Dear Student,

Field education is an exciting and dynamic part of the Jesuit School of Theology Master of Divinity degree program and your ministerial formation. It is my pleasure to direct the Field Education Program at the Jesuit School of Theology in Berkeley and to work with you during your time at JST.

During the second year of your degree, field education provides you with the opportunity to engage in supervised ministry at a location of your choice in the San Francisco Bay Area. JST's mission to exercise a “faith that does justice” is concretely expressed through M.Div. students’ ministerial service in the local community.

This handbook provides information on field education at JST, especially the second-year supervised Field Education Program. You will find field education guidelines, requirements, and policies for students. The handbook also describes the M.Div. Integration seminars. Students are encouraged to read the section on “Supervision” and discuss this with prospective and current field education site supervisors.

I look forward to working with you during your course of studies at JST. Throughout your time at JST, please contact me with any questions or concerns you might have.

Thank you.

Best wishes,

Deborah Ross, PhD
Lecturer and Director of Ministerial Formation
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Field Education Overview

Field education forms an essential component of ministerial formation at JST. Deborah Ross, Director of Ministerial Formation (DMF), leads the M.Div. Field Education Program.

M.Div. students participate in the “Integration Seminar” during each year of their degree. The seminar is guided by three formation goals for each year of the M.Div. degree: identity, praxis, and integration, as follows:

• YEAR ONE—Ministerial Identity: Focus on students’ ministerial identity, former ministerial experience, and the development of formation plans.
• YEAR TWO—Ministerial Praxis: Focus on pastoral praxis, supervision, and mentoring.
• YEAR THREE—Ministerial Integration: Focus on the integration of theology with ministerial and pastoral experiences.

Deborah Ross teaches both the FE-1152 (Ministerial Identity and Skills) and FE-2152 (Ministerial Praxis) Integration Seminars. Both seminars are described below. The third-year spring MDV 4401 (Ministerial Integration) is taught by the M.Div. Program Director, a responsibility that rotates among the full-time JST faculty members. This seminar focuses on preparation for M.Div. comprehensive examinations.

JST is committed to the culturally contextualized study of theology. During their second year, and in connection with the FE-2152 Integration Seminar (Ministerial Praxis), M.Div. students undertake supervised field education in the local San Francisco Bay Area. Field education provides the opportunity for contextual ministry, that is ministry directly in service of the people of God, whether that context is a prison, school, parish, hospital, social justice agency, or other location.

M.Div. students participate in a yearly retreat day or afternoon with their cohort, usually held at a local retreat house or center. The purpose of the day of reflection is to focus attention on students’ common call to ministry and their efforts to live in faithfulness to that call. The retreat theme is tailored to each cohort group.

The Ministerial Formation Office organizes a series of skills-based workshops on topics relating to personal growth and development and the enhancement of ministerial skills. Recent workshops have included the following:

• Ignatian Spirituality;
• Personal development workshops on Myers Briggs, Enneagram, and StrengthsFinder;
• “Suicide Prevention for Faith Leaders;”
• “Teaching in Bay Area Catholic High Schools;”
• “The Gift of Grief and the Art of Grieving;” and
• “The Rise of the ‘Nones’: Exploring the Realities of Young People and Their Relationships with the Church.”

M.Div. students are invited to participate in at least two workshops per academic year.
M.Div. students participate in the FE-1152 Integration Seminar (Ministerial Identity and Skills), which provides the opportunity for joint formation for Jesuit scholastics, other religious, and lay students, and includes theological reflection, communal experience, study, dialogue, and prayer.

The first year M.Div. Integration Seminar is a three-credit course meeting in the fall and spring semesters. Students receive 1.5 credits for attendance each semester. In the first year of the M.Div. program the seminar focuses on the theme of “Ministerial Identity.” To this end, the fall semester seminar explores the themes of vocational and ministerial calling, professional ministerial identity and collaborative leadership. The seminar also integrates aspects of Ignatian spirituality. The seminar provides the opportunity for students in the M.Div. class to support each other’s vocations, work together collaboratively, and build a cohort community. The emphasis on ministerial identity, collaboration and Ignatian spirituality derives from Goals IV and V of the M.Div. degree, as listed on the class syllabus:

• Goal IV: Students will develop a professional ministerial identity, which values collaborative leadership and shows commitment to ministerial ethics.
• Goal V: Students will grow and deepen in their relationship with God and in community, cultivating a spirituality that will sustain them in professional ministry.

The spring Integration Seminar focuses on themes relating to the development of various ministerial competencies and skills in ministry including intercultural competency; conflict in ministry; and various topics in ministerial ethics including ministerial boundaries, confidentiality, power dynamics, and self-care in ministry. The seminar also includes preparation for second-year field education placements.

In April 2018, Deborah Ross authored a Report on Lay Ecclesial Formation at the Jesuit School of Theology of Santa Clara University. The Report explored the character of lay ecclesial ministry and opportunities to enhance lay formation at the School. The importance of cultivating a theology of friendship at JST and fostering collaboration between lay, Jesuit, and religious students was a theme of the Report:

“Theologian Bernard Cooke describes human friendship as the basic sacrament. Friendship, with its sacramental and hence revelatory dimension, that is expressive of God’s love, is a paradigm that JST students can be encouraged to live into as students both lay and Jesuit, minister to one another and support each other’s vocational call. …the call to collaboration and dialogue between lay and those who will be ordained stems from shared liturgical life at the School and the shared life of the assembly. A theology of collaboration between lay and religious at the School, rooted in the celebration of the liturgy, may be expressed through a lived theology of friendship.”


The Integration Seminars assist with developing a theology of friendship among M.Div. cohort students.
Selecting a Field Education Site

During the spring 2021 semester, first year M.Div. students will select their field education placements for the following academic year. Please see pages 10-11 for a list of field education sites.

The structure of the JST Field Education Program may be subject to future potential changes effective in the 2021-2022 Academic Year. During the 2020-2021 Academic Year the School plans to pilot aspects of a “Field Education Modular Learning Model.” If implemented in the future, this model could enable students enrolling in JST praxis-based modular courses to accrue field education credit. Given potential future changes, details of the Field Education Program in the 2021-2022 Academic Year will be confirmed.

The goal of theological field education is the ministerial formation of the student. This includes:

- Experiencing oneself as a public minister of the Church and growing in that role and identity;
- Addressing challenges that surface in the process;
- Cultivating and deepening ministerial skills and attitudes; and
- Continuing to discern God’s call, especially as mediated by the People of God.

Students are requested to consider the following criteria when selecting future field education placements. Students are:

- Invited to consider whether they are seeking to develop new skills at their future placements, or if they would prefer to hone and enhance existing skill sets;
- Invited to consider whether they are called to minister in new or unfamiliar contexts, or contexts they may not have the opportunity to work at in the future, for example prisons, or other environments;
- Encouraged to pray about their choice of placements and to discern possibilities with their respective spiritual directors. Reflection time is also provided in the Integration Seminar;
- Advised to select site supervisors who are skilled practitioners and mentors from whom they can learn;
- Invited to team up with another student from the cohort to exercise shared collaborative ministry and leadership (including lay-Jesuit collaboration); and
- Requested to choose a placement within a thirty-minute travel time from JST (and within a maximum twenty-mile radius of JST). Exceptions to this are placements on the SCU campus. Regrettably, travel expenses are not provided.

A JST lay student may undertake an approved field placement that is also paid employment.

As part of a panel, JST students share their field education experiences with M.Div. 1 students during the Integration Seminar. In addition, students are encouraged to speak with second-year and third-year M.Div. students about their experiences.
Spring 2021 Semester Requirements and Timeline

The establishing of field education placements consists of a three-way process between the student, the School and the ministry site. To ensure a smooth and timely initial phase, students are asked kindly to observe the following requirements and deadlines.

Each student is required to complete a Field Education Learning Agreement. The Learning Agreement is developed in collaboration with the student, the site supervisor and the DMF. Each party has a vested interest in the success of this three-way relationship, just as each party has responsibilities to achieve its fulfillment. This Learning Agreement is intended to be completed by the student in consultation with the placement site supervisor. The Agreement provides a vehicle to clarify a student’s tasks and responsibilities and elements central to the supervisory relationship. In addition, the DMF must have a SCU-JST Community Engagement Agreement in place before a student may start his or her field education placement.

The following are student requirements:

- Students are asked to visit a minimum of three potential ministry sites and complete a “Ministry Site Report” form for each visit, as a spring semester FE-1152 2021 course requirement.
- The DMF and, if applicable, the JST Rector or religious superior must approve students’ field education ministries.
- Students must complete a Field Education Learning Agreement as a spring FE-1152 2021 course requirement.
- The Field Education Learning Agreement must be signed by the student, the DMF, and religious superior (if applicable).
- The completed Field Education Learning Agreement must be sent to Deborah Ross by Wednesday, May 19, 2021. The Learning Agreement will be shared with the JST Field Education Supervisor.
- Students must demonstrate readiness for ministry. Please see the JST “Readiness for Ministry” policy below.
- Students will be asked to complete a checklist to ensure they have completed FE-1152 requirements.
- Students hoping to engage in a field education placement in a non-traditional or secular setting need to submit a two-page short paper before the placement is approved. The paper should address the following questions:
  - What makes this placement ministerial?
  - What standards or criteria should be used to assess this ministerial placement?
  - What new skills do you foresee yourself learning?
  - Who will potentially be supervising you, and how might they help you to reflect theologically upon your placement?
- If a student does not have the desired one year of ministry experience prior to beginning their M.Div. studies at JST, he or she must choose a placement with a supervisor that is known to JST and has supervised a JST student before.
• Students are requested to please be in communication with Deborah Ross by mid-April 2021 if their potential site supervisor has not supervised a JST student before.

• Students engaging in prison ministry at FCI Dublin need their clearances processed before the Fall 2021 semester. Students should also contact the prison chaplain well in advance of starting their field education placement to inquire about the timing of mandatory training sessions.

• Students engaging in prison ministry at San Quentin need their clearances processed before the Fall 2021 semester.

• International students will need to complete Curricular Practical Training paperwork and submit this to the SCU Office of Global Engagement ahead of starting their second-year field education placement.

• During the 2021-2022 Academic Year students will report to their on-site supervisor, the JST Field Education supervisor, and the DMF. (If a student elects to participate in a possible modular praxis-based learning course with associated field education hours/credit, he or she would also be accountable to the course instructor.)

• JST may terminate a field education placement. In these circumstances a student will need to secure another field education placement.

The Ministry Site Report form and Field Education Learning Agreement will be distributed in class and via the course Moodle site.

Given the structure of the JST Field Education Program may be subject to future changes in the Academic Year 2021-2022, the above requirements and timeline may be amended.
The following is a list of recent field education sites.

**Healthcare Ministry:**

- Sojourn Chaplaincy, Zuckerberg San Francisco General Hospital, [http://sojournchaplaincy.org/](http://sojournchaplaincy.org/)
- UCSF Benioff, Children’s Hospital, Oakland (prior health care ministry or related experience required), [https://www.childrenshospitaloakland.org/main/home.aspx](https://www.childrenshospitaloakland.org/main/home.aspx)

**Ministry to the Homeless and Marginalized:**

- Berkeley Catholic Worker, [https://www.catholicworker.org/communities/houses/ca-berkeley-dorothy-day-house.html](https://www.catholicworker.org/communities/houses/ca-berkeley-dorothy-day-house.html); [https://www.catholicworker.org/communities/houses/ca-berkeley-night-on-the-streets.html](https://www.catholicworker.org/communities/houses/ca-berkeley-night-on-the-streets.html)
- Oakland Catholic Worker, [http://www.oaklandcatholicworker.org/](http://www.oaklandcatholicworker.org/)
- East Bay Sanctuary Covenant, Berkeley (Spanish speaking skills usually required), [https://eastbaysanctuary.org/](https://eastbaysanctuary.org/)
- The Gubbio Project, San Francisco, [https://www.thegubbioproject.org/](https://www.thegubbioproject.org/)

**Parish and Archdiocesan Ministry:**

- Christ the Light Cathedral, Oakland, [http://www.ctlcathedral.org/](http://www.ctlcathedral.org/)
- St. Columba, Oakland, [https://stcolumba-oak.com/](https://stcolumba-oak.com/)
- St. Jarlath, Oakland, [https://saintjarlath.org/](https://saintjarlath.org/)
- St. Patrick, west Oakland
- St. Theresa, Oakland, [http://www.mstheresa oakland.org/](http://www.mstheresa oakland.org/)
- St. Joseph, Pinole, [https://www.sjcpinole.church/](https://www.sjcpinole.church/)
- St. Mark, Richmond, [https://stmarkrichmond.org/](https://stmarkrichmond.org/)
- San Francisco Archdiocese Tribunal, [https://sfarchdiocese.org/tribunal](https://sfarchdiocese.org/tribunal)
Prison Ministry:
- Juvenile prison ministry, San Bruno and San Francisco

School and Teaching Ministry:
- Cristo Rey De La Salle East Bay High School, Oakland, https://cristoreydelasalle.org/
- St. Mary’s College High School, Berkeley, http://www.saintmaryschs.org/
- Immaculate Conception Academy, San Francisco, https://www.icacademy.org/
- St. Ignatius Institute, University of San Francisco, https://www.usfca.edu/st-ignatius

Ministry to Seafarers:

Spiritual Direction:
- The Pierre Favre program, El Retiro, www.jrclosaltos.org/pierrefavre/
- JST summer Spiritual Direction Practicum

University Ministry:
- Campus Ministry at Santa Clara University, https://www.scu.edu/cm/
- The Ignatian Center at Santa Clara University, https://www.scu.edu/ic/
- University Ministry at the University of San Francisco, https://www.usfca.edu/university-ministry
The Jesuit School of Theology three-year Master of Divinity degree is an academic and professional degree. The degree meets the needs for both the academic training and pastoral formation of students preparing for ministry in the Roman Catholic Church in the United States. JST M.Div. students should possess the personal maturity and faith commitment commensurate with preparation for full-time ministry. The School admits students to the M.Div. program who have demonstrated prior experience of ministry, having completed at least one-year of post-College ministry experience. Some M.Div. degree students will have less prior ministry experience than others.

Throughout their studies, students are expected to display professional behavior in the classroom, and at the School, demonstrating collaboration with others and awareness of personal boundaries. Additionally, as part of the degree, students are provided with the opportunity for supervised experience in pastoral ministry. M.Div. students will work and collaborate with the Director of Ministerial Formation. The School will assess students’ readiness for beginning field education placements during the first year of the M.Div. degree. The DMF, together with the JST Associate Dean, will determine students’ readiness to proceed to the second-year field education placement.

Given the School’s dedication to preparing future ministers for the Church, we take seriously students’ readiness for ministry. Prior to commencing second-year field education placements, students’ readiness for ministry will be assessed as follows. Students will:

- Demonstrate personal maturity and interpersonal behavior in the classroom and in conduct at the School;
- Complete the FE-1152 fall semester course requirements;
- Complete the FE-1152 spring semester course requirements, including requirements related to second-year field education placements;
- Participate in an interview with the DMF in the spring semester of the first year (lay students will also meet with the DMF in the fall semester); and
- Provide evidence of personal development training including the completion of at least one workshop, for example, on Myers Briggs or StrengthsFinder.
These prerequisites must be completed before a student’s enrolment in a supervised ministerial placement is approved. If needed, the DMF may also consult with a student’s course instructors about whether the student’s maturity, faith commitment, and professional behaviors are suitable for full-time ministry. If the DMF is provided with information indicating a student’s lack of readiness for participating in a field education placement, including failure to complete any of the above requirements, a student may be denied, or may be required to delay, enrollment in the second-year field education placement. In these circumstances the student will be advised on an appropriate course of action. A student may be required to seek opportunities for further professional and personal growth, to apply for a field education placement at a later stage, and/or to consider transferring to another degree program.

If a student disagrees with any additional JST requirements he or she may request a review by Mr. Edward Stewart, Senior Director of Academic Administration. The Senior Director of Academic Administration will review the information presented and consult with the student, the DMF, the Assistant Dean of Students, and professionals in the SCU Office of Student life.
Second-year M.Div. degree students engage in a supervised field education experience. M.Div. students participate in field education at local parishes, schools and universities, prisons, hospitals, and social justice or other agencies in the San Francisco Bay Area. JST has special relationships with St. Patrick parish, west Oakland, and San Quentin State Prison, with students regularly undertaking field education at both locations.

JST M.Div. 2 students currently participate in the FE-2152 Integration Seminar classes, supervised field education placements, and weekly facilitated theological reflection groups. Through this tripartite course design students are encouraged to integrate their ministerial experience and growth in ministerial identity with their theological studies. The classes assist with development of theological reflection skills and provide time for prayer and group discussion. Please see page 17 for a description of the theological reflection models used in students’ weekly theological reflection groups.

The second year M.Div. Integration Seminar is guided by the theme of praxis, and students are encouraged to recognize the ways in which their field education may be illuminated by their theological studies and how their ministerial experience may shape their theological understanding. As students engage in theological reflection, they are also invited to reflect on their ministerial experiences through the lens of Ignatian spirituality and to consider the ways in which God is working within them personally as ministers and in their ministry. Students continue to reflect on ministerial issues such as growth in ministerial identity, working collaboratively, observing ministerial boundaries and exercising self-care. Students are encouraged to continue to grow in community, as they participate in theological reflection groups, and support one another.

The JST Field Education Supervisor, Dr. Carrie Rehak, will meet with each student and their respective site supervisor once per semester. The JST Field Education Supervisor will observe a student where possible, for example, teaching a class or facilitating a group. Please see pages 18-19 for a description of supervision and the relationship between the site supervisor and student.
The FE-2152 course includes the following student requirements:

- Given the current COVID-19 pandemic, and JST’s plans for remote learning in Fall 2020 as outlined in Interim Dean Alison Benders’ email of June 10, 2020, please see: [https://www.scu.edu/jst/about/about-jst/communications/fall-2020-delivery/](https://www.scu.edu/jst/about/about-jst/communications/fall-2020-delivery/), students will engage in “remote” field education placements that will transition to “in-person” field education placements when approved.

- Students will spend up to eight hours per week engaging in remote field education activities. (When students engage in approved in-person ministry the eight hours will include time at the ministry site and preparation time, but not travel time);

- Students are required to record their ministry hours on their ministry log forms. Students log between 104-112 hours per semester on their ministry log forms when engaging in in-person ministries (except for students engaging in prison ministry who may record fewer hours subject to the approval of the DMF);

- Students will arrange to receive 30 minutes of supervision from their on-site supervisors for every eight hours of ministry;

- Students will attend Integration Seminar classes. These will be remote classes in Fall 2020;

- Students will participate in weekly theological reflection groups. The groups will meet remotely in Fall 2020;

- Students will present two theological reflection papers to their group, per semester, based on their field education experiences;

- Students will be encouraged to demonstrate integration of theology and ministerial experience in their written theological reflection papers;

- Alongside presentation of papers, students will lead their theological reflection group in prayer and prepare for this ahead of the theological reflection meetings;

- Students will circulate theological reflection papers to their group, Carrie Rehak, and Deborah Ross at least 48 hours before the meeting;

- Students will participate in one meeting per semester with the JST Field Education Supervisor and their field education site supervisor. Meetings will be conducted remotely until further notice; and

- At the end of the fall semester, students will timely submit a reflection paper narrating aspects of their ministerial growth during the semester. If the assignment is not of a satisfactory standard, a student will be asked to re-write and submit the paper in satisfactory form. At the end of the spring semester students are required to complete a self-assessment exercise.

Please also see the FE-2152 course syllabus for a list of course requirements.

During the 2020-2021 Academic Year, the School will pilot aspects of a “Field Education Modular Learning Model.” M.Div. 2 students may have the opportunity to accrue field education hours via participation in JST praxis-based courses. For more information, please contact the DMF.
Ministerial Assessment

As referenced in the Master of Divinity Degree Program Handbook 2020-2021, “In addition to assessment of students’ supervised field education experiences, students will be assessed on ministerial competency. This assessment will be done for students in religious communities by the appropriate formation authority in the community (i.e. Superior, Rector, or Formation Director). During the second year of the M.Div. degree lay students will be assessed through the ‘Interim Review’ process. This will include an interview with the Director of Ministerial Formation (DMF) and assessment based on other relevant input brought to the attention of the DMF by faculty and administration. Students are assessed on their ministerial formation particularly, but not exclusively, in the following areas:

• Capacity for collaborative leadership
• Integration of service and learning, and of faith and justice
• Knowledge of and commitment to professional ministerial ethics.”
Theological reflection is a method to help people learn from their meaningful experiences. It is action-oriented and also change-oriented. It implies a group. Theological reflection helps a person to look at experience in light of their religious beliefs and understanding of their beliefs. It tries to help a person and group to discover God’s presence in experience. As this happens, theological reflection asks the person and/or group to consider what difference God’s presence makes and what God expects as a result. This integration of action and experience is what ultimately makes theological reflection theological. To have its full effect, it is a skill that must be practiced regularly.

*Let Ministry Teach: A Guide to Theological Reflection*, Robert L. Kinast

During the second year of the M.Div. degree students meet in weekly facilitated theological reflection groups. Theological reflection groups will be facilitated by Deborah Ross or Carrie Rehak during the 2020-2021 Academic Year. Two models of theological reflection are employed to guide the weekly theological reflection group process during the fall and spring semesters of the academic year:

- A case study model of theological reflection will be employed. Each student will be invited to present two written case studies to his or her theological reflection group based on a recent event or encounter at his or her field education site. Other students in the group will be invited to contribute their own theological reflection insights to the case study and ensuing conversation.

- The Pastoral Circle model will also be utilized. Students will structure two theological reflection papers according to the four stages of the Pastoral Circle. The model is based on the work of Joe Holland and Peter Henriot, SJ, see *Social Analysis: Linking Faith and Justice* (Maryknoll NY: Orbis, 1984). The model emphasizes “social analysis” and encourages participants to explore the cultural, religious, social, and economic influences and structures operating at their respective locations. The Pastoral Circle has been the signature theological reflection model used at JST for several years. The model complements the culturally contextualized study of theology operant at JST.

Each model emphasizes reflection on personal experience and bringing the Christian Tradition to bear on the event or situation being presented by students. Themes from Ignatian spirituality, such as consolation and desolation, and the discernment of spirits, are emphasized in the theological reflection process. A student’s theological reflection papers will be shared with the student’s theological reflection group, group facilitator, and the DMF. Students are encouraged to also share their theological reflection papers with their on-site supervisors.

The theological reflection groups are safe spaces for students to establish peer support and to engage in shared theological reflection. It is anticipated that M.Div. students will enhance their theological reflection skills during their second year of studies, bringing their ministerial experiences into conversation with their academic theological learning. It is also anticipated that students will carry forth their training in theological reflection skills into their future ministerial careers.
"Pastoral supervision is a method of doing and reflecting on ministry in which a supervisor (teacher) and one or more supervisees (learners) covenant together to reflect critically on their ministry as a way of growing in self-awareness, ministering competency, theological understanding, and Christian commitment."


Supervision is an essential component of the field education experience. It is expected that field education site supervisors will model good practice, accompany JST students as they enhance their ministerial skills, exercise guidance and collaboration, and provide sensitive and insightful feedback. JST expects on-site supervisors to maintain timely communication with the DMF and JST Field Education Supervisor.

Field education on-site supervisors may be seasoned supervisors with many years of experience or may be new to the role. Each supervisor will bring his or her own distinct way of supervising to the relationship. There are several supervisory models in existence. Five aspects of supervision, as highlighted by Kenneth Pohly, are briefly described below. Students and supervisors are encouraged to reflect on these and to discuss how the aspects might orient the supervisory relationship.

**Supervision is Pastoral**
- Supervision is a pastoral function and a ministry of shepherding and care-giving.
- Both supervisor and supervisee engage in this pastoral function.
- “The giving and receiving of care is something in which all supervisory participants engage.”

**Supervision is a Way of Doing Ministry**
- Supervision is a ministry – a style, and a method.
- Supervision provides participants with the opportunity to engage as colleagues and coparticipants.
- Supervision is formative and an integral part of ministry.

**Supervision is Covenantal**
- Supervision occurs in a covenantal context.
- Supervision “occurs within an agreement in which persons say to one another: this is what we will do together and for which we will hold one another accountable.”
- Supervision is a dynamic process in which the covenantal agreement may be reshaped as people grow and needs change.
- The supervisory relationship is one in which priorities are set, structures established, and boundaries exercised. Procedures for ministry and evaluation are identified via mutual negotiation.
Supervision is Reflective

- Supervision occurs within conversations in which the participants engage in critical reflection upon their ministry.
- While these conversations are organic, they comprise the sharing of ministerial life experience and stories with the aim of making appropriate faith responses.
- Supervisors “assist the supervisees in seeing themselves and their ministry more accurately, clearly, and creatively.”

Supervision is Intentional

- Supervision is growth oriented.
- Supervision helps people understand themselves more clearly.
- Supervision assists with the development and enhancement of ministerial competency.
- Supervision assists with honing and clarifying theological understanding.
- Supervision is not haphazard; it is goal-oriented and occurs regularly.

Adapted from Kenneth Pohly, *Transforming the Rough Places* (Eugene, OR: Wipf and Stock, 2016), 108.