



SYDNEY
College of Divinity
An Australian University College



PBC

Perth Bible College

C9225 - Counselling for Mental Health and Wholeness

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

C9225 - Counselling for Mental Health and Wholeness

Trimester 3, 2024

Credit value:	9 credit points
Mode of study:	Weekly classes and Online
Pre-requisite units:	18 cp of C81XX Counselling units
Co-requisite units:	Nil
Units excluded:	Nil

Scheduled times and Venues:

Tues evenings 6.45pm – 9.15pm

Teaching Staff:	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

Workload:	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 counselling in a Christian context and critically evaluate existing counselling and care structures and responses in the local church and broader community to a range of mental health conditions.

Curriculum Objectives

This advanced graduate course will enable students to demonstrate proficiency in the theoretical foundations and practical applications of counselling for mental health and wholeness. Students will critically analyse the diverse factors affecting mental health, including cultural, social, and psychological determinants, and apply evidence-based counselling techniques to facilitate holistic well-being of individuals and groups.

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

Specific Discipline Outcomes	<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>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>
Course Outcomes				
<i>demonstrate mastery of theoretical knowledge and to reflect critically on theory and ministry practice or scholarship</i>	✓	✓		
<i>investigate, analyse and synthesise complex information, problems, concepts and</i>	✓	✓		

<i>theories at an abstract level</i>				
<i>justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences</i>			✓	✓
<i>design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship</i>			✓	✓

1. Contribution to Award

The unit forms part of the SCD awards at AQF Level 9.

The unit serves as an advanced elective unit and may form part of a specialisation in the Discipline of Counselling.

The unit contributes to the award by:

- **developing mastery of body of knowledge concerning the principles and practices of counselling**
 - **developing advanced skills in the analysis of theories and performance of ethical counselling**
2. evaluating, and analysing developments in the approach to the practice of counselling

3. Learning Outcomes

At the end of this unit students will be able to:

- 1) Understand the theoretical and historical foundations of mental health and wholeness counselling, with consideration to cultural, social and psychological factors
- 2) Recognise and differentiate a range of mental health conditions by understanding their common presentations, symptoms and various impacts on the individual
- 3) Determine advanced counselling techniques and strategies for assessing and addressing mental health issues.

<p>4) Develop and implement evidence-based counselling interventions that consider the unique needs and strengths of individuals, promoting resilience and well-being outcomes.</p> <p>4. Apply advanced mental health knowledge and skills to develop and plan a tailored group psychoeducational intervention that integrates appropriate strategies to support the mental health and wellness of clients.</p>
5. Content
<p>1. Theoretical foundations and distinctions of mental health counselling</p> <p>2. Mental health counselling in historical perspective</p> <p>3. Contemporary theories and practice in mental health counselling</p> <p>4. Common mental health conditions, presentations and symptoms</p> <p>5. Ethical and legal issues in mental health counselling</p> <p>6. Integration of practice and theory in contemporary mental health contexts</p> <p>7. Counselling for mental health and wholeness in multi-cultural contexts</p> <p>8. Working in community mental health contexts</p> <p>6. Mental health counselling and the Christian professional</p>

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

Learning Resources

Essential Texts

Collins, G. (2007). *Christian counselling*. (3rd ed.) Thomas Nelson.
Collins, G. (2007). *Christian counselling casebook*. Thomas Nelson

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.
- 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](#)

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
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Detailed information on assessment tasks and assessment standards

<p>1. RESOURCE RESEARCH REPORT</p> <p>(Carries 40% of the total grade).</p>	<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"> • <i>a paragraph on the value of studying this topic for the student and their future work,</i> • <i>Analysis of the potential relationship between faith/spirituality and your chosen topic,</i> • <i>Analysis of the impact your chosen topic can have on family, church and societal contexts,</i> • <i>Existing practices in your church or community context,</i> • <i>the bulk of the report should outline the model itself,</i> • <i>with Biblical texts, theological and scientific perspectives that may shed light on the topic,</i> <p>This assessment requires the standard number of references for this level of study.</p> <p>Due: week 8 Words: 2000 words</p>
<p>2. REFLECTION</p> <p>(Carries 20% of the total grade).</p>	<p>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.</p> <p>1. Word Limit: 1000 words</p> <p>Due: week 8</p> <p>Reference requirements suitable to assessment.</p>

3. RESOURCE DEVELOPMENT (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"> - training lay pastoral counsellors and carers in addressing this issue, or, - engaging with people dealing with this issue. <p>Word Limit: 2000 words (hand-outs for the course are to be included as an addendum).</p> <p>Due: week 12</p>
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Assessment 1 & 3 Rubric

Category	Not Applicable	Fail/ Insufficient	Pass	Credit	Distinction	High Distinctic
Yellow- Essential to the argument or explanation White - Essential to the presentation						
1. Content: background information presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Content: 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. Content: diagnosed the problem or concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Content: intervention offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Content: evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Research: uses appropriate, sufficient and relevant resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Written expression: 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. Referencing: appropriately credits sources consulted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Format: document conforms to Style Manual requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Other: As specified in the Subject Information Booklet	<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						
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. Content: 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. Content: 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. Content: 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. Content: 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. Content: 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. Expression: 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. Structure: 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"/>
White - Essential to the presentation	N/A	Unsatisfactory	Satisfactory		HD	
7. Referencing: chooses and credits sources consulted appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
9. Format: document conforms to Style Manual requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
10. Other: as specified in the Subject Information Booklet	<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%)						

Course Unit Revision

Updated on 2024-02-08

Extension Policy

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

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.

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

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.

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.]

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.
