



SYDNEY
College of Divinity
An Australian University College

Perth Bible College

C8102 – PASTORAL COUNSELLING IN MINISTRY

Trimester One, 2024

Teaching Staff:

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Consultation times:	By appointment



C8102 – PASTORAL COUNSELLING IN MINISTRY

Trimester One, 2024

Credit value:	9 credit points
Mode of study:	Face to face weekly attendance; Online
Pre-requisite units:	Nil
Co-requisite units:	Nil
Units excluded:	Nil

Scheduled times and Venues: Tuesdays 6:45pm – 9:15pm, PBC Rm 16, and via ZOOM

Teaching Staff:	Name:	Dr David Michie
	Position & Qualifications:	Sessional Lecturer, Counselling and Pastoral Counselling, BA, BSW, MA, DTh
	Phone:	0438604145
	Email:	dmichie@pbc.wa.edu.au
	Consultation times:	By appointment

Learning Management System: [Insert link to LMS]

Workload:	Total Workload for unit:	143 hours
	Allocation of Workload:	27.5 hours of lecture; 52 hours dedicated to assessment tasks; 63.5 hours of reading

Curriculum Objectives

This graduate course introduces students to various models of pastoral counselling that are integral to the process of ministry. Emphasis will be both on learning the function of basic counselling skills within the pastoral context and on theological reflection upon this form of pastoral activity.

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:

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Specific Discipline Outcomes	<i>Recognize the key features of traditional and contemporary forms of ministry practice</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>
Course Outcomes			
<i>Understanding of classical and contemporary knowledge of biblical and theological concepts and ministry practices</i>	✓		
<i>Mastery of theoretical knowledge and reflect critically on theory and ministry practice or scholarship</i>		✓	✓
<i>Investigate, analyse and synthesise complex information, problems, concepts and theories at an abstract level</i>		✓	✓

The unit forms part of the SCD awards at AQF Level 8.

The unit is an introductory Elective unit in the Discipline of Christian Life and Ministry. It may serve as part of a Specialisation in Christian Life and Ministry or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing knowledge and understanding of theories and models of pastoral counselling

- developing the capacity for critical thinking in analysing and reflecting on approaches to pastoral counselling

developing technical skills in applying an effective model of pastoral counselling to a practical ministry setting.

Learning Outcomes

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

1. critically reflect upon the role of pastoral counselling skills in ministry
2. distinguish between, and appraise, various pastoral counselling models
3. interpret how various components of the pastoral counselling relationship apply to ministry
4. exhibit basic listening and reflective skills
5. apply an understanding of the ethics of the practice of pastoral counselling in ministry

Content and Learning Activities

1. Introduction. What is pastoral counselling?
2. The skills of listening and emotional involvement
3. Empathy and empathic containment
4. The components of the pastoral counselling relationship
5. Critical evaluation of counselling models
6. Pastoral counselling and counselling: similarities and differences
7. Theological perspectives on pastoral counselling
8. Ethics in counselling practice in the pastoral context
9. Classroom practicum

Learning Resources

Essential Text

Corey, G. *Theory and practice of counseling and psychotherapy* (10th ed). S.I.: Cengage Learning, 2020.

Recommended Texts

- Benner, David G. *Strategic Pastoral Counseling: A Short-Term Structured Model*. Second Edition. Grand Rapids: Baker Academic, 2012.
- Bridges, F., & Atkinson, D. *Counselling in context. Developing a Theological Framework*. Pasadena, CA: Fuller Seminary Press, 2007.
- Entwistle, D.N. *Integrative Approaches to Psychology and Christianity, Second Edition: An Introduction to Worldview Issues, Philosophical Foundations, and Models of Integration*. Eugene, OR: Cascade Books, 2015.
- Greggo, P., & Sisemore, T.A. *Counseling and Christianity: Five Approaches* Downers Grove, ILL: IVP, 2012.
- Johnson, E.L. *Psychology & Christianity: Five Views*. Downers Grove, ILL: IVP, 2010.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Eugene: Wipf & Stock, 2013.
- Nesbit Sbanotto, Elisabeth A., Heather Davediuk Gingrich and Fred C. Gingrich. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove: IVP Academic, 2016
- McMinn, M.R. *Psychology, theology and spirituality in Christian counselling*, Wheaton, ILL: Tyndale House, 2011.
- Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy* (2nd ed.). SAGE Publications. <https://www.perlego.com/book/1431869/an-introduction-to-counselling-and-psychotherapy-pdf>, 2018.
- Roberts, Barbara. *Helping Those Who Hurt: A Handbook for Caring and Crisis*. NavPress, 2015.
- Scott, Stuart. *Counseling the Hard Cases: True Stories Illustrating the Sufficiency of God's Resources in Scripture*. Nashville: B&H Publishing, 2015.
- Shults, F.L., & Sandage, S.J. *Transforming Spirituality. Integrating theology and psychology*, Grand Rapids, MI: Baker, 2006.
- Siang-yang Tan. *Counseling and Psychotherapy: A Christian perspective*. Grand Rapids, MI: Baker, 2011.
- Symington, Neville. *A Healing Conversation: How Healing Happens*. London, UK: Karnac Books, 2006.
- Townsend, Loren. *An Introduction to Pastoral Counselling*. New York, NY: Abingdon Press, 2009.
- Worthington, E. & Worthington, L. *Coming to Peace with Psychology: What Christians Can Learn from Psychological Science*. London: IVP Books, 2010.

Assessment

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

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Classroom Practicum	30%	Week 6,12	3,4,5
Journal	40%	Week 6,12	1, 2
Book Summary	30%	Week 3,6,9,12	1,2

Detailed information on assessment tasks and assessment standards

<p>1. PRACTICUM</p> <p>Carries 30% of the total grade</p>	<p>Students will need to prepare to engage in practicums as a Pastoral Counsellor and employ a range of pastoral counselling models.</p> <p>Students will need to prepare to engage in role plays as a Counsellee. Some role-plays will require the student to be willing to speak of their own story though the extent of disclosure will be determined by the student. Other role-plays will require the student to respond in a role aligned to a constructed character brief.</p> <p>Students should display knowledge and critical insights regarding the presenting characteristics and express it by remaining “in character”. The Counsellor should exhibit a capacity to engage and relate appropriately. The Counsellor should establish an active working alliance with the counselee and utilise pertinent questions which reflect that they have heard and understood the counselee. They must display a rich and Biblically-grounded theological framework in which the information is being processed and evaluated and must deliver thoughtful responses, displaying critical insight into the presenting problems or issues.</p> <p>Students will complete 2 pro-forma self-assessments of their development as a pastoral counsellor. Comment sections are to be completed.</p> <p>The final submission is to include a 500 word summary of what you have learnt about yourself as a future counsellor.</p> <p>Due: Week 6, Week 12</p>
<p>2. JOURNAL</p>	<p>Students will keep a reflective journal (approximately 250 words per week) on the class content and reading material.</p>

(Carries 40% of the total grade)	<p>References: Students must reference at least 5 sources</p> <p>This assessment requires students to critically respond to the lecture contents through their personal voice, insights gleaned from two other students, the prescribed reading and five other reputable sources (including those on the recommended reading list). Students must take up a critical theological position and show knowledge of a variety of differing views on the topic.</p> <p>The final journal is to be submitted along with a 500 word summary of what you have learnt about counselling and a Due: Weeks 6, 12</p>
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<p>4. BOOK SUMMARIES</p> <p>(Carries 30% of the total grade)</p>	<p>Students write weekly summaries of 250 words of each chapter of the text book under the following headings</p> <ol style="list-style-type: none"> 1. Point summary of key elements of each chapter 2. Theological reflection of chapter content. <p>Due: Week 3,6,9,12</p>
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Course Unit Revision

This Course Unit was last revised in February 2024 in preparation for teaching it as an SCD unit.

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.
