

Spiritual Accompaniment: Developing Practice and Reflection (TMM42A20)

Module Level	7
Module Credit Value	20
Pre-requisites	None
Co-requisites	None
Excluded combination of Modules	None
Aims	<p>To provide space to practice creative, effective and safe ways of accompanying people</p> <p>To develop students' capacity to articulate and critique their sense of their own developing practice within the context of Spiritual Accompaniment</p> <p>To provide opportunities for students to engage in reflective supervision and demonstrate critical self-awareness to enhance practice</p> <p>To enable students to adopt accountable safeguarded approaches to support their practice in a complex and dynamic environment</p> <p>To equip students to discern individual intentions for growth and development within the ministry of Spiritual Accompaniment or associated roles</p>
Content	<p>Group Working Agreement</p> <p>Ethical frameworks, working agreements, insurances, professional memberships and remuneration models for Spiritual Accompaniment</p> <p>Principles and practices of establishing safe, reflective and accountable practice of Spiritual Accompaniment.</p> <p>Practices of Holy listening including the skills of deep listening, summarising, paraphrasing, mirroring, questioning, probing, exploring</p> <p>Practices of working effectively and safely with human emotion</p> <p>Recognition of trauma and referral to appropriate professionals</p> <p>Principles and practices of establishing safe, safeguarded and accountable practice of Spiritual Accompaniment.</p> <p>Engagement in supervision and reflective practices</p> <p>Students engaged in this module will undertake a placement and associated supervision or be otherwise engaged in a context which enables them to encounter, and work effectively within, such a setting and critically reflect on their practice</p>

Learning Outcomes

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

Subject Specific Knowledge [SSK 1, 2]

Demonstrate a critical knowledge and understanding of extant literature relating to particular issues encountered within Spiritual Accompaniment and the wider context of contemporary Christian Spirituality.

Articulate a theologically informed personal approach to Spiritual Accompaniment and give a critical and comprehensive account of the ways in which a Spiritual Director can establish safe, reflective and accountable practice.

Subject Specific Skills [SSS 1, 3]

Provide highly developed, theologically informed and skilfully facilitated Spiritual Accompaniment and exercise sound judgement to discern appropriate responses to interior movements that deepen the conversation

Recognise and manage interpersonal dynamics effectively in the complex and dynamic setting of the Spiritual Accompaniment relationship

Consistently exercise sound judgment and sensitivity in ethical decision making, safe practice and ongoing critical reflection and development within safeguarded frameworks, the practice of supervision and regular review

Key Skills [KS 1, 2, 3]

Communicate complex information and detailed argument with clarity, sensitivity, fairness, and imagination.

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.