



# *DtN Chaplaincy/Pastoral Care Placement Outline*

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## Suggested responsibility for DtN Chaplaincy Course Placements

Placement supervisor where appropriate will:

- Ensure student is able to access required hours at the placement, as agreed between the placement and the student
- Provide adequate support and supervision for the student, ensuring their time on placement is a valuable and safe learning experience
- Escalate any concerns or queries to course tutors as soon as they arise
- Provide an end of placement report on the students' progress and learning whilst with the placement

Student will:

- Ensure they maintain professional standards and expectations whilst on placement
- Ensure they are familiar with and adhere to any placement policies, requirements, and directions from their supervisor
- Ensure they take steps where possible to maintain their personal physical, emotional, and spiritual health ensuring they are fit to practice, and requesting support in a timely fashion if further support is needed
- Ensure they arrive on time and complete the hours agreed with their supervisor to the best of their ability
- Complete learning journals for every session undertaken on placement, and make these available to the placement supervisor as requested
- Escalate any concerns or queries to course tutors/placement supervisors as soon as they arise

DtN as the course host will:

- Ensure any students put forward to be considered for placement have been through an initial assessment process that has shown they are suitable to be considered for a placement
- Communicate clearly to students the need to work within the placements policies, procedures and ministry philosophy
- Ensure they respond to any concerns about placements or students at the first opportunity
- Receive feedback from both students and placement supervisors to ensure the ongoing improvement and quality of both the course and students who attend

## Placement module outline

|                    |            |
|--------------------|------------|
| <b>Unit Title</b>  | Placement  |
| <b>TQT</b>         | 120        |
| <b>Module Code</b> | REN-PL-011 |

### Description

- Reinforce the skills learnt in the classroom
- Reflect on personal strengths and weakness in the role of a chaplain
- Journal your activities and interactions, outlining any new experiences and reflect on both your growth and limitations in your personal practice

| <b>Module Outcome</b>  | <b>Assessment</b>   |
|--|---|
| <b>The learner will:</b>   | <b>The learner can:</b>   |
| 1. Understand the structure and purpose of the organisation.   | Describe the structure and purpose of the organisation.   |
| 2. Understand one's own role within the organisation.  | Explain your understanding of your role and how it changed during the placement.  |
| 3. Be able to show good communication skills.  | Summarize areas in your placement where good communication skills have been used.   |
| 4. Maintain a record of all placement time.  | Journal placement time.   |
| 5. Reflect on feedback from supervision and one's experience.  | Journal feedback from your supervisor and self-assessment.  |
| 6. Be able to manage own feelings in relation to an individual's situation, especially with the dying or death of individuals. | Identify ways to manage own feelings in relation to an individual's situation, especially with the dying or death of individuals.<br><br>Use support systems to deal with own feelings in relation to an individual's situation, especially with the dying or death of individuals. |

## Student Work Placement Journal Log

The aim of the Journal Log is to give you an opportunity to:

- Keep a record of the work you undertake on your placement
- Note any existing skills you develop, or new skills you learn
- Identify areas you would like to improve

This is not a directly assessed piece of work; however, you will find it a useful prompt when completing your Reflective Diary which is an assessed part of your module.

You should fill in an entry on every visit to help you to keep track of the tasks/activities you have completed. In the *Reflection* section, make brief notes on anything you have learned. You can use the following questions as a prompt:

- What do you know now that you didn't know before?
- Have you done anything completely new?
- Did anything surprise you? For example, about information you found out, the way that your colleagues dealt with an issue or the way you reacted to anything that happened.
- Did you find anything challenging? Why?
- Did you find anything satisfying? Why?
- Were there any problems? How did you resolve them? If you were faced with the same problem again, would you do anything differently?
- What emotions did you experience/feel?

You should note positive experiences and achievements as well as any difficulties.

Completing the *Reflection* sections of your Journal whilst on your placement will help you structure and evidence your Reflective Dairy.

### Example of individual entry (Chaplaincy Placement)

|                  |   |
|------------------|---|
| Date:            | 3 December  |
| Tasks completed: | <ul style="list-style-type: none"> <li>• Observed patient interviews</li> <li>• 1-2-1 meeting with team leader to review ward processes</li> </ul>  |
| Reflection:      | <p>I had no idea how to structure an interview and how to build rapport. I observed that the client was very shy and nervous; however, the member of staff appeared confident. I realised that if you appear confident you can put someone at ease. I also noticed that the member of staff had to speak quite slowly, as the client didn't speak very much English. I realised that it is important to check that the person you are talking to understands everything clearly. I found out that there are a number of processes that must be followed in the organisation and these are not straightforward, if I get details wrong, it could have serious implications for someone else.</p> |

### Example Logbook

|                        |  |
|------------------------|--|
| Student Name:          |  |
| Name of Host Employer: |  |

**Record of project work carried out** (Use a notes app to record)

|                  |  |
|------------------|--|
| Date:            |  |
| Tasks completed: |  |
| Reflection:      |  |

|                  |  |
|------------------|--|
| Date:            |  |
| Tasks completed: |  |
| Reflection:      |  |

|                  |  |
|------------------|--|
| Date:            |  |
| Tasks completed: |  |
| Reflection:      |  |

**End of placement evaluation – for use in your Reflective Diary**

- Total number of hours
- The things I found most surprising were...
- The areas I found most challenging were...
- The area/skills I would like to improve are...
- Examples of my problem solving are...
- Examples of when I used my knowledge are...
- Examples of when I was given/took responsibility are...
- Examples of my proactive approach to the project are....
- Other comments:

## Appendix

### DtN - End of Placement - Supervisor's Report

|                            |  |
|----------------------------|--|
| <b>Student Name</b>        |  |
| <b>Church/Organization</b> |  |
| <b>Supervisor's Name</b>   |  |

***Purpose***

This document is intended:

- a) to help the student's development,
- b) to help the college assess the student's involvement in their placement.

***Method***

The document contains a number of opportunities for the student and the supervisor to make comments about the student's attitude and performance during the placement. It will be used in the following way.

1. The student fills in their reflection on a number of areas (statements 1-9 and questions A & C) and then passes the document to the supervisor. It is the student's responsibility to do this in sufficient time before any deadlines.
2. The supervisor makes some statements about the student's attitudes and performance on placement in the light of the student's reflections (statements 1-9, questions B, and D, statement 10 and question E).
3. The supervisor then returns the document to the student, preferably at a meeting to discuss what has been said.
4. The student may use the form as the basis for further assessed reflections on their placement experience.
5. The college will interpret the form and use it to assess the student in the relevant modules.

***A note to the student***

In statements 1-9 and Questions A & C you must take the lead in writing a realistic and fair answer that is sufficiently detailed to enable the supervisor to respond. One-word answers are insufficient – demonstrate to your supervisor that you are able to reflect on your experience.

***A note for the supervisor***

Discipling the Nations (DtN) offers holistic training and develops students in practical as well as other abilities. So, we place great value on your opinion as a placement supervisor. We encourage you to express your agreement or disagreement with the student and to endorse or challenge what the student has written. We really value what you say.

**In statements 1-9 there are a series of tick-boxes where you have to describe this area of the student’s attitudes or performance using one of six terms (e.g., “excellent”, “very good”, “good”). Here’s what these terms mean.**

| Tick-box term | What it means   | How often awarded |
|---------------|---|-------------------|
| Outstanding   | Exemplary in all respects.  | Occasionally      |
| Very good     | Above expectations in many ways, very satisfying.                           | Often             |
| Good          | Fully satisfactory and generally pleasing.                                  | Often             |
| Adequate      | Satisfactory, acceptable, but not good.                                     | Often             |
| Inadequate    | Insufficient in quality or quantity of practice, or in effort or attitudes. | Not commonly      |
| Unacceptable  | Clearly unsatisfactory or inappropriate.                                    | Very rarely       |

We appreciate that it is often not easy to sum up an aspect of another person with a few words and a tick. However, doing so gives backbone to the formative process of education. Please try to give fulsome answers.

Please note that the student being assessed is not a fully-fledged practitioner. Each tick-box term is used to describe the student’s attitudes or performance with respect to what you would expect from a person at the relevant point of their training.

Question E requires an answer of either “yes” or “no”. If you answer “no”, and after further discussion with you, the college confirms this decision, then the student will fail the practice module as a result.

Feel free to add further comments to the form during the discussion you subsequently have with the student.

*The DtN Team*

*Statement 1: Integrity and good character*

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

*Statement 2: Reliability, time-keeping, ability to organise self, balancing work and life*

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Statement 3: Ability to communicate effectively**

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Statement 4: Demonstration of appropriate skills**

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Statement 5: Ability to form appropriate relationships with supervisor and co-workers**

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Statement 6: Ability to form appropriate relationships with service users (people served), including maintenance of appropriate (professional) boundaries**

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Statement 7: Ability to think deeply about practice**

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Statement 8: Willingness to take direction and get involved in required tasks**

**Student comments**

**Supervisor comments and tick**

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          |                          |                          |                          |                          |
| <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Statement 9: Awareness of situations and willingness to take initiative in response**

**Student comments**

**Supervisor comments and tick**

|   |                          |                          |                          |                          |                          |                     |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   |                          |                          |                          |                          |                          |                     |                          |                          |                          |                          |                          |                          |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 16.6%;"><b>Outstanding</b></td> <td style="width: 16.6%;"><b>Very good</b></td> <td style="width: 16.6%;"><b>Good</b></td> <td style="width: 16.6%;"><b>Adequate</b></td> <td style="width: 16.6%;"><b>Inadequate</b></td> <td style="width: 16.6%;"><b>Unacceptable</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> | <b>Outstanding</b>       | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Outstanding</b>  | <b>Very good</b>         | <b>Good</b>              | <b>Adequate</b>          | <b>Inadequate</b>        | <b>Unacceptable</b>      |                     |                          |                          |                          |                          |                          |                          |
| <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                     |                          |                          |                          |                          |                          |                          |

**Question A (for the student only)**

In the light of your placement experience, in what ways should you seek to develop?

In terms of skills:

In terms of attitudes:

**Question B (for the supervisor only)**

In the light of your observation of the student and what they have said in question A, in what ways should the student seek to develop?

In terms of skills:

In terms of attitudes:

**Question C Meeting of aim and expectations (for the student only)**

To what extent have you met your aim and expectations?

**Question D: Meeting of aim and expectations (for the supervisor only)**

To what extent has the student set an appropriate/realistic aim and expectations? To what extent has the student met them?

**Statement 10: Overall performance (for the supervisor only)**

How do you assess the overall performance of the student on placement?

|             |                          |              |                          |
|-------------|--------------------------|--------------|--------------------------|
| Outstanding | <input type="checkbox"/> | Adequate     | <input type="checkbox"/> |
| Very good   | <input type="checkbox"/> | Inadequate   | <input type="checkbox"/> |
| Good        | <input type="checkbox"/> | Unacceptable | <input type="checkbox"/> |

**Question E: Summary statement (for the supervisor only)**

In your opinion, has the student demonstrated a satisfactory level of competence in the placement, appropriate to a student at the relevant point in the chaplaincy training programme? (tick)

Yes  No

Signature (Student) \_\_\_\_\_ Date \_\_\_\_\_

Signature (Supervisor) \_\_\_\_\_ Date \_\_\_\_\_

We would like to thank you for providing this valuable opportunity for a student placement. Your contribution is very much appreciated by the college and we highly value our placement providers across the UK and further afield. We hope that your experience has been a positive one and that you might be willing to host other students in the future.

Would you be willing to host DtN in the future? (please tick)

Yes  No