

Integrative Chaplaincy RJUS 227 Winter 2025

Santa Clara University Graduate Program in Pastoral Ministries

“Compassion challenges us to cry out with those in misery, to mourn with those who are lonely, to weep with those in tears. Compassion requires us to be weak with the weak, vulnerable with the vulnerable, and powerless with the powerless. Compassion means full immersion in the condition of being human.” *Compassion: A Reflection on the Christian Life*

Instructor Amanda Quantz, Ph.D.

Email aquantz@scu.edu

Phone number will be provided at first class session.

Office hours By phone or Zoom appointment as well as before and after class sessions.

Class sessions

Online Wednesdays 6-9 p.m.

1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/19, 2/26, 3/5, 3/12

Course description

Integrative Chaplaincy (4 units)

Effective chaplains are pliable, intrepid caregivers. An integrative approach to chaplaincy equips ministers with the tools needed to navigate complex pastoral situations such as prisons, hospitals, and shelters. They must understand the differences between a dark night of the soul and a mental health crisis. Integrative chaplaincy focuses on helping individuals, families and communities mine their faith traditions for resources that promote healing and wholeness. In addition to essential spiritual care interventions, students will learn about the practice of self-care, a vital skill for chaplains who work in challenging environments. Students will also practice creative approaches to problem-solving within their unique pastoral setting.

Learning Goals and Objectives

4B. Students will address issues of inequity and injustice in light of the Christian witness.

5B Students will demonstrate a critical appreciation of religious diversity.

Course texts

In lieu of a textbook, we will read an array of contemporary articles on topics named in the course description. The reading list and schedule will be provided on the first day of class.

Grading

Assessment grids for all assignments will be available online. The grade ranges are:

A+ 98-100
A 94-97
A- 90-93
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C-70-72
D+ 67-69
D 64-66
D- 60-63
F Below 60

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

In-class recordings/Zoom Policy 4

The Student Conduct Code (p. 13) prohibits students from "(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties," except in cases of approved disability accommodations. The Student Conduct Code also prohibits the "falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents." Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade. The use of video-conferencing software to record or replace in-person attendance is not allowed, except in exceptional circumstances with the permission of the instructor and Program Director.

If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, please make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

Cell phones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings.

Guidelines for Disability Accommodation

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oae>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Regular Attendance

If you must be absent from class, please inform me in advance and make arrangements to complete the coursework. Provided that you complete the make-up work, one excused absence will not affect your grade. An unexcused absence will affect your grade. Please be on time for each class session and prepared to discuss the material listed in the course schedule. A pattern of tardiness will affect your grade. Comments, questions and written assignments should demonstrate your ability to analyze the material critically and carefully. We will practice attentive, active listening, which is one of the major themes in this course. We will also demonstrate respect for our peers' religious and spiritual experiences.

During or around week 3 students will schedule a meeting for with the professor (about 45 minutes) to check-in about how things are going in class and with their learning goals.

Since students can find the end of a term to be hectic, I will be available for optional 30-minute end-of-term check-ins as needed. Throughout the quarter I am also happy to meet with students as needed.

Assignments:

- 1) Learning Goals (not graded)
- 2) Two journals 20% each (variable dates)
- 3) Verbatim 20% (variable dates)
- 4) Theological Integration Exercise 20% variable dates)
- 5) Final presentation 20% (March 12th)

Schedule:

1/8 Integrative Chaplaincy: Overview, themes, contexts

Read:

-CCCB/SCU Webinar “Spiritual Care: Different, Contexts Different Needs” and Power Point slides

-The Need to Be Seen (in-class)

-Development of a Model of Spiritual Assessment and Intervention (in-class)

1/15 Resilience in Spiritual Care

Read:

-The Feeling Wheel

-To Retreat: A Missing Trait of Resilience

-Holy Havoc: Chaplains as First Responders in Healing Spiritual Abuse

Submit: Draft of Learning Goals

1/22 Bereavement Ministry

Read:

-Recognition and the Fleeting Glimpse of Intimacy: Tracing the Chaplain’s Response to Ungrieved Death

-Questions to a Hospice Chaplain

-Rites of Passage (poem)

1/29 Street Ministry

Read:

- Chicago Street Ministry
- Street Ministry Haight-Ashbury
- Practice Showing Up: A Practice Guide for White People Working for Racial Justice
- The Protest Chaplain's Handbook: A Guide for Spiritual Care at Protests

2/5 Prison Ministry

Read:

- Changing Life Behind Bars
- A Buddhist Chaplain Disrupts Suffering in Rikers Island

2/12 Hospital Chaplaincy Part 1

- Entering the Patient's Chaos
- A Call to Care for the Sick
- Art at the Bedside: A Shocking Event with a Pastoral Challenge

2/19 Hospital Chaplaincy Part 2

Read:

- A Chaplain's Notebook: Poetry as Spiritual Nourishment
- The Hospital is a Paradoxical Place
- Voices from the Margins: Reflections of an Oncology Chaplain

2/26 Lessons Lived

- Interfaith Chaplaincy in a Post-Secular Context
- Muslim and Non-Muslim Chaplaincy
- Spiritual Care of the Nonreligious
- E-Chaplaincy: Asking Some Questions

3/5 Self-Care in Chaplaincy

-Staff Care

-Lessons Lived: Desert Wisdom for Pastoral Caregivers

3/12 Final Presentations