



CH 540 Religious and Cultural Contemporary Ethics for Spiritual Caregivers
Spring 2024

Synchronous Online Mode
Tuesdays, 5:00 – 6:50 pm (Eastern)
plus weekly asynchronous activities



FINAL SYLLABUS

Instructor:

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Office Hours:

Dr Mosher teaches from her office in northeast Florida. She may be “visited” via Zoom or phone. Recurring times will be established with course enrollees and will be posted in January 2024. She is also readily available almost daily by appointment.

Course Format:

This course is in synchronous online mode, thus requires three hours of online activity per week. All enrollees meet together via Zoom for two hours weekly. Time spent watching video lectures individually, participating in online discussion forums, and occasionally, collaborating with a classmate accounts for the third hour. 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.

Course Description and Goals:

As a core requirement of the MAC curriculum, this course is an exploration from multiple religious perspectives of theological and philosophical foundations for professional ethics; ethical theories appropriate to professional contexts, spiritual and emotional dimensions of human development, organizational behavior, group dynamics, and various political and social drivers (such as race, ethnicity, or gender)—with special attention to the Association of Professional Chaplains Code of Ethics and to the BCCI Common Qualifications and Competencies for Professional Chaplains ITP2–5, PIC7–8, and OL3–4. By making extensive use of case-studies and current journal articles, it addresses challenges that particular contexts may bring to religious leaders as it simultaneously improves multireligious literacy. The major deliverable will be a paper laying out a faith-rooted approach to spiritual care integrated with a theory of ethical practice that takes seriously the value of self-awareness, thus the need for harmony between belief, word, and action. [ITP1]

Completion of this course will enable the student to:

- a. Give an account of several ethical theories appropriate to contexts in which chaplains serve;
- b. Demonstrate knowledge of the spiritual and emotional dimensions of human development;
- c. Demonstrate awareness of organizational management intelligence, business ethics, and group dynamics.
- d. Make use of appropriate theories and resources in explaining how a spiritual caregiver can respond to pressing political and social issues.
- e. Articulate a faith-rooted approach to spiritual care integrated with a theory of ethical practice.
- f. Demonstrate improved multireligious literacy.
- g. Give an account of each item of the APC Code of Ethics.

This course the following Common Qualifications and Competencies for Professional Chaplains promulgated addresses by the Board of Chaplaincy Certification, Inc.: ITP4, ITP5, PIC6, PIC7, PIC9, PPS2, PPS3, PPS7, OL1, OL2, OL3, OL4, OL5.

Required Reading

- Cadge, Wendy and Shelley Rambo, *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction* (UNC Press, 2022). ISBN 978-1469667607
- Fakhry, Majid, *Ethical Theories in Islam*, second expanded edition (Brill, 1994). {Out-of-Print; available through the course's Canvas site}
- Galanti, Geri-Ann, *Caring for Patients from Different Cultures*, fifth edition (University of Pennsylvania Press, 2015). ISBN 978-0812223118
- Lartey, Emmanuel Y., *Postcolonial Images of Spiritual Care: Challenges of Care in a Neoliberal Age* (Pickwick, 2020). 978-1532685552
- Oh, Irene, *What Is Religious Ethics? An Introduction* (London: Routledge, 2023). ISBN 978-1-138-39359-2

Highly Recommended Reading:

- Ali, Muhammad A., et al., *Mantle of Mercy: Islamic Chaplaincy in North America* (Templeton Press, 2022).
- Corey, Gerald, et al., *Issues and Ethics in the Helping Professions*, 10th edition (Cengage, 2019).
- Crawford, S. Cromwell Crawford. *Dilemmas of Life and Death: Hindu Ethics in North American Context* (Sri Satguru Publishers, 2016).
- Fakhry, Majid, *Ethical Theories in Islam*, second expanded edition (Brill, 1994).
- Harris, Melanie. *Ecowomanism: African American Women and Earth-Honoring Faiths* (Orbis, 2017).
- Heim, Maria, *Buddhist Ethics* (Cambridge, 2020).
- Keown, Damien ed., *Contemporary Buddhist Ethics* (Routledge, 2000).
- Keown, Damien. *Buddhist Ethics: A Very Short Introduction* (Tantor Audio, 2020).
- Lovin, Robin D., *An Introduction to Christian Ethics: Goals, Duties, and Virtues* (Abingdon, 2011).
- Newman, Louis E., *An Introduction to Jewish Ethics* (Routledge, 2003).
- Orr, Robert D. *Medical Ethics and the Faith Factor: A Handbook for Clergy and Health-Care Professionals* (Wm. B. Eerdmans, 2009). [Kindle]
- Singer, Peter, ed., *A Companion to Ethics* (Blackwell, 1991). [The Great Ethical Traditions, pp. 43–118]
- Singh, Nikky-Guninder Kaur. *Hymns of the Sikh Gurus* (India Penguin Classics, 2019).
- Yetunde, Pamela Ayo. *Casting Indra's Net: Fostering Spiritual Kinship and Community: Wisdom from Buddhism, Christianity, Judaism, Hinduism, and more* (Shambala, 2023).

NOTE: The Chaplaincy Innovation Lab will be a major resource for case-studies, journal-articles, videos, and webinars germane to this course: <https://chaplaincyinnovation.org/>

COURSE STRUCTURE

The course consists of thirteen modules (units) designed to facilitate systematic learning about ethics theories and their practical application:

1. Foundations
2. Faith-rootedness
3. Trustworthiness
4. Cultural Fluency
5. Philosophical Ethics
6. Virtue Ethics
7. Socially Just Spiritual Care
8. Multireligious Fluency
9. Organizational Management
10. Doing the Beautiful
11. Review
12. Consolidation

Typically, a module contains an inspirational item, a video-lecture, reading assignments, and interactive writing assignments in preparation for plenary and small-group discussion during a Zoom session.

While core ethics concepts are presented interreligiously and multireligiously, the course also provides guidance for learning about ethics discourse in the religious location you claim.

The course provides for preparation of a major essay delineating one's ethic of spiritual caregiving—with particular attention to the scriptural and doctrinal foundations of one's religious/theological stance.

The course also provides for review of ethical theories; completion of self-assessment matrices for the APC Code of Ethics and the BCCI Common Qualifications and Competencies for Professional Chaplains; and presentation of culminating essays.

Assessment

Asynchronous lecture-watching: Pre-recorded lectures to be watched independently are provided via VoiceThread—a tool that invites commenting and question-raising.

25% of final grade

Summary responses: Participation in an online discussion forum by posting brief, written responses to a module's materials, then commenting on classmates' posts; participation in oral discussion during the course's Zoom sessions.

40% of final grade

Short essays: Two short essays, each about 500 words in length, synthesizing concepts drawn from three or more course modules.

15% of final grade

Culminating Essay: A formal statement of one's ethic of spiritual caregiving, as may be expected when applying for board certification as a chaplain.

15% of final grade

Miscellaneous: Credit for tasks that do not fit neatly into our other categories.

5% of final grade

Hartford International University Grading Scale

- A (95-100) Demonstrates excellent mastery of subject matter and superior ability to articulate this; provides helpful connections to daily life or contemporary issues. Exceeds expectations.
- 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) Unable to meet the basic requirements of the course.

HIU Values for Collaborative Teaching and Learning

In our courses, we expect that instructors and students alike will strive to be:

- 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 of 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. 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 [web-based or print],
- d. the work submitted contains significant portions of one's own previous work used in another course.

Inclusive Language

Hartford International University for Religion and Peace 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 the policy of Hartford International University for Religion and Peace 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 HIU's *Request for Disability Accommodations* form.

Policies and Procedures

For all other questions you might have regarding policies or procedures, please check the HIU website for the student handbook and various official statements.

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 an appointment for a phone or Zoom conversation.

Attendance

Active attendance in Zoom class is required. If you will be unable to attend a class session please inform the professor in advance. In the case of an absence, the professor may ask the student for a brief essay (250–500 words) on the required reading for that session. Active use of the Canvas site is also required. Failure to log on for seven consecutive days is tantamount to absence from class and may incur a penalty.

Communication and Technology

Students will be expected to use their Hartford International email for communication regarding the course. Students must also create a free account with VoiceThread and have access via the VoiceThread app, in Canvas, or in a separate browser window. Within Canvas, the *Announcements* feature will be used to convey information "for the good of the order" and are automatically emailed to all enrollees.

Bibliography

Ali, Muhammad A., et al., *Mantle of Mercy: Islamic Chaplaincy in North America* (Templeton Press, 2022).

Cadge, Wendy and Shelley Rambo, *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction* (UNC Press, 2022).

Chander, Vineet and Lucinda Mosher, eds. *Hindu Approaches to Spiritual Care: Chaplaincy in Theory and Practice* (Jessica Kingsley, 2020).

- Corey, Gerald, et al., *Issues and Ethics in the Helping Professions*, 10th ed. (Boston, MA: Cengage Learning, 2019). [Kindle]
- Edington, Mark D. W. Edington, ed. *We Shall Be Changed: Questions for the Post-Pandemic Church* (Church Publishing, 2020).
- Fakhry, Majid, *Ethical Theories in Islam*, second expanded edition (Brill, 1994).
- Galanti, Geri-Ann, *Caring for Patients from Different Cultures*, fifth edition (University of Pennsylvania Press, 2015).
- Giles, Cheryl A. and Willa B. Miller, editors. *The Arts of Contemplative Care: Pioneering Voices in Buddhist Chaplaincy and Pastoral Work* (Wisdom Publications, 2012).
- Heidt, Mari Rapela, *Moral Traditions: An Introduction to World Religious Ethics* (Anselm Academic, 2010).
- Heim, Maria, *Buddhist Ethics (Elements in Ethics)* (Cambridge, 2020).
- Kravitz, Leonard and Kerry M. Olitzky, *Pirke Avot: A Modern Commentary on Jewish Ethics* (Behrman House, 1993).
- Lartey, Emmanuel Y., *In Living Color: An Intercultural Approach to Pastoral Care and Counseling* (Jessica Kingsley, 2003).
- _____. *Postcolonial Images of Spiritual Care: Challenges of Care in a Neoliberal Age* (Pickwick, 2020).
- Lovin, Robin D., *An Introduction to Christian Ethics: Goals, Duties, and Virtues* (Abingdon, 2011).
- Mabry, John R., ed. *Spiritual Guidance Across Religions: A Sourcebook for Spiritual Directors and Other Professionals Providing Counsel to People of Differing Faith Traditions* (Skylight Paths, 2014).
- Newman, Louis E., *An Introduction to Jewish Ethics* (Routledge, 2003).
- Orr, Robert D. *Medical Ethics and the Faith Factor: A Handbook for Clergy and Health-Care Professionals* (Wm. B. Eerdmans, 2009). [Kindle]
- Patel, Eboo. *Interfaith Leadership: A Primer* (Boston: Beacon Press, 2016).
- Peace, Jennifer Howe, Or N. Rose and Gregory Mobley, editors. *My Neighbor's Faith: Stories of Interreligious Encounter, Growth, and Transformation* (Orbis Books, 2012).
- Roberts, Stephen B. ed. *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook* (Skylight Paths, 2012).
- Singer, Peter, ed., *A Companion to Ethics* (Blackwell, 1991).
- Sutton, Nicholas, Vineet Chander, and Shaunaka Rishi Das, Chapter Four: "Applied Hindu Ethics" in *Hindu Chaplaincy* (Oxford Centre for Hindu Studies, 2017).