



McMaster Divinity College

MS 5XM5 / 6XM6 - Models of Spiritual Care Modified Hybrid Course

Kelvin F. Mutter, DTh
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Sept 15 to Dec 08, 2021
Wednesdays 10:00 – 11:50 am

1. **COURSE DESCRIPTION:**

The spiritual wellbeing of humanity is central to the mission Dei and the process of nurturing spiritual wellbeing in others is a vital component of Christian ministry. There are many ways in which spiritual care is provided and received both within and outside the community of faith. The reasons for this diversity in practice are varied and cannot be confined to a singular perspective based on historical typologies (cf. Gerkin, Halloway, Ramsay), ecclesiology (cf. Dulles), culture (cf. Lartey), etc.—although it is acknowledged that each of these perspectives provide insights concerning the practice of spiritual care. Students will reflect on the social locations of spiritual care and how these influence spiritual care practice. Students will reflect on selected historic models of spiritual care and how these models have undergone refinement, extension, diversification, and/or integration.

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

Research Degree (MA, PhD) students who enroll in this course are expected to participate in class discussions. Research degree students will complete a major research assignment that integrates the practice of spiritual care with the focus of their research program and/or their vocational goals.

2. **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 describe how the social location of a person's 'practice' (e.g., agency, church, hospital) influences a person's response to the spiritual and existential needs of counselees, congregants, and members of the community.
- To describe the implicit and explicit worldview assumptions of different approaches to engaging the spiritual needs of counselees, congregants, and members of the community.
- To describe how of the processes of refinement, extension, diversification, and/or integration shape contemporary responses to the spiritual and existential needs of counselees, congregants, and others.
- To identify and describe how contemporary models of spiritual care demonstrate continuity with historic approaches.

Being

- To become aware of the student's assumptions and biases with respect to providing spiritual care to others.

- To reflect on the student's identity as a care provider and how this identity shapes their practice of spiritual care.

Doing

- To use case studies to practice framing the practice of spiritual care.
- To identify the student's current or anticipated practice context and which model(s) of spiritual care may be suitable in that setting.

3. COURSE TEXTS:

Bookstore: Texts may be purchased from the new *Hurlburt Family Bookstore* located beside the Chapel entrance, opposite Cullen Hall. It will be opening September 8th by appointment only due to Covid19 safety measures.

For orders in advance: Free shipping is offered to students.

Address: Read On Bookstore, 5 International Blvd., Etobicoke, Ontario. M9A 3C3.

Bookstore Phone: 416 620 2934

Cell to text orders: 416 668 3434

Email for orders books@readon.ca

Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament*. Philadelphia: Jessica Kingsley Publishers, 2003. ISBN 1-84310-746-5

Cannon, Mae Elise, et al. *Forgive Us: Confessions of a Compromised Faith*. Grand Rapids: Zondervan, 2014. ISBN 9780310515968

Dunlap, Susan J. *Caring Cultures: How Congregations Respond to the Sick*. Waco, TX: Baylor University Press, 2012. ISBN 9781932792874

Patton, John. *Pastor as Counselor*. Nashville: Abingdon, 2015. ISBN 9781630886905

4. INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an AAMFT Clinical Fellow & Approved Supervisor; a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS); and, a Registered Marriage and Family Therapist (CAMFT). Dr. Mutter's ministry and counselling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. 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 | LOCATION | CLASS TOPIC / ACTIVITY |
|---|------------------|---|
| Sept 15, 2021 | In-Person at MDC | Introductory Matters <i>Focus: Continuity and Change in the Practice of Spiritual Care</i> |
| CARING FOR, WITHIN, AND THROUGH COMMUNITY | | |
| Reading for the Unit: Susan J. Dunlap, <i>Caring Cultures</i> | | |
| Sept 22, 2021 | Online | <i>Focus: Continuity: Classical Foundations for Communal Care</i> |

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| DATE | LOCATION | CLASS TOPIC / ACTIVITY |
|---|--|---|
| Sept 29, 2021 | In-Person at MDC | <i>Focus:</i> Theological Refinements for Communal Care <ul style="list-style-type: none"> Post initial response to discussion #1 by 5:00 pm Friday. |
| Oct 6, 2021 | Online | <i>Focus:</i> Practical Refinements in Communal Care <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #1 by 5:00 pm Friday. . |
| GIVING AND RECEIVING HOSPITALITY | | |
| Reading for the Unit: Anderson, <i>Spiritual Caregiving as Secular Sacrament</i> ; Cannon, et al. <i>Forgive Us</i> | | |
| Oct 13, 2021 | In-Person at MDC | <i>Focus:</i> Continuity: Caring for the "Least of These My Brethren" <ul style="list-style-type: none"> Post initial response to discussion #2 by 5:00 pm Friday. |
| Oct 20, 2021 | Online | <i>Focus:</i> Diversification: Spiritual Care with Diverse Populations (part I) <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #2 by 5:00 pm Friday. <i>Assignment:</i> Literature Review Assignment (DPT/MA/PhD). |
| Oct 27, 2021 | READING WEEK – No Course Activities | |
| Nov 3, 2021 | In-Person at MDC | <i>Focus:</i> Diversification: Spiritual Care with Diverse Populations (part II) <ul style="list-style-type: none"> Post initial response to discussion #3 by 5:00 pm Friday. |
| Nov 10, 2021 | Online | <i>Focus:</i> Extension: Spiritual Care as Secular Sacrament <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #3 by 5:00 pm Friday. |
| CARING FOR INDIVIDUALS AND HOUSEHOLDS | | |
| Reading for the Unit: Patton, <i>Pastor as Counselor</i> | | |
| Nov 17, 2021 | In-Person at MDC | <i>Focus:</i> Continuity: Spiritual Care as "Soul Healing" and "Soul Care" <ul style="list-style-type: none"> Post initial response to discussion #4 by 5:00 pm Friday. |
| Nov 24, 2021 | Online | <i>Focus:</i> Integration: Therapeutic Care as Spiritual Care <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #4 by 5:00 pm Friday. . |
| Dec 1, 2021 | In-Person at MDC | <i>Focus:</i> Refinement: Rediscovering Soul Care <ul style="list-style-type: none"> Post initial response to discussion #5 by 5:00 pm Friday. |
| Dec 8, 2021 | Online | <i>Focus:</i> Integration: Use of Spiritual Practices within Therapeutic Care <ul style="list-style-type: none"> Response to at least one other student's comments on discussion #1 by 5:00 pm Wednesday. <i>Assignment:</i> Integrative Assignment (DPT/MA/PhD) |

6. COURSE REQUIREMENTS:

| Assignments | Due Date | DPT | MA/PhD |
|---|--------------|------|--------|
| Participation: In-person & On-Line classes | Weekly | 10% | 10% |
| Participation: Discussion Threads | As assigned | 10% | 10% |
| Literature Review Assignment | Oct 20, 2021 | 40 % | 40 % |
| Integrative Project | Dec 8, 2021 | 40 % | 40 % |

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6.1. Participation (Knowing, Doing, Being) Due: Weekly

Both Synchronous and Asynchronous class sessions will include a mixture of lecture, discussion, case reflection and practice exercises. The participation grade will be based on the student's engagement with class activities (e.g., case studies, participation in discussion groups) and interaction with other students.

DPT / MA / PhD students will have two additional 90 min. seminars for input, dialogue, and collaboration related to their research projects. These will be scheduled with the group. A draft presentation/outline of their paper will be shared with the group for feedback and revision before final submission.

6.2. Discussion Boards (Knowing, Doing, Being) Due: When assigned

Learning Objectives: Fostering a community of learning, ii) contextualization (knowing + doing), and iii) professional formation (being).

Students are expected to participate in each scheduled discussion thread during the week it is assigned. The purpose of these discussion threads is to promote a *collaborative* understanding of the topic under discussion.

General Guideline:

Students are encouraged to use these discussion forums to ask questions about the topic and to respond to questions that are asked. These discussions are not intended to demonstrate your mastery of the subject. Rather the intent is to foster a conversation. *It is for this reason students are asked to limit each question you ask and each response to a question that you post to 250 words (to illustrate, this paragraph is 91 words long).* Please note that you will be asked to rewrite any post that is too long.

Grading:

For full credit each student must a) submit their first posting to each discussion by 5:00 pm on the Friday of the week the discussion is posted, and b) respond to at least one other student's by 5:00 pm the following Friday.

6.3. Integrative Research

Research degree students will focus their research on a topic that integrates the practice of spiritual care with the focus of their research program (e.g., biblical themes in spiritual care, spiritual care of young adults, spiritual care of families, spiritual care in the marketplace).

To facilitate student success, DPT, MA, & PhD students will complete two assignments.

The final form of these research assignments may take the form of a publishable paper, a conference presentation, a course syllabus, a multi-week training program for volunteers, etc.

Learning Objectives:

- To develop the student's skills in research through reading the research, counselling and theological literature on a specific topic.

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- To analyze research findings critically.
- To determine the applicability of research findings to particular clinical or ministry situations.
- To integrate knowledge of research methods and practices with the student's counselling practice or practice of ministry.

6.3.1. Literature Review

Due:

Oct 20, 2021

Students will submit an integrative literature review (5000 words) based on academic texts they have read on their chosen topic. Students are expected to read at least 3000 pages of text that includes no fewer than 20 relevant academic (i.e., peer-reviewed) articles.

6.3.2. Integrative Project

Due:

Dec 8, 2021

Students will submit a final project (e.g., design a course or lay training program, analytical essay) on a spiritual care topic of their choice. Although the written form of this project will vary depending on the focus and intent of the project, all submissions are expected to meet the following criteria.

- The written submission is to be 10,000 words (40 pages) in length; inclusive of footnotes and bibliography.
- The written submission will demonstrate a working knowledge of the field.
- The written submission will exhibit a high level of critical thinking and academic writing.
- Students who elect to develop either a training program or a course syllabus will identify the purpose or intent of the course or training program as well as the purpose of the individual components within the project.
- Students who elect to develop either a training program or a course syllabus will include within their final project a written background paper (20 pp.) that describes, examines, critiques, etc. a body of scholarship related to one key topic that is included in the course or program. The intent of this expectation is that the student will demonstrate their knowledge of the topic, their ability to work with the source material, and their ability to communicate their knowledge.
- Students who elect to develop either a training program or a course syllabus will include an outline of the entire program or course schedule as an appendix to the paper.

7. COURSE ADMINISTRATION:

Instructor Availability:

Throughout the course, Dr. Mutter will be available via email or WebEx as well as the discussion forum on Avenue to Learn. Dr. Mutter may be contacted at mutterk@mcmaster.ca. During the hybrid week, Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled.

Interpersonal Interactions:

General: Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas. Feel free to respond logically, critically, and in an orderly manner.

Online Interaction: Students are encouraged to...

- Invite interaction through posting shorter comments and by asking questions.
- Remember we all have limited time; please respect everyone's time by posting short comments.

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- Refrain from sharing personal information, remember this is an open forum. No one from this site will ever ask for personal information such as an email address or password.
- Refrain from typing in all capital letters as this may be perceived as yelling.
- Refrain from flaming, i.e., do not use these discussions forums to verbally express anger, displeasure, or other hostility towards others.

In-Person Interaction Students are encouraged to...

- Arrive on time for class.
- Stay for the entire class session.
- Not engage in anything during class time that prevents them or other from focusing and participating in class discussions.
- Not to carry on private conversations in class. This applies to spoken and electronic communication. If something is unclear, the whole class will benefit by a question being asked out loud.
- Silence cell phones and related devices during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the class to do so.

Written Work:

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).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

Length:

Students are expected to adhere to the assignment page / 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.

Submission of Written Work:

Except for the **Online Discussion**, 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. PDF files are not acceptable as it can be more difficult to provide comments and feedback on the assignment.

Deadlines:

All assignments are due on the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has

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been obtained from the instructor prior to the deadline. Assignments cannot be submitted after April 9, 2021 without written permission from the Office of the MDC Registrar.

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 McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

All submitted work is subject to normal verification standards to ensure that academic integrity has been upheld (e.g. online search). In this course we will be using a web-based service (turnitin.com) for plagiarism detection for research assignments submitted by students.

8. SELECT BIBLIOGRAPHY:

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- Bartlett, David Lyon, *Ministry in the New Testament*. Minneapolis: Fortress, 1993.
- Cabot, Richard Clarke and Russell L. Dicks. *The Art of Ministering to The Sick*. New York: The Macmillan company, 1936, republished 1953.
- Clebsch, William A., and Charles Jaeckle. *Pastoral Care in Historical Perspective*. New York: Aronsen, 1964.
- Clinebell, Howard J., and Bridget Clare McKeever. *Basic Types of Pastoral Care & Counseling: Resources for the Ministry of Healing and Growth*, 3rd edition. Nashville: Abingdon, 2011.
- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*, Revised Edition. Louisville, KY: Westminster-John Knox, 2015.
- Dykstra, Robert C. *Images of Pastoral Care: Classic Readings*. St. Louis, MO: Chalice, 2005.
- Farris, James R. ed. *International Perspectives on Pastoral Counseling*. Binghampton, NY: Haworth. 2002.
- Garland, Diana R.. *Family Ministry: A Comprehensive Guide*, 2nd Edition. Downers Grove, IL: IVP Academic, 2012.
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- Gregory the Great. *Pastoral Care*. Vol. 11 of *Ancient Christian Writers*, edited by Johannes Quasten and Joseph C. Plumpe. Translated by Henry Davis. New York, Newman, 1950/1978.

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- Holifield, Brooks E. A. *History of Pastoral Care in America: From Salvation to Self-Realization*. Nashville: Abingdon, 1983.
- Kemp, Charles F., *Physicians of The Soul: A History of Pastoral Counseling*. New York: Macmillan, 1947.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Cleveland, OH: Pilgrim Press, 2006.
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- McNeill, John T. A. *History of the Cure of Souls*. New York: Harper and Row, 1951.
- Muse, Stephen. *When Hearts Become Flame: An Eastern Orthodox Approach to the Dia-Logos of Pastoral Counseling*. Waymart, PA: St Tikhon's Monastery, 2015.
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- Pagitt, Doug and Tony Jones. *An Emergent Manifesto of Hope*. Grand Rapids: Baker, 2007.
- Patton, John. *Pastoral Care in Context*. Louisville, KY: Westminster-John Knox, 1993.
- Patton, John. *Pastoral Counseling: A Ministry of the Church*. Eugene, OR: Wipf and Stock, 2002.
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- Sheldon, Charles M. *In His Steps*. New York: The Federal Book Company, 1896.
- Volz, Carl A. *Pastoral Life and Practice in the Early Church*. Minneapolis: Augsburg, 1990.
- Wilson, H. S. et al. *Pastoral Theology from a Global Perspective: A Case Study Approach*. Eugene, OR: Wipf & Stock, 2005.
- Wimberly, Edward P. *African American Pastoral Care*. Revised Edition. Nashville: Abingdon, 2008.
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