



**SYDNEY**  
**College of Divinity**  
An Australian University College



**PBC**

## **Perth Bible College**

# **P7224 - Pastoral and Spiritual Care Responses to Mental Health Issues**

**Trimester 3 2024**

## **Teaching Staff:**

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Consultation times:	2pm – 6pm Mon, Tues, Thurs, Fri 9am – 6pm Wed

## Insert Unit Code and Unit Title

### P7224 - Pastoral and Spiritual Care Responses to Mental Health Issues

## Trimester 3, 2024

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<b>Credit value:</b>	9 credit points
<b>Mode of study:</b>	Weekly classes and Online etc.
<b>Pre-requisite units:</b>	9 cp in Pastoral Theology OR Pastoral Counselling
<b>Co-requisite units:</b>	Nil
<b>Units excluded:</b>	Nil

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### Scheduled times and Venues:

Tues evenings 6.45pm – 9.15pm

<b>Teaching Staff:</b>	Name:	Dr David Michie
	Position & Qualifications:	Sessional Lecturer, BA, BSW, MA DTh
	Phone:	0438604145
	Email:	dmichie@pbc.wa.edu.au
	Consultation times:	2pm – 6pm Mon, Tues, Thurs, Fri 9am – 6pm Wed Via text or email

### Learning Management System:

PBC Online (Moodle)

### Zoom Link:

<https://us02web.zoom.us/j/8271422152?pwd=R0ZLZHNIYXBFU04wcXZyWjJ6YnEzUT09>

Meeting ID: 827 142 2152

Passcode: 2021

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<b>Workload:</b>	Total Workload for unit:	143 hours
	Allocation of Workload:	Lectures – 36 hours Assignments - 58 hours Study – 49 hours

## **Background and Context**

This unit focuses on equipping students to provide care in a Christian context and critically evaluate existing care structures and responses in the local church and broader community to a range of mental health conditions.

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## **Curriculum Objectives**

The unit Pastoral and Spiritual Care Responses to Mental Health Issues aims to advance students' knowledge of the nature and spiritual dimension of mental illness and to offer pastoral approaches to care from a spiritual perspective. Analysis of contemporary issues in Mental Health will provide context for students to address the ethical, social, religious and spiritual factors involved. This unit is an elective in the sub-discipline of Pastoral Theology and may form part of a major or sub-major in Pastoral Theology.

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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 christian life and ministry</i>	<i>engage with contemporary literature in the critical analysis of christian life and ministry</i>	<i>develop performative skills relevant to specified church ministry practices</i>	<i>develop strategies for competent practice and leadership in church-based and/or para church service</i>
<b>Course Outcomes</b>					
<i>broad and coherent body of biblical and theological knowledge</i>	✓	✓			
<i>skills to review, analyse and act on information in the exercise of critical thinking and judgement</i>				✓	
<i>perform with technical and creative skill to express concepts and strategies</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 serves as an advanced elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing knowledge and skills relating to the pastoral care of mental health issues
- developing the capacity to communicate knowledge clearly and coherently
- providing opportunities for implementing pastoral care skills

## Learning Outcomes

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

1. Identify the potential relationship between faith/spirituality and mental health and explore the spiritual needs of people living with mental illness.
2. Evaluate the impact of mental illness on all aspects of the person's life within a family and societal context, such as the impact of stigma, guilt, shame, abuse, loss of identity and disenfranchised grief
3. Reflect on the practice of pastoral care for people with mental health challenges
4. Analyse the ethical issues, responsibilities and boundary-setting criteria necessary for those working in the mental health field
5. Integrate pastoral care practices in the planning of care for those suffering with mental health illness

## Content and Learning Activities

Week	Content
1	The church as a healing community
2	Building communities and structures of care
3	Mental Health
4	Mental Health
5	Depression
6	Depression
7	Stress and Anxiety
8	Stress and Anxiety
9	Trauma and Abuse
10	Trauma and Abuse

11	Addictions
12	Addictions

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## Learning Resources

### Essential Texts

Stanford, M.S., (2017). *Grace for the Afflicted: A clinical and biblical perspective on mental illness*, Intervarsity Press.

### Recommended Texts

The following textbooks may also be referred to.

- Allender, D.B. (2016). *Healing the wounded heart: The heartache of sexual abuse and the hope of transformation*, Baker Books.
- Amen, D. (2020). *The end of mental illness: How neuroscience is transforming psychiatry and helping prevent or reverse mood and anxiety disorders, ADHD, addictions, PTSD, psychosis, personality disorders, and more*. Tyndale Momentum.
- American Psychiatric Association, (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Press.
- Benjamin, R. (Ed.). (2019). *Humanising mental health care in Australia: A guide to trauma-informed approaches*. Routledge.
- Bryant, J.A. (2023). *A Quiet Mind to Suffer With*. Lexham Press.
- Clinton, T., Archibald, H., & Ohlschlager, G. (2005). *Caring for people God's way: Personal and emotional issues, addictions, grief, and trauma*, Thomas Nelson.
- Cloud, H. & Townsend, J. (2003). *Making small groups work : What every small group leader needs to know*. Zondervan.
- Cohen, B. (2015). *Mental health user narratives: New perspectives on illness and recovery*. Palgrave Macmillan.
- Collins, G. (2007). *Christian counselling*. (3<sup>rd</sup> ed.) Thomas Nelson.
- Collins, G. (2007). *Christian counselling casebook*. Thomas Nelson
- Commonwealth, 2017, *Institutional response to child sex abuse*.  
<https://www.royalcommission.gov.au/child-abuse>
- Cook, C. & Hamley, I. (Eds.). (2020). *The Bible and mental health: Towards a biblical theology of mental health*. SCM Press.
- Corey, M. & Corey, G. (2010). *Groups: Process and practice*. (8th ed.). Brooks/Cole.
- Daniels J., et al. (2010). *Community counseling : A multicultural-social justice perspective*. Broadman & Holman Publishers
- Gingrich, F.C., & Gingrich, H.D. (2017). *Treating trauma in christian counseling*, IVP Academic.
- Gladding, S. T. & Newsome, D. W. (2018). *Clinical mental health counseling in community and agency settings*. (5th Ed.). Pearson.
- Grcevich, S. (2018). *Mental health and the church: A ministry handbook for including children and adults with ADHD, anxiety, mood disorders, and other common mental health conditions*. HarperCollins.
- Kay, J., Schwartz, V., & Wechsler, H. (Eds.). (2017). *Mental health care in the college community*. Wiley.
- Knabb, J.J. (2018). *The compassion-based workbook for Christian clients: Finding freedom from*

- shame and negative self-judgments*. Taylor and Francis
- Levers, L.L. (2012). *Trauma Counselling: Theories and Interventions*. Springer Publishers.
- Lopez Levers, Lisa. & Hyatt-Burkhart, Debra. (2019). *Clinical mental health counseling: Practicing in integrated systems of care*. Springer Publishing Company.
- Meadows, G., Farhall, J., Fossey, E., Grigg, M., McDermott, F., & Singh, B. (2012). *Mental health in Australia: Collaborative community practice* (3rd ed.). Oxford University Press.
- Midgley, S., Thorne, H. (2023). *Mental health and your church*. The Goodbook Company.
- Pilgrim, D., & McCranie, A. (2013). *Recovery and mental health*. Palgrave Macmillan.
- Powell, T. (2017). *The mental health handbook*. LID Publishing.
- Powlinson, D. (2005). *Speaking truth in love : Counsel in community*. New Growth Press.
- Raines, J.C. (Ed.). (2019). *Evidence-based practice in school mental health*. Oxford University Press.
- Ross, A. (2003). *Counselling skills for church and faith Community Workers*. Open University Press.
- Shatkin, Jess P. & Karp, Harvey. (2015). *Child & adolescent mental health: A practical, all-in-one guide*. W.W. Norton & Company.
- Southgate, C., Grosch-Miller, C., Ison, H., & Warner, M. (2019). *Tragedies and Christian congregations: The practical theology of trauma*. Taylor and Francis.
- Stanford, M.S., (2017). *Grace for the afflicted: A clinical and biblical perspective on mental illness*, Intervarsity Press.
- Steinke, P.L. (2012). *How your church family works : Understanding congregations as emotional systems*. Alban Institute Inc.
- Tantam, D. (2014). *Emotional well-being and mental health: A guide for counsellors and psychotherapists*. Sage.
- Thompson, N. (2019). *Mental health and wellbeing: Alternatives to the medical model*. Routledge.
- Wilson, R. (2003). *Counselling and community*. Regent College Publishing.
- Yalom, I.D. (2005). *The theory and practice of group psychotherapy* (5th ed.). Basic Books.
- Young, J. Scott, and Cashwell, Craig S. (Eds.). (2016). *Clinical mental health counseling: Elements of effective practice*. Sage.

## Online Resources

[PBC Online Library](#)

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## Assessment

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:

- 1) Reflecting upon the pastoral care needs of sufferers of mental health issues in the light of ethical responsibilities [Outcomes 3, 4]
- 2) Application of a pastoral care approach that supports mental health needs [Outcomes 1, 3, 4, 5]

## Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
RESOURCE RESEARCH REPORT	40%	Week 8	1,2
REFLECTION	20%	Week 8	3,4
RESOURCE DEVELOPMENT	40%	Week 12	1,2,3,4

## Detailed information on assessment tasks and assessment standards

<b>1. RESOURCE RESEARCH REPORT</b>  (Carries 40% of the total grade).	<p>The essay is to outline a pastoral counselling model that can be used in a group in a church or community context for addressing mental health needs, including faith/spirituality.</p> <p>The report should include:</p> <ul style="list-style-type: none"> <li>• <i>a paragraph on the value of studying this topic for the student and their future work,</i></li> <li>• <i>Analysis of the potential relationship between faith/spirituality and your chosen topic,</i></li> <li>• <i>Analysis of the impact your chosen topic can have on family, church and societal contexts,</i></li> <li>• <i>Existing practices in your church or community context,</i></li> <li>• <i>the bulk of the report should outline the model itself,</i></li> <li>• <i>with Biblical texts, theological and scientific perspectives that may shed light on the topic,</i></li> </ul> <p>This assessment requires the standard number of references for this level of study.</p> <p><b>Due: week 8</b>  <b>Words: 1800 words</b></p>
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<b>2. REFLECTION</b>  (Carries 20% of the total grade).	Write a reflection upon the pastoral care needs of sufferers of mental health in the light of the clinical, pastoral and ethical responsibilities of your ministry context.  1. <b>Word Limit:</b> 800 words  <b>Due: week 8</b>  Reference requirements suitable to assessment.
<b>3. RESOURCE DEVELOPMENT</b>  (Carries 50% of the total grade).	Construct a theologically grounded pastoral counselling group program (6 sessions) on the presenting situation chosen for assignment 1, for either, <ul style="list-style-type: none"> <li>- training lay pastoral counsellors and carers in addressing this issue, or,</li> <li>- engaging with people dealing with this issue.</li> </ul> <b>Word Limit:</b> 1800 words (hand-outs for the course are to be included as an addendum).  <b>Due: week 12</b>

### Assessment 1 & 3 Rubric

Category  Yellow- Essential to the argument or explanation White - Essential to the presentation	Not Applicable	Fail/ Insufficient	Pass	Credit	Distinction	High Distinctic
1. <b>Content:</b> background information presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Content:</b> demonstrated an understanding of the issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Content:</b> diagnosed the problem or concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Content:</b> intervention offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Content:</b> evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Research:</b> uses appropriate, sufficient and relevant resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Category	Not Applicable	Fail/ Insufficient	Pass	Credit	Distinction	High Distinctic
Yellow- Essential to the argument or explanation White - Essential to the presentation						
7. <b>Written expression:</b> uses correct spelling, grammar, word choice and syntax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White - Essential to the presentation	N/A	Unsatisfactory	Satisfactory	HD		
7. <b>Referencing:</b> appropriately credits sources consulted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Format:</b> document conforms to Style Manual requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Other:</b> As specified in the Subject Information Booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						
Grade:	Other:		Penalty:			
[F] Fail (0-49%); [P] Pass (50-64%); [C] Credit (65-74%); [D] Distinction (75-84%); [HD] High Distinction (85-100%)						

## ASSESSMENT 2 RUBIC

Category	Not Applicable	Fail/ Insufficient	Pass	Credit	Distinction	High Distinctio
Yellow- Essential to the genre and purpose White - Essential to the presentation						
1. <b>Content:</b> evidence of reflective thought relating to personal interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Content:</b> discusses and shows understanding of the major issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Category	Not Applicable	Fail/Insufficient	Pass	Credit	Distinction	High Distinction
Yellow- Essential to the genre and purpose White - Essential to the presentation						
3. <b>Content:</b> evidence of insight, analysis and appraisal of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Content:</b> evidence of personal growth of understanding and process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Content:</b> satisfies all aspects of the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Expression:</b> uses correct spelling, grammar, word choice and syntax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Structure:</b> has an introduction, followed by sequence or consistent organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>White - Essential to the presentation</b>	<b>N/A</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>		<b>HD</b>	
7. <b>Referencing:</b> chooses and credits sources consulted appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
9. <b>Format:</b> document conforms to Style Manual requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
10. <b>Other:</b> as specified in the Subject Information Booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
<b>Comments:</b>						
<b>Grade:</b>	<b>Other:</b>		<b>Penalty:</b>			
[F] Fail (0-49%); [P] Pass (50-64%); [C] Credit (65-74%); [D] Distinction (75-84%); [HD] High Distinction (85-100%)						

## Course Unit Revision

Updated on 2024-02-08

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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 50x4 = 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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