

## UNIT INFORMATION

<b>UNIT CODE</b>	SO317	
<b>UNIT NAME</b>	Transformational theology for Human Services Practices	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Human Services Bachelor of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Advanced	
<b>UNIT COORDINATOR</b>	Dr Stephen Beaumont	
<b>TEACHING STAFF</b>	Dr Stephen Beaumont	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face External	
<b>STUDENT WORKLOAD</b>	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation	60 hours
	Assignment preparation	55 hours
	<b>TOTAL</b>	<b>150 hours</b>
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	Prerequisites CS216 Christian Foundations for Work and Vocations II SO102 Introduction to Applied Social Theories	

## RATIONALE

It can be claimed that all action proceeds from belief, whether known or tacit. Consequently, it is important to examine implicit beliefs in any given professional setting. While students require a thorough knowledge of human services theories, they also need to be challenged to integrate their faith, theology and underpinning view of the world with their learning and practice. This should also include awareness of theological concepts associated with welfare, community services and counselling, and their implications for faith-based practitioners.

In this capstone unit, students will be encouraged to investigate foundational and contemporary themes within Christian theology, especially as they relate to the organising biblical motif of *shalom* and the therapeutic relationship that is the essence of all social sciences and counselling practice.

## LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internally or Externally).

### INTERNAL

Learning outcomes will be addressed through on-site lectures, tutorials and assessments. In an internal unit, there will be 1 lecture per week (50 mins) followed by a tutorial for 50 mins. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

#### Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

If the class is held weekly, tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

If the unit is offered in Intensive Mode, the tutorials and other learning activities will be blended into the class experience.

#### Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

### EXTERNAL

Please refer to the Online Modules.

Students will also be able to view the lecture content.

These resources will provide you with all you need to complete the assessments. However, you must be sure to follow the weekly topics in this handbook and to log-on to the Moodle page for this subject regularly as your participation in the weekly discussions and activities posted there is essential for your successful completion of this unit.

## Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

## CONTENT

### 1. Christian Theology and the Social Sciences:

- What is theology and why does it matter?
- Imbedded versus deliberative theology
- Faith Integration in human services and counselling practice
- Critical correlation and practical theology

### 2. Theological reflection and reflective practice:

- Reflective Theory & Processes
- what is theological reflection? – major models
- Relationship between theological reflection and reflective practice
- Integrating theological reflection into practice

### 3. *Shalom, Missio Dei* and the nature of God

- The nature and character of God in Christianity, *Shalom* and *Missio Dei*
- Trinity and perichoresis
- The nature and character of God in Judaism, Buddhism and Islam
- Incarnation and Christian anthropology
- Being human: Philosophical perspectives
- Integrating theological perspectives into practise

### 4. *Imago Dei*: Individual and social implications:

- Understanding the concept of image of god
- Theological Interpretations of the Biblical Narrative
- Exploring the implication of a transformational progression of image to therapeutic work
- The image of God, Otherness and Human Identity

- Christian anthropology and the Image of God

## 5. The providence of God and suffering:

- The problem of divine providence
- An integrated approach to divine providence and suffering
- Grief and Loss through cultural and religious lenses
- Suffering, resilience and spirituality
- Case studies of suffering including ecology, poverty, discrimination, and war
- Integrating theology of God's providence into practice

## 6. Theology of hope:

- Contemporary theologians understanding of hope (e.g. Moltmann, Wright, Pruyser, Capps, Snyder)
- Cultural perspectives on hope
- Marcel's philosophy of hope
- Exploring the twin concepts of particularised hope and generalised hope
- What does hope look like in the counselling room?

## 7. Theology of Violence:

- Contemporary understanding of Family & Domestic violence
- Religion and violence from Christian theological perspectives
- Theology of Trauma
- Working with people who have experienced Family and domestic violence

## 8. Theology of Connection:

- The power of human connection
- Neuroscience and connection
- Theology of Intimacy
- Attachment theory and concepts of God

## 9. Theology of Mental Health:

- Theoretical perspectives in mental health – analytical/developmental, behavioural, cognitive, social, humanistic, personality
- Theological perspectives on mental health
- Religion and mental health

## 10. Theology of Aging, Death and Dying:

- Cultural perspectives on death and dying
- Karl Rahner's everyday dying
- Death and Transformation in the Christian tradition
- How to counsel/care for the bereaved

## 11. Theology of gender:

- Contemporary issues and perspectives on gender
- Religion and gender
- Sexuality and gender
- Worldview and bias
- Working relationally with LGBT clients in clinical practice

## 12. Theology of Disability:

- Models of disability

- Contemporary disability theology
- Chronic Illness and disability
- Working with disabled persons

## LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Comprehended the relevance of key aspects of Christian theology for human services and counselling and counselling.
2. Explored the biblical construct of shalom as an organising motif of the Christian meta-narrative and social action.
3. Integrated theology into their counselling or human services practice.
4. Critically reflect theologically on human and counselling practice.
5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

## ASSESSMENT TASKS

**ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: CRITICAL ANALYSIS

Students will produce four critical responses to the set readings using the outline supplied in class (weeks 3-12) using the outline supplied in class.

Word Length/Duration: 1,800 words (4 x 450 words)  
 Weighting: 40%  
 Learning Outcomes: 1-5  
 Assessed: Weeks 3 - 13  
 Method of Submission: Turnitin

### TASK 2: ESSAY

Students will write a theological reflection essay using the Theological Reflection Rubric supplied in class supplied in class. Students must choose a presenting issue within a Human Services or counselling context and integrate theological issues, new insights and propose possibilities for shalomic solutions to human problems.

Word Length/Duration: 3,200 words  
 Weighting: 60%  
 Learning Outcomes: 1-5  
 Assessed: Week 11  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes	PACFA Guidelines
Task 1	1-5	1-12	K1, S1, S5, A2	1,3,6	C, G, J
Task 2	1-5	1-12	K1, S1, S5, A2, A3	1,3,6,7	C, G, J

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## PRESCRIBED TEXTS

No set textbook.

## RECOMMENDED READINGS

### BOOKS

Boeve, Lieven, Yves de Maeseneer, and Ellen Van Stichel. (2014). *Questioning the human: toward a theological anthropology for the twenty-first century*. Fordham University.

Cole, G. (2009). *God the peacemaker: How atonement brings shalom*. Intervarsity.

Franklin, Patrick S. (2016) *Being human, being church. The significance of theological anthropology for ecclesiology*. Paternoster.

Green, J. (2008). *Body, soul, and human life: The nature of humanity in the Bible*. Baker Academic.

Greenwood, D., & Levin, M. (2006). *Introduction to action research: Social research for social change* (2nd ed.). Sage.

Harrison, Nonna Verna. *God's many-splendored image: Theological anthropology for Christian formation* (2010). Baker.

Lints, R. (2015). *Identity and idolatry*. IVP.

McGrath, A. (2017). *Theology: The basics*. (4<sup>th</sup> ed.). Wiley-Blackwell.

McMinn, M. (2008). *Sin and grace in Christian counseling: An integrative paradigm*. Intervarsity.

Ott, B. (2005). *God's shalom project: An engaging look at the Bible's sweeping story*. Good Books.

Schori, K. (2009). *Gospel in the global village: Seeking God's dream of shalom*. Morehouse.

Schwarz, H. (2013). *The Human being: A theological anthropology*. Eerdmans.

Welker, M. (Ed.) (2014). *The depth of the human person: A multidisciplinary approach*. Eerdmans.

Woodley, R. (2012). *Shalom and the community of creation: An indigenous vision*. Eerdmans.

Yoder, P. (2017). *Shalom: The Bible's word for salvation, justice & peace*. Evangel.

Yong, A. (2012). *Spirit of love: A Trinitarian theology of grace*. Baylor University Press.

### JOURNAL ARTICLES

Hughes, P. (2013). *History and theology of Christian Welfare in Australia: A Review of the Literature*. Christian Research Association and MCD University of Divinity.

### JOURNALS

*The Journal of Sociology*

*The Journal of Psychology and Theology*

### OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE