



Bachelor of Ministry, Bachelor of Theology and Related Programs

PC452D

Chaplaincy Skills: Education

Semester 2, 2017

**** Includes a Two Day Intensive on 3rd & 4th October, 2017 ****

****Includes a 10 hour visit with an educational chaplain****

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

PC452D 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).

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

The unit introduces students to the basic perspectives and the competencies they will need to work effectively in the pastoral care area of chaplaincy, focusing on chaplaincy skills and practices in the areas of holistic care, mental health and referral. The emphasis is on what chaplains are expected to know and be able to do in the mental health related aspects of their work rather than on the biblical basis of chaplaincy..

This unit has been deemed to be equivalent to the two Vocational units required for the employment of school chaplains under the National School Chaplaincy Program federal funding – (1) 'CHCC422B – Respond Holistically to Client Issues and Refer Appropriately' and (1) 'CHCMH301C – Work Effectively in Mental Health'.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

DM302, Ministry Formation for Chaplaincy.

Unit Content

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

- A. Chaplaincy and chaplaincy competencies:
 - 1. The role of the chaplain.
 - 2. Aspects of well-being and mental health.
- B. Working with the mental health sector:
 - 3. The mental health sector.
 - 4. Professional conduct of the chaplain.

- C. Pastoral care for chaplaincy:
 - 5. Foundational skills of the chaplain.
 - 6. Referral.
- D. Chaplaincy in practice:
 - 7. Twenty hours in a field situation.

Unit Outcomes

Knowledge and understanding, know and understand:

1. The role of the chaplain.
2. The aspects of human well-being and mental health.
3. How to provide chaplaincy specific pastoral care.
4. The standards of professionalism required by chaplains.
5. The legal framework of chaplaincy.
6. The mental health sector in Australia.
7. The importance of further training and self-care.

Skills, be able to:

1. Develop appropriate interpersonal relationships with clients.
2. Communicate effectively with clients, as individuals and in groups.
3. Collect and analyse client information.
4. Develop competent practices of holistic care, management of mental health and referral.
5. Identify the issues impacting present clients.
6. Recognise signs of neglect, abuse and trauma.
7. Assess and prioritise clients' need and levels of risk.
8. Respond to potential emergency or crisis situation.
9. Draw on other resources and personnel as appropriate.
10. Recommend resources and sources of assistance.
11. Analyse professional chaplaincy literature and practice.

Application, be in a position to:

1. Undertake additional Pastoral Care units (especially DM*14) and other further training.
2. Commence work as a chaplain.
3. Work effectively with others (including the Mental Health Sector) and in teams.
4. Implement organizational policies and procedures and operate within the legal framework.
5. Maintain high ethical standards.
6. Enable clients to manage their own well-being and mental health.
7. Provide pastoral care as required and/or appropriate.
8. Decide whether and/or when to refer or retain a client.
9. Assess the effectiveness of assistance and services provided.
10. Evaluate experience individually and as a team member.

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 – 2 hours per week;
 - c. Assessments – 5 hours per week.
2. Distance students:
 - a. Home study; including forums and revisions – 5 hours per week;
 - b. Assessments – 5 hours per week.

Learning Guides

Twelve online modules and a one-day intensive program 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 Online Modules 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. Research assignment.
2. Case study.
3. Participation in intensive, role play and reflection.

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 associated readings and resources (also on Moodle).

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

Lecture Schedule

Students are to note the two compulsory intensive days being held on Monday, 11th October & Tuesday, 12th October, from 9.00am-5:00pm

Mod	Date	Topic/s
1	17 th Jul	Unit Introduction and Introduction to Chaplaincy
2	24 th Jul	Introduction to Educational Chaplaincy
3	31 st Jul	Mental Health, Children and Young People
4	7 th Aug	Mental Health in Schools and Educational Chaplaincy
5	14 th Aug	Social and Emotional Support in Educational Chaplaincy
6	21 st Aug	The Mental Health Sector
7	28 th Aug	Pastoral Conversations in Educational Chaplaincy
8	4 th Sept	Pastoral Skills for Educational Chaplaincy #1
9	11 th Sept	Pastoral Skills for Educational Chaplaincy #2
S/W	18 th Sept	Study Week
S/W	25 th Sept	Study Week
10	2 nd Oct	2 Day Pastoral Skills Intensive – Tue, 3rd Oct & Wed 4th Oct
11	9 th Oct	Critical Incidents in Educational Chaplaincy
12	16 th Oct	Week Off
13	23 rd Oct	Wrapping it Up

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. 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.

ASSESSMENT REQUIREMENTS

Requirement 1: Research Assignment

Present a mental health and wellbeing framework for educational chaplaincy practice, focusing on the following:

- a. A biblical and theological basis for mental health and wellbeing.
- b. A theoretical basis for mental health and wellbeing.
- c. A school-based approach to promoting mental health and wellbeing.
- d. An appropriate understanding of the role of educational chaplains in promoting mental health and wellbeing.
- e. Provide one interpersonal example and one group-based example of educational chaplaincy work that relates to your framework.

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

1. A sound biblical and theological basis.
2. A well-considered and informed theoretical basis.
3. School-based context meaningfully considered.
4. Appropriate understanding of the role of the educational chaplain.
5. Examples properly relate to the proposed framework.

Length: 2000

References: should indicate meaningful supporting research

Due: Monday, 18th September by electronic submission on Moodle

Mark allocation: 30%

Requirement 2: Case Study

In completing this requirement, students are to ensure that the identity of the person remains confidential and unidentifiable.

With respect to the life situation of a young person you know.

- a. Make an assessment of their mental health and wellbeing using an 'eco-map.'
- b. Consider a range of possible interventions for the child or young person's situation based on the different elements of the 'intervention diamond' (i.e. pastoral care, referral, information and advocacy).
- c. Consider the role of a school-based chaplain and make a decision on how they could or should appropriately respond within the context of their role.

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

1. An appropriate young person has been chosen.
2. Young person's situation has been concisely described.
3. 'Eco-map' process is understood and has been applied appropriately to the young person's mental health and wellbeing.
4. Intervention planning process is understood and has been applied appropriately.

Length: 2500 words

References: should indicate meaningful supporting research

Due: Monday, 23rd October by electronic submission on Moodle

Mark allocation: 40%

Requirement 3: Participation in Intensive, Role Play and Reflection

During this two day intensive day on pastoral conversations in educational chaplaincy, students will be required to participate in training, practice skills and undertake assessment in two pastoral conversation role plays relating to the role of an educational chaplain, in which they will be required to demonstrate the ability to:

- a. Promote the mental health of a student
- b. Promote the wellbeing of a student.
- c. Appropriately refer to mental health services.

Following the role plays, students will be required to complete and submit a 500-word written reflection on their participation.

As part to this requirement, students are required to spend no less than ten hours in at least one of the following situations:

- 1. Personal involvement as an active chaplain in an educational setting.***
OR
- 2. Time spent with an active chaplain in an educational setting.***

Evidence of this is to be given by including the following phrase on the page immediately following the Title Page of the 500-word reflection submission:

'I declare that I have completed a ten hour visit to or involvement in educational chaplaincy.'

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

1. Effective communication skills for pastoral conversations.
2. Effective issue resolution process.
3. Understanding of wellbeing and mental health issues for young people.
4. Appropriate assessment and intervention planning, including referral.
5. Meaningful reflection on own performance.

Length: two 15-20 minute role plays plus a 500-word written reflection

References: None required

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

Mark allocation: 30%

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.
Graduate Attribute 1: Personal Formation – <i>‘Shepherds with God’s heart’</i>				
a. Is secure in God, living in the truth and freedom of the gospel			✓	
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines				✓
c. Intentionally plans for growth, being aware of personal strengths and weaknesses	✓			
d. Grows spiritual, personal and relational health, especially through accountability		✓		
e. Is committed to influencing and serving others in the church and the world	✓			
Graduate Attribute 2: Theological Formation – <i>‘Knowledge and understanding of God’s heart’</i>				
a. Understands the ‘big story’ of the Bible and the gospel				✓
b. Is personally able to interpret and apply the Bible				✓
c. Is formulating a biblical, historical and contemporary theology			✓	
d. Reflects biblically and theologically on life and practice			✓	
d. Is committed to communicating and demonstrating the gospel				✓
Graduate Attribute 3: Ministry Formation – <i>‘Knowledgeable and wise shepherds’</i>				
a. Has a godly influence on others		✓		
b. Possesses the knowledge and skills needed for chosen ministry path	✓			
c. Ministers and communicates the gospel with clarity in a range of contexts				✓
d. Works well in a team and intentionally does so	✓			
e. Is committed to servant leadership and the mentoring of others	✓			
1. A major thrust of this unit		2. A contribution that this unit should make		
3. A possible function of this unit, but not targeted		4. An unlikely product of this unit		

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 REFERENCES

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

Basic References

Carer's Recognition Act
Criminal Law (Mentally Impaired Defendants) Act
Disability Services/Discrimination Acts and standards
Freedom of Information Act
Mental health acts
National mental health and policy plan
National mental health service standards
National practice standards for the mental health workforce
Occupational health and safety standards
Privacy Act
United Nations Principles for the Protection of Persons with Mental Illness and the Improvement of Health Care

Chaplaincy References

Bass, D. C. 2008. *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids: Eerdmans.

Benner, D. 2003. *Strategic Pastoral Counselling (2nd ed)*. Grand Rapids: Baker.

Cook, Dean E. 2010. *Chaplaincy: Being God's Presence in Closed Communities*. Bloomington: Author House.

Dawn, M. and E. Peterson. 2000. *The Unnecessary Pastor*. Grand Rapids: Eerdmans.

DEEWR, *National School Chaplaincy Programme Guidelines*.

Lartey, E. Y. 2003. *In Living Color: An Intercultural Approach to Pastoral Care and Counselling*. London: Jessica Kingsley.

Norman, James (ed). 2004. *At the Heart of Education: School Chaplaincy and Pastoral Care*. Dublin: Veritas.

Paget, Naomi and Janet R. McCormack. 2006. *The Work of the Chaplain*. Judson Press.

Patton, J. 2005. *Pastoral Care in Context: An Introduction to Pastoral Care*. Westminster: John Knox.

Pohlmann, D. 2004. *School Chaplaincy: An Introduction*. Mansfield: Christian Heritage College.

Roberts, J. (ed). 2012. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Woodstock: Skylight Paths.

Stairs, J. 2000. *Listening for the Soul*. Minneapolis: Fortress.

Swift, C. 2009. *Hospital Chaplaincy in the Twenty-first Century*. Surrey: Ashgate.

Threlfall-Holmes, M. and M. Newitt. 2011. *Being a Chaplain*. London: SPCK.
Tidball, D. J. 1999. *Builders and Fools*. Leicester: IVP.

Youth Websites

Better Health Channel: www.betterhealth.vic.gov.au
Raising Children Network: www.raisingchildren.net.au
Beyond Blue: www.beyondblue.org.au
Youth Beyond Blue: www.youthbeyondblue.com
KidsMatter: www.kidsmatter.edu.au
Reachout.com: <http://au.reachout.com>
Response-ability: www.responseability.org/home
Child and Youth Health: www.cyh.com/Default.aspx?p=1
Orygen Youth Health: <http://oyh.org.au>
LIFE – Living Is For Everyone: www.livingisforeveryone.com.au

Mental Health

Mental health (Australian Government):
<http://australia.gov.au/topics/health-and-safety/mental-health>
Mental health-related services provided in Australia:
<http://mhsa.aihw.gov.au/services>
Mental Health Statement of Rights and Responsibilities (1991):
[www.health.gov.au/internet/main/publishing.nsf/Content/1FE72FD78779BB44CA2572060026BC9E/\\$File/rights.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/1FE72FD78779BB44CA2572060026BC9E/$File/rights.pdf)
Mental health workforce:
<http://mhsa.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=27917288058>
National Mental Health Policy:
www.health.gov.au/internet/main/publishing.nsf/Content/mentalpubs-n-pol08
The Fourth National Health Plan (2009-2014):
www.health.gov.au/internet/main/publishing.nsf/Content/mentalpubs-f-plan09

Health and Welfare

A Picture of Australia's Children 2012
www.aihw.gov.au/publicationdetail/?id=10737423343
For Kid's Sake 2011:
http://sydney.edu.au/law/news/docs_pdfs_images/2011/Sep/FKS-ResearchReportSummary.pdf
State of Australia's Young People 2009:
www.youth.gov.au/sites/Youth/News/Documents/YoungPeopleReport.pdf
The Nest Consultation Report 2012:

www.thenestproject.org.au/sites/default/files/The%20Nest%20consultation%20report_FINAL%20SUMMIT%20PHASE%201.pdf

Young Australians: Their Health and Wellbeing 2011:

www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=10737419259

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):

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.