Module Descriptor

Title	Chaplaincy and Spiritual Care L7		
Session	2025/26	**Status**	Inactive
Code	THEO07021	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	S Younger		

Summary of Module

This module will introduce the basic principles and practices of chaplaincy and spiritual care. It will consider the historical development of different forms of chaplaincy from their origin to the present day. This will be done with reference to theology and the biblical narrative. The module will also explore contemporary expressions of chaplaincy, such as Chaplaincy-workplace, healthcare, armed forces, education, sport and prison.

Spiritual care is at the heart of chaplaincy, which seeks to listen and offer support to people of all faiths and none. This module will explore the meaning of spiritual care as it relates to religious care. Consideration will be given to the appropriate use of self and the importance of boundaries. Pastoral issues arising from a variety of contexts will be explored and best spiritual care practice will be evaluated.

The future shape and development of chaplaincy will also be considered, including the challenges and opportunities that this may involve.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☒	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Describe and explain the different forms and expressions of chaplaincy, their emergence, their relevance today, and future development.
L2	Show an informed awareness of the influence of church theology and biblical narrative in spiritual care practice.
L3	Demonstrate a basic understanding of the use of self with regard to listening skills, power dynamics, boundaries and reflective practice.
L4	Differentiate between religious and spiritual care and elaborate on the relationship between the two.
L5	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Develop a broad knowledge and awareness of the development of chaplaincy, the place of theology, biblical narrative and faith traditions in its practice.
Practice: Applied Knowledge and Understanding	**SCQF 7** How to deliver spiritual care in a variety of contexts by the appropriate use of self, and the application of listening skills, reflective practice and pastoral insight.
Generic Cognitive skills	**SCQF 7** Research and critical evaluation of written and real life case studies of chaplaincy expressions. Also exploration of the nature of spiritual and religious care and their practical application.
Communication, ICT and Numeracy Skills	**SCQF 7** Use of library, books, internet resources in the advancement of learning and critical enquiry. Present relevant, organized material that facilitates discussion and group learning.
Autonomy, Accountability and Working with Others	**SCQF 7** Working alone and with others to explore the theological, historical, practical and future significance of issues relating to chaplaincy.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Key Text Book: Swift, C., Cobb M., & Todd, A., Handbook of Chaplaincy Studies (Ashgate Publishing Limited: Surrey, 2015)

Anderson, R. S., Theology, Death And Dying (Wipf& Stock: Eugene, Oregon, 2001)

Bruce, S., Religion In The Modern World: From Cathedrals To Cults (Oxford University Press: Oxford, 2000)

Cobb, M., Puchalski, C. M., Rumbold, B., (Eds.) Oxford Textbook Of Spirituality In Healthcare (Oxford University Press: Oxford, 2012)

Coward, H., Sin And Salvation In The World Religions: A Short Introduction (Oneworld: Oxford, 2003)

Fitchett, G., Nolan, S., (Eds.) Spiritual Care In Practice: Case Studies In Healthcare Chaplaincy (Jessica Kingsley Publishers: London, 2015)

Gordon, T., A Need for Living (Wild Goose Publications: Glasgow, 2001)

Gordon, T., Kelly, E., Mitchell, D., Spiritual Care for Healthcare Professionals (Radcliffe Publishing: New York, 2011)

Graham, E., Walton, H., & Ward, F., Theological Reflection: Methods (SCM Press: London, 2005)

Leach, J., & Paterson, M., Pastoral Supervision: A Handbook (SCM Press: London, 2012)

Moore, T., Care Of The Soul In Medicine: Healing Guidance For Patients, Families, And The People Who Care For Them (Hay House Inc: London, 2010)

Ramachandra, V., Faiths In Conflict: Christian Integrity In A Multicultural World (Inter-Varsity Press: Leicester, 1999)

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this. Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Divinity
Moderator	G Meiklejohn
External Examiner	C Gardiner
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2 Module delivery methods updated to reflect new UWS categories

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Project Report 60%
Assessment 2
Presentation 40%
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	60	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☒	☒	☒	☒	☐	40	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell