

**Associated Canadian Theological Schools
of Trinity Western University**

**CHP 630 OL Biblical & Theological Foundations of Chaplaincy
Cross listed as THS 630 OL Theology of Pastoral Care**

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3 credit hours

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Course Duration: Sep 3 – Dec 21, 2019

Instructional Content: Sep 7 — Oct 26, 2019

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Course Description

This foundational course recognizes that the practice of contemporary chaplaincy has been enriched by lessons from the human & behavioural sciences, while ensuring that the pastoral practice of chaplaincy is rooted in the foundational disciplines of biblical and theological studies. Students will be challenged to consider how pastoral practice is responsibly informed by biblical, theological and traditional perspectives. Concepts of hope, community and compassion will be examined. The ministry of the professional chaplain occurs in pluralistic society a course emphasis will be on how to carry an evangelical imperative in a public ministry context.

The course will be delivered entirely online, using video lectures delivered by Dr. Gloria Woodland and an online forum for discussion. Additional readings, research, and writing assignments will be required of each student. While the lectures provide a broad overview, the readings, forum discussion and assignments will allow students to focus on personal perspectives of pastoral practice.

Objectives

This course will help students:

- 1) Know the biblical, theological and traditional perspectives that are foundational to spiritual care
- 2) Express their biblical and theological understanding of the 'Missio Dei' and the call to participate through the ministry of spiritual care
- 3) Appreciate and understand the possible paradigms of pastoral participation in the lives of others and the contours of pastoral care
- 4) Demonstrate comprehension with the themes of hope, community and compassion and the theological concepts that make them foundational to ministry.
- 5) Have formed a theology of ministry that will be foundational for their ministry in contemporary society.

Course Textbooks

Hopkins, Denise Dombkowski & Michael S. Koppel, *Grounded in the Living Word: The Old Testament and Pastoral Care Practices* (2010) Grand Rapids, Michigan; Williams B Eerdmans Publishing Company , 276pp

Stevens, Paul R., *Playing Heaven: Rediscovering Our Purpose As Participants in the Mission of God* (2006) Vancouver, BC: Regent College Publishing, 219pp

Dykstra, Robert C., *Images of Pastoral Care: Classic Readings* (2005) Atlanta, GA: Challice Press, 248pp

Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. The full instructional script along with links to the videos and audio podcasts will be posted in the Moodle online classroom.

For general questions on AWC courses or for help with technical issues with respect to this course, including audio or video content and the Moodle platform, please contact T Anderson, ACTS World Campus Program Coordinator (tanderson@mbseminary.ca) for assistance.

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Course Assignments

The assignments for this course do not include knowledge-based exams. Rather, the discussion forum and assignments have been purposefully designed to encourage students to reflect and make personal applications for life and ministry.

Assignments are due at the end of a given week, by midnight (your time) on the Saturday. It will be important to stick to deadlines, as there will be new work each week. A 5% penalty will be applied to an assignment for each weekday that it is late, unless exceptional circumstances occur (with a doctor's note, etc.). One extension, of one full week, will be granted or one assignment per student, when the request is at least one week in advance.

Please **submit your assignments** in the online Moodle classroom accessible through MyCourses. Each assignment will have a specific folder in which your files may be submitted. Please include a title page, with 12-point font, double-spaced. Please also format your file name as follows: *Last Name, First Name – CHP630 OL – Assignment Name.docx*.

Assignments will be typically marked in a timely manner and posted in your grade book in the Moodle classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book).

Here is an overview of all the assignments followed by a detailed description of them:

Week	Due Date	Assignments	% Final Grade	Cumulative %
	Sept 3	Pre-reading ----- Post an introduction and greeting to the others in the course through the Virtual Collegium in the Moodle Classroom.		
1	Sept 3-7	Online Forum Week #1	3%	3%
	Sat. Sept 7	Assignment #1: Pre-Reading Response	20%	23%
2	Sept 9-14	Online Forum Week #2	3%	26%
3	Sept 16-21	Online Forum Week #3	5%	31%
4	Sept 23-28	Online Forum Week #4	3%	34%
5	Sept 30-Oct 5	Online Forum Week #5	10%	44%

6	Oct 7-12	Online Forum Week #6	3%	47%
	Tuesday, October 8, 2019	Assignment #3, Lartey, Chapter 3 Reflections	10%	57%
7	Oct 14-19	Online Forum Week #7	3%	60%
8	Oct 21-26	Online Forum Week #8	5%	65%
	Saturday, Oct. 26, 2019	Assignment #4 Final Paper Personal Theology of Spiritual Care	35%	100%

Course Pre-Reading Requirement & Assignment #1

Due to the condensed nature of this course, please ensure you have read the required texts before the course begins on Sep 3, 2019. Your response as outlined below is to be submitted by **Saturday, September 07, 2019.**

Assignment #1: Pre-Reading & Response - 20% of the final grade

After reading each of the texts compose one review encompassing all texts (minimum 8 pages) that presents:

- Each Author's purpose in writing the text
- What each book told you about the ministry of chaplaincy/spiritual/pastoral care
- How your own theology of spiritual care had been enlarged or challenged by the texts
- Questions raised by your readings of the texts
- Points you will incorporate into your pastoral ministry

Be sure to submit your reading response by September 7, 2019.

Assignment # 2: Online Forum Participation (35% of the final grade)

Students are expected to contribute to the weekly forum discussions by posting a **conversational** and **substantive** contribution each week. Please note that all weekly discussion will close at midnight on Saturday. It will be important for you to post your response to the question or direction on or before Wednesday to allow your peers time to respond.

Please note that **Saturday is given as the final day for each week's forum discussion**. Please always aim to post your responses earlier in the week to allow everyone time to read and join the conversation before the Saturday when the discussion closes.

Notes about Forum Posts

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- Providing and developing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- Very basic comments such as "I agree" or "I disagree."
- Restating what someone has said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...
- Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class.

Assignment #3: Lartey, Chapter 3 Reflections (Due: Tuesday, October 8, 2019, 10% of final grade)

The material for reading is found on the course Moodle site. "Chapter 3" is taken from the text *Pastoral Theology in an Intercultural World* by Emmanuel Y. Lartey.

After reading the material provided please submit a short summary for each of Lartey's five methods. Be sure to clearly state your understanding of the method. Then follow your summations with an explanation on how you might use two of the five methods in your pastoral ministry and why.

Five page maximum submission. (10% of final grade)

Assignment #4: Final Paper: Personal Theology of Chaplaincy/Spiritual Care (Due: Saturday, October 26, 2019, 35% of final grade)

Write a paper that is a minimum of 15 pages in length (maximum 18 pages) that shows your exploration and construction of your personal theology for ministry as a chaplain or spiritual care provider.

Be sure to include a clear biblical and theological frame for your ministry.

Demonstrate with supportive references the theoretical concepts that have been developed for ministry effectiveness.

If you have an image that portrays and supports your ministry theology be sure to include it. You are welcome to present your theology in a metaphorical construct.

Include your answer to the question "How do I understand and participate in God's mission?"

The paper should be written in Turabian using a 12 point font and double spacing. The paper can be submitted electronically. Marks will be deducted for late submission at 5% (five percent) per day.

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.

C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

Assignment Grade Appeals

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

Important Academic Notes from ACTS

Web Support – Student Portal

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Paper Formatting

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial) http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.