



**Master of Divinity, Master of Ministry,
and related programmes**

PC643/D
Pastoral Care
Field Education

Semester 1, 2019

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

PC643/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).

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 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.

KEY REQUIREMENT

All students undertaking this unit are required to have a Queensland Government '**Positive Notice – Blue Card**'. If you do not already have one, you will not be permitted to commence the practical requirement of the unit until you receive an approved Blue Care.

In the event that a student is ministering in an Australian state other than Queensland, or in a country other than Australia, they will be required to demonstrate that they have met all statutory requirements applicable to the state or country in which they will be ministering.

Orientation

This unit will examine issues that pertain to the personal life and practice of those who have been called into pastoral ministry, as effective ministry comes not only out of “what we *do*”, but more fully out of “who we are”. Then, various approaches to and dimensions of pastoral care and the variety of approaches will be examined. Along with this, attention will be given to importance of pastoral care for those who are not yet a part of the family of God; including a consideration of evangelism and the discipling of new believers. In addition, consideration will be given to a range of practical pastoral duties; including the administration of the ordinances of the church (i.e. the Lord’s Supper and Baptism), along with other pastoral responsibilities, 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, supervised by a Ministry Mentor who will meet with them on a regular basis. 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 engage with a Ministry Support Team (MST), a small group of 3-5 people from within the congregation, who will meet with them on a number of occasions to assist the student in their personal reflections about their growth and development as ministry practitioners.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

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

Unit Content

The unit is made up of the following sections:

Two-Day Intensive Programme

All **contact students** are required to attend this compulsory intensive run on Thursday and Friday, 7-8 February, at Malyon College from 9.00am to 4.00pm. *Students will be required to be present for the entire day on both days.*

Distance students have the option of *EITHER* attending the two-day programme *OR* working through the same material on Moodle, and ensuring that all required forum posts are submitted by NO LATER THAN Friday 4 March – PERMISSION FOR LATE SUBMISSION WILL NOT BE GRANTED, except in extreme circumstances.

Semester Field-Based Education

This will include engagement in six ministry experiences selected from the Malyon College Field Education Manual, together with ministry observations in two other areas where the student does not have direct involvement in the ministry activity. These ministry areas are ones in which the student will seek to learn valuable practical ministry lessons by thoughtfully observing the conduct of others in ministry.

Unit Outcomes

On successful completion of this unit, student will:

A. Know and understand:

1. The dimensions of pastoral care.
2. The ministry of 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.
1. Assess the ministry of pastoral care as observed in a local congregation.

C. Be able 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

In addition to the attendance of the Two-Day Intensive Programme, the Semester Field-Based Education will demand the following hours on average:

1. Time with Ministry Mentor – 1 hour per week or 2 hours per fortnight.
2. Ministry Experience – 10 hours per week.
3. 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. A bibliography is provided at the end of this document. Students are encouraged to undertake further readings in their chosen topics.

Required Resources

In order to complete the unit, the student will be required to have access to the following resources:

Learning resources are 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 (2018 edition).

UNIT ASSESSMENT

Grading and Overview

This Field Education unit will be graded entirely on the four submissions submitted, periodically through the semester, by the student. The graded elements are the Ministry Observation Reports, Ministry Experience Reports, and 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 note the following:

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.

With respect to '3. Selection of Ministry Experiences,' students are required to select a minimum of three of their six ministry experiences from the list below.

- | | |
|----|---|
| C1 | Pastoral Care |
| C3 | Ministry to new people |
| C4 | Ministry to struggling & hurting people |
| M2 | Evangelism |
| M3 | Discipling New Believers |
| P1 | Personal Devotional Life & Leadership |
| W3 | Communion |
| W4 | Baptisms |

Submissions Due

Submission 1: Due Friday 22 February (compulsory)

- a. Semester Planner (Form FE 1)
- b. Evidence of Ministry Planning (e.g. copy of a weekly diary/planner)

Distant Student Submission: Due Friday 4 March

DISTANCE STUDENTS who did not attend the two-day intensive are to complete all required forum posts by **NO LATER THAN Friday 4 March – PERMISSION FOR LATE SUBMISSION WILL NOT BE GRANTED, except in extreme circumstances.**

Submission 2: Due Friday 22 March (30% of final mark)

- a. One Ministry Experience Report (Form FE 4), signed by the student and Mentor
- b. Two Ministry Observation Reports (Form FE 2) , signed by the student and Mentor

Submission 3: Due Friday 3 May (30% of final mark)

Three Ministry Experience Reports (Form FE 4), signed by the student and Mentor

Submission 4: Due Friday 31 May (40% of final mark)

- a. Two Ministry Experience Reports (Form FE 4) , signed by the student and Mentor
- b. Student Evaluation Report (Form FE 5)
- c. Ministry Support Team Report (Form FE 6)
- d. Ministry Mentor's Evaluation Report (Form FE 7)

Intensive Programme Schedule

Daily Schedule

08:30-09:30 Lecture 1

09:30-10:30 Lecture 2

10:30-11:00 *Morning Tea*

11:00-12:00 Lecture 3

12:00-13:00 Lecture 4

13:00-14:00 *Lunch*

14:00-15:00 Lecture 5

15:00-16:00 Lecture 6

Mod	Date	Topic/s	Ministry Experience
1	7 Feb	Field Education Introduction; The Leader as Shepherd and Servant	P1 Personal Devotional Life
2	7 Feb	Developing Reflective Practice	P4 Developing Reflective Practice
3	7 Feb	Pastoral Care	C1 Pastoral Care
4	7 Feb	Pastoral Ethics	C2 Pastoral Ethics
5	7 Feb	Ministry to Struggling & Hurting People	C4 Ministry to Struggling & Hurting People
6	7 Feb	Preparation for Marriage and Weddings	C5 Pre-Marriage Preparation W5 Weddings
7	8 Feb	Ministry to the Dying and Bereaved, including Funerals	C6 Ministry to the Dying & Bereaved W6 Funerals
8	8 Feb	Developing a Philosophy of Ministry	P5 Developing a Philosophy of Ministry
9	8 Feb	Evangelism	M2 Evangelism
10	8 Feb	Baptisms	W4 Baptisms
11	8 Feb	Discipling New Believers	M3 Discipling New Believers
12	8 Feb	Ministry to New People	C3 Ministry to New People
13	8 Feb	Dedications and Communion	W3 Dedications & Communion

UNIT LECTURER AND DEVELOPERS

Unit Lecturer



After working as an Air Traffic Controller in the South African Air Force, Charles de Jongh commenced his ministry experience working with children, teenagers and young adults while completing his initial theological studies at the Baptist Theological College in Cape Town, South Africa, where he graduated with a Licentiate in Theology. He continued to focus on young adults' ministry while completing a BA with majors in Biblical Studies and Psychology.

In 1991, he commenced ministry in a church plant as the solo pastor; during his ministry the church grew from 6-10 attendants to over sixty. At the same time he completed an MA, researching 'contemporary developments in Christology in Africa.' After five years of ministry, he took up a lecturing position at the Baptist Theological College of Southern Africa with a focus on Biblical Studies and Practical Theology. While lecturing, he carried out doctoral research into the 'significance of hermeneutical method in recent biblical scholarship.' Other ministry involvement at this time included serving on the Executive of Baptist Youth of Southern Africa and chairing the Board of Mission Aviation Fellowship South Africa.

Charles has been a lecturer at Malyon College since July 2007, with his main teaching areas being Biblical and Youth Studies. He has since completed a doctorate in Higher Education, examining 'theories of multiple intelligences and learning assessment for deep learning in higher education.'

Contact details:

Office: (07) 3354-5656

E-mail: charles@malyon.edu.au

Unit Developers

As will become apparent, this unit has been developed by a number of people. As this is the final semester in which this unit will be taught in its existing format, no changes have been made to update the unit. Of significance is the contribution of **Peter Francis**, who appears on Moodle as the College's Field Education Director. He has since moved on to the role of College Principal, while I have taken over responsibility for Field Education.

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Malyon’s Vision: *To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.*

	1.	2.	3.	4.
Graduate Attribute 1: Personal Formation – ‘Shepherds with God’s heart’				
a. Is secure in God, living in the truth and freedom of the gospel	✓			
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines			✓	
c. Intentionally plans for growth, being aware of personal strengths and weaknesses	✓			
d. Grows spiritual, personal and relational health, especially through accountability	✓			
e. Is committed to influencing and serving others in the church and the world	✓			
Graduate Attribute 2: Ministry Formation – ‘Knowledgeable and wise shepherds’				
a. Understands the ‘big story’ of the Bible and the gospel			✓	
b. Is personally able to interpret and apply the Bible			✓	
c. Is formulating a biblical, historical and contemporary theology		✓		
d. Reflects biblically and theologically on life and practice	✓			
d. Is committed to communicating and demonstrating the gospel	✓			
Graduate Attribute 3: Ministry Formation – ‘Knowledgeable and wise shepherds’				
a. Has a godly influence on others	✓			
b. Possesses the knowledge and skills needed for chosen ministry path	✓			
c. Ministers and communicates the gospel with clarity in a range of contexts	✓			
d. Works well in a team and intentionally does so	✓			
e. Is committed to servant leadership and the mentoring of 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.

Primary Bibliography

- Bass, D.C. (ed.). 2008. *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*. Grand Rapids: Eerdmans.
- Johnson, A. 2007. *Shaping Spiritual Leaders: Supervision and Formation in Congregations*. Herndon: Alan.
- Malphurs, A. 2007. *A New Kind of Church: Understanding Models of Ministry for the 21st Century*. Grand Rapids: Baker.

Recommended Bibliography

- Allen, R.J. 2001. *Preaching and Practical Ministry*. St Louis: Chalice.
- Brian, P.R. 2006. *Going the Distance: How to Stay Fit for a Lifetime of Ministry*. Kingsford: Matthias Media.
- Carl, W.J. (ed.). 2009. *Best Advice: Wisdom on Ministry from 30 Leading Pastors and Preachers*. Louisville, KY: Westminster John Knox Press.
- Carroll, J.W. 2006. *God's Potters: Pastoral Leadership and Shaping of Congregations*. Grand Rapids: Eerdmans.
- Drane, J.W. 2008. *After McDonaldization: Mission, Ministry and Christian Discipleship in an Age of Uncertainty*. Grand Rapids: Baker.
- Elias, J.W. 2006. *Remembering the Future: The Pastoral Theology of Paul the Apostle*. Scottdale, PA: Herald.
- Herrington, J. Creech, R.R. and Taylor, T. 2003. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. San Francisco: Jossey-Bass.
- Hilman, G.M. 2008. *Preparing for Ministry: A Practical Guide for Theological Field Education*. Grand Rapids: Kregel.
- Hotchkiss, D. 2008. *Governance and Ministry: Rethinking Board Leadership*. Herndon: Alban Institute.
- Laniak, T.S. 2006. *Shepherds after My Heart: Pastoral Traditions and Leadership in the Bible*. Downers Grove: IVP.
- Piper, J.B. 2002. *We are Not Professionals: A Plea to Pastors for Radical Ministry*. Nashville: Broadman and Holman.
- Steinke, P.L. 2006. *Healthy Congregations: A Systems Approach*. Herndon: Alban
- Stott, J.R.W. 2007. *The Living Church: Convictions of a Lifelong Pastor*. Nottingham: IVP.
- Tidball, D. J. 2008. *Ministry by the Book: New Testament Patterns for Pastoral Leadership*. Nottingham: Apollos.
- Thompson, J. 2006. *Pastoral Ministry According to Paul: A Biblical Vision*. Grand Rapids: Baker.
- Tripp P.D. 2012. *Dangerous Calling*. Wheaton: Crossway.

Willimon, W.H. 2002. *Calling and Character: Virtues of the Ordained Life*. Nashville: Abingdon.

Willimon, W.H. 2002. *Pastor: A Reader for Ordained Ministry*. Nashville: Abingdon.

Wood, C. M. 2008. *Attentive to God: Thinking Theologically about Ministry*. Nashville: Abingdon.

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):

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.