

## Foundations and Practice of Chaplaincy

Fall, 2024 | Meeting Online, Friday, 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 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, engage discussion, and participate in weekly sessions as outlined in this syllabus. There is one common textbook, one supplemental required textbook, and select readings provided on Moodle. There are extra-textual materials 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 educational possibility. A 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, 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, and other texts may be added by the instructor:

- *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.
- Oxhandler, Holly. *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, 2022.
- 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.

<b>Outcomes for Learning</b>	<b>Connections to Program Outcomes for Learning</b>
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 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](#). 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 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. 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 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>).

### Assignments

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

1. **Participate in the class. *Readying*** forms should be completed each week by Thursday at 6:30pm (Central Time). ***Post-class*** forms should be completed by the Monday following class by 6:30pm weekly (Central Time). This task is worth 25% of your grade.
2. ***Book Presentation***. In-class presentations begin October 4.
3. ***Complete a grief map***. Due October 25.
4. ***Write a 7-page chaplaincy essay***. Due December 6.

### Grading Rubrics

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

<b>Book Presentation (100 pts)</b>			
<b>Overview of book</b>	Presented a quality summary and ample view of the book. 25 pts	Presented a broad summary but left some gaps. 11-20 pts	Presented a weak summary and view of the book. 0-10 pts
<b>Course connections</b>	Provided several solid connections to the course and its aims. 15 pts	Provided a couple connections to the course. 10 pts	Provided one or no connections to the course. 5 pts
<b>Explanation and communication</b>	Used multiple styles of communication to explain concepts. 25 pts	Relied on one or two communication methods. 11-20 pts	Used minimal methods to communicate concepts. 0-10 pts
<b>Facilitation of discussion</b>	Provided robust avenues for engagement, questions for reflection, and space for dialogue. 25 pts	Gave uneven ways to engage but made obvious efforts toward facilitating. 11-20 pts	Offered little or unimaginative paths for engagement. 0-10 pts
<b>Self-evaluation</b>	Provided a thorough self-evaluation. 10 pts	Presented an evaluation that could have been stronger. 5 pts	Did not present a self-evaluation. 0 pts

<b>Grief Map (100 pts)</b>			
<b>Visual Map</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, though logistical directions were.
<b>Course Materials</b>	Assignment uses 2-3 course materials effectively. 25 pts	Assignment uses 1 course material effectively.	Assignment uses no course material effectively.
<b>Explanation</b>	Assignment includes strong elements of integration between the student, theory of care, and practice of care. 25 pts	Assignment includes some elements of integration between the student, theory of care, and practice of care.	Assignment includes very little elements of integration between the student, theory of care, and practice of care.

<b>Written Reflection</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, though logistical directions were.
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**Chaplaincy Essay (100 pts)**

<b>Background of chaplaincy – 15 pts</b>	Assignment includes all directions provided, including logistical ones. 11-15	Assignment includes most directions but has logistical directions that were not followed. 5-10	Core directions were not followed, though logistical directions were. 0-5
<b>Integration of student’s spiritual traditions – 15 pts</b>	Assignment includes strong elements of integration between the student, theory of care, and practice of care. 15	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%
<b>Challenges &amp; opportunities – 15 pts</b>	Assignment includes all directions provided, including logistical ones. 11-15	Assignment includes most directions but has logistical directions that were not followed. 5-10	Core directions were not followed, though logistical directions were. 0-5
<b>Analysis of intersectional structures – 20 pts</b>	Assignment includes all directions provided, including logistical ones. 15-20	Assignment includes most directions but has logistical directions that were not followed. 10-14	Core directions were not followed, though logistical directions were. 0-9
<b>Use of course materials – 20 pts</b>	Assignment includes all directions provided, including logistical ones. 15-20	Assignment includes most directions but has logistical directions that were not followed. 10-14	Core directions were not followed, though logistical directions were. 0-9
<b>Writing quality – 10 pts</b>	Assignment is nearly free of typos, grammatical errors, misspellings. 15	Errors do not distract from the student’s overall point and writerly aim. 5-10	Errors are numerous and block the overall aim/understanding of the essay. 0-5
<b>Timeliness – 5 pts</b>	Assignment was submitted on time. 5	A late assignment requires an official course extension.	A late assignment requires an official course extension.
<b>A: 94-100</b>	B+: 87-89	B-: 80-83	C: 74-76
<b>A-: 90-93</b>	B: 84-86	C+: 77-79	C-: 70-73

### **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](#)

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

Clinical Pastoral Education at [ACPE](#)

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

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

Duke's [Center for Spirituality, Theology, and Health](#)

Harvard's [Initiative on Health, Religion, and Spirituality](#)

Institute for Islamic, Christian, and Jewish Studies: [Homepage - ICJS](#)

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

Mental Health America: <https://mhanational.org>

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

National Association of Jewish Chaplains: [Welcome \(najc.org\)](#)

Othering and Belonging Institute: [Home | Othering & Belonging Institute \(berkeley.edu\)](#)

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

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

## Class Meeting Schedule

Dates	Topics	Readings/Assignments
One – Friday, Sept. 6	Backgrounds	None
Two – Friday, Sept. 13	A Short History	<i>Chaplaincy and Spiritual Care</i> (p. 1-31 )
Three – Friday, Sept. 20	Chaplaincy Across Sectors	<i>Chaplaincy and Spiritual Care</i> (p. 2-57)
Four – Friday, Sept. 27	Assessment	<i>Chaplaincy and Spiritual Care</i> (p. 61-89)
Five – Friday, Oct. 4	Presence & Other Interventions Presentation:	hooks’s “Conversation” and “Telling the Story,” Kidd’s “Foundational Listening & Responding Skills,” Osborne’s “Life Review,”
Six – Friday, Oct. 11	Facilitating Reflection Presentation:	<i>Chaplaincy and Spiritual Care</i> (p. 90-109).
Seven – Friday, Oct. 18	Making Meaning Presentation:	<i>Chaplaincy and Spiritual Care</i> (p. 110-125)
Eight – Friday, Oct. 25	Reading Day	
Nine – Friday, Nov. 1	Cultivating Trust Presentation: <i>Grief Assignment Due.</i>	<i>Chaplaincy and Spiritual Care</i> (p. 129-170)
Ten – Friday, Nov. 8	Contextualizing Power Dynamics Presentation:	<i>Chaplaincy and Spiritual Care</i> (p. 171-189)
Eleven – Friday, Nov. 15	Fostering Resilience Presentation:	<i>Chaplaincy and Spiritual Care</i> (p. 193-218)
Twelve – Friday, Nov. 22	Leading Organizations Presentation:	<i>Chaplaincy and Spiritual Care</i> (p. 219-257)
Thirteen – Friday, Nov. 29	Break	None
Fourteen – Friday, Dec. 6	Finishing <i>Chaplaincy Essay Due.</i>	None



## Foundations in Chaplaincy Assignment Guides Fall, 2024

1. Class Participation – Attend class weekly and engage during and after the class sessions through the thoughtful use of the readiness and post-class forms provided in Moodle. This task is worth 25% of your grade. **Readying** forms should be completed each week by Thursday at 6:30PM (Central). 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. **Post-class** forms should be completed by the Monday following class by 6:30PM weekly. Your first post-class form is due by September 9, 6:30PM. Your first readying form is due by Thursday, September 12, 6:30PM. Late submissions will receive half-credit. Note that the assignment is *weekly*, and once the week is complete, a submission will not be accepted.
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 reflection paper, 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, d) how do your experiences of loss and grief enable and empower your ministry of spiritual care, nourishing your imagination to companion other grievers, 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 October 25.
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 and will be choose from the list of books above or from those the instructor adds to this list above. These decisions will be, in part, based upon registered course participants. You will read a book from the list above, 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 engaging discussion. Presenters must complete a self-evaluation form after the presentation as part of the assignment. This task is worth 25% of your grade. Due beginning October 4 and TBD in first class session.
4. 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. To do well, you must integrate course readings and discussions and can do so in any creative ways you like. Papers should be 7 double-spaced content pages, with no title-page but with added bibliography. This task is worth 25% of your grade. Due December 6.