



McMaster Divinity College

MS 5XM5/ 6XM6- Models of Spiritual Care Advanced Professional Degree (DPT) and Research Degrees (MA, PhD) *In-Person/Livestream (Synchronous)*

Kelvin F. Mutter, DTh
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Sept 13, 2023 to Dec 06, 2023
Wednesdays 9:00 – 10:50 am

1. COURSE DESCRIPTION:

The spiritual wellbeing of humanity is central to the *missio 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 provides insights concerning the practice of spiritual care. Students will reflect on the social locations of spiritual care and how this influences 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:

All required textbooks for this class are available from the *Hurlburt Family Bookstore* located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The *Hurlburt Family Bookstore* also carries other books and merchandise and is open throughout the academic year during posted hours.

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

Benner, David G. *Soulful Spirituality: Becoming Fully Alive and Deeply Human*. Grand Rapids: Brazos, 2011. ISBN: 978-1587432972.

Cannon, Mae Elise, et al. *Forgive Us: Confessions of a Compromised Faith*. Grand Rapids: Zondervan, 2014. ISBN: 978-0310515968.

Werntz, Myles. *From Isolation to Community: A Renewed Vision for Christian Life Together*. Grand Rapids: Baker, 2022. ISBN: 978-1540965059.

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:

- Students may pose questions about the course via Avenue to Learn→Discussion Forums→Questions about the Course.
- Dr. Mutter will be available for one-on-one consultation during class breaks and during scheduled office hours posted on his office door (Room 228).
- Students may also direct their questions Dr. Mutter via email (mutterk@mcmaster.ca) and/or request an appointment to speak via ZOOM.

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5. COURSE SCHEDULE:

DATE	CLASS TOPIC / ACTIVITY
Sept 13, 2023	Introductory Matters <i>Focus: Continuity and Change in the Practice of Spiritual Care</i>
CARING FOR, WITHIN, AND THROUGH COMMUNITY There is a significant body of research that connects a person’s bio-psycho-social and spiritual well-being with meaningful social connections—both in the community at large as well as in religious communities. During this unit, students will respond to the first discussion question and read Werntz, <i>From Isolation to Community</i> .	
Sept 20, 2023	<i>Focus: Continuity: Classical Foundations for Communal Care</i>
Sept 27, 2023	<i>Focus: Theological Refinements for Communal Care</i> <ul style="list-style-type: none"> Post initial response to discussion #1 by 5:00 pm Friday (Sept 29, 2023).
Oct 4, 2023	<i>Focus: Practical Refinements in Communal Care</i> <ul style="list-style-type: none"> Respond to at least one other student’s comments on discussion #1 by 5:00 pm Friday (Oct 6, 2023).
Oct 11, 2023	READING WEEK – No Course Activities
GIVING AND RECEIVING HOSPITALITY One of the important social trends identified through demographic studies is the increased cultural and religious diversity of North American society. During this unit, students will respond to discussion questions 2 & 3 as well as read Anderson, <i>Spiritual Caregiving as Secular Sacrament</i> and Cannon et al., <i>Forgive Us</i> .	
Oct 18, 2023	<i>Focus: Continuity: Caring for the “Least of These My Brethren”</i> <ul style="list-style-type: none"> Post initial response to discussion #2 by 5:00 pm Friday (Oct 20, 2023).
Oct 25, 2023	Students are expected to read chs. 2–4 of the Cannon Text before class. <i>Focus: Diversification: Spiritual Care with Diverse Populations (part I)</i> <ul style="list-style-type: none"> Respond to at least one other student’s comments on discussion #2 by 5:00 pm Friday (Oct 27, 2023). Assignment: Literature Review (DPT / MA / PhD) Due: Oct 25, 2023.
Nov 1, 2023	Students are expected to read chs. 5–7 of the Cannon Text before class. <i>Focus: Diversification: Spiritual Care with Diverse Populations (part II)</i> <ul style="list-style-type: none"> Post initial response to discussion #3 by 5:00 pm Friday (Nov 3, 2023).
Nov 8, 2023	<i>Focus: Extension: Spiritual Care as Secular Sacrament</i> <ul style="list-style-type: none"> Respond to at least one other student’s comments on discussion #3 by 5:00 pm Friday (Nov 10, 2023).
CARING FOR INDIVIDUALS AND HOUSEHOLDS A second important social trend identified through demographic studies is the increased number of individuals within North America who describe themselves as being “spiritual but not religious.” During this unit, students will respond to discussion questions 4 & 5 and read Benner, <i>Soulful Spirituality</i> .	
Nov 15, 2023	<i>Focus: Continuity: Spiritual Care as “Soul Healing” and “Soul Care”</i> <ul style="list-style-type: none"> Post initial response to discussion #4 by 5:00 pm Friday (Nov 17, 2023).
Nov 22, 2023	<i>Focus: Integration: Therapeutic Care as Spiritual Care</i>

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DATE	CLASS TOPIC / ACTIVITY
	<ul style="list-style-type: none"> Respond to at least one other student's comments on discussion #4 by 5:00 pm Friday (Nov 24, 2023).
Nov 29, 2023	<p><i>Focus:</i> Refinement: Rediscovering Soul Care</p> <ul style="list-style-type: none"> Post initial response to discussion #5 by 5:00 pm Friday (Dec 1, 2023). <i>Assignment:</i> Integrative Project (DPT / MA / PhD) is due on Nov 29, 2023.
Dec 6, 2023	<p><i>Focus:</i> Integration: Use of Spiritual Practices within Therapeutic Care</p> <ul style="list-style-type: none"> Respond to at least one other student's comments on discussion #5 by 5:00 pm Wednesday (Dec 6, 2023).

6. COURSE REQUIREMENTS:

Assignments	Due Date	DPT	MA/PhD
Participation: In-person & On-Line	Weekly	10 %	10 %
Participation: Discussion Threads	As assigned	20 %	20 %
Literature Review Assignment	Oct 25, 2023	35 %	35 %
Integrative Project	Nov 29, 2023	35 %	35 %

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

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

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.

Instructions:

Students are expected to contribute to each of the following online Discussion Boards (three focused on Ethical Theory and two focused on Ethical Practice).

- Students are required to submit two responses to each discussion. The intent of the first response is for each student to provide a thoughtful response to the assigned question (use the first person). The intent of the second response is for each student to provide a thoughtful response to, or comment on, someone else's post (use the first person).

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- Students are required to restrict their first response to the assigned discussion question to 250 words and to restrict their second response to 200 words.
- Students are advised that they will only see their responses to the discussion thread after the professor has read their post. **Note:** Students will be asked to edit any responses that exceed the requested word limits.
- Each pair of Discussion Posts is worth seven (7) percent of the course grade, will be graded on the basis as to whether the student has answered the posted question and whether their response meaningfully engages the readings for the week and the framework for ethical practice introduced in the first week.
- Students are requested to keep the number of citations in their discussion posts to the *bare minimum*. If a student believes that a citation is required, they should use a parenthetical reference—i.e., (Martin et al., 2010, p. 69)—and refer to one of the assigned readings. **Note:** outside sources are not necessary to complete the assignment.
- Due Dates: As posted in the course schedule. Late posts cannot be accepted without medical/crisis-type justification.

Grading:

- Each graded Discussion Forum is worth a maximum of 6% of the course.
- For full credit each student must submit their first posting to each discussion by 5:00 pm on the date indicated in the syllabus, and respond to at least one other student by 5:00 pm on the date indicated in the syllabus.

- Grading Rubrics:

Initial response (worth a max 4pts) will be graded on the basis of the following elements.

- Interpretation (knowing / discernment), i.e., employ *at least one* key point from the course reading to assess or interpret the situation under discussion.
- Contextualization (knowing + doing), i.e., ability to identify *at least one* course of action based on the course reading.
- Professional Formation (being), i.e., of how your understanding of the practice of ministry is being shaped by reading OR challenged by the situation under discussion.

Response to another student (max 2 points per discussion question).

- Does the student acknowledge a strength in the other student's response.
- Does the student identify how the other student's response has helped them to think more deeply or differently about the case study?
- Based on the above, does the student pose a question that invites themselves and others to further explore or reflect on the case study?

6.3. Integrative Research (DPT / MA / PhD)

This integrative research project is intended to support the student to advance their preparation for their Thesis or Dissertation project. It is, therefore, expected that the student will focus the integrative research project in light of the following considerations.

1. To locate the student's research in Practical Theology within the thematic matrix of: care within, for and through community; giving and receiving hospitality; and, caring for individuals, households, and kinship groups.

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2. To locate the student's research in Practical Theology within the context of the historical trajectory of spiritual care practice, in general, and the historical trajectory the practice(s) which are the focus of the student's research and to reflect on the ways these have been shaped by cultural, sociological, philosophical, religious, and other developments within the church and society.
3. To reflect on the student's research in Practical Theology in light of the historical and contemporary questions, challenges, necessities, etc. which have shaped the current theory and practice in the student's area of research.

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.

6.3.1. Literature Review (DPT / MA / PhD) Due: Oct 25, 2023

Students will submit an integrative literature review (6000 words) based on academic texts they have read on their chosen topic. MA/PhD students are expected to read at least 3000 pages of text that includes monographs as well as *no fewer than* 20 relevant academic (i.e., peer-reviewed) articles.

6.3.2. Integrative Project (DPT / MA / PhD) Due: Nov 29, 2023

Students will submit a final project 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:

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate

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with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

Academic Honesty

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

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, for example, the following: NRSV (2021), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

Written Work:

- ***Style Guide:*** 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/>.
- ***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 3% or 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.
- ***Late Penalties:*** Late assignments will receive a deduction of 2% per day.
- ***Mode of Submission:*** Students are directed to submit their assignments directly to the professor's college email account.

8. SUPPLEMENTAL BIBLIOGRAPHY:

A supplemental bibliography of seminal works and other key resources on the subject will be posted to Avenue to Learn.

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9. SELECT BIBLIOGRAPHY:

- Anderson, Ray S. *An Emergent Theology for Emerging Churches*. Downers Grove, IL: InterVarsity, 2006.
- Bueckert, Leah Dawn, and Daniel Schipani, eds. *Spiritual Caregiving in the Hospital: Windows to Chaplaincy Ministry*. 3rd ed. Kitchener, ON: Pandora, 2022.
- 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 and Counseling: Resources for the Ministry of Healing and Growth*. 3rd ed. Nashville: Abingdon, 2011.
- Coyte, Mary Ellen, et al. eds. *Spirituality, Values and Mental Healthy: Jewels for the Journey*. London, UK: Jessica Kingsley, 2007.
- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Revised ed. Louisville, KY: Westminster John Knox, 2015.
- Dykstra, Robert C. *Images of Pastoral Care: Classic Readings*. St. Louis, MO: Chalice, 2005.
- Fitchett, George. *Assessing Spiritual Needs: A Guide for Caregivers*. Lima, OH: Academic Renewal, 2002.
- Frame, Marsha Wiggins. "Spiritual and Religious Issues in Counseling: Ethical Considerations." *The Family Journal: Counseling and Therapy for Couples and Families* 8 (2000) 72–74.
- Garland, Diana R. *Family Ministry: A Comprehensive Guide*. 2nd ed. Downers Grove, IL: IVP Academic, 2012.
- Gerkin, Charles V. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997.
- Gibbs, Eddie, and Ryan K Bolger. *Emerging Churches: Creating Christian Community in Postmodern Cultures*. Grand Rapids: Baker, 2005.
- 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.
- Griffith, James L., and Melissa Elliott Griffith. *Encountering the Sacred in Psychotherapy: How to Talk with People about Their Spiritual Lives*. New York: Guilford, 2003
- Hodge, David R. *Spiritual Assessment: Handbook for Helping Professionals*. Botsford, CN: North American Association for Christians in Social Work, 2003.
- Holifield, Brooks E. A. *History of Pastoral Care in America: From Salvation to Self-Realization*. Nashville: Abingdon, 1983.
- Lartey, Emmanuel Y. *Pastoral Theology in an Intercultural World*. Cleveland, OH: Pilgrim, 2006.
- Magnuson, Norris, and Beth Magnuson. *Salvation in the Slums: Evangelical Social Work 1865–1920*. Portland, OR: Wipf & Stock, 2004.
- Muse, Stephen. *When Hearts Become Flame: An Eastern Orthodox Approach to the Dia-Logos of Pastoral Counseling*. Waymart, PA: St. Tikhon's Monastery, 2015.
- Noth, Isabelle, et al., eds. *Pastoral and Spiritual Care Across Religions and Cultures / Seelsorge und Spiritual Care in Interkultureller Perspektive*. Göttingen, Germany: Vandenhoeck and Ruprecht, 2017.

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- Oden, Thomas C. *The Care of Souls in the Classic Tradition*. Philadelphia: Fortress, 1984.
- . *Pastoral Counsel*. New York: Crossroad, 1989.
- Onedera, Jill Duba, ed. *The Role of Religion in Marriage and Family Counseling*. New York: Routledge, 2008.
- Pagitt, Doug, and Tony Jones. *An Emergent Manifesto of Hope*. Grand Rapids: Baker, 2007.
- Pargament, Kenneth I. *The Psychology of Religion and Coping: Theory, Research, Practice*. New York: Guilford, 1997.
- . *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. New York: Guilford, 2011.
- Patton, John. *Pastoral Care in Context*. Louisville, KY: Westminster John Knox, 1993.
- Sandage, Steven J., and Brad D. Strawn, eds. *Spiritual Diversity in Psychotherapy: Engaging the Sacred in Clinical Practice*. Washington, DC: American Psychological Association, 2022.
- Sandage, Steven J., et al. *Relational Spirituality in Psychotherapy: Healing Suffering and Promoting Growth*. Washington, DC: American Psychological Association, 2022.
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- Sheldon, Charles M. *In His Steps*. New York: The Federal Book Company, 1896.
- Sperry, Len. "Integrating Spiritual Direction Functions in the Practice of Psychotherapy." *Journal of Psychology and Theology* 31 (2003) 3–13. DOI: 10.1177/009164710303100101.
- VanKatwyk, Peter L. *Spiritual Care and Therapy: Integrative Perspectives*. Waterloo, ON: Wilfrid Laurier University, 2003.
- Volz, Carl A. *Pastoral Life and Practice in the Early Church*. Minneapolis: Augsburg, 1990.
- Walsh, Froma, ed. *Spiritual Resources in Family Therapy*. New York: Guilford, 1999.
- 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 ed. Nashville: Abingdon, 2008.
- Woodworth, James S. *Strangers Within Our Gates*. Toronto: F. C. Stephenson, 1909.

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