

Pastoral Care (TMM2471)

Module Level:	5
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To introduce students to a theological, anthropological and sociological understanding of human flourishing and foundational psychologies of human personality.</p> <p>To enable students to explore different models of pastoral care, drawing upon a range of theological, spiritual, psychological and anthropological resources.</p> <p>To offer students the opportunity to engage with some important issues in pastoral care, such as power relationships, confidentiality, transference and counter-transference, the need for supervision, safeguarding and professional boundaries.</p> <p>To enable students to reflect critically on their own experience of pastoral care and on their own emergent practice, developing self-awareness and awareness of the needs of others.</p> <p>To enable students to speak honestly about themselves and non- judgementally of others.</p> <p>To encourage students to become committed to pastoral care.</p>
Content:	<p>Theological, anthropological, sociological and psychological understandings of personhood and human development and personality.</p> <p>Models of pastoral care in psychology and Christian ministry.</p> <p>Development of the skills, attitudes and personal resources required for effective and informed Christian pastoral care in a range of contexts, including an understanding of best practice in safeguarding, child protection and the protection of vulnerable adults and how to apply these in a range of contexts.</p> <p>Reflection on students' own experience and on ministerial practice and competency.</p>

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

Subject Knowledge [SSK 3]

Compare and contrast theological, and other perspectives on what it means to be human and ways of understanding human development and personality.

Give a thorough account and analysis of some of the issues presented by those in need of pastoral care and those who provide pastoral care both inside and outside the church.

Draw on theological and other relevant sources to describe and analyse the significance of, and issues raised by, pastoral care in the context of the practices of Christian discipleship, ministry and mission.

Subject Skills [SSS 3]

Reflect critically and theologically on their response to pastoral situations, drawing on their learning from this, and other relevant modules, and develop their practice accordingly, communicating their learning effectively.

Key Skills [KS 1, 2, 3, 4]

Identify, gather and evaluate source materials for a range of purposes.

Undertake a critical analysis of information and arguments, showing critical awareness of their own beliefs, commitments and prejudices.

Take responsibility for a task that involves independent inquiry; the management of time, resources and use of IT; meeting deadlines, evaluating the task and learning from it.

Plan their own personal and professional development.

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.