



**BRISBANE COLLEGE OF THEOLOGY
UNIT OUTLINE**

BACHELOR OF THEOLOGY

UNIT TITLE	PRACTICUM: PASTORAL CARE 2
UNIT CODE	E52095
UNIT STATUS	Elective
HOST FIELD	E
PREREQUISITE/S	E52094 Practicum: Pastoral Care 1
INCOMPATIBLES	No more than two practicums per semester
CREDIT POINTS	10cp
REQUIREMENTS	13 hours per week over a 13-week semester
FREQUENCY OF OFFERING	Each semester – generally as required, but may be limited by the availability of supervisors and placements
PREPARED BY	Rev Dr Neil Sims
UNIT COORDINATOR	Members of Faculty specialising in Field E
TEACHING STAFF	Members of Faculty specialising in Field E
DATE PREPARED	27 August 2006

Rationale

Field education is a standard and essential part of professional training. Each of the ten practicums within the Bachelor of Theology program allows and requires significant reflection on the practice of ministry and gives students a foretaste of what ministry involves. Contemporary parish ministry is often seen as the “general practice” of a wide variety of possible ministries, and Pastoral Care is a standard dimension of most ministries. Therefore, it is necessary that a prospective ministry practitioner be given the developmental opportunity under supervision to gain “hands on” experience in a variety of Pastoral Care contexts, in order to facilitate the skills necessary for vocational ministry.

Relation to program

The field of Ministry and Mission (Field E) concentrates on integrating theory and practice. Practicums begin with experience in the field, and call for sustained, critical reflection on one’s practice of ministry. Written reports, supervision sessions and peer group sessions relate this reflection back to the rest of the student’s learning in theology. This experience promotes “deep” learning when the parameters of the practicum are set in place.

Aims

This unit seeks to provide students with additional opportunities for practical experience in the provision of pastoral care, along with further opportunities for personal and shared

reflection about their own role in the ministry of pastoral care, about the contexts of a ministry in pastoral care, about best practice in pastoral care, and about the relationship between pastoral care and other areas of ministry.

Learning Outcomes	
At the end of this unit the student should be able to:	
1.	Work with others towards a common awareness and critique of the pastoral care within the placement;
2.	Develop a framework for approaching pastoral care in the placement;
3.	Share with others in developing the quality of the pastoral care;
4.	Reflect critically on how the wider ministry context gives shape to the pastoral care within the placement;
5.	Formulate a plan for their own growth in pastoral care ministry.

Content

The specific content of this practicum is determined primarily by the Learning Agreement drawn up by the student, after consultation with the Supervisor and a Field E faculty member of the student's member school. The broad areas of content which are typically covered include:

- 1 Students' further experiences of pastoral care ministry and how this "feeds into" their vocational direction.
- 2 Reflection on the models of ministry being offered in the placement.
- 3 The specific ministry context and its networks with the wider ministry of the church.
- 4 Some further reading about pastoral care ministry.

Organization and Teaching Strategies

This unit is the second of two practicums focusing on pastoral care. Students undertake 169 hours of approved field education comprising *approximately* 20 hours of preparation, 85 hours of actual field experience, 25 hours of report writing, 13 hours of supervision, and 26 hours of participation in a peer group for reporting and reflection on ministry praxis.

Each practicum is supervised by a person approved by the member school of the student. This is normally a person who is active within the placement setting and who has received training in the theory and practice of supervision. Supervisors are required to participate in the training opportunities offered by the member school to which they are responsible. In each practicum, students engage in ministry tasks based on their learning agreements. They are required to take time to reflect on those ministry experiences, especially through written reports (according to approved formats provided by the College). They also meet weekly with their Supervisor for guided learning.

The setting for Practicum in Pastoral Care 2 may be similar or identical to the setting for Practicum in Pastoral Care 1 (eg a placement in an aged care setting under the supervision of a suitably qualified chaplain and an approved BCT lecturer), or it may be quite different (eg a placement in a congregation where the emphasis is on pastoral visitation to homes and hospitals). Wherever the placement, students will be expected to perform with greater competence than in their first practicum in pastoral care. Due to the demanding nature of the practicums and the need for adequate reflection and analysis of both performance and observations, students may undertake no more than two practicums per semester.

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Assessment

The only grades awarded for practicums are SS (satisfactory) and NN (fail). The award of a grade of SS requires:

1. Completion as soon as possible (but no later than one month after the commencement of the placement) of a Learning Agreement which has been approved by both the Supervisor and a Field E faculty member of the student's school. The Agreement will identify Learning Goals and Objectives, Related Ministry Tasks and Performance Indicators. It will name the Supervisor, the times for supervisory sessions (one hour per week for the 13 weeks), and the time of the weekly peer group sessions.
2. The submission of 6 field education reports of about 500 words each of a standard acceptable to a Field E faculty member of the student's school.
3. The presentation of a paper on pastoral care or some dimension of it, about 1000 words, or some alternate form of assessment equivalent to this. The topic for this paper is to be approved by the Supervisor of the student concerned.
4. Presentation of two book reviews, each of about 500 words. The books to be reviewed are to be as required by the Supervisor in consultation with the student.
5. An evaluation report at the end of the 13 weeks provided by both the student and the supervisor regarding the personal development and practical ministry of the student concerned. The report will include the ministry experiences gained in the placement, giving particular attention to the degree to which the terms of the Learning Agreement have been fulfilled. The evaluation will also look forward to how the student needs to grow in ministry from this point on.

Note that in supervision, in written reports and in the evaluations required, students and Supervisors will be looking at the learning outcomes above – the students' learnings about themselves, their ministry context and their practice of ministry!

Bibliography

A Practicum is more about reading the context of ministry than about reading textbooks. Since goals for practicum learning are set by a student in consultation with others, texts cannot be prescribed. Below is a brief sampling of possibilities, but students will need to find some books, journal articles and/or websites related to their goals.

- Ballard, Paul & Stephen R Holmes (eds). *The Bible in Pastoral Practice: Readings in the Place and Function of Scripture in the Church*. London: Darton Longman & Todd, 2005.
- Balswick, Jack & Judy. *Authentic Human Sexuality: An Integrated Christian Approach*. Downers Grove: IVP, 1999.
- Foskett, John & David Lyall. *Helping the Helpers: Supervision and Pastoral Care*. London: SPCK, 1988.
- Fowler, Gene. *Caring through the Funeral: A Pastor's Guide*. St Louis: Chalice, 2004.
- Goodliff, Paul. *With Unveiled Face: A Pastoral and Theological Exploration of Shame*. London: Darton, Longman & Todd, 2005.
- Kirkwood, Neville A. *Pastoral Care to Muslims: Building Bridges*. New York: Haworth, 2002.
- Lebacqz, Karen & Joseph D Driskill. *Ethics and Spiritual Care: A Guide for Pastors and Spiritual Directors*. Nashville: Abingdon, 2000.
- Lester, Andrew. *The Angry Christian: A Theology for Care and Counseling*. Louisville: Westminster/John Knox, 2003.
- Newell, Christopher & Andy Calder. *Voices in Disability and Spirituality from the Land Down Under*. Binghamton, NY: Haworth, 2004.
- Pattison, Stephen. *A Critique of Pastoral Care*. 3rd ed; London: SCM, 2000.
- Savage, John. *Listening and Caring Skills in Ministry: A Guide for Pastors, Counselors and Small Group Leaders*. Nashville: Abingdon, 1996.
- Stone, Howard. *Theological Context for Pastoral Caregiving: Word in Deed*. Rev ed of *Word of God and Pastoral Care*; New York: Haworth, 1996.
- Underwood, Ralph. *Pastoral Care and the Means of Grace*. Minneapolis: Fortress, 1993.