SYDNEY COLLEGE OF DIVINITY
Excellence in theological education

St Andrew's Greek Orthodox Theological College

P7101A   Introduction to Pastoral Theology and Ministry

Semester 1, 2022

Teaching Staff: Rev Alan Galt OAM

BA (Sydney 1964), MA (Macquarie 1980)

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Consultation times: By arrangement, including Zoom

P7101A   Introduction to Pastoral Theology and Ministry

Credit value: 9 credit points

Mode of study: Face to face weekly attendance or by Moodle

Pre-requisite units: None

Co-requisite units: None

Units excluded:

Scheduled times and Venues: On Campus, Mondays, 1.30pm to 4.30pm
                                      and by Zoom

Workload:	Weeks in Teaching Session:	12 weeks
	Lectures - hours/week:	3 hours
	Study & assignments:	8 hours
	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 course unit, students should 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. Display a familiarity with contemporary issues in pastoral theology and practice

During this course unit, students may acquire the following threshold concept.

Defining the place of Pastoral Theology in the life of the Church and the Community.

Learning Activities:

Face to face lectures, Moodle distance education, Supervised Placements

Content

1. The Theological, Church History and Biblical Foundations of Pastoral Ministry

2. Aspects of Pastoral Ministry in the Church and in the Community

3. Gifts and Ministry - the pastor's self-awareness. Ethical pastoral care, including observing the constraints of working with children and other vulnerable people

4. Basic Listening and Helping Skills

5. Theological Reflection on common pastoral issues

6. Methods of Ministry for lay and ordained people

Activities

Practicums, Group Projects, Seminars, Tutorials, Lectures, Field Work, Simulations, and Student Presentations, apply the theory of Pastoral Theology to the Practice of Pastoral Ministry

Learning Resources   Audio visual equipment, email, Zoom, Moodle, You tube

Recommended references.

Ballard, P and Pritchard, J   *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 CW   *Pastoral Care in the Church*   New York   Harper and Row   1964

Clebsch, WA and Jackle, CR   *Pastoral Care in Historical Perspective*
                                    New Jersey   Prentice-Hall   1964

Clinebell, HJ Jr   *Basic Types of Pastoral Counseling*   1984 Edition
                                    New York   Abingdon   1992

Corey, G   *Theory and Practice of Counseling and Psychotherapy* 6th Ed.
                                    California   Brooks/Cole   2001

Egan, G   *The Skilled Helper* 8th ed. Pacific Grove,   Calfornia Brooks/Cole   2006

Evans, G   *A History of Pastoral Care*   London   Cassell   2000

Gerkin, C   *An Introduction to Pastoral Care*   Nashville Abingdon   1997

Fowler, JW   *Stages of Faith*   Victoria   Dove Blackburn   1981

Hunter, R.J. and Ramsay, Nancy J. Eds. *Dictionary of Pastoral Care and Counselling.*
                        Nashville: Abingdon Press.   2005

Kelly, E   *Personhood and Presence - self as a resource for spiritual and pastoral care*   London   T and T Clark International   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 Origon   Wipf and Stock   2021

Paget, Naomi K and McCormack, Janet R   *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 Ramsay, N Eds *Dictionary of Pastoral Care and Counseling* Nashville Abingdon   2005

Swinton, J   *Raging with Compassion – Pastoral responses to the Problem of Evil*
                            Grand Rapids Michigan   William Eeerdmans   2007

Taylor, CW   *The Skilled Pastor*   Minneapolis   Fortress   1991

Willows, D and Swinton, J (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*   3rd Impression London SPCK   1991

Ferguson, D and Wright, F Eds. *New Dictionary of Theology* Leicester Inter-Varsity press   1998

Hunter R and Ramsay, N 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 Andrews Patristic Symposium   Sept   2009

Galt A   *Comparing John Wesley's 'Christian Perfection' with St Gregory the Theologian's 'Theosis'*   St Andrews Patristic Symposium   Sept   2010

Galt A   *What it means to be human: St Gregory of Nyssa and St Makrina*
                         St Andrews Patristic Symposium   Sept   2011

Galt A   *Why did Athanasius Take on the World? 'Integrity' and its Importance for*
                              Pastoral Ministry Today St Andrews Patristic Symposium   Sept 2012
Galt A and Say R   *Demystifying Mental Health Ministry*   Sydney College of Divinity
                              Learning and Teaching Symposium   Sept 2013

Assessment

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

Assessment Schedule

Type of Assessment Task	Value (%)	Date due Sessions	Unit Learning Outcome(s) assessed
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

1. 3 x 500 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.

2. **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.

3. 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 1000 words each, essay form, with references.

Course Unit Revision

The material for this course unit was last revised on 4th February 2022, updating the bibliography and assessed outcomes, and consolidating the distance education facility.

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 50x4 = 10 mark penalty
The student's original mark is 40.
Final mark =40-10=30

Grounds for Extension

An extension of an assessment task due date may be granted on the following grounds: (a) medical illness (certified by medical certificate); (b) extreme hardship, and/or (c) compassionate grounds.

In such cases (which are generally understood to be beyond the student's control) an extension of up to 28 days may be granted without penalty but only if requested prior to the assessment due date. The student should send a sufficiently worded email or letter with the title "Application for Extension" including supporting documentation to the lecturer for authorising prior to the due date. The student's full contact details must be included. The Registrar must be provided a copy of this correspondence also, either by email CC or copy of the written letter. The student will then be informed of the result of the request by the lecturer.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, and addressed to the Faculty of St Andrew's Greek Orthodox Theological College setting out the extreme circumstances. Faculty, or a Subcommittee of Faculty, will consider such an unusual extension and notify the student of the outcome in writing.

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

At the end of a semester, no grade other than a 'Fail' will be ascribed by Faculty to any unit where none of the assessment tasks have been completed.

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 section 6.1 in the 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 Member Institution and meets the needs of its stakeholder are the property of the Member Institution.

Library

For any student/researcher, the library is an essential part of study and research. Identifying and locating relevant information is a crucial skill. There is a basic bibliography provided herein and you are expected to go to the library and find and read additional material. Browsing the shelves is strongly recommended, downloading undigested information from the internet only results in plagiarism.

Students from St Andrew's Greek Orthodox Theological College may access the catalogue when visiting the library or online at http://www.sagotc.edu.au/library.

Also you may access resources from the libraries of other theological institutions in Sydney and interstate. However, borrowing privileges may vary. Please ask the College Librarian for advice. Staff and students also have access to:

ATLA Religion Database Library which provides information on topics such as biblical studies, world religions, church history, and religion in social issues. This database is the definitive index for religious and theological literature. ATLA Religion Database contains more than 1.6 million bibliographic records covering the research literature of religion in over 60 languages.

ATLA Religion Database with ATLA Serials which combines the premier index to journal articles, book reviews, and collections of essays in all fields of religion with ATLA's online collection of major religion and theology journals. The ATLA Religion Database includes more than 555,000 article citations from more than 1,656 journals (518 currently indexed), more than 232,000 essay citations from over 16,700 multi-author works, more than 511,000 book review citations, and a growing number of multimedia citations. Coverage in this database begins in 1949 although indexing for some journal titles extends back into the nineteenth century. Full text is provided for more than 266,000 electronic articles and book reviews, from more than 130 journals selected by leading religion scholars in the United States. This database is produced by the American Theological Library Association.

To access these tools, simply follow the link and log on. The website address is http://search.ebscohost.com/. The User ID is **s7139629**. The Password is **password**.

These are remarkable research tools, especially the second database which provides bibliographical and/or full text references in ATLA Religion Database with ATLA Serials. Only some articles are available in full text as PDF files. The articles at the bottom of the reference indicate PDF format. In the search area searches can be undertaken in a Boolean method e.g. theology and science. The language of the articles required can be specified. A journal title can be specified. A time frame by years can be specified. The type of article can be specified e.g. all, review, article, essay, etc. More than one user can access the information at the one time.

If you have any questions about these databases, please feel free to contact Dr Chris Baghos at library@greekorthodox.org.au or (02) 9549 3105.

Demand Hours, Grading System and Attendance

Demand hours are the time to which a student is notionally committed per unit, and include both the teaching period and personal study time. A 9 credit point unit is allocated 162 demand hours. A typical breakdown for a unit delivered during the semester could include:

- 36 hours face to face in the lecture room,

- 45 hours devoted to assessment tasks, and

- 78 hours set aside for non-assessable tasks.

Ideally, students should be prepared to devote an average of 7-9 hours per week towards researching, reading, and writing for each unit.

Please see Section 6 of the College's Handbook, available online at www.sagotc.edu.au for information about the grading system.

To complete a course unit a student must have been present for at least 80% of all prescribed face-to-face contact hours, field work and other activities. In the case that a student cannot attend a lecture, he or she must inform the lecturer.

Session topics

Session 1   Overview of course - what is Pastoral theology?

Session 2   Functions of pastoral care: healing, sustaining, guiding, reconciling.
Varying emphases in Church History on the "4 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

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	Evidence of imagination, originality, and independent	Ability to construct well-reasoned and coherent	Ability to construct sound argument based on evidence	Inability to construct coherent argument

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
	independent thought	thought	argument based 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
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 contribution 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
	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)