

Complex Issues in Pastoral Care (TMM49120)

Module Level: 7

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To enable students to gain a systematic knowledge and critical awareness of at least two current issues in pastoral care.

To enable students to develop a conceptual understanding to critically evaluate current research and advanced scholarship in the discipline as well as to analyse and critique methodologies used.

To enable students to apply such understanding to particular situations.

Content:

Resources for pastoral care and counsel (Scripture, tradition, and reason, including practical settings and personal/reflexive experience).

Modes of pastoral care and counsel in a Christian theological context.

Focussed consideration of a small number of specific issues in Christian pastoral care (e.g. addiction, family life, conflict resolution, victims of trauma, bereavement) in light of theology and the human sciences.

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

Subject Specific Knowledge [SSK 1, 2, 3]

Demonstrate a systematic and critical understanding of resources for, and issues in, complex pastoral care (for example in trauma, marriage crisis, addiction), drawing on the methodologies and findings of current scholarship.

Give a critical and comprehensive account of a range of context-appropriate approaches to Christian pastoral care in at least two complex areas.

Subject Specific Skills [SSS 1, 2, 3]

Analyse and critically evaluate theological implications of differing approaches to pastoral care.

Apply appropriate sources and methods to specific pastoral issues, reaching valid and informed judgements about how to exercise appropriate pastoral care in a range of contexts.

Draw appropriate conclusions for pastoral practice from careful and rigorous reflection on complex situations in the contemporary world.

Key Skills [KS1, 2, 3]

Carry out systematic and creative research into complex issues and communicate their findings with clarity, sensitivity, fairness and imagination to specialist and non-specialist audiences.

Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks.

Exercise their independent learning skills to pursue further professional development or academic study.

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 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 postgraduate modules.

Indicative Reading:

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