

## TH5116 PASTORAL CARE

1.	<b>Module code:</b>	TH5116
2.	<b>Title:</b>	PASTORAL CARE
3.	<b>Credit points:</b>	10
4.	<b>FHEQ level:</b>	5
5.	<b>Semester:</b>	<i>Onsite: Semester 2 Distance: Semester 3</i>
6.	<b>Module leader:</b>	Andy Lord
7.	<b>Accredited by:</b>	MDX
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	Level 4 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	<b>Aims:</b>	<p>To investigate the nature of pastoral care within a local church context, provide initial insight and training in listening skills, and enable students to reflect on the potential pastoral responses to spiritual, emotional, relational, physical, and psychological needs in that context. To build on study of Christian theology and practice at Level 4, complement related study at Level 5, and lay foundations for further study at Level 6.</p>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge</b> On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically engage with a biblical and theological basis of Christian pastoral care (A1, A3, A4)</li> <li>2. Analyse and critically evaluate potential approaches to the pastoral care of individuals seeking spiritual, emotional, relational, physical, psychological and/or practical support (A3, A4)</li> <li>3. Consider ways in which pastoral care may be provided within a local church context (A3, A4)</li> </ol> <p><b>Skills</b> On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>4. Engage with biblical, theological and practical issues of pastoral care in a critical, empathetic, reflective and theologically astute manner (B1, B2, B3)</li> <li>5. Enhance and critically evaluate listening skills, engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)</li> <li>6. Organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (B6, B7, B8)</li> </ol>
11.	<b>Syllabus:</b>	<p>The module will introduce students to topics such as: key elements of a pastoral theology including the biblical and theological nature of pastoral care; the role and responsibilities of those involved in the provision of pastoral care within a local church; core listening skills required in the exercise of pastoral care; a consideration of pastoral care under the broad headings of spiritual, emotional, relational, physical psychological and practical needs. A selection of contemporary pastoral issues from topics such as</p>

	guidance, doubt, forgiveness, death, bereavement, depression, abuse, illness and incapacity, conflict, marriage and family will be considered.																														
12.	<p><b>Learning and teaching strategy:</b></p> <p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. <b>Onsite education</b> will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). <b>Distance education</b> through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. <b>Both onsite and distance students</b> will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																														
13.	<p><b>Assessment scheme:</b></p> <p><b>1. Formative assessment scheme</b></p> <p>Students will participate in a formative listening skills workshop and receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p>																														
	<p><b>2. Summative assessment scheme</b></p> <table><tr><td colspan="5"><b>Task:</b></td></tr><tr><td>Weighting</td><td>Specification e.g., word count / duration / no. of pages</td><td>LO mapped to</td><td>Anonymously marked</td><td>Ethics approval required</td></tr><tr><td>40%</td><td><i>Critical self-evaluation in response to listening skills exercises (1000 words)</i></td><td>5</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td></tr><tr><td colspan="5"><b>Task:</b></td></tr><tr><td>Weighting</td><td>Specification e.g., word count / duration / no. of pages</td><td>LO mapped to</td><td>Anonymously marked</td><td>Ethics approval required</td></tr><tr><td>60%</td><td><i>Essay responding to case study (1500 words)</i></td><td>1,2,3,4,6</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td></tr></table> <p><b>The marking scale is as follows:</b></p> <ul style="list-style-type: none"><li>00-34 is considered a fail.</li><li>35-39 is considered a compensatable pass (where appropriate and after re-assessment).</li><li>40-49 is considered a third-class pass</li><li>50-59 is considered a lower second-class pass.</li><li>60-69 is considered an upper-second-class pass.</li><li>70+ is considered a first-class pass.</li></ul>	<b>Task:</b>					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	40%	<i>Critical self-evaluation in response to listening skills exercises (1000 words)</i>	5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<b>Task:</b>					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	60%	<i>Essay responding to case study (1500 words)</i>	1,2,3,4,6	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
<b>Task:</b>																															
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																											
40%	<i>Critical self-evaluation in response to listening skills exercises (1000 words)</i>	5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																											
<b>Task:</b>																															
Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required																											
60%	<i>Essay responding to case study (1500 words)</i>	1,2,3,4,6	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module																											

	<p>In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.</p> <p>Therefore, please delete the statement which <b>does not</b> apply to this module:</p> <p>1. In order to pass the module, the student will be required to achieve a mark of 40+ <b>in each module element</b> except where compensation applies (if appropriate).</p> <p><del>2. In order to pass the module, the student will be required to achieve an aggregate mark of 40+ across all module elements, except where compensation applies.</del></p> <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p>	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
14.	<b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15.	<b>Length of exam</b>	
16.	<p><b>Learning materials</b></p> <p><b>Essential</b></p> <p>Goodliff, P., <i>Care in a Confused Climate</i> (London: Darton, Longman &amp; Todd, 1998) *</p> <p>Swetland, K.L., <i>Facing Messy Stuff in the Church: Case Studies for Pastors and Congregations</i> (Grand Rapids, MI: Kregel, 2005)</p> <p>Tidball, D., <i>Skilful Shepherds: Explorations in Pastoral Theology</i> (Leicester: Apollos, 1997) *</p> <p>Watts, F.; Nye, R.; Savage, S., <i>Psychology for Christian Ministry</i> (Routledge, 2001) *</p> <p>Wells, S., <i>Incarnational Ministry: Being with the Church</i> (London: Eerdmans, 2017) *</p> <p><b>Recommended</b></p> <p>Carson, M., <i>The Pastoral Care of People with Mental Health Problems</i> (London: SPCK, 2008)</p> <p>Dillen, A. (ed.), <i>Soft Shepherd or Almighty Pastor? Power and Pastoral Care</i> (Cambridge: James Clarke, 2015)</p> <p>Doehring, C., <i>The Practice of Pastoral Care: A Postmodern Approach</i> (Louisville, KY: Westminster John Knox, 2015) *</p> <p>Jacobs, M., <i>Swift to Hear: Facilitating Skills in Listening and Responding</i> (London: SPCK, 2000) *</p> <p>Hicks, P., <i>What Could I Do?</i> (Leicester: IVP, 2003)</p> <p>Hicks, P., <i>What Could I Say?</i> (Leicester: IVP, 2000) *</p>	

<p>Peterson, E. &amp; Dawn, M., <i>The Unnecessary Pastor: Rediscovering the Call</i> (Cambridge: Eerdmans, 2000)</p> <p>Ross, A., <i>Counselling Skills for Church and Faith Community Workers</i> (Maidenhead: Open University Press, 2003)</p> <p>Stevenson-Moessner, J. (ed.), <i>Through the Eyes of Women: Insights for Pastoral Care - The Handbook of Womencare</i> (Minneapolis, MN: Augsburg Fortress, 1996)</p> <p>Swinton, John, <i>Spirituality and Mental Health Care</i> (Jessica Kingsley, 2001)</p> <p>Van Deusen Hunsinger, D., <i>Bearing the Unbearable: Trauma, Gospel, and Pastoral Care</i> (Grand Rapids, MI: Eerdmans, 2015)</p> <p>Walton, A., <i>Life on the Dark Side of the Cross: Supporting Depressed People</i>, (Cambridge: Grove, 2000)</p> <p>Whipp, Margaret, <i>SCM Studyguide: Pastoral Theology</i> (London: SCM, 2013) *</p> <p><i>Online Reading:</i> Tutors provide further online reading for when library access is not possible, including sections from the above (marked *)</p>											
Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):											
17.	<b>UNISTATS - assessment</b> Please indicate summary of the following assessment types: <table border="1"> <tr> <td>COURSEWORK</td><td>100%</td></tr> <tr> <td>EXAM</td><td>.....%</td></tr> <tr> <td>PRACTICAL</td><td>.....%</td></tr> </table>	COURSEWORK	100%	EXAM	.....%	PRACTICAL	.....%				
COURSEWORK	100%										
EXAM	.....%										
PRACTICAL	.....%										
18.	<b>UNISTATS – learning and teaching</b> Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours). <table border="1"> <tr> <td>Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).</td><td><i>Onsite:</i> 22 <i>Distance:</i> N/A</td></tr> <tr> <td>The proposed number of scheduled teaching hours:</td><td></td></tr> <tr> <td><b>Assessment</b>  Proposed number of hours for the assessments.</td><td><i>Onsite:</i> 20 <i>Distance:</i> 20</td></tr> <tr> <td><b>Placement Activity</b> (e.g., placement, work-based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):</td><td></td></tr> <tr> <td><b>Independent Study</b> (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:</td><td><i>Onsite:</i> 58  <i>Distance:</i> 80</td></tr> </table>	Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 22 <i>Distance:</i> N/A	The proposed number of scheduled teaching hours:		<b>Assessment</b>  Proposed number of hours for the assessments.	<i>Onsite:</i> 20 <i>Distance:</i> 20	<b>Placement Activity</b> (e.g., placement, work-based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):		<b>Independent Study</b> (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:	<i>Onsite:</i> 58  <i>Distance:</i> 80
Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 22 <i>Distance:</i> N/A										
The proposed number of scheduled teaching hours:											
<b>Assessment</b>  Proposed number of hours for the assessments.	<i>Onsite:</i> 20 <i>Distance:</i> 20										
<b>Placement Activity</b> (e.g., placement, work-based learning or year abroad).  Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):											
<b>Independent Study</b> (Time students will be required to complete independent study).  The proposed number of hours a student should complete independent study:	<i>Onsite:</i> 58  <i>Distance:</i> 80										