

Due to the uncertainty of the extent of the ongoing COVID-19 situation, McMaster Divinity College is transferring all Spring 2020 courses ONLINE. Current syllabi will be modified regarding delivery model and timelines. However, you can consult the syllabi for content. Updated, revised ONLINE syllabi will be posted as soon as possible. We will notify students when the final syllabi have been posted. Your patience is greatly appreciated.



McMaster Divinity
College

MS 3XC3 - Chaplaincy and Spiritual Care

Spring–Summer 2020

Face-to-Face Teaching Module: June 1–5, 2020

Kelvin F. Mutter, Th.D.
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Mon	11:00 am to 4:00pm
Tues to Thurs	9:00 am to 4:00 pm
Fri	9:00 am to noon

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 students who wish to apply for this course as an Advanced Elective for their degree program must consult with the Program Director of the DPT and the course instructor in order to develop an Advanced Elective approach to the course that fulfills the specific elements required by the DPT program. Once the elements of the Advanced Elective have been agreed upon by the student, the Program Director, and the instructor, a formal application can be made for an Advanced Elective in connection with this course. Once the application is accepted, DPT students can proceed with the course as part of their degree program.

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.

Textbooks:

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

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

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.

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 Marriage and Family Therapist (OAMFT/AAMFT) and a Certified Psycho-Spiritual Therapist Supervisor- Educator - PCE (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 on the days class is scheduled. Otherwise, students may contact him at mutterk@mcmaster.ca.

5. COURSE SCHEDULE:

Date	Topic / Assignment
June 1, 2020	Introductory Matters: Review of syllabus
June 1, 2020 (pm)	Ministry in the Public Sphere: What is Our Identity? ** Required Reading: <i>Multifaith</i> ch. 18.
June 2, 2020 (am)	Advancing the Profession: Quality Improvement & Research in the Work of Spiritual Care ** Required Reading: <i>Prof Spir & Past Care</i> ch. 30; <i>Multifaith</i> ch. 96.
June 2, 2020 (pm)	Working with Spiritual / Religious / Cultural Diversity in the Work of Spiritual Care ** Required Reading: <i>Multifaith</i> ch. 61.
June 3, 2020 (am)	Ways of Being: Creating & Maintaining a Spiritual Care Relationship ** Required Reading: <i>Prof Spir & Past Care</i> ch. 7; <i>Multifaith</i> ch. 64.
June 3, 2020 (pm)	Assessment & Documentation: The Art of Encountering the “Whole Person” ** Required Reading: <i>Prof Spir & Past Care</i> ch. 4; <i>Multifaith</i> ch. 63.
June 4, 2020 (am)	Collaboration and Partnerships in the Work of Spiritual Care ** Required Reading: <i>Prof Spir & Past Care</i> chs. 17–8;
June 4, 2020 (pm)	Leadership Skills in the Work of Spiritual Care ** Required Reading: <i>Prof Spir & Past Care</i> 15 & 26
June 5, 2020 (am)	Spiritual Caregiver as Ethical Advisor ** Required Reading: <i>Prof Spir & Past Care</i> ch. 12
June 6, 2020	ASSIGNMENT DUE: Safe and Effective Use of Self Assignment
June 19, 2020	ASSIGNMENT DUE: Literature Review Assignment
July 3, 2020	ASSIGNMENT DUE: Review of Roberts’ text
July 20, 2020	ASSIGNMENT DUE: Major Paper - Interview with a Chaplain

6. COURSE REQUIREMENTS:

IMPORTANT NOTE ABOUT DUE DATES: Due dates represent the last day a paper will be accepted without a late penalty.

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.

Assignments	Due Date	Assignment Weight
Safe and Effective Use of Self	June 6, 2020	10 %
Literature Review Essay	June 19, 2020	30 %
Review of Roberts’ text	July 3, 2020	15 %
Major Paper: Interview with a Chaplain	July 19, 2020	45 %

Graded Assignments

A. Participation (Knowing, Being, Doing).

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

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B. Safe and Effective Use of Self (Knowing, Being)

Due: June 6, 2020

Safe and Effective Use of Self refers to a professional's learned capacity to understand his or her own subjective context and patterns of interaction as they inform his or her participation in a ministry, counselling or therapeutic relationship. It also speaks to the professional's self-reflective use of his or her personality, insights, perceptions, and judgments in order to optimize interactions with those to who they counsel or minister to (definition adapted from the CRPO website).

Assignment Guidelines:

Students will submit a 1000 word (4 pp) reflection paper in which they reflect on one aspect or theme related to the work of Chaplaincy and Spiritual Care covered during the in-class portion of the course. Students are asked to reflect on how this theme might shape their understanding of themselves and their perspective on working with others.

Grading:

- Knowledge & Interpretation (knowing / discernment) (20 %)
- Contextualization (knowing + doing) (20 %)
- Personal / Professional Formation (being) (50 %)
- Academic Style (10 %)

C. Literature Review Essay (Knowing)

Due: June 19, 2020

This assignment is intended to meet two goals. First, this assignment is designed to orient the student to the literature related to the work of spiritual care or chaplaincy that interests them. Second, it is expected that the student will focus on sources of sufficient quality that they are able to draw on the sources used in this assignment when they write the Application Essay. 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.

- 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).

Grading:

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

D. Textbook Reflection (Knowing, Being, Doing)

Due: any time up to July 3, 2020

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 1000 words (4 pages, double spaced) 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 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 the maximum benefit from this assignment, students are encouraged to keep a reading

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journal as they read this book in which they track themes and ideas they find significant.

Grading:

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

E. Major Essay (Knowing, Being, Doing)

Due: July 19, 2020

An application has been made to the McMaster Research Ethics Board (MREB) for review and approval of this assignment.

Students will write a major essay (5000 words for MTS & MDiv students) that focuses on their reflections on their interview with a pastor or spiritual care practitioner and notes similarities and discrepancies between what they learned from the chaplain and the spiritual care literature (e.g., sources read for the literature review, course texts, other). Students are expected to focus their essay according to their area of specialization: i.e., Pastoral Studies (PS) and Church & Culture (CC) students will approach the essay from the perspective of ministry in the local church; Counselling & Spiritual Care (CS) students will approach the essay from the perspective of a counsellor, chaplain or other parachurch ministry.

Grading:

- Contextualization (knowing + doing) (40 %)
- Performance (doing; i.e., the interview) (45 %)
- Academic Style (15 %)

Assignment Instructions:

Interview Guidelines:

- 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 so that 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

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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.

Expectations of Final Written Assignment:

- 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, MTS/MDiv students are expected to explore the literature (1000 pages of additional reading) related to this form of chaplaincy and to compare the interviewee's answers with appropriate information drawn from the chaplaincy and spiritual care literature.
- 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.

Degree Program Expectations:

1. Pastoral Studies (PS) and Church & Culture (CC) specializations

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.

2. Counselling & Spiritual Care (CS) 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.

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
<http://mcmasterdivinity.ca/wpcontent/uploads/2018/02/mdcstyleguide.pdf>

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 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

_____. "The Cape Town Declaration on Care and Counsel as Mission" [2010],
<http://careandcounsel.org/declaration.php> [2010].

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.

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- 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.
- Butler, S. A. *Caring Ministry: A Contemplative Approach to Pastoral Care*. New York: Continuum, 1999.
- Cheston, S. E., and Wicks, R. J., eds. *Essentials for Chaplains*. New York: Paulist Press, 1993.
- 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. and H. P. Kurtz, eds. *Toward a Creative Chaplaincy*. Springfield, IL: C. C. Thomas, 1973.
- 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. *A Hospital Handbook on Multiculturalism and Religion*. Harrisburg, PA: Moorehouse, 1993.
- Kirkwood, N. A. *Pastoral Care in Hospitals*. Harrisburg, PA: Moorehouse, 1995.
- 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.

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- 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.
- Sanders, R. K. *Christian Counseling Ethics: A Handbook for Therapists, Pastors & Counselors*. Downers Grove: InterVarsity, 1997.
- 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.
- Scott, C. *Light to Lighten the Darkness: An Anthology on Pastoral Care*. London, ON: Scott's Select Services, 1989.
- 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.
- VandeCreek, L., ed. *Professional Chaplaincy and Clinical Pastoral Education Should Become More Scientific: Yes and No*. Binghamton, NY: Haworth, 2002.
- 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.