



**Bachelor of Ministry, Bachelor of Theology and Related Programs**

**PC403/D**  
**Pastoral Skills and Methods**

**Semester 2, 2016**

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

PC403/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).

## **MALYON COLLEGE**

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.
4. Mechanics of care: administration, publicity, the various settings of care, record-keeping.

#### **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

#### **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

#### **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. Module forums.

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 resources:

Collins, Gary R., *Christian Counselling: A Comprehensive Guide*. 3<sup>rd</sup> ed. Nashville: Thomas Nelson, 2007

Brown, Christopher B., *Reflected Love: Companionship in the Way of Jesus* Oregon: Wipf & Stock 2012 (This will be made available in class)

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

Petersen, Bruce L., *Foundations of Pastoral Care*. Kansas City: Beacon Hill Press, 2007.

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

Mod	Date	Preparation	Topic/s
1	20 Jul	Petersen, Pastoral Care as Counselling pp.99-111	S1: Introduction; Course Outline S2: Pastoral counselling in the context of pastoral care – understanding the pastor in the role of counsellor S3: Pastoral counselling... – the church & community
2	27 Jul	Collins ch 2&3 Egan ch 3	S1: Intro to counselling process – goals of counselling & the nature of change S2: Intro to counselling process – the place of relationship vs. technique; skills development & pastoral counselling S3: Introduction to <i>Reflected Love</i> material
3	3 Aug	Collins ch 4&5 Egan ch 4	S1: Theory and Practice of basic counselling skills and methods S2: Theory and Practice of Basic counselling skills and methods S3: Skills practice; Reflected Love
4	10 Aug	Egan ch 5 Collins ch 13 & 14	S1: Issues of Childhood & Adolescence – support for the family S2: Issues of Childhood & Adolescence – case study of child and parental separation S3: Skills practice; Reflected Love
5	17 Aug	Collins ch 19, 20 & 30 Egan ch 6	S1: Marriage – pre-marriage, marital conflict, divorce S2: Marriage – pre-marriage, marital conflict, divorce: the case of the ‘accidental couples therapist’ S3: Skills practice; Reflected Love
6	24 Aug	Shaw ch 3& 4 Collins ch 21	S1: Discussion on Readings S2&3: Homosexuality; Transgender; Gender Dysphoria
7	31 Aug	Collins ch 8-10; 15; 16	S1: Discussion of Readings S2: Depression, Anxiety, Anger – Priorities for pastors responding to mental health issues S3: Mental health concerns across the lifespan; Reflected Love
8	7 Sep	Best pp. 11-14; 263-272; 288- 298 Collins ch 30	S1: Discussion of Readings S2: Infertility – Couples’ experiences and pastoral responses S3: Infertility and Assisted Reproductive Technologies – An overview and evaluation of options
9	14 Sep	Petersen ch 14 Collins ch 24-26 White, ‘Saying Hullo Again...’	S1: Discussion of Readings S2: Defining grief and its many contexts; pastorally responding to grief; the myth of ‘moving on’ S3: Grief: 2 case studies – death of a loved one & loss of relationship Reflected Love
<b>S/W</b>			<b>Study Weeks</b>
10	5 <sup>th</sup> Oct	Collins ch 34-36	S1: Discussion of Readings S2&3: Responding to Issues of addiction – alcohol/drug; financial; pornography
11	12 <sup>th</sup> Oct	Petersen ch 15- 16 Collins ch 42	S1: Discussion of readings S2: The pastoral counsellor as a person: S3: Self-care of the pastoral counsellor; use of self; Reflected Love
12	19 <sup>th</sup> Oct	Collins ch 43	S1&2: Pastoral counselling into the future – what’s old is new again S3: Making referrals and establishing networks Reflected Love
13	26 <sup>th</sup> Oct	Collins ch 6 & 7	S1: Discussion of Readings S2: Legal & Ethical Issues in Pastoral Counselling S3: Responding to Multiculturalism, including issues specific to

			refugees and asylum seekers
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## UNIT LECTURER



### 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:

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## UNIT ASSESSMENT

### 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. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%
  - b. List of References and referencing:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%

## **Grade Criteria**

*Bachelor's students at the advanced undergraduate degree 400-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 at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

### **Pass**

- ✓ Demonstrates an engagement with primary sources.
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

### **Credit**

- ✓ Demonstrates ability in engaging primary sources.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

### **Distinction**

- ✓ Demonstrates a pronounced ability to engage 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.

### **High Distinction**

- ✓ Demonstrates a 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.

## **ASSESSMENT REQUIREMENTS**

### ***Requirement 1: Written Project***

Describe your understanding of the pastor in the role of counsellor, within the broader context of pastoral care. Your written report should include consideration of issues such as:

- Specific skills to be developed in the role of pastoral counsellor
- Precautions to be taken in the role of pastoral counsellor
- Foundational principles of pastoral counselling you believe are most important for you in 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 15 August by electronic submission on Moodle***

***Mark allocation: 25%***

## **Requirement 2: Research Essay**

Using a case study (real-life, composite or fictitious), 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;
2. Other information you might need to know and questions you might ask to obtain this;
3. How you might help this person/couple/family; assess the need to refer;
4. Pastoral care policy guidelines you might need to adhere to
5. Explain what others are saying about the topic, including the (books, journals, reputable material sourced online)
6. Comment on how the material you have read may have changed your view of the topic.

### **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: 3000 words***

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

***Due: Tuesday 26 September by electronic submission on Moodle***

***Mark allocation: 50%***

### **Requirement 3: Module Forums**

The material covered in **Reflected Love** (Brown 2012) will be assessed by means of module forums. It is anticipated that this resource will contribute to the teaching throughout the course, but will be specifically assessed through modules 3,5,7,9 & 11.

Students will be required to post **five 200-word** responses to the material addressed in the related modules. The purpose of the forums is for students to intentionally interact with the material being studied. While each response is only 180-220 words long (longer word length will be penalized), it is important to understand that they are to be well-argued and appropriately referenced where necessary.

Students should note that they are granted two complete weeks to complete each forum; as such, extensions will only be granted in genuinely exceptional circumstances. Students should ensure that they complete the forums as soon after the module date as possible. In the event of late submission, students will be awarded 0% for the given forum post.

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

1. Meaningful consideration of the topic.
2. Clear and focused responses.
3. Demonstrated grasp of the relevant materials.
4. Demonstrated advanced and critical thinking.
5. Appropriately referenced when necessary.

***Length: 5x200 words = 1000 words***

***References: as required***

***Due: Each forum will be closed ten days after the related module is taught\****

***Mark allocation: 25%***

**\* Forum submission dates:**

Module 3 – Thursday 17 August

Module 5 – Thursday 31 August

Module 7 – Thursday 14 September

Module 9 – Thursday 28 September

Module 11 – Thursday 26 October

**\* NOTE: These dates are fixed**

## 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)

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Maturity – 'Shepherds with God's heart'</b>				
a. grows a deepening relationship with Jesus			✓	
b. is secure in God's call with a desire and ability to learn and grow		✓		
c. is self-aware and maintains self-care	✓			
d. seeks and builds healthy relationships	✓			
e. is committed to living with integrity and prayerful dependence on God			✓	
<b>Graduate Attribute 2: Theological Maturity – 'Knowledge and understanding of God's heart'</b>				
a. knows and trusts the Bible			✓	
b. understands the context of diverse theological ideas				✓
c. forms a personal theology which is both biblical and thoughtful			✓	
d. reflects theologically and applies the Bible to real life	✓			
e. is committed to helping others know God's grace and truth and live God's way	✓			
<b>Graduate Attribute 3: Ministry Maturity – 'Knowledgeable and wise shepherds'</b>				
a. is able to have a godly influence over others		✓		
b. possesses skills needed for chosen ministry path	✓			
c. understands cultures and contexts and is able to minister in a range of contexts	✓			
d. is able to work with and lead a team				✓
e. is committed to serving, evangelising and mentoring others	✓			
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

- Allberry, S (2013) *Is God Anti-gay? And Other Questions about Homosexuality, the Bible and Same-sex Attraction* Good Book Company: Surrey
- Augsburger, D. W. 1996. *Helping People Forgive*. Nashville: Westminster John Knox.
- Benner, D. 2003. *Strategic Pastoral Counselling*. 2nd ed. Grand Rapids: Baker.
- Best, M. 2012. *Fearfully & Wonderfully Made*. Sydney: Matthias Media
- Brown, C. 2012 *Reflected Love* Oregon: Wipf & Stock
- Brown, C. 2015 *Guiding Gideon* Oregon: Wipf & Stock
- Buxton, G. 2001. *Dancing in the Dark: The Privilege of Participating in the Ministry of Christ*. Carlisle: Paternoster.
- Capps, D. 2001. *Giving Counsel: A Minister's Guidebook*. St Louis: Chalice.
- Calhoun, G. J. 1986. *Pastoral Companionship*. New York: Paulist.
- Carr, W. 1997. *Handbook of Pastoral Studies*. London: SPCK.
- Claypool, J. R. 2003. *The Hopeful Heart*. Harrisburg: Morehouse.
- Cloud, H. and J. Townsend. 1999. *Boundaries in Marriage*. Sydney: Strand.
- Couture, P. D. and R. D. Hunter. 1995. *Pastoral Care and Social Conflict*. Nashville: Abingdon.
- Culbertson, P. 2000. *Caring for God's People*. Minneapolis: Fortress.
- Dann, B. 2002. *Addiction, Pastoral Responses*. Nashville: Abingdon.
- Dawn, M. J. 2000. *The Unnecessary Pastor*. Grand Rapids: Eerdmans.
- de Paulo, J. R. 2002. *What we Know and What You Can do about Depression*. New York: John Wiley & Sons.
- Egan, G. 2003. *The Skilled Helper*. 8<sup>th</sup> ed. Np: Brooks/Cole.
- Everett, C., ed. 2001. *Divorce and the Next Generation, Perspectives for Young Adults in the New Millennium*. New York: Hawthorn.
- Fawcett, J., ed. 2003. *Stress, Trauma Handbook*. Monrovia: World Vision.
- Friberg, N. C. and M. R. Lasser. 1998. *Before the Fall*. Collegeville: Liturgical.
- Goodliff, P. 2005. *With Unveiled Face*. London: Darton, Longman and Todd.
- Harvey, R. W. and D. G. Benner. 1996. *Understanding and Facilitating Forgiveness*. Grand Rapids: Baker.
- Howe, L. 2003. *Comforting the Fearful*. New York: Paulist.
- Jacobs M. 1993. *Swift to Hear*. London: Darton, Longman and Todd.
- Jacobs, M. 2001. *Still Small Voice*. London: SPCK.
- Jones, Ian F. 2006. *The Counsel of Heaven on Earth*. Nashville: B&H Publishing Group.
- Kirkwood, N. A. 1995. *Pastoral Care in Hospitals*. Sydney: EJ Dwyer.
- Koenig, H. G. and A. J. Weaver. 1998. *Pastoral Care of Older Adults*. Minneapolis: Fortress.
- McMinn, M. R. and T. R. Phillips. 2001. *Care for The Soul: Exploring the Intersection of Psychology & Theology*. Downers Grove, IL: IVP.
- Moots, P. 2004. *Becoming Barnabas*. New York: Alban.



- Moran, F. M. 1997. *Listening, A Pastoral Style*. Sydney: EJ Dwyer.
- Peterson, Eugene H. 1992. *Five Smooth Stones for Pastoral Care*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co.
- Shaw, E. 2015 *The Plausibility problem: the church and same sex attraction* Nottingham: Intervarsity
- Shelp, E. E. and R. H. Sunderland. 2002. *Sustaining Presence, A Model of Caring by People of Faith*. Nashville: Abingdon.
- Stairs, J. 2000. *Listening for the Soul*. Minneapolis: Fortress.
- TenBrook, G. W. 2000. *Broken Bodies, Healing Hearts: Reflections of a Hospital Chaplain*. New York: Haworth.
- Tylee, A. (2014) *Walking with Gay Friends* Nottingham: Intervarsity
- Watzlawick, P., Weakland, J.H., and Fisch, R. 1974 *Change: Principles of Problem Formation and Problem Resolution* New York: Norton
- Williams, D. R. and J. A. Sturzl, eds. 2001. *Grief Ministry: Helping Others Mourn*. San Jose, CA: Resource.
- Yarhouse, M. *Homosexuality and the Christian: a guide for parents, pastors and friends*. Bethany House
- Yarhouse, M. (2015) *Understanding Gender Dysphoria* Downers Grove, Illinois: Intervarsity Press

## Journals

- Ames, S., ed. *Ministry Society and Theology*. Victoria: Bulleen.
- Curkpatrick, S., ed. *Ministry, Society and Theology*. Mulgrave, Victoria: Australian Association of Supervised Pastoral Education.
- Honeycutt, R. H., 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.
- Wallace, R. M., ed. *Journal of Ministry in Addiction & Recovery*. Binghamton: Haworth.

## Websites

American Association of Christian Counselors: <http://www.aacc.net/>

Centre for Clinical Interventions: <http://www.cci.health.wa.gov.au/>

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/>

Hope for the Heart: <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/>

Society for Christian Psychology: <http://www.christianpsych.org/>

## **ACT POLICIES AND PROCEDURES**

### ***Key Policies***

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct 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](http://www.actheology.edu.au)):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

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