



*SYM 510: Theological Field Education
Spring 2023*

MENTOR MODULES

Students and Supervisor-mentors will meet monthly (January/February, March, April, and May) during the Spring 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: March 21, 2023

Final report due: May 9, 2023

SPRING SEMESTER MENTOR MODULES

Module 1 (January/February)

- **Catch up & check-in:** If it has been some time since the two of you have met together, take some time to catch up. How is life after Advent? What will the new year bring for the student related to their work in ministry and classes at Phillips? What challenges are present? What is the student excited about?

Review the Covenants of Presence¹ provided at the end of this document. How will you embody these covenants? Are there adjustments or new agreements that are needed at this point in your mentoring relationship? 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 the covenants you've detailed here?

- **Learning Covenant:** Review the student's Learning Covenant drafted at the start of the previous semester. Ask the student if there are any changes or adjustments the student would like to make to their learning goals. Specifically:
 1. Each student will engage in an Intercultural Ministry Project this semester. Ask the student: What do you hope to learn about through your Intercultural Engagement Project?
 - About your own pastoral identity?
 - About the work of ministry as it relates to working across lines of difference?
 - About the work of ministry outside of the walls of the church?
 2. What practices (personal or spiritual), resources (conversation partners, books, or other resources), or support from you might the student pursue this semester toward their growth and development?

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

Module 2 (March)

- **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.)
- **Intercultural Engagement Project:** By the time of your meeting, the student should be well into the experience of their Intercultural Engagement Project, should be just about to complete the project, or will have completed it. Talk about the student's experience with the project. Has this experience illuminated any new discoveries about the student as they've participated in this project? Has this project illuminated any new discoveries about ministry? Did the student hear anything from the guest speakers that illuminated the practice of ministry in new ways?
- **Accomplishments & Sources of Pride:** Discuss any accomplishments, joys, or sources of pride the student has experienced in the past month while practicing ministry.
- **Challenges and Surprises:** Discuss challenges, surprises, or points of growth in ministry that the student has experienced.

Module 3 (April)

- **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.)
- **Ministry Innovation Lab:** The student will spend the latter half of this semester developing an innovative practice of ministry along with their peers. This practice will be derived from a problem or pain point in their congregation or surrounding community that they would like to see impacted in positive ways through the practice ministry. During this time, they will develop a prototype for addressing this problem, and will test their prototype as a potential practice of innovative ministry.

Talk with the student about their chosen problem or pain point. What discoveries have they made about potential root causes of this problem? What are the ways the student has dreamed about ministry practices that might contribute to the healing of this problem? What has the student discovered about themselves, about the problem, or about the practice of ministry as they have developed or tested their prototype?

Module 4 (May): End of Program 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 growth over the course of the program. What did you witness as places of growth? What is the student most proud of that they have accomplished in ministry this academic year?
 2. **The mentoring relationship:** What sources of joy are present for both of you in this mentoring relationship?
 3. **New places for growth:** What new practices, challenges, ideas, or learning goals might the student want to take on in the future in ministry? How might the student continue to pursue those places for growth, and what might they need to continue to be sustained in this work?
 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