

## **Foundations and Practice of Chaplaincy**

Fall, 2025 | Meeting Online, Thursday, 6:30 – 9:00PM (Central)

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### **Course Description**

This is 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 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 Canvas or during class.

### **Context for Learning**

This course is online only. Learners will gather in a zoom, engage discussion, and participate in weekly sessions as outlined in this syllabus. There is one common textbook, one supplemental required textbook, and select readings. There are extra-textual materials to enrich learning experiences but those will, as much as possible, be limited to one supplemental tool per week to focus learning and catalyze educational possibility. A zoom link will be provided. All due dates are based upon Central Time in the United States.

### **Evaluation of Learning**

In general, each class session will consist of a (re)gathering, discussion of readings and skills, and working together to serve actual/imagined care recipients. We will also have open, unstructured time for questions and answers. In evaluating your learning, you are evaluating, at least in part, your attentiveness to the course work, course assignments, and course attendance. What are you attending to? This is a major guiding wondering. It is also a foundational skill in chaplaincy.

### **Required Course Texts**

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

One of the following books for presentations – The decision for which book each student will use will be made at the start of the course:

- *Mantle of Mercy: Islamic Chaplaincy in North America*. Edited by Muhammad A. Ali, Omer Bajwa, Sondos Kholaki, and Jaye Starr. Templeton. (\$23.47). ISBN: 978-1599475936, 2022.
- *Spiritual Care in the Age of #BlackLivesMatter: Examining the Spiritual and Prophetic Needs of Americans in a Violent America*. Edited by Danielle Buhuro. Cascade. (\$33.00). ISBN: 9781532648083, 2019.
- *Black and Buddhist: What Buddhism Can Teach Us about Race, Resilience Transformation, and Freedom*. Edited by Cheryl A. Giles & Pamela Ayo Yetunde. Shambhala. (\$15.99). ISBN: 978-1611808650, 2020.

- McGonigle, Gregory W. *Religious Diversity and University Chaplaincy: Muslim, Hindu, Buddhist, and Humanist Chaplaincy in Higher Education*. Pickwick. (\$24.00). ISBN: 978-1666738209, 2024.
- Riley, Cole Arthur. *This Here Flesh: Spirituality, Liberation, and the Stories That Make Us*. Convergent. (\$13.00). ISBN: 978-0593239797, 2023.
- Schipani, Daniel S. *Multifaith Views in Spiritual Care*. Pandora. (\$29.85). ISBN: 978-1926599304, 2013.
- M. Jeanne Wirpsa & Karen Pugliese. *Chaplains as Partners in Medical Decision-Making: Case Studies in Healthcare Chaplaincy*. Kingsley. (\$27.95) ISBN: 978-1784509972, 2020.

### Select Supplemental Resources

The following are additional helpful resources to acquaint you with chaplaincy:

American Correctional Chaplains Association: <http://www.correctionalchaplains.org/>

Association of Muslim Chaplains at <https://www.associationofmuslimchaplains.org/>

Association for Professional Chaplaincy: [Association of Professional Chaplains](https://www.professionalchaplains.org/)

Chaplaincy Innovation: <https://chaplaincyinnovation.org/>

Clinical Pastoral Education at [ACPE](https://www.acpe.org/)

Corporate Chaplains of America: <https://chaplain.org/>

Crossroads: <https://crossroadsantiracism.org/>

Duke's [Center for Spirituality, Theology, and Health](https://www.duke.edu/center-for-spirituality-theology-and-health/)

Harvard's [Initiative on Health, Religion, and Spirituality](https://www.harvard.edu/initiative-on-health-religion-and-spirituality/)

Institute for Islamic, Christian, and Jewish Studies: [Homepage - ICJS](https://www.icjs.org/)

Marketplace Chaplains: <https://mchapusa.com/about/>

Mental Health America: [https://mhanational.org](https://mhanational.org/)

National Alliance on Mental Illness: <https://nami.org>

National Association of Jewish Chaplains: [Welcome \(najc.org\)](https://www.najc.org/)

Othering and Belonging Institute: [Home | Othering & Belonging Institute \(berkeley.edu\)](https://www.otheringandbelonging.org/)

Transforming Chaplaincy: <https://www.transformchaplaincy.org/>

Trans Spiritual Care Initiative: <http://transspiritualcare.org/>

Outcomes for Learning	Connections to Program Outcomes for Learning
Situate 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

### 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 2425 Handbook, 13, 69-75)

**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](#). Each assignment is expected to reflect increased quality for your graduate level. While each rubric is provided and may point to writing occasionally,

all assignments should be prepared with a dedicated view toward strong writing, minimal misspelling, and respect for the reader who takes you seriously. Everyone makes mistakes (You will see my own), but everyone in this course should aspire to make less of them. (See 2425 Handbook, 71)

**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 2425 Handbook 10-11)

**Attendance.** Full attendance is required. Students need to be visible and on camera during the class except for breaks taken by the entire class. Students should be in a space that does not prevent everyone from listening, commenting, and engaging in a classroom. If you 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 2425 Handbook, 20-21)

**Academic Accommodations.** Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving ([melanie.baffes@garrett.edu](mailto:melanie.baffes@garrett.edu) or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your instructors prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (2425 Handbook, 13).

**Extensions.** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (2425 Handbook, 21)

AI Policy. This course uses AI in the following ways:

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
Editing, polishing, or revising paper drafts	Research	Language translation
Generative AI help with writing		Language assistance
Generative AI help with papers		Proofreading
		Citation generation
		Note-taking
You must consult the professor(s) for uses not mentioned above.		
To properly cite the use of AI in Chicago/Turabian style, access this link: <a href="https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html">https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html</a> .		

### 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.
- Learning Management System – Students should have access to the Canvas LMS and know how to post in discussion forums as well as submit writing assignments.
- 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>).

## Assignments

All assignments must be completed to pass the class. See accompanying guidelines below, at the end of the syllabus.

1. **Participate in the class. Readyng** forms should be completed each week by Wednesday at 6:30pm (Central Time).
2. **Book Presentation.** In-class presentations begin October 2.
3. **Complete a grief map.** Due by November 6.
4. **Facilitate a class session.** Due by December 4.

## Grading Rubrics

<b>A: 94-100</b>	<b>B+: 87-89</b>	<b>B-: 80-83</b>	<b>C: 74-76</b>
<b>A-: 90-93</b>	<b>B: 84-86</b>	<b>C+: 77-79</b>	<b>C-: 70-73</b>

<b>Participation (100 pts)</b>			
<b>Weekly readyng forms</b>	Student completed readyng form on time. 5 pts	Student completed readyng form late. 2.5 pts	Student did not complete readyng form. 0 pts

<b>Book Presentation (100 pts)</b>			
<b>Overview of book – 20 pts</b>	Presented a quality summary and ample view of the book. 20 pts	Presented a broad summary but left some gaps. 11-19 pts	Presented a weak summary and view of the book. 0-10 pts
<b>Course connections – 20 pts</b>	Provided several solid connections to the course and its aims. 20 pts	Provided a couple connections to the course.	Provided one or no connections to the course.
<b>Explanation and communication – 20 pts</b>	Used multiple styles of communication to explain concepts. 20 pts	Relied on one or two communication methods.	Used minimal methods to communicate concepts.
<b>Facilitation of discussion – 20 pts</b>	Provided robust avenues for engagement,	Gave uneven ways to engage but made	Offered little or unimaginative paths for engagement.

	questions for reflection, and space for dialogue. 20 pts	obvious efforts toward facilitating.	
<b>Self-evaluation – 20 pts</b>	Provided a thorough self-evaluation. 20 pts	Presented an evaluation that could have been stronger.	Did not present a self-evaluation.

<b>Grief Map (100 pts)</b>			
<b>Visual Map – 25 pts</b>	Assignment includes all directions provided. 25 pts	Assignment includes most directions but has obvious gaps from assignment task.	Core directions were not followed.
<b>Course Materials – 25 pts</b>	Assignment uses 2-3 course materials effectively. 25 pts	Assignments uses 1 course material effectively.	Assignment uses no course material effectively.
<b>Reflection/ Explanation – 25 pts</b>	Assignment includes strong elements of reflection and integration. 25 pts	Assignment includes some elements of integration, though explanation has trouble spots.	Assignment includes little reflection and four prompts in the description are missing.
<b>Written Reflection on McNeish’s article – 25 pts</b>	Assignment includes all directions provided, including logistical ones. 25 pts	Assignment includes most directions but has logistical directions that were not followed.	Core directions were not followed.

<b>Facilitating Class (100 pts)</b>			
<b>Research &amp; Background of Topic – 20 pts</b>	Assignment shows ample evidence of research and gathering of history and contemporary contextualization of the topic. 11-15	Assignment includes most directions on research and gathering to contextualize the topic but has obvious directions that were not followed. 5-10	Core directions were not followed. 0-5
<b>Connections to Spiritual Care – 20 pts</b>	Assignment includes strong elements of integration between the student’s	Assignment includes some elements of integration and practice of care.	Assignment includes very little elements of integration and practice of care.

	research, theory of care, and practice of care. 15		
<b>Articulation of Learnings – 20 pts</b>	Assignment includes all directions provided, including discussion of student learnings. 11-15	Assignment includes most directions but has some areas that were not followed.	Core directions were not followed.
<b>Intersectional Analysis – 20 pts</b>	Assignment includes strong work to integrate course readings and, perhaps, other elements around intersectionality. 15-20	Assignment includes some evidence of analysis but has missing elements which take away from the assignment.	Core directions were not followed.
<b>Communication quality – 20 pts</b>	Assignment is nearly free of typos, grammatical errors, misspellings. Facilitation is superb in class. 20	Errors do not distract from the student's overall points and aims. Facilitation was good.	Errors are numerous and block the overall aims/understandings of the presentation. Facilitation was somewhat passive.



## Class Meeting Schedule

Dates	Topics	Readings/Assignments	Assignments
Sept. 4	Backgrounds & Beginnings		
Sept. 11	A Short History	<i>Chaplaincy and Spiritual Care</i> (p. 1-31)	
Sept. 18	Chaplaincy Across Sectors	<i>Chaplaincy and Spiritual Care</i> (p. 32-57)	
Sept. 25	Assessment	<i>Chaplaincy and Spiritual Care</i> (p. 61-89)	Facilitated Discussion(s)
Oct. 2	Presence & Other Interventions	hooks's "Conversation" and "Telling the Story," Kidd's "Foundational Listening & Responding Skills," Osborne's "Life Review,"	Facilitated Discussion(s)  <i>Multifaith Views in Spiritual Care</i> Book
Oct. 9	Facilitating Reflection	<i>Chaplaincy and Spiritual Care</i> (p. 90-109).	Facilitated Discussion(s)  <i>Religious Diversity and University Chaplaincy</i> Book
Oct. 16	Making Meaning	<i>Chaplaincy and Spiritual Care</i> (p. 110-125)	Facilitated Discussion(s)  <i>Spiritual Care in the Age of #BlackLivesMatter</i> Book
Oct. 23	Cultivating Trust	<i>Chaplaincy and Spiritual Care</i> (p. 129-170)	Facilitated Discussion(s)  <i>Chaplains as Partners in Medical Decision-Making</i> Book
Nov. 6	Contextualizing Power Dynamics	<i>Chaplaincy and Spiritual Care</i> (p. 171-189)	Facilitated Discussion(s)  <i>Mantle of Mercy</i> Book  Grief Assignment Due.
Nov. 13	Fostering Resilience	<i>Chaplaincy and Spiritual Care</i> (p. 193-218)	Facilitated Discussion(s)  <i>This Here Flesh</i> Book
Nov. 20	Leading Organizations	<i>Chaplaincy and Spiritual Care</i> (p. 219-257)	Facilitated Discussion(s)  <i>The Soul of the Helper</i> Book
Nov. 27	No class/Thanksgiving recess		
Dec. 4	Endings	None	Facilitated Discussion(s)

## Foundations in Chaplaincy Assignment Guides Fall, 2025

1. Class Participation – Attend class weekly and engage during and after the class sessions through the thoughtful use of the readiness form provided. In addition, each student should come prepared to frame at least one class question, during class, that emerges from the readings in connection to chaplaincy. This task is worth 25% of your grade. Note that the assignment is readying for class and *weekly*. **Readying** forms should be completed each week by Wednesday at 6:30PM (Central).
2. Grief Map – In two parts, create a grief map and reflection. First, create a visual map covering meaningful life experiences you’ve had of loss, joy, and significance. Since there are numerous resources for life/autobiography maps, you can locate what best works for yours. Then, provide a written, video, or audio reflection assessing and explaining the map while thoughtfully engaging 2-3 resources offered within the course materials. You might choose meaning-making, assessment or intersectionality as possible connections. As part of your reflection, consider your life and address 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, d) how do your experiences of loss and grief enable your ministry of care or nourish your imagination as a companion, and e) how does McNeish’s article, “Grief is a Circular Staircase,” illuminate your understanding of grief and care. This task is worth 25% of your grade. Due November 6.
3. Book Presentations – This is a significant way that students will dive into an area important to the work of spiritual care. Students may be paired or grouped for this assignment (depending on final number of students). You will read a book, carefully following the work to 1) present summaries of what’s there, 2) outline major concepts carefully for our learning, 3) make connections to other course materials, and 4) foster an engaging discussion. Plan for a 30-minute presentation. Presenters must, separately, complete a self-evaluation form after the presentation as part of the assignment. This task is worth 25% of your grade. Due beginning October 2 and TBD in first class session.
4. Facilitating a Class Discussion – This assignment connects with the student’s unique interests and gives each person a chance to investigate a topic, lead a discussion on that topic, and contribute to everyone’s learning outside of the topics in the primary textbook(s). Choose a topic, in consultation with the instructor – seek approval via email – that features connections to spiritual care and chaplaincy. Research the subject and facilitate a thirty-minute slot in class covering the background of your topic (why is this topic relevant in this course), information about your topic, connections to the ministry of spiritual care (how care looks in relation to this concern), ways chaplains participate in the topic (including specific gestures of ministry that chaplains offer given the subject), and relevant learnings you’ve gained in your study of the primary concern. Each presentation should offer an intersectional analysis of the topic as offered in *Chaplaincy and Spiritual Care*. Presenters must complete a self-evaluation after the presentation as part of the assignment. This task is worth 25% of your grade. Due beginning September 25 and TBD in first class session.