Course ID:	Course Title:	Spring 2021	
SC 645 - 1	**Chaplaincy in the Community**	Prerequisite:	
		Credits:	**3**

Class Information		Instructor Information	
Delivery:	Online	**Instructor:**	Rev. Dr. Jim Horsthuis
Days:	ON MOODLE: Weekly beginning May 3rd. IN CLASS: Wednesdays May 5, 19, 26 and June 2 via Zoom	**Email:**	Jim.horsthuis@ambrose.edu
Time:	In Class: 9am to 12pm MST	**Phone:**	905-246-1895
Room:	Zoom	**Office:**	N/A
Lab/ Tutorial:		**Office Hours:**	N/A
Final Exam:	No Final Exam	**Add/Drop Deadline:**	Midnight on first day of class

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

Course Description

The role of Chaplain has increasing importance in contemporary western culture. In a society that recognizes the value of spirituality, but resists many traditional religious expressions, Chaplains are privileged to respond to the spiritual care needs of human beings who would otherwise remain isolated from this care. This course will explore the phenomena of Chaplaincy in contemporary society in an effort to help students meet the spiritual care needs of those in non-traditional (i.e. non-religious) settings. We will: (1) discover the biblical and theological foundations for the role of Chaplain; (2) consider how to meet spiritual care needs in non-religious contexts; and (3) pursue practices that will help sustain those who fill the role of Chaplain. Drawing on pastoral and spiritual theology, students will discover how to fulfill the vocation of Chaplain with an ever-increasing competence and spiritual sensitivity. From sports teams to hospices to the military, Chaplains are an important part of holistic care today. Following the biblical and theological contours of chaplaincy, this course will root the work of the Chaplain as an extension of the life and mission of the local church.

Expected Learning Outcomes

a. To expand students' biblical, theological, and practical understanding of Chaplaincy.
b. To discover skills, strategies, and theological perspectives that will aid students in providing effective spiritual care in non-religious contexts.
c. To encourage students to root their theology and vocation as Chaplain in the life and mission of the local church.

d. To enable students to assess, plan, and deliver effective spiritual care in non-religious contexts.
e. To guide students in spiritual practices that will sustain them through the joys and challenges found in the vocation of Chaplaincy.

Required and Recommended Textbooks and Readings
John Caperon, Andrew Todd and James Walters, eds. *A Christian Theology of Chaplaincy*.
        Philadelphia: Jessica Kingsley, 2018.

Miranda Threlfall-Homes and Mark Newitt. *Being a Chaplain*. London: SPCK, 2011.

Victoria Slater. *Chaplaincy Ministry and the Mission of the Church*. London: SCM, 2015.

Henri Nouwen. *Peacework: Prayer, Resistance, Community*. Marynoll, NY: Orbis, 2005.

Recommended TextBooks:
Christopher Swift, Mark Cobb and Andrew Todd, eds. *A Handbook of Chaplaincy Studies: Understanding Spiritual Care in Public Places*. London: Burlington VT, 2015.

Phil C. Zylla. *The Roots of Sorrow: A Pastoral Theology of Suffering*. Waco TX: Baylor, 2012.

Course Schedule
May 3rd through June 11th 2021
Weekly through Moodle
In Zoom Class May 5, 19, 26, June 2: 9am – 12pm MST

Requirements:
1. Creative Expression of Chaplaincy
Craft your own, or select an existing, creative expression that resonates with your understanding of chaplaincy in the community. A creative expression can be a song, painting, sculpture, short story, poem etc., so long as it expresses your theological vision of chaplaincy. You will be required to share your creative expression with our class and submit a 5 page reflection explaining how this item resonates with your theology of chaplaincy in the community.
Length: Varies but approx. 5 pages.
Weight: 20%
Due: May 26th Class presentation, Paper due May 28.

2. Chaplaincy and the Mission of the Local Church
Using the Slater text, evaluate how your vocation of chaplaincy can be rooted in the life and mission of your local church. Important elements to consider are:
        1. How does your church understand chaplaincy and your involvement in this expression of ministry?
        2. In what ways can your church support you as a Chaplain?
        3. What theological issues either inhibit or foster your vocation as a Chaplain who is rooted in the life and mission of the local church?
For this assignment students will need to engage with the Slater text, display a thorough understanding of their local church and share their own hopes/disappointments with the relationship between chaplaincy and their local church.
Length: 8-10 pages
Weight: 25%
Due: June 4th

3. Develop a Spiritual Care Assessment and Plan
Using a published case study of your choosing, develop a spiritual care assessment and plan as if you were the Chaplain responding to the person at the centre of the case study. You will be required to clearly identify how you are assessing and planning to respond to the spiritual care needs of the person in question.
This plan will include:

a. Spiritual assessment ~ include spiritual intuition as well as formal assessments and techniques.
b. Holistic care audit ~ what other resources are being drawn on to ensure all needs are being addressed in the care of this person?
c. Spiritual care plan ~ how you will seek to meet the spiritual care needs of the person for the time they will be in your care?
d. Charting ~ include at least one entry into the persons "chart" so that others on the care team will know about and understand the spiritual care you are offering.
d. Spiritual practices ~ what spiritual practices you will use to support the person?
e. Self-Reflection ~ how does the case impact you personally, theologically, spiritually?

Please ensure the case study is included in your submitted material, but not a part of your overall page requirement.
Length: Varies but in the area of 6-8 pages (1-2 pages for context, 4-5 of material, 2-3 for reflection).
Weight: 25%
Due: June 11th

4. Articulate your Theology of Chaplaincy and Spiritual Care
Students will choose option one **OR** two below and articulate their theology of chaplaincy that most resonates with their context of ministry.

Option 1:
Compose a paper on the delivery of spiritual care in a non-religious context. Starting with an actual situation of chaplaincy, write a paper on the challenge involved in meeting the spiritual care needs of a non-religious person(s). Identify what therapeutic, theological, or spiritual approaches you feel are appropriate for meeting the spiritual needs of this/these person(s). Reflect on the challenges and opportunities that come from such an encounter. More precisely reflect on the appropriateness of using prayer, scripture, and sharing the hope of the Gospel in such a setting of chaplaincy. When and how would you draw on these Christian spiritual elements in your chaplaincy ministry?

OR

Option 2
Write a sermon series on Chaplaincy and the Mission of the Church. In an effort to help the broader church community discover the importance of chaplaincy in the community, develop two sermons that sketch the vision of spiritual care delivered to non-religious people. This sermon should touch on the biblical, theological, spiritual, and practical dimensions that go into offering chaplaincy in the community. The sermons will need to display careful exegesis as well as creative integration of course materials. For grading, a transcript of the two sermons must be submitted including rigorous footnotes that provide a commentary that clearly identifies the integration of course content, chaplaincy resources, additional research, and exegetical work throughout.
Length: 10-12 pages
Weight: 30%
Due: June 21st

Attendance:
Students are expected to participate in the weekly course work on Moodle as well attend the four classes on the respective Wednesdays of this class. If students are unable to attend a session due to an unforeseen eventuality additional reading will be provided by the instructor to compensate for the learning opportunities missed by the student's absence. Students must advise the instructor as soon as is reasonably possible if they are going to miss an in-class session.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Course Outline:

Week 1 (week of May 3rd):
Moodle: What do Chaplains do?
Zoom Class (Wed May 5th): Chaplaincy and the Contemporary Context

Week 2 (week of May 17th):
Moodle: Spiritual Assessment(s)
Zoom Class (Wed May 19): Chaplaincy and Spiritual Care & Chaplaincy in a 'Secular Age'

Week 3 (week of 24th):
Moodle: Chaplaincy as Creative Response & Prayer and the Practice of Chaplaincy
Zoom Class: A Biblical Theology of Chaplaincy & Sharing Creative Response

Week 4 (Week of May 31ˢᵗ)
Moodle: Compassion Fatigue and Cultivating Resilience
Zoom Class (June 2ⁿᵈ): The Sustained Chaplain: prayer, spiritual direction, community & A Participative Spirituality of Chaplaincy

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/content/academic-calendar-2

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:
- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:
- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic

accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services
Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit https://ambrose.edu/writingcentre

Ambrose Tutoring Services
Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/tutoring.

Mental Health Support
All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support
All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888