

Pastoral Supervision (TMM3531)

Module Level: 6

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

- To introduce students to the professional expectations of pastoral supervisors.
- To introduce students to key theoretical and theological frameworks in pastoral supervision.
- To give students opportunity to be supervised in their work.
- To give students opportunity to develop skills in supervising individuals.
- To equip students for evaluating their practice as supervisors.
- To engender in students increasing awareness of self and other, attention to role boundaries and use of power, openness, non-defensive attitudes and commitment to the development of others.

Content:

- Experience of being supervised and supervising others.
- Definitions of pastoral supervision and a theological rationale for pastoral supervision.
- Professional expectations concerning pastoral supervision.
- Basic models of pastoral supervision and the roles and dispositions of the pastoral supervisor.
- How to get to the heart of the matter and make effective use of time in supervision.
- A variety of methods of presenting material in supervision, e.g. verbatim, projective methods.
- Unconscious processes in supervision.
- Power dynamics in supervision.

Learning Outcomes:

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

***Subject Knowledge* [BA SSK 3, 4] [Graduate Cert / Dip SSK 1, 2]**

Give a detailed and coherent account of the practice of pastoral supervision and communicate the distinctions between pastoral supervision, counselling, spiritual direction and other ministry development activities, drawing on current practitioner research.

Describe and analyse a model of supervision and evaluate its application to different contexts.

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

Consolidate and extend their practice of supervision in the light of theological and other disciplines, reflecting critically on their own practice.

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

Critically evaluate ideas, arguments, assumptions and practices, communicating coherent and transformative responses sensitively and respectfully.

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.