



Ecumenical Patriarchate
Greek Orthodox Archdiocese of Australia

St Andrew's Greek Orthodox Theological College

P8101A Introduction to Pastoral and Practical Theology



Semester One, 2022

Teaching Staff:

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Consultation Times:	By arrangement, including Zoom

P8101A Introduction to Pastoral and Practical Theology

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Credit value:	9 credit points
Mode of study:	Face to Face/ Synchronous and Asynchronous ZOOM.
Pre-requisite units:	None
Co-requisite units:	None
Units excluded:	P7101 Introduction to Pastoral Theology and Ministry

Scheduled times and Venues:	On Campus, Mondays, 1.30pm to 4.30pm and by Zoom	
Teaching Staff:	Name:	Rev Alan Galt OAM
	Qualifications:	BA (Sydney 1964), MA (Macquarie 1980) CPE Education Consultant (L3 Supervisor) (2010) Senior Lecturer in Pastoral Theology)
	Phone:	0413 805 263
	Email:	cpe.krg@gmail.com
	Consultations times:	By arrangement, including Zoom

Workload:	Weeks in Teaching Session:	12 weeks
	Timetabled hours/week:	3 hours
	Study and Assignments:	8 hours personal study/week
	Total workload/week:	11 hours

Background and Context

This course unit introduces the biblical and theological foundations of pastoral ministry. It assists students to develop some basic ministry skills and to reflect on and integrate theory and practice.

Curriculum Objectives

This graduate course unit provides a foundation in pastoral and practical theology for ministry. It serves to introduce students to the biblical and theological basis for ministry and prepare them for further study in ministry applications.

Learning Outcomes

At the end of this unit, students will be able to:

- 1) demonstrate advanced knowledge of the contemporary complex issues relating to the practice of pastoral care
 - 2) present a critical evaluation of the role of the human sciences in pastoral theology and ministry
 - 3) critically apply insights of biblical and theological scholarship to the practice of ministry
 - 4) demonstrate mastery of complex theological reflection in the practice of ministry
 - 5) use knowledge and skills to independently analyse professional ministry practice within a leadership context
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Learning Activities

Face to face lectures, Moodle distance education, Supervised Placements

Content

- 1) The theological, epistemological and biblical foundations of pastoral theology
- 2) Aspects of church pastoral and caring ministry
- 3) Human science perspectives on contemporary pastoral issues
- 4) Basic listening skills
- 5) Developing reflective practice in pastoral ministry
- 6) Methods of ministry and the place of ordination / leadership

Unit Weekly Schedule

Session 1	Overview of course - what is Pastoral theology? Assessment tasks
Session 2	Functions of pastoral care: healing, sustaining, guiding, reconciling. Varying emphases in Church History on the “Four Functions of Pastoral Care”
Session 3	Emulating Christ’s presence, the essence of Pastoral Ministry. Professional Ethics as an expression of Christ-like love Child Safe Practice
Session 4	Egan Helping Skills – Overview Stage 1 Primary Level Accurate Empathy Taylor’s “Skilled Pastor” Model
Session 5	Egan Helping Skills - Stage 2 Advanced Level Accurate Empathy Egan Helping Skills - Stage 3 Action programs
Session 6	Stages of Personality Development: Eric Erikson
Session 7	Stages of Faith Development: James Fowler

Session 8	Pastoral Ministry in Sickness - Theological understandings about Health and illness
Session 9	Pastoral ministry with the Ageing and in Dementia
Session 10	Pastoral Ministry in Life Crises and Pastoral Ministry in Grief
Session 11	Pastoral Ministry in Mental Illness
Session 12	Pastoral Ministry Models; Personal Characteristics of Effective Pastors

Learning Resources

Representative References

- Ballard, P and J Pritchard. *Practical Theology in Action: Christian Thinking in the Service of Church and Society*. London: SPCK, 1996.
- Breck, J. *The Sacred Gift of Life: Orthodox Christianity and Bioethics*. New York: St Vladimir's Seminary Press, 2000.
- Brister C.W. *Pastoral Care in the Church*. New York: Harper and Row, 1964.
- Clebsch, W.A. and C. R. Jackle. *Pastoral Care in Historical Perspective*. New Jersey: Prentice-Hall, 1964.
- Clinebell, H.J. Jr. *Basic Types of Pastoral Counseling*. 1984 Edition. New York: Abingdon, 1992.
- Corey, G. *Theory and Practice of Counseling and Psychotherapy*. 6th ed. Pacific Grove, CA: Brooks/Cole, 2001.
- Egan, G. *The Skilled Helper*. 8th ed. Pacific Grove, CA: Brooks/Cole, 2006.
- Evans, G. *A History of Pastoral Care*. London: Cassell, 2000.
- Gerkin, C. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.
- Fowler, J.W. *Stages of Faith*. Victoria: Dove Blackburn, 1981.
- Hunter, R.J. and Nancy J Ramsay (eds). *Dictionary of Pastoral Care and Counselling*. Nashville: Abingdon, 2005.
- Kelly, E. *Personhood and Presence: Self as a Resource for Spiritual and Pastoral Care*. London: T&T Clark, 2012.
- Lee, Sang Taek and Galt, Alan (eds). *You Visited Me: Encouraging Spiritual Practice in a Secular World* (with chapters by NSW CPE Supervisors and Lecturers). Eugene OR: Wipf and Stock, 2021.
- Paget, Naomi K and Janet R. McCormack. *The Work of the Chaplain*. Valley Forge: Judson Press, 2006.
- Pattison, S. *The Challenge of Practical Theology: Selected Essays*. London: Jessica Kingsley, 2007.

- Pruyser, P. "Evaluation and Diagnosis, Religious" in Hunter R and N. Ramsay, eds.
Dictionary of Pastoral Care and Counseling. Nashville: Abingdon, 2005.
- Swinton, J. *Raging with Compassion: Pastoral Responses to the Problem of Evil*.
 Grand Rapids, MN: Eerdmans, 2007.
- Taylor, C.W. *The Skilled Pastor*. Minneapolis: Fortress Press, 1991.
- Willows, D. and J. Swinton (eds). *Spiritual Dimensions of Pastoral Care: Practical Theology in a Multidisciplinary Context*. London: Jessica Kingsley, 2005.

Resource books

- Campbell, A. (ed.) *A Dictionary of Pastoral Care*. London: SPCK, 1991.
- Ferguson, D. and F. Wright (eds). *New Dictionary of Theology*. Leicester: Inter-Varsity Press, 1998.
- Hunter R. and N. Ramsay (eds). *Dictionary of Pastoral Care and Counseling*. Nashville: Abingdon, 2005.

Unpublished conference papers

- Galt, A. "The Spirituality of St Basil the Great and Pastoral Care Today." St Andrew's Patristics Symposium. Sept 2009.
- Galt, A. "Comparing John Wesley's 'Christian Perfection' with St Gregory the Theologian's 'Theosis'." St Andrew's Patristics Symposium. Sept 2010.
- Galt, A. "What It Means to Be Human: St Gregory of Nyssa and St Makrina". St Andrew's Patristics Symposium. Sept 2011.
- Galt, A. "Why did Athanasius Take on the World? 'Integrity' and Its Importance for Pastoral Ministry Today". St Andrew's Patristics Symposium. Sept 2012.
- Galt, A. and R. Say. "Demystifying Mental Health Ministry". Sydney College of Divinity Learning and Teaching Symposium. Sept 2013.

Assessment

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

- 1) Critically analyse biblical and theological foundations for pastoral care and the relevant role of the human sciences. [Outcomes 1, 2]
- 2) Demonstrate familiarity with pastoral skills. [Outcomes 1, 3, 5]
- 3) Demonstrate the ability to reflect in the context of pastoral ministry. [Outcomes 1, 3, 4]

Assessment Schedule

Type of Assessment Task	Value	Date due	Unit Learning Outcome(s) assessed
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	(%)	Sessions	
Personal Journal	30%	3, 6, 9	Outcomes 1, 2, 3 & 5
Egan Assignment	30%	8	Outcomes 3, 4 & 5
2 Pastoral Theology Papers	40%	9, 11	Outcomes 2, 5 & 6

Detailed information on assessment tasks and assessment standards

<i>Assessment Item 1</i>	<i>1800 words</i>	<i>30%</i>
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3 x 600 words reflecting on your spiritual journey during each 3 week period. Note incidents and interactions that raise serious questions for you: their impact on you, how you feel about them; the most important concern, beyond everything else, that they raise; the theological issues arising for you; and pastoral resources that could be relevant here.

<i>Assessment Item 2</i>	<i>1800 words</i>	<i>30%</i>
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Applying Egan's helping model to a pastoral interaction, imagine you have been helping someone who has come to you with a pastoral problem.

Show how you would use Stage 1 and Stage 2 of Egan's Helping Skills, Basic (Primary Level) and Advanced Accurate Empathy, to help them deal with their problem situation.

The paper should demonstrate that you are familiar with Egan's model and Taylor's adaptation, and are able to apply it in practice. **1800 words**

<i>Assessment Item 3</i>	<i>2400 words</i>	<i>40%</i>
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Focus on the interactions in 2 particular pastoral situations encountered during this course. **Identify what ministry was needed and what pastoral resources you would use** to meet the pastoral and spiritual concerns present. **2 x 1200 words each**, essay form, with references.

Course Unit Revision

Last Revision of Course Unit Booklet: Feb 2022.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50

Penalty: 4 days late = 5% of 50×4 = 10 mark penalty

The student's original mark is 40.

Final mark =40-10=30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the [SCD Handbook](#).

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the MI and meets the needs of its stakeholder are the property of the Member Institution.

HOW ASSIGNMENTS ARE GRADED

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based	Ability to construct sound argument based on evidence	Inability to construct coherent argument

	thought		on discriminating use of evidence		
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills <i>(Continued on next page)</i>
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

The Satisfactory (S) grade

This grade is awarded on the basis of mastery of content and adequacy in performance. Students who do not achieve the outcomes of mastery and adequacy in a unit where Satisfactory grades are awarded, will receive a Fail (N) grade.

Quasi-grade outcomes

For every unit in which they are enrolled, students will be awarded a grade or Academic Board will record a quasi-grade (explained below). Quasi-grade outcomes are as follows:

Extension (E)

This outcome will be recorded temporarily under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of a semester. An overall extension for a unit may be given when the student has

completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work the grade which most fairly describes the student's work will be given. The date for completion will be determined by the relevant lecturer, in light of the relevant SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to the Academic Standards Committee with the results for the following semester. In such cases, for the purposes of monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

Incomplete (I)

This outcome will be recorded temporarily when one of the assessment tasks for a unit is incomplete and an extension for the assessment item does not pertain. The student will have previously provided an explanation to the MI Academic Board in writing clearly stating the reasons why extra time is being sought. Upon completion of the work a Pass grade will be awarded provided that the student's work merits it, but no higher grade will be allowed. The date for completion will be determined by the relevant lecturer, in light of the relevant SCD policy, normally no later than one month after the commencement of the following semester. The revised final grade will be submitted to Academic Standards Committee with the results for the following semester. In such cases, for the purposes of monitoring, an Explanation of Grades Proforma will be submitted, and the student's written request for an extension will be available to the monitor, both in the semester when the unit was taught, and in the following semester.

Unavailable result (U)

This outcome will be recorded temporarily where grades are unavailable at the time of monitoring of results through no fault of the student. A letter from the MI over the signature of the Principal or the Academic Dean explaining the reasons for U results must be submitted during the Semester Monitoring of Results, and grades will be submitted to Academic Board at the next meeting after the one scheduled for issue of grades.

Withdrawal (W)

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

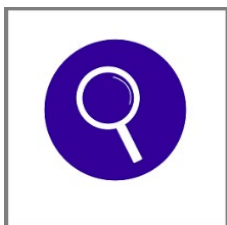
In Progress (IP)

This outcome will be recorded where a unit of study continues into the following semester. This will automatically flag that no final result is due until the end of the next semester. This outcome will also be recorded when a research essay or thesis has been submitted for examination and the final result is still to be resolved.

Online Student Resources

Through St Andrew's Online Moodle, Staff & Students have access to the following resources:

St Andrew's Library - Online Catalogue



Our OPAC database allows students access to the library catalogue here on-site at St Andrew's with the prospect of borrowing via mailing (price of postage must be paid by the student on return). Our OPAC search provides students with an image, short description and availability of the text. Please contact the library as help is readily available. Visit our website for further details on library hours, services and contact information.

Website: <http://sagotc.edu.au/library>
(Click 'Online Catalogue' - No ID or Password required)

JSTOR



[JSTOR](#) is a digital library that provides online books, primary sources and current issues of journals. It provides full-text searches of almost 2,000 journals. It is a part of ITHAKA, a not-for-profit organization helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

Website: <https://www.jstor.org/action/showLogin>
To access JSTOR, the User ID is **sagotc**. The Password is **library**.

See the following link for **detailed instructions** on how to search and navigate content on JSTOR: <https://guides.jstor.org/how-to-use-jstor/>

EBSCOhost Research Platform

EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. St Andrew's is currently subscribed to 3 databases through EBSCOhost. These are listed as follows.

ATLA Religion Database

The ATLA Religion Database (American Theological Library Association) provides information on topics such as Biblical Studies, World Religions, Church History and contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

This collection features more than 300 full-text journals and magazines on various religious and philosophical topics.

eBooks (Religion Collection)

This eBook collection covers a broad range of religious subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Website: <http://search.ebscohost.com/>

To access the EBSCOhost Databases, the User ID is **S7139629**. The Password is **sagotc###2612**.

Detailed video tutorials for navigating and using general content on EBSCO are available here: <https://ebsco.libguides.com/home>

Detailed video tutorials for navigating, printing, saving and downloading EBSCO eBooks are available via the following link: <https://ebsco.libguides.com/ebooks/basics>

To **download and annotate** eBooks from EBSCO, you will require an **Adobe ID** and the **Adobe Digital Editions** program. These may be obtained via the following webpages:

<https://helpx.adobe.com/au/manage-account/using/create-update-adobe-id.html>

<https://www.adobe.com/au/solutions/ebook/digital-editions/download.html>

Oxford Reference Online

Oxford Reference Online spans 25 different subject areas, bringing together 2 million digitised entries across Oxford University Press's *Dictionaries*, *Companions*, and *Encyclopedias*.

Website: <https://www.oxfordreference.com/>

To access Oxford Reference Online, the User ID is **standrewsorthodox**. The Password is **oxford17**.

See the following link for **detailed instructions** on how to search and navigate content on Oxford Reference Online: <https://www.oxfordreference.com/help>

Early Church Texts



The 'Early Church Texts' website gives students access to a vast amount of information on the Early Church (from the first to the fifth century) and a growing number of on-site original language Greek and Latin texts. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material. The site also has links to many off-site public domain complete original language texts and English translations.

Website: <https://earlychurchtexts.com/mainsub/homepage/homepage.shtml>

(No ID or Password required)

See the following **video tutorial** for navigating and using Early Church Texts:

<https://www.youtube.com/watch?v=Iec6TJ8ajoQ&feature=youtu.be>

Studiosity



Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

Website: <https://studiosity.com/connect/users/pin/new>

(Students must create their unique student profile through the given link)

If you have any questions about these databases and their utilisation, please feel free to contact your Lecturer or:

- **Revd Dr Dn Chris Baghos** (Librarian) at library@greekorthodox.org.au or (02) 9549 3105.
- **Father Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.