



# PROVIDENCE

## PROVIDENCE THEOLOGICAL SEMINARY

### COURSE CODE: **Introduction to Health Care Chaplaincy** **Rev. Kathleen Rempel Boschman BMR, MDIV**

Kathleen.Rempel-Boschman@prov.ca  
Winter term, 2024  
On-Line  
3 credit hours

#### **I. COURSE DESCRIPTION**

Health care chaplaincy is a field that is expanding in terms of its scope of practice and its role on the inter-disciplinary health care team. Health care chaplains need to have excellent 1:1 psychospiritual intervention skills as well as the ability to facilitate a variety of services or rituals for diverse populations. In this course you will be introduced to the breadth of core competencies, how Chaplains collaborate with the health care team to provide whole person-centered care and the essential nature of Chaplaincy within the health care field.

#### **II. COURSE OBJECTIVES**

This course will assist the learner to demonstrate fundamental knowledge of:

- #1 Theories of grief and loss, including an Indigenous perspective on grief and loss
- #2 Interfaith spiritual care and cultural competency
- #3 Spiritual Health assessments
- #4 Health care Chaplaincy interventions including an introduction to several current therapies eg. facilitating the tasks of the dying, Life Review and Dignity Therapy
- #5 Health Care Ethics

#### **III. REQUIRED COURSE TEXTS**

Byock, Ira. *The Four Things that Matter Most*. New York, NY: Atria Books, 2004.

Schipani, Daniel S. and Leah Dawn Bueckert. *Interfaith Spiritual Care: Understandings and Practices*. Kitchener: Pandora Press. 2009. \*

Roberts, Stephen B. ed. *Professional Spiritual & Pastoral Care: A Practical Clergy and*

Revised November, 2023. Syllabi produced before the beginning of class are subject to change.

*Chaplain's Handbook*. Nashville: SkyLight Paths Publishing, 2012.

Chochinov, Harvey Max. *Dignity in Care: The Human Side of Medicine*. New York, NY: Oxford University Press, 2022.

Veatch, Robert M. and Laura Guidry-Grimes, Laura K. *The Basics of Bioethics 4th Edition*. New York, NY: Routledge, 2019.

\*Please do not purchase this book. You will be required to read chapters 1-4. These will be available to you from the library

### **Other Required Reading**

Other reading will be posted on Populi prior to the start of the course. These will consist of articles.

## **IV. COURSE REQUIREMENTS**

### **Module One: Theories of Grief and Loss, including an Indigenous Perspective**

Watch Module One Video Lecture under the files tab on Populi. (2 videos)

#### **1. Assignment #1 2 pages**

From the assigned text, read chapter 25, "Complicated Grief": Roberts, Stephen B. ed. *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Nashville: SkyLight Paths Publishing, 2012.

Read the following articles available at the library:

Stroebe, Margaret and Henk Schut. "The Dual Process Model of Coping with Bereavement: A decade on\*." *OMEGA* 61, no. 4 (2010): 273-289

Tonkin, Lois. "Growing Around Grief - another way of looking at grief and recovery." *Bereavement Care* 15, Issue 1 (1996):10

DOI: [10.1080/02682629608657377](https://doi.org/10.1080/02682629608657377)

Niemeyer, R.A., Burke, Mackay L.A., and M.M. et al. "Grief Therapy and the Reconstruction of Meaning: From Principles to Practice." *J Contemporary Psychotherapy* 40, (2010): 73-83. <https://doi.org/10.1007/s10879-009-9135-3>

Albuquerque, Sara et al. "COVID-19 and Disenfranchised Grief." *Frontiers in Psychology* 12 (2021): 1-4.

doi: 10.3389/fpsy.2021.638874

Two articles not mentioned in the PPT but are assigned reading:

Bolden, Lori A. "A review of *On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss*." *Counseling and Values* 51 (2007): 235-237.

Richardson, Virginia E. "A Dual Process of Grief Counseling: Findings from the Changing Lives of Older Couples (CLOC) Study." *Journal of Gerontological Social Work*. 48, no. 3-4 (2007): 311-329.

Select two theories through which you will reflect on and write about a loss you have experienced at one point in your life. (One page per theory).

The loss may be of a loved one, OR

It may be of a job or a position you held which you enjoyed, OR

It may be a precious item that meant a great deal to you, OR

Finally, it may be a loss of health or ability or any other loss.

## 2. **Assignment #2** 2 pages

Reflect on the recorded interview with Indigenous Spiritual Cultural Care Provider, Michael Thibert.

What new insights did you learn that will help you to approach Indigenous peoples with a greater sense of cultural safety if/when they open up to you in the clinical setting re their grief and loss?

Include reflections on: How an Indigenous perspective on grief and loss is different from your perspective, if you are non-Indigenous. How residential schools have impacted the ability to grieve according to their culture. Why is ceremony important to Indigenous peoples?

If you are Indigenous, write 2 pages on how colonization has impacted Indigenous peoples' grieving process. What needs to change in society in order for Indigenous peoples to grieve according to cultural norms?

**Assignments 1 & 2 are due: January 19, 2024 at midnight/time. Please submit by email.**

## **Module Two: Interfaith Spiritual Care and Cultural Competency**

Watch Module Two Video Lecture under the files tab on Populi.

Read: Schipani, Daniel S. and Leah Dawn Bueckert. *Interfaith Spiritual Care: Understandings and Practices*. Kitchener: Pandora Press. 2009. Chapters 1-4. These are available to you from the library.

## 3. **Assignment #3** 1 page

1) Briefly describe your social identity including your personal beliefs, values and faith. You may wish to include some or all of the following: gender, race, ethnicity, class, nationality, sexual orientation, age, religion, disability, language, and political affiliation.

2) Given your social identity, how might you find yourself in conflict with others whose faith or personal values promote values that are different than your own? Describe some communication strategies you would employ in order to provide spiritual care in situations where your beliefs and values differ from your clients?

3) Reflect on how soul-companionship will help you work effectively with those whose faith/ social identity is different than yours if you chose the work of a chaplain. Reflect on the words of Joseph Viti as found on the bottom of page 26 – 27: “Soul companionship is significant for chaplains ministering to people of different faiths because the concern is placed on the spiritual needs of the person rather than on the religious differences. Soul companionship helps chaplains listen for the spiritual misery patients may be experiencing and how they can help without changing or compromising their own faith convictions.”

4) Reflect on what values inter-faith dialogue promotes in our society. Why is this important today?

**4. Assignment #4** 1 written page and 3 hours memorization

- 1) Go back to each of the three case studies in the chapter 2. Re-read the dialogue. Set aside the book and write out a prayer for each scenario.
- 2) Memorize the prayers/scripture outlined in the PowerPoint.

**5. Assignment #5** 1 page

Author Schipani develops a three-fold understanding of ministry to marginalized (sick and suffering) people which includes growth in the areas of vision, virtue, and vocation.

Reflect on these three areas. How do you envision growth in one or more of these areas will help you to become more effective in the ministry of chaplaincy?

**Part B Cultural Competency**

**6. Assignment #6** 3 hours of on-line learning/ 1 page of reflection

1) Complete the 5 modules on Indigenous Cultural Safety Training on the Learning Hub of the Canadian Virtual Hospice [Learning Hub \(virtualhospice.ca\)](https://www.virtualhospice.ca)

2) Do the quizzes. Please print the certificate of completion and send it to me by email.

3) Review the Manitoba Competency # 4 as well as the CASC Core Competency 2.1

Manitoba Core Competencies for Spiritual Health Care Practitioners  
<https://www.ihcam.ca/media/Presentations/Core-Competencies-for-Spiritual-Health-Care-Practitioners-2017.pdf>

CASC Competencies for Certified Professionals  
<https://spiritualcare.ca/download/competencies-for-certified-members-spiritual-care-practitioners-and-psycho-spiritual-therapists/?wpdmdl=10113&refresh=6515f0880f70a1695936648>

4) **Write:** Reflect on the progress have you made in this core competency. What more do you need to learn to reach competency according to the Manitoba Standard for inclusivity, diversity and cultural safety? (1 page)

**Assignments 3, 4, 5 and 6 are due: February 2, 2024 at midnight/time. Please submit by email.**

### **Module Three: Spiritual Health Assessments**

Watch Module Three Video Lecture under the files tab on Populi.

#### **7. Assignment #7** 3 pages

**Read:** (available at the library)

1) LaRocca-Pitts, Mark. "In FACT, chaplains have a spiritual assessment tool." *Australian Journal of Pastoral Care and Health*. 3, no. 2 (2009): 8 - 15.

2) Puchalski C, and Anna L. Romer. "Taking a Spiritual History Allows Clinicians to Understand Patients More Fully." *J Palliat Med*. 3, no.1 (2005):129-13715859737 [PubMedGoogle ScholarCrossref](#)

3) Fosarelli, P. "Medicine, Spirituality, and Patient Care." *JAMA* 300, no.7 (2008):836-838. doi:10.1001/jama.300.7.836

4) Anandarajah, G. and Hight, E. "Spirituality and Medical Practice using the HOPE Questions as a Practical Tool for Spiritual Assessment." *Am Fam Physician* 63, no. 1 (2001): 81-88.

5) Maugans, T. A. "The SPIRITual history." *Archives of Family Medicine* 5, (1997): 11-16.

6) Fitchett, George and James L. Risk. "Screening for Spiritual Struggle." *The Journal of Pastoral Care & Counseling*. 63 (1-2) (2009):1-12.

7) Fitchett, George. "Wondering If It's Time To Give Up: A Case Example of the 7 by 7 Model for Spiritual Assessment." Based on a May, 1995, College of Chaplains Care Cassette, "Spiritual Assessment: A Case Example of the 7 by 7 Model." 10pp

8) Josephson, Allan M. and John R. Peteet. "Talking with Patients About Spirituality and Worldview: Practical Interviewing Techniques and Strategies." *Psychiatr Clin N A*. 30 (2007): 181 - 197.

9) Monod, Stefanie M. et al., "The spiritual distress assessment tool: an instrument to assess spiritual distress in hospitalized elderly patients." *BMC Geriatrics* 10, no.88 (2010): 1-9. 10:88<http://www.biomedcentral.com/1471-2318/10/88>

**Select the tool** you think will help you glean the most information and apply it to a situation in your life that caused you to re-think your meaning and purpose in life. It may or may not have been a situation involving a diagnosis of an illness. Think of a situation in your life that challenged your level of hope for the future, or forced you to rely on friends and family. It may have changed the nature of your relationship with God.

Start with a description of the nature of your situation saying only as much as you feel comfortable sharing. Select **one** spiritual history tool and **write out your spiritual history. Then use the 7 x 7 tool to write out your spiritual assessment.**

**8. Assignment #8** 1 page

Imagine yourself at age 85 needing to move into a PCH. You are suffering from mild dementia. Mostly it is your advance Rheumatoid Arthritis that has caused you to need assistance with IADL (instrumental activities of daily living). You have been sent the pre-admission package which contains many forms, one of which is the Spiritual Profile Form. Please find it at the library and fill it in.

**9. Assignment #9** 1 page

You are the Chaplain in a PCH. You have received the Spiritual Profile which you just filled out for assignment #8. Now complete the Spiritual Care assessment form which asks additional information. You will find it at the library.

**Assignments 7, 8 and 9 are due: March 1, 2024 at midnight/time. Please submit by email.**

**Module Four: Knowledge of Fundamental Health Care Chaplaincy Interventions**

Watch Module Four Video Lecture under the files tab on Populi. (2 videos)

**Listening Skills**

**10. Assignment #10** 2 pages

**Read:** Kidd, Robert. "Foundational Listening and Responding Skills." In *Professional Spiritual & Pastoral Care: A Practical Clergy*, edited by Stephen B. Roberts 92-105. Nashville: SkyLight Paths Publishing, 2012.

**Watch** the short video featuring an interaction between a practitioner and a patient. In the first scenario, the visitor is clumsy. In the second scenario, the visitor has worked on her listening skills and engages in a much more helpful conversation with the patient.

Your assignment is to name the “misses” in the first visit, using active listening terminology that describes what you are noticing. Keep a list of the “misses” in the first role play.

In the second role play, keep a list of the active listening skills used by the practitioner and any other observances you might have that made the second visit an effective one.

## The Tasks of the Dying

### 11. Assignment #11 2 pages

**Read:** Byock, Ira. *The Four Things that Matter Most*. New York, NY: Atria Books, 2004.

**Write** a 2-page book review. Comment on the value of his approach in working with the dying from the perspective of a Spiritual Health practitioner.

## Life Review

### 12. Assignment #12 2-3 pages (1 page is submitted)

**Read** articles and chapters:

1) “Life Review Interview Manual”

[https://www.google.com/search?q=life+review+therapy+manual&rlz=1C1GCEB\\_enCA940CA941&oq=life+review+manal&aqs=chrome.2.69i57j0i8i13i30i3j0i390i650i2.10213j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=life+review+therapy+manual&rlz=1C1GCEB_enCA940CA941&oq=life+review+manal&aqs=chrome.2.69i57j0i8i13i30i3j0i390i650i2.10213j0j7&sourceid=chrome&ie=UTF-8)

Accessed May 5, 2023

This article is also available at the library.

2) Jenko, Mimi et al. “Life Review with the Terminally Ill.” *Journal of Hospice and Palliative Nursing* 9, no. 3, (2007):159-167

3) Osborne, Nancy. “Life Review.” *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Edited by Roberts, Stephen B. 148-161. Nashville: SkyLight Paths Publishing, 2012.

4) Connolly, Michael “Spiritual Care for Individuals with Cancer: The Importance of Life Review as a Tool for Promoting Spiritual Well-Being.” *Seminars in Oncology Nursing* 37 (2021): 1-3 151209

**Write:** 2-3 pages (Hand in one page which is your response to the 4 questions below).

Using Table 1 in the article “Life Review with the Terminally Ill” as a guide, complete your own life review to date. This part of the assignment will not be handed in. It will be done on the honour system.

Answer the following 4 questions in general terms. There is no expectation for self-disclosure. I am interested to know if you think the tool is effective in accomplishing what it hopes to accomplish. Write one page commenting on the following questions:

- 1) What did you experience doing this exercise?
- 2) Did you discover any past regrets with which you would like to make peace? This is not an exercise in self-disclosure. Please comment on the tool’s ability to reach this goal for others.
- 3) What parts of the exercise brought you the most joy?
- 4) Having completed this exercise, do you have any plans to focus your life goals in a slightly different direction? Why or why not? This is not an exercise in self-disclosure. Please comment on the tool’s ability to reach this goal for others.

## **Dignity Therapy**

### **13. Assignment #13** 2 pages

**Read:** Chochinov, Harvey Max. *Dignity in Care: The Human Side of Medicine*. New York, NY: Oxford University Press, 2022.

**Write** a 2-page book review on Dr. Chochinov’s book. Comment on the value of his approach in working with the dying from the perspective of a Spiritual Health practitioner.

### **14. Assignment #14** 2-3 pages (one page is submitted which is your response to the 2 questions below).

Using the 9 Dignity Therapy questions as a guide, complete your own document. This part of the assignment will not be handed in. It will be done on the honour system.

Answer the following 2 questions in general terms and hand in your responses. There is no expectation for self-disclosure. I am interested to know if you think the tool is effective in accomplishing what it hopes to accomplish. Write one page commenting on the following:

- 1) What did you experience doing this exercise? Patients report:
  - an increased sense of dignity,
  - an increased sense of purpose,
  - a heightened sense of meaning,
  - an increased will to live.

Though you are not at end-of-life, can you envision these questions giving you these benefits if you were at end of life? Why or why not?



Revised November, 2023. Syllabi produced before the beginning of class are subject to change.

2) What are the differences between Life Review and Dignity Therapy? With whom would you choose to do Life Review and with whom would you choose to do Dignity Therapy? Why?

**All assignments in Module Four (#'s 10 - 14) are due: March 15, 2024 at midnight/time. Please submit by email.**

### **Module Five: Introduction to Bioethics**

Watch Module Five Video Lecture under the files tab on Populi.

#### **15. Assignment # 15** 4-6 pages

Read:

Varkey, Basil. "Principles of Clinical Ethics and Their Application to Practice." *Journal of Medical Principles and Practice*. 30, no. 1 (2021): 17-28.  
<https://doi.org/10.1159/000509119>

Veatch, Robert M. and Laura K. Guidry-Grimes. *The Basics of Bioethics: Fourth Edition*. New York: Routledge, 2020. Chapters 4, 5 and 6

You have learned about the 4 principle-based ways of making decisions as well as the WRHA decision-making guide. For each of the 4 principles, there were 2 case studies, followed by questions for reflection. Using approximately  $\frac{1}{2} - \frac{3}{4}$  page per case study, answer the questions for reflection in the PowerPoint.

Using the WRHA Ethics decision making guide, write a one-page review of the case study of the female resident residing in a PCH.

**All assignments (#15) in Module Five are due: March 29, 2024 at midnight/time. Please submit by email.**

#### **2. Research Paper** (20%) (8-10) pages 2024

Due April 12,

Option A

Choose any one of the health care theories and interventions in this course to delve into in more depth.

- Your paper should demonstrate research that leads to a thorough knowledge of the subject matter.
- Describe why you chose this topic and how the research has shaped your theology of ministry.

Revised November, 2023. Syllabi produced before the beginning of class are subject to change.

- Demonstrate a working knowledge of the core competency by designing and trialing an intervention with a willing participant eg. an interview or finding and reviewing a bioethics case of interest to you.
- Reflect on your learnings from this intervention and how your increased understanding of the subject matter will help you to better minister to clients.

OR

Option B

From the assigned text below, read:

Part II - Chapters 10, 12 and 14-17

Part III -Chapters 19-24

Roberts, Stephen B. ed. Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook. Nashville: SkyLight Paths Publishing, 2012.

- Select one chapter from Part II and one chapter from Part III to do additional research on.
- Describe why you chose these topics and how the research has increased your understanding of the subject matter and has shaped your theology of ministry.
- Describe how a thorough knowledge of these areas will help you to better minister to these clients.

**Research Paper is due: April 12, 2024 at midnight/time. Please submit by email.**

**V. COURSE EVALUATION**

	<u>% of Grade</u>	<u>Estimated Time Required</u>
Lectures		7 hrs
Assignment #1-#2	6 %	8 hrs
Assignment #3-#6	16 %	13 hrs
Assignment #7-#9	12 %	10 hrs
Assignment #10-#14	30 %	27 hrs
Assignment #15	16 %	13 hrs
Research Paper	20 %	25 hours
		<i>[total 105 hours]</i>

The grading scale for this course is as follows:

<b>Excellent</b>	<b>%</b>	<b>Good</b>	<b>%</b>	<b>Satisfactory</b>	<b>%</b>	<b>Poor</b>	<b>%</b>	<b>Fail</b>	<b>%</b>
A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

## VI. COURSE SCHEDULE

<b>Date</b>	<b>Topic/Text</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>January 19, 2024</b>	Module One: Grief and Loss	See syllabus	Assignments 1, 2
<b>February 2, 2024</b>	Module Two: Interfaith Spiritual Care and Cultural Competency	See syllabus	Assignments 3-6
<b>March 1, 2024</b>	Module Three: Spiritual Health Assessments	See syllabus	Assignments 7-9
<b>March 15, 2023</b>	Module Four: Chaplaincy Intervention Skills	See syllabus	Assignments 10-14
<b>March 29, 2023</b>	Module Five: Intro to Bioethics	See syllabus	Assignment 15
<b>April 12, 2023</b>	Research Paper	See syllabus	Research paper

## VII. ACADEMIC/CLASS POLICIES

- 1. Technology Policy:** Out of respect for the professor, fellow course-mates, and your own education, students are expected to abstain from the use of cell-phones during class-time, or using the internet or any other apps/programs apart from what is necessary to participate in the class. Students joining a class via zoom should make every effort to give their full attention to the class and avoid any distractions that their device presents.
- 2. Extensions:** Extensions for course work during the semester are typically granted only in cases of demonstrated *unforeseeable and unavoidable* emergency and/or where advance permission has been obtained from the professor. Late assignments will be assigned a late penalty of -1/3 letter grade per day late. Unless otherwise specified, papers submitted more than 7 days after the due date will NOT be accepted for grading.
- 3. Academic Integrity:** Academic dishonesty is any breach of the integrity that is part of our allegiance to Christ in all of life. It includes “plagiarism” (i.e., passing off the work of others as your own), misrepresentation of facts or sources for academic benefit, and submitting work in more than one course without the approval of all the Instructors. Such offenses will be taken very seriously.

## VIII. BIBLIOGRAPHY

## **VIII. INSTRUCTOR AVAILABILITY**

Virtual office hours via cell phone, FaceTime, MS Teams, Zoom will be Friday mornings from 10:00 – 12:00 noon.

There will be a one-hour session to meet and review the syllabus during the first week of the course at a mutually agreeable time, but preferably on Friday, January 12 at 10:00am. The professor is able to meet students on campus or virtually. Please send your preferred way of meeting the professor by email on or before Wednesday, January 10 at midnight.