



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

PTH 580 – Introduction to Chaplaincy Ministries
5:30-9:45 P.M. Each evening

Monday, January 18-Thursday, January 28 -- Spring 2010 Module

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Chaplain Chris E. Fosback, MDiv
Office Hours: By appointment

Email: papachris@peoplepc.com
Cell: (913) 526-3884 Please do not call
between 10:00 p.m. and 8:00 a.m.

Catalog Description

This course is designed to introduce the student to the ministry of chaplaincy with special focus on correctional, health care, industrial and military chaplaincies. It also provides a theological rationale for Christian ministry in a secular context.

Course Narrative & Rationale

People in need appear in all segments of society, often in settings where traditional pastors and church programs are not able to go. Yet Jesus' call sends us outward into the lives of all people in need. This course directs the student outward to denomination sanctioned (Endorsed) ministry beyond the local church where God has raised up chaplaincy as a creatively positioned ministry to enter those arenas of society not impacted by traditional ministries. Jesus Christ illustrated the importance of chaplaincy ministry in Matthew 25:34-35: "For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me." NIV

While chaplaincy arose initially out of necessity in the military setting, it has been embraced in numerous areas with chaplains in the Church of the Nazarene now serving in over 60 different work settings. “Chaplain” is an authorized category of service in which a District Assembly may place or assign an endorsed minister but it is The General Church which assesses the potential chaplain’s readiness and grants ecclesiastical endorsement and authority to serve as a chaplain. Hence, this course is designed for those persons who have received a call from God to Christian ministry and who may wish to explore the possibility of the ministry of chaplaincy, either as a full-time calling or in conjunction with other forms of ministry.

Chaplaincy ministry by its nature moves into a wide range of societal settings. The context for ministry as a chaplain may occur in a healthcare setting, among military personnel, in correctional facilities, and in the workplace. Because so much of a chaplain’s pastoral care and counseling occurs in non-traditional settings, in the flow of her/his context and daily routine, a sense of the chaplain’s multi-faceted ministry is importantly caught by hands-on experience. Moving into specialized ministry contexts by interviewing chaplains, seeing their ministry settings, observing and when possible participating in their ministries, will afford the best introduction to the critical role of the chaplain.

This course is an introduction to the ministry of the chaplain. As such it presents a wide angle look at an array of settings in which a chaplain may function. Exposure to all the categories in which chaplains currently serve is beyond the scope of this course. However, the course will enable considerable familiarity with these contexts for ministry and will equip the student to envision and develop a plan of ministry appropriate for pluralistic settings outside the walls of the church. In addition the course will aid the student in understanding the relationship of the course questions (“What should the chaplain BE?” “What should the chaplain KNOW?” And, “What should the chaplain be able to DO?”) in order to analyze his or her gifts and graces that may lend themselves to the unique requirements for effective chaplaincy ministry.

Course Outcomes

1. Ability to articulate what it means to serve in ministry in the several chaplaincies, with reference to the content and practice of ministry in each setting. This is to be demonstrated in class discussion, 20-page research paper and final examination.
2. Ability to articulate the context of chaplaincy ministry, considering issues of pluralism, denominational linkage and interfaith ministry. This is to be demonstrated in class discussion, 20-page research paper, and final examination.
3. Ability to evaluate the vocation of chaplaincy ministry with reference to institutional requirements, professional skills, and personal commitments. This is to be demonstrated in class discussion, 20-page research paper, and final examination.
4. Ability to apply discoveries from exploration of the several chaplaincies through study resources and engaged dialogue with experienced chaplains in specific ministry settings. This is to be demonstrated in class discussion, 20-page research paper, and final examination.
5. Ability to identify some elements of effective ministry and apply those elements to the development of a plan of ministry to release the power of particular truth claims (i.e., Wesleyan theology) within a context of competing truth claims encountered in a specific religiously plural ministry setting. This is to be demonstrated in a 20-page research paper, and final examination.
6. Ability to analyze the context of ministry in light of the expectations of both the ecclesiastical endorsing agency and the secular organization in which it may be performed. This is to be demonstrated in class discussion, 20-page research paper, and final examination.

Church of the Nazarene COSAC Competencies

- CP 15 Ability to think globally and engage cross-culturally for the purpose of mission
- CX 1 Ability to discover sociological dynamics and trends and to apply that information to specific ministry settings
- CX 8 Ability to place the ministry context in light of the large schemes of world and national history
- CX 10 Ability to understand and articulate the biblical, historical, and theological bases for Christian mission

Required Texts & Course Materials

Richard G. Hutcheson, Jr., *The Churches and The Chaplaincy*, Philadelphia, Pennsylvania, USGPO, 1997 Revised Ed.. (Because the text is out of print, permission has been granted from the USGPO to make it available on Moodle.)

Robert M. Hicks, *Returning Home: practical Advice for War Veterans, their families and friends*, Tarrytown, New York, Fleming H., Revell Company, 1991.

Course Outline

1. Introduction to Chaplaincy Ministry – Day 1
2. The Chaplain's Relationship to the Traditional Pastoral Role in Ministry – Day 2
3. The Chaplain's Relationship to God – Day 3
4. The Chaplain's Relationship to Self and to Family – Day 4
5. Student Oral/PowerPoint Presentations – Day 5
6. The Chaplain's Relationship to the General Church and Professional Organizations – Day 6
7. The Chaplain's Relationship to the Organization He/She Serves, Including Assets and Budget/Support Considerations – Day 7
8. Field Trip: Research Medical Center – Day 8
9. The Chaplain's Relationship to Supervisors, Staff and to Colleagues In a Pluralistic Ministry Setting – Day 9

Course Assignments & Requirements

Pre-course Requirement Number 1: (100 points)

Interview, in order to prepare an oral presentation (see course requirement number two (2)), an endorsed, full-time chaplain from one of the following classifications: correctional, health care, industrial, or military. Following the interview post (to "Moodle") a written report of discoveries that could impact a plan for ministry and rapprochement. The postings will become the basis for completion of course requirement number two (2).

1. Prior to conducting the interview, a student should become acquainted with the context of ministry within the chaplaincy classification through the use of substantive research tools to be bibliographically documented.
2. Interviews provide an opportunity to listen. They are occasions to learn about a unique context for ministry substantively different from those of traditional pastoral ministry. Treat the chaplain being interviewed with the same courtesy and respect you would expect if the situation were reversed. Your interview should be accomplished within sixty (60) minutes or less unless the chaplain extends an invitation for a longer interview.

3. Information gained from the interviews will aid the student (1) in a self evaluation of adaptability to, and suitability for, ministry in that context, and, (2) in the development of a plan for ministry and rapprochement.
4. At a minimum, interview dialogue must include, but should not be limited to, the following:
 - a. Qualifications, training, requirements and/or professional certifications needed to perform ministry in this ministry classification.
 - b. Challenges unique to this ministry classification.
 - c. Compensations for ministry in this classification (including, but not limited to monetary).
 - d. The identity and unique characteristics of each subset target of ministry within the institution/organization in which ministry in this classification is performed.
 - e. Details of a typical day of ministry that would be encountered in this ministry classification.

Pre-course Requirement Number 2: (150 points)

Read and critically review the following material. Submissions must be not longer than two double-spaced, typewritten pages in length per critique, and must be posted prior to 5:00 P.M. on Monday, 18 January, 2010, the first day of class.

1. "Chaplaincy: The Greatest Story Never Told," Journal of Pastoral Care, 50:1 (Spring 1996), pp. 1-12 (50 points).
2. Introduction and first chapter of the course text (Hutcheson) (50 points).
3. Preface, introduction and part I of the course text (Hicks) (50 points).

Course Requirements:

1. Class Participation and Online Participation (50 points)

1.A. Class Participation—Students are expected to follow the course calendar (below) and be prepared prior to the beginning of each class session. Attendance at each class session is expected.

- Each student will be responsible to lead classroom discussion of texts during at least one (1) class session.
- Assignments will be made during the first class session.

1.B. Online Participation—Posting of completed assignments must include attention to correct grammar and accurate spelling. Daily assignments are to be posted prior to 5:00 p.m. each day.

2. Multi-media presentation (100 points)

- The learning activity for one class session includes the multi-media presentation compiled by each student.
- Students will apply substantive academic research on a classification of chaplaincy ministry within which the student could potentially minister after fulfillment of academic and other required preparatory training/certification.
- Students will incorporate discoveries from the pre-course requirement interview (see above) in their presentation.
- Presentations will utilize script, audiovisuals (e.g., Power Point) and printed materials (lap chart).

3. Twenty-page Research Paper (200 points)

Students will prepare a twenty-page (not including title and bibliography pages), typed, double-spaced personal reflection paper on a key issue or problem area within one of several chaplaincies documented with strong academic research. The paper will demonstrate the student's ability to:

- 1) Apply substantive academic research to a real-world ministry issue within the framework of a problem solving model utilizing and expanding research on the chaplaincy ministry examined through study and interview in pre-course requirement number one (1).
- 2) Analyze problematic factors appertaining to a Wesleyan theological philosophy of ministry discordant with competing truth claims encountered outside of the church.
- 3) Effectively communicate faith expression from within the framework of a problem-solving model (a model used in both military and healthcare settings will be presented in class).
- 4) Critically evaluate the impact of a potential ministry strategy outcome.
- 5) Some topical suggestions for consideration follow:
 - Proclaiming Christian Holiness in Chaplaincy Settings
 - A Theology For Health Care Ministry
 - Spiritual Challenges in Non-denominational Ministries
 - Denominational Identity in Interfaith Ministry
 - The Military Chaplain's Role as Peacemaker
 - The Chaplain as Counselor
 - The Chaplain and Ethical Decision Making
 - Effective Evangelism in an Interfaith Environment
 - Elements of Chaplain Self-care

4. Completion and critical review of assigned readings, including textbooks. (180 points)
 Students will prepare a two-page critique of each reading. Critiques should clearly indicate familiarity with the material and include your own thoughtful comments within the definition of "critique." Webster's New World Dictionary defines "critique" as: "(1) an essay or article containing a careful analysis of a literary or artistic work; review. (2) The art of criticizing." Your task comes from the root word, "Critic" meaning, "a person who forms and expresses judgments of the qualities and comparative worth of...especially one who writes such judgments...professionally." The professor is not interested in a re-statement of the material but of your informed interaction with the material and how it impacts your philosophy and methodology of ministry in a religiously plural ministry setting.
5. Journaling. (50 points)
 An ongoing, weighted assignment for this course is the student's hand-written journal which will include a daily entry. The professor will check student journals on Friday of the first week and again after class on the following Wednesday. The journal should become the student's friend and treasury of insights, devotions, and ideas. Here the integration of theory and practice occurs. The spiritual life nature of the journal helps guard against the course being merely academic as the student is repeatedly called upon to apply course content to his or her own heart and ministry situation. This journal is not a diary, nor a catchall. It is a focused tool of reflection and writing about the educational experience and its implications. Students are expected to come to know and internalize principles and concepts encountered in the course to inform their personal philosophy of ministry that can then be applied to a plan for ministry in a specific religiously plural ministry setting.
6. Final exam. (170 points)
 There will be one final exam over the accumulative material from the course. Each student will complete the exam in one setting during the final class session on Thursday, 28 January, 2010. The exam will cover all material presented during the class including key issues from all lectures. Students are expected to provide their own blue books in which to respond to and submit the exam.

Method for Submitting Assignments

All course work must be submitted in Microsoft Word 97-2003 compatible format utilizing the assignment link in “Moodle.” Assignments may not be submitted by hardcopy, fax or e-mail.

Form and Style Expectations

Care in both content and form of expression should be taken. Turabian, Kate L. A Manual for Writers of Research papers, Theses, and Dissertations. Revised by Wayne C. Booth, et al. 7th ed. Chicago: University of Chicago Press, 2007, shows the preferred form for term papers. Each written assignment should be carefully proofread for spelling, grammatical construction, footnoting, accuracy, and clarity of expression. The content of written work should indicate mastery of the material and should reflect ability to collect, organize, evaluate, and critically interpret materials. Students are expected to comply with the accepted form and style standards identified in Turabian for the submission of all course work.

Inclusivity

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities, Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Policy Regarding Late Work & Missed Exams

Progressive grade reduction will be applied to any assignment (except the research paper) not submitted when due.

- Late online posts receive a 15% daily reduction. Posting on or after the third day will not be graded but will receive a failing grade.
- Any research paper not submitted within the module time frame will receive a full grade reduction, and if not submitted by a negotiated and agreed-upon date with the professor, will receive a failing grade.
- Unless otherwise noted, all assignments are due 5:00 p.m. on the date assigned. Late work without a valid reason (automobile accident, serious illness, death in family) is reduced by 15% at 5:01 p.m. and an additional 15% each day following. Submission on or after the third day will not be graded but will receive a failing grade.

Additional Costs

There are no additional costs to be incurred for this course.

Course Grading

Three credit hours will be awarded those who successfully complete course requirements.

A - 901 to 1000 points

- B - 801 to 900 points
- C - 701 to 800 points
- D - 601 to 700 points
- F - 600 or fewer points

Course Calendar

Date	Day	Class Learning Activities	Online Learning Activities & Assignments
17 Jan	Pre-Course	Pre-Course Assignment	Pre-course assignment—Submit report of interview with an endorsed, full-time chaplain
18 Jan	1	Discussion - Introduction & Orientation Lecture - Chaplaincy Defined Guided Discussion - Definitions of Chaplaincy Small Group - Introductions	Readings for lecture 1—submit critical reviews Texts—Read Hutcheson (Preface, Ch 1); Hicks (Preface, Part I)
19 Jan	2	Lecture - Chaplaincy Ministry, Chaplain's Character and Relationship to Local and District Church Guided Discussion - Chaplaincy Functions	Readings for lecture 2—submit critical reviews Research Paper—submit topic proposal Texts—Read Hutcheson (Ch 2); Hicks (Ch 4-6)
20 Jan	3	Lecture - Chaplain's Relationship to God Guided Discussion - Analyze your personal relationship with God	Readings for lecture 3—submit critical review Assigned Readings (group one) submit critical review Research Paper—submit bibliography Texts—Read Hutcheson (Ch 3); Hicks (Ch 7-9)
21 Jan	4	Lecture - The Chaplain's Relationship to Self and to Family Guided Discussion - Evaluation of Relationships	Readings for lecture 4—submit critical review Research Paper—submit detailed outline Texts—Read Hutcheson (Ch 4); Hicks (Ch 10-11)
22 Jan	5	Student Multi-Media Presentations Guided Discussion - Chaplaincy Venues	Readings for lecture 5—submit critical review Journal—submit Assigned Readings (group two) submit critical review Texts—Read Hutcheson (Ch 5); Hicks (Ch 12-14)
25 Jan	6	Lecture - The Chaplain's relationship to the General Church and Professional Organizations Guided Discussion - Ecclesiastical Endorsement and Maintaining a Close Relationship to the General Church	Readings for lecture 6—submit critical review Texts— Hutcheson (Ch 6); Hicks (Ch 15-17)
26 Jan	7	Lecture - The Chaplain's Relationship to the Organization He/She Serves, Including Assets and Budget/Support Considerations Guided Discussion - Secular Organizations	Readings for lecture 7—submit critical review Assigned Readings (group three) submit critical review Texts—Read Hutcheson (Ch 7); Hicks (Appendix)
27 Jan	8	Field Trip to Research Medical Center - Through The Eyes of the Pastoral Care Department Guided Discussion - Reaction to the Medical Center and Personal Suitability to Minister in This Setting	Readings for lecture 8—submit critical review Credo--submit Evangelistic Sermon--submit Journal—submit Texts—Read Hutcheson (Ch 8)
28 Jan	9	Lecture - The Chaplain's Relationship to Supervisors, staff and to Colleagues In a Pluralistic Ministry Setting Guided Discussion - Personal Reflections on Work Setting Relationships and	Readings for lecture 9—submit critical review Research paper—submit paper Texts—Read Hutcheson (Ch 9)

Bibliography

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- <http://www.answers.com/topic/september-11-attacks> September 11, 2001 events
- www.easumbandy.com Thomas G. Bandy paper written for the United Methodists
- http://www.harrisinteractive.com/harris_poll/ Harris poll
- <http://www.intratext.com/IXT/ENG0017/P3I.HTM> Roman Catholic Canon Law for the Rite of Anointing of the sick (Canons 998-1007)
- <http://www.intratext.com/IXT/ENG0017/P2S.HTM> Roman Catholic Canon Law for exceptions to administration of the sacraments (Canons 844 series)
- <http://www.newadvent.org/cathen/03579b.htm> Catholic Encyclopedia article on origin of "chaplain"
- http://www.preciousheart.net/chaplaincy/Greatest_Story_Never.htm "Chaplaincy: The Greatest Story never Told," *Journal of Pastoral Care*, 50:1 (Spring 1996), pp. 1-12