Bachelor of Ministry, Bachelor of Theology and Related Programs

DM414D
Chaplaincy in Educational Settings

Semester 1, 2016

Malyon College is an approved institution of the Australian College of Theology

DM414D is offered by Malyon College as part of the Bachelor of Ministry, Bachelor of Theology and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.
UNIT DETAILS

Unit Description

This unit provides the student with an opportunity to explore the practice and theology of chaplaincy in a range of education settings, including primary, secondary and tertiary, state and private systems. In addition, a number of models for effective Christian education in a chaplaincy context will be evaluated; while the student will also be required to engage in a certain amount of practical work.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

None.

Unit Content

The unit is made up of the following sections and sub-sections:

Section A:

1. The development of a theology and ecclesiology of chaplaincy.
2. An exploration of the various models of chaplaincy in primary, private secondary, state secondary and tertiary settings.
5. Approaches to classroom religious education including teaching world religions in the multi-faith classroom. Approaches to religious education in the state system.

6. An examination of pastoral care and counselling models in the educational institution.

Section B:

7. Youth in Australian society and the major issues confronting children and young people.

8. Key issues that relate to the mental health, wellbeing and spirituality of children, adolescents and young people.

9. Identify the physical, emotional, cognitive and moral issues among children, adolescents and young people.

Section C:

10. The exploration through observation and interview of a chaplain working in their particular educational setting.

Unit Outcomes

On successful completion of this unit, students will:

Knowledge and understanding, know and understand:
1. The theology and practice of chaplaincy in educational settings.
3. Current issues among children, adolescents and young adults.
4. Regulatory requirements applicable to chaplains in educational settings.

Skills, be able to:
1. Formulate a theology of chaplaincy.
2. Assess models of chaplaincy in educational settings.
3. Analyse issues among children, adolescents and young adults.
4. Participate in educational chaplaincy fieldwork.
5. Observe community and legal standards in educational chaplaincy settings.

Application, be in a position to:
1. Integrate perspectives and skills from ‘Chaplaincy in Educational Settings’ with their other theological and ministry studies.
2. Engage in chaplaincy in an educational setting as a reflective practitioner.

Workload Requirement
A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
   a. Lectures – 3 hours per week;
   b. Preparation and revision – 2 hours per week;
   c. Assignments – 5 hours per week.
2. Distance students:
   a. Home study; including forums and revisions – 5 hours per week;
   b. Assignments – 5 hours per week.

**Learning Guides**

Thirteen Module Guides have been prepared to guide the student through the material for the unit. Each module will include basic course content, readings and resources to engage with, and reflection activities to do. Each one should take about 5 hours to complete and the student should aim to complete one module a week, as per the lecture schedule; leaving further time to complete the unit requirements (especially the study weeks). The Learning Guides will assist students to come to terms with the issues under consideration, and in their preparation for the assessment requirements.

**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Interview report.
2. Role play and reflection.
3. Research assignment.

*Contact students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.*

*Students who fail to attend lectures or complete forum posts satisfactorily may be failed.*

**Required Resources**

In order to complete the unit, the student will be required to have access to a computer and the internet. This will give the student access to the unit Moodle site, together with the associated readings and resources (also on Moodle).
## Lecture Schedule

**REVISE**

<table>
<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Topic/s</th>
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<tbody>
<tr>
<td>1</td>
<td>16 Feb</td>
<td>Unit introduction and introduction to chaplaincy</td>
</tr>
<tr>
<td>2</td>
<td>23 Feb</td>
<td>Introduction to school-based chaplaincy</td>
</tr>
<tr>
<td>3</td>
<td>2 Mar</td>
<td>Building a framework for school-based chaplaincy</td>
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<tr>
<td>4</td>
<td>9 Mar</td>
<td>The context of school-based chaplaincy</td>
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<tr>
<td>5</td>
<td>16 Mar</td>
<td>Youth work, youth ministry and school-based chaplaincy</td>
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<tr>
<td>6</td>
<td>23 Mar</td>
<td>The helping process in school-based chaplaincy</td>
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<td>7</td>
<td>30 Mar</td>
<td>Mental health issues and school-based chaplaincy</td>
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<tr>
<td>S/W</td>
<td>6 Apr</td>
<td><strong>Study Week</strong></td>
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<tr>
<td>S/W</td>
<td>13 Apr</td>
<td><strong>Study Week</strong></td>
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<tr>
<td>8</td>
<td>20 Apr</td>
<td>Responding to critical incidents as a school-based chaplain</td>
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<tr>
<td>9</td>
<td>27 Apr</td>
<td>Spiritual engagement with young people 1</td>
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<td>10</td>
<td>4 May</td>
<td>Spiritual engagement with young people 2</td>
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<tr>
<td>11</td>
<td>11 May</td>
<td>Working as a school-based chaplain</td>
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<tr>
<td>12</td>
<td>18 May</td>
<td>Professional development and self-care as school-based chaplains</td>
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<tr>
<td>13</td>
<td>25 May</td>
<td>Developing a framework for the practice of school-based chaplaincy</td>
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<tr>
<td>S/W</td>
<td>1 Jun</td>
<td><strong>Study Week</strong></td>
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Steve Forward is currently employed full-time with Scripture Union Queensland (SU Qld) in two development roles – ‘Chaplaincy Development’ and ‘Research and Innovation’. The ‘Chaplaincy Development’ role involves developing frameworks for conceptualising and articulating SU Qld school chaplaincy, particularly in the area of professional development. The ‘Research and Innovation’ role involves developing broader frameworks, resources and partnerships for the promotion of ‘best practice’ children’s and youth work across SU Qld’s various ministries.

Steve has over 28 years experience in youth work; from voluntary youth leadership roles in Sunday schools, youth groups, camps and holiday programs to employed positions as a social worker, chaplain, church-based youth worker, trainer, lecturer, professional supervisor and consultant. He has a Bachelor of Social Work, a Graduate Diploma in Christian Studies, a Graduate Certificate in Governance and Public Policy and a Certificate IV in Training and Assessment. He is currently studying a Masters of Social Work at the University of Queensland.

**Contact details:**
Office number 07 3112 6447
E-mail stevef@suqld.org.au
Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

5. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
   a. **Body of assignment:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. **List of References and referencing:**
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
**Grade Criteria**

*Bachelor’s students at the advanced undergraduate degree 400-level should note that grades are awarded on the following criteria:*

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

**Pass**
- ✓ Demonstrates an engagement with primary sources.
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

**Credit**
- ✓ Demonstrates ability in engaging primary sources.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

**Distinction**
- ✓ Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

**High Distinction**
- ✓ Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.
**Requirement 1: Interview Report**

1. Spend 8 hours at work with a school-based chaplain and observe what they do
2. Conduct an interview with this same school-based chaplain
3. Based on the above, write a report that addresses the following:
   a. The role of the school-based chaplain.
   b. The main task that they perform in the role.
   c. The knowledge and skills required for the role.
   d. What is going well in their role.
   e. The current strengths of the service are.
   f. The challenges, tensions or issues they face in their role.

The **key assessment criteria** for this requirement are as follows:

1. An appropriate school-based chaplain has been observed and interviewed.
2. Roles and tasks performed by the school-based chaplain have been described.
3. Strengths, challenges and tensions of the school-based chaplain’s role have been assessed.
4. The list of references is indicative of appropriate research.
5. Requirements for the writing of assignments have been adhered to.

*Length: 1500 words*
*References: as required*
*Due: Friday 27 March by electronic submission on Moodle*
*Mark allocation: 20%*
Requirement 2: Role Play and Reflection

CLEAN UP

On the second of two compulsory intensive days, students will be required to facilitate specific group work activities, in which they will be required to demonstrate the ability to:

a. Competently facilitate the activity.
b. Communicate effectively in a group setting.
c. Manage group dynamics.
d. Articulate their reflections on the experience.

Following the intensive days, students will be required to complete and submit a 500-word written reflection on their participation.
**Requirement 3: Research Assignment**

Present a framework for chaplaincy practice using the model, material and resources provided. The research must include:

1. Relevant aspects of worldview and values, and related biblical and theological dimensions of chaplaincy.
2. The necessary knowledge and skills a school-based chaplain requires.
3. How chaplains should interact with and respond to the legal and organisational context of schools; and the organisational context of a stipulated school-based chaplaincy provider.
4. How a chaplain should look after and develop themselves in the role.

The **key assessment criteria** for this requirement are as follows:

1. An understanding of the model for chaplaincy practice has been demonstrated.
2. An understanding of the four framework elements (you, knowledge, skills, context) has been demonstrated and applied appropriately to own situation.
3. An appropriate self-care and professional development plan for future school-based chaplaincy work has been presented.
4. The list of references is indicative of appropriate research.
5. Requirements for the writing of assignments have been adhered to.

**Length**: 2500 words

**References**: should be indicative of advanced academic research

**Due**: Friday 5 June by electronic submission to Moodle

**Mark allocation**: 50%
## UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

### Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

(Jeremiah 3:15)

<table>
<thead>
<tr>
<th>1. A major thrust of this unit</th>
<th>2. A contribution that this unit should make</th>
<th>3. A possible function of this unit, but not targeted</th>
<th>4. An unlikely product of this unit</th>
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### Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’

- a. grows a deepening relationship with Jesus ✓
- b. is secure in God’s call with a desire and ability to learn and grow ✓
- c. is self-aware and maintains self-care ✓
- d. seeks and builds healthy relationships ✓
- e. is committed to living with integrity and prayerful dependence on God ✓

### Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’

- a. knows and trusts the Bible ✓
- b. understands the context of diverse theological ideas ✓
- c. forms a personal theology which is both biblical and thoughtful ✓
- d. reflects theologically and applies the Bible to real life ✓
- e. is committed to helping others know God’s grace and truth and live God’s way ✓

### Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’

- a. is able to have a godly influence over others ✓
- b. possesses skills needed for chosen ministry path ✓
- c. understands cultures and contexts and is able to minister in a range of contexts ✓
- d. is able to work with and lead a team ✓
- e. is committed to serving, evangelising and mentoring others ✓

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

**Chaplaincy**


**Theological Issues**


**Youth Ministry and Youth Work**


**Youth Issues**


**The Helping Process**


### Worldviews and Religions


### Spirituality


### Self-Care

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

**Accessing Documents**

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.*