

Associated Canadian Theological Schools of Trinity Western University

CHP 631 Foundational Theory and Practice of Spiritual Care (Formerly: Foundations of Chaplaincy II)

Dr. Gloria J. Woodland
Summer 2017
3 credit hours

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Course Dates: May 1 – July 31, 2017
Modular Class days and times:
On-campus: June 12 – 16, 2017
8:30a.m. – 12:30p.m.

I. Course Description

This course will explore the professionalization of chaplaincy in contemporary society. Students will examine spiritual and religious care practices that can facilitate persons in their spiritual growth and healing. The theory and practice of the professional chaplain as a non-congregational minister in contemporary society will be examined. Learners will further develop the ability of spiritual assessment and care planning, theological reflection and ethical discourse in the application of spiritual/religious interventions.

II. Objectives

By the end of this course, each student should:

- Understand the historical and present role of chaplaincy in society
- Be able to describe the role and impact of contextual and psychosocial dynamics in the delivery of effective spiritual care in the varied fields of chaplaincy ministry.
- Understand the nature and importance of ‘best practices’ and ‘outcome oriented’ chaplaincy

- Know the intervention points and basic applications of spiritual and religious care for chaplaincy and recognize the potential ways to enrich and define a person's spirituality.
- Have proficiency in taking a spiritual history or spiritual assessment
- Know the personal competencies for the professional chaplain
- Have strengthened pastoral skills to enrich personal effectiveness as a chaplain.

III. Course Textbooks

REQUIRED

- Roberts, Stephen B. (2012) *Professional Spiritual & Pastoral Care, A practical Clergy and Chaplain's Handbook*. Vermont; SkyLight Paths Publishing
- Patton, John. (2005) *Pastoral Care: An Essential Guide*. Nashville; Abingdon Press
- Graves, Joel Curtis. (2007) *Leadership Paradigms in Chaplaincy*. Florida; Dissertation.com

RECOMMENDED (not required reading)

Paget, Naomi (2006). *The Work of the Chaplain*. Judson Press

IV. Course Assignments

- **PRE-INTENSIVE CLASS ASSIGNMENTS – total value 40%**

Pre-class assignments to be submitted in hard copy on June 12, 2017 (first day of class)

- Read & Review - 20% - due: June 12, 2017
 - Read *Professional Spiritual & Pastoral Care* (Roberts 2012). Following your reading of the text answer the following questions.
 1. Contributing Author Rev. Dr. Martha R. Jacobs writes on page 11; “Professional chaplains must be able to move aside their own belief system(s) / theology and support the system of the person to

whom they are providing chaplaincy care.” Please write a ONE page reflection on how this resonates with you.

2. Chapter 8: Prayer and Ritual written by Chaplain Gerald L. Jones concludes by saying that “prayer and ritual are instant tools that have the ability to connect ... to be easy ‘fixes’ and hidden evangelism ... each chaplain needs to find her or his own comfort level with prayer and ritual in order to use them effectively.” After reading Chapter 8 write a ONE page reflection on how you may use prayer & ritual in your particular field of chaplaincy. Be sure to include your thoughts on how comfortable you will be incorporating ritual in ministry.
- Read *Pastoral Care An Essential Guide* (Patton, 2005) and *Leadership Paradigms in Chaplaincy* (Graves, 2007) Write a three page combined review of the texts that explores the following questions.
 1. How do the two books differ?
 2. What did you like about each book?
 3. What did you dislike about the books?
 4. What impact have the books had on you?
 5. Present three ideas contained in the texts that you could use in your future or current ministry as a chaplain.
 - Verbatim with Theological & Personal Reflections – 20% - due: June 12, 2017
 - Meet with someone for the purpose of a pastoral conversation.
 - Write a verbatim of the conversation with a theological & personal reflection included.
 - A pastoral conversation is the very heart of a spiritual care encounter. It can be defined as addressing the “depth dimension” of life. It could include discussion on issues that touch on to: meaning, purpose, grief, loss, loneliness, hope, suffering, stage of life, values, belonging, creativity, relationships, forgiveness, peace, anxiety, shame, fear, God’s presence or absence etc.
 - A verbatim is a close, though not exact representation of your conversation. It designates speakers as well as statements. Please use a format similar to the following.

Background Information – Describe the person you are meeting, their life circumstances, your history with the person and why you are the one meeting them. State the reason and context for the conversation.

Verbatim of Conversation

Chaplain 1 - dialogue
Person 1 – dialogue
Chaplain 2 -
Person 2 -
Continuing on as needed...

Theological & Personal Reflection

1. What theological themes/issues can you identify?
 2. Do you see God in the situation – where?
 3. What psychological themes can you identify?
 4. What did you do to affect healing or to sustain, guide, nurture or facilitate reconciliation?
 5. How did the person respond to you – personally and to your spiritual care endeavours? Why?
 6. What could you have done differently? Why?
 7. What might you do in future encounters to further pastoral conversation and an enriched spiritual encounter?
- DURING INTENSIVE CLASS WEEK – total 25% - to be completed during class week
 - Reflective Journal – Throughout the course, maintain a “reflective journal” that outlines your personal growth and reflections with respect to your understanding of becoming a chaplain. Comment on the affect experienced during the class lectures, discussion and readings as well as your developing sense of identity as a chaplain. Full details regarding daily submission will be given in class.
 - Class Assignments & Class Participation – In this class there will be ample opportunity for discussion and small group work. There will also be interactive learning through role-play scenarios. Active participation is required. As a follow-up to class discussion or in preparation for the next class, simple assignments will be given in the form of homework. Details of such assignments which will be completed in the class week will be given in class.

- POST-INTENSIVE CLASS

- Research Paper – 35% - due: July 31, 2017

Please submit a minimum of **15 pages** and a maximum of 18pages.

Select and research an issue that would be typically encountered by persons in the context of your current or future ministry as a chaplain. Write a paper that expresses your understanding of the topic/issue and the role of spiritual care ministry through a chaplain (theory & praxis). The topic and perspective you write on should be supported by academic, theological and scriptural references.

A possible format for the paper:

Overview of the issue/topic (maximum of 2 pages)

Exploration of the following themes: (12 pages)

- a) The psychosocial concepts and resources that would be valuable for the person involved and/or to you as the chaplain responding to the issue.
- b) Theological themes arising in the situation and how the theological teachings of your tradition could help you respond appropriately.
- c) Discuss any rituals, customs and practices from the traditions that could provide support.
- d) Describe resources for your personal spirituality that could assist in your response.
- e) Discuss any personal, familial or professional experiences in your life narrative that may help you understand and respond in the situation.
- f) Reflect on the person and profession of the chaplain in the provision of spiritual intervention in this situation.

Conclusion (1 page)

Please submit by July 3, 2017 via email Gloria.Woodland@twu.ca

Note: There will be a .5% (point 5) deduction for each day the paper is late.

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. Miscellaneous Notes/Policies

This course is being delivered in a modular course format; therefore it is essential that the pre-class readings and assignments be completed prior to class. The interpretation, understanding and interactions of the chaplaincy student in this foundational class will be supported by the completion of the required readings.

Assignments which are submitted late will have a .5% deducted per day until received.

VI. Tentative Course Outline:

This course outline will be modified as necessary to support the learning needs of the students.

Monday	Introductions & Syllabus Review A theology of chaplaincy Understanding & Defining Spiritual Care and the role of the Christian Chaplain Chaplaincy – a calling and a profession Chaplaincy – competencies and best practices
Tuesday	Compassionate Connecting Psychosocial-spiritual impacts of institutional care Client Interactions - Spiritual Assessment & Care Planning
Wednesday	Client Interactions – continued Using Ritual in the ministry of spiritual care Understanding Crisis, Dying, Grief & Loss

Thursday	Interfaith Ministry Panel Discussion
Friday	Ethics Self-Care to support a ministry of presence Conclusion

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (see the tutorial at <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in EndNote the available formatting styles are those of Turabian Bibliography, 8th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats –Bibliography and Reference List (a short format citation style). ACTS uses the Bibliography format, not Reference List. The university no longer subscribes to RefWorks.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. CanIL students can locate this on the CanIL intranet, under the "student" side.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS

webpage (www.acts.twu.ca) at the following link: <http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.