

Moral Issues in Chaplaincy (TMM46220)

Module Level: 7

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims: To equip students with the ability and methods to critically evaluate the ethical models commonly used within their chaplaincy context and to grasp their implications for relevant stakeholders.

To develop in students an in-depth, sophisticated, and rigorous understanding and critical appreciation of the moral and theological resources available for Christian reflection on ethical issues.

To encourage students' openness to critical perspectives on the interaction between their own theological assumptions and their professional practice.

Content: This module will explore:

Sources for ethical thinking (Scripture, tradition, and reason, including philosophy, social sciences, and experience)

Modes of ethical enquiry (e.g. virtue ethics, deontology, utilitarianism, situation ethics, relational ethics, feminist, and liberation ethics) and evaluation of them from a Christian perspective

Specific issues chosen for their relevance to students' professional practice as chaplains (e.g. moral injury, seclusion, autonomy, fitness, capacity, consent, coercion, advance directives, assisted dying, health inequalities).

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

Subject Specific Knowledge [SSK 1, 2, 3, and 4]

Demonstrate understanding and depth of knowledge of ethical theory in relation to a specific issue within chaplaincy or an organisation served by chaplains.

Understand, assimilate and evaluate critically methodologies and findings of advanced scholarship and research in the field of ethics in a chaplaincy context.

Demonstrate an understanding of a range of methods of analysis and inquiry into ethics in a chaplaincy context.

Give a critical and comprehensive account of the rationale for a particular choice of ethical approach to explore an issue within its wider context of organisation, faith, and society.

Subject Specific Skills [SSS: 1,2, and 3]

Apply their knowledge of ethical theory to undertake independent investigation of professional practice in a chaplaincy context, reaching valid conclusions, some of which may be original, and report these findings effectively within the conventions of the relevant academic or professional community.

Evaluate and apply methodologies relevant to ethical enquiry, develop critiques of them and, where appropriate, propose new hypotheses.

Reflect theologically in a sophisticated and rigorous manner, exercising sound judgement when engaging systematically and creatively with ethical issues relevant to chaplains today.

Key Skills [KS 1, 2, and 3]

Communicate complex information and detailed argument with clarity, sensitivity, fairness, and imagination to specialist and non-specialist audiences.

Demonstrate initiative, self-direction and independence in tackling and solving a complex moral problem, 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 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 postgraduate modules.
- Indicative Reading: Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.