



**Bachelor of Ministry, Bachelor of Theology and Related Programs**

**PC444D**  
**Practical Ministry**  
**Field Education for**  
**Educational Settings**

**Semester 2, 2017**

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

PC444D 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).

## ***MALYON COLLEGE***

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 through a reflective practicum experience in an education setting, 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 while on practicum.

This unit builds on the educational chaplaincy material covered in DM414D.

### ***Credit Points***

This unit is valued at 4 credit points.

### ***Co- and Pre-Requisites***

None.

### ***Exclusions***

Students may only take two units of PC442-444 and DM442.

### ***Unit Content***

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

#### **Section A: Theoretical Study**

1. An introduction to the ministry issues pertaining to the context in which the field work will be undertaken. The precise details of the content should be outlined in advance by the individual colleges for their students.

#### **Section B: Field Work**

2. The supervisory relationship; the supervisory session; learning covenant; evaluation; field committees.

3. A placement in a practical ministry situation, to include a minimum of 200 hours' experience under supervision. Students may be placed in one of the following categories:

EITHER

(i) At least 120 hours cumulative experience in one non-congregation situation, such as an institutional or para-church ministry;

OR

(ii) A period of continuous residence and ministry of not less than six weeks duration in an institutional or para-church situation;

OR

(iii) A series of placements, in one or more settings, either congregational or non-congregational.

In all cases,

(a) Approximately 120 hours are to be spent in actual ministry, including active involvement in a variety of the organisation's operations;

(b) Approximately 60 hours are to be spent in preparation, and writing up verbatims and/or reports for supervisors;

(c) Approximately 20 hours are to be spent in reflection upon practical experience, at least 10 hours on an individual basis, with an approved supervisor. Such reflections should include comments from members of the organisation or congregation where the field work was undertaken.

### ***Unit Outcomes***

On successful completion of this unit, student should be able to:

1. Reflect on practical issues related to educational chaplaincy.
2. Report on a completed opportunity of supervised ministry in an educational chaplaincy setting for an extended period.
3. Meaningfully reflect on educational chaplaincy observed with an experienced practitioner/s.
4. Meaningfully reflect on their educational chaplaincy practice with an experienced practitioner/s.

## ***Workload Requirement***

This unit requires engagement with an educational chaplaincy placement context, reflection activities with supervisors and the completion of the set assessment requirements. Consequently, students will be expected to commitment about 10 hours a week to the unit, including time on the practicum itself.

A practicum unit will generally require:

1. Approximately 120 hours or the equivalent of 18 work days are to be spent in actual ministry, including active involvement in a variety of the organisation's operations.
2. Approximately 60 hours are to be spent in preparation, and writing up verbatims and/or reports for supervisors.
3. Approximately 20 hours are to be spent in reflection upon practical experience, at least 10 hours on an individual basis, with an approved supervisor. Such reflections should include comments from members of the organisation or congregation where the field work was undertaken.

## ***Learning Guide***

Students should access the Learning Guide on the unit Moodle page for guidance through their studies for the semester.

Each week, students will engage with their placement activities, reflective conversations with their placement supervisor/s and reflective conversations with their online supervisor. There are no online modules for this unit, however, the course material from DM414D/DM614D will be made available to you.

## ***Assessment Requirements***

The student shall complete the following assessment requirements:

1. Reading Report.
2. Reflection Journals (including a final reflection journal entry).
3. Supervisor Reports.

## 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 from DM414D/DM614D (also on Moodle).

## Learning Schedule

Mod	Date	Topic/s
1	17 <sup>th</sup> Jul	Setting up your placement
2	24 <sup>th</sup> Jul	Settling into placement
3	31 <sup>st</sup> Jul	Understanding the role of an educational chaplain
4	7 <sup>th</sup> Aug	Observation and practice
5	14 <sup>th</sup> Aug	Observation and practice
6	21 <sup>st</sup> Aug	Observation and practice
7	28 <sup>th</sup> Aug	Observation and practice
8	4 <sup>th</sup> Sept	Observation and practice
9	11 <sup>th</sup> Sept	Observation and practice
S/W	18 <sup>th</sup> Sept	<b>Study Week</b>
S/W	25 <sup>th</sup> Sept	<b>Study Week</b>
10	2 <sup>nd</sup> Oct	Observation and practice
11	9 <sup>th</sup> Oct	Observation and practice
12	16 <sup>th</sup> Oct	Wrapping up your placement
13	23 <sup>rd</sup> Oct	Wrapping up your placement

## UNIT LECTURER



**Steve Forward** is currently employed full-time with Scripture Union Queensland (SU Qld) as the 'Children's and Youth Programs Delivery Manager'. This involves: conceptualising and articulating professional development frameworks for school chaplaincy; designing and delivering professional development for school chaplains; facilitating professional development for school chaplains; and collecting data on school chaplaincy activities, outputs and outcomes. He also leads a small youth and children's work team whose role it is to develop resources, provide information and facilitate effective partnerships with both Christian and community-based organisations.

Steve has over 30 years of 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, Graduate Diploma in Christian Studies, Graduate Certificate in Governance and Public Policy and a Masters in Social Work.

### Contact details:

Office number      07 3112 6447  
E-mail                stevef@suqld.org.au

## UNIT ASSESSMENT

### 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. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%
  - b. List of References and referencing:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%

## **ASSESSMENT REQUIREMENTS**

### ***Requirement 1: Reflective Reading Report***

A 1500-word reflective reading report, based on the reading of two educational chaplaincy related books outlined in the recommend readings at the end of this unit guide (300-400 pages total) that align with the 'Framework for Educational Chaplaincy' explored in DM414D, Chaplaincy in Educational Settings.

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

1. Appropriate educational chaplaincy books have been chosen.
2. The content of the books have been clearly and succinctly outlined.
3. Appropriate reflections made from the practicum experience.
4. Appropriate connections and developments made to 'Framework for School-Based Chaplaincy.'

***Length: 1500 words***

***References: as required***

***Due: Monday, 11<sup>th</sup> September by electronic submission on Moodle***

***Mark allocation: 25%***

## **Requirement 2: Reflective Journal**

A weekly reflection on the practicum experience. These journal entries need to be copied into an e-document and saved for assessment purposes.

The practicum-based journal entries and responses need to be:

- a. Based on the equivalent of 18 work days / 120 hours on-the-job educational chaplaincy (if you are already working as a chaplain then you can allocate one day per week to this and this will meet your practicum requirements).
- b. Supervised by three different people: an online supervisor, school supervisor and chaplaincy supervisor.
- c. Including a weekly online forum, the content of which will be shaped by the theoretical construct referred to above.
- d. The journal will include:
  - i. Details of the student and placement.
  - ii. Record of service hours.
  - iii. Record of weekly online forum contributions and responses.
  - iv. A report from each of the three supervisors addressing both the personal and ministry aspects of the experience.

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

1. The journal entries and responses have been done in a timely way (see due date information outlined below).
2. Appropriate reflections made from the practicum experience.
3. Appropriate reflections made from any weekly materials.
4. Appropriate engagement with the posts of other students.
5. Appropriate connections and developments made to 'Framework for School-Based Chaplaincy.'

**Length:** *initial weekly entries of 150 words each,  
with 50 words per weekly response to other students*

**Due:** *initial weekly entry Wednesday of each week,  
responses by the Sunday of that week;  
final reflection due Monday, 30<sup>th</sup> October by no later than 4.30pm*

**Mark allocation:** 75%

### **Requirement 3: Supervisor Reports**

At the completion of the practicum, each of the three supervisors will be required to complete a practicum report on the student and submit that to the lecturer. The template for this report will be provided to the supervisors in the final third of the unit. It is the student's responsibility to ensure that each supervisor has the report template in time for it to be completed and submitted.

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

1. Student has fulfilled the requirements of 18 days / 120 hours of practicum
2. Student has meaningfully engaged in appropriate activities in the practicum context
3. Student has meaningfully reflected on the practicum experience
4. Student has meaningfully developed their 'Framework for Educational Chaplaincy'

**Length:** *as per template*

**References:** *not required*

**Due:** *Monday, 30th October by electronic submission on Moodle*

## 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)

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Maturity – <i>‘Shepherds with God’s heart’</i></b>				
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		✓		
<b>Graduate Attribute 2: Theological Maturity – <i>‘Knowledge and understanding of God’s heart’</i></b>				
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			✓	
<b>Graduate Attribute 3: Ministry Maturity – <i>‘Knowledgeable and wise shepherds’</i></b>				
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		✓		
<b>1. A major thrust of this unit</b>		<b>2. A contribution that this unit should make</b>		
<b>3. A possible function of this unit, but not targeted</b>		<b>4. An unlikely product of this unit</b>		

**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

- Hughes, P & Bond, S 2003, *Chaplaincy in Uniting Church Schools: Report on Research 2001*, Christian Research Association, Melbourne.
- Kabamba, J 2007, *The Chaplaincy Phenomena*, Spencer, Brisbane.
- Norman, J (ed) 2004, *At the Heart of Education: School Chaplaincy and Pastoral Care*, Veritas, Dublin.
- Pohlmann, D 2009, *School Chaplaincy: An Introduction*, Christian Heritage College, Mansfield.
- Robinson, S 2004, *Ministry Among Students: A Pastoral Theology and Handbook for Practice*, SCM, London.

### Theological Issues

- Ramachandra, V 1999, *Faiths in Conflict: Christian Integrity in a Multicultural World*, IVP, Leicester.
- Andrews, D 1996, *Building a Better World*, Albatross, Sutherland.
- Andrews, D 2008, *A Divine Society*, Frank Communications, Brisbane.

### Youth Ministry and Youth Work

- Arzola, F 2008, *Prophetic Youth Ministry: Theory and Praxis in Urban Context*, IVP, Illinois.
- Farley, R 2007, *Strategy for Youth Leaders for the 21<sup>st</sup> Century*, SU Australia, Central Coast.
- Martin, L 2002, *The Invisible Table: Perspectives on Youth and Youthwork in New Zealand*, Dunmore, Palmerston North.
- White, R (ed) 2009, *Concepts and Methods of Youth Work*, Australian Clearinghouse for Youth Studies, Hobart.

### Youth Issues

- Bewert, D 2007, *Tackling Teens: Strategies for Parenting Pre-Teens and Teenagers*, Denise Bewert, np.
- Bewert, D 2009, *Troubled Teens: Strategies to Help Troubled Teens*, Denise Bewert, np.
- Van Pelt, R & Hancock, J 2007, *The Youth Worker's Guide to Helping Teenagers in Crisis*, Zondervan, Grand Rapids.

## ***The Helping Process***

- Brammer, L M & MacDonald, G 2002, *The Helping Relationship" Process and Skills (8<sup>th</sup> Edition)*, Simon & Schuster, Massachusetts.
- Okun, B F 2007, *Effective Helping: Interviewing and Counseling Techniques (5<sup>th</sup> Edition)*, Brooks/Cole, Mounteroy.
- Slattery, P 2001, *Youth Works: A Very Practical Guide to Working with Young People*, Peter Slattery, Sydney.
- Wilson, R J K 1995, *Counseling and Community: Using Church Relationships to Reinforce Counseling*, Regent College, Vancouver.

## ***Worldviews and Religions***

- Smart, S 2007, *A Spectator's Guide to Worldviews: Ten Ways of Understanding Life*, Blue Bottle Books, Sydney.
- Dickson, J 2004, *A Spectator's Guide to World Religions: An Introduction to the Big Five*, Blue Bottle Books, Sydney.
- Sire, J 1988, *The Universe Next Door*, IVP, Illinois.

## ***Spirituality***

- Crawford, M & Rossiter, G 2006, *Reasons for Living: Education and Young People's Meaning, Identity and Spirituality*, ACER Press, Camberwell.
- Hughes, P 2007, *Putting Life Together - Findings from Australian Youth Spirituality Research*, Fairfield, Nunawading.
- Roehlkepartain, E C; King, E; Wagener, P & Benson, P L 2006, *The Handbook of Spiritual Development in Childhood and Adolescence*, Sage, Thousand Oaks.

## ***Self-Care***

- Bagi, S 2008, *Pastorpain*, Actuate Consulting, Palm Beach.

## **ACT POLICIES AND PROCEDURES**

### ***Key Policies***

Students should take note of the following ACT policies:

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

### ***Accessing Documents***

These and other policy documents are publicly available in the following handbooks, through links on ACT's home page ([www.actheology.edu.au](http://www.actheology.edu.au)):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

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