



Master of Divinity

FIELD EDUCATION HANDBOOK
2023-2024



Welcome

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 privilege to direct the Field Education Program at the Jesuit School of Theology in Berkeley and to work with you during your time at JST.

Field education provides students with the opportunity to engage in supervised ministry at a location of their 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. It provides a description of JST's "Field Education Integrated Learning" program, Field Education guidelines, requirements, and policies for students. The handbook also describes the M.Div. Field Education Seminars and Field Education Practicum. Students are encouraged to read the section on "Supervision" and discuss this with their 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 you might have.

Best wishes,

Deborah Ross, Ph.D.
Lecturer and Director of Ministerial Formation



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JST Field Education Contact List

Deborah Ross, Ph.D.

Lecturer and Director of Ministerial Formation

Room 101

Email: dross@scu.edu

Telephone: 510-549-5025

Heidi Kallen, LCSW, M.A.

Field Education Supervisor

Email: hkallen@scu.edu

Telephone: 510-549-5000

Mack Griffith, M.T.S.

Sr. Administrative Assistant for Student Life and Formation

Room 107

Email: mgriffith@scu.edu

Telephone: 510-549-5017

JST 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.

The M.Div. degree is guided by three interrelated formation goals:

- Ministerial Identity: Focus on students' respective ministerial identities as lay ecclesial ministers, Jesuits, and other religious.
- Ministerial Praxis: Focus on pastoral praxis, supervision, and mentoring.
- Ministerial Integration: Focus on the integration of theology with ministerial and pastoral experiences.

Students are invited to reflect on the above interrelated goals throughout the course of their M.Div. degrees. JST utilizes a Field Education Integrated Learning model (please see pages seven to ten). As students participate in field education in concert with their academic courses, students consider all three formation goals. During Field Education Seminars and the Field Education Practicum, students reflect on their respective ministerial identities. Ministerial identity is informed by praxis and its integration with academic studies. Reflection on the three goals occurs as an iterative process, much like a hermeneutical circle. Ministerial integration is also addressed in the third year MDV 4401 Seminar. This seminar focuses on preparation for the M.Div. comprehensive examinations.

Deborah Ross teaches the JST M.Div. Field Education Seminars, as described on page seven. The seminars provide the opportunity for joint formation for Jesuit scholastics, other religious, and lay students, and include theological reflection, communal experience, study, dialogue, and prayer. The third-year spring MDV 4401 seminar is taught by the M.Div. Program Director, a responsibility that rotates among the full-time JST faculty members.

JST is committed to the culturally contextualized study of theology. M.Div. students undertake supervised field education in the local San Francisco Bay Area. Field education provides the opportunity for contextual ministry 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 morning or afternoon with their cohorts. The purpose of this reflection time is to focus attention on students' common call to ministry and their efforts to live in faithfulness to that call.

The DMF organizes skills-based workshops on topics relating to personal development and the enhancement of ministerial skills. M.Div. students are invited to participate in two workshops per academic year.

The *Report on Lay Ecclesial Formation at the Jesuit School of Theology of Santa Clara University*, authored by Deborah Ross in 2018, 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.”¹

Field education seminars support the development of a theology of friendship among M.Div. students.



¹ Deborah Ross, *Research Report on Lay Ecclesial Formation*, 47, see: <https://www.scu.edu/jst/-current-students/formation-at-the-jesuit-school-of-theology/research-report-on-lay-ecclesial-formation-at-jst/>.)

Field Education Integrated Learning

Under JST's Field Education Integrated Learning model, M.Div. students engage in supervised field education placements in concert with a range of JST three-credit courses. For example, an M.Div. student could take a three-credit course in Sacramental Theology and add one credit of field education. Each Field Education credit will comprise 45 hours. The one credit of field education includes a student undertaking 35 hours of praxis-based ministry at a field education site. Additional class time, and time spent completing the field education theological reflection course assignment equates to 10 hours and is in addition to the 35 praxis-based hours. M.Div. students will employ the knowledge and skills acquired in Integrated Learning classes to interpret their ministry experiences, guide their ministerial practices, and create resources, as appropriate.

Field Education Seminars and Practicum

During the course of their studies, M.Div. students will complete nine Field Education credits. The sequence of Field Education Seminars is as follows:

FE-1152 M.Div. Orientation Seminar (one credit)

This one-credit Seminar is undertaken in the fall semester of the first year of the degree. During the Seminar, students reflect on their respective ministerial identities. The Seminar provides the opportunity for each year group to build a cohort community. The Seminar will also familiarize students with JST's Field Education Integrated Learning program and introduce models of theological reflection and ministerial opportunities in the San Francisco Bay Area.

FE-2151 Field Education Practicum (six credits)

During the spring semester of their first year through the fall semester of their third year, M.Div. students will work toward completing six Field Education credits in concert with three-credit Integrated Learning courses offered by JST faculty. Students will register for a one-credit FE-2151 Field Education Practicum in connection with each Integrated Learning course. (See page ten.) Students participate in theological reflection groups as part of the Practicum experience.

FE-2155 M.Div. Capstone Seminar (two credits)

During the fall semester of their third year, M.Div. students take a two-credit Capstone Seminar. The Seminar will support students in the integration of their Field Education Practicum experiences with their theological studies and evolving ministerial identities.

Field education Seminars and the Practicum are guided by the three ministerial formation goals – Ministerial Identity, Ministerial Praxis, and Ministerial Integration – and various M.Div. degree Student Learning Objectives, including objectives four, five, and six:

“M.Div. students will...

- develop practices of prayer and discernment appropriate to their circumstances, with a particular grounding in Ignatian principles and spirituality (Student Learning Objective 4).
- demonstrate strong professional/ministerial ethics, including collaborative leadership, self-care, and clear ministerial boundaries (Student Learning Objective 5).
- articulate a deepening sense of their ministerial identity that emerges in their prayer and theological reflection on pastoral experience (Student Learning Objective 6).”

Selecting a Field Education Placement

Under the JST Field Education Integrated Learning model, M.Div. 1 students will start their field education placements in the spring semester of their first year. During the Fall 2023 Semester, first year M.Div. students will explore field education placements and consider associated Integrated Learning courses for the following semester. JST students will be invited to share their field education experiences with M.Div. 1 students during the FE-1152 Seminar. Students are also encouraged to speak with second year and third year M.Div. students about their experiences. Please see pages 15-16 for suggested field education sites.

The goal of theological field education is to support 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, dispositions, and theological reflection skills; and
- Continuing to discern God’s call, especially as mediated by the People of God.

The following criteria guide students in the process of selecting future supervised field education placements. Students are requested to:

- Consider whether they are seeking to develop new skills at their supervised placements, or if they would prefer to hone and enhance existing skill sets;
- Consider whether they are called to minister in new contexts, or those they may not have the opportunity to work at in the future;
- Pray about their choice of placements and to discern possibilities with their respective spiritual directors;
- Select supervisors who are skilled practitioners and mentors from whom they can learn;
- Consider partnering with another student from the cohort to exercise shared collaborative ministry and leadership (including lay-Jesuit/religious collaboration); and
- Choose a placement within a 30-minute travel time from JST (and within a maximum 20-mile radius of JST). Exceptions to this are placements on the SCU campus and at the Federal Correctional Institution (FCI), Dublin, California.
- JST lay M.Div. students are requested to contact the DMF to discuss potential travel reimbursements. A JST lay M.Div. student may undertake an approved field placement that is also paid employment.

Please note that JST may, in certain cases, terminate a Field Education placement. In these circumstances a student will need to secure another field education placement.

Field Education Integrated Learning Requirements

Field Education Integrated Learning placements will involve a three-way process between the student, the School, and the ministry site. To ensure a smooth and timely start, students are asked to observe the following requirements and deadlines.

- Each student is required to complete a Field Education Practicum FE-2151 form in consultation with the Integrated Learning course instructor and the DMF.
- The student should also consult the placement site supervisor about ministerial activities and the scheduling of supervision.
- The FE-2151 form will provide a vehicle to describe a student's field education tasks and responsibilities, learning goals, and how the field experience will be assessed as part of a given course, for example, a written theological reflection assignment.
- The DMF must have received a completed SCU-JST Community Engagement Agreement and Certificate of Insurance from a given agency before a student may start his or her field education placement.

The following are student requirements for establishing placements:

- Students are asked to visit at least one potential ministry site and complete a "Ministry Site Report" form for the visit, as a FE-1152 course requirement.
- M.Div. 1 students will meet at least once with the DMF during the fall semester to discuss their choice of field education placement.
- The DMF and, if applicable, the JST Rector or religious superior, must approve students' Field Education ministries.
- Students must demonstrate readiness for ministry. Please see the JST "Readiness for Ministry" policy on pages 11-12.
- Students will be asked to complete a checklist to ensure they have completed FE-1152 course requirements.
- Students seeking to engage in prison ministry at FCI Dublin or San Quentin State Prison will need clearances processed before starting their placements. Students ministering at FCI Dublin will need to complete mandatory training sessions.
- Students hoping to engage in a field education placement in a non-traditional or secular setting need to submit a two-page paper to the DMF 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 placement?
 - What new ministerial skills do you foresee yourself learning?
 - How would your potential supervisor help you to reflect theologically on ministry?

- If a student does not have the desired one year of ministry experience prior to beginning his or her M.Div. degree 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 required to be in communication with the DMF as soon as possible if their potential site supervisor has not supervised a JST student before.
- International students are required to complete Curricular Practical Training documentation and submit this to the SCU Office of Global Engagement before starting their field education placements.

FE-2151 Field Education Practicum

The following are requirements for beginning and continuing field education placements:

- The FE-2151 Field Education Practicum form should be completed during the first week of class and submitted to the DMF by the Friday of the first week. The form will be shared with the JST Field Education Supervisor.
- Students are requested to review the relevant “Ministerial Skills” document, shared via SCU Google Drive, when completing their FE-2151 Field Education Practicum form “Field Placement Learning Goals.”
- If after the Friday of the first week of classes a student seeks to undertake an additional field education credit in conjunction with an Integrated Learning course, he/she must discuss this with the DMF. If approved, the student is requested to submit a FE-2151 Practicum form no later than the Friday of the fifth week of classes.
- Each Field Education credit will comprise 45 hours:
 - Each student will undertake 35 hours of supervised ministry at a field education site. The 35 praxis-based supervised field education hours will include time spent at the ministry site, supervision meetings, and preparation time, but not travel time to and from the site. (Students engaging in prison ministry may record fewer hours, subject to the approval of the DMF.)
 - Time spent completing a field education theological reflection course assignment, extra reading, and any additional class time, together will comprise 10 hours.
- Each student is requested to meet for four hours with his/her field education site supervisor as part of the 35 hours of supervised field education;
- Students will participate in one meeting per semester with the JST Field Education Supervisor and their field education site supervisor;
- During each semester of field education, each M.Div. student will report to his/her on-site supervisor, the DMF, and JST Field Education supervisor. The student will also be accountable to the course instructor teaching the Integrated Learning course;
- Students will maintain a “Field Education Ministerial Formation Report,” shared via SCU Google Drive, tracking their Integrated Learning courses and field education credits. Students will also record their field education hours per course per semester on the “Ministry Log” section of the Report.

- Students must follow all SCU, agency, and local safety COVID-19 protocols when visiting sites and agencies and undertaking in-person field education activities at various sites and agencies.

The Field Education Integrated Learning model was first implemented in the 2021-2022 Academic Year. Given the ongoing implementation of the model, the above requirements are subject to change.

JST Policy for Determining Readiness for 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. JST 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 semester of the M.Div. degree. The DMF, together with the JST Associate Dean, will determine students' readiness to proceed to their field education placements.

Given the School's dedication to preparing future ministers for the Church, we take seriously students' readiness for ministry. Prior to commencing 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 Orientation Seminar requirements;
- Participate in an interview with the DMF in the fall semester of the first year; 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 a 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 the Associate Academic Dean, Professor Julie Rubio, Ph.D. The Associate Dean 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.



Theological Reflection

Theological reflection is a method to help people learn from their meaningful experiences. It is action-oriented and change-oriented. Theological reflection helps a person to look at experience in light of the person's religious understanding and beliefs. It seeks to help individuals 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. The integration of action and experience is what makes theological reflection theological. To have its full effect, it is a skill that must be regularly practiced.

See Robert L. Kinast, *Let Ministry Teach: A Guide to Theological Reflection* (Collegeville, MN: Liturgical Press, 1996) viii-x.

The following theological reflection models are utilized in JST field education written assignments and theological reflection group meetings:

- The Pastoral Circle: Based on the work of Joe Holland and Peter Henriot, SJ, see *Social Analysis: Linking Faith and Justice* (Maryknoll NY: Orbis, 1984), this model includes "social analysis" and encourages students to explore the cultural, religious, social, and economic influences and structures operating at their respective locations. The Pastoral Circle has historically been the signature theological reflection model used at JST. It complements the culturally contextualized study of theology operant at JST.
- A Case Study model: This model is based on Barbara Troxell et al, *Shared Wisdom: A Guide to Case Study Reflection in Ministry*, 2nd ed. (Nashville: Abingdon, 1993). Students are invited to present written case studies based on a recent event or encounter at their field education sites. The model invites students to apply the wisdom of the Tradition, and personal and professional wisdom, to the presented case study.
- Theology in Four Voices: This model invites students to employ various theological voices to reflect on their ministries and engage in a conversational style of theological reflection. The four voices are: normative theology (for example, scripture, and Church teachings), formal theology (the voices of theologians), espoused theology (the theology embedded within a particular group's beliefs), and operant theology (the lived theology of practice). See Helen Cameron, et al, *Talking About God in Practice: Practical Theology and Action Research* (London: SCM, 2010).

Each theological reflection model requires consideration of personal experience in light of the Christian Tradition. Themes from Ignatian spirituality, also guide theological reflection. Theological reflection group meetings provide the opportunity for students to establish peer support and to engage in shared reflection. Students are also encouraged to share their theological reflection papers with their site supervisors. It is anticipated that students will carry forth their training in theological reflection skills into their future ministerial careers.

Ministerial Assessment

As referenced in the Master of Divinity Degree Program Handbook 2023-2024:

“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 spring semester of 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.”



Suggested Field Education Sites

The following are suggested field education sites.

Healthcare Ministry

- Sojourn Chaplaincy, Zuckerberg San Francisco General Hospital, <https://sojournchaplaincy.org>
- Kaiser Permanente San Leandro Clinical Pastoral Education (CPE) Center, <https://thrive.kaiserpermanente.org/care-near-you/northern-california/gsa/departments/spiritual-care/clinical-pastoral-education-cpe/>
- UCSF Benioff, Children's Hospital Oakland (prior health care ministry or related experience required), <https://www.ucsfbenioffchildrens.org>

Parish and Archdiocesan Ministry

- Newman-Hall Holy Spirit, Berkeley, <https://www.calnewman.org/>
- St. Mary Magdalen, Berkeley, <https://marymagdalen.org/>
- Christ the Light Cathedral, Oakland, <https://www.ctlcathedral.org/>
- Our Lady of Lourdes, Oakland, <https://lourdesoakland.com>
- St. Augustine, Oakland, <https://staugustineoakland.com/>
- St. Columba, Oakland, <https://stcolumba-oak.com>
- St. Elizabeth, Oakland, <https://saintelizabethoak.org/>
- St. Jarlath, Oakland, <https://saintjarlath.org/>
- St. Patrick, west Oakland, <https://stpatrickwo.org/home>
- St. Theresa, Oakland, <http://www.sttheresaoakland.org/>
- St. John Vianney, Walnut Creek, <https://sjvianney.org/>
- St. Joseph, Pinole, <https://www.sjcpinole.church/>
- St. Agnes, San Francisco, <http://www.saintagnessf.com/>; Ignatian Spiritual Life Center, <https://www.ignatianspirituallifecenter.org>
- St. Ignatius, San Francisco, <http://www.stignatiussf.org/>
- San Francisco Archdiocese Tribunal, <https://sfarchdiocese.org/our-archdiocese/>

Prison Ministry

- Federal Correctional Institution, Dublin, <https://www.bop.gov/locations/institutions/dub/>
- San Quentin State Prison, http://www.cdcr.ca.gov/Facilities_Locator/SQ.html
- Juvenile prison ministry, San Bruno and San Francisco

School and Teaching Ministry

- Bishop O'Dowd High School, Oakland, <https://www.bishopodowd.org/>. For the school's Center for Environmental Studies | Living Lab, see: <https://www.bishopodowd.org/environmental-studies>

- Cristo Rey De La Salle East Bay High School, Oakland, <https://cristoreydelasalle.org/>
- St. Mary's College High School, Berkeley, <https://www.saintmaryschs.org/>
- Holy Names High School, Oakland, <https://www.hnhsoakland.org/>
- Immaculate Conception Academy, San Francisco, <https://www.icacristorey.org/>
- St. Ignatius College Preparatory, San Francisco, <https://www.siprep.org/>
- St. Ignatius Institute, University of San Francisco, <https://www.usfca.edu/st-ignatius>

Social Justice Agencies

- Night on the Streets Catholic Worker, Berkeley, <https://catholicworker.org/directory/ca-berkeley-night-on-the-streets-html/>
- Oakland Catholic Worker, <https://catholicworker.org/directory/ca-oakland-oakland-cw-html/>
- Catholic Campaign for Human Development – CCHD East Bay, <https://chdeastbay.org>
- East Bay Sanctuary Covenant, Berkeley (Spanish speaking skills usually required), <https://eastbaysanctuary.org/>
- Faith in Action East Bay, <https://fiaeastbay.org>
- The Gubbio Project, San Francisco, <https://www.thegubbioproject.org/>
- The Healing WELL, San Francisco, <https://www.healingwellsf.org>

Spiritual Direction

- The Pierre Favre Program, El Retiro, <https://www.jrclosaltos.org/training-programs>

University Ministry

- Campus Ministry, Santa Clara University, <https://www.scu.edu/cm/>
- The Ignatian Center, Santa Clara University, <https://www.scu.edu/ic/>
- The Lane Center, University of San Francisco, <https://www.usfca.edu/lane-center>
- University Ministry, University of San Francisco, <https://www.usfca.edu/university-ministry>

Supervision

“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 competence, theological understanding, and Christian commitment.”

Kenneth Pohly, *Transforming the Rough Places: The Ministry of Supervision* (Eugene, OR: Wipf and Stock, 2016), 107-108.

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 site supervisors to maintain timely communication with the DMF and JST Field Education Supervisor.

Field education 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 perspectives and discuss how they might structure 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 is regularly scheduled.

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

