

Pastoral Ministry in the Contemporary World (TMM3971)

Module Level: 6

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: To extend and deepen students' emerging pastoral skills and wisdom, equipping them to respond with discernment to a range of complex life issues in the context of Christian life and ministry.

To enable students to articulate a critical appreciation of the ways in which a variety of Christian frameworks inform and shape pastoral responses in contemporary situations.

Content: This module will include:

Exploration of the systemic dynamics of pastoral care within the communal life of the church.

A nuanced theological account of available resources (e.g. moral resources such as Virtue Ethics, Utilitarianism, and Deontological ethical frameworks).

Application of these resources to a selection of complex issues, from areas such as ecological, economic, social, medical, and political contexts.

Case studies dealing with a range of complex pastoral topics (e.g. relationship breakdown, trauma, old age and dementia, moral failure.)

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

Subject Specific Knowledge [SSK 2, 3]

Give a coherent and detailed account of core methods and concepts in pastoral ministry.

Demonstrate a rigorous critical understanding of the ways in which ethical and/or theological frameworks can inform a pastoral ministry which addresses the complexities and ambiguities in and beyond church life.

Subject Specific Skills [SSS 2, 3]

Respond in healthy ways to complex and ambiguous pastoral issues faced by church leaders in the light of insights from theological and other disciplines.

Consider how Christian resources can be appropriately applied to at least one particular complex issue, relating their findings to experience and practice in the context of Christian discipleship, showing sensitivity to the problems of religious language, experience and the limits of knowledge.

Key Skills [KS2, 3, 4]

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.

Take responsibility for 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'.

Contact Hours:

Contact hours to be specified by each TEI using the 'Guidelines for Contact 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 programmes.

Indicative Reading:

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