

Multi-Faith and Secular Dimensions of Chaplaincy (TMM46320)

Module Level: 7

Module Credit Value: 20

Pre-requisites: None

Co-requisites: None

Excluded Combination of Modules: None

Aims:

To equip students with an understanding of the different faith traditions and non-faith perspectives of people they may work alongside or amongst in chaplaincy roles

To enable students to engage in critical theological thinking about their own faith, ministry and mission in relation to the perspectives brought by chaplaincy practitioners of diverse faith and non-religious backgrounds, examining what is common and what is distinctive.

To explore how multifaith chaplaincy is manifest in specific contexts (for example, armed forces, criminal justice, higher education) and to compare and contrast differing models in order to resource students, as reflective practitioners, to engage with the demands of multi-faith, secular and post-Christian contexts.

Content:

An exploration of what is meant by a 'multi-faith' and 'secular' context, and how models of chaplaincy are shaped by differing perspectives, such as faith-based, humanist, interfaith and generic.

An understanding of working in multi-faith teams and contexts, exploring sensitivities, challenges and opportunities, including reflecting on the significance for chaplaincy of some key concepts and practices of faiths other than Christianity.

Critical evaluation of external (institutional and wider contextual) expectations relating to chaplaincy service provision in multi-faith and secular contexts.

An examination of key issues, such as interfaith worship and witness in the public sphere, development and use of multi-faith spaces, the role of faith representatives in secular contexts.

Contemporary debates relating to lay and ordained ministry roles in multi-faith Chaplaincy settings, and issues of representation (including gender, ethnicity, faith or philosophy commitment).

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

Subject Specific Knowledge [SSK 1, 3 and 4]

Demonstrate a systematic understanding and depth of knowledge of chaplaincy in multifaith and/or secular contexts that is informed by research and original thinking at current boundaries of the subject.

Demonstrate analysis and inquiry into understandings and practices of chaplaincy from a variety of faith (and other) perspectives and an in-depth engagement with methods applicable to researching and understanding this field.

Give a critical and comprehensive account of a range of methods for understanding and engaging in chaplaincy in multifaith and/or secular contexts, including working in diverse chaplaincy teams, and relating this to their own faith, ecclesiology and mission.

Subject Specific Skills [SSS 1 and 3]

Apply their knowledge to undertake independent investigation of aspects of multifaith and/or secular chaplaincy, demonstrating sensitivity to perspectives within and outside the Christian faith, reaching valid conclusions some of which may be original.

Reflect theologically in a sophisticated and rigorous manner, exercising sound judgement when engaging systematically and creatively with complex, unpredictable, and ambiguous realities of chaplaincy in multifaith and secular contexts.

Key Skills [KS 1 and 3]

Carry out systematic and creative research into the complex issues encountered through chaplaincy which takes place alongside and/or amongst those of differing faith or secular commitments, and communicate their findings with clarity, sensitivity, fairness, and imagination to specialist and non-specialist audiences.

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 undergraduate programmes.

Indicative Reading:

Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.