

## INTRODUCTION TO MENTORED REFLECTION IN MINISTRY: FE 100-1

Welcome to this course in which we will learn about the ins and outs of field education here at Louisville Seminary, where we will discern our calls to ministry together, and we will wonder anew about how to breathe new life into ancient practices and rituals. This classroom is a place to bring to life your questions, ideas, and compelling convictions to preserve and embody the ancient love of God in our contemporary contexts.



Temple of Saturn in Rome's ancient ruins (ca. 360 AD) Public domain, Unsplash+ License.

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## **INTRODUCTION TO MENTORED REFLECTION IN MINISTRY: FE 100-1**

**About Lauren:** This is my first semester teaching at Louisville Seminary after solo pastoring a small urban church in a migrant neighborhood in South Louisville and then serving on a pastoral team at Highland Baptist Church in the Highlands neighborhood. I served as the Associate Pastor of Care and Justice, offering pastoral care and visitor hospitality while also challenging the church to keep up its work of racial, environmental, migrant, and LGBTQ+ justice. I recently completed my Doctor of Ministry at the Pacific School of Religion in Berkeley, CA. My final portfolio project traced the ministry of Highland Baptist's Anti-Racism Team and Reparations Task Force, which involved researching and inviting a predominantly white congregation to offer reparations to the Black community here in Louisville. My husband Tyler and I parent three children: Livia, Jude, and Taft. Our cat, Kiwi Rainbow, and our dog, Rosie, keep us grounded.

**Course Introduction:** Ministry in any context inspires us to embrace heartache, change, pain, and longing in ourselves and among those with whom we serve. One of the challenges of any pastoral care ministry is to keep wondering how we, alongside the Divine, provoke joy, compassion, wholeness, and peace that passes understanding. Paying attention to the signs and symptoms of burnout, coupled with a soulful understanding of what makes our ministries unique, equips us to persist in vocational ministry. Further, it equips the people of God to continue embracing all that life delivers.

We will use class space to reflect theologically about Divine movement in the world around us and in our ministry contexts. Using the image of a garden, we will till the soil, sow some seeds, build a trellis, tend the garden, and then glean from it during our harvest season. These actions form the modules and the structure of this class. So find your decent gardening gloves and come ready to dig into new insights, fresh wonders, and expansive images of God.

**CREDIT:** 1 credit. Must be taken within the first year of seminary. This is a required MDiv course.

**COURSE DESCRIPTION:** This course sets up and provides frameworks and guidance for the journey of Field Education placements. Students will learn about key concepts and practices in Field Education, will explore key issues in ministry, and will chart the course of their Field Education trajectory.

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**GOALS:** This course will enable students to:

- Understand the key concepts and basic practices of Field Education, including experiential learning, practical wisdom, helpful feedback, Biographical Reflection, Administrative Agreements and Learning Covenants, Case Study Preparation and Presentation, and Reflective Evaluation;
- Develop meaningful and reflective relationships with the Field Education Office and with peers;
- Develop a trajectory for their Field Education Journey
- Begin reflecting upon key issues in ministry (ethics, vocational discernment, spiritual practices, and community-based self-care)

These goals support MDiv Program Goal 5 (Revised, Spring 2023):

SLO 5: Students will acquire the knowledge and skill sets necessary for the practice of Christian ministry – as demonstrated by effectiveness in and reflection upon such activities as:

- Offering leadership that emerges from the framework of a congregation's or organization's communions, confessions, and polity
- Preaching, teaching, and leading worship
- Praying and teaching others to pray
- Leading an organization effectively
- Providing public leadership and witness
- Inviting others into the Christian faith
- Offering pastoral care
- Participating in constructive intra-Christian and interreligious engagement.

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**TEACHING METHODS:** This course utilizes brief video lectures, discussion boards, individual and communal reflection, readings, audio recordings, and one-on-one meetings with the Field Education Director. All modules must be completed by the end of the semester.

Week	Date	Module	Description
1	Sept. 9-15	Welcome to Field Ed (Module 1)	General introduction to FE, defining key terms, requirements, and pedagogical methods
2	Sept. 16-22	Welcome to Mentored Reflection in Ministry (Module 2)	Explore how we can come together as a cohesive, brave class for support, wisdom-sharing, and difference-celebrating
3	Sept. 23-29	Vocational Discernment (Module 3)	Unearth that core piece, idea, or element that is essential to sustaining ministry for you
4	Sept. 30-Oct. 6	Ministry Stories (Module 4)	Learn to tell your story as it relates to the unfolding narrative of your ministerial journey
5	Oct. 7-13	Mapping Your FE Journey--Part 1 (Module 5)	Consider concrete steps to take in your FE journey through seminary
6	Oct. 14-20	Research and Study Week	
7	Oct. 21-27	Mapping Your FE Journey--Part 2 (Module 6)	Meet with Dr. Mayfield to discuss the above steps

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8	Oct. 28-Nov. 3	Ministerial Ethics (Module 7)	Wonder how ethical codes of conduct and standards shape our practices and why these codes are important
9	Nov. 4-Nov. 10	Community-Based Self-Care (Module 8)	How does the community hold itself accountable to rest, rejuvenation, and further action?
10	Nov. 11-17	Spiritual Practices (Module 9)	How does the individual minister hold themselves accountable to rest, rejuvenation, and further action?
11	Nov. 18-24	Case Study Preparation (Module 10a)	
12	Nov. 25-Dec. 1	Case Study Presentation (Module 10b)	
13	Dec. 2-Dec. 8	Looking Ahead (Module 11)	Create intentional space to reflect on the course and move forward in this part of your degree with confidence

**ASSIGNMENT RATIONALE:** Given that we each learn differently, we will engage classroom material in certain ways. Namely, processing a concept or idea before and/or after an experience or discussion enables deeper reflection and learning. Pedagogical philosopher Paulo Freire calls this a perception of our previous perception, which is key to his liberatory pedagogy of “conscientization.” Writing something down or creating some art invites us to clarify how we are thinking/feeling/being, and then, when we reflect on that with others, we gain insight into *how* we think/feel/be.

So do your best to engage the variety of assignments with your whole self as together we wonder anew about Divine mystery, tangible ministry, and vocational calling.

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**GRADING:** This is a Pass/Fail Course. Students must complete all modules and must earn 80 points on their assignments.

You must complete the biographical sketch, case study, and meet with Dr. Mayfield one-on-one to pass the course. For these reasons, and given the practical application and timeliness of course materials, *I will not accept late work*. Please see each assignment in Canvas for a more detailed description and the corresponding due dates. Each assignment has a point value that contributes to a total of 100 points for the entire course.

Module	Assignment	Due Date	Description	Points
1: Welcome to Field Ed	Syllabus		Read the entirety of the "Start Here" page on Canvas, the Field Ed Handbook, and Watch the Intro. videos	
	Introduction Discussion Board	Sept. 13	Post a point of interest about yourself and at least two questions about Field Education at LPTS	5
2: Welcome to Mentored Reflection in Ministry (this course!)	Hopes, Fears, and Expectations Discussion Board	Sept. 20	Post one hope, fear, and expectation for this course	5
	"Learning Through Our Community" and "The Power of Vulnerability"		Read article by Dr. Marcus Hong and watch the TED Talk by Brene Brown	

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	Review Group Covenant	Sept. 20	Please make any additions (if applicable)	
	Questions Discussion Board	Sept. 20	Post at least one question about this course	5
3: Vocational Discernment	What is the Work Your Soul Must Have?		Listen to the lecture by Katie Geneva Cannon	
	Reflect Discussion Board	Sept. 26	Reflect on your calling through a 3-fold lens	5
	Respond	Sept. 29	Comment on at least 2 of your peers' reflections	2
4: Ministry Stories	"Finding Our People" and "Telling Our Story"		Read the two chapters in <i>Wounded Pastors</i>	
	"Learning Through Our Stories"		Read "Learning Through Our Stories" in <i>Enlighten: Formational Learning in Theological Field Education</i>	
	"Impact"		Read the chapter in <i>The Best Strangers in the World</i>	

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	Reflect Discussion Board	Oct. 3	Write and reflect on a brief story that exemplifies what you consider the core of ministry	5
	Respond	Oct. 6	Comment on at least 2 of your peers' reflections	2
5: Mapping Your FE Journey--Part 1	Written sketch	Oct. 13	Complete a biographical sketch for Dr. Mayfield and Laura March	10
	Paperwork in Field Ed	Oct. 13	Complete the quiz on field ed paperwork	4
6: Mapping Your FE Journey--Part 2	One-on-One with Dr. Mayfield	by the end of November	Schedule and attend your meeting (in-person or on Zoom) with Dr. Mayfield by emailing Laura March, <a href="mailto:lmarch@lpts.edu">lmarch@lpts.edu</a>	10
7: Ministerial Ethics	"Ministerial Ethics"		Read "Ministerial Ethics" in <i>Welcome to Theological Field Education</i>	
	Ministerial Code of Ethics		Read the ministerial code of ethics from your tradition/denomination and one additional	
	Reflect Discussion Board	Oct. 31	Based on the denominational codes of ethics you reviewed, create and post your own personal code	5



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	Respond	Nov. 3	Comment on at least 2 of your peers' reflections	2
8. Community-Based Self-Care	"The History of Self-Care"		Read the article by Aisha Harris	
	"Burnout: Modern Affliction of Human Condition?"		Read the article by Jill Lepore	
	"Self Care and Community"		Read "Self Care and Community" in <i>Welcome to Theological Field Education</i>	
	"Real Self Care"		Listen to the interview with Pooja Lakshmin	
	Reflect Discussion Board	Nov. 7	Complete and post the "Garden of Communal Care" audit	3
	Respond	Nov. 10	Comment on at least 2 of your peers' audits	2
9. Spiritual Practices	"Engaging in Sustaining Spiritual Practices"		Read the article by Deborah Davis in <i>Engage: A Theological Field Education Toolkit</i>	
	"Engaging in Personal Self-Care"		Read the article by James Marshall in <i>Engage: A Theological Field Education Toolkit</i>	

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	"Rest"		Read the chapter by Cole Arthur Riley in <i>Black Liturgies</i>	
	Reflect Discussion Board	Nov. 14	Complete and post a "Life Framework" audit	5
	Respond	Nov. 17	Comment on at least 2 of your peers' audits	2
10. Case Study Preparation and Presentation	Case study preparation		Read the assignment description in Canvas	
	Case study	Nov. 29	Write a 2-4 page case study based on a previous experience	10
	Case study presentation	Dec. 2 - Dec. 9	Schedule a time to present your case study with at least one peer and Dr. Mayfield on Zoom	10
	Respond	Dec. 2 - Dec. 9	Attend your case study presentation and at least two of your peers' presentations	5
11.Looking Ahead	Reflection Discussion Board	Dec. 6	Post at least two possible worshiping placements and 2 agency placement locations. Consider if you need CPE for ordination and when you might apply.	3
TOTAL POINTS:				100

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### MODULES

#### Module 1: Welcome to Field Education

VIDEO: Welcome to Class

VIDEO: Canvas Modules, Assignments, and Discussions

VIDEO: Field Ed Requirements, Concepts, and Pedagogical Methods (Experiential Learning, Practical Wisdom, Case Studies, Reflection, Feedback, etc.)

READ: "Start Here"/Syllabus and the Field Education Handbook, 2024-2025, pdf

DISCUSSION BOARD with questions about Field Education and a point of interest about your yourself

#### Module 2: Welcome Mentored Reflection in Ministry (this Course!)

VIDEO: Outlining the Semester and Syllabus

VIDEO: Group vulnerability covenant

READ: Marcus A. Hong, "Learning Through Our Community," in Sung Hee Chang and Matthew Floding, ed. *Enlighten: Formational Learning in Theological Field Education* (Rowman & Littlefield, 2020), p. 133-142

WATCH: "The Power of Vulnerability" TED Talk by Brene Brown, 2013

DISCUSSION BOARD: Questions about the class

DISCUSSION BOARD: Group Vulnerability Covenant

DISCUSSION BOARD: Hope, Fears, and Expectations

#### Module 3: Vocational Discernment

LISTEN/READ: Katie Geneva Cannon Interview Excerpt

DISCUSSION BOARD: What Is the Work Your Soul Must Have?

#### Module 4: Ministry Stories

READ: Carol Howard and James Fenimore, "Finding Our People," and "Telling Our Story," in *Wounded Pastors: Navigating Burnout, Finding Healing, and Discerning the Future of Your Ministry* (WJK Press, 2023), p. 15-46.

READ: Leslie Veen, "Learning Through Our Stories," in Sung Hee Chang and Matthew Floding, ed. *Enlighten: Formational Learning in Theological Field Education* (Rowman & Littlefield, 2020), p. 35-44

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READ: Ari Shapiro, "Impact" in *The Best Strangers in the World: Stories from a Life Spent Listening* (HarperOne, 2024), p. 19-35

DISCUSSION BOARD: Write and reflect upon a brief story that exemplifies what you consider the core of ministry.

Module 5: Mapping Your FE Journey (Part 1)

VIDEO: The biographical sketch

VIDEO: Field Education Paperwork

WRITE: Complete a Biographical Sketch and submit on Canvas and to Laura March

QUIZ: Field Ed Paperwork

Module 6: Mapping Your FE Journey (Part 2)

MEET: Schedule a meeting with Dr. Mayfield to discuss and discern your FE trajectory. Schedule the meeting with Laura March *after* you submit your biographical sketch.

Module 7: Ministerial Ethics

VIDEO: Confidentiality in Field Ed

VIDEO: FE Sexual Harassment Policy

READ: Barbara Blodgett, "Ministerial Ethics," in Matthew Floding, ed. *Welcome to Theological Field Education* (Alban Institute, 2011), p. 115-132

READ: Your denomination's ministerial code of ethics, as well as a code from a different tradition

WRITE and DISCUSSION BOARD: Draft a personal code of ministerial ethics based upon reflection and in conversation with your tradition

Module 8: Community-Based Self-Care

VIDEO: Garden of Communal Care

VIDEO: Preparation for Module 10 Case Studies

READ: Aisha Harris, "The History of Self Care"

[https://www.slate.com/articles/arts/culturebox/2017/04/the\\_history\\_of\\_self\\_care.html](https://www.slate.com/articles/arts/culturebox/2017/04/the_history_of_self_care.html)

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READ: Jill Lepore, "Burnout: Modern Affliction or Human Condition?"

<https://www.newyorker.com/magazine/2021/05/24/burnout-modern-affliction-or-human-condition>

READ: Jaco Hamman, "Self Care and Community" in Matthew Floding, ed. *Welcome to Theological Field Education* (Alban Institute, 2011), p. 101-114

LISTEN: Pooja Lakshmin, "Real Self Care" <https://www.npr.org/sections/codeswitch/2023/04/19/1170063872/self-care-laid-bare>

DISCUSSION BOARD: Complete the "Garden of Communal Care" audit and discuss the experience

### Module 9: Spiritual Practices

VIDEO: Life Framework

READ: Deborah K. Davis, "Engaging in Sustaining Spiritual Practices," in Matthew Floding, ed. *Engage: A Theological Field Education Toolkit* (Rowman & Littlefield, 2017), p. 41-46

READ: James Marshall, "Engaging in Personal Self-Care," in Matthew Floding, ed. *Engage: A Theological Field Education Toolkit* (Rowman & Littlefield, 2017), p. 47-52

READ: Cole Arthur Riley, "Rest," in *Black Liturgies: Prayers, Poems, and Meditations for Staying Human* (Convergent, 2024), p154-162

DISCUSSION BOARD: Fill Out a Life Framework Audit, share on discussion board

### Module 10: Case Study Preparation and Presentation

VIDEO: Case Studies

WRITE: Draft an initial case study based upon a previous life experience. Schedule a time to present that case study with peers and the instructor.

MEET: Schedule a presentation time with Dr. Mayfield and a peer on Zoom to present your case study and receive feedback

### Module 11: Looking Ahead

VIDEO: What's Next?

DISCUSSION BOARD: Post at least two possible worshiping placements and two agency placement locations. Consider if you need CPE for ordination and when you might apply.

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### SEMINARY POLICIES

**CONFIDENTIALITY** is a matter of ethics in ministry. It is the trustworthy use of information to assure appropriate care of those who seek our assistance. It is not synonymous with keeping a secret (Lebacqz, *Professional Ethics*, 1985). Rather, it requires being accountable for honoring another's trust while assuring the best possible care for them. Accountability may warrant consultation. In this course, for instance, we ask you to develop case material from your ministry settings for consultation with your classmates and the teaching team. To do such consultation responsibly, any identifying information is adequately disguised, and the cases are shredded after class.

In this age of social networking, students are reminded that ethics in ministry extend to the life we live online. Postings about confidential pastoral and congregational matters in the field education setting on social networking sites are inappropriate and may become actionable legal, ecclesial, and disciplinary matters. Students are also advised to be careful and prudent about the personal data they share on such sites; despite the presumption of privacy, these social networks can be shared with third parties, including ordaining bodies, seminary officials, and church authorities.

**Discussion** in the classroom includes the freedom to speak and respect each one. During our first class session, we will agree on a mutually created class covenant that will support various commitments and expressions of belief. We hope this same attitude prevails where students serve and is modeled by them in these settings. We do well to remember James Baldwin's admonition, "We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist" (Baldwin, *Fire Next Time*, 1992). If, at any point during our class discussion, you feel triggered or need to step away, please take care of yourself in the way that is most fitting. If you must exit class, please follow up with me soon thereafter.

**Inclusive language at LPTS:** Learning is fundamentally linked to communication, self-expression, and personal and social transformation. It respects individuals, their feelings, and their particular potential for contribution to common knowledge. Learning is fundamentally and intentionally inclusive. Since all learning is inherently ethical and political, and theological discourse traditionally has been patriarchal and gender exclusive, the Seminary has established a policy, in the interest of the construction of a learning community, that the language (symbols, metaphors) used in our class discussions and written work will be gender inclusive and respectful of all persons and groups as valued human creatures of God. Racism and white privilege, homophobia and transphobia, ageism, and prejudice toward people with physical and intellectual disabilities also permeate our society and are detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to being a community that is respectful and welcoming of difference and opposed to all forms of social oppression.

Direct quotations from theological texts and Bible translations do not have to be altered to conform to this policy (though they can be). In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's

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images of God. More discussion about inclusive language can be accessed from the Academic Support Center and from this portion of the LPTS website: <https://www.lpts.edu/assets/documents/guides/InclusiveandExpansiveLanguage.pdf>

### FROM THE DEAN'S OFFICE

**ACADEMIC HONESTY:** All work turned into the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

**SPECIAL ACCOMMODATIONS:** Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

**CITATION POLICY:** Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2020.

*The Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help page: <https://lpts.libguides.com/digitalresources/citingsources>