



CHRISTIAN HERITAGE COLLEGE

YO220

PASTORAL CARE OF YOUNG PEOPLE

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit Name	Pastoral Care of Young People								
Unit Code	YO220								
Award	Bachelor of Social Science								
Credit Points	10								
Core/Elective	Elective								
Prerequisites	20 credit points of Youth Work or Chaplaincy units or 80 credit points of undergraduate units								
Incompatible	CH220 Pastoral Care of Young People								
Modes	Intensive								
Delivery/Contact hrs	<table> <tr> <td>Intensive contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study and preparation for intensive</td> <td>43 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td>TOTAL</td> <td>130 hours</td> </tr> </table>	Intensive contact hours	35 hours	Reading, study and preparation for intensive	43 hours	Assignment preparation	52 hours	TOTAL	130 hours
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Reading, study and preparation for intensive	43 hours								
Assignment preparation	52 hours								
TOTAL	130 hours								
Teaching Staff	Dr David Pohlmann								
Unit Rationale	<p>Young people have special needs in the area of pastoral care, not only in terms of the particular types of development issues which they face, but also in terms of the changing nature of their relationships with others. Given that childhood and adolescence are crucial periods for social, emotional, psychological, sexual, moral and spiritual growth, it is very important that those providing pastoral care for young people gain an understanding of how this might be done effectively and sensitively.</p> <p>This unit seeks to address the question of pastoral care for young people both in terms of proactive personal and spiritual formation, and in terms of journeying with young people as they navigate the issues of life.</p>								

Learning Outcomes:

On completion of this unit of study, students will have provided evidence that they have:
<ol style="list-style-type: none"> 1. Identified a variety of approaches to pastoral care with young people and reflected on appropriate strategies in different contexts; 2. Described and implemented strategies for promoting spiritual growth and mentoring relationships amongst young people; 3. Discussed a range of models of pastoral care in a number of different contexts; 4. Identified appropriate strategies for addressing pastoral issues on an individual and corporate basis; 5. Identified common needs of young people at risk and in crisis, and described appropriate responses; 6. Developed constructive relationships with families, relevant authorities and other carers; 7. Recognised and observed the limits of pastoral care and the ethical issues involved; 8. Written at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.

Content:

No.	Topic
1	Models and contexts of pastoral care for young people
2	The person of the pastoral carer
3	Pastoral care practice
4	Strategies for spiritual formation and faith development
5	Addressing spiritual, moral, sexual and health-related issues
6	Responding to young people who are at risk and/or in crisis

Set Text Requirements:

Dean, K. C. & Foster, R. (2010). *The Godbearing life: The art of soul tending for youth ministry*. Nashville, TN: Upper Room.

The Holy Bible: New King James Version. (1982). Nashville, TN: Thomas Nelson.

Recommended Readings:

Cooper-White, P. (2004). *Shared wisdom: Use of the self in pastoral care and counselling*. Minneapolis, MN: Fortress Press.

Dryfoos, J. G. (2000). *Safe passage: Making it through adolescence in a risky society: What parents, schools and communities can do*. Oxford: Oxford University Press.

Gorsuch, N. J. (2001). *Introducing feminist pastoral care and counselling*. Cleveland, OH: Pilgrim Press.

Hornby, G., Hall, C. & Hall, E. (Eds.). (2003). *Counselling pupils in schools: Skills and strategies for teachers*. London: Routledge.

Luxmore, N. (2000). *Listening to young people in school, youth work and counselling*. Philadelphia, PA: Jessica Kingsley.

Lynch, G. (2002). *Pastoral care and counselling*. London: Sage.

Pembroke, N. (2002). *The art of listening: Dialogue, shame, and pastoral care*. Grand Rapids, MI: William B. Eerdmans.

Ramsay, N.J. (2004). *Pastoral care and counseling: Redefining the paradigms*. Nashville, TN: Abingdon Press.

Switzer, D.K. (2000). *Pastoral care emergencies*. Minneapolis, MN: Fortress.

Topper, C. (2003). *Spirituality in pastoral counselling and the community helping professions*. New York: Haworth.

Willows, D. & Swinton, J. (Eds.). *Spiritual dimensions of pastoral care: Practical theology in a multi-disciplinary context*. Philadelphia, PA: J Kingsley.

Journals

Australian Journal of Pastoral Care and Health

Journal of Pastoral Care and Counselling

Journal of Pastoral Theology

Journal of Christian Education

Religious Education Journal of Australia

Assessment:

80% attendance at scheduled classes and regular participation in the forum discussions on the unit's Moodle™ site (as applicable) are required in order to achieve a pass in this unit.

Before working with young people under the age of 18 years, students will need to demonstrate their possession of a Blue Card issued by the Commission for Children and Young People and Child Guardian of the Queensland Government, or equivalent, and gain written permission of the young person's legal guardian.

Assessment Item	Topic/s	Learning Outcomes assessed	Week Due	Weighting
<p>Observation, Interview and Report</p> <p>1500 words (observation notes and interview schedule are to be included as appendices)</p>	<p>Spend a day with a professional or volunteer pastoral care practitioner who works with young people and write up notes of your observations.</p> <p>From your observations, develop an interview schedule to interview this pastoral carer. Design the schedule in the light of scripture and relevant literature.</p> <p>Use this interview schedule to interview the pastoral carer.</p> <p>Report your findings and discuss these in the light of the same scripture and literature references used to design the interview schedule.</p>	1-8	<p>Draft: End of first session</p> <p>Final: Week 14</p>	30%
<p>Essay</p> <p>2000 words</p>	<p>Report your major professional and personal learnings to this point of time about the pastoral care of young people.</p> <p>Write with reference to learning experiences from this unit, the text, additional readings, other scholarly books and articles and the scriptures, as well as your own experience.</p> <p>Write this essay as a foundational personal document that can be revised and updated with experience.</p>	1-8	One week after second session	40%
<p>Pastoral Care Report</p> <p>1500 words</p>	<p>Over the course of the semester you will be involved in the pastoral care of a young person. Keep a detailed weekly diary of your pastoral care experiences.</p> <p>Write up a report of this pastoral care experience based upon these weekly diary notes, and evaluate the pastoral care activity.</p>	1-8	Week 15	30%