

Introduction to Chaplaincy

Location: Wednesdays, 1-4pm, RARB250

Course Description:

The practices of chaplaincy are characterized by the professional provision of spiritual care within diverse contexts. Chaplains may serve as representatives of their faith group or as providers of care within multi-faith contexts. They bring expertise in ethics, faith development theory, spiritual/pastoral care, and inter- and multi-religious practices and dialogue. In this course, students will be introduced to the theory, practices and contexts of chaplaincy as a historic and emerging form of religious leadership in the United States and abroad. This course is intended for students exploring a call to chaplaincy in healthcare, prisons, military, higher education, and other contexts and serves as one of the foundational courses for the Chaplaincy concentration.

Course Objectives:

Upon completing this course, students will:

- demonstrate an understanding of the basic theory, practices and contexts of chaplaincy;
- be introduced to theologies of multi-faith spiritual care;
- compare and contrast distinctive competencies required of chaplains in different contexts; and,
- clarify the distinctions between the role of a congregational leader with that of a chaplain.

Expectations and Evaluation

Attendance and Preparation

One of the first principles of effective chaplaincy is “showing up.” In that spirit, attendance is expected and will be graded as a part of this course. Likewise, reflective listening and careful note-keeping are central to professional chaplaincy practice. Students are expected to complete written assignments in a timely fashion. Reading assignments are listed in the syllabus and will inform weekly class sessions. Please inform the professor if you have a conflict and cannot attend class as we will often have guest speakers and will visit chaplaincy settings. For Candler’s policy on attendance, please click [here](#) (p. 94).

Assignment Deadlines

Deadlines for assignments are listed in the syllabus. Students may have up to 6 “grace” days during the semester, meaning they may take up to six days (24 hours after the time the due date) to turn in an assignment without penalty. Once grace days have been exhausted, late assignments will not be accepted. Final assignments must be submitted by the due date/time and are not eligible for grace days.

Academic Integrity

Chaplaincy is a collaborative and consultative profession. Students are expected to engage with one another as they learn and form their understandings of professional spiritual care. Assignments, however, are expected to be completed by individuals

(unless otherwise noted in the syllabus). For the Candler policy on academic integrity, please click [here](#) (p. 116-120).

Materials and Technology

This course is loaded into Canvas. The syllabus as well as all assignments, readings, and communications about the course will take place in Canvas. During class sessions, students are discouraged from using technology as such tools are rarely used in the practice of professional spiritual care. In 2014, Mueller and Oppenheimer determined that notetaking by hand yielded much more learning than notetaking digitally. (The study is available [here](#).) In addition, we are working to develop the professional art of presence, thus screens and digital tools serve as barriers to effective cultivation of these practices.

Disabilities

If a student is registered with the [Office of Accessibility](#), accommodations are effective when the student presents (in person) the accommodation letter to the instructor and discusses necessary course accommodations. If you have an "accommodation letter," please make an appointment with the instructor as soon as possible to discuss how we can meet your needs.

Course Requirements

Assignments:

1. Personal/Theological Reflection (10%):

Choose one of the following options and respond in 800-1200 words:

- a. Option A: Share an experience you have had with a chaplain. Address the following:
 - i. Where were you and what were the circumstances?
 - ii. What do you remember about the chaplain?
 - iii. What do you remember about what the chaplain said/did?
 - iv. What do you understand distinguishes the ministry of a chaplain from a congregational pastor?
 - v. How does this relate to what you've read in Kerry Egan's book?
 - vi. What do you hope to learn and/or discern in this course?
- b. Option B: If you've never had an experience with a chaplain, address the following:
 - i. What do you think is most important for a chaplain to do/know?
 - ii. What kinds of preparation/experiences do you think are most helpful for chaplain?
 - iii. What seems most interesting or exciting about the work of a chaplain? What seems most difficult?
 - iv. What do you understand distinguishes the ministry of a chaplain from a congregational pastor?
 - v. How does this relate to what you've read in Kerry Egan's book?
 - vi. What do you hope to learn and/or discern in this course?

Due Saturday, January 25, 11:59pm.

2. “Chaplains” Discussion Posts (15%):

During Week 2 of the course, we will watch the film “Chaplains” by Martin Doblmeier. Choose 5 questions from the list provided in Canvas and post 200 words per response in the class discussion area of Canvas.

Due Tuesday, January 28, 11:59pm.

3. Presenter discussion posts (5% per post; 30% total):

During the semester, we will have several guests who will present to the class. After each presentation, respond with up to 500 words to the following questions in the discussion area of Canvas:

- a. What did you find most interesting about the presentation?
- b. What did you hear that was most compelling, exciting, or energizing?
- c. What sounded most difficult?
- d. What is one question you would like to ask the presenter?

Your posts are due by 11:59pm the Saturday following the presentation.

4. Group Project (15%):

Choose three different contexts in which chaplains serve. You may choose from those we explored during the semester or select an area we did not cover.

Present the following information (30 minutes per presentation):

1. Describe the context and scope of work for a chaplain in this context, including a profile of someone serving in this capacity (an actual person if possible);
2. What training, certifications, or other experience does this context require?
3. What organizations or associations support or encourage this form of chaplaincy?
4. How is the work of a chaplain in this context distinctive from congregationally-based ministry?
5. Are types of chaplaincy growing or declining? What factors seem to be contributing to these changes? Conclude with your sense of which contexts seem most viable.

Groups should submit slides/Prezi and evaluations of the group process (available in Canvas--coming soon!).

Projects will be presented on Wednesday, April 22 during class.

5. Final Reflection (20%):

- a. How has your perspective about chaplaincy changed over the course of the semester?
- b. As you imagine yourself as a chaplain, what are some of the core theological principles that inform your perspective? (Be sure to cite specific theologians to support your response.)

- c. Conclude with a reflection on your sense of call to chaplaincy, what form it might or might not take (and why), and the steps you plan to take towards further exploration/discernment.

Projects are due no later than Friday, May 1, 11:59pm.

6. Attendance/Participation (10%)

Required Texts (Please have access to all of these texts):

- Egan, Kerry. (2017). *On living*. New York: Riverhead Books.
- Fitchett, G. (2002). *Assessing spiritual needs: A guide for caregivers*. Lima, OH: Academic Renewal Press.
- Forster-Smith, L.A. (Ed.). (2013). *College and university chaplaincy in the 21st century: A multifaith look at the practice of ministry on campuses across America*. Woodstock, VT: SkyLight Paths. 978-1594735165.
- Ramsay, N. & Doehring, C. (Eds.) (2019). *Military moral injury and spiritual care*. St. Louis, MO: Chalice Press.
- Swift, C., Cobb, M., & Todd, A. (Eds.) (2016). *A handbook of chaplaincy studies*. New York: Routledge.

Supplemental Readings (these texts may be referenced in class):

- Buhuro, D., ed. (2019). *Spiritual care in an age of #Blacklivesmatter: Examining the spiritual and prophetic needs of African Americans in a violent America*. Eugene, OR: Cascade Books.
- Cadge, W. (2013). *Paging god: Religion in the halls of medicine*. Chicago: University of Chicago Press. 978-0226922119.
- Ellison, K.P. & Weingast, M. (Eds.) (2016). *Awake at the bedside: Contemplative teachings on palliative and end-of-life care*. Somerville, MA: Wisdom Press.
- Fitchett, G. and Nolan, S. (2015). *Spiritual care in practice: Case studies in healthcare chaplaincy*. London and Philadelphia: Jessica Kingsley Publishers. 978-1-84905-976-3.
- Giles, C. A. and Miller, W. B. (Eds.) (2012). *The arts of contemplative care: Pioneering voices in Buddhist chaplaincy and pastoral work*. Somerville, MA: Wisdom Publications. ISBN 978- 0-86171-664-7.
- Gilliat-Ray, S., Pattison, S., and Ali, M. (2013). *Understanding Muslim chaplaincy*. Surrey, England and Burlington, VT: Ashgate. 978-1409435938.
- Kelly, E. & Swinton, J. (2020). *Chaplaincy and the soul of healthcare: Fostering well-being in emerging paradigms of care*. Philadelphia, PA: Jessica Kingsley.
- Laing, J. D. (2009). *In Jesus' name: Evangelicals and military chaplaincy*. Eugene, OR: Wipf and Stock. 978-1606087985.
- Lartey, E.Y. & Poling, J. (2004). *In living color: An intercultural approach to pastoral care and counseling, 2nd ed*. Philadelphia, PA: Jessica Kingsley.
- Lawson, K. E. (2006). *Faith and hope in a war-torn land: The US Army chaplaincy in the Balkans, 1995-2005*. Washington, DC: Department of the Army. 978-0160764363.
- Miller, D., Ngunjiri, F., & LoRusso, J. (2016). "Human resources perceptions of

- corporate chaplains: enhancing positive organizational culture,” in *Journal of Management, Spirituality and Religion* (2016), 1-20.
- Miller, D. & Ngunjiri, F. (2015). “Leadership views on corporate chaplains: business, sociocultural, and spiritual justifications,” in *Journal of Management, Spirituality and Religion* (12:2), 129-155.
- Miller, L. (2013). *The Oxford handbook of psychology and spirituality*. London and New York: Oxford. 978-0199357345
- Molina, A. (2019). “As Americans become less religious, the role of chaplains may grow”, in *Christian Century* (January 1, 2020), 14-16.
- Nolan, S. (2012). *Spiritual care at the end of life: The chaplain as ‘hopeful presence.’*. Philadelphia, PA: Jessica Kingsley.
- Pierce, D. W. (2006). *Prison ministry: Hope behind the wall*. Binghamton, NY: Routledge. 978-0789026682.
- Rambo, S. (2017). *Resurrecting wounds: Living in the afterlife of trauma*. Waco, TX: Baylor Press.
- Roberts, S. D. (2012). *Professional spiritual and pastoral care: A practical clergy and chaplain's handbook*. Woodstock, VT: SkyLight Paths. 978-1594733123.
- Shane, Thomas W. (2012), *Crisis Pastoral Care: A Police Chaplain's perspective*, Prescott, Arizona: HOHM Press.
- Sullivan, W. F. (2019). *A Ministry of Presence: Chaplaincy, Spiritual Care and the Law*. (Chicago: University of Chicago Press).
- Swift, C., Cobb, M., and Todd, A. (2015). *A handbook of chaplaincy studies: Understanding spiritual care in public places*. London and New York: Routledge. 978-1472434067.

Course Schedule:

Unit 1 (Weeks 1-5): The Profession of Chaplaincy

- January 15: Course introduction and Chaplaincy through History
 - Read by Jan. 24: Read *On Living*, Kerry Egan (206 pages)
- January 22: Chaplaincy and Religious Leadership
 - Read Cadge and Skaggs (<https://chaplaincyinnovation.org/wp-content/uploads/2018/12/Cadge-Skaggs-2018.pdf>)
 - Sullivan, 173-192
 - Molina, 14-16
 - Cadge, Chapter 2, *Paging God*
- January 29: Formation for Chaplaincy: Clinical Pastoral Education
 - Read:
 - Leas, “A Brief History of Clinical Pastoral Education” (<https://www.acpe.edu/pdf/History/ACPE%20Brief%20History.pdf>)
 - CPE “FAQs”: https://www.acpe.edu/ACPE/_Students/FAQ_S.aspx
 - Cadge, et.al. “Training Chaplains and Spiritual Caregivers? The Emergence and Growth of Chaplaincy Programs in Theological Education” (Uploaded to Canvas)
 - Buhuro, 171-185
 - Kelly, 291-304; Fleenor and Kelly, 305-320 (in Kelly & Swinton)
- February 5: Intersections with Spiritual/Pastoral Care Theory and Practice

- Read:
 - [The Impact of Professional Spiritual Care \(https://indd.adobe.com/view/2d555e8f-5d1a-47bf-ad94-760092053d0b\)](https://indd.adobe.com/view/2d555e8f-5d1a-47bf-ad94-760092053d0b)
 - Sullivan, Chapter 5, “A Ministry of Presence”
 - Nolan, 112-131
 - Sedgwick (in Swift, Cobb, and Todd), 97-108.
- Listen:
 - Ted Talk: https://www.ted.com/talks/debra_jarvis_yes_i_survived_cancer_but_that_doesn_t_define_me
 - Podcast (from “The Moth”): https://player.themoth.org/#/?actionType=ADD_AND_PLAY&storyId=207
- February 12: Chaplaincy and Multi-faith Practice
 - Read:
 - Ramsay & Doehring, 79-123
 - Ellison & Weingast, 5-19, 57-68, 149-173
 - Lartey & Poling, 163-177
 - Swift, Cobb, & Todd, 109-136 (chapters 8-9)
 - Watch: <https://www.youtube.com/watch?v=JffbkeVURZI>

Unit 2 (Weeks 6-13): The Contexts of Chaplaincy

- February 19: Healthcare: Adult and Pediatric; Palliative and Hospice Care (Jonathan Ball)
 - Read:
 - (4 pdfs): <http://www.professionalchaplains.org/content.asp?admin=Y&pl=160&sl=83&contentid=162>
 - Ellison & Weingast, 21-27, 39-55
 - Swift, Cobb, & Todd, 163-200 (chapters 12-14)
- February 26: Prison: Youth and Adult; City/County, State and Federal (Terry Saulsberry)
 - Site visit!
 - Read:
 - Swift, Cobb, & Todd, 241-282 (chapters 18-20)
- March 4: Education: Higher/Post-Secondary and Parochial (Kate Colussy-Estes)
 - Read:
 - Forster-Smith: Forward, Introduction; Choose one chapter from each Part (1-5); note: be prepared to explain your choice!
- March 11: SPRING BREAK

- March 18: GROUP WORK (No class; feel free to use the classroom)
- March 25: Military (Rear Admiral Margaret Kibben, retired)
 - Read:
 - Swift, Cobb, & Todd, 201-240 (chapters 15-17)
 - Ramsey & Doehring, 3-41
- April 1: First Responders and Ports: Fire and Police; Sea- and Airports (Donna Mote)
 - Read:
 - [Law Enforcement Chaplains](#)
 - Social Movement Chaplaincy
 - Review:
 - [Crisis Response Chaplains](#)
 - [Airport Chaplaincy](#)
 - [Sea Port Chaplains](#)
 - [Social Movement Chaplaincy](#)
- April 8: Corporate, Business and Industrial (Dennis LoRusso)
 - Read:
 - Miller, Ngunjiri, & LoRusso, 1-17
 - Miller & Ngunjiri, 129-155
 - Review:
 - [Marketplace Chaplaincy](#)
 - [Business and Industrial Chaplains](#)

Unit 3 (Weeks 12-14): Research in Spiritual Care (George Fitchett via Zoom)

- April 15: Introduction to Chaplaincy Research: History and Current Trends
 - Research Literacy
 - Designing/Implementing Spiritual Care Research
 - Research Lab (Introductory Methods)
 - Funding, IRB, and Other Technical Issues
 - Read:
 - Fitchett, *Assessing Spiritual Needs*
 - Fitchett, 170-186 (in Kelly & Swinton)
 - Review:
 - [Transforming Chaplaincy](#)

Final Presentations:

- April 22: Final Project Presentations