Master of Divinity & Graduate Diploma of Divinity

PC643/D
Pastoral Care
Field Education

Semester 1, 2017

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

PC443/D is offered by Malyon College as part of the Bachelor of Ministry and Bachelor of Theology Programs 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**

**Significance of Unit**

The vision of Malyon College is to develop Christians of influence. In order to be a Christian of influence, within the pastoral calling, a man or woman needs to have a firm grasp of the pastoral heart of God and a practical understanding of how to share that pastoral heart with those that God has entrusted to their care.

In this unit, we will examine issues that pertain to the personal life and practice of those who have been called into pastoral ministry. This is a vital place to start since we minister, not only out of “what we do”, but more fully out of “who we are”. We will then go on to examine the various dimensions of pastoral care and the variety of approaches which may be employed to render pastoral care in the diverse range of circumstances that impact upon the lives of those we serve.

Along with this we will look at the importance of a wider pastoral care which also see us, like Jesus, exercising a care for those who are not yet a part of the family of God. Thus, issues such as evangelism and the discipling of new believers will also be considered.

In addition to this we will consider a range of practical pastoral duties which include such things as the administration of the ordinances of the church (i.e. the Lord’s Supper and Baptism), along with other things such as weddings and funerals.

To facilitate the student’s practical growth and development in the broad range of pastoral responsibilities, each student will be expected to engage in a Field Ministry placement. In this placement the student will be supervised by a Ministry Mentor who will meet regularly with them, providing mentoring and opportunities to engage in a range of practical ministry experiences. The Ministry Mentor will provide valuable input and guidance along with constructive critical feedback on the student’s development. In addition to this, students will also have the opportunity of engaging with a Ministry Support Team (MST) which is a small group of approximately 5 people from within the congregation who will meet with them on a number of occasions throughout the semester to assist the student in their personal reflections about their growth and development as ministry practitioners.
Unit Description

This is an advanced unit in the field of Pastoral Studies. Field Education provides the opportunity for students to integrate theory with practice. Students will undertake Field Education in local church settings. The College therefore is involved in training and accrediting pastors and lay mentors to supervise student in their field based learning. Throughout this unit a range of practical ministry tasks and responsibilities will be examined with a view to training and resources students for future pastoral ministry.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

Note: ALL students undertaking this unit are required to have a “Positive Notice – Blue Card”. If you do not already have one then you MUST apply for one asap.

Exclusions

Candidates may take two only of units PC442-444 and DM440-442

Unit Content

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

1. College-based section
   See lecture program

2. Distance Students
   Students are expected to read all lecture notes and associated resource materials provided on Moodle each week AND complete the Module Forum for each week.

3. Field-based section
   Six ministry experiences selected from the Malyon College Field Education Manual.
   Two ministry observations in which the student will seek to learn valuable practical ministry lessons by thoughtfully observing the conduct of others in ministry.

Note: a total of twelve ministry experiences must be engaged over the two semesters of PC642/D Congregational Field Education and PC643/D Pastoral Care Field Education.
**Unit Outcomes**

On successful completion of this unit, students will:

A. Know and Understand:
   1. The dimensions of pastoral care
   2. The ministry of pastoral care
   3. Selected approaches to pastoral care

B. Be able to:
   1. Discuss the dimensions of pastoral care
   2. Analyse the ministry of pastoral care
   3. Under supervision, participate in the ministry of pastoral care in a local congregation
   4. Assess the ministry of pastoral care as observed in a local congregation
   5. Evaluate selected approaches to pastoral care

C. Be in a position to:
   1. Integrate perspectives from their other theological studies with an approach to pastoral care
   2. To provide pastoral care in a ministry setting as a reflective practitioner

**Workload Requirement**

This unit will require 15 hours per lecture week for contact time, ministry experience in the placement and reflection and report-writing. 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 – 1 hour per week
   b. Time with Ministry Mentor – 1 hour per week (or 2 hrs per fortnight)
   c. Ministry Experience – 10 hours per week
   d. Reflection and Report-writing – 3 hours per week.

2. Distance students:
   a. 1 hour per week to review lecture material online and respond to weekly forums
   b. Time with Ministry Mentor – 1 hour per week (or 2 hrs per fortnight)
   c. Ministry Experience – 10 hours per week
   d. Reflection and Report-writing – 3 hours per week.
**Learning Guides**

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

**UNIT ASSESSMENT**

**Grade Criteria**

This Field Education unit will be graded entirely on the End of Semester Journal submitted by the student. The reports required for this journal are set out in the next section. The graded elements of the Semester Journal will be (a) the Ministry Observation Reports, (b) the Ministry Experience Reports and (c) the Student Evaluation Report. In each of these reports 34% of the mark will be allocated to the “descriptive elements” of the report and 66% will be allocated to the “reflective elements” of the reports. In addition it must be noted that in order to pass this unit, students must also complete the required Field Education tasks and receive a “Satisfactory” rating from their Ministry Mentor in regard to their engagement in the Field Education exercises.

**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Students are expected attend all lectures and to meet for at least one hour per week or two hours per fortnight with their mentor.
2. The operation of a Ministry Support Team is required for this unit. The Ministry Support Team should meet at least three times each semester. The MST must submit a report at the end of each semester.
3. Selection of Ministry Experiences

Students will be required to select a minimum of three of their six ministry experiences from the list below which are connected to the lecture content of the subject. If this is not possible, please liaise with the Field Education Director.

- C1  Pastoral Care
- C3  Ministry to new people
- C4  Ministry to struggling & hurting people
- M2  Evangelism
4. **Submission of Forms and Reports**

The following Assessment Items must ALL be submitted which, together, make up the completed Portfolio for the semester:

**Submission 1 - due Friday 24 February 2017**
(i) **Semester Planner** (Form FE 1)
(ii) **Evidence of Ministry Planning** (e.g. copy of a weekly diary/planner)

**Submission 2 - due Wednesday 22 March 2017**
(i) **One Ministry Experience Reports** (Form FE 4)
   (NB These must be signed by both yourself and your Ministry Mentor)
(ii) **Two Ministry Observation Report** (Form FE 2)
    (NB These must be signed by both yourself and your Ministry Mentor)

**Submission 3 - due Wednesday 3 May 2017**
(i) **Three Ministry Experience Reports** (Form FE 4)
    (NB These must be signed by both yourself and your Ministry Mentor)

**Submission 4 - due Friday 2 June 2017**
(i) **Two Ministry Experience Reports** (Form FE 4)
    (NB These must be signed by both yourself and your Ministry Mentor)
(ii) **Student Evaluation Report** (Form FE 5)
(iii) **Ministry Support Team Report** (Form FE 6)
(iv) **Ministry Mentor’s Evaluation Report** (From Fe 7)

5. **Distance students are required to satisfactorily complete the weekly Moodle forums** to show their mastery of and interaction with the lecture content.

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.
**Required Resources**

In order to complete the unit, the student will be required to have access to the following resource/s:

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. Students should note the bibliographies that accompany each Ministry Experience page in the Malyon College Field Education Manual (2017 edition).

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>Topic/s</th>
<th>Ministry Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 Feb</td>
<td>The Leader as Shepherd &amp; Servant</td>
<td>P1 Personal Devotional Life</td>
</tr>
<tr>
<td>2</td>
<td>22 Feb</td>
<td>Developing Reflective Practice</td>
<td>P4 Developing Reflective Practice</td>
</tr>
<tr>
<td>3</td>
<td>1 Mar</td>
<td>Pastoral Care</td>
<td>C1 Pastoral Care</td>
</tr>
<tr>
<td>4</td>
<td>8 Mar</td>
<td>Pastoral Ethics</td>
<td>C2 Pastoral Ethics</td>
</tr>
<tr>
<td>5</td>
<td>15 Mar</td>
<td>Ministry to Struggling &amp; Hurting People</td>
<td>C4 Ministry to Struggling &amp; Hurting People</td>
</tr>
<tr>
<td>6</td>
<td>22 Mar</td>
<td>Prep for Marriage &amp; Weddings</td>
<td>C5 Pre-Marriage Preparation W5 Weddings</td>
</tr>
<tr>
<td>7</td>
<td>29 Mar</td>
<td>Ministry to the Dying &amp; Bereaved Funerals</td>
<td>C6 Ministry to the Dying &amp; Bereaved W6 Funerals</td>
</tr>
<tr>
<td>S/W</td>
<td>6 Apr</td>
<td>STUDY WEEK</td>
<td></td>
</tr>
<tr>
<td>S/W</td>
<td>13 Apr</td>
<td>STUDY WEEK</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>19 Apr</td>
<td>Developing a Philosophy of Ministry</td>
<td>P5 Developing a Philosophy of Ministry</td>
</tr>
<tr>
<td>9</td>
<td>26 Apr</td>
<td>Evangelism</td>
<td>M2 Evangelism</td>
</tr>
<tr>
<td>10</td>
<td>3 May</td>
<td>Baptisms</td>
<td>W4 Baptisms</td>
</tr>
<tr>
<td>11</td>
<td>10 May</td>
<td>Discipling New Believers</td>
<td>M3 Discipling New Believers</td>
</tr>
<tr>
<td>12</td>
<td>17 May</td>
<td>Ministry to New People</td>
<td>C3 Ministry to New People</td>
</tr>
<tr>
<td>13</td>
<td>24 May</td>
<td>Dedications &amp; Communion</td>
<td>W3 Dedications &amp; Communion</td>
</tr>
</tbody>
</table>

**SEMESTER EXAMINATIONS**
**UNIT LECTURERS AND PREPARERS**

**Unit Lecturer**

Rev Dr Peter Francis DipT, BEd, MDiv, Grad Theol, MA (Theol), DMin

*Peter Francis* is Vice Principal, Field Education Director and a lecturer at Malyon College. Peter is married to Wendy who is the Queensland Director of the Australian Christian Lobby. Together they have three married children and ten grandchildren. After a 10 year career as a high school teacher, Peter entered into Pastoral ministry at Cleveland Baptist, having earned his Master of Divinity through Trinity Theological College (USA). Over the past 26 years Peter has pastored at Cleveland Baptist, Beenleigh Baptist and the City Tabernacle Baptist Church, as well as being involved in numerous short term missions in places such as PNG, Bangladesh, Thailand, Cambodia and South America. He has also given two years service as a Regional Consultant with Queensland Baptists and has served on various mission boards such as the Far East Broadcasting Company and Global Interaction. Peter’s theological studies include a Master of Divinity, a Graduate in Theology, a Master of Arts in Theology and a Doctor of Ministry.

Contact details:

📞 (07) 3354 5656  📧 peter.francis@malyon.edu.au
**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>
</tr>
</thead>
<tbody>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
</tr>
<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
</tr>
<tr>
<td>c. is self-aware and maintains self-care</td>
</tr>
<tr>
<td>d. seeks and builds healthy relationships</td>
</tr>
<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. knows and trusts the Bible</td>
</tr>
<tr>
<td>b. understands the context of diverse theological ideas</td>
</tr>
<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
</tr>
<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
</tr>
<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. is able to have a godly influence over others</td>
</tr>
<tr>
<td>b. possesses skills needed for chosen ministry path</td>
</tr>
<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
</tr>
<tr>
<td>d. is able to work with and lead a team</td>
</tr>
<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
</tr>
</tbody>
</table>

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.

Primary Bibliography


Johnson, A., Shaping Spiritual Leaders: Supervision and Formation in Congregations (Herndon, VA: Alan, 2007)


Recommended Bibliography


Piper, J.B. 2002. We are Not Professionals: A Plea to Pastors for Radical Ministry. Nashville: Broadman and Holman.


**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 publically 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.*