Master of Divinity, Master of Ministry and Related Programs

PC603/D
Pastoral Skills and Methods

Semester 2, 2016

Malyon College
is an approved institution of the
Australian College of Theology

PC603/D is offered by Malyon College as part of the Bachelor of Ministry, Bachelor of Theology and Related Programs and is authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24-hour access to the campus. All our awards are accredited through the Australian College of Theology.

**The Australian College of Theology**

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

1. the Anglican Primate of Australian and the Dean of the ACT,
2. the principals of 10 Anglican Theological Colleges,
3. 21 persons elected by the House of Bishops of the General Synod,
4. the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
5. 5 graduates holding an ACT research degree,
6. 5 graduates holding any other degree of the ACT.
UNIT DETAILS

Unit Description

This unit is an advanced subject in the field of Pastoral Studies. There is great pressure placed on people in community caring roles as they are called upon to cope with the manifold problems of contemporary society. Consequently, carers need to be equipped with knowledge of the main problem areas likely to confront them, and with the relational skills needed to handle such problems. This subject is not a simple panacea for all personal and societal problems. However, it seeks to develop some of the counselling principles and skills, which are always necessary in community caring roles.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None

Exclusions

None

Unit Content

The unit is made up of the following sections and sub-sections:

Section A: Pastoral Skills and Methods (40%)
1. An introduction to aims and methods in pastoral care and pastoral counseling and their implications for Christian community.
2. Relational skills: empathy, respect, concreteness, genuineness, listening skills
3. Equipping others: teaching, encouragement, recognition of abilities, training.

Section B: Pastoral Care in Particular Situations (60%)
In the topics studied below, attention should be paid not only to the needs of those in care, but to the carers’ own lives.
5. Pastoral care of persons with special needs, including:
   a. The recognition of normal and abnormal conditions.
   b. The mentally ill.
   c. Handicapped and disabled persons.
6. Pastoral care of people in the following situations:
   a. Marital disharmony and divorce.
   b. Dying, death and bereavement; the grief process.
   c. Depression.
7. Pastoral care of those in crisis, or with chronic conditions. Candidates study two of:
   a. Alcoholism and drug dependence.
   b. Attempted suicide.
   c. Long-term illness.
   d. Child abuse.
   e. Domestic violence.
   f. AIDS and sexually transmitted diseases.
   g. Unemployment and work related stress.
   h. Financial or debt-related stress
8. Community resources for pastoral care, including other helping professions; then to refer.

Unit Outcomes

On successful completion of this unit, student should be able to:

A. know and understand
1. The aims and methods of pastoral care
2. The skills, models and methods of pastoral care
3. Typical pastoral care contexts
4. Community resources for pastoral care
5. The administrative requirements of care
6. Selected perspectives on the skills and methods of pastoral care

B. be able to
1. Explain the aims and methods of pastoral care
2. Discuss the skills of pastoral care
3. Analyse typical pastoral care contexts
4. Observe and practise the methods and skills of pastoral care
5. Evaluate selected perspectives on the methods and skills of pastoral care

C. be in a position to
1. Integrate perspectives from pastoral skills and methods with their other theological studies
2. Commence a ministry of pastoral care
3. Observe community standards in pastoral care, including referral and record keeping
4. Maintain appropriate self-care
Workload Requirement

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
   a. Lectures – 3 hours per week;
   b. Preparation – 2 hours per week;
   c. Assignments – 5 hours per week.

2. Distance students:
   a. Home study; including forums and revisions – 5 hours per week;
   b. Assignments – 5 hours per week.

Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

Assessment Requirements

The student shall complete the following assessment requirements:

1. Written project.
2. Research essay.
3. Evaluative report.

Contact students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.
In order to complete the unit, the student will be required to have access to the following resource:


It is also highly recommended that the following resource is also read in conjunction with this unit:


Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.
## Lecture Schedule

<table>
<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Preparation</th>
<th>Topic/s</th>
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<tbody>
<tr>
<td>1</td>
<td>21 Jul</td>
<td>Petersen, Pastoral Care as Counselling pp.99-111</td>
<td>S1: Introduction; Course Outline</td>
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<tr>
<td></td>
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<td>S2: Pastoral counselling in the context of pastoral care – understanding the pastor in the role of counsellor</td>
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<td>S3: Pastoral counselling… – the church &amp; community</td>
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<td>2</td>
<td>28 Jul</td>
<td>Collins ch 2&amp;3 Egan ch 3</td>
<td>S1: Intro to counselling process – goals of counselling &amp; the nature of change</td>
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<td>S2: Intro to counselling process – the place of relationship vs. technique</td>
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<td>S3: Intro to skills development &amp; its place in pastoral counselling</td>
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<tr>
<td>3</td>
<td>4 Aug</td>
<td>Collins ch 4&amp;5 Egan ch 4</td>
<td>S1: Theory and Practice of basic counselling skills and methods</td>
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<td>S2: Theory and Practice of Basic counselling skills and methods</td>
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<td>S3: Skills practice</td>
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<td>4</td>
<td>11 Aug</td>
<td>Egan ch 5 Collins ch 13 &amp; 14</td>
<td>S1: Issues of Childhood &amp; Adolescence – support for the family</td>
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<td>S2: Issues of Childhood &amp; Adolescence – case study of child and parental separation</td>
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<td>S3: Skills practice</td>
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<td>5</td>
<td>18 Aug</td>
<td>Collins ch 19, 20 &amp; 30 Egan ch 6</td>
<td>S1: Marriage – pre-marriage, marital conflict, divorce</td>
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<td>S2: Marriage – pre-marriage, marital conflict, divorce: the case of the ‘accidental couples therapist’</td>
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<td>S3: Skills practice</td>
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<td>6</td>
<td>25 Aug</td>
<td>Shaw ch 3&amp; 4 Collins ch 21</td>
<td>S1: Discussion on Readings</td>
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<td>S2&amp;3: Homosexuality; Transgender; Gender Dysphoria</td>
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<td>7</td>
<td>1 Sep</td>
<td>Collins ch 8-10; 15; 16</td>
<td>S1: Discussion of Readings</td>
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<td>S2: Depression, Anxiety, Anger – Priorities for pastors responding to mental health issues</td>
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<td>S3: Mental health concerns across the lifespan</td>
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<td>8</td>
<td>8 Sep</td>
<td>Best pp. 11-14; 263-272; 288-298 Collins ch 30</td>
<td>S1: Discussion of Readings</td>
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<td>S2: Infertility – Couples’ experiences and pastoral responses</td>
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<td>S3: Infertility and Assisted Reproductive Technologies – An overview and evaluation of options</td>
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<tr>
<td>9</td>
<td>15 Sep</td>
<td>Petersen ch 14 Collins ch 24-26 White, ‘Saying Hullo Again...’</td>
<td>S1: Discussion of Readings</td>
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<td>S2: Defining grief and its many contexts; pastorally responding to grief; the myth of ‘moving on’</td>
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<td>S3: Grief: 2 case studies – death of a loved one &amp; loss of relationship</td>
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<tr>
<td>10</td>
<td>6th Oct</td>
<td>Collins ch 34-36</td>
<td>S1: Discussion of Readings</td>
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<td>S2&amp;3: Responding to Issues of addiction – alcohol/drug; financial; pornography</td>
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<tr>
<td>11</td>
<td>13th Oct</td>
<td>Petersen ch 15-16 Collins ch 42</td>
<td>S1: Discussion of readings</td>
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<td>S2: The pastoral counsellor as a person:</td>
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<td>S3: Self-care of the pastoral counsellor; use of self;</td>
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<tr>
<td>12</td>
<td>20th Oct</td>
<td>Collins ch 43</td>
<td>S1&amp;2: Pastoral counselling into the future – what’s old is new again</td>
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<td>S3: Making referrals and establishing networks</td>
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<tr>
<td>13</td>
<td>27th Oct</td>
<td>Collins ch 6 &amp; 7</td>
<td>S1: Discussion of Readings</td>
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<td>S2: Legal &amp; Ethical Issues in Pastoral Counselling</td>
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<td>S3: Responding to Multiculturalism, including issues specific to refugees and asylum seekers</td>
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Susan Prince

My social work career began in 1996 following completion of my undergraduate degree, initially working in child protection in Ipswich, Logan and Blacktown, in western Sydney. I moved to the non-government sector in 2000, working for a tertiary child protection service within the Benevolent Society at Bondi and later, upon my return to Brisbane, for Life Without Barriers. During this time, I completed a Masters of Social Work (Counselling and Family Therapy) and continued to develop my interest and skills in child and family therapy. From 2005 I enjoyed nine years working on the Child and Family therapy team at Silky Oaks Children’s Haven, Manly and during this time pursued further study in the field of play therapy as well as commencing in private practice in 2011. I currently maintain this private practice from Foundations Counselling Centre, Carseldine. In late 2014, I accepted a position working alongside Dr Joel Cullin, a highly regarded social worker/family therapist in his practice, Brisbane Family Therapy Clinic (BFTC), Wickham Terrace, Spring Hill.

I currently divide my time between BFTC and my private practice, spending in excess of 800 hours a year in the therapy room. Both locations see me working with a wide range of people and just as broad a range of presenting problems. I have a continuing interest in systemic approaches to treating the problems of childhood, that is, seeing children and their treatment within a family context, and am excited by seeing these ideas work in therapy.

When not in either therapy room I am supporting my husband Andrew in his full-time ministry, watching our three primary-aged sons at an array of sporting events, attempting to answer thoughtful questions about Jesus from two Year 4 RI classes or enjoying serving and being a part of City North Baptist. Being in close proximity to a coffee machine and the occasional beach holiday helps all these things run more smoothly for me.

Contact details:
Phone: 0414326595
E-mail: seprince@bigpond.net.au
Assessment Instructions

In completing assessments, students should note that:

1. The College requirements for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current Assignment Style and Writing Guides are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. With respect to length, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

4. With respect to the List of References, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

5. The failure to adhere to the stipulated assessment format requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Graduate Diploma and Master’s students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

Pass

✓ Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
✓ Evidences a grasp of the foundational features of the discipline.
✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Credit

✓ Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
✓ Evidences a sound grasp of the foundational features of the discipline.
✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

Distinction

✓ Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

High Distinction

✓ Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.
ASSESSMENT REQUIREMENTS

Requirement 1: Written Project

Petersen (2007) places importance on the role of the pastor as counsellor being considered within the broader context of pastoral care. Evaluate this approach to pastoral counselling, giving consideration to:

a. How pastoral counselling fits into the wider task of pastoral care;
b. The aims and purposes of pastoral counselling
c. Its implications for your practice as a pastoral counsellor

The key assessment criteria for this requirement are as follows:

1. Evidence of understanding of pastoral counselling in context of pastoral care.
2. Ability to engage with the theory and practice of pastoral counselling.
3. Ability to self-reflect on the significance of the topic to one’s own ministry context.

Length: 1500 words
References: as required
Due: Tuesday 16 August by electronic submission on Moodle
Mark allocation: 20%
**Requirement 2: Research Essay**

Students will prepare an essay on how they would respond to one of the following issues in the role of pastoral counsellor:

1. Mental Health concerns – depression, anxiety
2. Problem of Addiction (Alcoholism, Pornography, gaming)
3. Pre-marriage/marital conflict/divorce
4. Issues pertaining to same-sex attraction; transgenderism
5. Infertility
6. Needs of refugees and asylum seekers

In the essay students will at least need to do the following:

1. Outline a brief summary of the presenting problem; Other information you might need to know and questions you might ask to obtain this; How you might help this person/couple/family, including some description of the skills needed to achieve this; assess the need to refer; pastoral care policy guidelines you might need to adhere to;
2. Interact with the Bible. What does the Bible have to say about the issue or are there applicable theological concepts that can be applied? How has the bible’s teaching shaped your thinking on the topic?
3. Interact with what others of note have said about the topic (in books, journals, reputable material sourced online). You will need to consider different views on your issue rather than just one view/ one way of thinking. What are these people saying about the topic? How has the writing of these people shaped your thinking on the topic?
4. Give your own conclusions. Having weighed the biblical material and the material from various authors you will need to provide your own (more informed) view.

**Note the following:**

a. You are to consider the issue in context of your role as a pastoral counsellor.
b. Depending on topics selected and class size, some students may be required to present their paper in the form of a 20 minute in-class seminar. Marks are awarded based on the written paper only.

The **key assessment criteria** for this requirement are as follows:

1. Demonstrated understanding of the topic and contemporary theory informing practice.
2. Demonstrated ability to critique relevant material.
3. Engagement with the theory and practice relevant to pastoral care
4. Ability to self-reflect and summarise implications for one’s personal ministry context.

**Length:** 3500 words

**References:** Evidence of research beyond the required text/readings

**Due:** Tuesday 20 September by electronic submission on Moodle

**Mark allocation:** 50%
**Requirement 3: Descriptive Report**

Students will prepare a descriptive paper based on their findings from the following interviews:

1. The student is to interview TWO pastors from different churches and gather responses to the following questions:
   
   a. What is the theological basis for your approach to the ministry of pastoral care?
   b. What experiences of pastoral counselling have you found most challenging/most rewarding? How do you handle these challenges?
   c. How might you approach this differently now?
   d. What, if any, inadequacies as a pastoral counsellor are you confronted with?
   e. What measures do you take personally to help you cope with the intensity of pastoral counselling?

2. The student is also to interview FOUR people in a local church setting (not on church staff) representing both genders as well as various age groups. Gather responses to the following questions:
   
   a. How do you understand your pastor’s role to provide pastoral care to others?
   b. Describe a situation where you were the recipient of pastoral counselling. What was effective, or not about this? What might have contributed to it being more effective?
   c. What situations are well cared for in this person’s local church? What situations need more attention?

The **key assessment criteria** for this requirement are as follows:

1. Evidence of understanding of the pastoral counselling role.
2. Evidence of meaningful engagement with others as task requires.
3. Ability to use findings to self-reflect and evaluate one’s own practice.

**References: as required**

**Due: Tuesday 1 November by electronic submission on Moodle**

**Mark allocation: 30%**
UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”
(Jeremiah 3:15)

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’</th>
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<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
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<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
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<td>c. is self-aware and maintains self-care</td>
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<td>d. seeks and builds healthy relationships</td>
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<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
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<tr>
<th>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</th>
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<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
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<td>b. understands the context of diverse theological ideas</td>
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<td>c. forms a personal theology which is both biblical and thoughtful</td>
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<td>d. reflects theologically and applies the Bible to real life</td>
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<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
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<tr>
<th>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</th>
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<td>a. is able to have a godly influence over others</td>
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<td>b. possesses skills needed for chosen ministry path</td>
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<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
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<td>d. is able to work with and lead a team</td>
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<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
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1. A major thrust of this unit
2. A contribution that this unit should make
3. A possible function of this unit, but not targeted
4. An unlikely product of this unit

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
**RECOMMENDED READINGS**

The list below provides the learner with references that relate to the unit material and topics under consideration. The two references in **bold type** are referred to frequently in this course of study.

**Books:**


Best, M. 2012. *Fearfully & Wonderfully Made*. Sydney: Matthias Media


**Journals:**

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

**Websites:**


  The Centre for Clinical Interventions is a website sponsored by the Western Australian Government and contains information on treatment programmes, and workbooks on such issues as depression, anxiety, panic attacks, assertiveness, and eating disorders. Each module includes information, worksheets, and suggested exercises or activities.

Christian Association for Psychological Studies: [http://www.caps.net/](http://www.caps.net/)

Hope for the Heart: [http://www.hopefortheheart.org](http://www.hopefortheheart.org)

  Hope for the Heart publishes the Biblical Counseling Keys, a massive set of biblically-centred counselling resources for pastors and laypersons. The format for each issue gives definitions, characteristics, causes, and steps to solution. The CD, using WORDsearch 9, contains 100 Biblical Counselling Keys, 20 Bibles, 22 Commentaries, Easton’s Bible Dictionary, plus over 150 other books.

National Association of Nouthetic Counselors: [https://www.nanc.org/](https://www.nanc.org/)
ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publicly available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.