



SYDNEY
College of Divinity
An Australian University College

Perth Bible College

C9229 Ethical and Professional Issues in Pastoral Counselling

Trimesters One, Two and Three, 2025

Teaching Staff:

Name:	Rev Dr Shannon Hood
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Consultation times:	email for appointment



C9229 Ethical and Professional Issues in Pastoral Counselling

Trimesters One, Two and Three, 2025

Credit value:	9 Credit Points
Mode of study:	Monthly on-line lectures
Pre-requisite units:	Nil
Co-requisite units:	This unit is taken concurrently with C9242 Advanced Counselling Practicum
Units excluded:	Nil

Scheduled times and Venues: All classes are held 12:00 – 16:00 MELBOURNE time
28th February (Zoom only)
21st March (**PBC & Zoom**)
9th May (Zoom only)
13th June (Zoom only)
11th July (Zoom only)
15th August (Zoom only)
12th September (Zoom only)
17th October (**PBC & Zoom**)
7th November (Zoom only)
<https://us02web.zoom.us/j/86299045520>

Teaching Staff:	Name:	Rev Dr Shannon Hood
	Position & Qualifications:	Dean of Counselling <small>Dip Couns, BTh, Grad Dip Min, Grad Dip Psych, Med, M Couns, PhD</small>
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Learning Management System: <https://online.pbc.wa.edu.au/>

Workload:	Total Workload for unit:	143 hours
	Allocation of Workload:	18 hours lectures; 28 hours lived spinal experiences; 97 hours other learning activities (assessments, reading, etc.)

Background and Context

This unit, together with C9242 Advanced Counselling Practicum are the final-year “spinal units” of the Bachelor of Counselling. Spinal units are delivered concurrently for the entire academic year, spanning all three trimesters. They must be taken together to provide the optimum learning experience of combining counselling theory and practice.

Curriculum Objectives

This unit aims to expand the student’s developing understanding of counselling theories and psychotherapy. Students will reflect on underlying assumptions of different counselling modalities and provide reasoned explanations for how to apply different methods to support clients

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:

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 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>
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>			✓		✓
<i>design, evaluate, implement, analyse and theorise about</i>					✓

<i>developments that contribute to professional practice or scholarship</i>					
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Contribution to Award

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

The unit serves as an Advanced unit within a Specialisation in the Discipline of Christian Life and Ministry or as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:

- developing a deep and integrated understanding of an advanced body of knowledge of the ethical and legal responsibilities of pastoral counselling
- developing expert skills of critical analysis of complex ethical and professional issues and effective pastoral counselling responses
- developing the capacity to interpret and transmit complex knowledge through sustained argument in relation to ethical professional practice
- developing autonomy and expert judgement in independent research in pastoral counselling.

Learning Outcomes

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

1. show a critical appreciation of the importance of ethics in the organisation and regulation of pastoral counselling practice
2. demonstrate thorough knowledge of the ethical responsibilities of pastoral practitioners and pastoral counsellors.
3. investigate, analyse and synthesise information pertaining to specific ethical issues of particular importance to pastoral counselling and care
4. demonstrate thorough knowledge of the models of ethical decision-making, in relation to pastoral care and counselling, and
5. exhibit a well-developed competency and evaluation in the development and practice of ethical principles to their ecclesiological setting or pastoral counselling practice

Content and Learning Activities

Students will meet for class via Zoom 9 times throughout the year, at the beginning, middle and end of each trimester.

In between classes it is essential that students complete pre-reading and engage in a 'lived spinal experience'. Lived Spinal Experiences are student directed opportunities to engage in a faith tradition and then complete a formal reflection on its applicability to counselling. The pattern is:

- Pre-reading on faith tradition
- Class discussion of faith tradition
- Lived Spinal Experience of Faith Tradition
- Reflection on Faith tradition

There are 7 faith traditions explored through the unit (Foster's six streams: Charismatic, Holiness, Evangelical, Contemplative, and Social Justice) plus a non-Christian faith tradition of the student's choice. Each of these is considered within the framework of the ethical use of counselling modalities

Learning Resources

Essential Texts

- Foster, R. J. (2018). *Streams of Living Water: Celebrating the Great Traditions of Christian Faith*. Hodder & Stoughton

Recommended Texts

The following textbooks may also be referred to.

- Foster, R. J. (2008). *Celebration of discipline : the path to spiritual growth*. Hodder.

Online Resources

The following textbooks may also be referred to.

- Mc Crindle. (2017). *Faith and Belief in Australia*.
<https://mccrindle.com.au/insights/blog/faith-belief-australia/>

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
Multiple choice Quiz	20%	Fri 14 March	3,4
7 x Faith Tradition reflections	70% (10% each)	1 st Due Thurs 12 June (10%) 2 nd & 3 rd Due Thurs 14 Aug (20%) 4 th & 5 th Due Thurs 16 Oct 6 th & 7 th Due Thurs 4 Dec	1,2,3,4,5
Integration statement	10%	Thurs 4 Dec	2,3,4

Detailed information on assessment tasks and assessment standards

- Multiple Choice Quiz. Students will answer a 15 question quiz based on provided texts.
- Faith Tradition Reflections. (500 words each). Each faith tradition reflection will ask the student to:
 - state their lived spinal experience

- b. Reflect on the strengths and wellnesses of the tradition as it applies to counselling
 - c. Discuss the suitability of a specific counselling modality / theory to the faith tradition
 - d. Consider a potential ethical issue that may emerge when working with someone who has been nurtured in that tradition
3. Integration Statement: (800 words). Students will be asked to imagine they are applying for a job as a Christian Counsellor. The job application asks *“please indicate your approach to counselling especially your practice of Christian integration. Please provide at least 5 external references to support your answer”*
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Course Unit Revision

Updated on 19 Feb 2024

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.
