

Introduction to Aspects of Pastoral Care (TMM1417)

| | |
|----------------------------------|--|
| Module Level: | 4 |
| Module Credit Value: | 10 |
| Pre-requisites: | None |
| Co-requisites: | None |
| Excluded Combination of Modules: | TMM1421 - Introduction to Pastoral Care TMM1221 - Pastoral Care, Ethics and Ministry |
| Aims: | <p>To introduce students to major issues relating to pastoral care.</p> <p>To provide students with an understanding of the place of pastoral care in the life and worship of the Christian community.</p> <p>To encourage students to become committed to developing the skills and dispositions required for good pastoral care.</p> |
| Content: | <p>An introduction to definitions and issues of pastoral care and understandings of human development.</p> <p>An understanding of the place of pastoral and ministerial practice in the life and worship of the Christian community.</p> <p>Development of skills and competences for informed pastoral care in selected contexts, for example bereavement or relationships.</p> <p>An understanding of best practice in safeguarding, child protection and the protection of vulnerable adults.</p> |

Learning Outcomes: By the end of this module students will be able to:

Subject Knowledge [SSK 3]

Investigate and describe competently definitions and models of pastoral care, its place in the ministry and mission of the church, and some of the questions to which it gives rise.

Subject Skills [SSS 3]

Respond sensitively to pastoral situations, and reflect on these in the light of learning from this and other modules, communicating their findings accurately and reliably.

Key Skills [KS 1, 2, 3]

Identify, gather and evaluate source materials for a specific purpose.

Evaluate the appropriateness of different approaches, communicating their findings sensitively and respectfully, showing self-awareness about their own beliefs, commitments and prejudices.

Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task and learning from it.

Modes of Teaching and Learning: Teaching methods to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.

Learning Hours: Learning hours to be specified by each TEI using the 'Guidelines for Learning Hours'.

Formative Assessment: Formative assessment to be specified by each TEI in line with the published guidelines on formative assessment.

Summative Assessment: Summative assessment to be specified by each TEI using the published guidance on assessment patterns for undergraduate modules.

Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.