

**Floding, Matthew (ed.). *Welcome to Theological Field Education!* Herndon, VA: The Alban Institute, 2011.**

*Welcome to Field Education!* is the first book in a series edited by Matthew Floding that brings together prominent voices from the field of supervised ministry. These seasoned practitioners offer insights on various aspects of field education from their own experiences to both those who are just beginning to navigate the process and those who have been at it for many years as well as everyone in between. It is a practical guide that lays the theoretical and theological groundwork upon which the tasks of field education build.

Each chapter draws on personal experience, case studies, and practical exercises to offer an incisive window into the necessary work of one specific aspect of field education. As such, the individual chapters can be used by seminary faculty and staff, field work supervisors and pastors, as well as students to delve into the learning experience with the helpful guidance of the contributing authors. Survey respondents commended in particular the chapters by Charlene Jin Lee, "The Art of Supervision and Formation" and Emily Click, "Ministerial Reflection."

The individual chapters come together as a whole to offer the reader insights into the difference between merely learning how to perform tasks and growing personally and professionally through the experience. As this vital resource explains, effective field education addresses both of these goals and holds them together in ways that allow the student to engage in meaningful learning through the practice of ministry.

**Garrido, Ann. *A Concise Guide to Supervising a Ministry Student*. Notre Dame, IN: Ave Maria Press, 2008.**

In *A Concise Guide to Supervising a Ministry Student*, Ann Garrido brings clarity, specificity, and vibrancy to the conversation of supervising students preparing for vocations in public ministry. Though from a Catholic lens, the comprehensive nature of this work provides universal language and tools for those who seek to bring their own unique stamp of excellence to the art and practice of field education with ministry students. Garrido's thoughtful layout of the book gives brick by brick instruction that assures both a sturdy foundation for beginning an internship experience, as well as freedom for creative "framing" for any given ministry field education experience. One especially appreciates the intentionality found in her periodic "hands on" offerings throughout the book: a glossary of field education terms, ministry competencies lists (for both students and supervisors to consider), and a host of practical tools in the appendices that are gems for those resourcing supervisors and students alike. Garrido covers the landscape of tried and true practices for ministry formation: conflict resolution, ministerial boundaries, referrals, and time management. In addition, she refreshingly provides ideas for supporting the spirituality of the ministry supervisors themselves, as well as tools for their own self-assessment and reflection in their role. This alone, is a tremendous contribution to the field. Garrido establishes early in this book, that field education is not the same as *field work*. The pages that follow give a resounding "*amen*" to that fact by deepening the imagination for being faithful to the churches' call to shape ministers for thoughtful ministry and service in the church and the world. As with previous Catholic publications (e.g. Coll, 1992), Garrido's work will serve any educator or denominational leader well, if they are serious about shaping pastoral leaders for serving in Christian

communities. One noticeable distinction found in Garrido's work is the great care in addressing the meta-cognitive work needed by all emerging ministry students when discussing gender sensitivities and cross-cultural implications for ministry.

**Coll, Regina. *Supervision of Ministry Students*. Collegeville, MN: The Liturgical Press, 1992.**

Although Regina Coll's work *Supervision of Ministry Students* has been available since its published date of 1992, one can confidently state that it withstands the tests of time and change through its enduring wisdom and meaningful practices. Simply stated, this resource provides a helpful guide for anyone aiming to do supervision work in ministry.

One can appreciate the organization of this thin yet robust volume of five chapters. As she alludes to in the preface of the book, the final chapter lands on the heart of the matter: theological reflection in context. Understanding that many supervisors feel pressed for time, she generously suggests that if anyone were to only read one chapter from the book, the final chapter would be it. It is the "sine-qua-non for ministry..." she boldly states. Although this may be true, the other four chapters are not to be overlooked. I have come to appreciate the rhythm of practice-theory-practice that results from the layout of the book. The first chapter draws supervisors into some frank conversation about the supervisory task, offering concrete descriptions of what supervision is and is not, including multiple models of supervision that exist and vary in effectiveness. One will find a helpful "10 Commandments" listed, as well as thoughtful questions for reflection at the end of each chapter. The second and third chapters dive into the etymology of terms: ministry and education. This deep dive helps anchor current conversation and practices in supervision within helpful historical, ecclesial, and educational frames. The fourth chapter leaps back into the very practical matters of covenants, learning goals, facing conflicts, and myriad other essentials a supervisor will need to address with forethought. As stated earlier, the final chapter shapes and defines one's telos or end goal masterfully. This clearly has been an invaluable resource to Catholic communities and institutions as they shape Christian leaders. Its sheer practicality and keen insight make it commendable to the wider communion of Christian field educators as well.

**Pyle, William T. and Seals, Mary Alice (eds.) *Experiencing Ministry Supervision: A Field-Based Approach*. Nashville, TN: Broadman & Holman Publishers, 1995.**

*Experiencing Ministry Supervision*, written by the field education professors at six Southern Baptist seminaries, is a very practical, "nuts-and bolts" guide to the essential components found in nearly all field education programs. The introductory material in the first chapter (offering a brief history, philosophy, and mission/goals/strategies of theological field education) would be valuable for orienting anyone new to the responsibilities of directing a field education program and conveying its essence to a broad audience. Several subsequent chapters – i.e. dealing with choosing a placement site/supervisor, vocational discernment, tools for data gathering are written to be primarily beneficial for the student, whereas others – "The Supervisory Conference", "Theological Reflection," and "Evaluation in the Supervisory Experience" contain information that would be helpful for orienting and training new supervisor/mentors. Among the book's unique and useful highlights are the list of minimal competencies for those preparing to assume ministry (qualities, characteristics, attitudes and skills) that

Mary Alice Seal provides in her chapter on evaluation and the material on the rationale, function, and benefits of having a lay committee to support the seminarian outlined in Doris Borchert's chapter on lay committees. The practical and pragmatic nature of this text may lead some to occasionally perceive an overly directive or narrow tone in a few sections. For example, after providing some helpful general content, the chapter, "Theological Reflection," hones in on only one method - a distillation of the Whitehead's model and method from their 1980 text, *Method in Ministry: Theological Reflection and Christian Ministry*.

**Hillman, Jr., George M. *Ministry Greenhouse: Cultivating Environments For Practical Learning*. Herndon, VA: The Alban Institute, 2008.**

In this resource developed for colleges and seminaries, George M. Hillman, Jr. offers practical wisdom gleaned from his years of experience through serving as the "internship guy" (Hillman, vii.) at Dallas Theological Seminary. Hillman walks readers through the joy-filled process of serving as a sojourner and guide to students throughout their time in an institution of higher education, while equipping them with opportunities that lead to discovery, clarity, and confirmation of call. From articulating a call, to discerning the specifics, to growing in ministerial competency through practical experience, theological reflection, and evaluation, Hillman lays out the key practices for a fruitful and faith-filled journey.

This book is a great resource for seminary students, field education supervisor-mentors, teaching communities, and theological field educators alike. With careful attention to each step of the formation process, Hillman offers a framework and core practices that help to foster faithful environments for ministerial formation and development. One of the greatest treasures within *Ministry Greenhouse* are the theological reflection questions and competency/goal setting measurement tools that Hillman shares with readers throughout the book. Accessible and thoughtful, this book is a great resource for those who are new to theological field education and/or service learning. It is also a thoughtful conversation partner to those experienced theological field educators who might be launching a new program within a seminary or re-evaluating their existing practices.