

## STP 470ab/MPS 139ab – Theological Field Education (Second Semester of a Two Semester Course)

### Winter 2018-2019 Course Outline

#### Class Start Date & End Date

January 3<sup>th</sup> to April 4<sup>th</sup> 2019

#### Class Meeting Time, Location, and Room

Thursday 1:15-4:05 p.m.

St. Marguerite Room

<b>Instructor:</b>	Sr. Zoe Bernatsky SSMI
<b>Office:</b>	Newman College 2-07
<b>Office Hours:</b>	Wednesday afternoons or by appointment
<b>Telephone:</b>	780-392-2450 ext. 2213
<b>Email:</b>	zoe.bernatsky@newman.edu
<b>Skype:</b>	zoe.bernatsky@network.caedm.ca

#### Course Description

An introductory practicum consisting of a ministry placement under individual supervision, related classes, and theological reflection in groups on the experience gained.

#### Course Objectives

This course is taken in the final stage of the degree program and its goals correspond to all of the following Theological Education Goals:

1. **Intellectual Formation** – The program shall foster sound knowledge of the revelation of God in creation, in Israel, and in the person of Jesus Christ as witnessed to by Scripture and the Church's Tradition.
2. **Cultural Context** - The program shall foster an evangelical discernment of the 'signs of the times' to engage with the reality of cultural diversity in the Church and world.
3. **Personal and Spiritual Formation** - The program shall foster growth in terms of human and Christian maturity, as a personal response to being a disciple of Jesus Christ and as a dimension of public witness.
4. **Capacity for Ministerial Leadership** - The program shall foster theological reflection on and education for the practice of ministerial leadership in the Church and world.

#### Specific Course Goals:

This is a required course taken in the final stage of the BTh and MDiv degree program. Through the use of adult learning techniques, the students will:

- a) Engage in a supervised field practicum (related to all Theological Education Goals).
- b) Utilize principles and methods involved in theological reflection (Intellectual and Personal Formation)

- c) review the pastoral experiences in light of Christian theology and put this experience into genuine dialogue with their faith traditions (Ministerial, Cultural, Personal, Spiritual Formation)
- d) To practice theological reflection and develop a methodology and expertise for doing theological reflection in future ministry (Ministerial, Cultural, Personal, Intellectual Formation)

### Course Assignments and Evaluation

- Ministry Field Evaluation 40%
- Two verbatims/case studies (five pages double-spaced) typed and presented according to the outline presented in class. (25 % each=50%)
- Analysis of two case studies presented by colleagues. These will be two pages double-spaced and presented following the outline presented in class. (10%)

The grade from this semester will be combined with the grade from course work in the second semester. A single course grade will be submitted to the Registrar at the end of the second semester. Expectations of Undergraduate and Graduate students differs in terms of the level of mastery expected in each objective.

Because of the nature of the discussion it is highly important not to carry the content of pastoral conversations beyond the classrooms walls and to make special efforts to disguise the identity of people when discussing pastoral concerns and experiences. Much of the learning that goes on in a classroom is founded upon mutual discourse between the instructor and student.

### Textbooks

1. Patricia O'Connell Killen and John de Beer, *The Art of Theological Reflection* (Crossroads: New York, 1995).
2. Robert Kinast, *Making Faith Sense: Theological Reflections in Everyday Life* (Collegeville: The Liturgical Press, 1999)

### Recommended Reading

1. Robert Kinast, *Let Ministry: A Guide to Theological Reflection* (Collegeville: The Liturgical Press, 1996).
2. James Whitehead and Evelyn Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry* (Kansas: Sheed and Ward, 1995).
3. Abigail Johnson, *Reflecting with God* (Herdon, VA: The Alban Institute, 2004).
4. William T. Pyle and Mary Alice Seals, eds., *Experiencing Ministry Supervision: A Field Based Approach* (Nashville: Broadman and Holman, 1995).

### General Academic Information

#### Late Submission Policy.

In the case of severe illness or personal or family emergency, please contact the professor to request an extension. If no extension is given, a penalty of 5% per day will be applied to the assignment.

### Course Attendance

No credit will be given for a course if the student has been absent, for any reason whatever, from one-third or more of the lectures and/or seminars scheduled for the term. Likewise, no credit will be given if term assignments or other assignments are or remain incomplete.

### Leave of Absence and Policy for Incompletes

Extensions to an incomplete grade may be granted in extenuating circumstances, but may not exceed 16 weeks following the end of the course. Students who fail to complete course work by the agreed deadline will have a grade assigned which is based on work completed.

### Academic Integrity

Acts of academic dishonesty (plagiarism, cheating, etc.) are subject to an appropriate penalty. The grade "F" may be assigned to a student guilty of such acts by the professor of the course in which the infraction occurred. A second offense against academic integrity renders the student liable to automatic dismissal from NTC. Further details are available in the Student Handbook in the Academic Misconduct Policy.

### Academic Grievances

Students may appeal grades received; the procedure is outlined in the Student Handbook in the Grade Appeal Policy. For other grievances, students will refer to the Student Grievances Policy also outlined in the Student Handbook.

*NOTE: The GPA is computed on the basis of cumulative grade point (letter) values, not percentage values. All courses are included in this calculation except those exceeding degree requirements and/or received as transfer credits from other recognized institutions.*

### Grading System

Undergraduate Studies C.Th., Dip.Th., B.Th.			Graduate Studies M.T.S., M.Div., M.Th., G.C.C.S.A., M.R.E.		
Grade Meaning	Grade	Grade Point	Grade Meaning	Grade	Grade Point
Excellent	A+	4.0	Excellent	A+	4.0
	A	4.0		A	4.0
	A-	3.7		A-	3.7
Good	B+	3.3	Good	B+	3.3
	B	3.0		B	3.0
	B-	2.7		B-	2.7
Adequate	C+	2.3	Adequate	C+	2.3
	C	2.0		C	2.0
	C-	1.7		C-	1.7
Marginal	D+	1.3			
	D	1.0			

Fail	F	0.0	Fail	D+	1.3
				D	1.0
				F	0.0

### Written Assignments - Style and Format

Newman Theological College requires that all written work be submitted in acceptable academic format and style. Please note the following regulations:

#### Regulations

Research papers, book reports, article summaries, reflection papers, and essays should be double-spaced, printed on one side only, and submitted on white, 8.5" x 11" paper.

A standard type style, such as Times New Roman, with a 12-point font size, must be used. The instructor will specify the most recent edition of the style manual to be used:

1. Kate Turabian, "A Manual for Writers of Term Papers, Theses, and Dissertations" (Chicago: University of Chicago Press).
2. Joseph Gibaldi & William Ahters, eds., "MLA Handbook for Writers of Research Papers" (New York: Modern Language Association of America).
3. American Psychological Association "Publication Manual of the American Psychological Association" (Washington: APA Publications).

Copies of these standard references may be purchased in the NTC bookstore.

Ignorance of standard form is not considered an acceptable excuse for deviation from required standards of format and style.

#### Academic Regulations

The following Academic Regulations are located in the Academic Calendar for your reference:

- Changes in Registration: Add/Drop/Withdraw Notice
- Course Work
- Final Examination Schedule
- Incomplete Grade Policy
- Inclusive Language

#### Related Academic Matters

The following Related Academic Matters are located in the Academic Calendar for your reference:

- Grade Reports & Posting
- Glossary of Academic Terms

#### Other Related Policies

The following policies are located in the Student Handbook for your reference:

- Academic Misconduct Policy
- Grade Appeal Policy

### Recording of Lectures

Audio or video recording of lectures, seminars or any other teaching environment by students is allowed only with the prior consent of the instructor. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Services, contact Doreen Bloos at 780-392-2450 ext. 2212; Email [doreen.bloos@newman.edu](mailto:doreen.bloos@newman.edu) .

### **Course Schedule**

#### **January 3:** No Class

Students will contact professor for an individual meeting about their field education placement. Review of Personal Learning Goals.

#### **January 10:** Review of Syllabi; Writing presentations, reflection papers and responses .

#### **January 17:** “Personal Encounters” with Jesus in Ministry.

Ed Kinerk Personal Encounters With Jesus Christ in *Studies in the Spirituality of Jesuits* 48/3 Autumn 2016, 1-29. (<https://jesuitonlinelibrary.bc.edu/?a=d&d=sis20160901-01&e=-----en-20--1--txt-txIN----->).

**January 24:** Presentation \_\_\_\_\_ Response \_\_\_\_\_

**Jan. 31:** Presentation \_\_\_\_\_ Response \_\_\_\_\_

#### **Feb. 7:**

Presentation \_\_\_\_\_ Response \_\_\_\_\_

**Feb. 14:** No Class (professor will arrange mid-semester visits for evaluation)

**Feb. 21:** No Class

#### **Feb. 28**

Presentation \_\_\_\_\_ Response \_\_\_\_\_

Presentation \_\_\_\_\_ Response \_\_\_\_\_

#### **March 7:**

Presentation \_\_\_\_\_ Response \_\_\_\_\_

Presentation \_\_\_\_\_ Response \_\_\_\_\_

#### **March 14:**

Presentation \_\_\_\_\_ Response \_\_\_\_\_

Presentation \_\_\_\_\_ Response \_\_\_\_\_

**March 21:** : Final meetings with Field Education Supervisors

**March 28:** Reflection papers and meeting with professor.

### Sample Rubric for Catechetical Session Plan

**Context:** Create an outline of an adult faith formation program of three or more weeks. Choose one of the weeks to do a detailed catechetical plan. The plan will include the following details.

#### **Content: What is being taught?**

The multi-week program is about what? (general subject)

\_\_\_\_\_

What is the *goal* of the multi-week program?

\_\_\_\_\_

What are the expected outcomes of the overall course?

#### **One detailed session:**

**Topic** of this one session: \_\_\_\_\_

What is the goal of this one week?

\_\_\_\_\_

What specific, measurable, learning outcomes are expected from this one week's catechesis? (Refer to *Bloom's Taxonomy* for specific verbs.)

#### **Audience: Who is being catechized?**

- Age, gender, culture, language, size of group, concerns, pertinent social issues, etc.
- Developmental characteristics of this group
- Other information about this group

#### **Logistics: When, Where, How and With Whom?**

Date of session: \_\_\_\_\_ Time of session: \_\_\_\_\_ Duration of session: \_\_\_\_\_

Where will this session be held?

How will the space be set up?

Why set it up this way?

Who will catechize with you?

What specifically will they do?

#### **Special Considerations: Prayer and Specific Teaching Techniques Employed**

What will the prayer space look like?

What will you do for the opening prayer? How does this relate to the topic of the week?  
What will you do for the closing prayer? How does this related to the topic of the week?

List the art, music, visual, costumes, etc. supplies to enhance the learning.  
Which senses will be engaged?  
Which physical positions will be involved?  
Which adult learning principles will you weave into the plan?

Resources used in planning and catechizing:

Text: \_\_\_\_\_ Bible: \_\_\_\_\_  
CCC: \_\_\_\_\_ other: \_\_\_\_\_

### Life to Faith to Life Plan

- A. **Get in touch with the experience of the learner.** (Think of a secular – NON-religious experience that is familiar to these particular learners. What life experience of theirs will you have them recall? Or what experience will you offer them the opportunity to have right in the catechetical session? Choose an experience that is somehow related to the main goal of the session.  
*- For how many minutes will you do this?*
- B. **Reflect on the experience.** What is an age-appropriate way for this group of learners to reflect on this experience?  
*- For how many minutes will you do this?*
- C. **Catechizing – teaching the session.**  
What will you do to **teach** the session? What methods of presentation will help them learn and remember? Refer to Howard Gardner’s Multiple Intelligences. Use at least two. Look at your stated learning outcomes above and make sure you are doing something to teach each one.
- Give a presentation?
  - Show a video?
  - Use a PowerPoint?
  - Ask questions?
  - Use a song?
  - Have an interesting object on display?
  - Use a diagram?
  - other
- For how many minutes will you do this?*
- D. **Integration:** How will you help the learner integrate the teaching into his or her life? This is the point in the session where you help them to make a connection between the experience of step A and this teaching. They get to “try out” the ideas and see if they make sense in their life. Remember, active learners retain more knowledge than passive receivers. Again, look at different learning styles. Given the characteristics of this particular group (see “who” above), what are they most likely to enjoy doing that will help them understand and retain what has been taught?  
*- For how many minutes will you do this?*

E. **So what?**

How will you assess what they learned? (Are they able to do the outcomes listed above?)

How will they take this learning home and use it?

*- For how many minutes will you do this?*

**Your evaluation of the session:**

- How will you evaluate what went well; what needs changing; what needs more catechesis, etc.?
- In what way did this session help these learners come into a closer relationship (or begin a relationship) with Jesus Christ?

**Sample Rubric on Pastoral Experience**

**(Use this format for your paper.)**

**Name:**

**Date of Ministerial Experience:**

**Today's date:** (the day you are writing the paper)

**Pastoral issue:**

Identify the issue in the pastoral experience that is calling for deeper reflection.

**Learning goal for this session:**

What are you hoping to learn from this experience in this particular reflection session?

1. **Background:** State the pertinent details leading up to the situation you are describing. This is the backdrop that helps put the experience in context. How did the event come to be? Describe any feelings or expectations you had before the pastoral experience took place.
2. **Description:** This is a narrative of what happened written as objectively as it is possible. The statements are about what, who, where and when. What was your response? How did others respond? Who was involved? What was their involvement or role?  
*There is no reflection in this section, only statements of facts.*

3. **Reflection:**

**Personal:** What did the experience evoke at a personal/human level? *Has something like this happened before? What life experiences from the past connect with this experience? What was learned from that experience that may shed light on this present experience? OR- Is this a new experience, did it catch you by surprise? What is/are the question(s) this experience raises for you?*

**Professional/Pastoral:** What was the pastoral response to the situation? How adequate or inadequate was the response? What skills were used or needed? How does this experience help form or develop pastoral identity? *Which courses or previous pastoral experiences help inform this experience?*

**Cultural Context:** Considering one's own social location and the ministry's social context, what cultural issues are raised here? Do questions of social structure, race, ethnicity, class or gender help shed light onto this experience? How is (or is not) this a universal experience? How was cultural awareness and sensitivity shown/expressed pastorally? **How do the courses which address culture inform this experience?**

**Theological:** What ***theological issues or themes*** emerge from this incident? What ***theological sources*** inform this experience? **Which church documents, texts from Scripture, readings, art expressions, etc. contribute to the understanding of this pastoral experience? How does this experience inform theology?**

**Spiritual:** How does this experience help support spiritual development?  
**How does this help you grow in your relationship with God?**

4. **Integration**

**What was learned from this pastoral experience and reflection? Is there anything that would be done differently as a result of what was learned? Is there a follow-up to this experience? Please describe what actions may follow.**

5. **Works Consulted**

**Orientation to Supervised Ministry students:**

List **one** theological source used to inform this pastoral experience and which have been integrated in this reflection. (Bibliography format required.)

List **three** theological sources used to inform this pastoral experience and which have been integrated in this reflection. (Bibliography format required.)

**Rubrics for Ministry Reflection**

The reflection demonstrates the student's ability to engage a particular pastoral experience with appropriate insights from his/her personal, cultural, and spiritual life and scripture and theology.

Five elements to be considered:

- 1) methodology (follow the outline of Process Note as required);
- 2) integration of personal framework and pastoral context;
- 3) use of appropriate theological resources to inform pastoral experience;
- 4) integration of knowledge that leads to evaluation of pastoral response;
- 5) an Addendum that demonstrates ability to integrate wisdom gained from peer reflection session.

**Required to Pass**

1. able to follow a methodology for reflection using the outline as required,
2. able to engage and integrate personal framework and pastoral context with pastoral experience,
3. able to use appropriate and relevant theological resources to inform pastoral experience,
4. able to integrate knowledge from reflection that leads to evaluation of a pastoral response that is suitable.

**Marks of Excellence:**

1. able to follow a methodology for reflection that is well developed and nuanced,
2. able to make compelling connections with personal framework, cultural background, and pastoral context with pastoral experience,
3. able to use theological resources in an advanced way to inform pastoral experience,
4. able to integrate knowledge from reflection and offer a creative pastoral response to pastoral experience

NOTE: All students are required to attend all classes, complete the assignments and to participate in class discussions. Habitual lateness will be regarded as absence. Thoughtful class participation includes the ability to listen to others. Because of the nature of the discussion, it is important not to share the content conversations beyond the classroom. Much of the learning that goes on in a classroom is founded upon mutual discourse between the instructor and students. Cell phone use is prohibited. Use of laptops and other devices is for note taking purposes only. If a student is unable to attend a class, please notify the instructor in advance. Consistent with the policy of Newman College, students are allowed no more than 2 absences.