

WESTERN SEMINARY - SACRAMENTO

The Chaplaincy

ICS 501M: 2 credit hours

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Syllabus – Summer 2009

Session A: May 4 – Jun 27

COURSE SCHEDULE

5/28-30 (Thurs-Sat), 8:00am-3:00pm, plus an additional 9 hours of group project time to be established during class.

COURSE DESCRIPTION

This course is designed to equip and train you for the unique mission field of chaplaincy. In this class you will cover a wide range of topics from possible areas of service, to pay and travel expectations. Through the use of role-play, videos and story telling, you will become better equipped to minister in this transitional and diverse culture.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the two seminary degrees for which this course is an elective. Below is an excerpt of the degree outcomes to which this course relates:

Be a person whose Christ-like character is worthy of being emulated, and whose integrity imparts credibility to his/her ministry

- reflects biblical balance and skill in life management, appropriately fulfilling the roles and responsibilities mandated by God (MFM 500; SFS 501, 502; overarching)

Be able to think biblically and critically so that various truth claims can be effectively evaluated

- has embraced a biblical world view (THS 501-3, THS 508; overarching)
- able to apply the basic elements of critical analysis and sound reasoning (MFM 500; overarching)
- sensitive to cultural variations in styles of thinking (overarching)

- reflects an appropriately humble and charitable spirit in applying biblical criteria for truth (overarching)

Be able to communicate God's truth clearly, accurately, and convincingly

- able to communicate one's thoughts effectively in writing (MFM 500; overarching)

Be a true life-long learner, building upon his/her seminary training

- committed to pursuing growth and learning in key areas of need (MFM 500; overarching)
- able to access and manage information (including that available via computer/on-line resources) so that it is readily available when needed (overarching)

COURSE OBJECTIVES

Students will be able to demonstrate:

- a factual knowledge of the expectations for chaplains that are common to all areas of service
- a grasp of the challenges in the chaplaincy that may be unique to the conservative, evangelical Christian
- an awareness of the basic requirements and benefits of the major chaplaincy opportunities available in the United States
- progress in their personal sense of fit with a chaplaincy role

TEXTBOOKS

We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.

Click [here](#) to order texts and other products.

Required

- *Handbook for Chaplains: Comfort My People*, Mary M. Toole; Paperback; ISBN: 0809143860. 96 pp.
- *The Work of the Chaplain (Work of the Church)*, Naomi K. Paget; Paperback; ISBN: 0817014993. 128 pp.
- *Counseling Families across the Stages of Life*, Andrew J. Weaver; Paperback; ISBN: 0687084156. 252 pp.

Extra credit

- *The Wounded Healer*, Henry Nouwen; Paperback; ISBN: 0385148038. 128 pp.

COURSE REQUIREMENTS

1. Reading and Reading Reports

Time allotted: 23 hours outside class (excluding extra-credit reading).

Unless otherwise noted, these books should be read at a familiarity level (45 pp/hr in accredited masters programs), which means that you achieve general acquaintance with the ideas in the text but not specific points or details.

Related to the assigned readings, the student will be turning a 3 page reading report on each assigned section. The reading reports should devote 2 pages to summarizing the major themes and principles in the section, and the final page should offer your critique regarding the helpfulness of the section. Clearly indicate which reading selection is being dealt with, both on the reading report title page and throughout the report – reports that are a struggle to follow in regards to what exactly was read and is being commented upon, will be marked down. Do not require the prof to pull out the syllabus to guess at which reading report you may be turning in.

Note that one of the texts is labeled as “extra credit,” allowing those who are able and interested to turn in extra credit reading reports.

Due dates:

- **Reading reports for Paget and Toole: at the beginning of the first class session, Thurs 5/28, in class or on the prof’s email server.** One reading report should be done on the Toole text, and one reading report should be done on the Paget text.
- **Reading reports for Weaver and Nouwen (extra credit): 5pm, Sat 6/27, in the Sac office or on the prof’s email server.** 2 reading reports should be done on the Weaver text, for pp. 19-134 and for pp. 135-231. One extra [credit](#) reading report can be done on the Nouwen text.

2. Final Paper

There will be a 10 page, final paper. Time allotted: 12 hours outside of class.

The prof is willing to look at portions of your initial work informally throughout the term and indicate whether your work is headed in the right directions, should you work ahead.

The assignment is as follows:

“It can be argued that David of Israel served in a chaplaincy role during his ‘desert militia’ phase and secondarily at other times, perhaps as early as during his confrontation with Goliath. Argue for and/or against the validity of the characterization

of David as chaplain. Discuss and defend his significant successes and significant failures as chaplain (or as spiritual advisor, should you deem the characterization “chaplain” to be not preferred). Lay out lessons to be learned by current chaplains seeking biblical guidance for their role from the experiences of David.”

The paper must cite a minimum of five secondary (i.e. outside of the Bible) sources, two of which must be from a physical library or online research source (see the library information below). **Note the physical location of each book or other resource as an addendum to each bibliographical entry in your final paper.**

Due date: 5pm, Sat 6/27, in the Sac office or on the prof’s email server.

3. Group project

Note: the project is normally pass/fail, but there is a significant extra-credit grade bonus for projects completed before the last class meeting day and able to be presented to the class (see deadline specifics below).

Time allotted: 9 hours of class time to be scheduled by each group for group meetings, and 25 hours of “outside of class time” for individual or group work. There are two options for the group project.

In the first option, the final form of the project is to be a narrated video. Its length should be figured as about 6 minutes x the number of people in the group. The final couple of minutes or so should involve a recounting of lessons learned. The video needs to be self-contained, that is, not dependant upon additional, “in person” audio. The video should focus on “what it is really like” to serve in one specific chaplain role (military, police, hospital, industrial, sports, forestry, etc), with a heavy focus on video and audio footage of current chaplains in the role, preferably with some “live action.” The role does not need to be a paid position (the video should make clear what the pay roughly is, as one of the significant elements of that particular chaplaincy role). The prof cannot guarantee there will be enough class time for the video to be presented in class, but this will not affect negatively the project grade.

In the second option, the final form of the project is to be a well-formatted, easy-to-read 10-page written report promoting a particular chaplain role as delineated in the prior paragraph. It should have more of an advertisement/promotional layout, rather than a “research paper” layout – multi-color, more graphs, less text per page, etc. Nevertheless, it should be heavy on facts and statistics (in an easy-to-read format) that are informative and accurate, versus being a “puff piece.” Questions should be answered in the report such as: How many chaplains currently serve in this role nationwide? What is the average pay (if any)? What are the entry requirements? What is the breakdown of the population in this subfield, by gender, age, region, etc? What are the professional organizations (with contact information) that represent this subfield? What appear to be the upsides and downsides to pursuing this chaplaincy

subfield as a ministry (high or low pay relative to pastors, separation-from-family requirements, physical danger, etc)? Is the need for the subfield expected to increase or decrease nationally over the next decade? What are the international opportunities? Where are 2 or 3 places a chaplain in this field could be contacted and interviewed by a prospect within northern California (or your home region)?

Should the second option be completed in time for presentation in class the last day, each person in the group should prepare a three-minute script for their part in the oral presentation (longer presentations will be cut short). PowerPoint or other multimedia can be used in class to support the oral presentation, but the written report needs to be complete and self-contained for later reading [and reference by future Western students researching chaplaincy opportunities](#). The prof cannot guarantee there will be enough class time for the oral presentation to take place, but this will not affect negatively the project grade.

Standard due date and grading: 5pm, Sat 6/27, in the office. A “pass” grade will not impact individual, final class grades in either direction. A “fail” grade will be weighed as an “F” grade towards individual, final class grades for each group member.

Special due date and grading: final individual class grades will be increased from ½ to a full letter grade, depending on quality, for any group project available for presentation by the beginning of the last class session, 8:00am, Sat 5/30.

Class members should email the prof ASAP after (not before) they have registered for the class, IF they are interested in being part of a group project completed by the “extra credit deadline,” the beginning of the last class meeting. They should indicate their degree of preference regarding the two project format options.

General Information

All work must reflect master's-level use of the English language. Plagiarism will result in failure of the first assignment so discovered. A second instance will result in failure in the course.

Please identify each written assignment clearly with a title page that indicates your mailbox number in the upper right corner, and in the case of the reading reports a clear description of the reading selections involved. If you are turning in a written assignment late, indicate the original due date as well as the current date. Time the professor spends trying to figure out which assignment you have turned in will impact your grade.

If you choose to e-mail written work, do not put the paper itself into the body of the email. Each ASSIGNMENT should be one email ATTACHMENT - do not send title pages as separate attachments, paper bodies as separate attachments, multiple

assignments as a single attachment, etc. Do not send e-mails without a subject – the professor does not appreciate the mystery. Your mailbox number should appear in the upper right corner of page 1 of every attachment, just as with any physical paper turned in.

Papers turned in as hard copies will generally be corrected and returned as hard copies. Papers sent electronically will generally be graded and returned electronically.

STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes rather than paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

- <http://wwwold.ccc.commnet.edu/mla>
- <http://owl.english.purdue.edu/handouts/research/index.html>
- http://www.english.uiuc.edu/cws/wworkshop/writer_resources/citation_styles/mla/mla.htm

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper"]

A good website with footnote/bibliography entries is

<http://www.wisc.edu/writing/Handbook/>

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

Western Seminary's *How to write a research paper* can be found at:

<http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc>

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
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99- 100%	95- 98%	93- 94%	91- 92%	88- 90%	86- 87%	84- 85%	81- 83%	79- 80%	77- 78%	74- 76%	70- 73%
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Activity	Percent of Final Grade	Estimated Time to Complete, Outside of Class
Reading reports	25%	23 hrs.
Final paper	40%	12 hrs.
Group project (pass/fail)	35%	25 hrs. (+ 9 hrs class time)
Class participation	15%	- -
Total	100%	60 hrs. (+ 9 hrs class time)

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor so that the absence can be considered excused, which will allow the student to turn in work a session late with no loss of grade. Students who miss two or more classes will not pass the course without completing additional assignments beyond what is listed in this syllabus. Assignments submitted after the due date and time (unexcused) constitutes a drop in the student's letter grade for that assignment.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6th week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee in Portland.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

LIBRARY AND INTERNET RESEARCH

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu .
- Click the link "Sacramento Campus" in the left navigation pane.
- Click the link "Library Resources" in the left navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

Periodical & Research Databases

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too.

To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".

- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link 'Course Packs'.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholifield@westernseminary.edu

COURSE OUTLINE AND SCHEDULE

Date	Topics (subject to revision)	Assignment (revisions unlikely)
Class session #1 Thurs 5/28/09	Introduction: Syllabus, deadlines The chaplaincy role according to N. Paget et. al. The chaplaincy role according to D. Fredrickson (key issues for evangelical chaplains) The chaplaincy roles implied by M. Toole	Due at 8:00am: <ul style="list-style-type: none"> • Toole reading report • Paget reading report
Class session #2 Fri 5/29/09	Moses as military chaplain Video from Western grad, West Point chaplain? Joshua as military chaplain Stages of Life issues and Family issues for chaplain counseling implied by A. Weaver et. al.	
Class session #3 Sat 5/30/09	David the Psalmist as medical chaplain Group project presentations?	Due at 8:00am: <ul style="list-style-type: none"> • Group project (for extra credit grading)
End of Summer session A Sat 6/27/09		Due at 5pm: <ul style="list-style-type: none"> • Weaver reading reports (2) • Nouwen reading report (extra credit) • Final paper • Group project (for standard, pass/fail grading)