



PC033- 612/812

Pastoral Skills and Methods

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Pastoral Skills and Methods**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 2020

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at www.acttheology.edu.au/documents/ for full details.

Statement on Assessment of Ethical Risk:

The Human Research Ethics Committee (HREC) of Queensland Theological College (QTC) considered the assessments for this unit on 15 May 2019. This committee operates under the oversight of the Academic Sub-Committee of the QTC Faculty. The HREC has agreed that the human research elements of the assessments for this unit are low risk and has approved the assessments. However, to mitigate any risk, notes will be placed in the assessment rubrics in the unit outline issued to students indicating that **anyone interviewed is to be de-identified, and any records of interviews conducted by students are to be destroyed after the end of the unit.** De-identified materials submitted as part of an assignment may be retained, but original notes or recordings are to be destroyed.

NOTE: The ACT has approved onsite delivery of this unit subject to relevant government restrictions due to Coronavirus being lifted.

Information about this unit

Unit description

Pastoral Skills and Methods introduces students to the aims and methods of pastoral care, and helps equip students to deliver pastoral care in a variety of situations which may arise in Ministry positions.

ACT Census Date

14 August 2020

Students must confirm their enrolment in this unit with the QTC registrar by Friday 14 August 2020. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: registrar@qtc.edu.au.

Learning Outcomes

PC003-612 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate developing knowledge and understanding of pastoral skills and methods, including the methods and standards of professional, safe and ethical practice

Be able to:

1. Identify the aims and methods of pastoral care
2. Analyse the skills and methods of pastoral care
3. Demonstrate skill in applying the methods of pastoral care
4. Present analytical evidence-based perspectives on pastoral skills and methods

Be in a position to:

1. Apply perspectives and skills from 'Pastoral Skills and Methods' to contemporary Christian living and ministry contexts

PC003-812 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and Understand

1. Demonstrate advanced knowledge and understanding of, and the research underlying, pastoral skills and methods, including the methods and standards of professional, safe and ethical practice

Be able to:

1. Critique the aims and methods of pastoral care
2. Examine the skills and methods of pastoral care
3. Demonstrate skill in applying the methods of pastoral care
4. Present research-aware evidence-based perspectives on pastoral skills and methods

Be in a position to:

1. Apply perspectives and skills from 'Pastoral Skills and Methods' to contemporary Christian living and ministry practice as a reflective practitioner

How this Unit Contributes to the Course

This unit seeks to assist the student to be more effective in pastoral ministry through assisting the student in the important task of understanding and communicating with people in the pastoral ministry setting, investigating some challenging pastoral care issues and situations and giving an introduction to methods in training and organising others for a pastoral care ministry. The Pastoral Care aspect of Ministry is vitally important and biblically mandated, therefore this Unit is recommended for all those studying for full-time ministry and who are in their second or third year of the Master of Divinity, Bachelor of Theology and the PCQ Candidates Course.

More broadly, this Unit caters for students studying the following accredited Units:

1. Diploma of Theology/Diploma of Ministry/Associate Degree of Theology/Bachelor of Theology/Bachelor of Ministry (PC003-612)
2. Graduate Certificate of Divinity/Graduate Diploma of Divinity / Master of Divinity / Master of Theological Studies (PC003-812)
3. Presbyterian Church of Australia Ordination Candidate requirement for Pastoral Care A.

No matter what type of Ministry you are preparing for, studying Pastoral Care will equip you with knowledge of the main problem areas likely to confront you, and with the practical relational skills and theology needed to connect with and care for people who may be in need or as they mature in their Christian faith.

Pre-requisites and Co-requisites

There are no pre-requisites or co-requisites for the Unit.

Students should not enrol in PC003-612 if they have previously completed PC403 or PC203. Students should not enrol in PC003-812 if they have previously completed PC603 or PC203.

How this unit is organized & what we expect of you

This Unit involves 39 hours of lectures/workshops over 13 weeks.

This unit is worth 12 credit points towards your degree. A 12cp unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on PC003.

Students are expected to attend all lectures, complete any set pre reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments please contact the QTC Registrar as early as possible.

Teaching staff

LECTURER & UNIT CO-ORDINATOR

Dr Carolyn Russell

MBBS (Qld), Dip. RACOG, FRACGP, Mast. Couns. QUT

E crussell@qtc.edu.au

E carussell@optusnet.com.au

Please feel free to contact Carolyn if you have any problems or concerns about the unit.

Dr Carolyn Russell is a General Practitioner and Counsellor. She is the co-founder and, now, director of Foundations Counselling Centre, which was established in 1999 as a professional counselling service to the community. This was in response to a clear need for the provision of high quality counselling and assessment services provided by consultants holding a Christian world view.

Carolyn is well-known as a caring and very competent professional who has significant experience in helping clients manage their life challenges. She could be described as a 'people person' and has a particular interest in a 'whole of life' approach to ministry and wellness. She is also a passionate quilter and fabric-dyer.

Carolyn has completed the Level 3 Practicum Training in Gottman Method Couples Therapy and uses this approach in her counselling of couples.

SPECIALIST GUEST LECTURERS

Dr Jonathan Andrews

MAPS, BSc, MSc, MPsy (Clinical), DPsych (Clinical) Q Reg# 1011694
Member Mitchelton Presbyterian Church

Craig Lloyd

MBBS, MDiv
Senior Pastor, Grace Bible Church, Holland Park

Other Key Contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939

E registrar@qtc.edu.au

Moodle functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939

E registrar@qtc.edu.au

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person. Also contact the library for any queries about audio recordings of your class on Moodle.

P 07 3062 6939

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

Note: This is a provisional plan and subject to adjustment.

WEEK	MAIN TEXT	LECTURER	LECTURE TOPIC
Week 1	<i>Strategic Pastoral Counselling</i> - Benner.	Carolyn Russell	Introduction: An introduction to Biblical anthropologies and their implications for pastoral care, counselling and Christian community. <i>Develop small groups for presentation activity in weeks 6/7 and 11/12.</i>
Week 2	<i>Strategic Pastoral Counselling</i> – Benner (also <i>Cycles of Transformation</i> {COT} – Nikles; <i>The CURE</i> – Warlow; <i>Side by Side</i> - Welch; <i>You can change</i> – Chester; and <i>Unstuck</i> – Lane)	Carolyn Russell	Christian Pastoral Counselling - Part 1: the settings, the people, the dilemmas (How change occurs: Biblical views of change and transformation/ Dilemmas for pastoral care). Personal awareness of need for transformation activities.
Week 3	Benner, Nikles, and Welch (as above)	Carolyn Russell	Christian Pastoral Counselling - Part 2: Personal challenges in the setting. Skills and relationships essential in Pastoral Care. Self-care and support. (Pyramid of care from COT.)
Week 4	Reading various: to be given in week 2 Erickson paper, COT, Pastoral care with children (Journal of Biblical Counsel)	Carolyn Russell	Pastoral Care across the Life Span: Developmental perspectives and challenges. Understanding variations in requirement and training for roles/resourcing and training of staff.
ESSAY WRITING WEEK			

Week 5	<i>Coping with grief</i> - McKissocks; <i>Remember</i> - Watson; or <i>A grief observed</i> – Lewis; or <i>A severe mercy</i> - Van Auken; or <i>A Thorn in the Flesh</i> – Martinez	Carolyn Russell	Mental Health issues/Grief and Loss: awareness of most common mental illness presentations and variations in Pastoral Care response. Grief and Loss in the pastoral setting. Group work preparation: discovery of resources available for Premarital counsel.
Week 6		Carolyn Russell	Skills practice/application of pastoral knowledge/growth in Christ/support
Week 7	<i>Meaning of Marriage and DVD series</i> - Kellers; <i>Marriage Matters (CCEF)</i> - Smith	Carolyn Russell	Family Issues: Premarital Counselling, Marriage, Family, Divorce and Remarriage. Pregnancy issues. Homosexuality responses. <i>Presentation of critique of available premarital counselling resources.</i>
Week 8	<i>SACC Handbook in training in Domestic Violence for Clergy and Pastoral Workers;</i> Review Qld Assembly position paper on DV	Carolyn Russell	Family Issues: continued: Domestic Violence/Sexual Abuse Interpersonal issues in the congregation/ church discipline. <i>Presentations of research critique on church discipline frameworks.</i>
Week 9	COT - Nikles	Carolyn Russell +/-Jono Andrews	Individual Issues of 'Heart': a) Identity and worth: Inferiority and Self Esteem, Chronic Illness, Singleness, Personality challenges.
HOLIDAYS			
Week 10	Various articles, COT, JBC (Counselling in the Local Church)	Carolyn Russell and Craig Lloyd	Week with Craig Lloyd: Pastoral Skills in Action. Pitfalls, creating a framework for an appropriate pastoral team; questions.
Week 11	COT - Nikles; Motivational Interviewing article: http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf	Carolyn Russell +/- Jono Andrews	Individual Issues of 'Heart': b) control related: Alcohol-Related Problems, Addictions, Financial & Vocational Counselling. (Possible CAP visit.)

Week 12	Various research topics given in week 6. Students to create group presentation then present to whole class (first half of class)	Carolyn Russell	<p>Presentations to whole class: Topics from the semester. Growth and change, training the pastoral team, developing network resources and relationships in the community.</p> <p>Presentations to integrate information from frameworks taught, and understandings gained.</p>
Week 13	Presentations (second half of class)	Carolyn Russell	<p>Concluding Issues: What have we discovered in the unit and how can we integrate it into our lives and ministries? Q and A Presentations of frameworks activities.</p>
ASSESSMENT WEEKS			

PC003-612 Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT ITEM	DESCRIPTION
<p>Assignment 1 1500 words total 30% of Final Grade</p>	<p>A 1500 word Assignment in two parts.</p> <p>Part A is worth 10% of the unit total (one-third of this assignment).</p> <p>Part B is worth 20% of the unit total (two-thirds of this assignment).</p> <p>A. In 500 words, compare and contrast two structures of pastoral care and counsel found in the relevant literature. (A 'Structure' is how the care is ORGANISED within the caring community/agency not the model or the theory of counselling.)</p> <p>B. (i) Produce a 500-word verbatim record (or as accurate as possible a recollection if relying on memory rather than notes) of a short pastoral conversation in which you have recently been involved, in which you used pastoral skills taught and modelled in this unit with respect to a particular pastoral situation.</p> <p>(ii) Produce a 500-word Reflection on the interaction.</p>
<p>Assignment 2 1500 words total 30% of Final Grade</p>	<p>A 1500 word Assignment in two parts.</p> <p>This assignment consists of two complementary parts, which are equally weighted.</p> <p>Students are to:</p> <p>a) Describe in 750 words, a situation in which they themselves have been discipled, equipped and/or mentored <i>in the past</i> in a Christian context, then reflect on their experience and the skills and methods employed by the mentor (in light of skills referred to during this unit) and</p>

	<p>b) Consult during the semester with their current pastor or another suitable Christian mentor.</p> <p>Spend 3 sessions together for your own pastoral care.</p> <p>Use the unit material and the Scriptures in self-understanding through this time and following.</p> <p>Then prepare a 750 word written Reflection upon the understanding developed during this time. Focus on discussing areas of</p> <ol style="list-style-type: none"> 1. Current capacities and 2. Areas of potential to develop in the area of discipling and equipping others. 3. Any thoughts about skills used by this pastor or mentor, which were observed/experienced.
<p>Assignment 3 2000 words 40% of Final Grade</p>	<p>A 2000 word Response to one of two situations.</p> <p>In 2000 words, give a detailed response to ONE of the situations below:</p> <p>EITHER</p> <p>a) Congregational members: the case study on Family Issues pages 170 – 172 and 269 of Collins, G. R. <i>Christian Counselling Casebook</i>. Nashville, TN: Thomas Nelson, 2007. (included at the end of this section of outline).</p> <p>OR</p> <p>b) Mental health presentations in congregation: Case will be given by Dr Russell in Week 2</p> <p>The detailed response must be supported by research into relevant literature. Students should indicate:</p> <ul style="list-style-type: none"> • An appreciation of the issues raised within the case • An ability to link these issues to one of the considered anthropologies studied in the unit • Consideration of specific short term responses (counsel and pastoral methods) they would apply to the people in the situation as a result of understanding • Consideration for options of longer term strategies and methods, beyond any initial conversation(s), such as use of community resources or referrals if appropriate. • Any role that might be given to the church members and to church-based ministries. <p>Engagement with and application of the teaching content regarding an understanding of an anthropology of humanity / the human person (e.g. Christian Wholeness Framework/CCEF/work of David Benner or other) is expected.</p>

PC003-812 Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT ITEM	DESCRIPTION
Assignment 1 2250 words 30% of Final Grade	<p>A 2250 word Assignment in two parts.</p> <p>Part A is worth 10% of the unit total (one-third of this assignment). Part B is worth 20% of the unit total (two-thirds of this assignment).</p> <p>A. Research structures for pastoral counsel and care described in the literature. Choose three from your research.</p> <p>In 1000 words, compare and contrast these three structures, focusing on the value/applicability of each of these within the Australian church context. 1000 words (<i>Structure is how the care is ORGANISED within the caring community/agency not the model or the theory of counselling.</i>)</p> <p>B. (i) Produce a 500-word verbatim record (or as accurate as possible if relying on memory rather than notes) of a short pastoral conversation in which you have recently been involved, in which you used pastoral skills taught and modelled in this unit with respect to a particular pastoral situation.</p> <p>(ii) This should be followed by a short 750-word Reflection on the interaction.</p>
Assignment 2 2250 words 30% of Final Grade	<p>A 2250 word Assignment in two parts.</p> <p>This assignment consists of two complementary parts, which are equally weighted.</p> <p>Students are to:</p> <p>a) Describe in 1000 words, a situation in which they themselves have been disciplined, equipped and/or mentored in the past in a Christian context, reflecting on their experience and the skills and methods employed by the mentor/coach/pastor; and</p>

	<p>b) Consult during the semester with their current pastor or another suitable Christian mentor.</p> <p>Spend 3 sessions together. Use the unit material and the Scriptures in self-understanding.</p> <p>Prepare a 1250 word written Evaluation of the understanding developed during this time.</p> <p>Focus on evaluating areas of</p> <p>Current capacities;</p> <p>Areas of potential to develop in the area of discipling and equipping others;</p> <p>What may be learnt from the pastor/mentor's own approach to mentoring in light of learnings in the semester?</p>
<p>Assignment 3 2500 words 40% of Final Grade</p>	<p>A 2500 word Response to ONE of two situations below.</p> <p>In 2500 words, give a detailed Response to ONE of the situations below:</p> <p>EITHER</p> <p>(a) Mental health presentations in congregation: Case will be given by Dr Russell in Week 2,</p> <p>OR</p> <p>(b) Supporting pastoral workers: Kathy and Tim Keller's story as they share their 'developing' story in <i>The Meaning of Marriage</i>, Chapter 5: 'Loving the Stranger,' p.134-169. (available on Moodle)</p> <p>The detailed response must be supported by research into relevant literature.</p> <p>Students should indicate:</p> <ul style="list-style-type: none"> • An understanding of the issues raised within the situation or case • An ability to critically consider these issues in relation to one of the considered anthropologies studied in the unit • Their evaluation and recommendations regarding specific short term responses (counsel and pastoral methods) they would apply to the people in the situation as a result of understanding • Their evaluation and recommendations for options of longer term strategies and methods, beyond any initial conversation(s), such as use of community resources or referrals if appropriate. • Any role that might be given to the church members and to church-based ministries, including an evaluation of possible options. <p>Engagement with and application of the teaching content regarding an understanding of an anthropology of humanity / the human person (e.g. Christian Wholeness Framework/CCEF/work of David Benner or other) is expected.</p>

Guide to Assessments

What are we looking for?

General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx

For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for PC003-612 or PC003-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

Note for Assignment 1: You may choose to include figures or diagrams to represent the structures for pastoral counsel and care which you comparing and contrasting. If this is the case, words contained in these figures and diagrams do not contribute to the total word count.

Learning Resources

Textbooks:

Benner, D. *Strategic Pastoral Counselling* 2nd ed. Grand Rapids, MI: Baker, 2003.

Nikles, D. & S. *Cycles of Transformation*. Chandler: Living Wholeness, 2010.

Warlow, J. *God-Centred Transformation*. Part 1 of *The Cure*. By John Warlow. Gold Coast, Qld: Ocean Reeves, 2017.

Warlow, J. *God-Centred Relationships*. Part 2 of *The Cure*. By John Warlow. Gold Coast, Qld: Ocean Reeves, 2017.

Other useful resources:

Chester, Tim. *You Can Change: God's transforming power for our sinful behaviour and negative emotions*. Nottingham: Inter-Varsity, 2008.

Collins, Gary. *Christian Counselling Casebook*. 3rd ed. Nashville, TN: Thomas Nelson, 2007.

Keller, Tim and Kathy Keller. *The meaning of marriage: facing the complexities of commitment with the wisdom of God*. London: Hodder & Stoughton, 2013.

Lewis, C. S. *A Grief Observed*. London: Faber and Faber, 2013.

Martinez, Pablo. *A thorn in the flesh: finding strength and hope amid suffering*. Nottingham: Inter-Varsity, 2007.

McKissock, Mal and Dianne McKissock. *Coping with Grief*. 4th ed. Crows Nest, NSW: ABC Books, 2012.

SACC Handbook in training in Domestic Violence for clergy and Pastoral Workers.

Smith, Winston. *Marriage Matters*. Greensboro, NC: New Growth, 2010.

Vanauken, Sheldon. *A severe mercy: C.S. Lewis's influence on a moving and tragic love story*. London: Hodder and Stoughton, 2001.

Watson, Rhonda. *Remember: the things that matter when hope is hard to find*. Nottingham: Inter-Varsity, 2011.

Welch, Ed. *Side by Side: walking with others in wisdom and love*. Wheaton, IL: Crossway, 2015.

SPECIALIST REFERENCES & OTHER USEFUL RESOURCES

Atkinson, D. J. & Field, D. H. *New Dictionary of Christian Ethics & Pastoral Theology*. Leicester: Inter-Varsity, 1995.

Augsburger, D.W. *Helping People Forgive*. Nashville, TN: Westminster John Knox, 1996.

Berkley, J. D. *Leadership Handbook of Management & Administration*. Grand Rapids, MI: Baker, 2007.

Berkley, J. D. *Leadership Handbook of Outreach and Care*. Grand Rapids, MI: Baker, 1994.

Berkley, J. D. *Leadership Handbook of Practical Theology*. Grand Rapids, MI: Baker, 1992.

- Brain, P. *Going the Distance, How to Stay Fit for a Lifetime of Ministry*. Sydney, NSW: Matthias, 2004.
- Buxton, G. *Dancing in the Dark: the Privilege of Participating in the Ministry of Christ*. Carlisle, Eng: Paternoster, 2001.
- Capps, D. *Giving Counsel: A Minister's Guidebook*. St Louis, MO: Chalice, 2001.
- Cloud, H. & J. Townsend. *Boundaries in Marriage*. Sydney, NSW: Strand, 1999.
- Collins, G. R. *Christian Coaching*. Rev. ed. Colorado Springs, CO: NavPress, 2009.
- Couture, P. D. & R. D. Hunter. *Pastoral Care and Social Conflict* Nashville, TN: Abingdon, 1995.
- Crabb, L.J. & Allender, D. *Encouragement: The Key to Caring*. Grand Rapids, MI: Zondervan, 1984.
- Craddock, A. *Beyond Rivalry*. Sutherland, NSW: Hillfort, 2001.
- Culbertson, P. *Caring for God's People*. Minneapolis, MN: Fortress, 2000.
- Dann, B. *Addiction, Pastoral Responses*. Nashville, TN: Abingdon, 2002.
- Dawn, M. J. *The Unnecessary Pastor*. Grand Rapids, MI: Eerdmans, 2000.
- de Paulo, J. R. *What we Know and What You Can do about Depression*. New York: John Wiley & Sons, 2002.
- Donovan, K. *Growing through Stress*. Homebush West, NSW: Anzea Books, 1991.
- Everett, C. ed. *Divorce and the Next Generation, Perspectives for Young Adults in the New Millennium*. New York: Hawthorn, 2001.
- Farley, R. *Following Jesus & Leading People*. Central Coast & Bletchley, NSW: Scripture Union, 2004.
- Fawcett, J. ed. *Stress, Trauma Handbook*. Monrovia, Lib: World Vision, 2003.
- Goodliff, P. *With Unveiled Face*. London: Darton, Longman and Todd, 2005.
- Hardin, J. & Sloan, D. *Getting Ready for Marriage Workbook*. Nashville, TN: Thomas Nelson, 1992.
- Harvey, R. W. & Benner, D. G. *Understanding and Facilitating Forgiveness*. Grand Rapids, MI: Baker, 1996.
- Howe, L. *Comforting the Fearful*. New York: Paulist, 2003.
- Hull, B. *The Disciple-Making Pastor*. Grand Rapids, MI: Baker, 2007.
- Hurley, J. B. & Berry, J. T. "The relation of scripture and psychology in counselling from a pro-integration position." *Journal of Psychology and Christianity*. 16.4 (1997): 323-345.
- Koenig, H. G. & A. J. Weaver. *Pastoral Care of Older Adults* Minneapolis, MN: Fortress, 1998.
- McMinn, M. R. & T. R. Phillips. *Care For The Soul: Exploring the Intersection of Psychology & Theology*. Downers Grove, IL: IVP, 2001.
- Marshall, C. *The Trellis and the Vine, the Ministry Mind-Shift that Changes Everything*. Sydney, NSW: Matthias, 2009.
- Moots, P. *Becoming Barnabas*. New York: Alban, 2004.
- Stairs, J. *Listening for the Soul*. Minneapolis, MN: Fortress, 2000.

TenBrook, G. W. *Broken Bodies, Healing Hearts: Reflections of a Hospital Chaplain*. New York: Haworth, 2000.

Tidball, D. *Builders and Fools*. Leicester: Inter-Varsity, 1999.

Tidball, D. *Skilful Shepherds: An Introduction to Pastoral Theology*. Leicester: Inter-Varsity, 1986.

Tidball, D. *Ministry by the Book New Testament Patterns for Pastoral Leadership*. Downers Grove, IL: Inter-Varsity, 2008.

Warlow, J. *Living Wholeness*. Chandler, QLD: Living Wholeness, 2010
<http://livingwholeness.org/resources-2/>

Williams, D. R. & J. A. Sturzl, eds. *Grief Ministry: Helping Others Mourn*. San Jose, CA: Resource, 2001.

Journals, and periodicals of value

Ames, S. ed. *Ministry, Society and Theology* Victoria: Bullen.

Beasley Murray, P. *Ministry Today* Richard Baxter Institute for Ministry.

Curkpatrick, S. ed. *Ministry, Society and Theology* Mulgrave, Victoria: Australian Association of Supervised Pastoral Education.

Honeycutt, R. ed. *Review and Expositor* Louisville: Southern Baptist Theological Seminary.

Marshall, H. I. ed. *Evangelical Quarterly* Carlisle: Paternoster.

Nuncarrow, T. ed. *Ministry Digest* Unley, SA: South Australia Mediacom.

Strunk and Orlo, eds. *Journal of Pastoral Care* Kutztown: Journal of Pastoral Care.

Journal of Biblical Counselling (various) CCEF Philadelphia.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4