



McMaster Divinity College

MS 3XY3 / MS5XY5 Chaplaincy and Spiritual Care

Spring–Summer 2022
May 2 to June 17, 2022

Kelvin F. Mutter, DTh
mutterk@mcmaster.ca

Synchronous Learning: Mondays 10:00-11:50 am
Asynchronous Learning: Weekly Assignments

1. COURSE DESCRIPTION:

This course will study 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 they work.

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

Specializations: Counselling and Spiritual Care (CS), Pastoral Studies (PS), Church and Culture (CC).

Doctor of Practical Theology (DPT): DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

2. REQUIRED READING:

All required textbooks for this class are available from the College's book service, READ On Bookstore, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

Required Textbooks (All):

Raabe, Lynne M. *The Power of Listening: Building Skills for Mission and Ministry*. Lanham, MD: Rowman & Littlefield, 2014.

Roberts, Stephen B. (Ed.). *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Woodstock, VT: SkyLight Paths, 2012.

Textbooks – DPT Students:

Doctor of Practical Theology who wish to enroll in this course will consult with the course instructor to develop a supplemental reading list. It is expected that DPT students will give evidence of this reading in their written work.

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Created: 23/05/14

Revised: 22/11/21

Recommended Textbooks:

Taher, Mohamed. (Ed.). *Multifaith Perspectives in Spiritual and Religious Care: Change, Challenge and Transformation*. Toronto: Canadian Multifaith Federation, 2020.

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:

Knowing

- To examine theologies and theories that inform the work of chaplaincy in a secular multi-faith context.
- To reflect on the scope of practice for professional chaplaincy or spiritual care 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.

Being

- Through reflection on practice, to become self-aware of the student's potential strengths and short-comings as a chaplain or 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.

Doing

- To develop strategies for facilitating spiritual growth and healing in those who access spiritual care services.
- To explore and form a theology/philosophy for one's own spiritual care work.

4. PROFESSOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Certified Psycho-Spiritual Therapist Supervisor- Educator - PCE (CASC) as well as a Marriage and Family Therapist (AAMFT) and). Dr. Mutter's volunteer and work experience includes volunteer work with inner-city missions in Toronto; the provision of spiritual care (as a volunteer) in nursing homes, hospitals, a school for the deaf, and a mental health facility; provision of in-service training workshops for spiritual care providers (chaplains and clergy volunteers); and working with the spiritual values of individuals who seek counselling. Dr. Mutter is married and has three adult children.

Availability: Dr. Mutter will be available for one-on-one consultation (by video) on the days class is scheduled. Otherwise, students may contact him at mutterk@mcmaster.ca.

5. COURSE SCHEDULE:

Date	Topic / Assignment
May 2, 2022 (synchronous on-line learning)	Introductory Matters: Review of syllabus Ministry in the Public Sphere: What is Our Identity? (Recommended Reading: <i>Multifaith</i> ch. 18).
May 3–7, 2022	Independent Learning: <ul style="list-style-type: none"> • Required reading: <i>Prof Spir & Past Care</i> ch. 18, 22, 31, 33 • Recommended Reading: <i>Multifaith</i> ch. 61, 68
May 9, 2022 (synchronous on-line learning)	Working with Spiritual / Religious / Cultural Diversity in the Work of Spiritual Care
May 10–14, 2022	Independent Learning: <ul style="list-style-type: none"> • Required reading: <i>Power of Listening</i> chs. 8–10; <i>Prof Spir & Past Care</i> ch. 7; • Recommended Reading: <i>Multifaith</i> ch. 64
May 16, 2022 (synchronous on-line learning)	Ways of Being: Creating & Maintaining a Spiritual Care Relationship
May 17–21, 2022	Independent Learning: <ul style="list-style-type: none"> • Required reading: <i>Prof Spir & Past Care</i> chs. 13, 15 • Recommended Reading: <i>Code of Ethics</i> relevant to the student's area of practice—e.g., CASC/ACSS, Corrections, Health Care Ethics, Military, etc.
May 23, 2022	Victoria Day—No Synchronous Class
May 24–28, 2022	Independent Learning: <ul style="list-style-type: none"> • Required reading: <i>Prof Spir & Past Care</i> ch. 4, 5 • Recommended Reading: <i>Multifaith</i> ch. 63, 66.
May 30, 2022 (synchronous on-line learning)	Assessment & Documentation: The Art of Encountering the Whole Person
May 31–June 4, 2022	Independent Learning <ul style="list-style-type: none"> • Required reading: <i>Prof Spir & Past Care</i> ch. 30. • Recommended Reading: <i>Multifaith</i> ch. 96.
June 6, 2022 (synchronous on-line learning)	Advancing the Profession: Quality Improvement & Research in the Work of Spiritual Care
June 7–11, 2022	Independent Learning: <ul style="list-style-type: none"> • Work on presentation
June 13, 2022 (synchronous on-line learning)	Class Presentations
June 14–17, 2022	Complete and Submit Final Assignment
June 17, 2022	Last day to receive assignments.

6. COURSE REQUIREMENTS:

DPT students interested in taking this course are required to consult with the professor before registering to develop a set of course requirements suitable for a DPT Advanced Elective.

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Assignments	Due Date	Assignment Weight
Attendance and Participation	Weekly	20 %
Class Presentation	June 13, 2022	15 %
Annotated Bibliography	June 13, 2022	35 %
Textbook Reflections	July 3, 2020	30 %

Graded Assignments

A. Participation (Knowing, Being, Doing).

Class sessions will include a mixture of lecture, discussion and case reflection.

B. Annotated Bibliography (Knowing) Due: June 13, 2022

This assignment is intended to orient the student to the literature related to one of the following key topics related to the work of spiritual care.

- Spiritual care practice and Medical Assistance in Dying [MAID] (relevant to working in a Healthcare setting).
- Spiritual care practice in light of the recommendations of the Truth and Reconciliation commission (relevant to all contexts).
- Spiritual care practice with military families.
- Spiritual care practice with trauma survivors (relevant to all contexts).
- Victim-Offender Reconciliation (relevant to working in a corrections setting; e.g., prison, halfway house, probation).

Instructions:

- Students will read 3–4 quality monographs (books) on the topic and 8–10 recent academic journal articles (i.e., written within the last 10 years).
- The expected length of this literature is 3000 words (MTS & MDiv students).

NOTE: students unfamiliar with how to write a literature review are advised to consult the document *Book Reviews, Annotated Bibliographies, and Literature Reviews* that is posted on Avenue to Learn.

Grading:

- Knowledge & Interpretation (knowing / discernment) (50 %)
- Contextualization (knowing + doing) (35 %)
- Academic Style (15 %)

C. Class Presentations Due: June 13, 2022

During the final in-person class student are expected to make a brief presentation to the class in which they introduce the class to the special topic they have been researching (Assignment).

Student presentations will include the following.

- A brief introduction to the topic and its relevance to spiritual care practice.
- Identification of key themes that emerged from the literature.
- A bibliography.

D. Textbook Reflections (Knowing, Being, Doing) Due: any time up to June 17, 2022

While only portions of the texts are keyed to specific lectures, students are expected to read each text in

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its entirety.

Instructions:

- Students who are preparing to work in a **healthcare setting** are required to submit a summative reflection on the **Roberts** text. Students will identify how this text has contributed to their understanding of the work of spiritual care (i.e., Knowing), note what they envision to be their role in providing spiritual care outside of the local church (i.e., Doing), and highlight one theme or emphasis of this book that has contributed to their personal growth and their self-awareness as one who is called to minister to others (i.e., Being).
- Students who are preparing to work in a setting other than healthcare are required to submit a summative reflection on the **Raab** text. Students will identify how this text has contributed to the practice of listening in the work of spiritual care (i.e., Knowing), reflect on the relevance of this text to the tasks of collaboration and leadership in the work of spiritual care (i.e., Doing), and highlight one theme or emphasis of this book that has contributed to their personal growth and their self-awareness as one who is called to minister to others (i.e., Being).
- To obtain maximum benefit from this assignment, students are encouraged to keep a reading journal as they read the course texts so that they can track themes and ideas they find significant.
- Final paper is to be no longer than 1500 words (6 pages, double spaced) and will include references to the text being reviewed and a bibliography.

Grading:

- | | |
|--|--------|
| • Knowledge & Interpretation (knowing / discernment) | (50 %) |
| • Contextualization (knowing + doing) | (35 %) |
| • Academic Style | (15 %) |

7. COURSE ADMINISTRATION:

College Style for Submission of Written Work: All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>

Failure to observe appropriate form will result in grade reductions.

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 Divinity College Statement on Academic Honesty ~ <https://mcmasterdivinity.ca/rules-regulations/>

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender

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inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Submission of Written Work: Written assignments are to be submitted electronically through Avenue to Learn. ***Late submission of assignments will be deducted two grade points for every late day beginning 5 pm the day after the assignment was originally due.***

Length: Students are expected to adhere to the word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

Cell Phone/Computer Policy: Students are to refrain from texting or conducting cell phone conversations while class is in session. Should you need to maintain contact with family members and/or your church or ministry, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to all computer generated sound schemes or other electronic annunciation systems.

8. SELECTED RESOURCES

Anderson, R. G. & M. A. Fukuyama, ed. *Ministry in the Spiritual and Cultural Diversity of Health Care: Increasing the Competency of Chaplains*. New York: Haworth, 2004.

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

Beckford, J. A., and S. Gilliat. *Religion in Prison: 'Equal Rites' in a Multi-Faith Society*. Cambridge, UK: Cambridge University, 1998.

Bueckert, L. D. (Ed.) & Schipani, D. S. (Ed.). (2007). *Spiritual caregiving in the hospital: Windows to chaplaincy ministry*. Kitchener, ON: Pandora Press.

De Revere, D.W., et al., eds. *Chaplaincy in Law Enforcement: What Is It and How to Do It*. Springfield IL: C. C. Thomas, 2005.

Evans, A. R. *Is God still at the Bedside? The Medical, Ethical, and Pastoral Issues of Death and Dying*. Grand Rapids: Eerdmans, 2010.

Feldstein, B. D., et al. Integrating Spirituality and Culture with End-of-Life Care in Medical Education. *Clinical Gerontologist* 31 (2008) 71–82.

Graves, J. C. *Leadership Paradigms in Chaplaincy*. Boca Raton, FL: Dissertation.com., 2007.

Hicks, D. A. *Religion and the Workplace: Pluralism, Spirituality, Leadership*. Cambridge, UK: Cambridge, 2003.

Holst, L. E. *Hospital ministry: The Role of the Chaplain Today*. Eugene, OR: Wipf and Stock, 2006.

Jones, Glynn. *The Changing Role of the Managing Chaplain at Haverigg Prison*. Eugene, OR: Wipf & Stock, 2015.

Kirkindoll, M. L. *Hospital Visit: A Pastor's Guide*. Nashville: Abingdon Press, 2001.

Kirkwood, N. A. *Pastoral Care in Hospitals*. Harrisburg, PA: Moorehouse, 1995.

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- Laing, J. D. *In Jesus name: Evangelicals and military chaplaincy*. Eugene, OR: Wipf and Stock, 2010.
- Lawrenz, M., and D. R. Green. *Overcoming Grief and Trauma*. Grand Rapids, MI: Baker, 1995.
- McCall, J. B. *Bereavement Counseling: Pastoral Care for Complicated Grieving*. Binghamton, NY: Haworth, 2003.
- McCall, J. B. *Practical Guide to Hospital Ministry: Healing Ways*. New York: Haworth, 2002.
- Milton, M. A. *Cooperation without Compromise: Faithful Gospel Witness in a Pluralistic Setting*. Eugene, OR: Wipf and Stock, 2007.
- Moczynski, W., et al. *Medical Ethics in Health Care Chaplaincy: Essays*. Münster, GER: LIT Verlag, 2009.
- Nouwen, Henri J. M. *The Wounded Healer*. London: Darton, Longman & Todd, 1994.
- O'Connor, T. St. James, et al., eds. *Psychotherapy: Cure of the Soul*. Waterloo, ON: Waterloo Lutheran Seminary, 2014.
- Paget, N. K., McCormack, J. R. *The Work of the Chaplain*. Valley Forge, PA: Judson Press, 2006.
- Ristau, H. *Canadian Armed Forces' Chaplains as a Primary Source of Spiritual Resiliency*. *Canadian Military Journal* 14 (2014) 46–52.
- Rosell, T. D. "Pastoral Products or Pastoral Care - How Marketplace Language Affects Ministry in Veterans Hospitals." *Journal of Pastoral Care & Counseling*, 60 (2006) 36–67.
- Schipani, D. S., and L. D. Bueckert, eds. *Interfaith Spiritual Care: Understandings and Practices*. Kitchener, ON: Pandora Press, 2009.
- Schipani, D. S., ed. *Multifaith Views in Spiritual Care*. Kitchener, ON: Pandora Press, 2013.
- Shaw, R. D. *Chaplains to the imprisoned: Sharing life with the incarcerated*. New York: Haworth, 1995.
- Stoter, D. J. *Spiritual Aspects of Health Care*. Eugene, OR: Wipf and Stock, 2008.
- Switzer, D. K. *Pastoral Care Emergencies*. Minneapolis: Fortress, 2000.
- Van Katwyk, P. L. *Spiritual Care and Therapy: Integrative Perspectives*. Waterloo, ON: Wilfrid Laurier University, 2003.
- VandeCreek, L., and L. A. Burton (Eds.). *The Chaplain-Physician Relationship*. New York: Haworth, 1991.
- Volf, M. *A Public Faith: How Followers of Christ Should Serve the Common Good*. Grand Rapids, MI: Brazos Press, 2011.
- Weiß, H., and K. Temme (Eds.). *Treasure in Earthen Vessels: Intercultural Perspectives on Pastoral Care Facing Fragility and Destruction*. Berlin: LIT Verlag Dr. W. Hopf., 2009.
- Wheeler, S. E. *Stewards of Life: Bioethics and Pastoral Care*. Nashville: Abingdon, 1996.
- Yantzi, Mark. *Sexual Offending and Restoration*. Eugene, OR: Wipf and Stock, 2009.