



Bachelor of Ministry, Bachelor of Theology and Related Programs

DM414D
Chaplaincy in
Educational Settings

Semester 1, 2019

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).

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 in a range of education settings, including primary, secondary and tertiary, state and private systems. In addition, various 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.
3. An examination of the role of a chaplain. The varied roles of the chaplain as pastor, youth worker, welfare counsellor, teacher and psychologist. Being a professional Christian in a secular, pluralist context. The chaplain's job description.
4. Professional ethics, confidentiality and legal issues for chaplains. Professional development, supervision and self-care issues in chaplaincy. Referral and crisis responses.

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.
2. Models 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.

***Students who fail to attend lectures or
complete forum posts satisfactorily will fail.***

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

Mod	Date	Topic/s
1	11 Feb	Unit introduction and introduction to chaplaincy
2	18 Feb	Introduction to educational chaplaincy
3	25 Feb	Building a framework for educational chaplaincy 1 (Personal)
4	4 Mar	Building a framework for educational chaplaincy 2 (Contextual)
5	11 Mar	Social and emotional support in educational chaplaincy
6	18 Mar	Group work in educational chaplaincy
7	25 Mar	Week off
8	1-2 Apr	Group work skills (2-day intensive)
S/W	8 Apr	Study Week
S/W	15 Apr	Study Week
9	22 Apr	Spiritual support in educational chaplaincy
10	29 Apr	Spiritual conversations in educational chaplaincy
11	6 May	Community work in educational chaplaincy
12	13 May	Diversity in educational chaplaincy
13	20 May	Developing a framework for educational chaplaincy

UNIT STAFF

This unit on Educational Chaplaincy was initially prepared by Steve Forward, and is now lectured by Charles de Jongh.

Students will deal mainly with **Steph Sweetman**, the unit tutor, who will assist and support students as they work through the material and grow in their understanding of educational chaplaincy.

Unit Lecturer



Charles de Jongh commenced his ministry working with young people. After ministering in a church plant; since 1997 he has served as a lecturer.

E-mail: charles@malyon.edu.au

Unit Tutor



Steph Sweetman is an experienced youth worker, currently ministering as a school chaplain in a Brisbane state high school.

E-mail: stephs@chappy.org.au

Unit Preparer



Steve Forward, with over 30 years of experience in youth work, is currently employed full-time with Scripture Union Queensland (SU Qld).

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 10% over the word limit and may be required to resubmit the assignment in terms of the stipulated word 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: 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: Monday 25 March by electronic submission on Moodle

Mark allocation: 20%

Requirement 2: Participation in Group Work Intensive and Reflection

Students will be required to engage in two compulsory intensive days on group work in educational chaplaincy and will be assessed on their participation across the two days. On the second of the 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 1000-word written reflection on their participation.

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

1. Competent facilitation of designated activity.
2. Effective communication in the group setting.
3. Satisfactory management of the group dynamic.
4. Meaningful reflection on the group experience.

Length: 1000 words

References: as required

Due: Monday 6 May by electronic submission on Moodle

Mark allocation: 30%

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: Monday 3 June by electronic submission to Moodle

Mark allocation: 50%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Malyon's Vision: *To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.*

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation – 'Shepherds with God's heart'				
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 – 'Knowledge and understanding of God's heart'				
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 – 'Knowledgeable and wise shepherds'				
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 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 21st 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.

The Helping Process

Brammer, L M & MacDonald, G 2002, *The Helping Relationship" Process and Skills (8th Edition)*, Simon & Schuster, Massachusetts.

- Okun, B F 2007, *Effective Helping: Interviewing and Counseling Techniques (5th 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 publically 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.