CH240

CHAPLAINCY: THEORETICAL PERSPECTIVES

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 code	CH240
Unit name	Chaplaincy: Theoretical Perspectives
Associated higher education awards	Bachelor of Applied Social Science
Duration	One semester
Level	Intermediate
Core/Elective	Elective Required for Chaplaincy specialisation
Weighting	Unit credit points: 10 Course credit points: 240
Student workload	*Face-to-face on site* Contact hours 39 hours Reading, study, and preparation 59 hours Assignment preparation 52 hours **TOTAL** **150 hours** *External* Engagement with study materials 90 hours Assignment preparation 60 hours **TOTAL** **150 hours** Students requiring additional English language support are expected to undertake an additional one hour per week.
Delivery mode	Face-to-face on site External
Prerequisites/ Co-requisites/ Restrictions	*Prerequisites* 30 credit points of introductory Social Sciences units
Rationale	Students undertaking studies preparing them to work as chaplains require solid theoretical and theological foundations relating to the effective practice of pastoral care with a diverse range of individuals and groups, and in a wide range of contexts. This unit aims to expose students to biblical, theological, historical and contemporary theoretical perspectives relating to the practice of chaplaincy in order to assist them to develop a broad and deep theoretical understanding of what constitutes Christ-centred and effective approaches to practice in an increasingly pluralistic society.
Prescribed text(s)	Woodward, W. (2011). *Ministry of presence: Biblical insight on Christian chaplaincy*. North Fort Myers, FL: Faithful Life.

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Recommended readings	**Books** Crick, R., & Miller, B. (2011). *Outside the gates: The need for theology, history, and practice of chaplaincy ministry.* Oviedo, FL: HigherLife Developmental Services. Lartey, E. (2013). *Pastoral theology in an intercultural world*. Eugene, OR: Wipf & Stock. Pohlmann, D. (2013). *School chaplaincy: An introduction*. Eugene, OR: Wipf & Stock. **Journals** *Journal of Pastoral Care & Counselling* *Journal of Pastoral Theology* *Australian Journal of Pastoral Care & Health* In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV). These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Specialist resource requirements	Nil
Content	1. Introduction to chaplaincy 2. Theological, philosophical and sociological perspectives of chaplaincy 3. *Shalom* as an organising teleological motif for chaplaincy 4. Chaplaincy in historical and contemporary perspectives 5. The person of the chaplain 6. The centrality of the therapeutic relationship 7. Models of chaplaincy 8. Ethical dimensions of contemporary chaplaincy 9. Chaplaincy in a Christian context 10. Chaplaincy in a secular context
Learning outcomes	On completion of this unit, students will have demonstrated that they have: 1. Considered foundational biblical and theological principles of chaplaincy, including the organising motif of *shalom*; 2. Explored historical and contemporary approaches to chaplaincy and pastoral care; 3. Reflected on the personal attributes that contribute to a quality therapeutic relationship that characterises effective chaplaincy practice; 4. Analysed the theological and theoretical approaches to chaplaincy employed by contemporary chaplaincy organisations; 5. Integrated theoretical learning into their developing framework of chaplaincy practice; and 6. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	**Task 1: Question and Response** Respond to four out of five possible online forum questions. Word Length/Duration: 1,600 words (4 x 400 words) Weighting: 30% Learning Outcomes: 1-6 Assessed: Weeks 3, 5, 7, 10

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	Task 2: Essay Discuss the biblical, theological (including the organising motif of *shalom*), theoretical, personal and ethical dimensions that you believe will be important in your current and/or future practice as a chaplain. Word Length/Duration: 1,750 words Weighting: 35% Learning Outcomes: 1-3, 5, 6 Assessed: Week 11 **Task 3: Analytical Essay** Compare and contrast the approach of two chaplains or chaplaincy organisations (one ministering within a Christian context and the other within a secular setting), with respect to their ethos, values, client groups, theoretical approaches, ethical frameworks, activities and outcomes. Word Length/Duration: 1,750 words Weighting: 35% Learning Outcomes: 1, 2, 4-6 Assessed: Week 13
Unit summary	This unit provides to students an in-depth look at chaplaincy perspectives, models and dimensions. It furthers students' knowledge in key areas such as biblical, theological, historical and contemporary perspectives of chaplaincy, as well as ethical dimensions and use of case studies, to prepare students for a career in chaplaincy.

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