



MINS 411

Chaplaincy in Diverse Contexts: From Trinity and Trauma, to Resilience and Resurrection

Course Outline, 2019

SEMESTER 1 2019

Lecturer:

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Office hours: 1-2pm, Friday.

This paper weaves together four threads in relation to chaplaincy ministry in diverse contexts.

First: the contexts themselves. We consider various chaplaincy settings: including school and tertiary; healthcare; community; workplace; military; prison and disaster. (Contexts)

Secondly, we draw on a Trinitarian theology of chaplaincy, which provides a theological frame that can hold our understandings, and the activities, of chaplaincy. (Trinity)

Thirdly, one framework for pastoral formation is offered, with reference to five dimensions: pastoral identity, responsibility, authority,

collegiality, and accountability. (Pastoral formation)

Finally, we pay specific attention to trauma across each of the contexts and in light of the theological reflection and pastoral formation frameworks offered. Here, we consider both how chaplains can care for those experiencing trauma (or its aftermath) and how chaplains can care for themselves as they seek to help others. (Trauma)

These four areas are woven throughout the course, which is taught via a **teaching day** and **six videoconferences**.

This paper is for you if you are a chaplain, or are training to become one, or if you are interested in chaplaincy ministry, or pastoral ministry more generally. It will help equip and resource you for a range of chaplaincy settings and for a range of ministry circumstances. In addition, the paper will enhance your ability to reflect skilfully on diverse ministry settings and pastoral encounters.

Lecturer's Introduction

The paper was first designed by Rev Dr Storm Swain, who is introduced below. This year, the lecturer is Dr Lynne Taylor.

The Course Framework:

The framework for this course was developed by Rev Dr Storm Swain. Storm trained and was certified as a Hospital Chaplain (NZHCA) and served in general and psychiatric hospital settings. She was certified as a Clinical Pastoral Education Supervisor (NZACPE), and wrote a Master's thesis on Pastoral Formation, which became the theoretical component for the CAIRA Supervision training (which we draw on in this paper). Having left New Zealand to study in New York, she has been involved in Disaster Chaplaincy since the terrorist attacks

of September 11th, 2001. Storm served as the Canon Pastor of the Cathedral Church of St. John the Divine, New York City, from 2002-2007, and graduated from Union Theological Seminary with a PhD in 2009. She oversees Anglican Studies at United Lutheran Seminary, as well as teaching in the areas Pastoral Care and Theology. Her ongoing research is on disaster recovery and resilience, and she has travelled both nationally and globally to explore the complexities of this in context.

Lecturer, Lynne Taylor writes:

Tena koe! I am looking forward to exploring this important topic together with you. Chaplaincy is an essential ministry, occurring within a diversity of contexts. In these contexts, chaplains work alongside people experiencing a broad range of life situations: including the most challenging. In this paper we will explore some of those contexts and situations, particularly focusing on trauma.

This paper is taught using a variety of learning methods. We'll have six videoconferences together, a teaching day (offered in different locations), and four assessment tasks that help you to learn, and to integrate your learnings. Some of the videoconferences will include interviews with chaplains: and the final two will involve class presentations.

While the videoconferences for this paper will include a small amount of teaching from the lecturer, 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 full, which means it is important that you complete the readings for each Module before the videoconference, making notes in response to the questions and comments in the Course Book. 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 at as soon as possible).

You may contact me by email or phone during the course to discuss any questions you may have. Although I'm only employed part-time by the University (generally working on Tuesdays and Fridays) I will try to get back to you within 24-48 hours.

Lynne

Phone: 03 479 5358; Email: lynne.taylor@otago.ac.nz. Office hours 1-2pm Fridays.

Required Readings

There are two compulsory text books for this paper:

- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Louisville and Kentucky: Westminster John Knox, 2014
- Swain, Storm. *Trauma and Transformation at Ground Zero: A Pastoral Theology*. Minneapolis: Fortress Press, 2011.

Additional readings are printed in the Course Book and/or available via e-reserve. Other material will be posted (or linked to) on Blackboard, where you will also find a full PDF of the Course Book.

*The reading plan (included in the Course Book) is set so that you will do the required reading in advance of the related assessment being due. This means that there is a heavier reading load at the beginning of the semester, so I recommend that you **start reading as soon as you can in order to keep on top of it**. You don't need to wait for the semester to begin! If you have not yet got the Course Book, you can make a start by reading one of the two compulsory texts.*

Learning Outcomes

Students who successfully complete the paper will be able to:

1. Critically analyse the similarities and differences between chaplaincy tasks and roles in diverse settings
2. Articulate their own personal formation (in chaplaincy, if appropriate,) as regards pastoral identity, responsibility, authority, collegiality and accountability to self and others.
3. Outline a process of pastoral assessment, key pastoral interventions, and plan of care.
4. Describe at least one model of pastoral theology applicable to chaplaincy in diverse contexts.
5. Articulate how a careseeker's beliefs, values, and faith impacts how they experience stress, and face crisis.
6. Describe how a careseeker's family, social, cultural systems and the intersectionality of their identity impacts on how they experience stress, and face crisis.
7. Assess and analyse how loss, violence, and ways of coping impact on how a careseeker experiences stress and faces crisis.
8. Articulate the way traumatic stress might be experienced in diverse chaplaincy settings.
9. Describe and differentiate between the characteristics and symptomatology of grief, traumatic stress, and moral injury, and critically analyse the role of the chaplain in serving people who have experienced these and in helping them develop resilience.
10. Describe conditions for the development of and the symptoms of secondary traumatic stress, vicarious traumatization, compassion fatigue, and burnout, as it impacts those in chaplaincy (and other 'helping' professions), and outline a plan of care to mitigate against the formation of such.
11. Critically analyse the significance of the readings from a different global perspective on chaplaincy in the New Zealand context (including in our bicultural and multicultural society and in relation to recent disasters and tragedies).
12. Articulate a plan and a theology of self-care applicable to the student's own needs and context.

Teaching

- Six two-hour videoconference sessions using Zoom
- A teaching day held in Auckland, Wellington and Dunedin (You need only attend the one nearest to you).

Course Structure

- Module 1: Introductions (Videoconference 1)
 Module 2: Theology; Contexts #1 (Teaching Day)
 Module 3: Pastoral formation #1; Trauma #1; Contexts #2 (Videoconference 2)
 Module 4: Pastoral formation #2; Trauma #2; Contexts #3 (Videoconference 3)
 Module 5: Pastoral formation #3; Resilience; Contexts #4 (Videoconference 4)
 Module 6: Pastoral formation #4; Contexts #5 (Videoconference 5)
 Module 7: Pastoral formation #5; Contexts #6 (Videoconference 6)

Videoconferences

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 Videoconferences.'

Schedule of Videoconferences

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

SESSION	DATE	TIME
1	26 February	6:10 pm – 8:00 pm
2	26 March	6:10 pm – 8:00 pm
3	9 April	6:10 pm – 8:00 pm
4	30 April	6:10 pm – 8:00 pm
5	14 May	6:10 pm – 8:00 pm
6	28 May	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 'Videoconference Recordings' Link.

Teaching Days

In addition to the Zoom videoconferences this course involves a teaching day/evening at one of the following venues. Although it is not compulsory to do so, students are strongly encouraged to attend ONE of the following teaching days. The same content will be repeated in each of the three venues. Students who are unable to attend one of the teaching days will be able to access a summary of the key issues covered in the teaching day.

Students should prepare for the teaching day/evening by doing the reading for the material to be covered in the Teaching Day as indicated below:

Dunedin

Date: Thursday 7 March

Time: 3:30 - 9:00 pm

Venue: University of Otago, room to be confirmed on Blackboard

Wellington

Date: Thursday 14 March

Time: 9.30 am - 3.45 pm

Venue: A central city venue, to be announced on Blackboard

Students to provide own meal.

Auckland

Date: Friday 15 March

Time: 9.30 am - 3.45 pm

Venue: St Johns College, 202-210 St Johns Road, Meadowbank

Morning and afternoon tea provided. **You are invited to join in lunch in the Dining Room, at no cost**, but you must email the Administrator at least a week in advance to confirm, otherwise we advise that you bring your own meal. Vegetarian options offered, but students with special dietary requirements should also bring their own food. Parking is available.

NOTE: please email theology@otago.ac.nz when you have decided on which venue you will attend. The Wellington Day is dependent on numbers, so please let us know **as soon as possible** if you wish to attend this. Students are responsible for arranging their own travel and accommodation for the Teaching Days.

Assessment

There are four assessment tasks.

Assessment summary

- **Case study**
(2200 words plus verbatim)
Due Friday 12 April (Worth 25%)
- **Essay (and presentation) on Chaplaincy in a Selected Context**
(2500 words plus 10 minute presentation)
Essay due Friday 3 May; Presentation Tuesday 14 or 28 May (Worth 35%)
- **Six posts on Pastoral Formation and Self-care**
(Each 400-500 words: maximum 3000 words total)
Produce progressively: Submit final document Friday 7 June (Worth 25%)

- **Three responses to Context Presentations**
(Each 300-400 words: maximum 1200 words total)
Produce progressively: Submit final document Friday 14 June (worth 15%)

Assessment 1: Case Study
2200 words (excluding verbatim)
Due Friday 12 April (Worth 25%)

A Case Study on a pastoral relationship, encounter, or issue in your own ministry or life, following the model in Doehring's *Practice of Pastoral Care*.

Consider a situation in which you were a chaplain, pastoral caregiver, listener, helper for someone who was facing or had faced, stress, crisis, or trauma, in some way. This situation should be one that is memorable for you. You may feel you did well or poorly in the encounter as a caregiver, however, the important issue here is how well you learn from reflecting upon your experience.

To protect confidentiality disguise the identity of the care-receiver by changing both their name and identifying details not pertinent to the case. Keep the document safe physically and technologically.

Follow the guidelines in Doehring's *The Practice of Pastoral Care* to write up the case. While you must engage with the questions at the end of each chapter, your case study needs to go deeper than simply answering the questions: you should also note relevant material from within the chapters and in other texts assigned for the course. Give specific examples. Use at least two footnoted references to lectures and texts used during the course in each section. When using pastoral terminology (for example empathy, dual roles, professional boundaries, triangulation, generational transmission, differentiation, etc) make sure you give a definition, explanation and example to show you know what it means.

Work to not simply *describe* but to *analyse* the case. For example, *not*: "She was grieving the losses that were entailed in coming to Seminary," *but* "Having come to Seminary, she was experiencing a sense of loss over her role as a working professional. She found this loss of identity particularly difficult as it was somewhat intersubjective and she felt disenfranchised in her community as people often indicated she should be celebrating doing what she felt God was calling her to do. She was also experiencing a financial hardship which was producing anxiety." In this example the student would also footnote reference Doehring's theory on the different types of loss, defining role loss and Culbertson's definitions of intersubjective narratives.

Engage in each of Doehring's eight exercises:

- Exercise 1: Writing a Verbatim (p.51-52)
- Exercise 2: Self-Reflection (p.52)
- Exercise 3: Reflecting on Listening Skills (p.71-72)
- Exercise 4: Establishing a Contract of Care (p.83)
- Exercise 5: Theological Reflection (p.114-115)
- Exercise 6: Assessing Loss, Violence, and Coping (p.152-153)
- Exercise 7: Assessing Culture, Community, Family, and Intimate Partnerships (p.168-171)
- Exercise 8: Planning Care (p.186).

Assessment 2: Essay and presentation on a chaplaincy context**2500 words (plus 10 minute videoconference presentation)****Essay due Friday 3 May; Presentation Tuesday 14 or 28 May (Worth 35%)**

An essay on a topic in chaplaincy in a selected context (or, by negotiation, another area of ministry). In this essay, you will introduce a specific chaplaincy context; critically engaging with literature on chaplaincy in that context. Outline how grief, traumatic stress and/or moral injury may be experienced in that setting; critically analysing the chaplain's caring role. Your essay should pay particular attention to the New Zealand (or another negotiated) context, including our bicultural heritage and multicultural reality; and in relation to recent disasters and tragedies.

This essay should draw on course (and wider) reading, as well as personal experience. At least one reading is provided on each of several chaplaincy contexts, but you will need to find and critically evaluate additional readings on your selected setting.

As well as submitting a 2500 word essay, you will also do a 10 minute presentation during one of the final videoconferences. This presentation should briefly introduce your chosen setting and outline selected key findings from your research. You may also introduce a question for class discussion (and lead that discussion). At the end of your essay, note the key points you anticipate making in your presentation, along with any discussion question you propose offering. (Having read your essay, the lecturer may ask you to present on a particular aspect of your research.)

A minimum grade will be assigned on the basis of your essay. As long as you present coherently, your overall grade for this assessment will not go down. It can, however improve on the basis of your presentation.

Assessment 3: Six posts on Pastoral Formation and Self-care**Each 300-500 words: maximum 3000 words total****Produce progressively: Submit final document Friday 7 June (Worth 25%)**

Drawing particularly on the Pastoral Formation material from Modules 3a, 4a, 5a, 6a and 7a; and the material on Resilient Chaplains from module 5c, write **six** Blackboard Discussion posts (one per topic) on your own Pastoral Formation. Explore identity, responsibility, authority, collegiality, and accountability; and your personal self-care. Each post should be 300-500 words. They should be produced progressively (after each module is completed) and then submitted in one document by midnight, Friday 7 June. Marking of these will take into account your engagement with course and other resources.

Assessment 4: Three responses to Context Presentations**(Each 300-400 words: maximum 1200 words total)****Produce progressively: Submit final document Friday 14 June (worth 15%)**

In this final assessment, you are to make **three** Blackboard Discussion Board posts in response to three of the context presentations given in modules 6 and 7 (videoconferences 5 and 6). In each post, affirm a point that the student made; offer feedback; relate theory to pastoral practice; and share relevant pastoral experiences. Keep your responses relevant, focused and to the point. Use 'I' messages, and own your thoughts, feelings, and opinions. Engage with experience and apply theory in a collegial, rather than competitive way: the purpose is to engage with your fellow students to build a fruitful conversation together. They can be produced progressively (after each of the last two modules) and then submitted in one document by midnight, Friday 14 June. Marking of these will take into account your engagement with course and other resources.

Resources

- There are two compulsory textbooks:
 - Doehring, Carrie. *The Practice of Pastoral Care. A Postmodern Approach*. Louisville, KY: Westminster John Knox, 2014.
 - Swain, Storm K. *Trauma and Transformation at Ground Zero: A Pastoral Theology*. Minneapolis: Fortress, 2011.
- A Course Book containing required readings;
- Blackboard, the University's online learning tool;
- This Course Outline, which explains how the course is taught;
- eReserve, a resource for extra readings, which you can access via Blackboard;
- Theology at Otago's "Study and Style Guide". Students must 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*, providing advice on administrative matters not covered in this course book and on the Distance Library Service. (You may download the PDF from the 'Essential Information' web page: <http://www.otago.ac.nz/theology/study/studentresources/>).

THIS IS IMPORTANT!

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. Student Administration (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 our 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 *Study and 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.

Referencing style

For writing essays, we require 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. You can find our *Study and Style Guide*, which outlines the

Chicago Style and offers other advice on essay presentation via the “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.

*(Your posts for Assessments 3 and 4 should **also** be posted (progressively) to the Blackboard Discussion Board.)*

All Assignments 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

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 and distance learning enquiries**, please contact:

Katherine Rae, Administrator, Theology

Email: theology@otago.ac.nz

Phone: 03 479 8639

For out of hours and general queries relating to enrolment, IT support, and other University services, you may contact AskOtago: 0800 80 80 98, email university@otago.ac.nz, or search for an answer to your question here: <https://otago.custhelp.com>

We recommend that you make contact 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 AT OTAGO

University of Otago, PO Box 56, Dunedin 9054, New Zealand