God and in community, cultivating a spirituality that will sustain them in professional ministry.

M.Div. 1 Field Education Modular Learning (cont'd)

Selecting a Field Education Placement

During the Fall 2022 semester, first year M.Div. students will explore field education placements and consider associated modular learning courses for the following semester. Please see pages 17-18 for suggested field education sites.

The goal of theological field education is the ministerial formation of the student. This includes:

- Experiencing oneself as a public minister of the Church and growing in that role and identity;
- Addressing challenges that surface in the process;
- Cultivating and deepening ministerial skills, dispositions, and theological reflection skills; and
- Continuing to discern God's call, especially as mediated by the People of God.

Students are requested to consider the following criteria when selecting future supervised field education placements. Students are:

- Invited to consider whether they are seeking to develop new skills at their future placements, or if they would prefer to hone and enhance existing skill sets;
- Invited to consider whether they are called to minister in new or unfamiliar contexts, or contexts they may not have the opportunity to work at in the future, for example prisons, or other environments;
- Encouraged to pray about their choice of placements and to discern possibilities with their respective spiritual directors;
- Advised to select site supervisors who are skilled practitioners and mentors from whom they can learn;
- Invited to consider partnering with another student from the cohort to exercise shared collaborative ministry and leadership (including lay-Jesuit/religious collaboration); and
- Requested to choose a placement within a 30-minute travel time from JST (and within a maximum 20-mile radius of JST). Exceptions to this are placements on the SCU campus and at the Federal Correctional Institution (FCI), Dublin, California. Regrettably, travel expenses are not provided.

A JST lay student may undertake an approved field placement that is also paid employment.

As part of a panel presentation, JST students will be invited to share their field education experiences with M.Div. 1 students during the Orientation Seminar. In addition, students are encouraged to speak with second year and third year M.Div. students about their experiences.

M.Div. 1 Field Education Modular Learning (cont'd)

Field Education Modular Learning Requirements

Field Education Modular Learning placements will consist of a three-way process between the student, the School, and the ministry site. To ensure a smooth and timely start, students are asked to observe the following requirements and deadlines.

Each student is required to complete a Field Education Practicum (FE-2151) form. This form is intended to be completed by the student in consultation with the course instructor and the DMF. The student should also consult the placement site supervisor about praxis activities and the scheduling of supervision. The Field Education Practicum (FE-2151) form will provide a vehicle to clarify a student's field education tasks and responsibilities and elements central to the supervisory relationship, and how the field experience will be assessed as part of a given course, for example a written theological reflection assignment. In addition, the DMF must have received a completed SCU-JST Community Engagement Agreement and certificate of insurance from a given agency, before a student may start his or her field education placement.

The following are student requirements for establishing placements:

- Given the COVID-19 pandemic, students must follow all SCU, agency, and local safety protocols when visiting sites and agencies and undertaking in-person field education activities at various sites and agencies.
- Students are asked to visit a minimum of two potential ministry sites completing a "Ministry Site Report" form for each visit, as a FE-1152 course requirement.
- Students will meet at least once with the DMF during the fall semester to discuss their choice of field education experiences.
- The DMF and, if applicable, the JST Rector or religious superior must approve students' Field Education ministries.
- Students must demonstrate readiness for ministry. Please see the JST "Readiness for Ministry" policy below.
- Students will be asked to complete a checklist to ensure they have completed FE-1152 course requirements.
- Students seeking to engage in prison ministry at the Federal Correctional Institution (FCI) Dublin or San Quentin State Prison will need clearances processed before the start of the semester in which field education may be undertaken. Students interested in undertaking ministry at FCI Dublin should contact the prison chaplain in advance of starting their placement to inquire about the timing of mandatory training sessions.
- Students hoping to engage in a field education placement in a non-traditional or secular setting need to submit a two-page short paper to the DMF before the placement is approved. The paper should address the following questions:
 - What makes this placement ministerial?
 - What standards or criteria should be used to assess this placement?
 - What new ministerial skills do you foresee yourself learning?
 - How would your potential supervisor help you to reflect theologically on ministry?

M.Div. 1 Field Education Modular Learning (cont'd)

- If a student does not have the desired one year of ministry experience prior to beginning his or her M.Div. studies at JST, he or she must choose a placement with a supervisor that is known to JST and has supervised a JST student before.
- Please be in communication with the DMF as soon as possible if your potential site supervisor has not supervised a JST student before.
- International students will need to complete Curricular Practical Training documentation and submit this to the SCU Office of Global Engagement before starting their field education placements.

The following are requirements for beginning and continuing field education placements:

- The Field Education Practicum (FE-2151) form should be completed during the first week of class and submitted to the Associate Academic Dean by the Friday of that first week. The form will be shared with the JST Field Education Supervisor;
- Given the COVID-19 pandemic, students must follow all SCU, agency, and local safety protocols when visiting sites and agencies and undertaking in-person field education activities at various sites and agencies;
- Each Field Education credit will comprise 45 hours. Students will record field education praxis-based hours per course per semester on their ministry log forms;
- Each student will undertake 35 hours of supervised praxis-based ministry at a field education site (except for students engaging in prison ministry who may record fewer hours, subject to the approval of the DMF). The 35 praxis-based supervised field education hours will include time spent at the ministry site, supervision meetings, and preparation time, but not travel time to and from the site;
- Each student is requested to meet for four hours with his/her field education site supervisor as part of the 35 hours of supervised field education;
- Time spent completing a field education theological reflection course assignment, extra reading, and any additional class time, will equate to 10 hours;
- Students will participate in one meeting per semester with the JST Field Education Supervisor and their field education site supervisor;
- During the Spring 2023 semester, M.Div. 1 students will report to their on-site supervisor, the DMF, and JST Field Education supervisor. The student will also be accountable to the course instructor teaching the modular learning course; and
- Students will maintain a document tracking their field education credits.

Given the ongoing implementation of the Field Education Modular Learning program, the above requirements are subject to change.

JST may terminate a Field Education placement. In these circumstances a student will need to secure another field education placement.

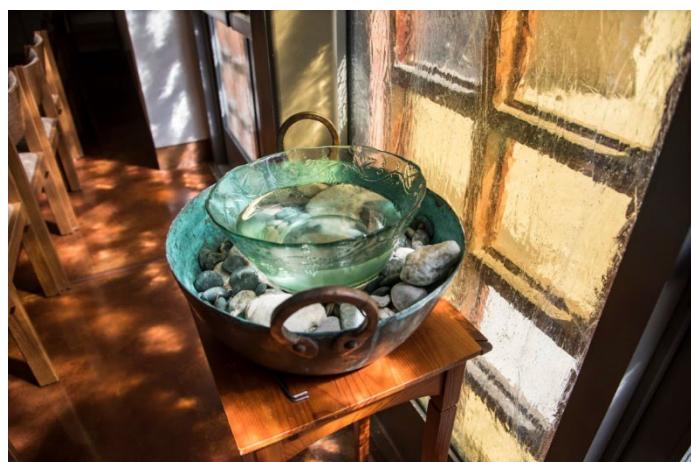
JST Policy for Determining Readiness for Ministry

The Jesuit School of Theology three-year Master of Divinity degree is an academic and professional degree. The degree meets the needs for both the academic training and pastoral formation of students preparing for ministry in the Roman Catholic Church in the United States. JST M.Div. students should possess the personal maturity and faith commitment commensurate with preparation for full-time ministry. JST admits students to the M.Div. program who have demonstrated prior experience of ministry, having completed at least one-year of post-College ministry experience. Some M.Div. degree students will have less prior ministry experience than others.

Throughout their studies, students are expected to display professional behavior in the classroom, and at the School, demonstrating collaboration with others and awareness of personal boundaries. Additionally, as part of the degree, students are provided with the opportunity for supervised experience in pastoral ministry. M.Div. students will work and collaborate with the Director of Ministerial Formation. The School will assess students' readiness for beginning field education placements during the first year of the M.Div. degree. The DMF, together with the JST Associate Dean, will determine students' readiness to proceed to their field education placements.

Given the School's dedication to preparing future ministers for the Church, we take seriously students' readiness for ministry. Prior to commencing field education placements, students' readiness for ministry will be assessed as follows. Students will:

- Demonstrate personal maturity and interpersonal behavior in the classroom and in conduct at the School;
- Complete the FE-1152 fall semester Orientation Seminar requirements;
- Participate in an interview with the DMF in the fall semester of the first year; and
- Provide evidence of personal development training including the completion of at least one workshop, for example, on Myers Briggs or StrengthsFinder.



JST Policy for Determining Readiness for Ministry (cont'd)

These prerequisites must be completed before a student's enrolment in a supervised ministerial placement is approved. If needed, the DMF may also consult with a student's course instructors about whether the student's maturity, faith commitment, and professional behaviors are suitable for full-time ministry. If the DMF is provided with information indicating a student's lack of readiness for participating in a field education placement, including failure to complete any of the above requirements, a student may be denied, or may be required to delay, enrollment in a field education placement. In these circumstances the student will be advised on an appropriate course of action. A student may be required to seek opportunities for further professional and personal growth, to apply for a field education placement at a later stage, and/or to consider transferring to another degree program.

If a student disagrees with any additional JST requirements he or she may request a review by the Associate Academic Dean, Professor Julie Rubio, Ph.D. The Associate Dean will review the information presented and consult with the student, the DMF, the Assistant Dean of Students, and professionals in the SCU Office of Student life.



FE-2152 M.Div. 2 Integration Seminar

In the 2022-2023 Academic Year, as JST continues to implement a field education modular learning model, second-year M.Div. degree students may, with the permission of the Associate Academic Dean and the DMF, continue to engage in JST's traditional field education model. This will require that students enroll in the FE-2152 M.Div. Integration Seminar, which is guided by the theme of praxis. Students will participate in classes, and facilitated theological reflection groups, in parallel with their supervised field education placements. Students will be encouraged to integrate their ministerial experience and growth in ministerial identity with their theological studies.

The FE-2152 course includes the following student requirements:

- Given the COVID-19 pandemic, students must follow all SCU, agency, and local safety protocols when visiting sites and agencies and undertaking in-person field education activities at various sites and agencies;
- Students will spend eight hours per week engaging in field education activities as outlined in their Field Education Learning Agreements. (The eight hours will include time at the ministry site and preparation time, but not travel time);
- Students are required to record their ministry hours on their ministry log forms. M.Div. 2 students will log between 104-112 hours per semester on their ministry log forms (except for students engaging in prison ministry who may record fewer hours subject to the approval of the DMF);
- Students will arrange to receive approximately 30 minutes of supervision from their on-site supervisors for every eight hours of ministry;
- Students will attend Integration Seminar classes and participate in theological reflection groups;
- Students will present at least two theological reflection papers to their theological reflection group, per semester, based on their field education experiences;
- Students will complete an end of semester assignment;
- Students will participate in one meeting per semester with the JST Field Education Supervisor and their field education site supervisor. The Field Education Supervisor will observe a student where possible, for example, teaching a class or facilitating a group;
- International students will need to complete Curricular Practical Training documentation and submit this to the SCU Office of Global Engagement before starting their field education placements.

Please also see the FE-2152 syllabus for course requirements.

JST may terminate a Field Education placement. In these circumstances a student will need to secure another field education placement.

Theological Reflection

Theological reflection is a method to help people learn from their meaningful experiences. It is action-oriented and change-oriented. Theological reflection helps a person to look at experience in light of the person's religious understanding and beliefs. It seeks to help individuals to discover God's presence in experience. As this happens, theological reflection asks the person and/or group to consider what difference God's presence makes and what God expects as a result. The integration of action and experience is what makes theological reflection theological. To have its full effect, it is a skill that must be regularly practiced.

See Robert L. Kinast, *Let Ministry Teach: A Guide to Theological Reflection* (Collegeville, MN: Liturgical Press, 1996) viii-x.

The following theological reflection models are utilized in JST field education written assignments and theological reflection group meetings:

- The Pastoral Circle model: This model is based on the work of Joe Holland and Peter Henriot, SJ, see *Social Analysis: Linking Faith and Justice* (Maryknoll NY: Orbis, 1984). The model includes "social analysis" and encourages participants to explore the cultural, religious, social, and economic influences and structures operating at their respective locations. The Pastoral Circle has been the signature theological reflection model used at JST for several years. The model complements the culturally contextualized study of theology operant at JST.
- A Case Study model: This model is based on Barbara Troxell et al, *Shared Wisdom: A Guide to Case Study Reflection in Ministry*, 2nd ed. (Nashville: Abingdon, 1993). Students are invited to present written case studies based on a recent event or encounter at their field education sites. The "Case Study" model invites students to apply the wisdom of the Tradition, and personal and professional wisdom, to the presented case study.
- The Theology in Four Voices model: This model invites students to employ various theological voices to reflect on their ministries, engaging in a conversational style of theological reflection. The four voices are: normative theology (for example, scriptures, Church teachings), formal theology (the voices of theologians), espoused theology (the theology embedded within a particular group's beliefs), and operant theology (the lived theology of practice). See Helen Cameron, et al, *Talking About God in Practice: Practical Theology and Action Research* (London: SCM, 2011).

Each theological reflection model requires reflection on personal experience in light of the Christian Tradition. Themes from Ignatian spirituality, also guide theological reflection. Theological reflection groups provide the opportunity for students to establish peer support and to engage in shared reflection. Students are also encouraged to also share their theological reflection papers with their on-site supervisors. It is anticipated that students will carry forth their training in theological reflection skills into their future ministerial careers.

Ministerial Assessment

As referenced in the Master of Divinity Degree Program Handbook 2022-2023, “In addition to assessment of students’ supervised field education experiences, students will be assessed on ministerial competency. This assessment will be done for students in religious communities by the appropriate formation authority in the community (i.e., Superior, Rector, or Formation Director). During the second year of the M.Div. degree lay students will be assessed through the ‘Interim Review’ process. This will include an interview with the Director of Ministerial Formation (DMF) and assessment based on other relevant input brought to the attention of the DMF by faculty and administration. Students are assessed on their ministerial formation particularly, but not exclusively, in the following areas:

- Capacity for collaborative leadership
- Integration of service and learning, and of faith and justice
- Knowledge of and commitment to professional ministerial ethics.”



Suggested Field Education Sites

The following are field education sites.

Healthcare Ministry

- Sojourn Chaplaincy, Zuckerberg San Francisco General Hospital, <http://sojournchaplaincy.org/>
- UCSF Benioff, Children's Hospital, Oakland (prior health care ministry or related experience required), <https://www.childrenshospitaloakland.org/main/home.aspx>

Ministry to the Homeless and Marginalized

- Berkeley Catholic Worker, <https://www.catholicworker.org/communities/houses/ca-berkeley-dorothy-day-house.html>; <https://www.catholicworker.org/communities/houses/ca-berkeley-night-on-the-streets.html>
- Oakland Catholic Worker, <http://www.oaklandcatholicworker.org/>
- East Bay Sanctuary Covenant, Berkeley (Spanish speaking skills usually required), <https://eastbaysanctuary.org/>
- The Gubbio Project, San Francisco, <https://www.thegubbioproject.org/>
- The Healing WELL, San Francisco, <http://www.healingwellsf.org/>

Parish and Archdiocesan Ministry

- Newman-Hall Holy Spirit Parish, Berkeley, <http://calnewman.org/>
- St. Mary Magdalen, Berkeley, <http://www.marymagdalen.org/>
- Christ the Light Cathedral, Oakland, <http://www.ctlcathedral.org/>
- Our Lady of Lourdes, Oakland, <http://www.lourdesoakland.com/>
- St. Columba, Oakland, <https://stcolumba-oak.com/>
- St. Elizabeth, Oakland, <https://saintelizabethtoak.org/>
- St. Jarlath, Oakland, <https://saintjarlath.org/>
- St. Patrick, west Oakland, <https://stpatrickwo.org/home>
- St. Theresa, Oakland, <http://www.sttheresaoakland.org/>
- St. John Vianney, Walnut Creek, <https://sjvianney.org/>
- St. Joseph, Pinole, <https://www.sjcpinole.church/>
- St. Agnes, San Francisco, <http://www.saintagnessf.com/>; Ignatian Spiritual Life Center, <https://www.ignatianspiritualifecenter.org>
- St. Ignatius, San Francisco, <http://www.stignatiussf.org/>
- San Francisco Archdiocese Tribunal, <https://sfarchdiocese.org/our-archdiocese/>

Suggested Field Education Sites (cont'd)

Prison Ministry

- Federal Correctional Institution, Dublin, <https://www.bop.gov/locations/institutions/dub/>
- San Quentin State Prison, http://www.cdcr.ca.gov/Facilities_Locator/SQ.html
- Juvenile prison ministry, San Bruno and San Francisco

School and Teaching Ministry

- Bishop O'Dowd High School, Oakland, <http://www.bishopodowd.org/>
- Cristo Rey De La Salle East Bay High School, Oakland, <https://cristoreydelasalle.org/>
- St. Mary's College High School, Berkeley, <http://www.saintmaryschs.org/>
- Holy Names High School, Oakland, <http://www.hnhsoakland.org/>
- Immaculate Conception Academy, San Francisco, <https://www.icacristorey.org/>
- St. Ignatius College Preparatory, San Francisco, <http://www.siprep.org/>
- St. Ignatius Institute, University of San Francisco, <https://www.usfca.edu/st-ignatius>

Ministry to Seafarers

- Apostleship of the Sea, Oakland (part-time)

Spiritual Direction

- The Pierre Favre Program, El Retiro, <https://www.jrclosaltos.org/training-programs>
- JST summer Spiritual Direction Practicum

University Ministry

- Campus Ministry at Santa Clara University, <https://www.scu.edu/cm/>
- The Ignatian Center at Santa Clara University, <https://www.scu.edu/ic/>
- University Ministry at the University of San Francisco, <https://www.usfca.edu/university-ministry>

Supervision

“Pastoral supervision is a method of doing and reflecting on ministry in which a supervisor (teacher) and one or more supervisees (learners) covenant together to reflect critically on their ministry as a way of growing in self-awareness, ministering competency, theological understanding, and Christian commitment.”

Kenneth Pohly, *Transforming the Rough Places: The Ministry of Supervision*
(Eugene, OR: Wipf and Stock, 2016), 107-108.

Supervision is an essential component of the field education experience. It is expected that field education site supervisors will model good practice, accompany JST students as they enhance their ministerial skills, exercise guidance and collaboration, and provide sensitive and insightful feedback. JST expects on-site supervisors to maintain timely communication with the DMF and JST Field Education Supervisor.

Field education on-site supervisors may be seasoned supervisors with many years of experience or may be new to the role. Each supervisor will bring his or her own distinct way of supervising to the relationship. There are several supervisory models in existence. Five aspects of supervision, as highlighted by Kenneth Pohly, are briefly described below. Students and supervisors are encouraged to reflect on these perspectives and discuss how they might structure the supervisory relationship.

Supervision is Pastoral

- Supervision is a pastoral function and a ministry of shepherding and care-giving.
- Both supervisor and supervisee engage in this pastoral function.
- “The giving and receiving of care is something in which all supervisory participants engage.”

Supervision is a Way of Doing Ministry

- Supervision is a ministry – a style, and a method.
- Supervision provides participants with the opportunity to engage as colleagues and coparticipants.
- Supervision is formative and an integral part of ministry.

Supervision is Covenantal

- Supervision occurs in a covenantal context.
- Supervision “occurs within an agreement in which persons say to one another: this is what we will do together and for which we will hold one another accountable.”
- Supervision is a dynamic process in which the covenantal agreement may be reshaped as people grow and needs change.
- The supervisory relationship is one in which priorities are set, structures established, and boundaries exercised. Procedures for ministry and evaluation are identified via mutual negotiation.

Supervision is Reflective

- Supervision occurs within conversations in which the participants engage in critical reflection upon their ministry.
- While these conversations are organic, they comprise the sharing of ministerial life experience and stories with the aim of making appropriate faith responses.
- Supervisors “assist the supervisees in seeing themselves and their ministry more accurately, clearly, and creatively.”

Supervision is Intentional

- Supervision is growth oriented.
- Supervision helps people understand themselves more clearly.
- Supervision assists with the development and enhancement of ministerial competency.
- Supervision assists with honing and clarifying theological understanding.
- Supervision is not haphazard; it is goal-oriented and is regularly scheduled.

Adapted from Kenneth Pohly, *Transforming the Rough Places* (Eugene, OR: Wipf and Stock, 2016), 108.

