Reflective Practice: Chaplaincy (TMM3771)

Module Level:	6
Module Credit Value:	20
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	TMM3427 - Chaplaincy and Contemporary Christian Mission

Aims: To support students in their ministerial development by developing their engagement with well-informed and structured forms of theological reflection which underpin reflective practice in a ministerial / professional / vocational context, by:

enabling students to gain a thorough understanding and theological perspective on the history, development and current debates about Chaplaincy ministries and their contextual expression

providing students with the opportunity to understand and critique contemporary institutional and organisational contexts for Chaplaincy ministries

enabling students to consider a range of workplace contexts such as healthcare, industry, formal education, criminal justice system and the armed forces, and evaluate the role of the Chaplain within them including a placement or workplace experience in one setting.

Content: History of the Chaplaincy movement in the UK, including the social and political context of spiritual and religious care in the state and/or private sector, to the present day.

Contemporary debates relating to lay and ordained ministry roles in multi-faith Chaplaincy settings.

A survey and evaluation of forms of Chaplaincy ministry.

Exploration of a range of approaches to spiritual and pastoral care in Chaplaincy settings. (Topics might to be considered might include: spiritual care, bereavement, restorative justice, rites of passage, crisis management, mediation, sacrament, multi-faith care).

Opportunities to build up skills and competences relevant for Chaplaincy ministries, through workplace experience or short term placement.

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]**

Describe and analyse models of Chaplaincy ministry in the history of the church and contemporary literature, critically evaluating them in relation to a range of contexts.

Offer a theologically coherent and critical account of key debates relating to the place of Chaplaincy ministry within the mission of the church.

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

Consolidate and extend their competences in ministry and mission with particular reference to chaplaincy settings, reflecting critically and theologically on their practice.

Reflect theologically on embodying the Christian faith within either a lay or ordained capacity within a range of contexts in a way that is both missiologically appropriate and in accordance with best practice in the relevant institutions and/or organisations.

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

Identify, gather and evaluate source materials for a specific purpose, including material from primary sources, and scholarly research and communicate findings with clarity and fairness via arrange of media.

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 both specialist and non-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.