



# PC003- 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 2021

## 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](http://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/](http://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 13 May 2021. 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.

# 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

### 20 August 2021

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 20 August 2021. 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](mailto: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 Theological Studies / Master of Divinity (PC003-812)

No matter what type of ministry you are preparing for, studying *Pastoral Skills* 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](mailto:crussell@qtc.edu.au)

E [carussell@optusnet.com.au](mailto: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 her Training in Gottman Method Couples Therapy and uses this approach informed by her Christian faith 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](mailto:registrar@qtc.edu.au)

### Moodle and Turnitin functions and queries

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

P 07 3062 6939

E [registrar@qtc.edu.au](mailto: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](mailto: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	<b>NO CLASS</b>		
Week 2	<i>Strategic Pastoral Counselling</i> - Benner.	Carolyn Russell	<b>Introduction:</b> 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. (Carolyn will give topics for this)</i>
Week 3	<i>Strategic Pastoral Counselling</i> – Benner (also <i>Cycles of Transformation {COT}</i> – 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	<b>Christian Pastoral Counselling - Part 1:</b> the settings, the people, the dilemmas ( <b>How change occurs:</b> Biblical views of change and transformation/ Dilemmas for pastoral care).  Personal awareness of need for transformation activities.
Week 4	Continue: Benner, Nikles, and Welch (as above)  CCEF annual conference material 2020	Carolyn Russell	<b>Christian Pastoral Counselling - Part 2:</b> Personal challenges in the setting. Skills and relationships essential in Pastoral Care. Self-care and support. (Pyramid of care from COT.)
ESSAY WRITING WEEK: 9 August – 13 August			
Week 5	Reading various: to be given in week 2 Erickson paper, COT, Pastoral care with children (Journal of Biblical Counsel)	Carolyn Russell	<b>Pastoral Care across the Life Span:</b> Developmental perspectives and challenges. Understanding variations in requirement and training for roles/resourcing and training of staff.

Week 6	<i>Coping with grief</i> - McKissocks; <i>A Thorn in the Flesh</i> – Martinez <i>Remember</i> - Watson;  or <i>A grief observed</i> – Lewis; or <i>A severe mercy</i> - Van Auken;	Carolyn Russell	<b>Mental Health issues/Grief and Loss:</b> awareness of most common mental illness presentations and variations in Pastoral Care response.  Grief and Loss in the pastoral setting.  Group work preparation reminder: discovery of resources available for Premarital counsel.
Week 7		Carolyn Russell	<b>Skills practice/application of pastoral knowledge/growth in Christ/support</b>
Week 8	<i>Meaning of Marriage and DVD series</i> - Kellers; <i>Marriage Matters (CCEF)</i> – Smith www.gottmaninstitute.com	Carolyn Russell	<b>Family Issues:</b> Premarital Counselling, Marriage, Family, Divorce and Remarriage. Pregnancy issues. Homosexuality responses.  <i>Presentation of critique of available premarital counselling resources.</i>
Week 9	<i>SACC Handbook in training in Domestic Violence for Clergy and Pastoral Workers;</i> Review Qld Assembly position paper on Domestic Violence (DV)	Carolyn Russell	<b>Family Issues: continued:</b> Domestic Violence/Sexual Abuse Interpersonal issues in the congregation/ church discipline.  <i>Presentations of research critique on church discipline frameworks.</i>
MID-SEMESTER BREAK: 18 September – 4 October			
Week 10	COT – Nikles Whitman, Lauren; Langberg, D (Monroe Philip Philadelphia seminary)	Carolyn Russell +/-Jono Andrews	<b>Individual Issues of 'Heart': a) Identity and worth:</b> Inferiority and Self Esteem, Chronic Illness, Singleness, Personality challenges.

PASTORAL SKILLS AND METHODS

Week 11	Various articles, COT, JBC (Counselling in the Local Church)	Carolyn Russell and Craig Lloyd	<b>Week with Craig Lloyd:</b> Pastoral Skills in Action. Pitfalls, creating a framework for an appropriate pastoral team; questions.
Week 12A <b>Wed 20 Oct</b>	COT - Nikles; Motivational Interviewing article: <a href="http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf">http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf</a>	Carolyn Russell +/- Jono Andrews	<b>Individual Issues of 'Heart': b) control related:</b> Alcohol-Related Problems, Addictions, Financial & Vocational Counselling.
Week 12B <b>Fri 22 Oct</b>	Presentations from various research topics given in week 6. Students to create group presentation then present to whole class (first half of class)	Carolyn Russell	<b>Presentations to whole class: Topics from the semester.</b> Growth and change, training the pastoral team, developing network resources and relationships in the community.  Presentations to integrate information from frameworks taught, and understandings gained.
Week 13	Presentations (second half of class)	Carolyn Russell	<b>Concluding Issues:</b> 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.
ASSESSMENT WEEKS: 1 November – 19 November			

## PC003-612 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**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
<b>Assignment 1</b> <b>1500 words total</b> <b>30% of Final Grade</b>	<p>A <b>1500</b> 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 <b>500 words</b>, compare and contrast two structures (the mechanics) of pastoral care and counsel found in the relevant literature.</p> <p>Choose these structures considering how understanding them may have validity within the context of your potential ministry positions</p> <p>(NOTE: 'Structure' is how the care is ORGANISED within the caring community or agency as regards roles/responsibilities of members/flow of information/access etc. - NOT the model or the theory of counselling)</p> <p>B. (i) Produce a <b>500-word</b> 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><i>(continued over)</i></p>

	<p>(ii) Produce a <b>500-word</b> Reflection on the interaction: pay particular attention to your OWN experience within the interaction e.g. what surprised you, or worried you? what you now realised you either avoided, or followed? was there anything obvious that caused this? what might you do differently next time to serve this person?</p>
<p><b>Assignment 2</b> <b>1500 words total</b> <b>30% of Final Grade</b></p>	<p>A <b>1500</b> 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 <b>750 words</b>, a situation in which they themselves have been disciplined, equipped and/or mentored in the PAST in a Christian context, then reflect on:</p> <ol style="list-style-type: none"> <li>1. their experience of this relationship and</li> <li>2. the skills and methods employed by the mentor ( in light of skills referred to during this unit) and</li> </ol> <p>B. 1. 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>Consider the unit material and the Scriptures in self-understanding through this time and following.</p> <p>2. Prepare a <b>750 word</b> written Reflection upon the understanding developed during this time with the mentor/discipler.</p> <p>Focus on discussing areas of</p> <ul style="list-style-type: none"> <li>• current capacities</li> <li>• areas of potential to develop in the area of discipling and equipping others</li> <li>• thoughts about skills used by this pastor or mentor, which were observed/experienced</li> </ul>

*See over for next assessment.*

<p><b>Assignment 3</b> <b>2000 words</b> <b>40% of Final Grade</b></p>	<p>A <b>2000</b> word response to one of two situations.</p> <p>In <b>2000</b> words, give a detailed response to <b>ONE</b> 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) Potential 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 demonstrate:</p> <ul style="list-style-type: none"><li>• A capacity to name, and to appreciate the significance of, the issues raised within the case presentation</li><li>• An ability to link these issues to one of the considered anthropologies studied in the unit</li><li>• Consideration of specific short term responses (counsel and pastoral methods) they would apply to the people in the situation as a result of understanding and naming these issues</li><li>• Consideration for options of longer term strategies and methods, beyond any initial conversation(s), such as use of community resources or referrals if appropriate.</li><li>• Any role that might be given to the church members and to church-based ministries.</li></ul> <p>Engagement with and application of the teaching content regarding an understanding of an anthropology / the individual human person (e.g. Christian Wholeness Framework/CCEF/work of David Benner or other) is expected.</p>
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## PC003-812 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**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
<b>Assignment 1</b> <b>2250 words</b> <b>30% of Final Grade</b>	<p>A <b>2250</b> 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. Research structures (the mechanics) of pastoral counsel and care described in the literature. Choose three structures from your research which may have validity for understanding the context of your potential ministry positions.</p> <p>In <b>1000 words</b>, compare and contrast these three structures, focusing on the value/applicability of each of these within the Australian church context.</p> <p>(NOTE: A Structure is how the care is ORGANISED within the caring community/agency as to roles/responsibilities of members/flow of information/access etc. - NOT the model or the theory of counselling)</p> <p>B. (i) Produce a <b>500-word</b> 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><i>(continued over)</i></p>

	<p>(ii) This should be followed by a <b>750-word</b> Reflection on the interaction: Pay particular attention to you OWN experience within the interaction e.g. what surprised or concerned you? what you now realised that you either avoided or followed? was there anything obvious to you that caused this? what you might do differently next time to serve this person?</p>
<p><b>Assignment 2</b> <b>2250 words</b> <b>30% of Final Grade</b></p>	<p>A <b>2250</b> word Assignment</p> <p>This assignment consists of two complementary parts A and B below, which are equally weighted.</p> <p>Students are to:</p> <p>A. Describe in <b>1000 words</b>, a situation in which they themselves have been disciplined, equipped and/or mentored in the past in a Christian context, reflecting on:</p> <ol style="list-style-type: none"> <li>1. their experience of this relationship and</li> <li>2. the skills and methods employed by the mentor/coach/pastor</li> </ol> <p>B. 1. 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>Consider the unit material and the Scriptures in self-understanding through this time and following</p> <ol style="list-style-type: none"> <li>2. Prepare a <b>1250 word</b> written Evaluation of the understanding developed during this time.</li> </ol> <p>Focus on evaluating areas of</p> <ul style="list-style-type: none"> <li>• current capacities</li> <li>• areas of potential to develop in the area of discipling and equipping others</li> <li>• what may be learnt from the pastor/mentor's own approach to mentoring in light of learnings in the semester?</li> </ul>

*See over for next assessment.*

<p><b>Assignment 3</b>  <b>2500 words</b>  <b>40% of Final Grade</b></p>	<p>A <b>2500</b> word Response to ONE of two situations below.</p> <p>In <b>2500 words</b>, give a detailed Response to <b>ONE</b> of the situations below:</p> <p>EITHER</p> <p>(a) Potential 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 The Meaning of Marriage, Chapter 5: ‘Loving the Stranger,’ p.134-169</p> <p>The detailed response must be supported by research into relevant literature. Students should indicate:</p> <ul style="list-style-type: none"> <li>• An capacity to name and to understand what issues are being raised within the situation or case</li> <li>• An ability to critically consider these issues in relation to one of the considered anthropologies studied in the unit</li> <li>• 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</li> <li>• 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. This <b>MUST</b> include awareness of context as a Pastor or Leader within their context, and an awareness of the limitations as a result.</li> <li>• Any roles that might be given to the church members and to church-based ministries, including an evaluation of possible options.</li> </ul> <p>Engagement with and application of the teaching content regarding an understanding of an anthropology / the individual human person (e.g. Christian Wholeness Framework/CCEF/work of David Benner or other) is expected.</p>
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# 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](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*.

### **Notes for research:**

The readings and Learning Resources listed in this Unit Outline provide beginning points for research for assessments for this unit. Students are expected to engage with the works listed there but are not limited to these resources. The literature in Social Sciences and Pastoral Care is massive and sometimes confusing in its definitions and discipline specific methods, and you are encouraged to consult widely and refine your understanding. One of the key skills students should learn during their time at college is how to research a topic on their own.

### **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.

### **Notes for Assignment 2:**

Please ensure the assignments are following the instructions. Please access your mentor/pastoral carer early in the semester to allow time for reflection and the task.

### **Notes for Assignment 3:**

The following are the key marking criteria used for the essay:

- Clarity of analysis
- Relevance and application of the perspectives and methods learned
- Grasp of the foundational features of the discipline (Pastoral care with its SKILLS and METHODS)

## PASTORAL SKILLS AND METHODS

- Engagement with / analysis of primary sources (the Bible)
- Range of secondary sources utilised (including journals/podcasts/videos)
- Interaction with / critical evaluation of evidence for various skills and methods
- Application to modern Christian Context.

## Learning Resources

### Textbooks:

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

Nikles, D. & S. *Cycles of Transformation*. Chandler, Qld: 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*. 3<sup>rd</sup> ed. Nashville, TN: Thomas Nelson, 2007.

Guthrie, Nancy. *Even Better than Eden: Nine ways the Bible's Story changes everything about your story*. Wheaton, IL: Crossway, 2018.

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

Langberg, Diane. *Suffering and the Heart of God: how trauma destroys and Christ restores*. Greensboro, NC: New Growth, 2015.

Langberg, Diane. *In our Lives First: meditations for counselors*. Jenkintown, PA: Langberg, 2014.

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*. 4<sup>th</sup> 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.

Matthias Media resources for ONE to ONE ministry and Ministry with Kids.

### Specialist references:

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.
- Benner, D. *Care of Souls: revisioning christian nurture and counsel*. Grand Rapids, MI: Baker Book House, 1998
- 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.
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**Note:** Students are also encouraged to view CCEF annual conference videos/recordings (especially from 2012-2021), found on the CCEF website: <https://www.ccef.org/conference/>.

## 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