

MS 3XY3/6XY3 Chaplaincy and Spiritual Care

McMaster Divinity College, Winter 2015

INSTRUCTOR: Kelvin F. Mutter, Th.D.

mutterk@mcmaster.ca



McMaster Divinity
College

MS 3XY3/6XY6 Chaplaincy and Spiritual Care

Winter 2015

Kelvin F. Mutter, Th.D.

mutterk@mcmaster.ca

Jan 10 and 24, Feb 7, Mar 21, 2015

Saturdays 9:00 – 4:00 pm

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.

NOTE: This course is approved for students enrolled in the following degree specializations: Church & Culture (CC), Pastoral Studies (PS), Counselling and Spiritual Care (CS) and students enrolled in research degrees.

2. REQUIRED READING:

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

Textbooks - All Students:

Anderson, R.S. (2003). *Spiritual caregiving as secular sacrament*. Philadelphia: Jessica Kingsley Publishers.

Roberts, S.B. (Ed.). (2012). *Professional spiritual & pastoral care: A practical clergy and chaplain's handbook*. Woodstock, VT: SkyLight Paths.

Textbooks – MA/PhD Students:

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

Catholic Health Association of Canada. (2012). *Health Ethics Guide*, Third Edition. Ottawa, ON: Catholic Health Association of Canada.

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Shaw, R.D. (1995). *Chaplains to the imprisoned: Sharing life with the incarcerated*. New York: Haworth.

Todd, A. (2013). *Military chaplaincy in contention: Chaplains, churches and the morality of conflict*. Farnham, Surrey, UK: Ashgate.

Yantzi, Mark. *Sexual Offending and Restoration*. Eugene, OR: Wipf and Stock, 2009.

Journal Articles and Other Resources (all students):

NOTE: It is the student's responsibility to obtain their own access to these resources. Journal articles may be obtained via the Mills Library (McMaster University).

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.

Benham Rennick, J. (2005). The ministry of presence and operational stress. *Journal of Military and Strategic Studies*, 7(4). <http://www.jmss.org/jmss/index.php/jmss/article/viewFile/151/173>

Benham Rennick, J. (n.d.). *Religion in the Canadian Military: Adapting to an increasingly pluralistic society*. Ottawa, ON: Policy Horizons Canada, <http://www.horizons.gc.ca/eng/content/religion-canadian-military-adapting-increasingly-pluralistic-society#>

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.

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.

Todd, A. & Tipton, L. (2011). *The role and contribution of a multi-faith prison chaplaincy to the contemporary prison service: Final report*. Cardiff, WALES: Cardiff Centre for Chaplaincy Studies. <http://www.prisonsworld.org/wp-content/uploads/2012/10/Chaplaincy-Report-Final-Draft-St-Michaels.pdf>

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 special challenges posed by specific settings and identify "intervention points" where chaplains have the potential to enrich and define a person's spirituality.
- 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.

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- 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 Marriage and Family Therapist (OAMFT/AAMFT) and a Pastoral Counselling Specialist (CASC). Dr. Mutter's volunteer and work experience includes volunteer work with various 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 after class and during breaks on the days class is scheduled. Otherwise, students may contact him at mutterk@mcmaster.ca.

5. COURSE SCHEDULE:

Date	Class Topics	Readings & Assignments
Day One: January 10, 2015 (9:00am- 4:00pm)	Introductory Matters: Review of syllabus; Ethical research practices	
	Ministry in the Public Sphere	
	Lecture & Video: Reflections on the work of chaplaincy in the 21 st century: Contexts & Definitions, Training and Accreditation	Required Reading: Roberts pp. 21-41
	The Work of Spiritual Care: Military	
	Seminar Discussion: Military Chaplaincy. Time will be allotted during this first class to reflect on selected readings pertaining to military chaplaincy. Students will be required to discuss the ways in which these readings contribute to their understanding of military chaplaincy.	Required Reading: Barker & Werkner, Military chaplaincy in international operations; Benham Rennie, Religion in the Canadian Military
	Lecture & Video: Chaplaincy & Spiritual Care in the Military	
January 14, 2015		Due: Written Response to Discussion Questions for First Seminar Discussion
Day Two: January 24,	The Work of Spiritual Care: Corrections	Due: Written Response to Discussion Questions for Second

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Date	Class Topics	Readings & Assignments
2015 (9:00am-4:00pm)		Seminar Discussion
	<p>Seminar Discussion: Offender Rehabilitation.</p> <p>In preparation for this discussion students are to read the assigned articles related to prison chaplaincy. Students will be required to discuss ways in which these readings contributed to their understanding of spiritual care in a corrections setting.</p>	<p>Required Reading: Articles by O'Connor & Perreyclear; Sundt, Dammer & Cullen</p>
	<p>Lecture: Chaplaincy and Spiritual Care in the Correctional System</p> <ul style="list-style-type: none"> • Pre & Post sentencing • Infrastructure & Emphases 	<p>Required Reading: Todd & Tipton The role and contribution of a multi-faith prison chaplaincy...</p>
	<p>Lecture & Video: The Correctional Chaplain's Role in Restorative Justice</p>	
Day Three: February 7, 2015 (9:00am-4:00pm)	<p>The Work of Spiritual Care in the Community</p>	<p>Due: Written Response to Discussion Questions for Third Seminar Discussion</p>
	<p>Lecture & Video: Chaplaincy and Spiritual Care for the Marginalized and Forgotten</p> <ul style="list-style-type: none"> • Case Study: Caring for those who have been released from prison 	
	<p>Seminar Discussion: Sensitivity to Diversity</p> <p>In preparation for this discussion students are to read the assigned chapters in Roberts. Students will be required to discuss ways in which these chapters contributed to their understanding of spiritual care in a multicultural society.</p>	<p>Required Reading: Roberts pp. 251-258, 282-290</p>
	<p>The Work of Spiritual Care: Health Care Settings</p>	
	<p>Video: Chaplaincy and Spiritual Care within Hospitals</p> <p>Lecture: Chaplaincy and Spiritual Care in Times of Illness & Disability</p>	<p>Required Reading: Roberts pp. 81-90, 162-192</p>
	<p>Case Study:</p>	
February 28, 2015	<p>Critical book reviews are due - MA/PhD students.</p>	
March 7, 2015	<p>Review of Roberts text is due – all students.</p>	
Day Four: March 21, 2015 (9:00am-4:00pm)	<p>Spiritual Care Practices</p>	<p>Due:</p> <ul style="list-style-type: none"> • Written Response to Discussion Questions for First Seminar Discussion • Major Paper: Interview with a

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Date	Class Topics	Readings & Assignments
		Chaplain (all students).
	<p>Seminar Discussion: Spiritual Care as Secular Sacrament.</p> <p>In preparation for this discussion students are to read the entire Anderson text. Students will be required to discuss ways in which this text contributed to their understanding of spiritual care in a pluralistic / secular society.</p>	<p>Required Reading: Anderson (entire book)</p>
	<p>Lecture & Video Presentation: Thinking Outside the Box: Chaplaincy and Spiritual Care in non-Traditional Settings</p>	
	<p>Lecture: Spiritual Care Practices</p> <ul style="list-style-type: none"> • Assessment & Plans of Care • Life Review • Sacramental/Ritual needs 	<p>Required Reading: Roberts pp. 42-80</p> <p>Recommended Reading: Roberts pp. 106-118, 149-160</p>
April 10, 2015	Major research paper is due - MA/PhD students.	

6. COURSE REQUIREMENTS:

Assignments	Due Date	MTS/MDiv	MA/PhD
Response to Discussion Questions (Four assignments)	Jan 10-14, 24, Feb 7, Mar 21, 2015	30 %	10 %
Review of Roberts' text	Mar 7, 2015	30 %	10 %
Critical Reviews	Feb 28, 2015	---	15 %
Major Paper: Interview with a Chaplain	Mar 21, 2015	40 %	30 %
Major Research Paper	April 10, 2015	---	35 %

Non-Credit Assignments

- A. Regular and timely participation in all class sessions.
- B. Participation in discussion groups.

Each student is expected to participate in a discussion group. The intent of these groups is to foster an inclusive dialogue on the assigned topics. For this reason, students are requested to adhere to the following guidelines.

- Each student should have opportunities to contribute to the discussion; these discussions are to be opportunities to learn from each other rather than debates to be won.
- Comments, observations or questions need be pertinent to the readings, the question posed, and/or the comments or observations of other students.

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Graded Assignments

A. Response to Discussion Questions (all students)

DUE: At beginning of class on the assigned day.

The assigned readings are structured to support the assigned discussion topics. *For each of the assigned discussion questions*, students are required to submit a 500 word (2 page) written response to the readings that briefly (i) identifies no more than five key concepts or themes in the assigned reading, (ii) identifies two or three key questions raised by the assigned reading, and, (iii) highlights two ways in which this text contributed to the student's understanding of the work of spiritual care in a pluralistic / secular society. **NOTE:** The grades on these assignments are proportionally weighted to reflect the amount of reading required to complete the assignment.

Discussion 1: Military Chaplaincy.

Due: January 10, 2015

In preparation for this discussion students are to read the assigned articles by Barker & Werkner and Benham Rennick. Students will be required to discuss the ways in which these readings contribute to their understanding of military chaplaincy. Specifically, students are asked to discuss how the readings confirm or challenge their view of ministry and how it might shape their future ministry. (**NOTE:** *For this assignment, students will have until January 14 to submit their response paper*).

Discussion 2: Offender Rehabilitation.

Due: January 24, 2015

In preparation for this discussion students are to read the assigned articles by O'Connor & Perreyclear and Sundt, Dammer & Cullen. Students will be required to discuss ways in which this text contributed to their understanding of spiritual care in a corrections setting. Specifically, students are asked to discuss how these texts have confirmed or challenged their view of ministry and how it might shape their future ministry.

Discussion 3: Sensitivity to Diversity

Due: February 7, 2015

In preparation for this discussion students are to read the assigned chapters in Roberts. Students will be required to discuss the ways in which these chapters contributed to their understanding of spiritual care in a multicultural society. Specifically, students are asked to discuss not only the perceived strengths and shortcomings of the discussion of cultural and religious diversity but also how the text has confirmed or challenged their view of ministry and how it might shape their future ministry.

Discussion 4: Spiritual Care as Secular Sacrament.

Due: March 21, 2015

In preparation for this discussion students are to read the Anderson text. Students will be required to discuss ways in which this text contributed to their understanding of spiritual care in a pluralistic / secular society. Specifically, students are asked to discuss how the text has confirmed or challenged their view of ministry and how it might shape their future ministry.

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B. Reading

Textbook Reflection (all students)

Due: March

7, 2015

While only portions of this text are keyed to specific lectures, students are expected to read the entire text. As evidence of having read Roberts' text, students are required to submit a summative reflection of 2000 words, which includes references to 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 how the themes and emphases of this book have contributed to their personal growth and their self-awareness as one who is called to minister to others (i.e., Being).

Assignment Instructions:

Students are expected to focus their essay according to their area of specialization: i.e., PS and CC students will consider the case study from the perspective of ministry in the local church; CS students will construct a response from the perspective of a counsellor, chaplain or other parachurch ministry.

To obtain the maximum benefit from this assignment, students are encouraged to keep a reading journal as they read this book and to ask themselves the following questions.

- What do I like and dislike about this book?
- What does this book tell me about spiritual care?
- How has this book assisted the development of my own theology of spiritual care?
- What questions does this book raise for me?
- What themes from this book will I incorporate into my ministry?
- What have I discovered about the needs of people to whom I will be delivering spiritual care?

Critical Reviews (MA and PhD students):

Due: February 28, 2014

For each of the five additional texts required for students enrolled in a research degree (MA/PhD), students are required to write a critical book review (1500 to 2000 words). Each review will describe or summarize the text (about 10-20%), engage in an analysis of the text (about 30-40%) and provide the student's appraisal of the work, including their appraisal of the author's argument and/or the implications of the material discussed (about 40-50 %).

C. Major Essay (all students)

Due: March 21, 2015

Students will write a major essay (5000 words) that includes both an interview with a pastor or spiritual care practitioner as well as a review of the relevant literature. Students are expected to focus their essay according to their area of specialization: i.e., Pastoral Studies (PS) and Church & Culture (CC) students will consider the case study from the perspective of ministry in the local church; Counselling & Spiritual Care (CS) students will consider the case study from the perspective of a counsellor, chaplain or other parachurch ministry; and MA/PhD students may decide which specialization they will emphasize in their essay.

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This assignment has been reviewed and cleared by the McMaster Research Ethics Board (<http://reo.mcmaster.ca>). If you have questions about conducting ethical research with human subjects, you may consult the resources posted at <http://reo.mcmaster.ca/useful-links>. If you have concerns or questions about the way these assignments are structured, you may contact:

McMaster Research Ethics Board Secretariat
Telephone: (905) 525-9140 ext. 23142
c/o Research Office for Administration, Development & Support (ROADS)
E-mail: ethicsoffice@mcmaster.ca

Assignment Expectations:

- This is a formal academic paper (e.g., Introduction with a thesis statement, body or discussion, conclusion, footnotes and bibliography or reference list).
- The discussion section is primarily a report on your interview (qualitative research aspect). Use direct quotes from the interviewee as appropriate.
- In addition to the interview, students are expected to explore the literature related to this form of chaplaincy and to compare the interviewee's answers with appropriate information drawn from the chaplaincy and spiritual care literature.
 - MTS/MDiv students are expected to read 1000 pages for this essay
 - MA/PhD students are expected to read 1500 to 2000 pages for this essay
- The conclusion is to include a discussion of what you learned about pastoral/spiritual care from this interview, including what you will apply to your own ministry and any issues this interview raised for you.

Students in Pastoral Studies Specialization or Church & Culture Specialization

Students in the PS and CC specializations are to explore the contribution of a local church pastor to one of the following forms/types of spiritual care ministry: health care, corrections, military, colleges and universities, emergency services, transportation sector, professional sports, ministry to the homeless, business and industry, etc. Alternatively, a student in the PS and CC specializations may elect to interview someone whose primary ministry consists of providing spiritual care in a secular context or marketplace setting. In these situations it is expected that the student will focus the interview so as to explore the above noted themes to solicit information concerning the role pastors can play within institutional and marketplace ministries. The purpose of this assignment is to look at the practice of spiritual care within an institution or marketplace setting through the eyes of a pastor.

Instructions:

- Students will explain the purpose of this assignment when recruiting a possible volunteer.
- It is expected that the student will be transparent as to their reasons for asking an individual for permission to conduct this interview.
- Students will arrange to meet the interviewee in a location of the interviewee's choosing where the interviewee will feel comfortable sharing details of their work without fear of losing their anonymity and/or breaking confidentiality with those they work with/for.
- It is expected that student work will reflect ethical practice in working with individuals.
- Students will respect the wishes of any individual who decides to not participate in the

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interview.

- Students will use the questions provided by the professor to structure their interviews.
- Students will respect the wishes of any individual decides to terminate the interview or informs them that the interviewee(s) no longer wishes to withdraw from this assignment.
- It is understood that respect for the interviewee's decision to withdraw includes, but is not limited to, making a note on the informed consent form that the interviewee decided not to participate, refraining from any attempt to ask the interviewee to reconsider their decision to withdraw, erasing all recordings and/or field notes relating to this interviewee, and ensuring that the final project does not refer to this interviewee or employ any information derived solely from this individual.
- Students will safeguard both the interviewee's identity and any information obtained from the interviewee by storing all material collected (whether digital or hard copy) in a secure location (e.g., a password protected computer in a locked office).
- It is expected that once the student has submitted their paper that the student will permanently erase and destroy all copies of any material collected (whether digital or hard copy).
- Students will safeguard the interviewee's identity by using a neutral identifier such as "Participant A" or simply A when referring to the interviewee in their written work.

Students in the Counselling & Spiritual Care Specialization

Students in the CS specialization are to interview a spiritual care provider working in one of the following settings: health care chaplaincy, corrections chaplaincy, military chaplaincy, college/university chaplaincy, emergency services chaplaincy, transportation sector chaplaincy, sports chaplaincy, community chaplaincy, or business/industrial chaplaincy. The purpose of this essay is to provide the student with an opportunity to write an extended case-study that examines and explores the work of one spiritual care provider in an institutional or marketplace setting.

Instructions:

- Students will explain the purpose of this assignment when recruiting a possible volunteer.
- It is expected that the student will be transparent as to their reasons for asking an individual for permission to conduct this interview.
- Students will arrange to meet the interviewee in a location of the interviewee's choosing where the interviewee will feel comfortable sharing details of their work without fear of losing their anonymity and/or breaking confidentiality with those they work with/for.
- It is expected that student work will reflect ethical practice in working with individuals.
- Students will respect the wishes of any individual who decides to not participate in the interview.
- Students will use the questions provided by the professor to structure their interviews.
- Students will respect the wishes of any individual decides to terminate the interview or informs them that the interviewee(s) no longer wishes to withdraw from this assignment.
- It is understood that respect for the interviewee's decision to withdraw includes, but is not limited to, making a note on the informed consent form that the interviewee decided not to participate, refraining from any attempt to ask the interviewee to reconsider their decision to withdraw, erasing all recordings and/or field notes relating to this interviewee, and ensuring

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that the final project does not refer to this interviewee or employ any information derived solely from this individual.

- Students will safeguard both the interviewee's identity and any information obtained from the interviewee by storing all material collected (whether digital or hard copy) in a secure location (e.g., a password protected computer in a locked office).
- It is expected that once the student has submitted their paper that the student will permanently erase and destroy all copies of any material collected (whether digital or hard copy).
- Students will safeguard the interviewee's identity by using a neutral identifier such as "Participant A" or simply A when referring to the interviewee in their written work.

D. Major Research Paper (MA/PhD)

Due: April 10, 2015

Students enrolled in a research degree (MA/PhD) are required to write a 5000-6000 word systematic review of the literature that includes a summary of the qualitative and quantitative research pertaining to one of the topics listed below. It is expected that the student will use this assignment as an opportunity to identify themes, synthesize the research literature, identify any strengths/shortcomings in the research, discuss the implications of the research with respect to the practice of spiritual care, and identify potential areas for further research. **NOTE:** Students are expected to read 3000 to 4000 pages related to their topic.

Suggested Topics:

- The role of spirituality and spiritual care in physical and/or psychological health.
- The role of spirituality and spiritual care in the rehabilitation of those who have been incarcerated.
- The role of spirituality and spiritual care in the treatment of addictions.
- The role of spirituality and spiritual care within the military and coping with the personal, relational, emotional and/or physical effects of deployment.
- ...Other topic as approved by the professor.

7. COURSE ADMINISTRATION:

Style: 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 <http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuide.pdf>. Failure to observe appropriate form will result in grade reductions.

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 <http://www.mcmasterdivinity.ca/programs/rules-regulations>

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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.

Submission of Written Work: *All written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., *.rtf), or as an Open Office document.* All assignments are due on the day indicated (by email before 5 p.m. of the day due). **Late submission of assignments will be deducted one grade point (1%) for every late day.** Graded papers will be returned to the student with comments in pdf format.

Length: Students are expected to adhere to the word count. Papers will be penalized if they are shorter than the minimum word/page count. Papers that exceed the maximum word/page count will receive grace for the first 15% over the stipulated limit after which the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word/page count.

8. SELECTED RESOURCES

_____. (2010). *The Cape Town declaration on care and counsel as mission.*
<http://careandcounsel.org/declaration.php>

Anderson, R.G. (Ed.), & Fukuyama, M.A. (Ed.). (2004). *Ministry in the spiritual and cultural diversity of health care: Increasing the competency of chaplains.* New York: Haworth.

Beckford, J.A., & Gilliat, S. (1998). *Religion in prison: 'Equal rites' in a multi-faith society.* Cambridge, UK: Cambridge University.

Benner, D.G. (1998). *Care of souls.* Grand Rapids, MI: Baker.

Berkley, J.D. (Ed.). (1997). *Leadership handbook of outreach and care.* Grand Rapids: Baker. pp. 443-480.

Burchard, W.W. (1954). Role conflicts of military chaplains. *American Sociological Review*, 19(5), 528-535

Butler, S.A. (1999). *Caring ministry: A contemplative approach to pastoral care.* New York: Continuum International Publishing Group.

Canadian Association for Spiritual Care. (2012). *CASC policy & procedure manual.* Oakville, ON: Canadian Association for Spiritual Care. <http://www.spiritualcare.ca/manual.asp>

Catholic Health Association of Canada. (2000). *Standards of spiritual and religious care for health services in Canada.* Ottawa, ON: Catholic Health Association of Canada.
http://www.chac.ca/alliance/online/docs/brochure_standards_en.pdf

Cheston, S.E. (Ed.); Wicks, R.J. (Ed.). (1993). *Essentials for chaplains.* New York: Paulist Press.

Correctional Service of Canada. (2006). *Chaplaincy impact project community engagement report 2006.* Ottawa, ON: Correctional Service of Canada. <http://www.csc-scc.gc.ca/chaplaincy/ciscer2006-eng.shtml>

Correctional Service of Canada. (2006). *Circles of support and accountability: A guide to training potential volunteers.* Ottawa, ON: Corrections Service Canada. www.csc-scc.gc.ca/chaplaincy/092/circle-support-manual_e.rtf

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MS 2XD3 - FOUNDATIONS OF CHAPLAINCY

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