



### **Course Format:**

The course is taught as a hybrid course, synchronous Wednesdays 5-7 p.m., with an extra hour of instruction delivered asynchronously (recorded lectures, interviews, as well as engagement on the discussion boards and reflections). The Canvas website will provide the most accurate and up-to-date instructions for all aspects of the course. If you have difficulty accessing or navigating the site, call the Canvas Support Hotline: (877) 249-4494. If you have questions about course content, contact your professor at [jfuller@hartfordinternational.edu](mailto:jfuller@hartfordinternational.edu).

### **Course Description and Goals:**

This course is an introduction to the central tools and concepts of the disciplines of sociology and psychology that provide grounding and insights into the spiritual care work of chaplains across a variety of settings. The course explores the ways psychology and sociology are relevant in public and private life, with particular attention to everyday lived spiritual practices, religious communities, religious identities, and the chaplain's own life and chaplaincy work with many identities.

#### Aims of the Course:

- Gain a working knowledge of the psychological and sociological disciplines in the provision of spiritual care.
- Acquire a knowledge of the spiritual and emotional dimension of human development and the ways this plays out in the practice of care.
- Grasp a conceptual understanding of group dynamics, family systems, and organizational behavior.
- Explore primary research and research literature that informs the profession of chaplaincy.

#### Learning Objectives (based on BCCI)

After the successful completion of the course, students will be able to:

1. Demonstrate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care, including lived religion, religious identities, and developmental theories. (ITP2)
2. Incorporate concepts of organizational psychology to further their skills in navigating the systems and organizations in which chaplains generally work. (ITP3)
3. Articulate a conceptual understanding of group dynamics, family systems, and organizational behavior. (ITP5)
4. Demonstrate how primary research and research literature inform the profession of chaplaincy and spiritual care practice. (ITP6)
5. Expand ability in verbal and written expression, deep listening, and dialogue.

#### **Required Texts** (Students are required to purchase these)

Keegan, Robert. *The Evolving Self: Problem and Process in Human Development*. Cambridge University Press, 1982. ISBN 978-0674272316

Steinke, Peter. *Uproar: Calm leadership in anxious times*. Rowman & Littlefield, 2019. ISBN 978-1538116531

Cadge and Rambo, *Chaplaincy and Spiritual Care in the Twenty-first Century: An Introduction*. UNC Press 2022. 978-1469667607

Jonte-Pace and Parsons, *Religion and Psychology: Mapping the Terrain*, 2001. ISBN 415-20618-9

Judith Herman, *Trauma and Recovery: the aftermath of violence—from domestic abuse to political terror*. Basic Books 2022. ISBN 978-1541602953

Donald Capps and Don Browning, *Life Cycle and Pastoral Care*. Fortress Press, 1983. ISBN 0-8006-1726-6

**Choose one of these to purchase and read:**

Sameera Ahmed and Mona M. Amer, Eds. *Counseling Muslims: handbook of mental health issues and interventions*

McGoldrick and Hardy, *Re-visioning Family Therapy: race, culture, and gender in clinical practice*

Kujawa-Holbrook and Montagno, eds, *Injustice and the Care of Souls: Taking oppression seriously in pastoral care*, 2<sup>nd</sup> edition. ISBN 978-1-5064-8247-7

Drescher, *Choosing our Religion: the spiritual lives of America's nones*  
ISBN 978-0199341221

**Course Requirements**

**Class Participation, Reading, attendance:**

Posting weekly on Canvas for comprehension and reflection. Each post will have a prompt. Your posts must include comprehension and reflection, vulnerability in application and reflection. Bring your whole self--mind and heart--to the posts!

Then post on at least two classmate's posts. Your comments must deepen the conversation! Ask questions, probe the comprehension, inquire about applications. Encouragement is also welcome, but your comments must include true feedback, challenge, questions, deepening the subject matter and both of your understandings.

**Paper/class presentation based on your chosen textbook**

Choose four chapters related to our coursework and summarize their findings and their application to chaplaincy. These papers will be due as the concepts are related to the course material.

**Case studies (4)**

In order to apply your reading, you will be writing case studies through the semester that are relevant to our course work.

The class will include opportunities to work with other students to create chaplaincy case studies that showcase the content of our readings and discussions.

1. We will begin in small groups, writing case studies and posting them for commentary by the class. Revision and reflection based on feedback. Due Feb 5
2. Pairs writing case studies, posted for commentary, revision and reflection based on feedback. Due Feb 26

3. Pairs writing case studies, posted for commentary, revision and reflection based on feedback. Due March 18
4. Case study written and posted individually. Revision and reflection based on feedback. Due April 22

## **Final Paper**

### **Interview with a Chaplain**

You will interview a working chaplain within the first six weeks of the course. (Record the interview, please, so you can refer back to it. If the chaplain will give you permission, (permission to record form coming soon), we would like to upload interviews to a private youtube site.) Midway through the semester, You will write a paper on the interview, introducing the psychological and sociological theories that the chaplain is using in their work. As a final paper for the course, you will add a section to the paper, as we will have introduced new concepts and theories, and your classmates will have commented on your interview and its findings. Be thinking early about who you will interview and set it up. If you need help connecting with a Chaplain, let your Professor know. Neither Dr Fuller nor Dr Ansari, nor a classmate can be the subject of this interview.

Interview with a Chaplain Paper 1 Due March 4 by 8 am

Interview with a Chaplain Paper 2 Due May 1 by midnight

## **Assessment**

### **Reflections**

*50% of final grade*

This category features evaluation of in-class interaction with lectures, materials, reading, interaction with and learning from other students, module posting and discussion/commenting, and the concluding conversation.

### **Research, presentations**

*25% of the final grade*

Presentation on your chosen book, case studies

### **Interview a Chaplain**

*25% of the final grade*

Two drafts, with feedback and revision

## **Hartford International University Grading Scale**

A (95-100)	Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.
A- (90-94)	Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.
B+ (87-89)	Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets course expectations.

- B (83-86) Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.
- B- (80-82) Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.
- C+ (77-79) Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.
- C (70-76) Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.
- F (below 70) Has not met the basic requirements of the course.

### **HIU Values of Collaborative Teaching and Learning**

Showing mutual appreciation and respect for others—modeling the privilege to learn from and partner with each other.

Engaging in cross-disciplinary content and teaching.

Paying attention to the whole personhood or another—history, race, religion, knowledge, gender, and rank.

Demonstrating how to disagree respectfully and well.

Embodying mutuality—learning to construct ideas and skills and experiences together.

### **Plagiarism and Academic Integrity**

Academic honesty and integrity are expected of all students. Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement, c) the whole work is copied from another source [especially a web based source], or d) significant portions of one's own previous work used in another course.

### **Inclusive Language**

Hartford International University is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God.

### **Accommodations**

The Americans with Disabilities Act ensures equal access to qualified individuals with disabilities and prevents discrimination on the basis of a disability. It is Hartford International University policy to provide reasonable accommodations on a case-by-case basis, which may mean working with outside social and governmental agencies to provide the necessary range of services for student success. Students with disabilities who wish to receive accommodations must contact the Student Services Coordinator. Students with disabilities are eligible for disability support services when they are enrolled in courses and they have disclosed their disability and requested related accommodations during enrollment and/or before the start of each semester. All students seeking accommodation must fill out the Request for Disability Accommodations form.

## **Official Handbooks**

For all other questions you might have regarding policies or procedures, please see HIU's student handbook and statement of academic policies—both available online.

## **Communication and Technology**

Students are expected to use their Hartford International University email for communication regarding the course. All students will need to log into the course site several times per week in order to take part in discussions and to access readings, videos, mini-lectures and other course materials.

Within Canvas, the *Announcements* feature will be used to convey information useful to all students in the course.

## **About CANVAS:**

This course's Canvas website is your primary roadmap for this course.

- Be sure to explore the site thoroughly before you begin.
- If you have difficulty navigating or operating any aspect of the site, do take advantage of the "Help" button (indicated by a question mark). The "live chat" feature works very well; you can expect prompt and clear responses to your questions. You may also phone the Canvas Support Hotline: (877) 249-4494.
- If you have questions about course content (or you tried Canvas Help but are still mystified), please do email or text-message your professor right away. If the situation is better addressed voice-to-voice, request a specific time for a phone or Zoom conversation. (Making an appointment ensures that your professor is ready to talk with you seated at her desk rather than walking her dogs or cooking a meal.

## **Attendance**

This is a graduate class. All students are expected to be "in class" and to participate. We will expect cameras to be ON through the duration of the class. Lack of engagement with the Canvas website for seven days in a row constitutes "absence" from the course and can lead to failure. Students who believe they have a legitimate reason for such disengagement must discuss this with the professor—preferably in advance. Failure to submit an assignment or perform a required activity on time is tantamount to absence from class. If you fall behind, skip ahead to the next module so that you can stay current with your classmates in discussions. Later on, you can return to an earlier module to fill in what you missed. Late submissions are permitted, but for fewer points.

## **Email Policy**

The instructor will use the university's official student email addresses for all course communications. Please check your *hartfordinternational.edu* email account regularly.

## **Course Structure**

The course is set up in modules. The Canvas site has detailed assignments, developing along the way. As will be apparent, when you visit the "Modules" portion of our course-site, each module has a theme; most also shine a spotlight on a particular theory or set of ideas in the fields of sociology, psychology, and chaplaincy. Each module's content includes opening reflection/inspiration, introductory remarks or a recorded interview, or

other content, reading assignments, and interactive assignments (including an opportunity to post a summary reflection of the module as a whole). *A detailed list of reading assignments and articles, as well as guest lectures, will be found on the course Canvas Site.*

### **Posting structures**

The course is set up so that students are responsible for reading comprehension and reflection. Posts will be due before Mondays at 7:59 am. The professor will read and comment on Mondays and Tuesdays, so you will want to log in to that particular discussion board and comment during those days. On Wednesday evening in class, we will come back to highlight features and ideas that may seem complicated or significant and lead the way for the next week's readings.

Here is the module list for Spring 2024:

#### **MODULE 1: class January 17**

##### **Theme: Orientation, Introductions; Overview of the Course, of the Profession, Definitions Family Systems I**

Read: Edwin Friedman, *Generation to Generation: Family Process in Church and Synagogue*. Pp 1-64 (Section One)

Handbook of Bowen family systems theory and research methods: a systems model for family research:

Chapter 2: The origins of Family Research

Chapter 4: Bowen Theory

Chapter 10 Use of Differentiation of Self in Family Research

Chapter 14 Nuclear Family Emotional Process

The above readings are available in the HIU DTL and will be available on the canvas site.

#### **MODULE 2: class January 24**

##### **Theme: Family Systems II**

Read Steinke *Uproar*, 2019

**Guest lecturer: Dr. Randy Williams**

#### **MODULE 3: class January 31**

##### **Theme: Human Development**

Read Keegan part One, pp 1-112

Capps and Browning, *Life Cycle Theory and Pastoral Care*

Dr Wendy Cadge, guest presenter 6 p.m., *Chaplaincy and Sociology*

#### **MODULE 4: class February 7**

##### **Theme: Faith Development, Spiritual Types**

Read: *Toward Moral and Religious Maturity*

Faith and the Structuring of Meaning, James Fowler 51-85

Negation and Transformation, Loder 165-192

Justice and Responsibility, Gilligan 223-249  
There the Dance is, Kegan 403-440

**MODULE 5: class February 14**

**Theme: Organizational Behavior and Lived Religion**

Read: McGuire, Everyday Religion as lived, 2008

McGuire, Rethinking religious identity, commitment, and hybridity, 2008

Smith, Brief, and Colella, Bias in Organizations, 2010

Sherkat, Religious Socialization: sources of influence and influences of agency, 2003

**Carrie Seigler, guest lecturer**

**Report in on Choosing our Religion**

**MODULE 6: class Feb 21**

**Theme: Intragroup Contact, Conflict and Dialogue**

When Groups Meet: the Dynamics of Intergroup Contact, Pettigrew & Tropp, 2011

Chapter 1, 2, 4, and 11

**Nancy Kreimer, guest lecturer**

**MODULE 7: class Feb 28**

**Theme: Privilege, Prejudice and Intersectionality**

Read Diane Goodman, Oppression and Privilege: Two sides of the same coin, 2015

Kimmel and Ferber, Toward a new vision: race, class, and gender as categories of

Analysis and Connection, 2017

Leyens and Demoulin, Ethnocentrism and Group realities, 2010

**Report in on Injustice and the Care of Souls**

**Interview a Chaplain Paper 1 Due March 4 7:59 am.**

**MODULE 8: class March 6**

**Theme: Grief, Mourning, and Bereavement**

Read: Kegan, The Evolving Self, Chapter 9 Natural Therapy pp 255-296

**Guest lecturer Chaplain Heidi Gessner**

**MODULE 9: class March 13**

**Theme: Trauma and moral injury**

Read Herman, first half

**MODULE 10: class March 20**

**Theme: intergenerational trauma, trauma stewardship**

Read: Herman, second half

**Report in on Revisioning Family Therapy**

**Advising week, no class March 27**

**MODULE 11: class April 3**  
**Theme: Narrative therapy**  
**Report in on Counseling Muslims**

**MODULE 12: class April 10**  
**Theme: Wellness and Happiness**  
**Kirstin Boswell, Guest lecturer**

**MODULE 13: class April 17**  
**Theme DSM and referral**

**MODULE 14: class April 24**  
**Theme: pulling it all together**  
**Closing circle**  
**Final Paper Interview a Chaplain 2 Due May 1**

**The professor reserves the right to change the sequence or substance of the modules. All pertinent detailed information can be found on our CANVAS site.**