

Conflict Transformation in the Church (TMM3617)

Module Level:	6
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To provide skills and tools to work towards effecting transformation in situations of conflict.</p> <p>To promote understanding of conflict in church settings.</p> <p>To develop awareness of personal working style as a leader facing conflict.</p>
Content:	<p><u>Our Experience of Conflict:</u> definitions and associations of conflict Christians and conflict ways of working with conflict Gilmore-Fraleigh style profile – personal profile in calm and storm; defining and recognising excess</p> <p><u>The Church and Conflict:</u> biblical material dealing with conflict positions and interests levels of church conflict</p> <p><u>Tools for Conflict Transformation:</u> re-framing apology the ‘conflict spectrum’ centred speaking and listening informal mediation facilitating good group process being an effective leader in the face of conflict</p>

Learning Outcomes:

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

Subject Specific Knowledge [BA SSK 2, 3] [Graduate Cert SSK 2/ Graduate Dip SSK 1, 2]

Demonstrate analytical understanding of the causes and structures of human conflict.

Demonstrate analytical understanding of themes and resources from Christian theological tradition for dealing with issues of conflict.

Demonstrate critical awareness of the ethical impact of conflict in Christian ministry and of principles of effective leadership in ecclesial settings involving conflicting positions, interests and needs.

Subject Specific Skills [BA SSS 3] [Graduate Cert / Dip SSS 2]

Articulate and analyse ways for working constructively with conflict in the church.

Draw critically upon resources informed by Scripture, tradition and the human sciences in their approach to conflict and pastoral care within church settings.

Demonstrate awareness of their own working style preference.

Key Skills [BA, Grad Dip KS 1, 2, 4] [Graduate Cert KS 1, 2, 3]

Demonstrate developed self-awareness and integrative ability as reflective practitioners.

Identify, gather, analyse and evaluate textual source materials, including material from primary sources and scholarly research, for a range of purposes, and communicate their findings with clarity and fairness to specialist audiences.

Critically evaluate ideas, arguments and assumptions, using them to construct and communicate coherent and well-reasoned arguments, showing critical awareness of their own and others' beliefs, commitments and prejudices, to specialist audiences.

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'.

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.