**AM 602 Chaplaincy: Models and Methods**  
**Hartford Seminary**  
**11–15 January 2016**  
**Preliminary Syllabus**

**Instructor:**  
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**Course Meeting Times:**  
Monday, January 11 – Thursday, January 15, 9:00 a.m. – 5:00 p.m.  
Friday, January 15, 9:00 a.m. – 12:00 noon  
Six hours of asynchronous online learning (up to three hours prior to the seminar week, and up to three hours following the seminar week)  
[NOTE: If a day of instruction during the seminar week is cancelled due to weather, an additional six hours of online learning will be offered in its place.]

**Course Description and Goals:**  
This course provides orientation to (or, in the case of advanced students, opportunity for reflection on) the role of the chaplain and methods suitable to the contexts in which chaplains characteristically serve including: schools, colleges, and universities; prisons; health care facilities; fire and police departments; the military, and mass casualty situations. The seminar week includes lectures, small-group discussion, a site visit, training in disaster spiritual care best practices, and opportunities to hear directly from experts in various forms of chaplaincy.  
3 credits.

Completion of this course will enable the student to:

- Demonstrate his/her awareness of, and his/her own progress toward attaining, the 29 competencies expected of board-certified chaplains (and valuable to all chaplains).
- Recount and apply practical information for service in spiritually and culturally diverse contexts.
- Draw upon a range of sources in making articulating his/her own theology of spiritual care and theory of pastoral care.

Through this course, students should be able to achieve the following Hartford Seminary Master of Arts Degree Program Learning Outcomes:¹

- #1. To demonstrate foundational and critical knowledge of one’s own religion.
- #2. To demonstrate the knowledge, capacities, and willingness to respectfully engage other religions and world views.
- #4. To demonstrate knowledge and skills for dialogical and constructive engagement with diversity.
Assessment
Grades will be based on completion of pre-seminar assignment(s), attendance, meaningful participation in class discussion, and completion of written assignments. Please note: absence from any session of this week-long seminar will affect one’s final grade.

*Pre-seminar requirement
Complete the free three-hour online FEMA IS 100 Incident Command System Course at [http://emilms.fema.gov/IS100b/index.htm](http://emilms.fema.gov/IS100b/index.htm). Bring FEMA certificate to class. [5%]

Class Discussion Assignment
Presence and participation during the course week and online [15%]
Choose one of the nine cases in Multifaith Views in Spiritual Care (Daniel Schipani, ed.). Prepare to facilitate class discussion of this item by writing a one-page summary of the case, plus two questions raised by it which merit further exploration. [15%]

Written Assignments
- Complete the Chaplaincy and Multifaith Competency Matrices [15%]
- Choose at least THREE items from EACH of the following books:
  a. *The Arts of Contemplative Care* (Giles & Miller, eds.);
  b. *Spiritual Guidance Across Religions: A Sourcebook for Spiritual Directors and Other Professionals Providing Counsel to People of Differing Faith Traditions* (Mabry);
  c. *Professional Spiritual & Pastoral Care* (Roberts).
Write an essay of no more than twenty pages in which you indicate your own religious location, then demonstrate command of the nine items you have chosen, discussing insights gained from these readings with regard to spiritual care competencies in multifaith contexts. [20%]
- Having read Storm Swain’s *Trauma and Transformation at Ground Zero: A Pastoral Theology* (Fortress 2011)—or, with instructor’s approval, some similar book—and a book of your choice (as indicated under “Required Reading” below), write a short essay (no more than 10 pages) on your own theology of spiritual care and theory of pastoral care, making some reference to your own religious location, required reading for this course, and in-class experiences. [15%]
- Design, execute, and report on a project (e.g. interview-driven research; library/online research; creation of an instructional resource) on some aspect of chaplaincy of particular interest to you. In your report, draw relationships to seminar experiences and to readings assigned for this course; make some reference to your own religious location in the process. (NB: In lieu of this assignment, students may opt to participate in and report on a National Disaster Interfaiths Network Disaster Chaplaincy Training.) [15%]
Attendance Policy
*Because this class meets only five times face-to-face*, missing even part of a class session will result in an automatic lowering of your final grade, unless an adequate manner of making up the time and covering the material is negotiated with the instructor. (NOTE: this proviso is offered primarily to accommodate students who enroll in the course after the initial session.) Missing more than two such sessions will result in automatic failure of the course. *Participation in all online components* is expected; failure to do so is considered an “absence” and will affect one’s final grade.

Email Policy
The instructor will use the official Hartford Seminary student email addresses for all course communications. Please check your hartsem.edu email account regularly.

Required Reading


[NOTE: An excellent model for development of a Christian theology of spiritual care. With Professor Mosher’s permission, a book from the vantage-point of another religion may be substituted.]

Additional short reading items and Hartford Seminary’s Chaplaincy and Multifaith Competency Matrices will be provided by the instructor.

NOTE: In addition to the above, each student’s “required reading” should include a book (or at least three journal articles) with relevance to the mode of chaplaincy in which one has the most particular interest. If one’s preferred item does not appear on the “Recommended Reading” list for this course, this choice should be cleared with the professor in advance.

NOTE: Students with little or no background in America’s religious diversity will find introductory material on the course website. Students with little academic background in their own religious tradition would do well to read a book on the theology of the tradition before the course begins (and are welcome to contact the professor for suggestions).
Recommended Reading


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1 Hartford Seminary Master of Arts Learning Outcomes and Key Characteristics

1. To demonstrate foundational and critical knowledge of one’s own religion by:
   a. Knowing scriptures, authoritative texts, history, or traditions of one’s own religion
   b. Relating one’s tradition to public issues which intersect with faith
   c. Engaging one’s own religion analytically and contextually
   d. Developing appreciative knowledge of the continuum of expressions and interpretations of one’s own religious tradition
   e. Recognizing the different streams of thought and practice within one’s own tradition

2. To demonstrate the knowledge, capacities, and willingness to respectfully engage other religions and world views by:
   a. Having familiarity of seminal texts and the history of a religion other than one’s own
   b. Being able to compare the social contexts of another faith tradition with one’s own
   c. Displaying empathy in critical examination of other religions

3. Reflecting on one’s own faith tradition from the point of view of the other
   To demonstrate knowledge of the practices of one’s own religious tradition and the capacity to appreciate the practices of other religious traditions by:
   a. Knowing the rites and rituals of one’s own religious tradition
   b. Understanding the historical or theological basis of those practices
   c. Appreciating the spiritual values inherent in practices of other religious traditions

4. To demonstrate knowledge and skills for dialogical and constructive engagement with diversity by:
   a. Knowing sacred literatures of one’s own and other religious traditions
   b. Appropriating critical theories to engage diversity in a given context (e.g. race, class, gender, sexual orientation, religion)
   c. Being critically reflexive about one’s own social location and how it shapes engagement with others
   d. Displaying knowledge and skills that are required for respectfully engaging with others

5. To demonstrate the ability to relate theory and practice in the social contexts in which a religion’s communities exist by:
   a. Understanding the relevant dimensions of social contexts in which such communities exist
   b. Demonstrating knowledge of how particular social contexts shape the religious practices of such communities
   c. Articulating ways in which social contexts inform such communities’ leadership
   d. Demonstrating knowledge of the challenges and problems within and between such communities due to differences in social contexts