



SYDNEY  
College of Divinity  
An Australian University College



PBC

# P7105 Introduction to Ethical Ministry Practice

**Third Trimester 2024**

**Teaching Staff:**

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Consultation times:	Wednesday via zoom

## P7105

### Third Trimester

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<b>Credit value:</b>	9 credit points
<b>Mode of study:</b>	Online and tutorials
<b>Pre-requisite units:</b>	Nil
<b>Co-requisite units:</b>	Nil
<b>Units excluded:</b>	Nil

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**Scheduled times and Venues:** Weekly online learning for 12 week Trimester

<b>Teaching Staff:</b>	Name:	Dr Mel Burr-Dixon
	Position & Qualifications:	Adjunct Lecturer, M.Co, D.Co
	Email:	mburrdixon@pbc.wa.edu.au
	Consultation times:	Wednesday via zoom

<b>Learning Management System:</b>	PBC Online (Moodle)
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<b>Workload:</b>	Total Workload for unit:	143 hours
	Allocation of Workload:	Average 12 hours a week: Online lectures and tutorials, course reading and research; student forum participation, assessable & non-assessable tasks

### Background and Context

#### Curriculum Objectives

This unit aims to examine the critical ethical, legal and professional issues faced by various ministry professionals such as chaplains, pastors, priests, missionaries and counsellors in a wide variety of ministry contexts.

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## Contribution to Graduate Attributes

Graduate attributes are the generic qualities expected to be attained by graduates of a course, regardless of content or area of specialisation. These attributes relate to both the general course level and the distinctives of the discipline in which the unit is located.

This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

<b>Specific Discipline Outcomes</b>	<i>recognize the key features of traditional and contemporary forms of ministry practice</i>	<i>articulate a biblically and theologically based expression of significant principles of church life and ministry</i>	<i>engage with contemporary literature in the critical analysis of Christian life and ministry</i>	<i>develop strategies for competent practice and leadership in church-based and/or para-church service</i>
<b>Course Outcomes</b>				
<i>develop a broad and coherent body of biblical and theological knowledge</i>	✓			
<i>develop skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>			✓	
<i>communicate a clear, coherent and independent exposition of knowledge and ideas</i>		✓		✓
<i>exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship</i>			✓	✓

## Contribution to Award

The unit forms part of the SCD awards at AQF Level 7.

The unit is an introductory Elective in Pastoral Theology. It may form part of a Major or Sub-major in the Discipline of Christian Life and Ministry or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- initiating the study of a coherent body of knowledge related to the ethical dimensions of ministry practices
- developing an understanding of the concepts and principles underlying the ethical responsibilities of ministry practice
- providing opportunities for the practical application of ethical standards to ministry situations.

## Learning Outcomes

By the successful completion of this unit the student will be able to:

1. Demonstrate a knowledge of the principles involved in ethical ministry practice
  2. Display an understanding of ethical dilemmas present in a variety of ministry and community settings including the local church, diocese, mission field, aged care centres, schools, defence force, police force, counselling practice, welfare ministry, and/or emergency services
  3. Show a critical appreciation of the importance of how an ethical and legal understanding (particularly as it relates to privacy, confidentiality, reporting, boundaries, and advocacy) enhances effective professional and pastoral practice
  4. Articulate a personal approach to professional boundaries that: (1) meets community expectations; (2) complies with all national and state legislation; and (3) reflects ministry best practice
  5. Utilise the 10 Child Safe Standards (or equivalent) to respond appropriately to a given context, whether real or imagined.
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## Content and Learning Activities

- 1) This unit will provide a framework for dealing with ethical issues.
- 2) The administration of notes, contracts and consent will be discussed.
- 3) The importance of supervision will be highlighted.
- 4) The ethical practise within faith communities will be considered in relation to dual relationships, church discipline and mandatory reporting.
- 5) Limits of confidentiality will be explained.

- 6) There will be a focus on workplace policies including procedures and codes of conduct.
- 7) Case studies on human rights and working with vulnerable and marginalised people will be presented.

## LECTURE SYLLABUS

Week	Content	Pre-reading
1	A Relational Approach to Ethics	Practical Ethics in Counselling and Psychotherapy,, Finlay, Chapter One
2	Social and Cultural Ethics	Practical Ethics in Counselling and Psychotherapy,, Finlay, Chapter Four
3	Ethical Code of Practice and Administration	ACA Code of Practice, pages 39 - 45
4	National Child Safety Standards	
5	Ethical Therapeutic Spaces	Practical Ethics in Counselling and Psychotherapy,, Finlay, Chapter Five
6	Ethical Boundary and Holding	Practical Ethics in Counselling and Psychotherapy,, Finlay, Chapter 6 & 7
7	Ethical Containing and Ending	Practical Ethics in Counselling and Psychotherapy,, Finlay, Chapter 8 & 9
8	Ethical Supervision	ACA Code of Practice, pages 15, 16, 37, 40 and 44
9	Relational Ethics in Practice - Case Study Presentation	Practical Ethics in Counselling and Psychotherapy,, Finlay, Chapter 10,11 & 12
10	Relational Ethics in Practice - Case Study Presentation	Practical Ethics in Counselling and Psychotherapy,, Finlay, Chapter 13 & 14

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## Learning Resources

### Essential Text

Finlay, L. (2019). *Practical Ethics in Counselling and Psychotherapy* (1st ed.). SAGE Publications.

## Recommended Texts

- Amis, K. (2017). *Boundaries, Power and Ethical Responsibility in Counselling and Psychotherapy* (1st ed.). SAGE Publications Australian Counselling Association Inc. (2021). *Scope of Practice for Registered Counsellors*. (2nd ed.). Newmarket, Queensland
- Christian Counsellors Association of Australia. (2017). *Code of Ethics*. <http://www.ccaa.net.au/documents/CCAANationalCodeofEthics-July2012.pdf>
- Cohen, E., & Cohen, G. (2018). *Counseling Ethics for the 21st Century* (1st ed.). SAGE Publications.
- Psychotherapy and Counselling Federation of Australia. (2017). *Code of Ethics*. <http://www.pacfa.org.au/wp-content/uploads/2017/11/PACFA-Code-of-Ethics-2017.pdf>
- Sanders, R. K. (2013). *Christian counseling ethics : a handbook for psychologists, therapists and pastors* (2nd ed.). InterVarsity Press
- Winright, T. (2022). *T & T Clark Handbook of Christian Ethics*. T & T Clark

## Online Resources

[PBC Online Library](#)

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## Assessment Profile

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Assess the principles of ethical ministry practice and demonstrate the application of those principles in a particular ministry context. [Outcomes 1, 2]
2. Articulate an approach to ethical ministry practice that demonstrates a sound understanding of ethical and legal issues. [Outcomes 1, 3, 4]
3. Evaluate the key implications of the 10 Child Safe Standards for their personal ministry practice. [Outcome 5]

## Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Reflection Posts	20%	Week 2 and 4	1, 5
Formal Essay	50%	Week 8	4
Case Study Presentation	30%	Week 10, 11 or 12	2, 3

### Detailed information on assessment tasks and assessment standards

#### Assessment Task 1

**Reflection Posts – 500 Words (250 words x 2), Due Week 2 and 4**

1. Students must write two 250-word reflections on the content of that week (lecture 2 for the first reflection, then lecture 4 for the second reflection) and post it on PBC Moodle.
2. These reflections should include a brief overview of the content for the week, including the theological perspective.
3. A personal response regarding the application to your counselling or ministry practice is to be included.

#### **Assessing Criteria Rubric (100 Points):**

1. Understanding of Content. (25 Points)
2. Integration of Christian Context. (25 Points)
3. Personal Application to counselling or ministry. (25 Points)
4. Analysis of the effectiveness or helpfulness. (25 Points)

## **Assessment Task 2**

### **Formal Essay - 2000 words, Due Week 8**

1. Students submit a formal essay that evaluates the importance of a holistic Christian view of ethics on the counselling or ministry settings.
2. The ethics of faith communities is to be discussed.
3. The relationship between ethics and theology needs to be explained
4. Include specific examples of ethical situations in faith communities.
5. Personal reflection of ethics in faith communities is critically examined.

#### **Assessing Criteria Rubric (100 Points):**

1. The importance of ethics is evaluated from a Christian perspective. (20 Points)
2. The ethics of faith communities is clearly explained. (30 Points)
3. Specific examples are relevant and practical. (20 points)
4. Personal reflection is insightful and balanced. (20 Points)
5. Overall Presentation and Writing Quality. (10 Points)

## **Assessment Task 3**

### **Case Study Presentation - 1500 words Due Week 10, 11 or 12**

1. Students chose one of the topics from the lecture outline in weeks 9, or 10.
2. A PowerPoint presentation includes a summary of the presenting issue, the ethical nature of the situation, and possible approaches to managing or resolving the issue.
3. Evaluate the ethical dilemma from a biblical framework.

#### **Assessing Criteria Rubric (100 Points):**

1. Detailed description of chosen issue. (25 Points)
2. Evaluation of possible approaches to the issue. (25 Points)
3. Problems viewed through a holistic lens including ethics and theology. (25 Points)
4. Quality of presentation. (25 Points)

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## **Course Unit Revision**

Updated on 2024-04-03

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## Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

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### 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.

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### Example:

*Student submits an assignment worth 50 marks 4 days late.*

*Total mark available=50*

*Penalty: 4 days late = 5% of 50 x 4 = 10 mark penalty*

*The student's original mark is 40.*

*Final mark =40-10=30*

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### 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 Teaching Body setting out the extreme circumstances. The Teaching Body's appropriate 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.

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### 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.

SCD Academic Board has mandated that Studiosity is the only online study assistance permitted within the SCD. Studiosity is supplied free of charge to SCD students, and it can be accessed through [INSERT ACCESS, e.g. the MI Learning Management System.]

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## **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 Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

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