

## MS 3XD3 CHAPLAINCY 2

McMaster Divinity College, Fall 2009

Sept. 19, Oct. 17, Nov. 7, Nov. 28 (Sat.) 9:00 am – 4:00 pm (1 hour for lunch)

INSTRUCTOR: Kelvin F. Mutter, D.Th.

Email: kfmutter@gmail.com

### 1. COURSE DESCRIPTION:

This course will explore some of the roles of the professional chaplain in contemporary society, the values that give shape to these roles and the skills required to provide spiritual care outside the context of the congregational ministry. Particular attention will be placed on the dynamics of working in a multi-disciplinary, multi-ethnic and multi-faith environment, and the relationship of the chaplain to the institution or organization with which s/he works.

### 2. COURSE FORMAT

The course objectives will be met through a combination of lectures, guest presentations, on-line discussions, research and personal reflection.

### 3. LEARNING OBJECTIVES:

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

#### 3.1. *Knowing*

- To reflect on the scope of practice for professional chaplaincy and the skills required to be effective in this ministry.
- To understand the challenges of working in a context of secular pluralism while maintaining fidelity to one's own beliefs and practices.
- To study and consider the role that individual and group contexts play in delivering effective chaplaincy services, understanding the special challenges posed by specific settings and identifying "intervention points" where chaplains have the potential to enrich and define a person's spirituality.

#### 3.2. *Doing*

- To develop strategies for facilitating spiritual growth and healing in those who access pastoral services.
- To review and explore religious/spiritual activities that facilitate spiritual growth and healing in individuals.
- To explore and form a theology of ministry for one's own pastoral care work.

#### 3.3. *Being*

Chaplaincy is an outgrowth of the spirituality and life of the chaplain. Consequently time will be devoted to the chaplain as a "self" including such themes as soul care and compassion fatigue.

- To become self-aware of the student's potential strengths and short-comings as a spiritual care provider and how these could impact the delivery of spiritual care.
- To be and become a responsible agent of hope, reconciliation and change in the lives of others.

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**4. COURSE TEXTS:**

**4.1. Books.**

\_\_\_\_\_. *Health Ethics Guide*. Ottawa: Catholic Health Association of Canada, 2002.

Anderson, R.S. (2003). *Spiritual Caregiving as Secular Sacrament*. Philadelphia: Jessica Kingsley Publishers.

Bidwell, D.R. (2004) *Short-Term Spiritual Guidance*. Minneapolis, MN: Fortress Press

**4.2. Journal Articles.**

**NOTE:** All journal readings are available in electronic form via the Mills Library, McMaster University (e.g. via the **Scholars Portal** database).

Barker, C. R., & Werkner, I.J. (2008). Military chaplaincy in international operations: A comparison of two different traditions. *Journal of Contemporary Religion*. 23(1),47-62.

Burchard, W.W. (1954) Role Conflicts of Military Chaplains. *American Sociological Review*, 19(5), 528-535

Feldstein, B.D., Grudzen, M., Johnson, A., & LeBaron, S. (2008) Integrating Spirituality and Culture with End-of-Life Care in Medical Education. *Clinical Gerontologist*, 31(4),71- 82.

O'Connor, T. P., & Perreyclear, M. (2002). Prison Religion in Action and Its Influence on Offender Rehabilitation. *Journal of Offender Rehabilitation*. 35(3),11 – 33.

Rolland, J.S. (1998) Beliefs and collaboration in illness: Evolution over time. *Families, Systems & Health*. 16(1/2),7-25.

Sundt, J.L., Dammer, H.R., & Cullen, F. T.(2002). The Role of the Prison Chaplain in Rehabilitation. *Journal of Offender Rehabilitation*. 35(3), 59- 86.

**5. COURSE SCHEDULE:**

Fall 2009		Topic list & Assignments
<b>Class day Sept. 19</b>		Introductory Matters - syllabus
		Caring for 'Captive' Populations: Presentation by a corrections chaplain <b>Read:</b> O'Connor & Perreyclear, Prison Religion in Action and Its Influence on Offender Rehabilitation; and, Sundt, Dammer & Cullen, The Role of the Prison Chaplain in Rehabilitation.
		Spiritual care among the marginalized and forgotten.
<b>Online Discussion</b>		Drawing on either last Saturday's class discussion or the readings on Corrections chaplaincy, post at least one thoughtful question or comment (that has not been posted yet) to the class web discussion site. <b>Due Sat. Sept. 26.</b>
<b>Online Discussion</b>		Post at least one thoughtful response to another student's question or comment. You may respond to more than one question. Also, more than one student may respond to the same posting, but of course do not merely repeat what has already been said. <b>Due Saturday Oct. 3.</b>

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<b>Fall 2009</b>		<b>Topic list &amp; Assignments</b>	
<b>Online Discussion</b>	Post at least one thoughtful response to another student's question or comment. You may respond to more than one question. Also, more than one student may respond to the same posting, but of course do not merely repeat what has already been said. <b>Due Saturday Oct. 10.</b>		
<b>Class day Oct. 17</b>	Chaplaincy: Religious, professional, and/or secular ministry?		
	<b>Read:</b> Anderson, <i>Spiritual Caregiving as Secular Sacrament</i> . Reflections on the work of chaplaincy in the 21 <sup>st</sup> century.		
<b>Online Discussion</b>	Drawing on either last Saturday's class discussion or the assigned readings on military chaplaincy, post at least one thoughtful question or comment (that has not been posted yet) to the class web discussion site. <b>Due Saturday Oct. 24.</b>		
<b>Online Discussion</b>	Post at least one thoughtful response to another student's question or comment. You may respond to more than one question. Also, more than one student may respond to the same posting, but of course do not merely repeat what has already been said. <b>Due Saturday Oct. 31.</b>		
<b>Class day Nov. 7</b>	Spiritual care among those who serve society: Presentation by a military chaplain.		
	<b>Read:</b> Barker & Werkner, <i>Military Chaplaincy in International Operations</i> ; and, Burchard, <i>Role Conflicts of Military Chaplains</i> .		
	The work of Spiritual Direction in chaplaincy. <b>Read:</b> Bidwell, <i>Short-Term Spiritual Guidance</i> .		
<b>Online Discussion</b>	Drawing on either last Saturday's class discussion or the assigned readings on caring for the sick, post at least one thoughtful question or comment (that has not been posted yet) to the class web discussion site. <b>Due Saturday Nov. 14.</b>		
<b>Online Discussion</b>	Post at least one thoughtful response to another student's question or comment. You may respond to more than one question. Also, more than one student may respond to the same posting, but of course do not merely repeat what has already been said. <b>Due Saturday Nov. 21.</b>		
<b>Class day Nov. 28</b>	Health Care Ethics: Presentation and discussion with a chaplain.		
	<b>Read:</b> <i>Health Ethics Guide</i> .		
	Caring for the Sick (Families, Illness & Disability) <b>Read:</b> Rolland, <i>Beliefs and Collaboration in Illness</i> ; and, Feldstein, et. al. <i>Integrating Spirituality and Culture with End-of-Life Care</i> .		
<b>Online Discussion</b>	Drawing on last Saturday's class discussion, post at least one thoughtful question or comment (that has not been posted yet) to the class web discussion site. <b>Due Friday Dec. 4</b>		

**6. COURSE REQUIREMENTS:**

Assignments	Percentage of grade
<b>Online Discussion</b>	<b>40%</b>
<b>Reflection assignment</b>	<b>20%</b>
<b>Interview with a Chaplain</b>	<b>40%</b>

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### 6.1. Online Discussion (40%)

Each student is expected to actively participate in the on-line class discussions ([http://\\_\\_\\_\\_\\_](http://_____)) The course code/key will be announced at class rather than posted with this syllabus on the web. Because the web discussion depends on timely postings, posts will only receive credit if made by midnight of the due date. Posting well ahead of deadlines is encouraged as your comments are likely to invite comment or interaction from other members of the class.

Thoughtful weekly participation and an comments/questions that reflect the student is thinking through the readings or lectures will result in a higher grade.

#### Additional Guidelines:

- While the discussion board is only accessible to those who are registered in the course, it is still a “public space.” Not every participant will have equal knowledge of other class members. Please keep this in mind as you decide how you interact and what you choose to share.
- Your comments must be pertinent to the question posed and/or the responses of others students.
- Please follow these guidelines:
  - Remember the words of Ephesians 4:29 – “Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.”
  - Do not type in all capital letters. Remember, typing in all capital letters is indicative of yelling in cyberspace.
  - Refrain from flaming. This means do not use these forums to verbally express anger, displeasure or other hostility towards any other member on this site.
  - Share personal information at your own discretion, remember this is an open forum. No one from this site will ever ask for personal information such as an email or password.

### 6.2. Reflection assignment (6 pages). (20%, due Nov. 28, 2009)

Throughout the course, maintain a “reflective journal” that outlines your *personal growth and reflection with respect to your understanding of your calling as a chaplain*. Note: This assignment is intended to provide you with an opportunity to engage the “**Being**” objectives for this course as you trace both your affective responses to the readings and lectures as well as your emerging sense of identity as a chaplain.

### 6.3. Interview with a chaplain (40 %, due Nov. 7, 2009)

Students are expected to interview a chaplain currently working in the field (this includes: Health Care, Prison and Military Chaplaincy as well as College/University Chaplaincy, Emergency Services Chaplaincy, Transportation Sector Chaplaincy, Sports Chaplaincy, Community Chaplaincy, and Business/Industrial Chaplaincy). Whenever possible, it is desirable that the student have an opportunity to either have a tour of at least part of the facility and/or observe the chaplain as he or she works. The student will then summarize his/her findings in a written report that will be submitted to the professor.

#### Content expectations:

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- Chaplain's Job description for the context being presented. How much of the job is direct ministry? How much involves indirect activities such as administrative duties, training volunteers, committee work, prep time etc..). Relationships of the chaplain to the institution (i.e. organization), paid and volunteer staff, clients (inmates, patients, customers & their families), and outside organizations, such as local clergy, etc. Educational requirements (academic? clinical? other?).
- How does the chaplain define pastoral care? What is the chaplain's approach to pastoral care? What is the chaplain's goal in providing pastoral care? Does the chaplain have a primary image that helps him/her understand his/her pastoral role?
- Are there any biblical passages that assist him/her in his/her thinking about pastoral ministry? What is the Biblical/theological basis for his/her work? What images of God that will assist him/her you in this ministry?
- How much of the chaplain's ministry is multi-ethnic/cultural and/or multi-faith and what are the most common faith traditions encountered? How does this chaplain respond to the ministry needs of persons from other faith traditions? Does the chaplain experience any tension ministering in a pluralistic environment? How has the chaplain sought to resolve this tension?
- What aspects of this type of chaplaincy are the most rewarding and the most challenging?
- What are the needs presented by people seeking the chaplain's assistance? What is the most common problem people present? What tools do the chaplain use to assist him/her in his/her pastoral ministry? Describe a) types of ethical questions or dilemmas common to this type of chaplaincy and/or b) one or more context-specific concerns (e.g. military chaplains – PTSD, impact of deployments on family life, etc.; health care chaplains – challenges of chronic & palliative care, etc.; prison chaplains – challenges of isolation, etc.; and so forth. . . ).
- How does the chaplain sustain himself/herself through the challenges of pastoral work? How does the chaplain achieve a work/life balance? How does the chaplain maintain his/her spiritual formation? What role will the faith community play in his/her ministry?

### Expectations for the final written paper:

- This is a formal academic paper (e.g. Introduction with thesis statement, body or discussion, conclusion and bibliography or reference list).
- The discussion section is primarily a report on your interview (qualitative research project). Use direct quotes from the chaplain as appropriate. You are also encouraged to compare this chaplain's description of his/her work with appropriate information drawn from the literature of chaplaincy and pastoral care.
- The conclusion is to include a discussion of what did you learned about pastoral care from this interview, what can you will apply to your own pastoral work, and any issues did this interview raised for you.

### 6.4. Policies:

- 6.4.1. Submission of assignments:** All assignments are due on the day indicated (by email before midnight of the day due). ***Late submission of assignments will be deducted one grade point for every late day.***

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- 6.4.2. **Gender Inclusive Language:** McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.
- 6.4.3. **College Style for Submission of Written Work:** All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College web-site.
- 6.4.4. **Statement On Academic Honesty:** Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster University Academic Integrity Policy - <http://www.macdiv.ca/regs/honesty.php>.
- 6.4.5. **Textbook Purchase:** All required textbooks for this class are available from the College's book service, **READ On Bookstore**, Room 218, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416-620-2934; fax 416-622-2308; e-mail [books@readon.ca](mailto:books@readon.ca). Other book services may also carry the texts.

## 7. **SELECTED RESOURCES**

### 7.1. **Professional Associations & National/Provincial Bodies**

- American Association of Christian Counselors <http://www.aacc.net/>
- Association for Clinical Pastoral Education <http://www.acpe.edu/>
- Association of Professional Chaplains <http://www.professionalchaplains.org/>
- Canadian Association for Pastoral Practice and Education <http://www.cappe.org/>
- National Association of Catholic Chaplains (NACC) <http://www.nacc.org/>
- National Association of Jewish Chaplains <http://www.najc.org/main/>
- National Institute of Business and Industrial Chaplains <http://www.nibic.com/>
- Ontario Multifaith Council on Spiritual and Religious Care. <http://www.omc.ca/rmc.html>

### 7.2. **Journals**

- *Journal of Chaplaincy Practice*
- *Journal of Health Care Chaplaincy*
- *Journal of Religious Gerontology*
- *Journal of Pastoral Care & Counseling*
- *Journal of Pastoral Practice*

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### 7.3. Books, Special publications, &c.

- Beckford, J.A., & Gilliat, S. (1998). *Religion in Prison: 'Equal Rites' in a Multi-Faith Society*. Cambridge University Press.
- Benner, D.G. (1998). *Care of Souls*. Grand Rapids, MI: Baker.
- Bergen, D.L. (2004). *Sword of the Lord : Military Chaplains from the First to the Twenty-First Century: Military Chaplains from the First to the Twenty-First Century*. Notre Dame, IN: University of Notre Dame Press.
- Berkley, J.D. (ed). (1994). *Leadership Handbook of Outreach and Care*. Grand Rapids, MI: Baker. pp.443-480.
- Canadian Association for Pastoral Practice and Education. (2008). CAPPE Standards – Specialist: Pastoral Care/Pastoral Counselling. In *CAPPE/ACPEP Handbook*. Halifax, Nova Scotia: Canadian Association for Pastoral Practice and Education, 1999. Available online: <http://www.cappe.org/handbook/index.html>.
- Canadian Association for Pastoral Practice and Education. (2008). *Code of Ethics*. Halifax, Nova Scotia: Canadian Association for Pastoral Practice and Education. Available online: <http://www.cappe.org/handbook/index.html>.
- Canadian Forces Chaplain Branch.(2003). *Canadian Forces Chaplain Branch Manual*. <http://www.cmp-cpm.forces.gc.ca/cfcb-bsafc/pub/doc/cbm-mbsa.pdf>. Ottawa, ON: Department of National Defense. (accessed March 17, 2009)
- Canadian Forces Chaplain Branch.(2005). The chaplain's manual. <http://www.cmp-cpm.forces.gc.ca/cfcb-bsafc/pub/doc/acm-maft-eng.pdf>.
- Canadian Forces Chaplain Branch.(2009). Called to Serve. <http://www.cmp-cpm.forces.gc.ca/cfcb-bsafc/acf-sbs/sp-ps/doc/cs-as-eng.pdf>. (accessed April 13, 2009).
- Canadian Forces Chaplain Branch.(2009). *About CF Chaplain Branch*. <http://www.cmp-cpm.forces.gc.ca/cfcb-bsafc/acf-sbs/index-eng.asp>. (accessed March 17, 2009).
- Catholic Health Association of Canada. (2000) *Standards of Spiritual and Religious Care for Health Services in Canada*. Ottawa, ON: Catholic Health Association of Canada.
- Cheston, S.E. (ed.); Wicks, R.J. (ed). (1993). *Essentials for Chaplains*. New York: Paulist Press.
- Correctional Service of Canada. (n.d.) *Pastoral Care Action Plan*. Correctional Service of Canada <http://www.csc-scc.gc.ca/text/prgrm/chap/pcapp-eng.shtml>. (accessed March 17, 2009).
- Correctional Service of Canada. (2006). *Chaplaincy Impact Project Community Engagement Report 2006*. Correctional Service of Canada. <http://www.csc-scc.gc.ca/text/prgrm/chap/ciscerap-eng.shtml>. (accessed March 17, 2009)
- Correctional Service of Canada. (2008). *Commissioner's directive re: Aboriginal Offenders*. Correctional Service of Canada. <http://www.csc-scc.gc.ca/text/plcy/cdshtm/702-cde-eng.shtml> (accessed March 17, 2009)
- De Revere, D.W., Cunningham, W.A., Mobley, T.W., & Price, J.A. (2005) *Chaplaincy in Law*

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*Enforcement: What Is It And How to Do It.* Springfield IL: C.C. Thomas Publ.

Doehring, C. (2006). *The Practice of Pastoral Care: A Postmodern Approach.* Philadelphia: Westminster/John Knox.

Hicks, D.A. (2003). *Religion and the Workplace: Pluralism, Spirituality, Leadership.* Cambridge: Cambridge University Press.

Holst, L.E. (ed), & Kurtz, H.P. (ed). (1973). *Toward a creative chaplaincy.* Springfield, IL: C. C. Thomas Publ.

Hutcheson, R.G. (1975). *The churches and the chaplaincy.* Atlanta: John Knox Press.

Interfaith Committee on Canadian Military Chaplaincy. (2007) *ICCMC Handbook. Interfaith Committee on Canadian Military Chaplaincy.* <http://www.cmp-cpm.forces.gc.ca/cfcb-bsafc/pub/iccmch-gciamc-eng.asp#cha-01>. (accessed March 17, 2009)

Kirkindoll, M.L. (2001). *Hospital visit: a pastor's guide.* Nashville: Abingdon Press.

Kirkwood, Neville A. (1993). *A Hospital Handbook on Multiculturalism and Religion.* Harrisburg, PA: Moorehouse Publ..

Kirkwood, Neville A. (1995). *Pastoral Care in Hospitals.* Harrisburg, PA: Moorehouse Publ..

Lawrenz, M., & Green, D.R. (1995). *Overcoming Grief and Trauma.* Grand Rapids, MI: Baker.

McCall, J.B. (2002). *Practical guide to hospital ministry: healing ways.* New York: Haworth.

McCall, J.B. (2003). *Bereavement counseling: pastoral care for complicated grieving.* Binghamton, NY: Haworth.

Ontario Multifaith Council On Spiritual And Religious Care. (1993). *Spiritual and Religious Care Policy Manual.* Toronto, ON: Ontario Multifaith Council On Spiritual And Religious Care (OMCSRC).

Ontario Multifaith Council On Spiritual And Religious Care. (1995). *Multifaith Information Manual.* Toronto, ON: Ontario Multifaith Council On Spiritual And Religious Care (OMCSRC).

Sanders, R. K. (ed). (1997). *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors.* Downers Grove: Inter Varsity.

Scott, C. (1989) *Light to lighten the darkness: An anthology on pastoral care.* London, ON: Scott's Select Services.

Shaw, Richard Denis. *Chaplains to the Imprisoned: Sharing Life with the Incarcerated.* New York: The Haworth Press, 1995.

VandeCreek, Larry; Laurel Arthur Burton (eds.). *The Chaplain-Physician Relationship.* New York: The Haworth Press, 1991.

VandeCreek, L. (ed). (2002). *Professional chaplaincy and clinical pastoral education should become more scientific: Yes and No.* Binghamton, NY: Haworth Pastoral Press.

VanKatwyk, P.L. (2003). *Spiritual Care and Therapy: Integrative Perspectives.* Waterloo, ON: Wilfrid Laurier University.

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