

MTO241.7 Supervised Field Education A

Name of Unit 1 (Unit Code 1)

Supervised Field Education A (MTO241.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Bachelor	One semester	Advanced	Bruce Hulme

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Core: Bachelor of Intercultural Studies
 Elective: Bachelor of Theology
 Core Option or Elective: Bachelor of Ministry

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
6 credit points	144 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: ___0___ hours per week

1.6 Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Prerequisites: MTR290.7 Theological Reflection
 MTW160.5 Intercultural Life and Work (Bachelor of Intercultural Studies students only)

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit

This unit develops students as reflective practitioners through workplace integrated learning placement. It connects strongly with the formation domain *Engaging Our Stories* in Tabor MTC's curriculum paradigm. Through observation, hands-on engagement and supervised reflection, *Supervised Field Education A* aims to facilitate students' integration of theory, practice and personal development in relevant industry settings to help them refine their vocational capacity and goals. Key aspects include negotiating an SFE placement with a Placement Manager and/or Learning Supervisor, establishing a suitable learning covenant, learning through observation and practice, and critical reflection through supervision meetings and reports.

Learning outcomes for unit:

- 1) Explain key theological, contextual, ministerial and practical issues associated with the learning foci of the placement
- 2) Employ organizational, vocational and communication skills to plan and execute the placement experience with professionalism, interpersonal competency, cultural sensitivity and autonomy
- 3) Critically reflect upon significant placement experiences in light of their theological and contextual understanding, practical ministry skills, personal formation and vocational discernment, in a peer supervision setting

Assessment tasks

Type *	Learning Outcome/s assessed	When assessed	Weighting
Learning Covenant: Students establish a learning covenant, detailing hosting organisation, supervisor, and placement-specific learning goals	2	Week 1	NGP
Online Journal: Students share and reflect upon placement experiences via an online journal.	3	Various	10%
Critical Experience Reports: Students present 2 x reports in which the student critically reflects, in a supervised peer group setting, upon a chosen experience from within the placement. (2,500 words, 1,250 words each).	1, 3	Various	40%
Book Review and Application: Students review and apply key learnings from a text relevant to one or more of the student's placement. (1000 words)	1	Week 6	15%

Assessment tasks			
Type *	Learning Outcome/s assessed	When assessed	Weighting
Learning Supervisor Reports: Learning Supervisors complete 2 x reports reflecting upon the student's placement experience in light of their learning covenant, including reflection on their reflective practice, professionalism, interpersonal competency, cultural sensitivity and autonomy.	1-3	Weeks 8 and 14	NGP
Mid-Placement Report: Students complete a short question/answer self-assessment report reflecting upon their placement experience to date in light of their learning covenant and their Learning Supervisor's mid-placement report	1-3	Week 8	10%
Final Placement Report: Students prepare a report reflecting upon their entire placement experience in light of their learning covenant, context, practical and personal formation, perceived vocational direction, and their Learning Supervisor's final placement report. This includes reflection upon on their reflective practice, professionalism, interpersonal competency, cultural sensitivity and autonomy. (1,500 words)	1-3	Week 14	25%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

- Floding, Matthew, ed. *Engage: A Theological Field Education Toolkit*. Lanham, MD: Rowman & Littlefield, 2017.
- Floding, Matthew. *Welcome to theological field education!* Herndon, VA.: Alban Institute, 2011.
- Greene, H. Leon. *A Guide to STM: A Comprehensive Manual for Planning an Effective Mission Trip*. Westmont, Illinois: Intersity Press, 2012.
- Kincaid, William B. *Finding Voice: How Theological Field Education Shapes Pastoral Identity*. Eugene, OR: Wipf & Stock, 2012.
- Livermore, David. *Serving with Eyes Wide Open: Doing STM with Cultural Intelligence*. Grand Rapids, Michigan: Baker Books, 2012.
- Rogers, David O. Jenkins and P. Alice. *Equipping the Saints: Best Practices in Contextual Theological Education*. Edited by David O. Jenkins and P. Alice Rogers. Cleveland, Ohio: Pilgrim Press, 2010.
- Russell-Chapin, Lori A., Nancy E. Sherman, and Allen E. Ivey. *Your Supervised Practicum and Internship: Field Resources for Turning Theory into Action*. 2 edition. Routledge, 2016.

Additional texts will be chosen according to the individual student's placement context and learning foci