

Field Education 5212B Parish/Community Practicum



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Parish/Community Practicum

Term B, 2022

Course Information

FLDEDUC 5212B

Thursdays 6:00-8:30pm, Rm. W4

Prerequisites FLDEDU 5110A and 5211A.

Instructor(s) Dawn Davis (Rev.) DMin

Contact Information ddavis48@uwo.ca,

Office Location A221 and online

Office Hours (or offer to set appointments) Responds to emails received between Monday-Friday within 24 hours.

Visit the Program “Owl” site for the Course Content, Zoom links, course material, supportive and guiding documents and news. To access FE 5212B on Owl, please go to

<https://owl.uwo.ca/portal/site/c483c1e0-57cc-484a-bbcf-038322aa7118>

Course Description

- *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

Many of the topics, themes and theories reflected on in this course are taught in other courses. The focus of this course is to apply those theories in the field placement and reflect on the experience. This, 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 oneself as a ministry leader.
 - d. Acquiring 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 able to incorporate them into one's personal devotional life and/or teach them to others.
 - d. Integrating and applying professional boundary training principles in 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.

Textbooks and Course Materials

Required:

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.

Click on Course Readings on the left side menu of OWL to acquire these books through the library. If you wish to purchase these book at the Western Bookstore please click on this url provided. <https://bookstore.uwo.ca/textbook-search>

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

Course Requirements and Assignments: Please submit assignments to the appropriate folder on the course Owl site. Name electronic files for submission in the form **Last Name, First Name - Title** (e.g., Smith, John – Book Review.docx).

For Written Assignments: Please note that spelling and grammar will be considered in the evaluation of all assignments. That is, you may lose points for spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to consult with Huron University's Writing Centre.

1. **Participation** is more than just attending class; it means entering fully into class discussions and exercises. Students are expected to share concepts, information, and experiences—and to listen and respond to the contributions of others. Differing points of view are encouraged, and students are welcome to put forward positions they may not agree with. The goal throughout is a thorough, lively, and loving exploration of ideas. During class, you should:

- be able to demonstrate knowledge of all the materials covered
- be ready to make thoughtful comments
- relate them to your work and personal experiences
- respond to the materials, the professor, and the ideas of fellow students.

While your voluntary participation is strongly encouraged, you should be prepared to respond when called upon to give your views. On the other hand, you should avoid continually dominating class and group discussion. The most valuable element of participation is listening carefully and responding to what others have to say.

The following scale will be used to rate your class participation:

0. Absent
1. Attended class but did not speak or participate. When invited to give an opinion, gave an answer such as, "I'm not sure".
2. Made minor comments or contributed only when called on.

3. Made a reasonable contribution to the discussion and activities. Opinions related to theory and concepts covered in the course.
4. Made insightful and significant contributions to the discussion. Built on the contributions of others' personal experience; examples provided were supported with theory and concepts.
5. Made exceptional contributions.

The course will include simulations, short exercises, and group work. The involvement of every student in these activities is essential to the success of the activities and to their value as learning tools. Your involvement in these activities will be given significant weight in assessing your participation mark. (20%)

2. Field Placement, Learning Goals and Evaluation 25%

Students will renew and revise their Learning Covenant, according to the Learning Covenant template, to meet their learning needs (10%). The Learning Covenant is due Jan. 27.

Students are expected to engage in a field placement 10/12 hrs. a week. This includes, but is not limited to, Sunday worship, supervisory meetings and Learning Support Group sessions. Students are also to engage in an evaluation process which includes providing a completed self-evaluation, supervisor's and Learning Support Group evaluation. (15%) Field Placement Evaluations are due April 7, 2022.

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

3. Theological Reflection Report and Session 20%

Students will write a Theological Reflection Report (10%) based on an identified case organized under the headings: What? So What? and Now What? The students will lead a theological reflection presentation (10%) based on the What? and So What? sections of the identified case. The identified case must be a significant event 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 sections are:

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

So What? (two pages) Describe the biblical story or image that comes to mind as a result of the encounter. Where was God at work in this situation? Provide a relevant theological and spiritual concepts 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 raised.

Now What? (two pages) How do 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? What are the next steps of God's call to ongoing growth and an action plan for the future? What skills or concepts would you like to develop as a result of this encounter? What prayer would you offer in response to this encounter?

Students must come to their assigned theological reflection session with a written case addressing the What? and So What? sections of the report. They must also identify two or three questions for their peers to explore: testing their analysis, exploring options and follow up, and pursuing implications within the community. Following the session, students can modify the What? and So What? sections and complete the Now What? section. The submitted report should include the reflections raised in the class discussion. The completed Theological Reflection Report will be four to five pages, double-spaced, 12pt font, typewritten. Due two weeks after the scheduled session.

4. Innovative Project 30%

The goal of the Innovative Project is to broaden the student's learning experience in mission/evangelism, innovation, and discipleship. The project must be chosen and planned in consultation with the supervisor and appropriate contacts at the field placement site. The project should primarily involve the student's research, educational design and leadership. The project should be designed to include 3-5 hours of in-person or video conferencing teaching/interaction.

The Innovative Project will include a Project Proposal and Outline (10%), Class Presentation (10%), and Project Implementation and Report (10%).

The Project Proposal and Outline will include:

- a. An overview of the context of the setting and the spiritual needs of the context which will be addressed.
- b. Objective of the project
- c. Target participants - age, demographics, etc..
- d. Initial design of the project idea - format, number of sessions, length of sessions, space required, etc.
- e. Resources and research required and leaders who need to be consulted.
- f. Communication plan - when, where and how will the project be advertised?
- g. Financial plan - consult with the Treasurer and in consultation with the supervisor determine a funding process for the project.
- h. Evaluation - state how it will be evident that the objective of the project has been met.
- a. Questions or concerns about the project at this point.

Class Presentation will involve a 30-minute presentation in class of the proposed Innovative Project. The model of presentation is up to the student and will be assessed on how effectively the proposal is communicated.

Project Report Students will submit a completed project report including detailed outlines of each section, copies of any handouts or visuals used, communication material, including announcements, and a collation of evaluations from participants. The report should also address the following items for reflection: How did the completed event fit with your original expectations and plans? What surprises, affirmations and/or disappointments did you encounter along the way? What did you learn about yourself as a teacher and leader in this event? What did you learn from the evaluations? What would you do differently? How do you understand God’s presence and work in the project? The Project Report will be four to five pages, double-spaced, 12pt font, typewritten. Due April 7, 2022.

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 will send a confirmation that they have attended a session with a registered spiritual director. Due: April 7, 2022.

Assignment	Value	Date
1. Participation	20%	n/a
2. Field Placement Revised Covenant (10%) Final Evaluation (15%)	25%	Jan. 27, 2022 April 7, 2022
3. Theological Reflection Presentation (10%) Report (10%)	20%	As scheduled 2 weeks after presentation
4. Innovative Project Report Proposal and Outline (10%) Presentation (10%) Report (10%)	30%	Feb.3, 2022 As scheduled April 7, 2022
5. Spiritual Direction	5%	April 7, 2022

Course Outline

Week 1, Jan 13-19: Overview, Learning Goals, Field placement context – Prayer-walk

Week 2, Jan 20-16: How to innovate – Design thinking – Doodle prayer

Week 3, Jan 27-Feb 2: How to make change happen with Dr. Soren Hessler – Examen

Week 4, Feb 3-9: Church Administration 101 with Dr. Soren Hessler – Scripture Meditation

Week 5, Feb 10-16: Canons, policies, practices – Archdeacon Tanya Phibbs – Scripture Meditation

Week 6, Feb 17-20: Church closure, amalgamations, plants with Janet Marshall, Diocese of Toronto – Discernment

READING WEEK, Feb 21-27

Week 7, Mar 3-9: Equipping Spiritual Leaders & Catechesis – Gospel-based Discipleship.

Week 8, Mar 10-16: Leading When a Congregation is in Trauma, Grief and funerals – Forgiveness, Confession, Absolution, Reconciliation

Week 9, Mar 17-23: Evangelism and Mission: Dr. Grayhame Bowcott – Affirmation of Faith

Week 10, Mar 24-30: Social activism – Contemplation

Week 11, Mar 31-6: Group Spiritual Direction (a spiritual director)

Week 12, April 7: Life-Long Learning

Appendix to Course Outlines:

Faculty of Theology Academic Policies & Regulations 2021–2022

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.

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. 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.

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. 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. 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://academicssupport.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. 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.

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

Community Safety Office: safety@huron.uwo.ca

Chaplaincy: gthorne@huron.uwo.ca

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

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