

Chaplaincy from Wholeness  
Professor Alexandra Zareth  
Louisville Presbyterian Theological Seminary  
Fall 2021 ~ Monday Evenings

Meets online by zoom.

<https://zoom.us/j/97347108018?pwd=dStHeXhscHBZczE5UHVDek1YYUJ2Zz09>

Meeting ID: 973 4710 8018

Passcode: 000

**Contact Information**

1. All correspondence is welcomed at [AZareth@lpts.edu](mailto:AZareth@lpts.edu), which is also from where I handle all calendar appointments. Typical response time will be within 24 hours although messages marked urgent are given priority.
2. To be reached via phone, call or text 210-334-5280 and am available to receive texts as well. Please remember to identify yourself when texting, calling, or leaving a voicemail. My voicemail greeting is not in English, but it invites you to leave a message and I will respond as soon as possible – typically within 24 hours.
3. While I do not have a physical office on LPTS campus, I welcome opportunities to meet virtually and can schedule online video meetings and/or phone calls at times that work around individual's schedules.

**Purpose of the Course**

Chaplaincy is a specialized ministry where someone can serve in unique settings as a religious leader. Chaplaincy in practice can range from volunteering a few hours as a religious discipline to a lifelong career with professional certifications and specialties. Chaplaincy can be described as dynamic, creative, intense, rewarding, and also very challenging. There are various options for chaplaincy ministry, and all are best done from a place of wholeness. Together we will explore what formal chaplaincy education can look like and how that aligns with what we each individually bring to the work of ministry and what motivates us to engage and stay engaged in the work, theologically and otherwise. The course is broken into three parts (1) Chaplain as Person, (2) Chaplaincy the Work, and (3) Chaplaincy from Our Own Theology. Assigned readings will help expand understanding and conversations to be had in class as we explore the identity of

the caregiver, the work itself as it connects to over-all wellness and we will explore several theological frameworks for the work of chaplaincy.

### Course Objectives

By the end of the semester, students will:	Student Learning Outcome	Assessment Method/ Assignment
Demonstrate basic knowledge of the wide range of chaplain ministries	SLO 5	Peer engagement Class discussion Reflection paper/project
Discuss how the minister's integral identity shows up in/during chaplaincy	SLO 4	Peer engagement Class discussion Reflection paper/project
Understand spiritual support as an essential dimension of wholeness	SLO 3	Peer engagement Class discussion
Express familiarity with spiritual assessment tools	SLO 5	Class discussion Reflection paper/ project
Articulate current faith position and how it relates to the spirituality of others	SLO 4 & SLO 5	Peer engagement Class discussion Reflection paper/project
Articulate current understanding of self and one's wholistic identity in a way that recognizes a full bio-psycho-social-location	SLO 4 & SLO 6	Peer engagement Class discussion Reflection paper/project

### Reading Schedule

Class Date	Reading Assignment (to be done before class)
09-13	<ul style="list-style-type: none"> <li>Dykstra, R. (2005) Chapter 2 – <i>Reclaiming the Living Human Document</i> by Charles V. Gerkin</li> <li>Cadge, W. (2019). Healthcare Chaplaincy as a Companion Profession: Historical Developments. <i>Journal of Health Care Chaplaincy</i>, 25(2). 45–60.</li> <li>Association of Professional Chaplains. (2015) <a href="#"><i>Standards of Practice of Professional Chaplains.</i></a></li> </ul>
09-20	<ul style="list-style-type: none"> <li>Kelly, E. &amp; Swinton, J. (2020) – <i>Introduction Chapter</i> by Ewan Kelly and John Swinton</li> </ul>

	<ul style="list-style-type: none"> <li>• Louw, D. J., Phil, D., (2002) "Pastoral Hermeneutics and the Challenge of a Global Economy: Care to the Living Human Web." <i>Journal of Pastoral Care &amp; Counseling</i> (56)4. 339-350.</li> </ul>
09-27	<ul style="list-style-type: none"> <li>• Kelly, E. &amp; Swinton, J. (2020) Chapter 5 – <i>Different Trains: Liminality and the Chaplain</i> by Kevin Franz</li> <li>• Ergün, N. (2020). Identity Development: Narrative Identity and Intergenerational Narrative Identity. <i>Current Approaches in Psychiatry / Psikiyatride Guncel Yaklasimlar</i>, (12)4. 455–475.</li> </ul>
10-04	<ul style="list-style-type: none"> <li>• Dykstra, R. (2005) Chapter 7 – <i>The Wounded Healer</i> by Henri J. M. Nouwen</li> <li>• Besterman, D. K., Lind, J. D., &amp; Crocker, T. (2013). "You Never Heard Jesus Say to Make Sure You Take Time out for Yourself": Military Chaplains and the Stigma of Mental Illness. <i>Annals of Anthropological Practice</i>. (37)2. 108–129.</li> </ul>
10-11	<ul style="list-style-type: none"> <li>• Miller-McLemore, B. (2008). "Revisiting the Living Human Web: Theological Education and Role of Clinical Pastoral Education." <i>Journal of Pastoral Care &amp; Counseling</i> (62). 3-18.</li> <li>• Hays, K. &amp; Shepard Payne, J. (2020). Lived Experience, Transparency, Help, and Humility: Four Characteristics of Clergy Responding to Mental and Emotional Problems. <i>Journal of Pastoral Care &amp; Counseling</i>. (74)1. 4-11.</li> </ul>
10-18	<ul style="list-style-type: none"> <li>• Kelly, E. &amp; Swinton, J. (2020) Chapter 4 – <i>Healthcare Chaplaincy as Professional Artistry</i> by Mark Stobert</li> <li>• Reese, R. F., &amp; Myers, J. E. (2012). EcoWellness: The Missing Factor in Holistic Wellness Models. <i>Journal of Counseling &amp; Development</i>. (90)4. 400–406.</li> </ul>
10-28	<ul style="list-style-type: none"> <li>• Kelly, E. &amp; Swinton, J. (2020) Chapter 10 – <i>The Architecture of Chaplaincy and Spiritual Care</i> by Hans Evers</li> <li>• Seddon, R. L., Jones, E., &amp; Greenberg, N. (2011). The Role of Chaplains in Maintaining the Psychological Health of Military Personnel: An Historical and Contemporary Perspective. <i>Military Medicine</i>, 176(12), 1357–1361.</li> </ul>
11-01	<ul style="list-style-type: none"> <li>• Dykstra, R. (2005) Chapter 11 – <i>The Intimate Stranger</i> by Robert Dykstra</li> <li>• Carey, L., &amp; Medico, L. (2014). Correctional Services and Prison Chaplaincy in Australia: An Exploratory Study. <i>Journal of Religion &amp; Health</i>, 53(6), 1786–1799.</li> </ul>
11-08	<ul style="list-style-type: none"> <li>• Dykstra, R. (2005) Chapter 4 – <i>The Soliciting Shepherd</i> by Seward Hiltner</li> </ul>

	<ul style="list-style-type: none"> <li>Griffith, J. L., &amp; Norris, L. (2012). Distinguishing spiritual, psychological, and psychiatric issues in palliative care: Their overlap and differences. <i>Progress in Palliative Care</i>, 20(2), 79–85.</li> </ul>
11-15	<ul style="list-style-type: none"> <li>Dykstra, R. (2005) Chapter 5 – <i>The Courageous Shepherd</i> by Alastair V. Campbell</li> <li>Piotrowski, L. F. (2013). Advocating and Educating for Spiritual Screening Assessment and Referrals to Chaplains. <i>Omega: Journal of Death &amp; Dying</i>. (67)1/2. 185–192.</li> </ul>
11-22	<ul style="list-style-type: none"> <li>Dykstra, R. (2005) Chapter 6 – <i>The Self-Differentiated Samaritan</i> by Jeanne Stevenson Moessner</li> <li>William Alexander, D., Abulhawa, Z., &amp; Kazman, J. (2020). “The SOCOM Spiritual Fitness Scale: Measuring “Vertical” and “Horizontal” Spirituality in the Human Performance Domain. <i>Journal of Pastoral Care &amp; Counseling</i> (74)4. 269-279.</li> </ul>
11-29	<ul style="list-style-type: none"> <li>Alton, G. (2020) Toward an Integrative Model of Psychospiritual Therapy: Bringing Spirituality and Psychotherapy Together. <i>Journal of Pastoral Care &amp; Counseling</i> (74)3. 159-165.</li> </ul>

### Required Books

Kelly, E. & Swinton, J. (2020). *Chaplaincy and the Soul of Health and Social Care (Fostering Spiritual Wellbeing in Emerging Paradigms of Care)*. Kingsley Publishing.

Dykstra, R. (2005) *Images of Pastoral Care: Classic Readings*. Chalice Press.

### Required Reading List

Alton, G. (2020) Toward an Integrative Model of Psychospiritual Therapy: Bringing Spirituality and Psychotherapy Together. *Journal of Pastoral Care & Counseling*, (74)3,159-165.

Association of Professional Chaplains. (2015) [Standards of Practice of Professional Chaplains](#).

Besterman, D. K., Lind, J. D., & Crocker, T. (2013). “You Never Heard Jesus Say to Make Sure You Take Time out for Yourself”: Military Chaplains and the Stigma of Mental Illness. *Annals of Anthropological Practice*, (37)2, 108–129.

Cadge, W. (2019). Healthcare Chaplaincy as a Companion Profession: Historical Developments. *Journal of Health Care Chaplaincy*, (25), 45–60.

- Carey, L., & Medico, L. (2014). Correctional Services and Prison Chaplaincy in Australia: An Exploratory Study. *Journal of Religion & Health*, (53)6, 1786–1799.
- Ergün, N. (2020). Identity Development: Narrative Identity and Intergenerational Narrative Identity. *Current Approaches in Psychiatry / Psikiyatride Guncel Yaklasimlar*, (12)4, 455–475.
- Griffith, J. L., & Norris, L. (2012). Distinguishing spiritual, psychological, and psychiatric issues in palliative care: Their overlap and differences. *Progress in Palliative Care*, (20)2, 79–85.
- Hays, K. & Shepard Payne, J. (2020). Lived Experience, Transparency, Help, and Humility: Four Characteristics of Clergy Responding to Mental and Emotional Problems. *Journal of Pastoral Care & Counseling*, (74)1, 4-11.
- Louw, D. J., Phil, D., (2002) "Pastoral Hermeneutics and the Challenge of a Global Economy: Care to the Living Human Web." *Journal of Pastoral Care & Counseling*, (56)4, 339-350.
- Miller-McLemore, B. (2008). Revisiting the Living Human Web: Theological Education and Role of Clinical Pastoral Education. *Journal of Pastoral Care & Counseling*, (62), 3-18.
- Piotrowski, L. F. (2013). Advocating and Educating for Spiritual Screening Assessment and Referrals to Chaplains. *Omega: Journal of Death & Dying*, (67) 1/2, 185–192.
- Reese, R. F., & Myers, J. E. (2012). EcoWellness: The Missing Factor in Holistic Wellness Models. *Journal of Counseling & Development*, (90)4, 400–406.
- Seddon, R. L., Jones, E., & Greenberg, N. (2011). The Role of Chaplains in Maintaining the Psychological Health of Military Personnel: An Historical and Contemporary Perspective. *Military Medicine*, (176)12, 1357–1361.
- William Alexander, D., Abulhawa, Z., & Kazman, J. (2020). The SOCOM Spiritual Fitness Scale: Measuring "Vertical" and "Horizontal" Spirituality in the Human Performance Domain. *Journal of Pastoral Care & Counseling*, (74)4, 269-279.

## Recommended Texts:

Pickett, C. & Stowers, C. (2017). *Within These Walls: Memoirs of a Death House Chaplain*. Crossroad Press.

Marrero, E. (2009). *A Quiet Reality: A Chaplain's Journey into Babylon, Iraq within the 1<sup>st</sup> Marine Expeditionary Force*. Faithwalk Publishing.

Krinks, L. (2021). *Praying with Our Feet: Pursuing Justice and Healing on the Streets*. Brazos Press.

## Course Requirements

### Assignments & Grading

Description	Due Date	Grading Criteria
Course Engagement & Attendance (20%)	Ongoing	Attend class regularly & on-time Complete required readings Engage in class discussion Turn in complete assignments on time with all required formatting
Reflection Paper 1 (20%) to be turned in via Canvas	Sept 27	Chaplain as Person Paper – clear, concise writing; critical thought of topic and reading material; demonstrate ability to engage issues of culture, race, gender, spirituality, and other aspects of identity; all appropriate academic citations are expected to follow seminary standards
Reflection Paper/Project 2 (20%) to be turned in via Canvas	Oct 18	Chaplaincy the Work – clear, concise writing; critical thought of topic and reading material; demonstrate knowledge of chaplaincy roles, expectations, and varieties of spiritual assessments.
Reflection Paper/Project 3 (20%) to be turned in via Canvas	Nov 15	Chaplaincy & Own Theology – paper must be written concisely, demonstrating critical thought and articulate an integration of theological underpinnings of student's own faith and how it

		might influence their ability to engage and support others.
Final Reflection Paper (20%) to be turned in via Canvas	Dec 6	Chaplaincy & Wholeness – final paper must reflect full integration of material covered in class with other reflection papers/projects to show a comprehensive understanding of the work in ways that are concise, clear, critical and appropriately cited in accordance with all academic/ seminary standards

### **Course Engagement and Attendance**

Students are expected to participate actively in the class, abiding by the “Etiquette for Digital Meetings.” Regular attendance at synchronous Zoom sessions is expected, and roll will be taken. According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) may result in a low or failing grade in the course. Attendance (including completion of alternate assignments for any missed Zoom sessions) will count for 20% of the final grade.

### **Reflection Paper #1: Chaplain as Person**

This reflection paper must demonstrate integration of reading assignments and be able to articulate their understanding of personal identity. Student is expected to express succinctly various dimensions of identity of which spirituality is part of. In addition, students will articulate a more clear understanding of their own bio-psycho-social-locations in a way that recognizes from what place they engage the others as they do ministry. Students are encouraged to incorporate tools explored in other courses and disciplines such as Genograms, personality inventories, genetic/historical ancestral research and anything that has influenced their understanding of themselves as whole persons.

### **Reflection Paper/Project #2: Chaplaincy the Work**

In this assignment, students must demonstrate knowledge of chaplaincy roles, expectations, and varieties of spiritual assessments. While students are welcome to produce their knowledge in written form (i.e., a research paper with all proper

citations), students are welcome to create a different form of presentation project that might be more aligned with their style of learning (i.e., computer graphics, animation, visual arts). If a student opts for the project, it might need include a presentation in order to fully demonstrate knowledge and it will be worked out individually with the professor prior to submission. All work must demonstrate integration and critical review of material covered in class with all proper academic citations.

### **Reflection Paper/Project #3: Chaplaincy from Your Own Theology**

In this assignment, students must identify the current theological beliefs as they relate to key issues discussed in readings and class (i.e., loss, death, trauma, sin, pain, illness, dying). While students are welcome to produce their knowledge in written form (i.e., a research paper with all proper citations), students are welcome to create a different form of presentation project that might be more aligned with their style of learning (i.e., computer graphics, animation, visual arts). If a student opts for the project, it might need include a presentation in order to fully demonstrate knowledge and it will be worked out individually with the professor prior to submission. All work must demonstrate integration and critical review of material covered in class with all proper academic citations.

### **Final Reflection Paper: Chaplaincy From a place of your Wholeness**

In this final paper, students must demonstrate successful integration of reading material, class discussions, reflection papers and their understanding of chaplaincy ministry. Students are expected to successfully articulate the role of spirituality as a dimension of whole-care of the whole-soul and a how they might or might not feel *called* to this particular kind of work. This paper ought to have all proper citations but recognizes that the student is asked to share a personal response to the subject matter. Thus, if a student prefers to share a preference towards or against this work, in lieu of disclosing a current sense of call, this is also acceptable and equally welcome.

### **Grading Scale**

Grading scales used for courses at LPTS are set by the instructors. This is to say, instructors can use their discretion about how to award a letter grade based on a scale of numerical grades. The following grading scale is acceptable, and this can be copy and pasted in a syllabus.

All final grades are to be reported as letter grades. LPTS does not use the A+ as a grade; any grade submitted as an A+ will be changed to an A.



The Registrar can aid with inputting final grades into the record management system.

A+ NOT USED	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93 and above	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-76	D- = 60-62
			F = 59 and below

If you have questions, please contact the Registrar.

NOTE: Grades are due by the end of three weeks after the end of a term – or the end of the course, if the course is taught in the summer.

### **Use of Inclusive Language**

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. More discussion about inclusive language can be accessed from the Academic Support Center and from the section of the LPTS web site with information for current students.

### **Academic Honesty**

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism and may result in failure of the course. Two occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues related to academic honesty can find help from the staff in the Academic Support Center. For more information, see the Policy for Academic Honesty in the Student Handbook.

### **Special Accommodations**

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester (or before the semester begins) and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

### **Citation Policy**

Citations in your papers should follow Seminary standards, which are based on these guides:

American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. Washington, DC: American Psychological Association, 2020.

Turabian, Kate L., Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: University of Chicago Press, 2020.

*The Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2017.

Copies of these guides are available at the library and in the Academic Support Center. See also the library's citation help page:

<https://lpts.libguides.com/digitalresources/citingsources>

### **Final Items Relating to Fall Instruction, Learning, and Technology at LPTS**

- To access the library and its resources, visit: <https://lpts.edu/library/>
- To request a library laptop loan, contact [library@lpts.edu](mailto:library@lpts.edu)
- For general help with campus network access, Outlook (email), contact [support@lpts.edu](mailto:support@lpts.edu)
- For help with Canvas credentials, contact Carolyn Cardwell at [ccardwell@lpts.edu](mailto:ccardwell@lpts.edu)
- For information on Student Assistance Funds to help with costs associated with learning technology and access (\$300 maximum), contact Gina Kuzuoka at [gakuzuoka@lpts.edu](mailto:gakuzuoka@lpts.edu)