Description
This course examines how scripture, pastoral theology and knowledge of the socio-historical realities of incarceration in America inform our healing arts of ministry in prisons. We apply the analytical lens of intersectionality to critically assess the praxis of care in several case studies and explore models of restorative justice, looking at how helping inmates heal facilitates the healing of their families, victims, and communities. We look at the complexity and intersections of professional boundaries in light of the policies and procedures of the Connecticut Religious Services Department of Corrections and Federal Bureau of Prisons. This course helps students develop a working knowledge of relevant psychological and sociological disciplines related to pastoral care for the incarcerated. Our primary methodology is the application of scripture and our religious traditions as we articulate an approach to spiritual care integrated with a theory of professional practice for prison chaplaincy. Class sessions include instructor and guest lectures, presentation by and interactions with the formerly incarcerated, seminar-style discussion, and situational simulations of pastoral care with reflective feedback from the class.

Instructor
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Course Objectives

Students who successfully complete this course will:

- Demonstrate knowledge of the American social and cultural dynamics affecting religious life for prisoners and their implications for the practice of ministry.
- Demonstrate the ability to assess the ministry setting with proven analytical tools for the contextual, identity, structural dynamics and to then formulate healing approaches to their practice of ministry.
- Demonstrate the ability to develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse prison settings and institutional needs.
- Demonstrate arts of ministry that facilitate theological/spiritual reflection for those incarcerated in one’s care practice.
- Demonstrate a working knowledge of how to facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups.
- Demonstrate a praxis of care that is able to formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the healing and well-being of the person receiving care in prison.

Required Texts
Along with participation in the class discussions and exercises, students will be expected to read the following in the order listed below:

Read before first class:

During the week of class:
*(Copies of the pages provided first day of class)*
*(Plan ahead because this is a lot of pages to read)*

*(Copies of the pages provided first day of class)*

**Recommended texts:**


Hall, Stephen T. *A Working Theology of Prison Ministry*

Hook, Joshua N., Worthington Jr., Everett L., Davis, Don E., Jennings II, David J., Gartner, Aubrey L. and Hook, Jan P. *Empirically Supported Religious and Spiritual Therapies*


Meyerstein, Israel and Ruskin, Gila. *Spiritual Tools for Enhancing the Pastoral Visit to Hospitalized Patients*


Ristad, R.N. Jr. *A Stark Examination of Prison Culture and Prison Ministry*.


Worthington, Jr., Everett L., Aten, Jamie D. *Psychotherapy with Religious and Spiritual Clients: An Introduction*. InterVarsity Press. 2013
Policies:
Attendance
Attendance in class is required. Missing more than 7 hours of class sessions will preclude successful completion of the class. If you know you will be unable to attend a class session or part of one, please inform me in advance in writing.

Office hours
Available by appointment or after class

Course Outline--Overview of class:

Monday – Introductions. Classroom Covenant. Introduction to Prison Ministry; U.S. Religious History; Class conversation on the realities of prison life and how correctional ministry intervenes to positively impact the human development of the incarcerated. Demonstrate engagement with the assigned readings, Alexander, Graber and Tweed. 2-page Reflection Paper 1 due. Topic: Initial Reflection on the ACPE common qualifications and competencies for professional chaplains

Tuesday – Lecture on Chapter Two Ministry to the Incarcerated. Class conversation on obstacles to personal growth, religious formation and theological implications of divine grace. Guest Lecture. Demonstrate engagement with the readings; 2-Reflection Paper 2 due. Topic: Reflection on the ACCA’s definition of correctional chaplains and duties of correctional chaplains

Wednesday – Lecture on Chapter Three Ministry to the Incarcerated. Class conversation developing models, meaning, psychological understanding and spiritual identification for the care of the incarcerated. Demonstrate engagement with the readings; 2-Page Reflection Paper 3 due. Topic: Reflection on the first 4 items (1-4) in the ACCA Code of Ethics

Thursday – Lecture on Chapter Four, Ministry to the Incarcerated Secular Needs related to stress and negative attitudes and prison administrator’s involvement with living conditions and programs. Class conversation on a chaplain’s role in advocacy for the betterment of prisoner problems and on how it improves inmate outlook and behavior. Demonstrate engagement with the readings; 2- Reflection Paper 4 due. Topic: Reflection on the second 4 items (5-8) in the ACCA Code of Ethics

Friday – Visitor panel of formerly incarcerated. Fishbowl classroom practicum for critical intervention of care. Observe a religious service. 2- Reflection Paper 5 due.
Topic: Final Reflection on the Board of Chaplaincy Certification Inc. common qualifications and competencies for professional chaplains

Course Requirements and Assessment of Learning:

**Class Participation**  
25% of Grade  
Attendance and participation in every class session is expected of all students. The participation grade is based on your demonstration of active familiarity with the readings and completion of all writing assignments as well as active participation in our discussions and presentations.

**5 2-Page Reflection Papers**  
25 % of Grade

- Monday: Initial Reflection on the Board of Chaplaincy Certification Inc. common qualifications and competencies for professional chaplains
- Tuesday: Reflection on the ACCA’s definition of correctional chaplains and duties of correctional chaplains
- Wednesday: Reflection on the first 4 items (1-4) in the ACCA Code of Ethics
- Thursday: Reflection on the second 4 items (5-8) in the ACCA Code of Ethics
- Friday: Final Reflection on the Board of Chaplaincy Certification Inc. common qualifications and competencies for professional chaplains.

**Final Paper**  
50% of Grade

- A research-based position paper of 15 pages, plus bibliography

Requirements: Argue a thesis using authoritative sources, including at least three of the course readings for support. For experienced correctional chaplains, your thesis will reflect your position on a problem you have worked to solve in your ministry. For those who have not served in a correctional setting, present your position on an intriguing issue in correctional chaplaincy that you’ve discovered during the course.

Your paper format and documentation: The Chicago Manual of Style (Turabian, 8th ed.) 12 point font, Arial or New Times Roman.

Note well: Your thesis statement and working bibliography must be submitted to me for approval by February 1. Your paper is due on February 28.

Covenant of Class:

Course Extensions
All assignments should be submitted on the due date. Successful completion of this course is dependent on all assignments being completed on time. Late writing assignments are strongly discouraged and course extensions are not permitted.
except in extenuating circumstances. Requests and explanations must be submitted in writing. I reserve the right to grant or deny extensions.

**Plagiarism Warning**
Plagiarism is the failure to give proper credit for the words or ideas of another person, whether published or unpublished, and is strictly prohibited. Credit will not be given for written work in this course containing plagiarism, and plagiarism may result in a failing grade for the entire course. Please consult the plagiarism policy on pp. 75 of the 2018-2019 Hartford Seminary Catalogue and/or contact the instructor with questions in this regard.