

## Issues in Pastoral Ministry (TMM3627)

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Module Level:	6
Module Credit Value:	10
Pre-requisites:	None
Co-requisites:	None
Excluded Combination of Modules:	None
Aims:	<p>To explore, through the consideration of specific pastoral issues, the interrelation of theology with the human sciences as it relates to the pastoral ministry of the Church.</p> <p>To develop appropriate self- awareness and pastoral expertise.</p>
Content:	<p>A critical consideration of the understandings of the human person offered through a range of disciplines.</p> <p>Key texts and models in pastoral care, and their application to the practice of pastoral care.</p> <p>Pastoral care issues to be analysed through the insights of both theology and human sciences e.g. mental health, ageing, family and relationships, guilt and forgiveness, addiction and self-esteem.</p> <p>Looking after yourself in ministry, boundaries, self awareness and supervision.</p>

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

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

Demonstrate critical knowledge of a variety of approaches to personhood and how these understandings influence pastoral response.

Demonstrate a systematic understanding of psychological concepts and processes for a number of pastoral issues and of how these inform the practice of pastoral care.

**Subject Skills [BA SSS 2, 3] [Graduate Cert / Dip SSS 1, 2]**

Research and evaluate a range of models of pastoral care, and how these models might be applied in different contexts and to a variety of issues.

Analyse in depth a number of pastoral issues by drawing on psychological insights and those of other human sciences

Consolidate and extend their ability to reflect theologically on a range of complex pastoral issues and integrate this with the practice of pastoral care.

Integrate theology and insights from human sciences with ministerial practice.

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

Demonstrate their ability as self-reflective and critically aware practitioners.

Critically evaluate ideas, models and approaches from within an interdisciplinary field.

Acquire and synthesise information through reading and research from both primary and secondary sources and present this information clearly and effectively in written format.

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.

