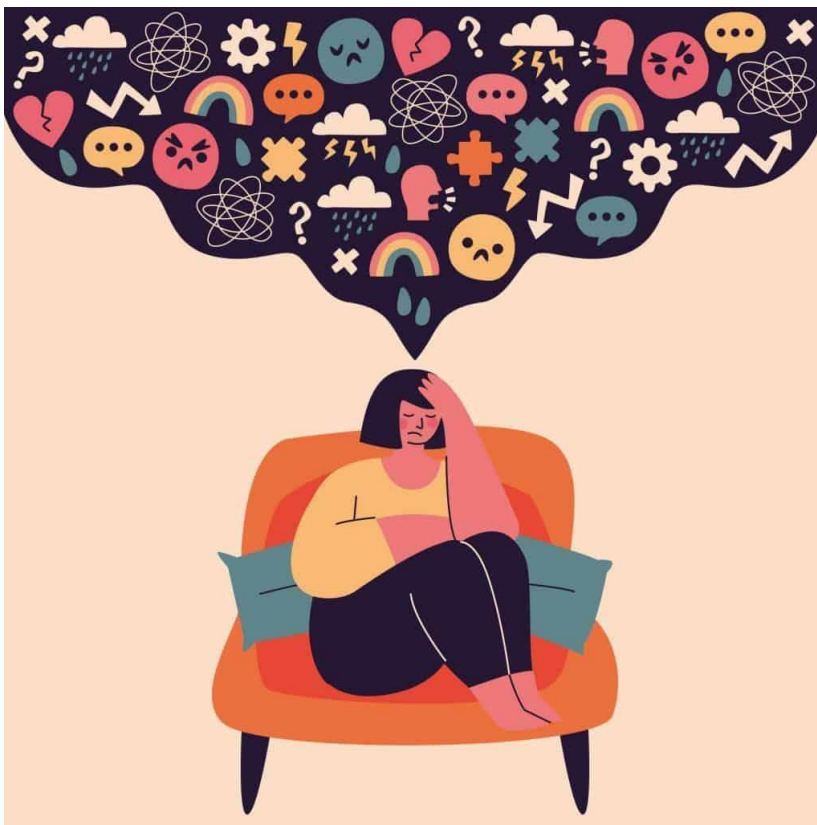CH 510 Sociology and Psychology for Chaplains
The Rev. Dr. Janet Fuller
Tuesdays 5-7 p.m. EST

(Image by Joanna Marszalska)

Instructor:
Janet Fuller, D.Min., Co-Director, MA in Chaplaincy (MAC) jfuller@hartfordinternational.edu Cell: (540) 556 3809

Office Hours:
Dr. Fuller teaches from her office in Virginia. She may be "visited" via Zoom or phone on Mondays 3-4 p.m. and for the hour after class on zoom, or by appointment. If you need a more confidential moment, please make an appointment by emailing me. Times are available by appointment made by email or text. Office hours take place on course zoom link.

Course Format:
The course is taught as a hybrid course, synchronous Tuesdays 5-7 p.m., with an extra hour of instruction delivered asynchronously (recorded lectures, interviews, as well as engagement on the discussion boards and reflections.) The Canvas website will provide the most accurate and up-to-date instructions for all aspects of the course. If you have difficulty accessing or navigating the site, call the Canvas Support Hotline: (877) 249-4494. If you have questions about course content, contact your professor at jfuller@hartfordinternational.edu.

Course Description and Goals:
This course is an introduction to the central tools and concepts of the disciplines of sociology and psychology that provide grounding and insights into the spiritual care work of chaplains across a variety of settings. The course explores the ways psychology and sociology are relevant in public and private life, with particular attention to everyday lived spiritual practices, religious communities, religious identities, and the chaplain's own life and chaplaincy work with many identities.

Aims of the Course:
- Gain a working knowledge of the psychological and sociological disciplines in the provision of spiritual care.
- Acquire a knowledge of the spiritual and emotional dimension of human development and the ways this plays out in the practice of care.
- Grasp and apply conceptual understandings of group dynamics, trauma, family systems, and organizational behavior.
- Explore primary research and research literature that informs the profession of chaplaincy.

Learning Objectives (based on BCCI)
   After the successful completion of the course, students will be able to:
1. *Demonstrate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care, including lived religion, religious identities, and developmental theories. (ITP2)
2. *Articulate a conceptual understanding of group dynamics, family systems, trauma, and organizational behavior. (ITP5)
3. Incorporate concepts of organizational psychology to further their skills in navigating the systems and organizations in which chaplains generally work. (ITP3)
4. Expand ability in verbal and written expression, deep listening, and dialogue.
   *These objectives will be measured by your case study work and in your final paper this semester, kept and archived as artifacts in our assessment of the course and MAC program outcomes.

Required Texts (Students are required to purchase these)

        Keegan, Robert. *The Evolving Self: Problem and Process in Human Development*. Cambridge University Press, 1982. ISBN 978-0674272316

         Edwin H Friedman, A Failure of Nerve: Leadership in the Age of the Quick Fix. Church Publishing, 2017. ISBN: 978-1596272798

        Judith Herman, *Trauma and Recovery: the aftermath of violence—from domestic abuse to political terror*. Basic Books 2022. ISBN 978-1541602953

        Donald Capps and Don Browning, *Life Cycle and Pastoral Care.* Fortress Press, 1983. ISBN 0-8006-1726-6

        Kujawa-Holbrook and Montagno, eds, *Injustice and the Care of Souls: Taking oppression seriously in pastoral care*, 2nd edition. ISBN 978-1-5064-8247-7

Course Requirements

Class Participation, Reading, attendance:

Posting weekly on Canvas for comprehension and reflection. Each post will have a prompt. Your posts must include comprehension and reflection, vulnerability in application and reflection. Bring your whole self—mind and heart—to the posts!

Each week's posting will also include discussion posts on at least two classmate's posts. Your comments <u>must </u>deepen the conversation! Ask questions, probe the comprehension, inquire about applications. Encouragement is welcome, and your comments must include true feedback, challenge, questions, deepening the subject matter and both of your understandings.

Paper/class presentation

The *Injustice and Care of Souls* book will be presented in class by students. Students will choose chapters, in negotiation with others in the class, and present them in class with their application to chaplaincy and the sociological and psychological theories evident in these chapters and concepts. These presentations will take place on March 18.

Case studies (3)

In order to apply your reading to contexts and situations, you will be writing case studies through the semester that are relevant to our course work.   The cases cannot be from books. They must be from your life, experience, chaplaincy or other work, or even from your imagination. They will, optimally, showcase the substance and issues of your reading for the semester, as far as we have come, posing good questions. More instructions will be given as to how to write a case study. I recommend keeping a running list of possible scenarios from your work and life that occur to you as you read and digest the course material.

The class will include opportunities to work with other students to create chaplaincy case studies that showcase the content of our readings and discussions.

1. The first case study will be written in pairs which the professor will assign. Due February 15, posted for commentary by classmates, which is also required. This study should cover the Family systems and leadership. Another pair will be assigned to be primary responder to the case.

2. The second case study will be written individually and should cover issues and theories of human, moral, and faith development, lived religion, prejudice, intersectionality, and conflict. Due March 28, for required questions and discussion/comments. One student will be assigned as primary responder to the case.

3. Case study three due April 20. It should cover issues of grief and mourning, trauma, mental health/illness, meaning, and happiness. Written on your own. I will expect each student to respond appropriately to each case. Plan time for this work.

Interview a Chaplain

You will interview a working chaplain, to learn as much as you can about their work, what they do, their organizational context, their duties. You will learn as much as you can about those they serve and their own methods. Ask them to tell you stories of their work. Record the interview, please, so you can refer back to it. If the chaplain will give you permission, (permission to record form coming soon), we would like to upload interviews to a private youtube site.) Plan on an hour for this interview, and set it up in advance. At the end of the semester, you will write a paper on the interview and what you learned from the chaplain. More instructions to follow once you have completed the interview.

Be thinking early about who you will interview and set it up. The interview should take place in the first 6 weeks of the course so you have time to think about it and work with it for your final paper. If you need help connecting with a Chaplain, let your professor know. Neither Dr Fuller nor Dr Ansari, nor other chaplaincy faculty, nor a classmate can be the subject of this interview.

You are not to ask them about psychological or sociological theories that the chaplain is using in their work, as this will be an exercise in frustration for both of you. As the final paper for the course, you will write a reflection on the interview, perceiving in the chaplain's work the existence of psychological and sociological methods and theories without having asked them to name them. You are the one who will perceive and name the theories at work.

 Interview with a Chaplain Paper due April 25

Final Summary Paper

You will write a paper researching and expressing the foundational sociological and psychological concepts and theories on which your chaplaincy methods are based. Weave them together with your theological or spiritual practice or ideologies in a seamless essay that blends

readings from this semester as well as other research you have engaged to express your views of working with individuals and groups in a just and meaningful methodology.

You should use writings from the course as well as sources we have not discussed together. This paper. This paper should be 10-12 pages in length, and cover many theories and their applications to chaplaincy. Due May 1

Assessment

Reflections   *40% of final grade*
This category features evaluation of in-class interaction with lectures, materials, reading, interaction with and learning from other students, module posting and discussion/commenting, and the concluding conversation.

Research, presentations   *45% of the final grade*
Presentation on your chosen chapters from Kujawa-Holbrook and Montagno, case studies, and your final summary paper.

Interview a Chaplain Write-up   *15% of the final grade*

Hartford International University Grading Scale

A (95-100)   Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.

A- (90-94)   Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.

B+ (87-89)   Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets course expectations.

B (83-86)   Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.

B- (80-82)   Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.

C+ (77-79)   Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

C (70-76)   Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.

F   (below 70) Has not met the basic requirements of the course.

HIU Values of Collaborative Teaching and Learning

Showing mutual appreciation and respect for others—modeling the privilege to learn from and partner with each other.

Engaging in cross-disciplinary content and teaching.

Paying attention to the whole personhood or another—history, race, religion, knowledge, gender, and rank.

Demonstrating how to disagree respectfully and well.

Embodying mutuality—learning to construct ideas and skills and experiences together.

Plagiarism and Academic Integrity

Academic honesty and integrity are expected of all students. Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement, c) the whole work is copied from another source [especially a web based source], or d) significant portions of one's own previous work used in another course.

The use of Artificial Intelligence

The use of AI truncates your learning in this course by doing much of your thinking for you. If you use any form of AI, even to make your writing better, you must cite it as you would cite any other outside source, as well as the prompt you used.

Inclusive Language

Hartford International University is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another's images of God.

Accommodations

The Americans with Disabilities Act ensures equal access to qualified individuals with disabilities and prevents discrimination on the basis of a disability. It is Hartford International University policy to provide reasonable accommodations on a case-by-case basis, which may mean working with outside social and governmental agencies to provide the necessary range of services for student success. Students with disabilities who wish to receive accommodations must contact the Student Services Coordinator. Students with disabilities are eligible for disability support services when they are enrolled in courses and they have disclosed their

disability and requested related accommodations during enrollment and/or before the start of each semester. All students seeking accommodation must fill out the Request for Disability Accommodations form.

Official Handbooks
For all other questions you might have regarding policies or procedures, please see HIU's student handbook and statement of academic policies—both available online.

Communication and Technology
Students are expected to use their Hartford International University email for communication regarding the course. All students will need to log into the course site several times per week in order to take part in discussions and to access readings, videos, mini-lectures and other course materials.
Within Canvas, the *Announcements* feature will be used to convey information useful to all students in the course.

About CANVAS:
This course's Canvas website is your primary roadmap for this course.

- Be sure to explore the site thoroughly before you begin.

- If you have difficulty navigating or operating any aspect of the site, do take advantage of the "Help" button (indicated by a question mark). The "live chat" feature works very well; you can expect prompt and clear responses to your questions. You may also phone the Canvas Support Hotline: (877) 249-4494.

- If you have questions about course content (or you tried Canvas Help but are still mystified), please do email or text-message your professor right away. If the situation is better addressed voice-to-voice, request a specific time for a phone or Zoom conversation. Making an appointment ensures that your professor is ready to talk with you seated at her desk rather than walking her dogs or cooking a meal.

Attendance
This is a graduate class. All students are expected to be "in class" and to participate. We will expect cameras to be ON through the duration of the class. Lack of engagement with the Canvas website for seven days in a row constitutes "absence" from the course and can lead to failure. Students who believe they have a legitimate reason for such disengagement must discuss this with the professor—preferably in advance. Failure to submit an assignment or perform a required activity on time is tantamount to absence from class. If you fall behind, skip ahead to the next module so that you can stay current with your classmates in discussions. Later on, you can return to an earlier module to fill in what you missed. Late submissions are permitted, but for fewer points.

Email Policy

The instructor will use the university's official student email addresses for all course communications. Please check your *hartfordinternational.edu* email account regularly.

Course Structure

The course is set up in modules. The Canvas site has detailed assignments, developing along the way. As will be apparent, when you visit the "Modules" portion of our course site, each module has a theme; most also shine a spotlight on a particular theory or set of ideas in the fields of sociology, psychology, and chaplaincy. Each module's content includes opening reflection/inspiration, introductory remarks or a recorded interview, or other content, reading assignments, and interactive assignments (including an opportunity to post a summary reflection of the module as a whole). *A detailed list of reading assignments and articles, as well as guest lectures, will be found on the course Canvas Site.*

Posting structures

The course is set up so that students are responsible for reading comprehension and reflection. Posts will be due before Sundays at 7:59 p.m. The professor will read and comment on Mondays, so you will want to log in to that particular discussion board and comment during those days. **When you comment, use that person's name so it shows up in my reading and I know what and to whom you are responding**. Return on Tuesdays for more conversation. On Tuesday evening in class, we will come back to highlight features and ideas that may seem complicated or significant and lead the way for the next week's readings.

Here is the proposed module list for Spring 2025
The readings are correct for Module 1 so that students can be prepared for the first class. Modules following are subject to change. Consult Canvas for the most up-to-date information and assignments.

> **MODULE 1: class January 21**
> **Theme: Orientation, Introductions; Overview of the Course, definitions of Psychology and Sociology**
> Read Don S Browning and Terry D Cooper. Religious Thought and the Modern Psychologies. Read both prefaces, Chapters 1, 4, and 10
> Read Inger Furseth and Pal Repstad, An Introduction to the Sociology of Religion, 2nd Ed, Chapters 1-2, pp 1-37

> **MODULE 2: class January 28**
> **Theme: Family Systems I**
> Read: Edwin Friedman, Generation to Generation: Family Process in Church and

Synagogue. Pp 1-64 (Section One)
And read: Edwin Friedman, A Failure of Nerve: Leadership in the Age of the Quick Fix
Preface, Introduction, through Chapter 2

MODULE 3: class February 4
Theme: Family Systems and Leadership
Read: Edwin Friedman, A Failure of Nerve, Chapters 3 to end of the book

MODULE 4: class February 11
Theme: Human Development
 Read Keegan part One, pp 1-112
        Capps and Browning, Life Cycle Theory and Pastoral Care
 Case Study 1 due February 15

MODULE 5: class February 18
 Theme: Faith Development, Spiritual Types
        Read: Toward Moral and Religious Maturity
                Faith and the Structuring of Meaning, James Fowler 51-85
                 Negation and Transformation, Loder 165-192
                Justice and Responsibility, Gilligan 223-249
                There the Dance is, Kegan 403-440

MODULE 6: class February 25
Theme: Organizational Behavior and Lived Religion
        Read: McGuire, Everyday Religion as lived, 2008
                McGuire, Rethinking religious identity, commitment, and hybridity, 2008
                Smith, Brief, and Colella, Bias in Organizations, 2010
                Sherkat, Religious Socialization: sources of influence and influences of
        agency, 2003

MODULE 7: class March 4
Theme: Privilege, Prejudice and Intersectionality
        Read Diane Goodman, Oppression and Privilege: Two sides of the same coin,
        2015
        Kimmel and Ferber, Toward a new vision: race, class, and gender as categories of
        Analysis and Connection, 2017
        Leyens and Demoulin, Ethnocentrism and Group realities, 2010

Reading week March 10-15, no class March 11

MODULE 8: class March 18

  Class presentations from Injustice and the Care of Souls

MODULE 9: class March 25

Theme: Intragroup Contact, Conflict and Dialogue

 When Groups Meet: the Dynamics of Intergroup Contact, Pettigrew & Tropp, 2011

    Chapter 1, 2, 4, and 11

Case Study 2 Due March 28

MODULE 10: class April 1

Theme: Trauma and moral injury

  Read Herman, first half

MODULE 11: class April 8

Theme: intergenerational trauma, trauma stewardship

 Read: Herman, second half

MODULE 12: class April 15

Theme: Mental Health, Mental Illness, Referral

Theme: Grief, Mourning, and Bereavement

Case Study 3 due April 20

MODULE 13: class April 22

Theme: Wellness, Meaning, Resilience, and Happiness

MODULE 14: class April 29

Theme: pulling it all together

Closing circle

Interview with a Chaplain Write-Up due April 25

Final Summary Paper due May 1

NOTE: The above thematic arrangement and reading assignments are correct for the first week so that students can be prepared. The professor reserves the right to change the

sequence or substance of the modules. All pertinent detailed information can be found on our CANVAS site.