

Exploring Pastoral Care (TMM2857)

Module Level:	5
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM2471 Pastoral Care TMM2491 Practical Theology and Pastoral Care
Aims:	<p>To develop Christian wisdom in responding to pastoral situations.</p> <p>To introduce students to the ways in which effective pastoral ministry is grounded in and shaped by healthy relationships and wise conversation in the Christian community.</p> <p>To offer students the opportunity to engage with some important issues in pastoral care, such as confidentiality, safeguarding and engagement with secular help.</p> <p>To enable students to speak honestly about themselves and non- judgmentally of others</p>
Content:	<p>The module will</p> <p>Explore the principles and practices of healthy and effective pastoral care, developing self-awareness and safe practice.</p> <p>Provide resources for critical evaluation of and learning from one or more models of pastoral care, drawing on theological and other disciplines.</p>
Learning Outcomes:	<p>By the end of this module students will be able to:</p> <p><i>Subject Specific Knowledge [SSK3]</i></p> <p>Describe and analyse one or more issue in or approach to pastoral care, drawing on theological and other perspectives.</p> <p><i>Subject Specific Skills [SSS2, 3]</i></p> <p>Develop their competence in pastoral care in the light of theological and, where appropriate, other disciplines.</p> <p>Reflect critically and theologically on their response to one or more pastoral situations, drawing on their learning from this, and other relevant modules, and develop their practice accordingly, communicating their learning effectively.</p> <p>Identify and evaluate potential areas of safeguarding so as to foster healthy cultures for pastoral ministry.</p>

Key Skills [KS2, 3, 4]

Undertake a critical analysis of information and arguments, communicating these effectively to specialist and non-specialist audiences, showing critical self-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'

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.