



SYM 505: Theological Field Education

Fall 2022

MENTOR MODULES

Students and Supervisor-mentors will meet monthly (August/September, October, November, and December) during the Fall semester. Conversation related to each module should last for about one hour. The Supervisor-mentor should report upon their meetings with assignments students twice each semester using the [Theological Field Education Mentor Report](#).

Mid-semester report due: October 25, 2022

Final report due: December 16, 2022

FALL SEMESTER MENTOR MODULES

Module 1 (August/September)

- **Set Roles, Expectations, Covenants:** As you gather for this first meeting together, talk about how you understand the mentoring relationship and your role. Ask the student what they hope to gain from this mentoring opportunity. Review the Covenants of Presence¹ provided at the end of this document. How will you embody these covenants? What other agreements might need to be added in order for you both to thrive in this relationship? How will you keep one another accountable to covenants you've detailed here?
- **Share Vocational Journeys:** If they have not already done so, the student will soon prepare a reflection depicting their vocational journey to present in class. As a way to get acquainted, ask the student to share highlights from this reflection with you. Listen with interest as the student shares their journey and commitments with you, and follow-up as needed with questions for clarification and/or statements of support or validation. After the student has shared their journey with you, identify points of identification with their story by sharing parts of your own vocational journey. Express gratitude for the sharing of the student's journey and for their service and work.
- **Learning Covenant:** Review the Learning Covenant the student has created to guide their growth during their time in Theological Field Education. Ask the following to learn more about the student's learning goals:
 1. How does the student describe their pastoral identity and/or strengths for ministry? What challenges in ministry are present for the student?
 2. What 3-5 areas of ministry practice has the student identified to explore this semester? What activities will they undertake in order to pursue these goals?
 3. What wells does the student draw from to cultivate personal and spiritual growth? How will the student maintain a commitment to these practices—or even take on other

¹ The Forum for Theological Exploration, <https://fteleaders.org/uploads/files/cop.pdf>.

practices—in order to be sustained during their time in field education? What other resources might the student pursue in order to be sustained or to promote their growth at this time?

4. How does the student hope you can support their growth during this year? How would you like to see the student grow? What opportunities can you pursue together to promote that growth?

Module 2 (October)

- **Check-in:** Spend a brief time at the start of each meeting checking-in with one another. If an experience or problem of particular concern immediately arises during the student's check-in, follow that. As mentor, utilize the wisdom and resource you hold to support that concern and refer the student to other resources for support as necessary. (If necessary, also review the Covenants of Presence.)
- **Accomplishments & Sources of Pride:** Discuss any accomplishments, joys, or sources of pride the student has experienced in the past month while practicing ministry in this context.
- **Challenges and Surprises:** Discuss challenges, surprises, or points of growth in ministry that the student has experienced.
- **Resources for Growth:** What practices (personal or spiritual), resources (conversation partners, books, or other resources), or support from you might the student pursue in order toward addressing challenges or following new passions?
- **Intercultural Engagement Project Proposal:** In the coming weeks, the student will be asked to complete a proposal for carrying out an Intercultural Engagement Project during the Spring semester in Theological Field Education. Brainstorm potential projects/sites where the student might carry out their project. What does the student hope to learn about themselves or about the community/ies they will engage through this experience? How will this experience enhance their growth in ministry?

Module 3 (November)

- **Check-in:** Spend a brief time at the start of each meeting checking-in with one another. If an experience or problem of particular concern immediately arises during the student's check-in, follow that. As mentor, utilize the wisdom and resource you hold to support that concern and refer the student to other resources for support as necessary. (If necessary, also review the Covenants of Presence.)
- **Practice of Ministry Case Study:** If they have not already done so, the student will soon present to their TFE a case study about an encounter in ministry that they would like to reflect more deeply upon.
 1. Invite the student to summarize the case. Invite them to describe the setting and roles of the principal participants in this encounter, followed by a straightforward narrative of what happened.
 2. What challenges in ministry did this situation pose for the student? What practices of ministry can the student name that were attempted in response to this encounter? Ask the student how the situation was or was not resolved.
 3. Help the student to take some critical perspective about the incident. Whose perspective or story was or wasn't included in the student's narrative? What lenses

(gender, race, class, situations of authority or power) might the student be bringing to their interpretation of the incident?

4. What effective responses to the encounter can you explore together?
5. Invite the student to identify any potential next steps in gaining vocational clarity through this experience. How does this encounter contribute to the student's growth in ministry, self-knowledge, or sense of vocational call?

Module 4 (December): End of Semester Reflections

- **Check-in:** Spend a brief time at the start of each meeting checking-in with one another. If an experience or problem of particular concern immediately arises during the student's check-in, follow that. As mentor, utilize the wisdom and resource you hold to support that concern and refer the student to other resources for support as necessary. (If necessary, also review the Covenants of Presence.)
- **Reflect together**
 1. **Student growth:** Reflect together upon the student's progress this semester. What did you witness as places of growth? What is the student most proud of that they have accomplished in ministry this semester?
 2. **The mentoring relationship:** What sources of joy are present for both of you in this mentoring relationship? What changes need to be made in order to accommodate the student's learning and growth?
 3. **New places for growth:** What new practices, challenges, ideas, or learning goals might the student want to take on in the coming semester in their context for ministry?
 4. **Express gratitude:** Express mutual gratitude for your presence with one another during this time of growth for the student.

THE SHY SOUL CANNOT SHOW UP WITHOUT
THE ASSURANCE OF SAFE RELATIONAL SPACE.



COVENANTS OF PRESENCE¹

1

BE FULLY PRESENT, EXTENDING AND PRESUMING WELCOME.

Set aside the usual distractions of things undone from yesterday and things to do tomorrow. Welcome others into this story space and presume you are welcome as well.

2

LISTEN GENEROUSLY.

Listen intently to what is said; listen to the feelings beneath the words. As Quaker Douglas Steere writes, “To listen another’s soul into life, into a condition of disclosure and discovery may be almost the greatest gift we can offer to another.”

3

AUTHOR YOUR STORY.

We all have a story. Some might say, “I don’t have a story” or “a story worth telling,” but you do and the world is in need of hearing it. You must claim authorship of your own story and learn to tell it to others so they might understand you, be inspired by you and discover what calls you to be who you are, to do what you do or to love what you love.

4

WE COME AS EQUALS.

We don’t have the same gifts, limits or experiences, but no person’s gifts, limits or experiences are more or less important than another’s.

5

IT IS NEVER “SHARE OR DIE.”

You will be invited to share stories in pairs and in a large group. The invitation is exactly that. You will determine the extent to which you want to participate.

6

NO FIXING.

We are not here to set someone else straight, right a wrong, or provide therapy. We are here to witness God’s presence and movement in the sacred stories we share.

7

SUSPEND JUDGMENT.

Set aside your judgments. By creating a space between judgments and reactions, we can listen to another person, and to ourselves, more fully.

8

TURN TO WONDER.

If you find yourself becoming judgmental or cynical, try turning to wonder: “I wonder why she shared that story or made those choices?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?”

¹ Adapted Touchstones used in the Center for Courage and Renewal’s Circles of Trust Retreats