

**Foundations and Practice of Chaplaincy**  
Meeting Online, Tuesday, 6:00 – 8:30PM (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. Given that this is a new course, the instructor may make changes 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.

**Required Course Text**

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. In addition to this required textbook, other authors and texts will be mentioned throughout the course and should be considered for the student's list of supplemental readings.

**Supplemental Resources**

Clinical Pastoral Education at [ACPE](#)  
Chaplaincy Certification at [Association of Professional Chaplains](#)  
Duke's [Center for Spirituality, Theology, and Health](#)  
Harvard's [Initiative on Health, Religion, and Spirituality](#)  
Research in [Transforming Chaplaincy](#)

**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. There will be additional 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, to narrow direction.

**Rhythm for 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.

**Outcomes for Learning**

- Situate chaplaincy inside the spiritual tradition closest to the learner's own.
- Become conversant with multiple pastoral theological foundations for the ministry of chaplaincy
- Develop analytical and critical skill in relationship to the backgrounds, practices, and possibilities of the chaplain and the ministry of chaplaincy

- Articulate current issues and hopes in relation to the learner's self-understanding in relation to the ministry of the chaplain
- Discuss the ministry tasks, acts, and skills of the chaplain while demonstrating facility with the same while discussing the contexts in which chaplains serve

### **Connections to Program Outcomes for Learning**

- Demonstrate general knowledge of Scripture, history and doctrine, practices of the Christian traditions
- Demonstrate knowledge of theological and psychological foundations of human persons and communities
- 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.
- Demonstrate the capacity for critical, reflective, faithful, and creative thinking in the ministry of pastoral care and counseling.
- 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 Learning**

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?

### **Evaluation of Assignments**

All assignments are due by the due date in the schedule. Further, all assignments must be completed in order to pass the class. Evaluation will occur on two or three levels, personal evaluation, peer evaluation, and instructor evaluation. Learners will be responsible for providing a personal evaluation of each learning activity they undertake, namely two essays and a weekly spiritual care relationship assignment. Peer evaluation will be available for the weekly caregiver/care-seeking assignment. Instructor evaluation will occur on written essays especially and during sessions when volunteers show the ministry of spiritual care as part of the class meeting (i.e., immediate feedback). Guides will be available for all types of evaluation. A rubric for grading is below.

### **Evidence of Learning/Assignments**

1. Write a 5-page essay outlining the learner's view of the background of chaplaincy (its origin), critical appraisal of chaplaincy's affiliation with Christianity, and its developing connection to the learner's own spiritual traditions, contexts, and communities. Also, discuss, at least, two

opportunities for a chaplain given racial, gender, and economic concerns that the student sees. 25% of grade. Due September 27 by 11:55PM.

2. Write a 5-page essay discussing the particular pastoral theological foundation closest to the learner’s own sensibility; an analysis of intersectional structures that impact the relationship of care as embodied in the course with peers; and give an assessment of the learner’s awareness and application of particular ministry skills. 25% of grade. Due December 6, 11:59PM.
3. Participate in a weekly spiritual care relationship with a (different) peer where the learner serves as the caregiver during one conversation and, separately, as a care-seeker in a second conversation. Conversations can be recorded but do not need to be. As the caregiver, the learner serves to offer the ministry of chaplaincy as its becoming known in the course. As the care-seeker, the learner, alternately, pursues the learning needs of a ministry colleague. 50% of grade. Due November 29, 11:59PM.
4. Alternative to *one* of the essays or extra credit: Complete the application for the initial unit of CPE. This is only available if the person has *not* already completed their unit of CPE. Each section of the application will take about 1, single-spaced, page minimally to answer. The student should include a one-page reflection on the pastoral theological theory grounding the application. If a student would like extra credit but this particular alternative is not available (because they’ve completed CPE already), offer a reasonable path to the instructor.

### Grading

The following is a sketch of how I will grade. It includes the requirement of creativity because it is inherent within our humanity. It assumes timeliness since late assignments will not be accepted. The due dates are generous. Essays will each be 25% of the overall grade. Spiritual care relationship assignments (n10) will be 5% each and compose 50% of the total grade.

Categories			
<b>Content</b>	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%
<b>Integration</b>	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%
<b>Writing</b>	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%

## **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 topics, know that the readings and discussions might trigger 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. 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 Dean of students and we offer limited short-term support through a network of counselors.

**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 3 class sessions should not expect to pass the class. If you are late to class more than twice, that will constitute 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.)

- 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>).

## Course Schedule

Dates	Topics	Readings/Assignments
Tuesday, September 6	Beginning	Introduction (p. 1-15)
Tuesday, September 13	Backgrounds of Chaplaincy	Ch 1, Ch 2 (p. 19-57)
Tuesday, September 20	Backgrounds of Chaplaincy	Ch 3 (p. 61-89)
Tuesday, September 27	Listening	<i>Essay 1 or Alternative Due by 11:55PM</i>
Tuesday, October 4	Reflection	Ch 4 (p. 90-109)
Tuesday, October 11	Ritualizing	Ch 5 (p. 110-125)
Tuesday, October 18	Empathy	Ch 6 (p. 129-153)
Tuesday, October 25	Assessment	Ch 7 (p. 155-170)
Tuesday, November 1	Using Power	Ch 8 (p. 171-189)
Tuesday, November 8	Facilitating Resilience	Ch 9 (p. 193-218)
Tuesday, November 15	Leading	Ch 10 (p. 219-238)
Tuesday, November 22	Break (No Class)	Break
Tuesday, November 29	Organizational Culture	Ch 11 (p. 239-257)  <i>Weekly Care Summaries Due by 11:55PM</i>
Tuesday, December 6	Advocacy, Praying, Collaboration	<i>Essay 2 or Alternative Due by 11:55PM</i>
Tuesday, December 13	Finishing	

## Foundations and Practice of Chaplaincy Guide for Essay 1

Expectation: Students will write a 5-page essay outlining the learner's view of the background of chaplaincy (its origin), critical appraisal of chaplaincy's affiliation with Christianity, and the ministry's developing connection to the learner's own spiritual traditions, contexts, and communities. Also, discuss, at least, two opportunities for a chaplain given racial, gender, and economic concerns that the student sees. 25% of grade. Due September 27 by 11:55PM.

Steps to fulfilling the assignment:

1. Discuss the background/history of chaplaincy. The intent is for you to summarize and highlight what you know. (1 – 1.5 pages)
2. What is the relationship between chaplaincy and Christianity, as you currently understand it? How might that relationship provide opportunities and challenges for you as you serve in chaplaincy? The intent is for you to analyze in the first question and imagine the practice of ministry in the second question. (1 – 1.5 pages)
3. Identify your relationship with race, gender, and class and in doing so, discuss any opportunities that might emerge for you as a spiritual caregiver. The intent is for you to situate yourself in your own words and connect how these three descriptions might inspire, inhibit, or enhance your practice of ministry as a chaplain. (2 – 2.5 pages)

Self-Evaluation of Essay 1

- A) Assess your use of the readings and supplemental materials. How much did you draw upon them?
- B) Highlight your strongest and weakest sections in the essay. Where are you strong and where are you weak in this assignment?
- C) After proofreading your work, what patterns are visible in your written work?
- D) How did this assignment help you learn about chaplaincy, about yourself, and about your formation for ministry?

## Foundations and Practice of Chaplaincy Guide for Essay 2

Expectation: Write a 5-page essay discussing the particular pastoral theological foundation closest to the learner's own sensibility; an analysis of intersectional structures that impact the relationship of care as embodied in the course with peers; and give an assessment of the learner's awareness and application of particular ministry skills. 25% of grade. Due December 6, 11:59PM.

Steps to fulfilling the assignment:

- 1) Name, at least, one pastoral theological perspective that aligns with your current sensibility for spiritual care. Articulate your understanding of that pastoral theology, including sufficient background of it, and support the alignment you sense. (1.5 pages)
- 2) Analyze intersectional structures that impact the care you've given and been given in the course. To do this, you'll need to articulate an understanding of intersectionality, name the analytics/categories you draw upon for this paper, and examine each. (1.5 pages)
- 3) Assess your awareness and application of the particular skills we've discussed during the course. You may do this in any way that is liberative as long as it addresses more than half of the skills we've covered. (2.5 pages)

Self-Evaluation of Essay 2

- 1) Assess your use of the readings and supplemental materials. How much did you draw upon them?
- 2) Highlight your strongest and weakest sections in the essay. Where are you strong and where are you weak in this assignment?
- 3) After proofreading your work, what patterns are visible in your written work?
- 4) How did this assignment help you learn about chaplaincy, about yourself, and about your formation for ministry?



## Foundations and Practice of Chaplaincy Guide for Weekly Care Relationship

Weekly expectation: Participate in a weekly spiritual care relationship with a different peer where the learner serves as the caregiver during one conversation and as a care-seeker/recipient in a second conversation. As the caregiver, the learner serves to offer the ministry of chaplaincy as its becoming known in the course. As the care-seeker, the learner, alternately, pursues the learning needs of a ministry colleague as well as learning the experience of seeking another's care. Each student should develop an actual or imagined concern that emerges for you during your reading of the chapter. That actual or imagined concern is what you'll bring to the care relationship.

Steps to fulfilling the assignment:

1. Choose who will be the recipient/giver of care
2. Relay your concern if you are the recipient
3. Engage in a 10-20 minute spiritual care encounter about the concern
4. Switch roles

### Evaluation for Weekly Care Relationship

Weekly expectation: Evaluate your own practice of care while receiving feedback from the person receiving that care.

Steps to fulfilling the assignment:

1. Seek feedback from your care recipient – what did your care recipient express in terms of feedback?
2. Discuss your feelings during the conversation (i.e., during specific moments in the encounter) – what was it like to be you during the spiritual care encounter as a caregiver?
3. List any perceived strengths or weaknesses you are aware of – what do you want to do again or what do you want to do less as you care?