



**Field Education 5211A  
Parish/Community Practicum  
Fall Term A, 2021**

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**Course Information**

Field Education 5211A  
Parish/Community Practicum

Location: Administrative Building  
Day(s): Thursdays  
Time: 6:30-9:00 PM

Prerequisites/: Field Education 5110A

Instructor(s): The Rev. Dr. Dawn Davis  
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**Course Description**

Equipping transformative and missional ministry leadership through supervised theological reflection on applied learning in a field placement. The training in this course will include: 1. placed-based contextual relevancy; 2. praxis-based experiential learning; 3. racial sensitivity training along with Indigenous and environmental ministry awareness training; and 4. intentional spiritual formation that permeates all aspects of the individual's life and service in the world. Competencies will be nurtured through a practicum placement, reading, class lectures, community guest presentations, group work and assignments. Students will become familiar with the practical realities of congregational leadership with the goal of developing competency in ministry leadership for today's church.

**Rationale**

*If I had to do it all over again, I would pay more attention to the culture of a congregation. I have learned never to assume one is like another. Each is unique with its own distinct story, character, local context, hurts and celebrations. Faith communities are like people that way, revealing God's delight in diversity."*  
Archbishop Linda Nicholls, Anglican Primate of Canada

Pastoral leadership in the 21st century is complex and requires a wide range of skills and awareness. FLDEDUC 5211A helps facilitate formational ministry leadership through theological reflection, on

applied learning, in a field placement. It includes: 1. placed-based contextual relevancy; 2. praxis-based experiential learning; 3. racial sensitivity training along with Indigenous and environmental ministry awareness training; and 4. intentional spiritual formation that permeates all aspects of the individual's life and service in the world.

### **Course Learning Outcomes**

Most of the topics, themes and theories reflected upon in this course are taught in other courses. The focus of this course is to apply the theory in the field placement and reflect on the experience, which in turn may modify the theory to respond to the context. The result of this process of class participation and experience in the field placement along with reflection on academic training means students will be:

1. Proficient in the key skills and ability to apply competencies for transformative leadership in the practice of ministry by:
  - a. Theologically reflecting on theories of ministry and integrating learnings from scriptural, historical, theological, pastoral care, congregational development and liturgical courses and applying relevant learnings to the context of ministry.
  - b. Summarizing and applying the common aspects of parish administration, management, change management, initiative, innovation, collaborative ministries and conflict mediation and resolution.
  - c. Acquiring understanding of self as a ministry leader.
  - d. Acquire skills for leading and facilitating large and small groups.
2. Able to analyze a diverse social and intercultural context of ministry and adapt behaviour and formulate strategies to acknowledge cultural differences and recognize commonality, by:
  - a. Analyzing demographic, political, social information to determine particular contextual reality and finding suitable responses to the context.
  - b. Developing an awareness of the personal impact on the context.
  - c. Creating a plan for ministry with cultural and racial sensitivity, specifically Indigenous cultures.
  - d. Identifying dynamics and conditions that cause injustice and devise appropriate community responses.
3. Able to integrate personal formation that combines academic preparation with intellectual, spiritual, ethical, and emotional maturity, by
  - a. Integrating pastoral identity in relation to a sense of God's call.
  - b. Regularly engaging in spiritual practices through a Rule of Life.
  - c. Developing competency in a number of spiritual practices to be able to discern which ones are situationally appropriate and be able to incorporate them into your personal devotional life and/or teach them to others.
  - d. Integrating and applying professional boundary training principles in behaviour practices in ministry.
  - e. Developing skills and strategies for integrating personal faith and the public demands of ministry.
4. Able to identify learning needs, prepare a Learning Covenant and communicate its goals with a supervisor and learning support group.

### **Course Content**

Students will participate in a 10- to 12-hour practicum placement under the supervision of a ministry practitioner and with the support of a Learning Support Group within a congregational setting (for those seeking ordination to parish ministry) or community social service site (for those preparing for other vocational ministries). The placement is made through the office of the Director of Field Education prior to the beginning of term. Class time will consist of discussion of assigned readings and lectures, both from this course and other related courses, and student presentations. The classes will aim to cover a variety of relevant ministry topics supplementing the experiences in the field.

### **Textbooks and Course Materials**

Sisk, Ronald D. *The Competent Pastor: Skills and Self-Knowledge for Serving Well*. Herndon, Va: Alban Institute, 2005.

Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. Lanham: Rowman & Littlefield, 2017.

Note: Additional documents, videos etc. will be posted online for students to read and review.

### **Methods of Evaluation**

#### **1. Class Participation 20%**

Active attendance and class participation is required. The ability to give constructive, critical, and encouraging feedback to fellow students will be highly valued. Attendance 10%; Class participation (preparation for gathering, contributing to conversation, respectful dialogue with others) 10%. Attendance at and participation in classes (contacting the instructor in the event of an absence is expected), and completing assignments on time in grammatically accurate and comprehensible writing is expected. Assignments may be returned for re-write if these requirements are not fulfilled.

#### **2. Pastoral Care Visit Report and Session 25%**

Students are expected to complete a minimum of two intentional pastoral visits in any manner congruent with public health guidelines. These visits should reflect a variety of people, places and situations and form part of the substance of weekly supervisory discussions with your supervisor. Students will write a Pastoral Care Visit Report (15%), using the structure provided below (What?, So What? Now What?) provided. Students will also lead a group reflection session (10%) using their identified pastoral visit case. Students will post their Pastoral Care Visit Report on the OWL class forum, one week before the scheduled session. Following the session, students can modify the report based on the reflections raised in the class discussion before submitting it for marking. The Pastoral Care Visit Report will be four-five pages, double-spaced, 12-pt font, typewritten. Due two weeks after the scheduled session.

The report will address these questions:

What? (one page) Describe the context, background information, details of the situation, memorable moments, topics covered and the feelings raised. A verbatim might be needed if there was a significantly exchange.

So What? (two pages) Describe the biblical story or image that comes to mind as a result of the encounter. Provide a relevant theological concept such as renewal, salvation, grace, incarnation, liberation, death/resurrection, hope. Note your intellectual and emotional reaction and responses to the content of the encounter and the theological concepts that were raised.

Now What? (one page) How does the theological issues raised affect your understanding of the practice of ministry? What insights, significance and challenges have you learned about yourself as a leader in ministry? What would you do differently as you go forward in ministry?

### **3. Theological Reflection Report and Session 25%**

Students will write a Theological Reflection Report (15%), using the Theological Reflection Template provided, and lead a theological reflection session (10%) using their identified case. The student will analyze a significant event (not connected to the pastoral care case above) from a situation they are personally involved in, in the field placement. A case can arise from a church meeting, conversation, study group, worship experience or supervisory relationship. The Theological Reflection Report should include personal perspective, the feelings that emerged, the theological engagement, the scriptural and spiritual themes and responses, the next steps of God's call to ongoing growth and an action plan for the future. Students will post their Theological Reflection Report on the OWL class forum, one week before the scheduled session. Following the session, students can modify the report based on the reflections raised in the class discussion before submitting it for marking. The Theological Reflection Report will be four-five pages, double-spaced, 12-pt font, typewritten. Due two weeks after the scheduled session.

### **4. Spiritual Formation Practicum 10%**

Students are expected to lead two practicum exercises with the learning support group during their regularly scheduled LSG monthly sessions. In one session the student will teach the group how to open a meeting with prayer. In another session the student will lead a 15-minute scripture meditation. Students will provide a verbal reflection of the experience using Voice Thread that includes the LSG feedback, reflection on the experience, insights into the spiritual development process, and reflections on their ability to form spiritual leaders. Prayer session reflection due: October 22, 2021. Scripture meditation reflection due: Nov. 29, 2021.

### **5. Spiritual Direction 5%**

Students are expected to participate in a spiritual direction session with a registered spiritual director. (A list of possible spiritual directors can be provided.) Students should provide a two-page, double-spaced, 12 pt font, typewritten reflection on the experience of participating in a guided conversation, what they have discovered in terms of their relationship with God and self-understanding, and how they endeavour to live out that relationship in their everyday lives. Due: Dec. 4, 2020.

### **6. Learning Support Group Learning Goals and Evaluation 15%**

Students are expected to create a Learning Covenant as per the Learning Covenant document (10%). The Learning Covenant is due: Sept. 30.

Students are expected to have participated in a field evaluation process, have completed their self-evaluation form and provided a completed field evaluation signed by the supervisor, learning support group and student (5%). Due: December 9, 2021. (This requires three copies signed by participants.)

NOTE: A pass for the course will be based on a positive recommendation from your field supervisor and learning support group.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean and the Instructor to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work, and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/exam/attendance.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf).

### **Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf). The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

**Statement on the Recording of Class Activities**

Students may not record or distribute any class activity, including conversations during office hours, without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work: Medical or Non-Medical Absences & Accommodation**

MDiv and MTS students who are seeking academic consideration for missed work during the semester must consult with the Dean’s Office. MDiv and MTS students are excluded from using the Self Reported Absence option as that is restricted to bachelor-level students. Students may request academic consideration on medical grounds by contacting the Dean of Theology office at [srice@huron.uwo.ca](mailto:srice@huron.uwo.ca). To protect student privacy, details of the medical accommodation need only be disclosed to the Dean, who will communicate to the instructor(s) the necessary accommodation. Instructors may not request medical or other documentation from students. The Dean may require medical or other documentation, and the student may be required to complete the Student Medical Certificate, available online at [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). Following a determination of accommodation, the Dean will contact the instructor(s) and the student who will then arrange a new deadline for missed work.

Students seeking academic consideration for a non-medical absence (e.g. varsity sports, religious, compassionate, or bereavement) may be required to provide appropriate documentation to the Dean’s Office. All consideration requests must be directed to the Dean’s Office with notice also given to the instructor.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf). Consult the Dean’s Office for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation (see above), students should contact Sandra Rice in the Dean’s Office at [srice@huron.uwo.ca](mailto:srice@huron.uwo.ca).

Your Faculty Advisor is also able to answer questions about your program and to assist with any concerns about academic matters. Contact them for a conversation whenever you need.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult with the Dean. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with your course instructor and the Dean, who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect your full-time status and therefore have implications for OSAP and/or Scholarship/Bursary eligibility.

An outline of the range of services offered to Huron students is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Learning Development and Success: <https://www.uwo.ca/sdc/learning/>

Accessible Education: <http://academicsupport.uwo.ca/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Mental Health & Wellness Support at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)

Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Chaplaincy: [gthorne@huron.uwo.ca](mailto:gthorne@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through <https://www.uwo.ca/health/>.