

Leeds Metropolitan University

Institute for Spirituality, Religion & Public Life



**Postgraduate
Certificate in
Health & Social Care
Chaplaincy**



**A new range of modules offered by Leeds
Metropolitan University leading to a
Postgraduate Certificate in
Healthcare Chaplaincy**

This new postgraduate programme has been designed by academics and experienced chaplains to meet the professional development needs of those working in healthcare chaplaincy. The course of study covers a broad range of professional knowledge and capability supporting the provision of excellence in care. It has a direct bearing on the NHS *Knowledge and Skills Framework*.

An MA in health studies is available from Leeds Metropolitan University and the aim is to develop a named Master's award at LMU for professional chaplaincy.

Module 1—*Spiritual and Pastoral Care*

Module aims	<ul style="list-style-type: none"> • To introduce core theories and practice of spiritual and pastoral care. • To develop the capacity to assess spiritual needs and plan effective responses • To develop the capacity to assess religious needs and plan effective responses
Learning outcomes	<p>At the completion of the course the student should:</p> <ul style="list-style-type: none"> • Understand and practice spiritual assessment and response, including and awareness of spiritual needs in context and the relationship of spirituality to health or social care. • Understand and practice religious assessment and response, as part of spiritual care. • Know the core theories of spiritual and pastoral care and be able to make critical judgements about which theories best assist in a range of pastoral situations.
Key Skills developed and/or assessed in the module	<p>Developed</p> <ul style="list-style-type: none"> • Empathy and listening skills • Interpersonal and group skills Managing complexity and diversity • Negotiation and networking • Organisation and management of self and others • Organisation and planning of individual and group learning <p>Assessed</p> <ul style="list-style-type: none"> • Appraisal of, and reflection on, practice • Critical assessment of available theories in order to enhance practice. • Data collection, analysis and interpretation • Phronesis (practical wisdom). • Metacognition • Assimilation of theory and practice

<p>Indicative content</p>	<ul style="list-style-type: none"> • Theories of spirituality in generic and religious terms • Theories, philosophies and theologies of pastoral care and how they relate to spirituality. This will cover the major religions, noting both understandings of care and responsibility and the use of such concepts in professional practice. • The relationship of spirituality to health and wellbeing, suffering and illness, death and bereavement • Spirituality and mental/physical health • The spiritual needs of the patient/client, and the relation of spirituality and moral meaning to practice • Spiritual assessment and intervention, and religious assessment and intervention • Comparison with the theory and practice of patient-centred care, and views of holistic care • Spiritual and religious needs of co-workers, and of the organisation, and response to these needs • Intercultural and inter-faith care • Contemporary expressions of spirituality and religion
<p>Teaching and Learning Strategies</p>	<p>Teaching will be focused in student centred learning, enabling the students to reflect on relevant encounters that they have experienced, and draw from this theoretical, value and practice perspectives.</p>
<p>Assessment <i>(Please detail all components)</i></p>	<p>Formative: Journal.</p> <p>Summative <i>(including % of final mark)</i></p> <p>Journal summary pass/fail. Written assignment. Subject to guidelines given</p>

Attendance and Time Commitment:

It is a requirement for completion of the modules that a minimum of 80% of teaching days are attended and that there is sufficient practice done.

In addition it is the expectation of the University that approximately 3 hours of private study, practice reflection or course preparation will be needed each week during the year.

For teaching dates turn to page 7

Module 2— *Professional Practice in Healthcare Chaplaincy*



<p>Module aims</p>	<ul style="list-style-type: none"> • To develop the chaplain as reflective practitioner, competent to work within the complex interface of health care and pastoral practice • To develop an understanding of the theory, values and practice of chaplaincy in relation to the key stakeholders of and practice in the health service and social care contexts • To develop the professional identity of the chaplain • To develop ethical practice in health and social care contexts
<p>Learning outcomes</p>	<p>At the completion of the course the student should demonstrate:</p> <ul style="list-style-type: none"> • The knowledge and skills of critical reflective and evidence based practice • The knowledge and skills of ethical practice. • The knowledge and skills for communicating with all relevant stakeholders in the health service. • The knowledge and skills to design local teaching about spiritual care practice and to contribute to the management and development of a chaplaincy service. • A critical understanding of the health and social care chaplain as a professional
<p>Key Skills developed and/or assessed in the module</p>	<p>Formative</p> <ul style="list-style-type: none"> • Empathy and listening skills • Interpersonal and group skills <p>Summative</p> <ul style="list-style-type: none"> • Appraisal of, and reflection on, practice, values and theory • Data collection, analysis and interpretation • Phronesis (practical wisdom) • Managing complexity and diversity • Metacognition • Negotiation of responsibility and networking • Organisation and management of self and others • Organisation and planning of individual and group learning • Problem management and decision making • Leadership • Working with group and organisational dynamics

<p>Indicative content</p>	<ul style="list-style-type: none"> • Evidence based practice and reflective practice and the role of the chaplain • The chaplain's role in the context of patient centred care and care teams • The spirituality of the chaplaincy profession, and of the chaplain as professional. Spiritual and professional identity • The virtues/core competencies of a chaplain, i.e. of a spiritual carer operating in a health and/or social care context. • The relation of the personal belief system of the professional to the values and practice of the organisation, their faith communities and/or belief groups • The professional responsibility of the chaplain for spiritual care and how this is articulated and developed in practice. • The negotiation of responsibility for aspects of spiritual care with colleagues • Developing and awareness of leadership and management issues in the healthcare setting, including the processes and contextual influences that effect change • Knowledge of several models of supervision and the ability to make critical choices about the practice of supervision best able to support the flourishing of pastoral care • Safe and ethical practice of the professional in relation to core organisational practice and to: <ul style="list-style-type: none"> ⇒ the patient/client. Here examining person centred care and ethical issues. ⇒ Co-professionals. The issues and skills of inter-professional working. The skills of negotiating responsibility for spiritual care with co-professionals ⇒ Other stakeholders in the organisation, e.g. patient groups. ⇒ External stakeholders, including local faith communities and belief groups and those charged with spiritual care.
<p>Teaching and Learning Strategies</p>	<p>Teaching will be focused in student centred learning, enabling the students to reflect on pastoral encounters that they have experience, and draw from this theoretical, values and practice perspectives.</p>
<p>Assessment</p>	<p>Formative: Development of Portfolio</p> <p>Summative: Professional Portfolio based on designated competencies Pass/Fail 100% Written Assignment - Subject to guidelines given</p>

Module 3 – Open Learning

Module aims	This module aims to allow students to develop autonomy in their professional and academic development in a specific area of practice identified by the student.
Learning outcomes	<p>The learning outcomes for this module must be appropriate to the level and the amount of credit.</p> <p>In each case the student will be required to analyse and reflect on a practice issue and develop a learning contract.</p> <p>Level M</p> <ul style="list-style-type: none"> • Negotiate individual aims and learning outcomes which reflect • professional and/or personal learning needs and makes a contribution to practice • Critically review and evaluate the relevant evidence in the chosen topic area • Critically reflect on, and evaluate the learning process • Evaluate key learning and critically discuss how this will apply to practice
Key Skills developed and/or assessed in the module	<p style="text-align: center;">Communication Theory and Principles Analysis and Reflection Application and Reflection Synthesis and Evaluation Creativity</p>
Indicative content	Individual to the student but essential and desirable evidence is identified and agreed through the learning contract
Teaching and Learning Strategies	Students will agree a topic area and negotiate a learning contract with a tutor. The learning contract will culminate in the submission of evidence that demonstrates the achievement of the stated learning outcomes. Individual/group tutorials and/or email/and/or X-stream support
Assessment	<p>Students will demonstrate achievement of the learning outcomes of the module through submission of:</p> <p style="padding-left: 40px;">A negotiated Learning Contract with aims and objectives and which specifies the types of evidence that will be presented. Evidence may include: implementation and evaluation of practice guidelines/protocols, production of education or training materials, video, audio, IT or multimedia materials relevant to practice. A critical account justifying the chosen subject, and reflecting on the key learning that took place and its' application to practice.</p> <p>Word count: - 4,000words (Approx)</p>

The modules will be delivered through lectures, seminars and tutorials over the following dates in either the Cloth Hall Court (CHC) at Quebec Street or in the Rose Bowl (RB). The course will normally run between 10am to 4pm:

Module 1: *Spiritual and Pastoral Care*

05/10/11 RB 231
12/10/11 RB 322
19/10/11 RB 525

09/11/11 CHC 211
23/11/11 RB 205
30/11/11 RB 525



Module 2: *Professional Practice in Healthcare Chaplaincy*

From February onwards—dates to be confirmed

Module 3: *Open Learning*

This is based on a learning contract to be negotiated during the year. While much of this module will be practice-based learning completed by the student this may be supplemented by tutorials and seminars. The dates and times for these latter meetings will be negotiated with the relevant tutors.

Fees:

Chaplains and Honorary Chaplains working in NHS hospitals and NHS funded facilities in the Yorkshire and Humber Strategic Health Authority region are eligible to apply for a limited number of funded places on the modules.

Chaplains from outside this region will be required to pay a fee per module (*figure for 2011/12 to be confirmed*) if they are accepted onto the programme.