

CONTACT INFORMATION

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1. Course Description:

This course provides an overview of the nature and history of chaplaincy ministry, including the chaplaincy's identity, purpose, and ethical and legal parameters. You will examine the biblical and theological foundations of a ministry of presence, which often comprises the core of chaplaincy ministry. You also will study the various types of chaplaincy ministry and explore their commonalities, distinctives, and expectations.

Additionally, the course will develop a professional comprehensive range of biblical-theological knowledge, skills and abilities for ministry leadership in Chaplaincy. Supplemental areas of expertise will be introduced at a basic level focusing on specialized skills in pastoral, caregiver and emotional/spiritual support for a Chaplain. The emphasis is to develop a basic understanding of how chaplaincy has the opportunity to impact organizations with the Gospel message in military, institutional and organizational communities.

2. Course Objectives: At the conclusion of this course each student will be able to...

1. Logically communicate a Christ centered theology of Chaplaincy based on Biblical-theological principles.
2. Clearly articulate the nature of Chaplaincy ministry with respect to its origin (History), identity, and purpose.
3. DEFINE Calling, Nature, Character of Chaplaincy, Chaplains as Ministry Professionals, Ministry of Presence, Servant Leadership and Visionary Leadership
4. DEFINE and EXPLAIN Pastoral Care in Chaplaincy
5. KNOW and EXPLAIN the Constitutional and Legal Mandates Governing Chaplaincy.
6. DEFINE and KNOW the Code of Ethics for Chaplains
7. DEFINE and EXPLAIN the Chaplain as the Moral Conscience of the Institution or Organization.
8. DEFINE Chaplain Misconduct, Personal Boundaries, and Safety Issues.
9. IDENTIFY, DEFINE, DESCRIBE and UNDERSTAND the 8 areas of Chaplaincy as it pertains to Culture, Customs, Ethos, and Setting, Education and Training Requirements, Placement and Assignments, Special Duties, Ministry Functions and Tasks, Credentials and Certifications, as well as the Unique Factors pertinent to this Chaplaincy setting.

(i.e., Volunteer Chaplains, White Collar vs. Blue Collar Workers and Corporations vs. Unions).

10. NAME and DESCRIBE the Professional Chaplaincy Organizations associated with the 8 areas of Chaplaincy.

3. Required Course Textbooks:

1. Purves, Andrew. *Reconstructing Pastoral Theology, A Christological Foundation*. Westminster John Knox Press, 2004.
2. Crick, Robert. *Outside the Gates: The Need for Theology, History, and Practice of Chaplaincy Ministries*. Higherlife Publishing, 2011.
3. Woodard, Wit. *Ministry of Presence: Biblical Insight on Christian Chaplaincy*. Faithful Life Publishers, 2011.
4. Paget, Naomi K. and McCormack, Janet R. *The Work of the Chaplain*. Judson Press, 2006.
5. Boa, Kenneth, Buzzell, Sid, and Perkins, Bill. *Handbook To Leadership: Leadership in the Image of God*. Trinity House Publishers, Inc., 2007.

4. Reserved Reading Textbooks:

1. Bergen, Doris L. *The Sword of the Lord, Military Chaplains from the First to the Twenty-First Century*. University of Notre Dame Press, 2004.
2. Graves, Joel Curtis. *Leadership Paradigms in Chaplaincy*. Dissertation.com, 2007.
3. Mullis, David E. *Business and Industrial Chaplaincy: the Chaplain's Ministry Plan*. (DMin. Diss., Regent University, 1999).
4. Hackman, Michael Z., Johnson, Craig E., *Leadership, A Communicative Perspective, 5th Ed.* Waveland Press, Inc., 2009.
5. Laing, John D. *In Jesus' Name, Evangelicals and Military Chaplaincy*. Resource Publications, 2010.
6. Roberts, Rabbi Stephen B. *Professional Spiritual & Pastoral Care, A Practical Clergy and Chaplain's Handbook*. Skylight Paths Publishing, 2012.
7. DeRevere, David W., Cunningham, Wilbert A., Mobley, Tommy W., Price, John A. *Chaplaincy In Law Enforcement, What It Is and How to Do It*. Charles C. Thomas Publisher, LTD, 2005.
8. Threlfall-Holmes, Miranda and Newitt, Mark. *Being a Chaplain*. MPG Books Group, 2011.
9. Cobb Mark, *The Hospital Chaplain's Handbook: A Guide for Good Practice*. Canterbury Press, 2005.
10. Holst, Lawrence E., Editor. *Hospital Ministry: The Role of the Chaplain Today*. Wipf & Stock Publishers, 2006.
11. Hansen, Kim Philip. *Military Chaplains & Religious Diversity*. Palgrave MacMillian, 2012.
12. Cress, Mark, Hobgood, Chris and Reece, Dwayne. *The Complete Corporate Chaplain's Handbook*. Lamphier Press, 2006.
13. Heskins, Jeffrey and Baker, Matt. *Footballing Lives: As Seen by Chaplains In The Beautiful Game*. Canterbury Press, 2006.
14. Morgan, Terry. *The Chaplain's Role: How Clergy Can Work With Law Enforcement*. Self Published, 2012.

5. Course Assignments: Reading, Writing, and Discussion:

Unit 1: The Foundations of Chaplaincy

01/13/14 Lecture 1: The Theological and Historical Foundations for Chaplaincy.

Reading Assignments:

- Purvis, Ch. 1, pp. 3-21 & Ch 9, pp. 193-213.
- Lang, pp. 1-26 & 27-34.
- Crick, Ch. 6 & 7, pp. 67-86.
- Paget and McCormack, Ch's 1&2, pp. 1-11.
- DeRevere, Cunningham, Mobley & Price, Ch. 4, pp. 19-25.
- Graves, Ch. 2, pp. 17-47, 121-123.
- Roberts, Ch. 1&2, pp. 3-18. Develop a Theology of Chaplaincy...

01/13/14 Lecture 2: The Calling, Nature, Character and Definition of Chaplaincy.

Reading Assignments:

- DeRevere, Cunningham, Mobley & Price, Ch. 18, pp. 95-102.
- Crick, Ch. 4, pp. 35-47.
- Paget and McCormack, Ch. 3, pp.14-34.

01/13/14 Lecture 3: Chaplaincy and Pastoral Care.

Reading Assignments:

- Crick, Ch. 8, pp. 107-114.
- Crick, Clinical Pastoral Care, pp. 53-56.
- Roberts, Ch. 3, pp. 21-41.

01/14/14 Lecture 4: Key Components of Leadership in Chaplaincy.

Reading Assignments:

- Graves, Ch. Ch. 4, pp. 89-111 & Ch. 7, pp. 144-185.
- Mullis, Ch. 4, pp. 23-35.

01/14/14 Lecture 5: Chaplaincy and the Law.

Reading Assignments:

- Lang, Ch. 3, pp. 69-112.
- Mullis, Ch. 5, pp. 36-51.

01/14/14 Lecture 6: Ethics and Chaplaincy.

Reading Assignments:

- Crick, Ch. 14, pp. 205-215.
- Lang, Ch. 5, pp. 157-201.
- DeRevere, Cunningham, Mobley & Price, Ch. 5, pp. 27-32 and Ch. 12, pp. 63-65; Appendix B, pp. 119ff.

01/15/14 Lecture 7: Professional Chaplaincy and Personal Ministry Boundaries.

Reading Assignments:

- Lang, Ch. 2, pp. 35-68.
- Bergen, pp. 229.

Unit 2 The Eight Functional Areas of Chaplaincy.

01/15/14 Lecture 9: Military Chaplaincy (MCh).

Reading Assignments:

- Crick, Ch. 9, pp. 125-137.
- Lang, Ch. 7 & 8, pp. 231-292.
- Graves, Ch. 3, pp. 50-51, 77-79.
- Paget and McCormack, Ch. 4, pp. 35-46.
- Bergen, Ch. 10, pp. 215-232 and the comments after the Copyright page.

01/15/14 Lecture 10: Corporate Chaplaincy (CCh).

Reading Assignments:

- Crick, Ch. 12, pp. 169-176.
- Graves, Ch. 3, pp. 52-53, 85-86.
- Paget and McCormack, Ch. 6, pp. 55-60.
- Mullis, Ch. 6, pp. 52-55.

01/16/14 Lecture 11: Healthcare Chaplaincy (HCh).

Reading Assignments:

- Crick, Ch. 10, pp. 139-152.
- Graves, Ch. 3, pp. 58-69, 75-76, 82.
- Paget and McCormack, Ch. 5, pp. 47-54.

01/16/14 Lecture 12: Public Safety Chaplaincy (PSCh).

Reading Assignments:

- DeRevere, Cunningham, Mobley & Price, Ch. 7, 8, 9, 10, 11, pp. 39-62 and Ch 13, 15, 16, pp 67-72 & 77-90; Appendix D, p.127.
- Graves, Ch. 3, pp. 57-58, 73-74.
- Paget and McCormack, Ch. 8, pp. 68-95.

01/16/14 Lecture 13: Institutional Chaplaincy (ICh).

Reading Assignments:

- Crick, Ch. 11, pp. 153-168.
- Graves, Ch. 3, pp. 54-56, 82-83.
- Paget and McCormack, Ch. 7, pp. 61-67.

01/17/14 Lecture 14: Sports Chaplaincy and (SCh)/ Educational Chaplaincy (SCh)/Disaster Relief Chaplaincy (DRCh).

Reading Assignments:

- Crick, Excursus: Campus Chaplaincy, pp. 176-180.
- Graves, Ch. 3, pp. 84.

All Videos Clips and other online links can be accessed via Moodle in the Min 3160 site.

6. Pre Course Requirements and Evaluation:

A. Book Critique (1)

The student will submit one 6 page book critiques, (not counting the title page and Resources Cited page), on one of the **Reserved Reading Textbooks** on reserve in the CIU Library. The book critique will be a formal essay paper, at least 6 pages in length, and will include the References, author information, content summary, and an evaluation following standard academic styles of writing. **The Book Critique is due no later than Monday morning, January 13, 2014.**

The Book Critique will have the three basic parts of an academic paper as per the Chicago Manuel of Style directions on Academic Writing. 1. **Title/Cover Page**, 2. **Main Body** of your paper (a. *Introduction*, b. *Thesis statement*, c. *3-5 points arguing for and supporting your thesis*, and d. *Conclusion*) 3. **Resources Cited/Bibliography Page**.

1. Make sure your name is on the Title/Cover Page. The contents of your Book Critique should have three headings that correspond to items 3-5 below:

Central Message or Theme of the Book
Evaluation of the Book
Personal Interaction and Application

2. The first section “Central Message or Theme of the Book” presents the message, and or theme of the book. The message should be stated in terms sympathetic to the author(s) and without explicit or implicit critique.
3. The second section, “Evaluation of the Book” presents an evaluation of the book. Identify the strong points of the material and any weaknesses you observed. Explain why these strengths and weaknesses are important. Give a brief recommendation of who would benefit from reading this book.
4. The third section, “Personal Interaction and Application” is where you provide your personal interaction and or application with the content of the book. Here are some questions that might be addressed: What lessons did you learn from the author(s) and why were they meaningful? How were your views confirmed? How have your views changed as a result of reading this book/article? What do you want to do differently in the future? What insights from the book can inform your current ministry? Most importantly, how does this books content effect, enhance and apply to your field of Ministry or Chaplaincy? Be Specific.
5. Interaction reviews are graded on clarity and accuracy of analysis; evidence of thoughtful interaction; adherence to directions (follow the guidelines above carefully); and demonstration of graduate level writing including mechanics (spelling, punctuation, grammar, etc.).

B. Point Papers (1)

Each student will submit one (1) four page Point Papers summarizing one of the first 7 Lecture themes from the course reading assignments found in the course textbooks (Crick, Robert. *Outside the Gates: The Need for Theology, History, and Practice of Chaplaincy Ministries*. Higherlife Publishing, 2011) and (Woodard, Wit. *Ministry of Presence: Biblical Insight on Christian Chaplaincy*. Faithful Life Publishers, 2011). The topic of the point paper is the choice of the student based on syllabus readings from the textbooks. Each Lecture has a major theme that is addressed in the textbooks. Each student should pick a topic to write their Point Paper on based upon their interaction with that particular lecture topic's material. The Point Paper must be submitted at the beginning of the first class period. **The Point Paper is due no later than Monday morning, January 13, 2014.**

C. Reflection Paper (1)

Each student will submit one (1) three page Point Papers summarizing your call to Chaplaincy. The topic of the point paper is designed for each student to thoroughly examine and detail their call to Chaplaincy ministry using the course textbooks and reserved textbooks as sources to help formulate and solidify the foundations of the calling. Each Lecture has a major theme that is addressed in the textbook. Each student should write their Point Paper based upon their interaction with their particular calling and their interaction with the resources provide or other research material. The Point Paper must be submitted at the beginning of the first class period. **The Point Paper is due no later than Monday morning, January 13, 2014.**

7. Post Course Requirements and Evaluation:

A. Theology of Chaplaincy Research Paper (1)

The Research paper will also have the three basic part of the academic paper. 1. **Title/Cover Page**, 2. **Main Body** of your paper (a. *Introduction*, b. *Thesis statement*, c. *3-5 points arguing for and supporting your thesis*, and d. *Conclusion*) 3. **Resources Cited**.

The Theology of Chaplaincy research paper will consist of your theological understanding of Chaplaincy as discussed in class. You will also incorporate your philosophy of Chaplaincy ministry into Research Paper as it will serve as the culmination of the course studies Chaplaincy. The research paper will be based upon your research outside of class materials in developing a theology that you can use to guide your ministry, development and leadership growth implementation in Chaplaincy. The research paper should encompass all aspects of the lecture topics and Subject Matter Expert presentations that were discussed and presented in this course. All of which will be the foundations for your Theology and philosophy of Chaplaincy. The project will consist of a 15 page paper that incorporates the concepts, methodology, and applications of ministry skills that are applicable to your

specific area of Chaplaincy. **The Research Paper is due no later than February 14, 2014.**

8. Small Group Discussions:

Small Group Discussions Units is in class contact time for students in groups during the class schedule. Please make sure your professor receives a copy of your group's minutes. Further guidance will be provided in class.

9. Research Project Instructions:

For All Essays, Book Critiques, Point papers and Final Research Project see the Purdue Writing Lab for complete details on formatting and documenting your work using the Chicago Manual of Style (CMS) Guidelines. We will be using **Parenthetical References (In-Text Citations) with Reference page called "Resources Cited" as set forth by CMS. We will not be using Footnotes or Bibliographical entries.** A quick reference to CMS guidelines can be found at the following URL: <http://owl.english.purdue.edu/owl/resource/717/01/>. The CIU Stylesheet follows these guidelines.

All essay assignments requires students to include two or three sources in the essay. The sources can provide historical, biographical, or cultural information. The purpose of the sources is to help analyze a text that you/we have read this term. The essay should encompass the rhetorical strategies that we have discussed in the proper construction of a graduate level academic essay.

Length: The Research paper and Point Papers lengths are discussed in the above assignments. A complete page is considered just that, a complete page. Not ½, ¾, or 4/5 of a page... a complete page.

Sources: To complete this paper, students must use at least 5 outside sources to support or to refute their thesis. Sources MUST be reputable... (no Wikipedia, etc...) in other words, going on the web through a search engine to find something is acceptable but must be cited correctly and reputable. Students are encouraged to use the library as the primary avenue to find sources. Databases are acceptable for finding sources as well. Additionally, your text books must also be used to support your research (but does not count as part of your required outside sources).

Use of Sources: Your research should have at least 2-3 direct quotes from each of your used sources. It also should have summarized/paraphrased material from all sources. The direct quotes AND the summarized/paraphrased material should have in-text citations.

Plagiarism: ANY IDEAS OR INFORMATION FROM ANOTHER SOURCE MUST, MUST, MUST HAVE A PARENTHETICAL REFERENCE (IN-TEXT CITATION). If you do not include these references, you will fail the paper because your paper will be plagiarized. Please be aware that direct quotes and summaries/paraphrases MUST have an in-text citation indicating where that particular quote, thought or idea came from!

Paper Format and Requirements: Apply the following requirements:

- Your essays should include **four** major sections: the **Title Page**, **Main Body**, and **Reference Page Citations**.
- **Times New Roman, 12 point font, 1 inch margins, double space**, etc.
- Some Word programs now add extra spaces between paragraphs. **Please do NOT submit a paper with those extra spaces between paragraphs**. In the "Paragraph" box in Word, a choice exists to remove the extra spaces between paragraphs. Check that box to have normal spacing.
- Include page numbers on your paper at the center bottom of the page.
- Be sure that your Reference Page Citations list is as follows:
 - All entries are in alphabetical order
 - If the first word is "the," then check your formatting for how "the" should be moved to the end of the title.
 - Double space all entries and all parts of entries. Do NOT add more spaces.
 - Use "hanging indent" for all entries
 - Do not number the entries. Do NOT use the "helps" in Word. They are inaccurate.
 - The CMS Guideline rules for including the URLs have changed. Be sure to follow the current rules.

Helps: For help with Academic Writing, Chicago Manuel of Style/CIU Stylesheet Guidelines and formatting, please see:

- CIU Library and librarians
- CIU Academic Success Center
- Purdue Online Writing Lab... <http://owl.english.purdue.edu/owl/resource/717/01/>
- Resources Cited and Bibliography Formatting... www.citationmachine.net

10. Grading Assessment Rubric

All writing assignments will be evaluated and graded on the basis of demonstration of knowledge and comprehension, analysis, synthesis, application, organization of ideas, and evidence that supports the paper's argument.

The "A" Paper will demonstrate all of the following qualities:

- Evident understanding of the theories and material covered in the course
- Comprehension of theoretical issues and controversies, including particular theorists' views
- Analysis of theories, including identification of relevant concepts and use of appropriate terms
- Synthesis of concepts with clear connections between and among ideas
- Appropriate references to material from the texts that support the thesis as per CMS
- Adequate length with coherence, unity, and sufficient detail
- Few spelling or grammatical errors, none of which seriously detract from the paper

The "B" Paper will demonstrate all of the following qualities:

- A clear understanding of the theories covered in the course, but may exhibit some misinterpretation
- Comprehension of theoretical issues and controversies, including particular theorists' views, though there may be some misunderstanding of a theorist's argument
- Analysis of theories, including identification of relevant concepts and use of appropriate terms, though some of these components may be missing
- Synthesis of concepts with clear connections between and among ideas, though the connections may not be fully developed
- As per CMS appropriate references to material from the texts that support the thesis, although additional text references would have added value
- Less than adequate length or minor deficiencies in coherence, unity, or detail
- Some spelling or grammatical errors, few of which seriously detract from the paper

The "C" Paper will demonstrate three (3) or more of the following qualities:

- A less adequate understanding of the theories covered in the course than was true of the "B" paper, with some significant misinterpretation
- Uneven comprehension of theoretical issues and controversies, with repeated misunderstandings of particular theorists' views
- Weak analysis of theories that lacks identification of a significant component or appropriate use of key terms
- Weak synthesis of concepts, lacking clear connections between and among ideas
- Less than adequate references to material from the texts to support the thesis
- Insufficient length, coherence, unity, or detail
- A number of spelling or grammatical errors, some of which seriously detract from the paper

The "D" Paper will demonstrate three (3) or more of the following qualities:

- Vague understanding of theories covered in the course, with persistent misinterpretation
- Little comprehension of theoretical issues and controversies, with persistent misunderstandings of particular theorists' views
- Omission of relevant concepts and/or inappropriate use of key terms
- Little or no synthesis of concepts, lacking connections between and among ideas
- Inadequate references to material from the texts to support the thesis
- Inadequate length, coherence, unity, or detail
- Many spelling or grammatical errors, which seriously detract from the paper

Any paper that demonstrates three (3) or more of the following qualities will receive in "F":

- Minimal understanding of theories covered in the course, with frequent misinterpretation and little evidence that the material was read as directed
- Lack of synthesis of ideas that would demonstrate insight and interpretation
- Little comprehension of theoretical issues and controversies, with persistent misunderstandings of particular theorists' views

- Omission of basic concepts and/or erroneous use of key terms
- Lack of synthesis of concepts that would demonstrate connections between and among ideas
- Lack of appropriate references to material from the texts to support the thesis
- Inadequate length
- Complete lack of coherence, unity, or appropriate detail
- Many spelling and grammatical errors which render the paper's meaning and purpose incomprehensible

Note: Any paper proven to contain plagiarized material will receive an "F."

11. Grading Scale:

A	=	95 - 100	C	=	77 - 79
A-	=	92 - 94	C-	=	74 - 76
B+	=	89 - 91	D+	=	71 - 73
B	=	86 - 88	D	=	68 - 70
B-	=	83 - 85	D-	=	65 - 67
C+	=	80 - 82	F	=	0 - 64

12. Graded Events

Theology of Chaplaincy Paper	40%	Class Participation	10%
Reflection Paper	20%	Classroom Discussion	10%
Point Paper	20%		

13. Course Workload

Class	45 Hours
Readings	25 Hours
Point Papers	10 hours
Reflection Paper	20 Hours
Final Research Paper	<u>35 Hours</u>
Total	135 Hours

14. Academic Integrity Policy:

Students are expected to uphold the highest standards of academic integrity with regard to their own work. If a student is found cheating on the exams, quizzes or vignettes (obtaining answers from other students, books or aids, etc.) they will receive an "F" for that event and consideration toward being dropped from the course will be reviewed. Obtaining assistance in the form of support, editing, or discussion from the GA or one's peers is allowed for assignments and papers.

Plagiarism, regardless of intent, is the presentation of words or ideas of another as one's own. When sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, tapes, etc.) without acknowledging the source, this constitutes plagiarism. Plagiarism and cheating will result

in academic penalty, which may include failure of the assignment or of the course. Further disciplinary action may also result. If a student self-reports impropriety or cheating, the situation can be better assessed and ameliorated on a case-by-case basis.

15. Attendance Policy:

Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. Course attendance policy allows zero absences during the winter intensive period. Students are encouraged to become familiar with the catalog's attendance policies to more fully understand the policies in this class.

Class absences will constitute failure of the course. Homework and participation points cannot be made up except in the case of extreme illness or loss. In an effort to develop high professional standards, no late work will be accepted unless prior arrangements with the professor have been made. All requests for extensions must be made via email (or otherwise in writing) at least one week prior to the due date for the work. No late work will be accepted unless the circumstances are dire and unusual. In order to make up work you first must have an excused absence with appropriate documentation from a physician, an attorney, or a law enforcement agency.

Unless otherwise noted, all assigned work is **due at the beginning of class on the date they are due!** Emailed copies will not be accepted.

- Research Paper:** Late work will not be accepted and will receive an "F" grade.

16. Late Work Policy:

In order to earn full credit for assignments, students must submit each assignment within the first ten minutes of the class period. Technology failures ("my printer died" or "I ran out of ink" or "The library just opened") are not a reason for late work or tardiness to class. Students are responsible for managing their time and submitting work on time. Assignments **MUST** be submitted on time even if a student is absent.

17. Disability Services Policy:

Students with physical, emotional, ADHD, or learning disabilities needing academic accommodations should make requests through the Academic Success Center. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. The Academic Success Center is located on the first floor of Rossi Student Center (807-5611 or e-mail academicsuccess@ciu.edu). If you already receive services through ASC please contact me so that we can make your academic experience in this class as successful as possible.