

Pastoral Psychology (TMM3647)

Module Level: 6

Module Credit Value: 10

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To introduce students to a variety of psychological and spiritual approaches to the theory and practice of pastoral psychology, exploring the complementary interaction between the psychological and spiritual disciplines.

To encourage students to recognize the need for supervision skills in order to handle conflict creatively.

To enhance students' awareness of different stages of spiritual and psychological development: and the appropriate approaches to these.

Content:

The module will include a range of topics in psychological theory and its application in pastoral practice, such as:

- basic developmental psychology (crisis management, and systems theory)
- exploration of various approaches to developmental and other life crises
- pathological development, its underlying dynamics and its effect on the pastoral encounter
- ways towards health in the Christian tradition
- understanding the pressures of countertransference and projective identification
- skills development in listening, reflecting and group dynamics
- practice in supervision skills, particularly in the development of an internal pastoral setting
- definition of personal and professional boundaries, and of best practice in setting and observing them
- self-evaluation of skills and needs.

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]

Give a detailed, coherent and critical account of at least one model of human psychological development and its pertinence for Christian pastoral care.

Describe and critically analyse the relationships between psychological and spiritual aspects of responding pastorally to those facing a variety of human experience, including conflict and crisis.

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

Consolidate and extend their understanding and practice of pastoral care in the light of human developmental psychology and Christian theological disciplines, reflecting critically on their own practice as professionals prepared to work collaboratively with other professionals.

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

Evaluate ideas, arguments, assumptions and practices critically, 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.