

Andrews University
Seventh-day Adventist Theological Seminary
CHMN775 FOUNDATIONS OF CHAPLAINCY MINISTRY
(5 credits)

TEACHER

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DATES, LOCATION AND SCHEDULE

October 12-20, 2009, Andrews University, Berrien Springs, MI USA
Monday-Thursday: 8:00 AM-Noon, 1:30-5:15 PM
Friday: 8:00 AM-Noon
Week-end: Action-reflection activity as assigned
NOTE: A detailed class schedule will be provided on the first day of the class.

COURSE DESCRIPTION

This course examines theoretical and practical implications of biblical, theological and religious foundations for chaplaincy. Participants will also study the history and development of chaplaincy as a pastoral calling, along with an examination of its role and function in the church, community and professional world. Issues dealing with ethics and professional practice are discussed, and the emphasis on the personal spiritual formation of the chaplain continues.

COURSE TOPICS

1. Biblical/theological foundations for chaplaincy.
2. Motifs for chaplaincy from the Old and New Testaments.
3. Spirituality and religious practice, and their importance in practicing chaplaincy.
4. Spiritual health and spiritual distress, and the role of the belief system in coping with spiritual distress.
5. How Christian and non-Christian faith groups utilize belief and faith in coping with crisis.
5. History and development of crisis ministry and chaplaincy as a pastoral calling.
6. The practice of chaplaincy today and its role in society, the professions and the life and mission of the Seventh-day Adventist church.
7. The future of chaplaincy as a pastoral calling.
9. Spiritual health of the chaplain and mentoring others spiritually.
10. Ethical issues in the practice of chaplaincy.

COURSE REQUIREMENTS

1. Pre-Intensive

A. Reading requirements

Read the books listed below (1,981 pages total) and prepare a 3-5 page (typed, double-spaced) reflection-report on each one, organized by chapters or subsections of the book. The reflection-report should not only summarize what the author wrote, but go beyond that to critically assess the content, reflecting on its value and meaning to you in your ministry. These reports will become part of your Reflective Journaling, and contribute to your Ministry Development Plan and/or your Portfolio. The reflection-reports are to be e-mailed to the teacher, as an attached file, by Monday, October 5, 2009. Discussion on the reflections-reports will be included in the intensive schedule.

BIBLICAL/THEOLOGICAL. (Biblically-based concepts underlying the tasks of pastoral care.)

Biblical Concepts for Christian Counseling, 232 pages

William T. Kirwan, Baker Books (Academic), September 1984

Ministry in the Image of God, 189 pages

Stephen Seamands, InterVarsity Press, January 2006

The Ministry of Healing (pp. 17-107, 139-160, 241-259, 483-496), 142 pages

Ellen G. White, Pacific Press Publishing Association, Nampa, ID

HISTORICAL. (History of pastoral care and complementary material.)

Pastoral Care in Historical Perspective, 344 pages

William A. Clebsch & Charles R. Jaekel, J. Aaronson (New York), 1975

A History of Pastoral Care in America, 416 pages

E. Brooks Holifield, Wipf & Stock Publishers, 2005

Pastoral Theology: Essentials of Ministry, 358 pages

Thomas C. Oden, HarperCollins, 1983

The Work of the Chaplain, 128 pages

Janet R. McCormack & Naomi K. Paget, Judson Press, 2006

ETHICS. (Ethical principles underlying chaplaincy and all forms of ministry.)

Ethics and Spiritual Care: A Guide for Pastors, Chaplains and Spiritual Directors, 172 pages

Karen Lebacqz and Joseph D. Driskill, Abingdon Press, 2000

B. Theology/religious practices interview

As a chaplain, having a grasp of theology for ministry includes more than understanding your own theology and the classic Christian biblical theologies; it also includes having a window into the theologies and religious practices that those to whom you minister bring to their point of need. This will be examined in class, but facilitate discussion please complete this advance assignment. Spend time conversing with someone whose theological and religious background is very different from your own. Focus on discovering the following information about this person's beliefs, spirituality and religious practice:

- What is the "ultimate reality" behind this person's faith experience?
- Does this include a deity of some kind? What is this deity like?
- What is involved in a personal connection with this deity?
- What kinds of belief structures support or express this ultimate reality?

-Does this faith experience include a community of some kind? If so, what does it look and how does it function?

-What are the rules that are used in relating to other people?

-What kind of rituals or ceremonies are used in this faith experience?

Don't ask this litany of questions as a structured process, but artfully discern these pieces of information during your conversation(s). Then write a 3-5 page (typed, double-spaced) reflection paper on this experience. Your paper should not only include a summary of what you heard/saw/discerned in conversation with this person, but go beyond that. At this point, do not assess or evaluate the other person's faith experience as such, but rather focus on what understanding this means for your ministry with this person. E-mail this reflection-report, as an attached file, to the instructor by Monday, October 5, 2009. Your learning will contribute to class discussion. This report will also contribute to your journaling, Ministry Development Plan and/or Portfolio.

2. Intensive

A. Class attendance and participation. Punctual attendance is required for all classes; active participation in class activities and discussions is expected, including informally sharing in class the results of an individual action-reflection exercise to be assigned for the week-end. As per seminary policy, students who miss more than 10% of total class time may have their course grade reduced.

B. Book presentation and discussion. Each student will 1) Select one book from the pre-intensive reading assignment list; 2) Present the reflection-report written for that book (see pre-intensive assignments above) in class and lead a discussion of the key issues involved. Each student will have one full class period for this assignment. The selection of books need to be coordinated with the instructor.

C. Compilation and organization of course materials in notebook form. This includes your own carefully taken notes, handouts, electronic media, etc.

NOTE: Though no formal presentation of the pre-intensive "theology/religious practices interview" report is required, students should still be prepared to discuss this exercise in class.

3. Post-intensive

A. Personal Integration Paper on *Search for the Sacred and the Practice of Ministry*. Using learning about biblical/theological/religious foundations discussed in class, each student will write a 30-40 page (typed, double-spaced) Personal Integration Paper, to be submitted to the teacher as an e-mail attachment by December 20, 2009. The paper will deal with the student's *personal search for the sacred and practice of ministry as a chaplain*. The paper may reflect upon and evaluate - but is not limited to - issues and questions such as the following:

1) Your personal theological vision of ultimate reality. Origins and sources of that vision that give it authenticity for you.

2) Meaningful beliefs and religious practices/experiences that have given expression to your inner spiritual experience. How they provide strength, comfort and hope in time of need.

3) How your belief system provides explanatory worldviews and meaning during times of distress. What are those worldviews? Can you use those beliefs and worldviews in ways that are therapeutic and meaning-making for others in need? How? If not, why? How can you help others to utilize their existing theological/spiritual/religious resources when in crisis or traumatized? What ethical issues are involved here and how do you resolve them?

4) Biblical motifs and roles that provide inspiration, structure and guidance for you in practicing

ministry.

5) The implications of your experience for the practice of chaplaincy. Why? How? What you can do to further enhance your ability to understand the spiritual and religious needs of others, and respond to them in competent ways as a chaplain.

GRADING

A. Points for class activities and requirements

Reading reports: 8 x 25 – 200 points

Theology/religious practices interview report: 50 points

Class book report/discussion: 50 points

Class participation: 50 points

Class notebook: 50 points

Post-intensive paper: 200 points

TOTAL: 600 points

B. Grading scale

93-95 – A-

90-92 – B+

85-89 – B

82-84 – B-

79-81 – C+

75-78 – C

72-74 – C-

DUE DATES FOR WRITTEN MATERIALS

Pre-intensive: Reading reflection-reports, October 5, 2009 (e-mail to teacher)

Theology/religious practices interview report, October 5, 2009 (e-mail to teacher)

Post-intensive: Personal Integration Paper, December 20, 2009 (e-mail to teacher). Must comply with standards for written work as set forth by the university.

COURSE TIME CALCULATIONS

Based on the seminary standard of 60 hours of study per hour of credit, the approximate time in study for this five (5) unit course should be 300 clock hours. Based on the course activities and requirements listed above, the course time parameters are: 1) Pre-intensive reading, interview and reports, 150 hours; 2)

Direct class sessions/activities during intensive, 50 hours; 3) Post-intensive paper, 100 hours.

DMin Course Syllabus.doc

July 13,2009