



IFP/PCS6– Award in Pastoral Care and Chaplaincy in Schools

EQF/MQF Level: 6

ECTS Value: 17 ECTS

Contact Hours: 85

Supervised Placement &
Practice Hours: 0

Self-Study Hours: 270

Assessment Hours: 70

Duration: 9 Months

Mode of Attendance: Part-Time

Accreditation Category: Higher Education Programme

Programme Description

Pastoral Care/Chaplaincy in Schools is being considered as a bridge between faith(s) and culture(s) in the contemporary context. People involved in this mission are to be well prepared in order to be effective instruments of sharing the joy of the Gospel and Gospel values within schools in the current pluralistic society.

Course Aim:

This course gives participants the knowledge and practical skills needed to enhance effective Pastoral Care and Chaplaincy in Schools. The course assists participants to build a range of skills necessary for this ministry: reflective, analytical, critical and synthetic, leadership, collaborative, interpersonal, listening, planning, and implementation.

Entry Requirements

- Minimum Level 4 qualifications
- Proficient in English (O level or equivalent)
- Expressed interest in voluntary work/Pastoral Care in Schools.

Overall Objectives


Knowledge

- To define the meaning of Pastoral Care/Chaplaincy in Schools and its role within the educational sphere.
- To explain selected texts (from Scripture, the teachings of the Church and early Church Fathers) concerning the relationship between the Kingdom of God and the communion of all human beings.
- To articulate the meaning of spirituality, its role and its stages of development in the life of the young (4-10 yrs.), youth (11-16yrs.), and adults (18+),
- To describe how to enrich religious and liturgical celebrations/activities through the use of different creative artistic expressions, media and IT resources with and for the young (4-10 yrs.), youth (11-16yrs.), and adults (18+) in the context of Pastoral Care/Chaplaincy in Schools.
- To discuss different leadership models in relation to Pastoral Care/Chaplaincy in Schools.

Competences

- To discuss the main elements pertaining to dialogue between faith(s) and culture(s) in the context of Pastoral Care/Chaplaincy in Schools.
- To explain the main elements of Pastoral Theology and their relevance to Pastoral Care/Chaplaincy in Schools.
- To design liturgical and religious celebrations/activities using different creative artistic expressions, media and IT resources in the context of Pastoral Care/Chaplaincy in Schools.
- To design, lead and evaluate a spiritual retreat for youth (11-16 yrs.) and adults (18+).
- To describe how Pastoral Care/Chaplaincy benefits schools and sustains their ethos and identity.

Skills

- To encourage dialogue across and connect faith(s) and culture(s) in the context of Pastoral Care/Chaplaincy in Schools.
 - To illustrate the vision which Pastoral Theology provides to Pastoral Care/Chaplaincy in Schools.
 - To articulate how Pastoral Theology values the richness and the challenges of a multicultural environment within the school community in the context of Pastoral Care/Chaplaincy.
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- To develop dialogue skills to be used in the context of spiritual activities with youth (11-16 yrs.) and adults (18+) and communication skills for those serving with the young (4-10 yrs).
- To appraise different creative artistic expressions, media and IT resources used in religious and liturgical celebrations and activities in the context of Pastoral Care/Chaplaincy in Schools.

Learning Outcomes for Learning to Learn Skills for the whole course


Participants will be able to research and develop plans to deepen their existing knowledge of Pastoral Care and skills such as leadership and communication, for the benefit of Pastoral Care/Chaplaincy within the school community.

General Pedagogical Guidelines and Procedures for this course

This course aims to give participants knowledge and practical skills needed to enhance effective Pastoral Care and Chaplaincy in Schools.

These skills include reflective skills, analytical, critical and synthetic skills, leadership skills, collaborative skills, interpersonal skills, listening skills, planning and implementation skills.

The pedagogy required to achieve the intended outcomes shall include:

- Lectures,
 - Workshops,
 - Reflective writing,
 - Group discussions,
 - Class debates,
 - Presentations,
 - Role-plays,
 - Peer- to-peer discussions and demonstrations.
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Programme Structure and Mode of Delivery

Module Title	ECTS	EQF/MQF	Mode of Teaching	Mode of Assessment
Pastoral Care/Chaplaincy in Schools: Promoting human dignity and Gospel Values in Contemporary Cultures.	3	6	Lectures and workshops	Assignment and /or individual or group project
Pastoral Theology in relation to Pastoral Care / Chaplaincy in Schools.	3	6	Lectures and workshops	Assignment and/or individual or group project
Nurturing Spirituality through Pastoral Care / Chaplaincy in Schools.	3	6	Lectures and workshops	Assignment and/or individual or group project
Practical Ways of Enriching Liturgical Celebrations and Religious Activities in Schools.	3	6	Lectures and workshops	Assignment and/or individual or group project
Internalizing and Evaluating various perspectives of Pastoral Care/Chaplaincy in Schools.	5	6	Lectures and workshops	Reflection Paper and or critical review paper.

Certification

Upon successful completion of this course, participants will be conferred an accredited certification.



Pastoral Care/ Chaplaincy in Schools: Promoting Human Dignity and Gospel Values in Contemporary Cultures

Contact Hours: 15

Supervised Placement &
Practice Hours: 0

Self-Study Hours: 50

Assessment Hours: 10

Mode of Delivery: Face-to-Face Learning

Mode of Attendance: Part-time

Module Description


Through this module participants will be able to:

- Define contemporary culture(s) as lived by the young (4-10 yrs), youth (11-18) and adults (18+).
- Define what is Pastoral Care/Chaplaincy in Schools.
- Describe the various dimensions that constitute Pastoral Care/Chaplaincy.
- Explain how Pastoral Care/Chaplaincy can be implemented in our schools.
- Articulate how to nurture a wholesome attitude towards life, different religions, and the whole of creation, founded on Gospel values and the teachings of the Church, in the context of Pastoral Care/Chaplaincy in Schools.
- Explain how Pastoral Care/Chaplaincy in Schools is a means to facilitate dialogue between faith(s) and culture(s).

Learning Outcomes

Competences:

At the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- Express what is Pastoral Care/Chaplaincy in Schools.
 - Discuss the role of Pastoral Care/Chaplaincy in Schools.
 - Illustrate how Pastoral Care/Chaplaincy could be implemented in schools.
 - Explain to the young (4-10 yrs.) youth (11-16yrs.) and adults (18+) how to respect one's dignity and that of others in the context of different cultures and in the light of Gospel values.
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- Discuss the main elements pertaining to dialogue between faith(s) and culture(s) in the context of Pastoral Care/Chaplaincy in Schools.

Knowledge:

At the end of the module/unit the learner will have been exposed to the following:

- The explanation of what is meant by Pastoral Care/Chaplaincy in Schools and its role within the educational sphere.
- The illustration of the richness and challenges of contemporary culture(s) pertaining to the young (4-10 yrs.), youth (11-16yrs.), and adults (18+).

Skills:

Applying knowledge and understanding

The learner will be able to:

- Show how Pastoral Care/Chaplaincy could be implemented in schools.
- Discuss the relationship between faith(s) and culture(s) in the context of Pastoral Care/Chaplaincy in Schools.
- Express how collaborative skills through Pastoral Care/Chaplaincy are employed in the school community.

Judgment Skills and Critical Abilities

The learner will be able to:

- Express respect to human dignity and the uniqueness of each person in the context of Pastoral Care/Chaplaincy in Schools.
- Design ways of sharing Gospel values among the young (4-10 yrs.), youth (11-16yrs.), and adults (18+) in contemporary culture/s.

Module-Specific Communication Skills

The learner will be able to:

- Relate what is Pastoral Care/Chaplaincy and discuss its role and way of implementation in schools.
- Indicate how, through the daily living of Gospel values, one can enhance respect towards diversity and towards the whole of creation.

Module-Specific Learner Skills





The learner will be able to employ collaboration strategies inspired by Gospel values in the context of Pastoral Care/Chaplaincy within the school community.

Reading List

1. **GUARDINI ROMANO**, *Learning the Virtues That Lead You to God*, Sophia Institute Press, 2013.
2. **MCKEONE MARY**, *Wasting Time in School. Secondary School Chaplaincy. a Story and a Handbook*, St. Paul's, 1993.
3. **POHLMANN DAVID**, *School Chaplaincy: An Introduction*, Mosaic Press, 2013.





Pastoral Theology in relation to Pastoral Care/ Chaplaincy in Schools

Contact Hours: 15

Supervised Placement &
Practice Hours: 0

Self-Study Hours: 50

Assessment Hours: 10

Mode of Delivery: Face-to-Face Learning

Mode of Attendance: Part-time

Module Description

In the context of Pastoral Care/Chaplaincy, Pastoral Theology enables the people involved in this ministry to nurture in their life and in the life of the whole school community the truth that “[t]he nature of the reign of God is the communion of all human beings between themselves and with God” (Pope John Paul II, *Redemptoris Missio*).

Learning Outcomes

Competences:

At the end of the module/unit the learner will have acquired the responsibility and autonomy to indicate the main elements of Pastoral Theology that form the vision of Pastoral Care/Chaplaincy in Schools.

Knowledge:

At the end of the module/unit the learner will have been exposed to the following:

- Explain the fundamentals of Pastoral Theology in the context of Pastoral Care/ Chaplaincy in Schools.
- Discuss selected Scriptural texts and texts from the teachings of the Church and early Church Fathers related to the following theme: **“The nature of the reign of God is the communion of all human beings between themselves and with God”** (Pope John Paul II, *Redemptoris Missio*).

Skills:

Applying knowledge and understanding



The learner will be able to:

- Apply reflective and evaluative skills to analyse Pastoral Care/Chaplaincy in Schools in the light of Pastoral Theology. (Built on acquired and researched knowledge in the field of Pastoral Theology).

Judgment Skills and Critical Abilities

The learner will be able to:

- Appraise how Pastoral Theology offers adequate models for addressing different cultures and faiths in the context of Pastoral Care/Chaplaincy in Schools.
- Examine the richness and the challenges of a multicultural and multifaith environment within the school community in the context of Pastoral Theology.

Module-Specific Communication Skills

The learner will be able to:

- Illustrate and apply the vision which Pastoral Theology gives to Pastoral Care/Chaplaincy in Schools.

Module-Specific Learner Skills

The learner will be able to

- Describe how to become a more reflective person.
- Propose ways of adopting collaborative skills in order to cultivate a respectful attitude towards different cultures and faiths.

Reading List

1. **DUFFY REGIS A.**, *A Roman Catholic Theology of Pastoral Care*, Wipf and Stock, 2010.
2. **O'MALLEY DAVID**, *School Ethos and Chaplaincy*, Don Bosco Publications, 2008.
3. **WHIPP MARGARET**, *SCM Studyguide Pastoral Theology*, SCM Press, 2013.



Nurturing Spirituality through Pastoral Care/ Chaplaincy in Schools

Contact Hours: 15

Supervised Placement &
Practice Hours: 0

Self-Study Hours: 50

Assessment Hours: 10

Mode of Delivery: Face-to-Face Learning

Mode of Attendance: Part-time

Module Description

Through this module, participants will be able to become more familiar with :

- the meaning of spirituality,
- the spiritual development of the young (4-10 yrs.), youth (11-16yrs.), and adults (18+), keeping in mind contemporary culture/s.
- how to plan and conduct various spiritual encounters and activities with the young (4-10yrs), youth (11-16yrs) and adults (18+).

Learning Outcomes

Competences:

At the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- Describe the meaning and implications of spirituality and spiritual development,
- Plan and design a spiritual retreat for and with youth (11-16) and adults (18+) in the context of Pastoral Care/Chaplaincy in Schools, keeping in mind the uniqueness of each cohort's stages of spiritual development.
- Identify various ways of fostering a relationship with the Transcendent/God through different methods of Prayer.

Knowledge:

At the end of the module/unit the learner will have been exposed to the following:

- to explain the meaning of spirituality, its role and its stages of development in the life of the young (4-10 yrs.), youth (11-16yrs.), and adults (18+),

- To appraise the best ways of fostering a relationship with the Transcendent/God through prayer.

Skills:

Applying knowledge and understanding

The learner will be able to:

- Apply communication skills in the context of spiritual encounters with the young (4-10yrs).
- Apply dialogue skills in the context of spiritual encounters with youth (11-16yrs) and adults (18+) in the context of Pastoral Care/Chaplaincy in Schools.

Judgment Skills and Critical Abilities

The learner will be able to:

- discuss spiritual development of the young (4-10 yrs), youth (11-16 yrs) and adults (18+) in relation to contemporary culture(s).

Module-Specific Communication Skills

The learner will be able to:

- Propose to the young (4-10 yrs.), youth (11-16yrs.), and adults (18+), different ways of nurturing spirituality in their life,
- Discuss with the young (4-10 yrs), youth (11-16 yrs) and adults (18+) how to face life's challenges through healthy spiritual encounters with the Transcendent/God especially through different methods of prayer.

Module-Specific Learner Skills

The learner will be able to:

- Show the ability to dialogue with participants about spiritual themes.
- Design, conduct and evaluate spiritual programs and activities that are conducted in the context of Pastoral Care/Chaplaincy in Schools.

Reading List





1. **DOOHAN L.**, *Ten Strategies to Nurture our Spiritual Lives. Don't stand still – nurture the life within you*, Leonard Doohan, 2014.
2. **DURKA G.**, *The Teacher's Calling. A Spirituality for those who Teach*, Paulist Press, 2002.
3. **FINNEGAN J.**, *The Audacity of the Spirit. The Meaning and Shaping of Spirituality Today*, Veritas Publications, 2008.
4. **JENKINS P.J.**, *Simple Hands-on Activities. Nurturing Spirituality in Children*, Atria Books, 2008.
5. **MAURUS J.**, *Enhancing the Meaning of Life*, St Paul's, 2012.
6. **SOUZA M. & WING HAN LAMB W.** (editors), *Children, Adolescents, and Spirituality: Some Perspectives*, ATF Press, 2009.
7. **SPYKER S.K.**, *Technology and Spirituality. How the Information Revolution Affects our Spiritual Lives*, SkyLight Paths, 2007.

Practical ways of Enriching Liturgical Celebrations and Religious Activities in Schools

Contact Hours: 15

Supervised Placement &
Practice Hours: 10

Self-Study Hours: 50

Assessment Hours: 10

Mode of Delivery: Face-to-Face Learning

Mode of Attendance: Part-time

Module Description

The aim of this module is to enable participants to build resources to design and enrich liturgical and religious celebrations/activities in schools through exploring and adapting artistic expressions, media and IT resources in the context of Pastoral Care/Chaplaincy.

Learning Outcomes

Competences:

At the end of the module/unit the learner will have acquired the responsibility and autonomy to:

- Explain how the use of different artistic expressions, media and IT resources enrich religious and liturgical celebrations and activities, for and with the young (4-10 yrs.), youth (11-16yrs.), and adults (18+), in the context of Pastoral Care/Chaplaincy in Schools.
- Design liturgical and religious activities/celebrations using different artistic expressions, media and IT resources in the context of Pastoral Care/Chaplaincy in Schools.

Knowledge:

At the end of the module/unit the learner will have been exposed to the following:

To illustrate the importance and the responsibility of using different creative artistic expressions, media and IT resources whilst planning and conducting religious and liturgical celebrations and activities with and for the young (4-10 yrs.), youth (11-16yrs.), and adults (18+), in the context of Pastoral Care/Chaplaincy in Schools.

Skills:

Applying knowledge and understanding

The learner will be able to:



- Employ various creative artistic expressions, media and IT resources for liturgical and religious celebrations and activities for and with the young (4-10 yrs.), youth (11-16yrs.), and adults (18+) in the context of Pastoral Care/Chaplaincy in Schools

Judgment Skills and Critical Abilities

The learner will be able to:

- Develop methods of designing age appropriate liturgical and religious celebrations using the best creative artistic expressions, media and IT resources.

Module-Specific Communication Skills

- To evaluate the use of different creative artistic expressions, media and IT resources used during liturgical and religious celebrations and activities, with the young (4-10 yrs.), youth (11-16yrs.), and adults (18+) in the context of Pastoral Care/Chaplaincy in Schools.


Module-Specific Learner Skills

The learner will be able to:

- Show how to adapt creative artistic expressions, media and IT resources according to the needs of the young (4-10 yrs), youth (11-16yrs) and adults (18+) during religious and liturgical celebrations in the context of Pastoral Care/Chaplaincy in schools.
- Appraise the creativity of youth (11-16yrs.) and adults (18+) in designing religious and liturgical celebrations/activities using different creative artistic expressions, media and IT resources.

Module-Specific Digital Skills and Competences

The learner will be able to

- Use video content to engage students;
 - Exploit digital images for religious activities;
 - Curate web content for religious activities;
 - Create and edit digital audio;
 - Use digital tools for liturgical/religious purposes.
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Reading List

1. **THOMAS EAST**, *Ministry Resources for Prayer and Worship*, St Mary's Press, 2004.
2. **ANN MARIE ECKART**, *Ministry Resources for Community Life*, St Mary's Press, 2004.
3. **JEAN CORBON**, *The Wellspring of Worship*, Ignatius Press, 2005.
4. **JEANNIE BATTAGIN**, *A Child's Way, How to Practice and Teach Christian Meditation with Children*, Meditatio, 2014
5. **JULIAN STERN AND RACHAEL SHILLITOE** , 'Evaluation of Prayer Spaces in Schools - The Contribution of Prayer Spaces to Spiritual Development', York St John University, 2017 in *The Prayer Spaces in Schools Website*, (online)
: <https://www.prayerspacesinschools.com/downloads/Prayer%20spaces%20evaluation%20final%20report%202018%20b.pdf> [Accessed on May 9, 2018].



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Internalizing and Evaluating various perspectives of Pastoral Care/ Chaplaincy in Schools

Contact Hours: 25

Supervised Placement &
Practice Hours: 10

Self-Study Hours: 70

Assessment Hours: 10

Mode of Delivery: Face-to-Face Learning

Mode of Attendance: Part-time

Module Description

This module is divided into three parts;

Part One: *One day seminar* – This seminar will enable participants to relate various leadership models and collaboration strategies to Pastoral Care/Chaplaincy in Schools.

Part Two: *Half-day spiritual retreat:* where participants will have time to reflect on their own spiritual journey in the light of selected Biblical texts and spiritual literature.

Part Three: *Online reading:* Four papers are going to be presented as online reading. These papers are related to all the modules and will enable participants to reflect on the different ways that Pastoral Care/Chaplaincy is expressed around the world. Participants will be asked to critically analyse and review these articles and use them to evaluate national experiences.

Learning Outcomes

Competences:

One day seminar:

- To explain how different leadership models and collaboration strategies could be employed in the context of Pastoral Care/Chaplaincy in Schools.

Half-day spiritual retreat,

- Appraise one's own spiritual journey,
- Evaluate how a half-day spiritual retreat could be of benefit to youth (11-16 yrs) and adults (18 +) in their spiritual journey.

Online Reading



- Discuss the role and the contribution of Pastoral Care/Chaplaincy in Schools in various countries around the globe through various literature reviews.
- Illustrate the various fields of Pastoral Theology and their relationship to Pastoral Care/Chaplaincy in Schools.
- Illustrate the spiritual development of the young (4-10 yrs), youth (11-16) and adults (18+) in different cultures.
- Evaluate the influence of technology on religious development of the young, youth and adults.

Knowledge:

One –day seminar:

- Articulate how different leadership models, and collaboration strategies benefit Pastoral Care/Chaplaincy in Schools.

Half-day spiritual retreat

- To express, enter in dialogue about and evaluate one’s own spiritual strengths and areas of growth, especially when facing various life challenges.
- To reflect on one’s own spiritual journey and articulate how this enables the educator to accompany youth (11-16yrs) and adults in their faith development.

Online Reading

- Discuss the role of Pastoral Care/Chaplaincy in various schools in different countries.

Skills:

Applying knowledge and understanding

The learner will be able to:

One- day seminar:

- Integrate different leadership models and collaboration strategies that are of benefit to Pastoral Care/Chaplaincy in the context of schools.

Half-day spiritual retreat:

- Identify one’s spiritual strengths and areas of growth to enhance one’s spiritual development.
- Illustrate how insights gained will enhance programmes for spiritual retreats with youth (11-16 yrs) and young adults (18+).



Online reading

- Examine the role of Pastoral Care/Chaplaincy in Schools in nurturing spirituality in the young (4-10 yrs.), youth (11-16yrs) and adults (18+) and evaluate the benefits of different models.

Judgment Skills and Critical Abilities

This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to:

One-day seminar:

- Decide which collaborative skills enhance the Pastoral Care/Chaplaincy team members' motivation and creativity.
- Determine skills that enhance collaboration with students.

Half-day spiritual Retreat:

- Connect the dispositions and values explored during the retreat with the service educators are asked to give to the young (4-10yrs), youth (11-16yrs) and adults (18+) in the context of Pastoral Care/Chaplaincy in Schools.

Online reading:

Appraise the different models of Pastoral Care/Chaplaincy in Schools from different countries.


Module-Specific Communication Skills

The learner will be able to:

One-day seminar:

- Explain various leadership models in the context of Pastoral Care / Chaplaincy in schools

Half-day spiritual retreat

- Learn from personal experience and be able to guide youth (11-16yrs) and adults (18+) to communicate on their personal experience.
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Online Reading

- Express the benefits and limitations of different models of Pastoral Care/Chaplaincy adopted around the world and illustrate their value in the national context.

Module-Specific Learner Skills

The learner will be able to

One-day seminar

- To apply various leadership skills in context of Pastoral Care/ Chaplaincy in Schools

Half-day Retreat

- appraise different spiritual retreat programmes designed for youth (11-16) and adults (18 +) in the context of Pastoral Care/Chaplaincy in Schools.

Online Reading

- Explain how the sharing- of Gospel Values through Pastoral Care/Chaplaincy is of benefit for the whole school community.
- Assess various models of Pastoral Care/Chaplaincy from around the world and adapt to the different local contexts.
- Explain the importance of respecting the different stages in the spiritual development of the young (4-10 yrs.) youth (11-16 yrs.) and adults

Reading List

Suggested Online papers:

1. RINA ARYA, *Contemplations of the Spiritual in Visual Art*, Feb. 2011, https://www.researchgate.net/publication/275725397_Contemplations_of_the_Spiritual_in_Visual_Art [Accessed on July 30, 2018]
2. TERRY A. VELING, *Catholic Pastoral Theology. Reflections on an Emerging Field*,
3. <http://compassreview.org/winter11/7.pdf> [Accessed on July 31, 2018]
4. DANIEL T. L. SHEK, *Spirituality as a Positive Youth Development Construct: A Conceptual Review*, in *The Scientific World Journal*, Volume 2012,
5. <file:///C:/Users/User/Downloads/458953.pdf> [Accessed June 10, 2018]

6. **MIKE PARKER, BARRY GANE, CAROLA PARKER**, *School chaplaincy is effective but could it be better?*, TEACH Journal of Christian Education, vol.9, iss,1 (2015)
7. <https://research.avondale.edu.au/cgi/viewcontent.cgi?article=1272&context=teach> [Accessed on July 25, 2018]

NB: In various countries around the world, the words Chaplaincy and Pastoral Care are used interchangeably.

For further information and assistance

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