**University of the West of Scotland**

**Module Descriptor**

**Session: 2024/25**

| Title of Module: Chaplaincy and Spiritual Care | | | |
|---|---|---|---|
| **Code:  THEO07021** | **SCQF Level: 7 (Scottish Credit and Qualifications Framework)** | **Credit Points: 20** | **ECTS: 10 (European Credit Transfer Scheme)** |
| **School:** | School of Education & Social Sciences | | |
| **Module Co-ordinator:** | S Younger | | |

| Summary of Module |
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| 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 | | | | | |
|---|---|---|---|---|---|
| **Face-To-Face** | **Blended** | **Fully Online** | **HybridC** | **Hybrid 0** | **Work-Based Learning** |
| ☐ | ☐ | ☒ | ☒ | ☐ | ☐ |
| **See Guidance Note for details.** | | | | | |

| Campus(es) for Module Delivery |
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| The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) |

| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
|----------|------|-----------|--------------|---------|---------------------------|--------|
| ☒ | ☐ | ☐ | ☐ | ☐ | ☒ | Add name |

| **Term(s) for Module Delivery** | | | | | |
|---|---|---|---|---|---|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |

| **Learning Outcomes: (maximum of 5 statements)** **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to: | |
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| 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. |
| | Click or tap here to enter text. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level **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 Level **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 Level **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. |

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| Communication, ICT and Numeracy Skills | SCQF Level **7**<br><br>Use of library, books, internet resources in the advancement of learning and critical enquiry.<br>Present relevant, organized material that facilitates discussion and group learning. | |
|---|---|---|
| Autonomy, Accountability and Working with others | SCQF Level **7**<br><br>Working alone and with others to explore the theological, historical, practical and future significance of issues relating to chaplaincy. | |
| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | |
| | **Module Code:** | **Module Title:** |
| | **Other:** | |
| **Co-requisites** | **Module Code:** | **Module Title:** |

| **Learning and Teaching** | |
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| **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**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Normally totalling 200 hours):<br>(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 |
| | 200 Hours Total |
| **\*\*Indicative Resources: (eg. Core text, journals, internet access)** | |

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.

**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**

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| **Divisional Programme Board** | Education |
| **Assessment Results (Pass/Fail)** | Yes ☐No ☒ |
| **School Assessment Board** | Divinity |
| **Moderator** | L Toth |
| **External Examiner** | C Gardiner |
| **Accreditation Details** | None |
| **Changes/Version Number** | 1.02<br><br>External Examiner |

| **Assessment: (also refer to Assessment Outcomes Grids below)** |
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| This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).<br>Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).<br>**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**<br>Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. Click or tap here to enter text. |

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| Assessment 1: Project Report 60% |
| Assessment 2: Presentation 40% |
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| (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.<br>(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.) |

**Assessment Outcome Grids (See Guidance Note)**

| Component 1 | | | | | | |
|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Essay | ✓ | ✓ | ✓ | ✓ | 60 | 0 |

| Component 2 | | | | | | |
|---|---|---|---|---|---|---|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Presentation | ✓ | ✓ | ✓ | ✓ | 40 | 0 |

| | | |
|---|---|---|
| **Combined Total for All Components** | **100%** | **0 hours** |