

P8577 CPE 1 Unit Outlines

Islamic Science and Research Academy of Australia with co-operation of the New South Wales College of Clinical and Pastoral Education

P8578A CPE 1 Basic Unit of Clinical Pastoral Education in Islamic chaplaincy



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Credit value: 18 credit points

Pre-requisites: Start with Introductory CPE; intake interview; Criminal Record and Working with Children Clearance; and acceptance into the course

Description

This course is designed to educate and train students for serving Muslim community in Australia. It is an accredited Clinical Pastoral Education (CPE) Unit I of Islamic chaplaincy in institutionalized settings. It explores both theoretical and applied aspects CPE I. It is located at the intersection of Islamic theology of caring, grief and loss. CPE 1 emphasises multidimensional assessments and the different application of spiritual, therapeutic, supportive, educational, and strategies for individuals. Gender, professional identity and professional ethics are also examined. In addition, it reviews the experience of a formal Islamic chaplaincy spiritual care in Australia. It highlights significant aspects of the Islamic theology of chaplaincy in theory and practice.

Sessions 2 , 2022

Lecturer: Associate Prof Salih Yucel, lecturer and Level I Supervisor under the supervision of Rev Alan Galt MA OAM (Senior CPE Supervisor with the New South Wales College of Clinical Pastoral Education)

Academic Biography

Associate Professor Salih Yucel completed his Bachelor of Islamic Theology – a five-year program and equivalent to undergraduate and Masters Degree – at the University of Ankara in 1982. He undertook various ecclesiastical roles for ten years for the Ministry of Religious Affairs in Turkey. He then completed Master of Theology at the University of Sydney in 1996. He continued his postgraduate studies in the United States completing his doctorate at Boston University in 2007. His doctoral research was on the topic "The Effect of Prayer on Muslim Patients Well-Being". A/Prof Yucel also worked as a Muslim Chaplain at Harvard Medical School's hospitals for seven years. After ten years in the United States, he returned to Australia in 2007, working as lecturer and senior lecturer in Islamic Studies at Centre for Religious Studies at Monash University from January 2008 until December 2014. Currently, he is a lecturer at CISAC. He is the author of four books, co-author of one book and a number of articles and book chapters. **Dr Yucel is the first and only accredited Clinical Pastoral Supervisor in Australia.**

Email: syucel@csu.edu.au

Alan Galt: Level 3 Supervisor of CPE, the New South Wales College of Clinical Pastoral Education

Academic Biography:

Rev. Alan Galt has been lecturing in Pastoral Theology and Practice at St Andrew's Greek Orthodox Theological College since 1990. During this time, he has educated and trained numerous undergraduate and graduate students in the areas of pastoral care, counselling, chaplaincy work, clinical pastoral education, mental health and aged care. In more recent years he has extended the curriculum of St Andrew's in the area of pastoral theology and practice and further developed the field education possibilities available to students in ways this College could not have expected to accomplish without him. In 2006, Rev. Galt was awarded an Order of Australia Medal in recognition of his services to mental health and chaplaincy training. Email: cpe.krg@gmail.com

Academic Classification: Senior Lecturer, Level 3 Supervisor of CPE (2010), MA (Macquarie, 1980), BA (Sydney, 1964)

Consultation Times: By arrangement.

Venue: ISRA Sydney Office, Level 3, 128-136 South Parade, Auburn NSW 2144 P: (02) 9649 9040

Mode of study: Face to face weekly attendance

The 400 hours of a Basic Unit of CPE in the hospital are made up of:

150 hours Supervised Placement over 21 weeks, including 80 hours in the hospital, and 70 in your own workplace

100 hours over 20 weeks Group Supervision - clinical presentations, didactics, theological, reflection including 20 hours *Intensive, Introduction to Clinical Pastoral Education*

10 hours of Individual Supervision

140 hours preparation, research, report writing in your own time

Prerequisite: The student who will do the full subject needs to fulfill all the Health Department requirements (**police, working with children, and immunisation** checks before visiting patients.)

Learning Outcomes

At the end of this course unit, students should be able to:

1. Reflect critically on the relational dynamics occurring in pastoral conversations
2. Demonstrate a capacity to use a variety of pastoral interventions including empathy
3. Articulate and work within the boundaries of their Islamic chaplaincy role
4. Familiarity with the Islamic concept of suffering, sickness, loneliness, grief and loss;
5. Being familiar with various practical perspectives of spiritual care and its place in relation to Islamic disciplines – tafsir (Qur’anic comment), fiqh (Jurisprudence), philosophy, ethics and mysticism
6. Comprehend spiritual care in Islam and using a variety of methods and sources

Schedule

Week 1, Day 1, June 27	Monday 10am-4 pm	Detail is given in the introductory sheet	(Learning outcomes 6 &5)
Week 1, day 2, June 28	Tuesday 10am-4 pm	Detail is given in the introductory sheet	(Learning outcomes 6 &5)
Week 1, Day 3, June 29	Wednesday 10am-4pm	Detail is given in the introductory sheet	(Learning outcomes 2 &6)
Week 1, Day 4, June 30	Thursday 10am-4pm	Detail is given in the introductory sheet	(Learning outcomes 2&6)
Week 1, Day 5, July 1	Friday 10am-4pm	Detail is given in the introductory sheet	(Learning outcomes 6 &5)
Week 2 July 18	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) Leading Muslims through human life-cycle (birth,& marriage) Siddiqui, S. (n.d.). <i>A professional guide for Canadian imams</i> (pp. 2-49).	(Learning outcomes 4 &3)
Week 3 August 1	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) b. Supplications and prayers and dhikr for the spiritual needs of Muslim patients 1 st PER due	(Learning outcomes 2 &3)
Week 4 August 15	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) b.The psychological, emotional, spiritual and social needs of the Muslim patients during the grief and loss. (Guest speaker:Hospital Chaplaincy) 2 nd PER due	(Learning outcomes 1 &4)
Week 5 August 29	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) b.The motional, spiritual and social needs of the Muslim clients 3 rd PER due	(Learning outcomes 1 &3)
Week 6 September 12	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) b.Emotional, spiritual and social needs of the Muslim cliants 4 rd PER due	(Learning outcomes 1&5)
		Mid-term evaluation due September 18	
Week 7 September 26	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) b. The need of Muslim youth (guest speaker) 5 th PER due	(Learning outcomes 1&5)
Week 8 October 10	Monday 3-9 pm	a. Theological Reflection and Pastoral Encounter Report (PER) b. The needs of Muslim Inmates (Guest speaker: Jail Chaplain) 6 th PER due	(Learning outcomes 1 &5)
Week 9 October 24	Monday 3-9 pm	a. Theological Reflection and Pastoral Encounter Report (PER) b. Spiritual Renewal of a Chaplain (Guest speaker) c. Didactic or presentation	(Learning outcomes 1 &5)
Week 10 November 7	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) (PER)patients.	(Learning outcomes 1 &5)
		Final Evaluation due November 14	

Week 11 November 21	Monday 3-9 pm	a.Theological Reflection and Pastoral Encounter Report (PER) (PER)patients, Graduation	(Learning outcomes 1 &5)
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Assessments

Item Number	Type	Value	Due date	Return Date
1	Reflection on Journal Articles	%25	Variable	Variable
2	Mid Unit Evaluation	%25	August 11	Variable
3	Seminar Presentation	%25	Variable	Variable
4	Final Evaluation	%25	November 22	Variable

ASSESSMENT 1: Weekly Reflection on Journal Articles (Theological Reflection) (300-350 words)

You are required to keep a weekly learning journal to assist you in your growth and development as a reflective practitioner. A one page summary of your reflection will be given to your supervisor at the beginning of each Individual supervision session. This also provides you with the opportunity to discuss your reflections with your supervisor in Individual Supervision

Use the questions below as a guide.

At the *end of your Ministry day* reflect upon your experience and note what you are feeling. There may be several feelings related to this day. See if you can track where these feelings are coming from. What needs in you have been met or not met? Do these feelings relate to a specific pastoral visit? Do these feelings provide you with an insight into what the patient may have been feeling? Does the feeling relate to something in your own life; an event or relationship in your past? Note this as it may be something you would like to explore further in individual supervision.

At the *end of a group day* note what you are feeling. What might these feelings be telling you? about yourself? about your relationships with peers/supervisor? about the pastoral reports(s) or Sessions presented during the day? What needs do they relate to?

Note any new insights that you have gained, these may be about

- the patient in particular, or patient's in general,
- yourself
- relational styles and dynamics (yours and others)
- ministry, your particular style, your understanding of your role
- particular interventions that you would like to develop (skills)
- differences in the way in which people speak about their experience of 'The Sacred', 'The Holy'
- beliefs, or values that are being challenged
- ethical issues that arise in ministry
- cultural or social issues

What did you learn or not learn from presenting your verbatim?

What are you learning about yourself as a learner?

What opportunities do you see for your growth both personally and professionally?

The above questions are offered as a starting point and are not meant to be prescriptive or limit your creativity.

Pastoral Encounter Report (no mark for this task)

Length: 600-750 words Pastoral visit reflection & 10 minute presentation.

You will need to visit a Muslim patient at hospital as part of this assessment and then write a Pastoral visit reflection which captures the conversation that took place between you and the patient. Make sure you clearly indicate who said what.

For Pastoral visit reflection samples look at the below links:

- <http://chaplainsreport.com/2011/08/15/a-bit-of-what-clinical-pastoral-education-does/>
- <http://chaplainsreport.com/2013/08/29/another-sample-cpe-verbatim-depression-and-significance/>
- <http://chaplainsreport.com/2014/05/06/sample-cpe-verbatim-allowing-for-authenticity/>

You will then do a 10-minute presentation about your visit at the class.

In your presentation, you will need to answer the following questions:

1. What was the spiritual state of the patient? Identify (through conversation and observation) the spiritual state of the patient: Do they appear God conscious? Are they committed to their worship? Do they have sound knowledge about their religion? After evaluating their spiritual state: How did you respond to their spiritual needs? For example, the spiritual support (actions and advice) you would provide a patient who is immersed in Qur'an reading, would be very different to the spiritual support you would provide to a patient who does not know how to read the Qur'an and does not have much of a connection with the Qur'an.

2. What was the emotional and psychological state of the patient? Identify (through conversation and observation) whether the patient has anxiety, fear, depression, pessimism, anger, resentment etc. How did you advise and console the patient to address the identified negative emotions?

3. Identify one thing you have learnt through this experience which you can share with your fellow students so that they can also benefit and learn from your experience.

Important notes:

- **DO NOT RECORD** your conversation with the patient but try your best to keep the conversation in your mind and write it out as soon as possible after the visit.
- Professional confidentiality requires that the name of the patient not be written on the report or any other information that would identify him/her, e.g.: town, place of employment, etc.
- Use initials or create a different name to protect confidentiality. After the presentation of your Pastoral visit reflection you are responsible for collecting the Pastoral visit reflection reports and disposing of them in the shredding bin.

Verbatims are an important learning process in the chaplaincy area, particularly for developing communication skills and counselling skills. By writing verbatims and discussing it in the class, it will help you to learn from your own experience and others' experience.

Send a soft copy of the Pastoral visit reflection to the subject coordinator a day before your presentation

ASSESEMENT 2: Mid Unit Evaluation (a sample will be emailed to the students) (%25)

Mid Unit Evaluation in which students will present a learning portfolio demonstrating their capacity to work within the boundaries of their pastoral role and critically reflect on the relational dynamics occurring in a pastoral conversation.

- a. Describe what you want to achieve in this course in the way of personal awareness, professional competence, and pastoral sensitivity.
- b. Mid Unit Evaluation evaluate your own and other students' effectiveness in reaching your goals (1000 words)

Mid-Unit Evaluation Guidelines

1. Provide evidence of your progression with your goals, showing your growth from your verbatims, reflections on supervised visits, reading and research
2. Consider your experience of ministry thus far. What are you most happy with? What are the biggest challenges for you in your ministry?
3. In reflecting upon your experience of the group what feelings and images arise for you? What awareness do you have of yourself in the group: the role you have played? What are the biggest challenges for this group?
4. What do you need to work on now? How will you do this?
5. Provide feedback on how you have experienced the program thus far. Are there any changes you would like to see? How do you perceive the progress of other members of the course? Length: 1,000 words

ASSESSMENT 3: Lead a didactic session (%25)

Didactic Presentation

Lead a didactic session on an area of patient care ministry of interest to you. The subject can be anything that has challenged you in this program, and you can use any method of presentation. A didactic programme will be provided in response to students' interests and needs. Didactics are offered to students as a means of reflecting upon their experience, engaging with the literature and developing their knowledge and understanding of the field. (2000 words)

Pastoral Care practitioners are often called upon to provide education sessions to other members of the Interdisciplinary team or care service staff and to students. This session will enable you to plan and deliver with confidence an education session.

In choosing the topic of this session students will present on an issue that is arising from their pastoral care practice. Their presentation will incorporate both their experience and the breath of their reading on this topic from the pastoral care literature.

Examples of topics:

- Identifying and responding to the pastoral needs of patients and their families in an acute medical ward
- Pastoral Care of people who are bereaved
- Pastoral Care of people who are dying
- Pastoral Care of the newly admitted resident in an aged care facility
- Responding pastorally to difficult patients/families
- What is Pastoral Care? What does a pastoral care practitioner have to offer?
- Working with end of life issues
- Responding to ethical issues
- Spiritual care, the role of the whole team
- Theological issues in sickness, ageing and dying

Having chosen their topic students will plan and deliver a 30minute education session where they will actively engage their supervisor and peers.

A written plan of your session and a copy of the resources used will be provided to your supervisor (2,000 words) two weeks after the presentation.

ASSESSMENT 4: Final Evaluation (%25)

Describe how you have used insights and feedback from individual and group supervision and other aspects of the learning program in the practice of your ministry. Students will present a learning portfolio demonstrating an integration of their theology with their pastoral practice, their capacity to listen empathically, and to articulate and work effectively within the boundaries of their role. (2500 words)

End of Unit Evaluation Guideline

1. Identify and evaluate the effectiveness of your pastoral interventions during this program
2. What excites you most about your role as a Pastoral Care Practitioner? Where are you feeling most challenged?
3. How have you progressed with your goals? Provide **evidence** of your growth from your verbatims, reflections on visits, reading and research. What do you need to work on now?
4. In what ways has your theological understanding developed? Reflect upon one issue that has arisen in your experience of ministry during this unit. How has your engagement with this issue enriched your pastoral identity?
5. Provide feedback on how you have experienced the program thus far. Are there any changes you would like to see?
6. Evaluate the progress you have seen in the progress of the other members of the program.

The final evaluation should consist the following subtopics:

- A. Describe the impact on myself of the various aspects of the Basic Unit Aged Care ministry
 - 1) Working with other students
 - 2) The translated interview
 - 3) Morning placements in the hospital
 - 4) Seeing other staff in action
 - 5) *Prayers, dua and dhikr*
 - 6) Reflections on the day
 - 7) Group supervision (Verbatim)
 - 8) Didactics (theoretical presentations)
 - 9) Theological reflection
 - 10) Individual supervision
 - 11) Other aspects of the program
- B. Reflections on the feedback from others in the Mid-term evaluations, noting areas of development for myself
- C. Comment on each of the other participants in the course

Active participation

Students will be marked based on participation and engagement in the class.

Interactive learning is an important element in the study of chaplaincy. Participation will give students the opportunity to learn certain concepts face to face. They will also have the chance to ask questions or request further clarity on information they are unclear about. Interaction and contribution through the many means provided will ensure students are engaged. It will also maximise their learning by asking questions and sharing knowledge and experience with others.

How Assignments are Graded

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials

Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct a well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct a sound argument based on evidence	Inability to construct a coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills <i>(Continued on next page)</i>
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content;	Well developed skills in Delivery, Content, Structure, Use	Good skills in Delivery, Content, Structure, Use	Adequate skills in Delivery, Content, Structure, Use	Inadequate skills in Delivery, Content,

	Structure; Use of Visual Aids Response to Questions	of Visual Aids, and Response to Questions	of Visual Aids, and Response to Questions	of Visual Aids, and Response to Questions	Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to the discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to the discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to the discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

The Satisfactory (S) grade

This grade is awarded on the basis of mastery of content and adequacy in performance. Students who do not achieve the outcomes of mastery and adequacy in a unit where Satisfactory grades are awarded, will receive a Fail (N) grade.

Extension (E)

This outcome will be recorded temporarily under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of a semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work the grade which most fairly describes the student's work will be given. The date for completion will be determined by the relevant lecturer, in light of the relevant SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to the Academic Standards Committee with the results for the following semester. In such cases, for the purposes of monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

Incomplete (I)

This outcome will be recorded temporarily when one of the assessment tasks for a unit is incomplete and an extension for the assessment item does not pertain. The student will have previously provided an explanation to the MI Academic Board in writing clearly stating the reasons why extra time is being sought. Upon completion of the work a Pass grade will be awarded provided that the

student's work merits it, but no higher grade will be allowed. The date for completion will be determined by the relevant lecturer, in light of the relevant SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to Academic Standards Committee with the results for the following semester. In such cases, for the purposes of monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

Unavailable result (U)

This outcome will be recorded temporarily where grades are unavailable at the time of monitoring of results through no fault of the student. A letter from the MI over the signature of the Principal or the Academic Dean explaining the reasons for U results must be submitted during the Semester Monitoring of Results, and grades will be submitted to Academic Board at the next meeting after the one scheduled for issue of grades.

Withdrawal (W)

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

In Progress (IP)

This outcome will be recorded where a unit of study continues into the following semester. This will automatically flag that no final result is due until the end of the next semester. This outcome will also be recorded when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted). Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the [SCD Handbook](#).

Ethical behaviour

Students and supervisors will be guided by the codes of conduct of the SCD and the Member Institution in their personal and interpersonal behaviour

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the MI and meets the needs of its stakeholder are the property of the Member Institution.

What is Supervision?

Supervision provides students with an opportunity to reflect upon, explore and learn from their experience of providing pastoral care. The student, the supervisor and the peer group must be committed to co-creating a safe and facilitative space where students' work can be discussed and evaluated.

For Supervision to be most effective their needs to be authenticity, respect and positive regard and mutual investment in or openness to learning.

What do I bring to Individual Supervision?

For your first individual supervision bring

- a draft copy of your learning goals so that you can discuss and develop these with your supervisor

For every subsequent session, except at Mid and End of Unit Evaluation weeks, bring

- a statistical report on your clinical placement, called a **Clinical Placement Report**
- a one page summary of your learning journal,

At Mid Unit and End of Unit, students are required to bring

- a statistical report on your clinical placement called a **Clinical Placement Report**
- your Self Evaluation. This will have already been presented in the group. Individual supervision will provide you with a further opportunity to discuss your evaluation and progress in this unit.

What am I required to bring to the Group?

- for the second group intensive bring a copy of your learning goals to share with the group, see **learning contract**,
- a **Pastoral Report for Group Supervision**, these reports will include an account as best you remember of a Pastoral Conversation you had during the previous week(s) and your reflections upon this visit.

- present a **350- 400 word written reflection on reading – Journal group** (journal articles or a chapter from a book) and take turns at selecting a reading and leading group discussion.
- deliver a **30 minute Presentation** to their supervisor and peers. The student will provide their supervisor with a copy of their education session plan and resources used.
- present **mid and end of unit evaluations** to the group. All evaluations are required to be written before the first one is presented.

Learning Contract

Date.....

Name of Student:

Clinical Placement:

As a student in this program I agree to comply with

- Hospital/institution and Department regulations, Code of conduct, codes of ethics, and policies and procedures in your clinical placement/workplace
- In particular I agree to:
 - (a) Observe the rights of patients including their right to respectful treatment, privacy and confidentiality and to refuse my visit.
 - (b) Observe the rights of peers and supervisors including privacy and confidentiality.
 - (c) Function with integrity and dignity in the hospital setting as a professional representative of the Pastoral Services Department. This includes presenting myself in a manner that reflects professional behaviour, including appropriate attire and personal hygiene.
 - (d) Attend directly to my physical, emotional, and spiritual well-being
 - (e) To function in accordance with the NSWCCPE Code of Ethics.

GOALS / DESIRED OUTCOMES

Crucial to your learning contract are the goals, outcomes you establish with your Supervisor. It is your responsibility to work with these and to be open to new areas of learning. It is anticipated that as students engage the learning process their capacity to identify their learning goals will also increase. At Mid-unit you will have the opportunity to review and revise your goals.

Goals need to be **specific, measurable, attractive, realistic, time framed.** (SMART)

List your present pastoral strengths?

List specific areas in which you wish grow?

Further Readings:

Sajida Jalalzai, Translating Islamic Authority: Chaplaincy and Muslim Leadership Education in North American Protestant Seminaries, PhD Thesis, Columbia University (2016)

file:///C:/Users/Enrolments%20Laptop/Downloads/Jalalzai_columbia_0054D_13340.pdf

Mumina Kowalski, Names of God: Practical Theology for Muslim Chaplains in CPE,
<http://journals.sfu.ca/rpfs/index.php/rpfs/article/viewFile/234/233>

Sophie Gilliat-Ray, Mansur Ali, Professor Stephen Pattison, Dr Rebecca Catto, and Professor Linda Woodhead, Understanding Muslim Chaplaincy, Taylor & Francis Group, 2013 (available online via CSU library)

Salih Yucel, An Islamic therapy: A Fear Reducing Holistic Approach (FERHA), Journal of Religion and Health, Published online on 24 May 2021

Mumina Kowalski & Wendy Becker, A developing profession: Muslim chaplains in American public life, Contemporary Islam, Jan 2015, Vol.9(1), pp.17-44

Mark Cobb, Christina M Puchalski, Bruce Rumbold, , Oxford Textbook of Spirituality in Healthcare, Oxford: Oxford University Press; 2012

Wahiba Abu-Ras & Lance Laird, How Muslim and Non-Muslim Chaplains Serve Muslim Patients? Does the Interfaith Chaplaincy Model have Room for Muslims' Experiences? Journal of Religion and Health, 2011, Vol.50(1), pp.46-61

Topper, Charles Eds., Spirituality in Pastoral Counseling and the Community Helping Professions, New York, Howarth Press, 2003

Recommended Texts on supervised pastoral learning

Carroll, Michael and Maria C. Gilbert On Being a Supervisee: Creating Learning Partnerships, Kew Psychoz Publications 2011

Hodge, David R., Spiritual Assessment: Handbook for Helping Professionals. Botsford, NACSW 2005

Justes, Emma Hearing beyond the Words: How to become a listening Pastor, Nashville, Abingdon 2006

Lartey, Emmanuel Y. In Living Color: An Intercultural Approach to Pastoral Care and Counseling, London, Jessica Kingsley 2003

Nash, Sally and Paul Nash Tools for Reflective Ministry, , London, SPCK 2009

Patton, J. Pastoral Care in Context: An Introduction to Pastoral Care. Kentucky Westminister/ John Knox Press, 2005

Pembroke, Neil The Art of Listening: Dialogue, Shame and Pastoral Care, London Eerdmans, 2002

Topper, Charles Eds., Spirituality in Pastoral Counseling and the Community Helping Professions, New York, Howarth Press, 2003

Online Resources

Journal of Pastoral Care and Counselling

Journal of Health Care Chaplaincy

Scottish Journal of Healthcare Chaplaincy <http://www.sach.org.uk/journal/journal.htm>

Journal of Muslim Mental Health, <https://www.journalofmuslimmentalhealth.org/>