



PAST 317/MINS 409

Studies in Chaplaincy

Distance Course Outline 2020

SEMESTER 1 2020

Lecturer:

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Chaplains have a unique opportunity to provide spiritual care for people beyond the walls of the church. This paper will provide an overview of the role of the chaplain, exploring what chaplains do, and why, and working to discover and articulate a theology (or philosophy) of chaplaincy. The “ministry of presence” and the essential skill of listening will be explored both theologically and practically. The paper also considers self-care skills and practices necessary for ongoing chaplaincy ministry.

If you are already a chaplain, your skills, understandings and practice will be enhanced. If you are considering, or preparing for, such a role, you will be equipped as you gain a better understanding of what chaplaincy is and why it is important, as well as developing skills and competencies necessary for chaplaincy. All participants will benefit, as the paper equips you to become better listeners in all the settings of your lives; as well as to cultivate essential skills for physical, emotional and spiritual self-care.

Topics will include:

- Theology of chaplaincy and models for chaplaincy
- The theology of a “ministry of presence”
- The role of listening in chaplaincy
- Providing spiritual care to people with no religious affiliation and to people who embrace a different religion than the caregiver
- The similarities between chaplaincy in various settings
- The unique challenges and opportunities of chaplaincy in those settings
- Building physical, emotional and spiritual resilience for chaplains.

LECTURER'S INTRODUCTION

Welcome! I am looking forward to our time together as we explore the ministry of chaplaincy across a broad range of settings. In the past, chaplains generally provided pastoral and spiritual care to church-goers who were unable to attend their usual congregation (perhaps due to work, study or incarceration). Contemporary chaplaincy, however, extends pastoral care to people who would otherwise have no connection with the Church, including people of other faiths or of no faith. Whatever their faith background, how do we listen well to each person's unique story and provide the required spiritual care in appropriate and life-enhancing ways?

This paper is taught using a variety of learning methods. We'll have six videoconferences, a teaching day in Wellington, and assessment tasks that help you to learn, and to integrate your learnings. Some of the videoconferences will include interviews with chaplains: and the final one will involve class presentations from MINS 409 students who opt to produce an oral book review.

While the videoconferences for this paper will include a small amount of teaching, they are interactive in nature. This means that they enable immediate response from the teacher and feedback from other students and are an excellent forum for discussing the issues raised in the modules, and for clarifying any problems you may encounter as you work through the material. For them to be successful, it is essential that everyone participates fully, which means it is important that you complete the readings for each Module before the videoconference, including making notes in response to the questions and comments in the Study Guide. The lower amount of contact time means you have plenty of time for reading! The insights that each of us share will greatly enhance our learning, so please come prepared to contribute and to listen.

(If you have difficulty in accessing any of the readings please contact theology@otago.ac.nz as soon as possible).

LEARNING OUTCOMES

The Study Guide has been prepared for students at both 300- and 400-level; the content is the same, but the learning outcomes and assessment differs.

For 300-level students

On completion of this course, you should be able to:

- Describe the similarities and differences in the role of chaplain in diverse settings
- Describe the skills necessary for a chaplain, with particular emphasis on listening skills
- Articulate theological foundations for chaplaincy ministry, as well as your own theology or philosophy of chaplaincy
- Analyse the implications of a pluralistic culture for chaplains
- Express a plan for self-care and resilience in chaplaincy ministry

For 400-level students

On completion of this course, you should be able to:

- Critically analyse the similarities and differences in the role of chaplain in diverse settings
- Describe the skills necessary for a chaplain and assess the challenges in gaining those skills, with particular emphasis on listening skills
- Articulate theological foundations for chaplaincy ministry, as well as your own theology or philosophy of chaplaincy
- Analyse the implications of a pluralistic culture for chaplains
- Draw on your knowledge of other disciplines and the implications for chaplains
- Critically analyse the common sources of burnout for chaplains and articulate a plan for self-care and resilience in chaplaincy ministry

COURSE STRUCTURE

Module 1 – Course Introductions (Videoconference 1)

Module 2 – Theologies of Chaplaincy (Teaching Day)

Module 3 – Models of Chaplaincy (Teaching Day)

Module 4 – Listening? Why? (Videoconference 2)

Module 5 – Listening? How? (Videoconference 3)

Module 6 – Hearing from Chaplains (Videoconference 4)

Module 7 – Self-Care in Chaplaincy (Videoconference 5)

Module 8 – Reviews and Endings (Videoconference 6)

TEACHING

- Six two-hour videoconference sessions using Zoom
- The teaching day held in Wellington

ASSESSMENT

Assessment for this paper comprises compulsory written work, worth a total of 100% of the final mark. There is **no final examination** for this paper. The assessment differs slightly between PAST 317 and MINS 409 students.

For PAST 317 students:

- Two 2000-word essays worth 25% each
- One 3000-word Reflective Journal worth 35%
- Online discussion worth 15%

For MINS 409 students:

- Two 2000-word essays worth 25% each
- One 3000-word Reflective Journal worth 30%
- Online discussion worth 10%
- One 1000-word (or 10 minute) book review worth 10%

RESOURCES

- Blackboard, the University's online learning tool;
- This Course Outline and the Study Guide
- eReserve, a resource for electronic readings, which you can access via Blackboard;
- The Programme's "Style Guide" which recommends students use the 16th edition of the Chicago Style Guide when writing essays. It is available online at <http://www.otago.ac.nz/theology/study/studentresources/>
- The handbook *Distance Learning Information and Support 2018*, providing advice on administrative matters not covered in this Course Outline and on the Distance Library Service. (You may download the PDF from the 'Essential Information' web page).

THIS IS IMPORTANT!

Please Note: You **must have access to Blackboard and your University email address** in order to complete this paper. You will receive access once your enrolment is complete. Communications from your lecturer regarding teaching matters will be provided only through Blackboard and your University email address, as outlined in the University's Student Communications Policy, so you must check these emails regularly. eVision will also send important messages through your University email. If you have any concerns about your access to Blackboard or to other course resources, please contact the lecturer or administrative staff immediately so that these can be resolved.

You will find there is a lot of helpful information and resources on the Theology Programme website. In particular, we require you to read the section called "Essential Student Information." You will find it here:

<http://www.otago.ac.nz/theology/study/studentresources/>

This page provides a number of useful resources such as the Style Guide and the Plagiarism Declaration Form you must attach to your assignments. It supplies detailed information on assessment and student support. In particular, it contains guidance on the topics of plagiarism and deadlines, both of which can incur penalties if not heeded. This also is where you will find instructions for making online discussion posts and submitting assignments electronically. So it is very important you make yourself familiar with this material. Our assumption is that you have read it.

We will make reference to information on the website in the following pages, so do take the time to follow the links and absorb the material. It will save you from making costly mistakes and help to make the practical experience of distance study a straightforward one.

VIDEOCONFERENCES

Distance study requires students to accept a high level of responsibility for their own study. Success is most easily achieved by students who are self-motivated, who engage readily in self-directed study, and who prepare well for the videoconferences. The videoconferences will not cover all the material in each module. Instead, they will focus on some of the key themes and provide opportunity for interaction between students and the course teacher. Much of the learning will take place as you work through the Study Guide modules and readings on your own.

Accessing the Videoconferences

Please see the 'Zoom Information' link on Blackboard and the 'Essential Information' web page for instructions on how to access Zoom and join in the videoconference sessions. The URL you need to join the sessions is posted under 'Zoom Information.'

Schedule of Videoconferences

Videoconference sessions will be held on **Tuesday evenings** as below:

SESSION	DATE	TIME
1	25 Feb: Module 1	6:10 pm – 8:00 pm
2	24 March: Module 4	6:10 pm – 8:00 pm
3	7 April: Module 5	6:10 pm – 8:00 pm
4	28 April: Module 6	6:10 pm – 8:00 pm
5	12 May: Module 7	6:10 pm – 8:00 pm
6	26 May: Module 8	6:10 pm – 8:00 pm

Attendance at the Videoconferences

Attending videoconferences is a requirement of taking this course. If you are obliged by circumstances beyond your control to miss one, you may find a recording of the proceedings of the Videoconference on Blackboard under the Zoom Videoconferences Link.

TEACHING DAY

In addition to the Zoom videoconferences, this course involves ONE teaching day to be held in WELLINGTON. Although it is not compulsory to do so, students are strongly encouraged to attend. (Students who are unable to attend will be able to access a summary of the key issues covered in the teaching day.)

Students should prepare for the teaching day by doing the pre-reading outlined in the Study Guide.

Wellington

Date: Tuesday, 10 March 2020

Time: 9.30am – 3.45pm

Venue: A central city venue

Morning and afternoon tea provided, students must provide own lunch.

Students are responsible for arranging their own travel and accommodation. Please confirm your attendance by emailing theology@otago.ac.nz as soon as possible.

ASSIGNMENT QUESTIONS

Assignment 1: PAST317 and MINS409

Length: 2000 words

Value: 25 % of final mark

Due date: Friday 27 March 2020

Write an essay that explores the theology/philosophy/kaupapa of chaplaincy.

Your essay should do the following:

1. Begin with an introduction that defines the question and outlines what your essay will address. (100-200 words)
2. Name and briefly describe two or three models/theologies/philosophies of chaplaincy. Note a strength and potential weakness of each. (250-400 words)
3. Select one of these models/theologies/philosophies and draw on it to describe your “theology, philosophy or kaupapa of chaplaincy.” (800-1000 words)
4. Respond to one or more of the following questions. (350-500 words)
 - How might holding to such an understanding help sustain you/a chaplain in challenging times?
 - How might it help you/a chaplain be a better listener?
 - How might it resource you/a chaplain as you/they seek to minister in our contemporary pluralistic context?
5. Conclude by reiterating what the essay discussed. (100-200 words)
6. Use correct formatting and referencing, as per the Style Guide.

(Note that the suggested section word counts are indicative only. Your essay should total approximately 2000 words.)

The marking of this essay will take into account:

- How well you have addressed each of the areas outlined above.
- Evidence that you have engaged with the course readings, teaching day and videoconferences and that they appropriately inform your essay.
- Evidence that you have found, evaluated and drawn on appropriate additional sources.
- Your ability to present a clear and cohesive argument for your chosen model/theology/philosophy.
- The usual Theology Programme *Essay Assessment Sheet*.

Assignment 2: PAST317 and MINS409

Length: 2000 words

Value: 25 % of final mark

Due date: Friday, 1 May 2020

Write an essay that explores the significance and practice of listening in chaplaincy ministry (or another agreed ministry context).

Your essay should do the following:

1. Begin with an introduction that defines the question and outlines what your essay will address.
2. Answer the following questions:
 - Why do we listen?
 - How do we listen? (Describe some key listening skills)
 - What challenges and barriers to good listening exist?
 - In what ways can those challenges and barriers be overcome?
3. Draw on personal listening encounters (and reflections) to provide (de-identified) examples.
4. Discuss the role of listening in the chaplaincy theology/philosophy/kaupapa you described in Assignment 1.
5. Conclude by reiterating what the essay discussed.
6. Use correct formatting and referencing, as per the Style Guide.

The marking of this essay will take into account:

- How well you have addressed each of the areas outlined above.
- Evidence that you have engaged with the course readings, teaching day and videoconferences and that they appropriately inform your essay.
- Evidence that you have found, evaluated and drawn on appropriate additional sources.
- Your ability to present a clear and cohesive essay on the significance and practice of listening.

- The usual Theology Programme *Essay Assessment Sheet*.

Assignment 3: PAST317 and MINS409

Length:	Builds to 3000 words
Value:	35% of final mark for PAST317 students 30% of final mark for MINS409 students
Due date:	Progressive; final document due Friday, 29 May 2020 (no late penalty will be applied until Friday 5 June 2020)

Reflective Journal

This online journal will contain your reflection on six tasks relating to self-care and listening skills. At the appropriate times, you will receive instructions on exactly what these tasks involve. They will require you to undertake and reflect on two self-care exercises and a self-care reflection; and two listening encounters and a listening reflection. The self-care exercises and reflections conclude with you developing a plan for self-care and resilience in chaplaincy ministry. The listening exercises and reflections help you as you develop listening skills essential in chaplaincy ministry.

While the final document is due on the date indicated above, I will suggest ideal dates for each task when I introduce them. These dates are designed to keep the workload manageable and to enhance the learning journey that the paper takes you on. It is not essential – but is highly recommended – that you follow this schedule.

The marking of this Reflective Journal will take into account:

- How well you have followed the instructions and engaged in each of the exercises.
- Your demonstrated ability to reflect on each experience and learn from it.
- Appropriate engagement with course readings and discussions (when required).

Assignment 4: PAST317 and MINS409

Length:	Builds to approximately 1500 words
Value:	15% of final mark for PAST317 students 10% of final mark for MINS409 students
Due date:	Progressive; final document due Friday, 29 May 2020 (no late penalty will be applied until Friday 5 June 2020)

Online discussions

On three occasions (in weeks 1, 10 and 13), I will post questions on the Blackboard Discussion Board for you to answer. These relate to introducing yourself; reflecting on the interviews with chaplains that we hear in videoconference 4; and making some final comments about your learnings from the paper.

As well as writing your own contribution, I expect you to **respond to others' posts at least four times**. These responses (of 100-200 words each) should build on what the other student has said, and offer additional reflection or resources into the discussion. These responses will also be considered in your final grade for this Assignment.

The marking of the Blackboard posts will take into account:

1. The depth of your interaction with the interviews.
2. Evidence you have been listening in the teaching day and the videoconferences.
3. Evidence you have engaged with the readings.
4. Evidence you are engaging with other students' posts.
5. Evidence you can be brief and concise.

Assignment 5: MINS409 only

Length: 1000 words or 10 minutes

Value: 10% of final mark

Due date Tuesday 26 May, 2020

This assignment is a book review. You may choose a book on the topic of chaplaincy, listening, or pastoral care. You may choose a book that we read one chapter of, and if you do that, you should focus your review on the remaining chapters. Or you can choose any other book that relates to our topic. Ahead of time, please send Lynne the title and author of the book so she can approve your choice. You must either present your book report in the final videoconference or submit a written copy. If you submit a written copy, your review will be made available for the other students to read. In your review, whether oral or written, use the first third to half to summarise the book and the remainder to critically analyse it for ideas and strategies that you think would be helpful to chaplains.

REFERENCING SYSTEM

For writing essays, the Theology Programme requires that you use the 16th edition of the Chicago Style Guide, which is the norm for many academic journals in the Humanities and is often recommended for theses in the humanities. The Programme has prepared a Style Guide, which outlines the Chicago Style and offers other advice on essay presentation. You may find it via the Theology Programme's "Student Resources and Information" page:

<http://www.otago.ac.nz/theology/study/studentresources/>

SUBMITTING WRITTEN WORK

All assignments shall be submitted **electronically** via the "Assignment" feature on Blackboard by **midnight** on the due dates notified. Please do not submit paper copies.

For full instructions about how to submit assignments electronically via Blackboard as well as other important information on plagiarism, grading, and deadlines, please see the “Essential Information” web page.

All Assignments submitted in the Theology Programme must be prefaced with a student Plagiarism Declaration Form. They will not be deemed to have been submitted unless and until the Plagiarism Declaration Form has been submitted. It can be downloaded from <http://www.otago.ac.nz/theology/study/studentresources/>

It is also on the Blackboard site for this course.

ACADEMIC INTEGRITY

All Assignments submitted in the Theology Programme must be prefaced with a student Plagiarism Declaration Form.

It can be downloaded from <http://www.otago.ac.nz/theology/study/studentresources/>
It is also on the Blackboard site for this course.

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University’s Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else’s misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University’s Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University’s Academic Integrity website at www.otago.ac.nz/study/academicintegrity or ask at the Student Learning Centre or Library. If you have any questions, ask your lecturer.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

STUDENT SUPPORT

The “**Essential Information**” web page provides helpful information on how to access the University Library’s resources, as well as a guide to the support services available to students at the University of Otago, including the Student Learning Centre and Disability Support.

For all **administrative** enquiries, please contact the Theology Administrator:
Email: theology@otago.ac.nz Phone: 03 479 8639

We recommend that you contact the Programme as soon as possible if you have any problems participating in the course or accessing resources. Please remember to check your University email account regularly for updates and announcements.

THEOLOGY PROGRAMME

University of Otago, PO Box 56, Dunedin 9054, New Zealand
www.otago.ac.nz/theology