

Foundations and Practice of Chaplaincy

Fall, 2023 | Meeting Online, Friday, 6:30 – 9:00PM (Central)

Course Description

This a semester-long course that introduces the ministry of spiritual care as expressed through chaplaincy. We draw from discussions in pastoral care and counseling, theological reflection, and the practice of clinical skills in order to situate the role of the chaplain, to outline particular functions of the chaplain, and to imagine unique contexts in which the chaplain serves. We negotiate with foundational elements of professional chaplaincy, orient toward competencies of professional chaplaincy, and work to familiarize ourselves with the practices embedded within chaplaincy. The instructor may make changes to this syllabus as we move along. Those will be made in Moodle, with a message sent to your Garrett accounts to make you aware of the same.

Context for Learning

This course is online only. Learners will gather in a zoom, initiate discussion about the syllabus and group dynamic needs given online learning, and meet weekly during the semester for learning. There are materials outside of the textbook to enrich learning experiences but those will, as much as possible, be limited to one supplemental tool per week in order to focus learning and catalyze learning possibility. Zoom link will be provided in Moodle rather than on this public-facing document.

Evaluation of Learning

In general, each class session will consist of a (re)gathering, discussing readings and a foundational skill (i.e., topic), and working together to serve actual/imagined care recipients. We will also have time for questions, answers, and open time. Participating is evidence, throughout the course, of attendance and attentiveness. In evaluating learning, you are evaluating, at least in part, attentiveness to the course work, course assignments, and course attendance. What are you attending to? This is a major guiding wondering to host. In some ways, this can only be a spiritual exercise and we are directly attempting to *learn* across the spectrum of whom we are, yes?

Required Course Texts

Cadge, Wendy & Shelly Rambo. (2022). *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction*. Chapel Hill: UNC Press. (\$24.95). 978-1-4696-6760-7.

Oxhandler, Holly. (2022). *The Soul of the Helper: Seven Stages to Seeing the Sacred Within Yourself So You Can See It in Others*. Templeton. (\$24.95). ISBN: 978-1599475912.

One of the following devotional books:

- Some, Sobonfu. (2003). *Falling Out of Grace: Meditations on Loss, Healing, and Wisdom*. North Bay Books. ISBN: 978-0972520027.
- Tuama, Pádraig. (2021). *In the Shelter: Finding a Home in the World*. Broadleaf Books. ISBN: 978-1506470528.
- Weems, Renita J. (2000). *Listening for God: A Minister's Journey Through Silence and Doubt*. Touchstone. ISBN: 978-0684863139.

- Wiman, Christian. (2014). *My Bright Abyss: Meditation of a Modern Believer*. Farrar, Straus and Giroux; Reprint edition. ISBN: 978-0374534370.

Outcomes for Learning	Connections to Program Outcomes for Learning
Situating chaplaincy inside the spiritual tradition closest to the learner's own.	Demonstrate general knowledge of Scripture, history and doctrine, practices of the Christian traditions
Become conversant with multiple pastoral theological foundations for the ministry of chaplaincy	Demonstrate knowledge of theological and psychological foundations of human persons and communities
Develop analytical and critical skill in relationship to the backgrounds, practices, and possibilities of the chaplain and the ministry of chaplaincy	Demonstrate the ability to analyze gender, racial, economic structures that shape human beings in the practice of pastoral care and counseling, chaplaincy, and spiritual care
Articulate current issues and hopes in relation to the learner's self-understanding in relation to the ministry of the chaplain	Demonstrate the capacity for critical, reflective, faithful, and creative thinking in the ministry of pastoral care and counseling
Discuss the ministry tasks, acts, and skills of the chaplain while demonstrating facility with the same while discussing the contexts in which chaplains serve	Demonstrate self-awareness and on-going commitments to pastoral identity formation
	Demonstrate competencies for effective person-and-community-centered and trauma-informed approach to chaplaincy and spiritual care across ministry contexts

Evaluation of Assignments

All assignments must be completed in order to pass the class. Instructor evaluation will occur during class sessions, on the verbatim report assignment, and on written essay. Guides will be available for assignments which will serve as a way for students to construct and fulfill expectations. At two or three occasions in the class we will conduct evaluative feedback together as a class.

Evidence of Learning/Assignments (See accompanying guidelines below)

1. **Participate in a brief spiritual care relationship** with a peer in the class or with a friend who gives explicit permission and interest in doing so. Have 2-3 conversations with the person and prepare a verbatim report and reflection of the relationship. This task is worth 25% of your grade. Due by October 13, 11:55PM.
2. **Complete a grief map.** Life Map and Grief Essay –First, create a visual life map (1-2 pages) covering meaningful experiences of loss, joy, or significance and providing a (5-10 minute) video or audio-recording of assessing and explaining the same using 2-3 resources offered within the course materials. Second, write a 2–3-page reflection on grief that is informed by or conversant with your life map. This task is worth 25% of your grade. Due October 27 by 11:55PM.

3. **Write a 7 page chaplaincy essay** outlining your view of chaplaincy, its background, and its connections to you. Students must integrate course readings and discussions in the essay and can engage any creative elements to prepare a quality assignment, combining creativity and essay in ways that work for the goals of the assignment. This task is worth 25% of your grade. Due December 1 by 11:55PM.

4. **Participate in the class** by coming prepared weekly with answers to the reading guide distributed in the link provided in Moodle at the beginning of the course. Forms should be completed each week by Thursday at 6:30PM (Central). In addition, each student will come prepared to frame at least one class session having read the readings and considered connections to chaplaincy. This task is worth 25% of your grade.

Grading

Categories			
Content	Assignment includes all directions provided, including logistical ones. 100%	Assignment includes most directions but has logistical directions that were not followed. 85%	Core directions were not followed, though logistical directions were. 70%
Integration	Assignment includes strong elements of integration between the student, theory of care, and practice of care. 100%	Assignment includes some elements of integration between the student, theory of care, and practice of care. 85%	Assignment includes very little elements of integration between the student, theory of care, and practice of care. 70%
Writing	Assignment is nearly free of typos, grammatical errors, misspellings. 100%	Errors do not distract from the student's overall point and writerly aim. 85%	Errors are numerous and block the overall aim/understanding of the essay. 70%
A: 94-100	B+: 87-89	B-: 80-83	C: 74-76
A-: 90-93	B: 84-86	C+: 77-79	C-: 70-73

Class Policies

Sensitivity. Our course readings and discussions will often focus on mature, difficult, and potentially challenging topics. Given the personal and theological nature of these, readings and discussions might elicit strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in this course to learn. Also, know that the goals of the course are educational rather than therapeutic, so if necessary, please plan for external emotional support from supportive friends, a therapist, clergy person, pastoral counselor, or social service agency. GETS also provides support through the Chaplain's office, including limited short-term counseling support.

Academic integrity and [plagiarism](#). All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school. (See 19-20 Handbook, 12, 78-83)

Writing and citations. The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (See 19-20 Handbook, 84)

Writing Support. The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/student-life/student-services> "Writing Center" for more detailed information.

Office Hours. I will be available to meet, as needed, at a mutually convenient time to discuss course concerns. Please email to establish that connection.

Inclusivity/Diversity. Basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)

Attendance. Full attendance is required. If you will miss class, it is good ministerial and collegial practice to inform the instructor as soon as practical. That will be our basic guideline. Students who miss more than 2 class sessions, for whatever reason, will not pass the class. Being late to class twice constitutes one absence. (See 19-20 Handbook, 19)

Minimum Technological Requirements

- Internet Connection - Students must have regular, reliable access to a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually, cable or DSL would work.
- Web Browser - Students must have the latest version of a standard web browser (Firefox, Internet Explorer, Safari, Chrome, etc.). Please use browsing during class breaks only.
- Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out. The Northwestern University Library has a computer center as well.
- Moodle Learning Management System – Students should have access to the Moodle LMS and know how to post in discussion forums as well as submit writing assignments on Moodle.
- File Format – Students must be able to work with files normal to the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications. Students without MS Office or Apple iWork might try the

freely available OpenOffice applications: <http://www.openoffice.org>. Also available to students is the Google Drive suite to create documents and presentations (<http://drive.google.com>).

Select Supplemental Resources

The following are additional helpful resources to acquaint you with chaplaincy:
 Association for Professional Chaplaincy: [Association of Professional Chaplains](#)
 Chaplaincy Innovation: <https://chaplaincyinnovation.org/>
 Clinical Pastoral Education at [ACPE](#)
 Duke’s [Center for Spirituality, Theology, and Health](#)
 Harvard’s [Initiative on Health, Religion, and Spirituality](#)
 Mental Health America: <https://mhanational.org>
 National Alliance on Mental Illness: <https://nami.org>
 Othering and Belonging Institute: [Home | Othering & Belonging Institute \(berkeley.edu\)](#)
 Transforming Chaplaincy: <https://www.transformchaplaincy.org/>

Class Meeting Schedule

Dates	Topics	Readings/Assignments
Friday, September 8	Backgrounds	<i>Chaplaincy and Spiritual Care</i> (p. 1-57)
Friday, September 15	Meaning-Making	<i>Chaplaincy and Spiritual Care</i> (p. 61-109)
Friday, September 22	Interpersonal Skills	<i>Chaplaincy and Spiritual Care</i> (p. 110-153)
Friday, September 29	Interpersonal Skills	<i>Chaplaincy and Spiritual Care</i> (p. 155-189)
Friday, October 6	Organizational Skills	<i>Chaplaincy and Spiritual Care</i> (p. 193-238)
Friday, October 13	Organizational Skills <i>Verbatim Assignment Due.</i>	<i>Chaplaincy and Spiritual Care</i> (p. 239-257)
Friday, October 20	Spirituality & Health	<i>The Soul of the Helper</i> (Intro & ch 1 – 3)
Friday, October 27	Sacred Skills <i>Grief Assignment Due.</i>	<i>The Soul of the Helper</i> (ch 4-5)
Friday, November 3	Sacred Skills	<i>The Soul of the Helper</i> (ch 6-7)
Friday, November 10	Sacred Skills	<i>The Soul of the Helper</i> (ch 8-9)
Friday, November 17	Sacred Skills	<i>The Soul of the Helper</i> (ch 10)
Friday, November 24	Break (No Class)	Break
Friday, December 1	Sacred Skills <i>Chaplaincy Essay Due.</i>	<i>The Soul of the Helper</i> (ch 11)
Friday, December 8	Finishing	None

Foundations in Chaplaincy Assignment Guides Fall, 2023

1. **Spiritual Care Relationship** – Have 2-3 conversations with a class peer or other person where they speak with you about a concern and where you, essentially, serve as chaplain. Then, prepare a verbatim report using the template provided of the care relationship. Answer as many of the prompts in the reflection area of the template as possible. Using the devotional book you've chosen for the class, articulate themes that you might pray, incorporate, or draw upon with the person in consideration of the conversations you've had. Due by October 13, 11:55PM.
2. **Life Map & Grief Essay** – In two parts, create a life map and grief essay. First, create a visual life map (1-2 pages) covering meaningful experiences of loss, joy, or significance. Since there are numerous resources for life/autobiography maps, you can locate what best works for yours. Then, provide a (5-10 minute) video or audio-recording of assessing and explaining the map while thoughtfully engaging 2-3 resources offered within the course materials. You might choose meaning-making or assessment or intersectionality as possible connections. Second, write a 2–3-page reflection, with one paragraph minimally on each of the following: a) what is your understanding of grief, b) how have you grieved and seen grief in others, c) what spiritual resources have you used in order to grieve and how, and d) how does the Namaste theory in *The Soul of the Helper* nourish your imagination to companion other grievers. Class sessions between Sept 15 and Oct 20 will be structured so that students can get feedback with peers on creation of/process around/learning toward these tasks. Due October 27 by 11:55PM.
3. **Chaplaincy Essay** – Outline your view of the 1) background of chaplaincy (its origin) with critical appraisal of chaplaincy's affiliation with Christianity, 2) its developing connection to your spiritual traditions, practices, contexts, and/or communities, 3) at least, two challenges and two opportunities for yourself given racial, gender, and economic concerns that you see shaping in your ministry, as well as 4) an analysis of intersectional structures that impact the relationship of care as embodied in the course with peers, with care-recipients, or with those you've served elsewhere. You may use the four above-mentioned pieces as categories in drafting this essay, considering roughly 2 pages/question as an aspiration. Draw upon the devotional you read either through these four sections or in a separate section where you reflect upon it directly. Additionally, to do well, you must integrate course readings and discussions and can do so in whatever creative ways you like. Papers should be 7 double-spaced content pages, with no title-page but with added bibliography. Class sessions between Nov 3 and Nov 17 will be structured so that students can get feedback with peers on creation of/process around/learning toward these tasks. Due December 1 by 11:55PM.
4. **Class Participation** – Attend class weekly and engage during the class sessions as well as through the thoughtful use of the readiness form attached in Moodle by the first day of class. Forms should be completed each week by Thursday at 6:30PM (Central).