



CHRISTIAN HERITAGE COLLEGE

**CH342**

**CHAPLAINCY: CONTEXTS AND ISSUES**

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.

<b>Unit code</b>	CH342														
<b>Unit name</b>	Chaplaincy: Contexts and Issues														
<b>Associated higher education awards</b>	Bachelor of Applied Social Science														
<b>Duration</b>	One semester														
<b>Level</b>	Advanced														
<b>Core/Elective</b>	Unit credit points: 10 Course credit points: 240														
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240														
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	39 hours	Reading, study, and preparation	59 hours	Assignment preparation	52 hours	<b>TOTAL</b>	<b>150 hours</b>	Engagement with study materials	90 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>Delivery mode</b>	Face-to-face on site External														
<b>Prerequisites/ Corequisites/ Restrictions</b>	<i>Prerequisites</i> CH240 Chaplaincy: Theoretical Perspectives														
<b>Rationale</b>	<p>Chaplains in contemporary Australia engage with individuals, groups and communities from diverse backgrounds who are encountering a broad range of issues and challenges. For this reason chaplains must possess not only solid foundations with respect to the theoretical and practical dimensions of working effectively with people and communities, but also an understanding of many of the issues, challenges and difficulties faced by people today.</p> <p>This unit is designed to introduce students to a range of the major contexts and associated issues in which chaplains work today, with an emphasis on the principles and skills required to minister effectively.</p>														
<b>Prescribed text(s)</b>	Paget, N., & McCormack, J. (2006). <i>The work of the chaplain</i> . Valley Forge, PA: Judson Press.														

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Lartey, E. (2013). <i>Pastoral theology in an intercultural world</i>. Eugene, OR: Wipf &amp; Stock.</p> <p>Nolan, S. (2012). <i>Spiritual care at the end of life: The chaplain as 'hopeful presence'</i>. London, UK: Jessica Kingsley.</p> <p>Pohlmann, D. (2013). <i>School chaplaincy: An introduction</i>. Eugene, OR: Wipf &amp; Stock.</p> <p><b>Journals</b></p> <p><i>Journal of Health Care Chaplaincy</i></p> <p><i>Journal of Pastoral Care &amp; Counselling</i></p> <p><i>Journal of Pastoral Theology</i></p> <p><i>Australian Journal of Pastoral Care &amp; Health</i></p> <p>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).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Biblical and theological principles; an overview of chaplaincy today</li> <li>2. Aged care chaplaincy</li> <li>3. Hospital chaplaincy</li> <li>4. Armed services chaplaincy</li> <li>5. Emergency services chaplaincy</li> <li>6. Correctional chaplaincy (courts, prisons, post prison)</li> <li>7. Industrial chaplaincy</li> <li>8. School chaplaincy</li> <li>9. Tertiary education chaplaincy and sports chaplaincy</li> <li>10. Ethical considerations of a pluralistic society</li> <li>11. Emerging practice fields</li> <li>12. The therapeutic relationship in chaplaincy</li> <li>13. Professionalisation (reflective practice, supervision, professional development, self-care)</li> </ol>
<p><b>Learning outcomes</b></p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. reflected on biblical and theological principles, including the organising motif of <i>shalom</i>, related to effective chaplaincy practice;</li> <li>2. evaluated a range of contexts in which contemporary chaplains work and minister;</li> <li>3. understood diverse issues experienced by different individuals, groups and communities of specific relevance to chaplaincy practice;</li> <li>4. evaluated skills relating to relationship building and effective, ethical practice with people from diverse backgrounds experiencing a range of issues;</li> <li>5. developed an understanding of the value of self-care and professional development for chaplains;</li> <li>6. critically applied and integrated knowledge and skills into their developing approach to chaplaincy practice; and</li> <li>7. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>

<b>Assessment tasks</b>	<p><b>Task 1: Question and Response</b></p> <p>Respond to four online forum questions.</p> <p>Word Length/Duration: 1,600 words (4 x 400 words)</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-3, 5, 6</p> <p>Assessed: Weeks 3, 5, 7, 9, 11</p> <p><b>Task 2: Poster Presentation</b></p> <p>Prepare a poster summarising a specific context of chaplaincy practice, which has been randomly allocated by the unit coordinator.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 10</p> <p><b>Task 3: Research Essay</b></p> <p>Research a context of chaplaincy practice that differs from the one addressed in Task 2.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 13</p>
<b>Unit summary</b>	<p>This unit builds on foundational units and provides students with an in-depth look at chaplaincy-specific skills and issues in a variety of contexts. It furthers students' knowledge in key areas such as aged care, hospital, armed services, emergency services, correctional, industry, school, tertiary chaplaincy and professionalisation to continue to prepare students for a career in chaplaincy.</p>