

Spiritual Accompaniment: Dynamics, Thresholds and Creative Approaches (TMM41A20)

Module Level	7
Module Credit Value	20
Pre-requisites	None
Co-requisites	None
Excluded combination of Modules	None

Aims

To enable students to critically consider the notion of thresholds and its relevance in Spiritual Accompaniment

To provide an opportunity for rigorous and detailed review of practices across Christian denominations and the ways in which these influence peoples' beliefs and behaviours in a complex and challenging world

To equip students with a deep and systematic understanding of relational dynamics and critically explore ways of working with these in the fluid environment of Spiritual Accompaniment

To provide students with opportunities to experiment and critically reflect on creative approaches in Spiritual Accompaniment and how these may best serve each individual

Content

Notions of thresholds, liminality, vocations and transformative experience in the context of Spiritual Accompaniment

Human and Faith Development models e.g. Mazlow, Fowler, Ericson, Westerhoff, Rohr

Principles and practices of different Christian denominations, traditions and approaches including the concept of a 'rule of life'

Practices of discernment across the Christian traditions e.g. Quaker Clearness Meeting, religious formation and novitiate, marriage preparation, Synodality, Ignatian Exercises

Concepts of transference, counter transferences and projection

Purpose and pitfalls of psychometric tools

Recognition, interplay and management of relational dynamics within the spiritual accompaniment relationship

Creative approaches in Spiritual Accompaniment e.g. small world, picture card, dreams and visions, collaging, walking

Learning Outcomes

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

Subject Specific Knowledge [SK 1, 2, 3]

Demonstrate a systematic understanding and depth of knowledge of notions of thresholds, liminality and transformative experience in the context of Spiritual Accompaniment

Critically evaluate one or more faith and human development models

Provide an in-depth critical analysis of interpersonal dynamics and how their potential impact on the process of Spiritual Accompaniment may be managed effectively in a complex and dynamic environment

Subject Specific Skills [SSS 1, 3]

Apply a depth of knowledge to explore creative ways of exercising Spiritual Accompaniment and critically examine how such approaches may be used judiciously and for the benefit of the individual

Demonstrate a rigorous and sophisticated approach to the recognition of emotions, their triggers and behavioural responses and provide appropriate, reflective and developmental responses appropriate to a complex and fluid practice environment

Key Skills [KS 2, 3]

Demonstrate initiative, self-direction and independence in tackling and solving problems, and in planning and implementing tasks

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'.
Learning Hours	Learning Hours to be specified by each TEI, using the 'Guidelines for Modes of Teaching and Learning'.
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 postgraduate modules.
Indicative Reading:	Indicative reading to be specified by each TEI in line with the published guidelines on creating bibliographies for undergraduate modules.