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CHP 5501 INTRODUCTION TO CHAPLAINCY/AS
ASHLAND THEOLOGICAL SEMINARY
Fall, 2020
Hybrid course format
Class meets face to face on these Saturdays: Sept 26; Oct 31; Nov 21; Dec 5, 2020
In addition to the above dates, the class will need to connect via Zoom each month. The date for that meeting has not been set.
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I. Course Description

This course orients students to chaplaincy and prepares them to do cooperative ministry in an extension setting as an endorsed representative of a faith community. It introduces students to the history, theology, and practice of chaplaincy ministries and exposes them to hospital, prison, hospice, military, police, industry, and sports chaplaincy settings. *This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

II. Degree Learning Outcomes for the Master of Divinity

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in appropriate ministry and professional settings
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry
5. Develop ongoing just and moral practices that bear witness to the full scope of the kingdom of God
6. Exhibit effective ministry skill sets related to intended areas of service Requirements for Graduation.

Student Learning Outcomes for this class
As a result of this course, students will be able to:
1. Not assessed
2. Not assessed
3. Describe how to do ministry in a multifaith and multicultural chaplaincy context.
4. Formulate a theology of chaplaincy that will guide you in your ministry as a chaplain.
5. Explain how to advocate/care for people of other faiths.
6. A. Analyze the chaplaincy setting to which you feel called (reflect on your calling, credentialing requirements, ministry expectations, special rules, and the like) and state what you need to do to become a chaplain in their field.

B. Demonstrate your ability to use the chaplain ministry model (provide for your own, facilitate for others, care for all, and be a subject matter expert on issues associated with religion, ethics, and culture) as you assess various issues associated with the performance of spiritual care in a chaplaincy setting.

II. Course Requirements

A. Textbooks and Other Materials

Required:
Crick, Robert. *Outside the Gates: The Need for Theology, History, and Practice of Chaplaincy Ministries*. Oviedo, FL: HigherLife Development Services, Inc., 2011. The author has sent a box of books to the school. You may buy one from the professor for $10 if you come to his office. Note, you need to have the book in time to prepare for the reading quiz on September 24th.

Paget, Naomi and Janet McCormack, *The Work of the Chaplain*. Valley Forge, PA: Judson Press, 2006.

Roberts, Stephen (Rabbi), ed. *Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Woodstock, VT: Skylight Paths, 2012. This reader offers an ecumenical perspective on most aspects of spiritual care in institutional chaplaincy.

Recommended:
Evans, Keith. *Essential Chaplain Skill Sets: Discovering Effective Ways to Provide Excellent Care*. Bloomington, IN: WestBow Press, 2017.

Toole, Mary. *Handbook for Chaplains: Comfort My People*. Mahwah, NJ: Paulist Press, 2006.

B. Attendance Statement:
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning
1. Submit a call to ministry reflection paper. The paper has four parts. A. Describe your call to become a chaplain or to serve in a chaplain-style ministry. It's possible that some will experience a call to ministry and then discern a call to chaplaincy. This paper is most concerned with your call to chaplaincy. B. Reflect on the chaplaincy setting to which you feel most drawn. If you are not certain, reflect on the type of chaplaincy that most appeals to you. C. Discuss your expectations related to the calling and the setting to which you feel called? D. What are your concerns? A five minute, abbreviated version of the paper will be orally presented to the class. This is a Pass/Fail assignment of two to three pages. Keep this paper for future reference because it will be used as an artifact in your Chaplaincy capstone class.

2. Research Project: Complete a research project on a specific type of chaplaincy. The chaplaincy setting should be the one to which you feel most called. If you do not feel a calling to a specific type of chaplaincy, you may pick one that you want to explore. The project will be completed in three sections. One section will be submitted in October, November, and December. Write a minimum of five pages for each section. Keep this paper for future reference because it will be used as an artifact in your Chaplaincy capstone class.

Part 1. Review of Literature (Due 10/4):

Before you conduct (write) a review of the literature, review the ATS Writing Handbook https://seminary.ashland.edu/upload/services/pdf/writing_handbook.pdf and this link http://writing.wisc.edu/Handbook/ReviewofLiterature.html. Also, carefully review *Literature Review - Testing the Efficacy of Chaplaincy Care* at https://www.healthcarechaplaincy.org/templeton-research/tr-literature-review.html. Your review of literature will follow the pattern that the Writer's Handbook Link (second link) suggests but it will not be as extensive or involved. This link offers literary resources for every type of chaplaincy: https://www.zotero.org/groups/2139489/chaplaincy_innovation_lab/items?

The review of literature (Part 1) will have four sections. In the first section, say what type of chaplaincy you are researching and give a brief overview of the field. In the second section, review the literature on that type of chaplaincy, i.e., list sources and offer a reflection on them. Acceptable literature includes textbooks, other books, professional journals, peer-reviewed articles, denominational literature, industry publications, magazines, online resources, and the seminary's electronic data base. Ensure that you examine the bibliography at the end of this syllabus for relevant sources. In the third section, discuss the literature that you review by putting it in conversation with itself. In other words, integrate it. Finally, offer a conclusion in which you summarize what you have learned in your literature review. This is the time to note significant points or conclusions.

The following example shows how to put your literature in conversation with itself (section three of the lit review). In *Chaplains Rock*, Smith says chaplaincy requires ordination because one has to be a clergy person to provide pastoral services. However, in *Spiritual Care Providers*, Howard says that chaplaincy focuses on dispensing generic spiritual care competencies and no longer requires the chaplain to profess a religious identity or maintain ordination. Even though I understand why Smith insists that chaplains must be ordained, the literature no longer supports his claim. It seems that the profession is moving in a new direction in which chaplains function as spiritual mentors and spiritual care providers instead of ordained religious leaders who serve in a pluralistic setting. It also points to the increasing secularizing of American society.

See special addendum for more information on writing a literature review.

Part 2. Explore the chaplaincy setting to which you feel called or are interested (Due 11/1). In addition to the readings, the following link offers resources for most types of chaplaincy: http://chaplaincyinnovation.org/training-credentials/professional-organizations
First, conduct interviews with two or more chaplains working in the ministry setting that you have chosen. You may do phone interviews if you are unable to visit with a local chaplain. If possible, shadow one of the chaplains. Discuss their calling, religious affiliation, education, duties, job satisfaction, and how they relate to other employees. Do they have recommendations for you? Also, try to speak with volunteers who work with the chaplain and the spiritual care department. Afterward, type accurate notes with names and dates.

Second, interview denominational leaders and/or an endorsing agency to which you relate to determine ordination, education, and credentialing requirements for the type of chaplaincy you want to do. If you need "board certification" to work as the type of chaplain you feel called to be, what does that entail? Type accurate notes with names and dates. In addition to the interviews, you may include material from the denomination's or endorsing agency's webpage.

Third, write up your findings. This is the part that you submit. The written portion of this section will include a description of the setting, credentialing requirements to serve in the setting, a detailed job description related to the setting, special issues related to ministry in that setting, institutional expectations, and denominational expectations. Include a copy of your interview notes as an appendix in the back of your report. Ensure that you integrate your interview data into your report.

Part 3 (Due 12/6). (a) Develop a theology of chaplaincy. Include a reflection on biblical passages that inform your theology of chaplaincy. Do you appeal to a specific hermeneutic? Your textbooks will help you with this. Reference them in this section. (b) Compare and contrast the chaplaincy to which you feel called to pastoral ministry in a local church. How do the ministry outcomes of chaplaincy align with the mission of the church in the world? How do the ministry outcomes of chaplaincy compromise the mission of the church in the world? As an ordained minister sent by your church to minister in the pluralistic context of institutional chaplaincy, how will you maintain your identity as a Christian minister while working in the chaplaincy setting?

On the first day of class, I will discuss a model for doing theological reflection.

3. There will be six case studies that connect to the readings and larger issues associated with professional chaplaincy. You will need to respond to the questions at the end of each case study. Your answers should incorporate the readings, class learning, and what you are discovering through your research paper. Please answer each question completely. Cite sources when required (parenthetical). The case studies responses will be submitted to the professor and processed with other students.

4. There will be seven threated discussion questions that you will respond to on Blackboard. The questions will relate to aspects of the reading and require that you show integration between the readings and the material that is presented in class. You will be required to post your answer and respond to other students. Each threated discussion will be evaluated based on the following rubric: the timeliness of your responses (10 percent), your active engagement with other responders (30 percent), the quality of your answer to the original question (30 percent), your ability to integrate the class material into your responses (20 percent), use of proper grammar (10 percent). You will not be graded on your ability to integrate class material into the first threated discussion. Dates for initial post are as follows: September 16 and 30, October 14 and 28, November 11 and 24, and December 9.

5. Each student is expected to attend the face-to-face classes, participate in small group activities, and respond to the professor during class lectures.

D. Calculation of Grade and Connection of Learning Outcomes

Assignments	Learning Outcomes	Percent of Final Grade
Call to Ministry Paper P/F	4 and 6	10%
Five Case Studies P/F	3, 5, and 6b	20%
Research Project (3 parts)	4, 6a	40%
Threated Discussion Questions	3, 6b	20%
Participation	Touches on all the SLOs	10
*Pre-test and Post-test	For Assessment	0%

The pre-test and the post test will be placed on the Blackboard shell for this course. The pre-test must be completed before you begin your readings for this course. You will not get a final grade until you complete the post-test.

III. Course Schedule Italicized lettering show assignments
Before the first class, the professor will email each student a pre-test assignment. That will need to be completed and returned on the first day of class.

Some of the material listed on the class schedule may be completed via Zoom.

Session	Date(s)	Lecture/Topic	Readings/*Assignments*
Before fist class		**Complete Pre-test on Blackboard.**	
1	9/26	Devotion on incarnational model of chaplaincy, Introduction to class, chaplaincy concentration, and capstone course requirements. What is a chaplain? Typical job description. Provide for Own, Discuss Jesus Name Case Study	Crick 1-64, Paget Part One, Roberts Part 1 *Call to Ministry Paper. Submit Case Study 1* This case study is attached to the end of the syllabus.
2	10/31	Devotion on Jonah model of chaplaincy. Provide for your own. Discuss Research *Literature Review - Testing the Efficacy of Chaplaincy Care* at https://www.healthcarechaplaincy.org/templeton-research/tr-literature-review.html How do you do spiritual assessment? Facilitate for others. Pastoral confidentiality.	Crick 65-114, Paget Part 2, Roberts 21-148, *Research Project Part 1 (Review of Literature) Case Study 2 Pastoral Confidentiality*
3	11/21	Devotion *imago Dei* model of chaplaincy. Talk with a CPE Supervisor. What is CPE? Why should chaplains take CPE? How is CPE integrated into the ATS curriculum? Care for all. Advisement (freedom of religion, assessing culture, determining best ministry intervention). Continuation of spiritual assessment. Ordination/endorsement versus the spiritual care model.	Crick 115-224, Paget Part 3, Roberts149-250, *Research Project Part 2 (Interviews) Case Study 3 Ministering to Muslims Case Study 4 Facilitation verses Spiritual Care*. Guest speakers arrive at 12:30.
4	12/5	Devotion on theocentric model of chaplaincy. Outlining an evangelical theology of chaplaincy. Interview with endorsing agent (zoom?) Association of Professional Chaplains Guidelines. Ethics Guidelines. Spiritual Fitness, Suicide Prevention, Religion and Law.	Roberts 251-450, Research Project Part 3 (Theology of Chaplaincy) *Case Study 5 Proselytism or Evangelism Case Study 6 When the Cross Becomes a Stumbling Block*

IV. Recommendations for Lifelong Learning

Refer to the bibliography and recommended resources to include links to professional associations. The field of professional chaplaincy is changing rapidly due to the increased demand for standard credentialing and the growing domination of the hospital setting. Behavioral science models of ministry loom large in hospital publications and guilds.

V. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment, a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. Seminary Writing Consultation Service

The Ashland Multiliteracy Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.
To schedule an appointment, visit Ashland Multiliteracy Center and select "Online and Graduate" from the schedule menu.

C. Accessibility Resources and Accommodations
It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VI. Selected Bibliography or References

John Caperon *et al*. *A Christian Theology of Chaplaincy*. (Philadelphia: Kingsley Publishers, 2018).

Dale Scadron. *The Chaplaincy: Certificate of Basic Chaplain Ministry*. (Indianapolis, IN: 2015).

Robert Anderson and Mary Fukuyama, *Ministry in the Spiritual and Cultural Diversity of Health Care: Increasing the Competency of Chaplains* (New York: Routledge, 2008). Selected articles from the Journal of Health Care Chaplaincy.

Robert Pennington, *The Christ Chaplain: the Way to a Deeper, More Effective Hospital Ministry* (Binghamton, NY: The Haworth Press, Inc, 2007).
The book deals with ten specific issues that confront chaplains in ministry settings.

Gordon Hilsman. *Spiritual Care in Common Terms*. (Philadelphia, Kingley Publishers, 2017).

Matt Sanders. *Chaplaincy: A Ministry of Presence*. (Self-published. LuLu Company, 2016).

Sharon Cheston and Robert Wicks, *Essentials for Chaplains* (Mahwah, NJ: Paulist Press, 1993).
This books describes how to chart in medical records.

Barbara Brummett, *The Spirited Campus, the Chaplaincy and the College Community* (New York, NY: Pilgrim Press, 1990).

Steve White, *The College Chaplain, A Practical Guide to Campus Ministry*. (Cleveland, OH: Pilgrim Press, 2005).

Jack Boozer, *Edge of Ministry. . . The Chaplain Story, Chaplain Ministry of the United Methodist Church: 1945-1980* (Nashville, TN: Parthenon Press, 1984). The book deals with political, theological and contextual factors that shaped the modern practice of chaplaincy in the UMC. For example, it speaks to the problem of the duel allegiance that a chaplain has to the institution that hires her and to the church that ordains her and sends her to represent it.

Ronald Mack, Sr., *The Basics of Hospital Chaplaincy* (Longwood, FL: Xulon Press, 2003).

Joel Graves, *Leadership Paradigms in Chaplaincy* (Boca Raton, FL:Disertation.com, 2007). This is a scholarly treatise on various aspects of chaplaincy. It defines the terms and the issues clearly. It was written by a military chaplain.

David DeRevere *et al*, *Chaplaincy in Law Enforcement: What It Is and how to Do it* (Springfield, IL: Charles C. Thomas, LTD, 2005). This is a how-to guide on every aspect of law enforcement chaplaincy. The material also applies to other types of chaplaincy settings.

Harry Dammer, *Religion in Corrections* (Lanham, MD: American Correctional Association, 2000).

Hosea Quinby, *The Prison Chaplaincy and Its Experiences*, (Concord, NH: D L Guernsey, 1873). Available online through Google books. This is an excellent source to see how chaplaincy was conceptualized 130 years ago and how some of the basic assumptions have changed. Every chaplain should have this point of reference.

David Schilder, *Inside the Fence, A Handbook for those in Prison Ministry* (Staten Island, NY: Abla House, 1999).

John Laing, *In Jesus' Name, Evangelicals and Military Chaplaincy* (Eugene, OR: RESOURCE Publications, 2010). This is an excellent guide to ministry for military chaplains.

Jackie Sullivan, *Pastoral Care with Young and Mid-Life Adults in Long-Term Care* (New York, NY: Hawthorn Press, Inc, 2007). A complete guide to the pastoral care of those confined to long-term care facilities.

Matthew Binkewicz, *Peaceful Journey: A Hospice Chaplain's Guide to End of Life* (Ithaca, NY: Paramount Market Publishing, 2005).

America Shelby. *Chaplain Prayer book for Ministers, First Responders, & Health Care Workers: Represents Four Religions for Chaplains, Ministers, First Responders, & Health Care Workers* (Ladies Image publishing, 2016).

Gordan Hilsman, *Spiritual Care in Common Terms: How Chaplains Can Effectively Describe the Spiritual Needs of Patients in Medical Records* (Philadelphia, Jessica Kingsley Publishers, 2017).

Jo Jenson, *The Be-Attitudes of Chaplaincy* (Austin, TX: Whatif Publishing, 2015.

Douglas Sullivan. *The World of Hospice Spiritual Care*. (Meadville, PA: Christian Faith Publishing, Inc, 2017).

Selected Periodical Holdings and chaplaincy links: (All links were current in June 2020. Please inform me of dead links or additional links that should be added to the syllabus.)

The *Chaplains Innovation Lab* is the best one-stop resource for all things related to chaplaincy. They offer weekly webinars that host leaders in chaplaincy, a large resource section that touches on all aspects of chaplaincy, training resources, and news about chaplaincy. I am a participating member of this organization. It is hosted by Boston University and Brandis University. You may go to its homepage at https://chaplaincyinnovation.org/.

Army Chaplaincy and *Journal of Law and Religion*

Military Chaplain's Association Magazine Available in the library and online at https://ufdc.ufl.edu/AA00040581/00393

The Army Chaplain Corps Journal http://cgsc.contentdm.oclc.org/cdm/landingpage/collection/p16040coll4

Center for the Study of Law and Religion, Emory University http://cslr.law.emory.edu/ Especially, look under publications for *Journal of Law and Religion*

VA Center for Faith and Opportunity: (Clergy links, resources, and online training). https://www.va.gov/CFBNPARTNERSHIPS/index.asp

National Association of VA Chaplains website (a Board Certifying organization) https://www.navac.net/

The Department of Veterans Affairs Chaplain Service Handbook https://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=4299

The Association of Clinical Pastoral Education http://www.acpe.edu/

The Association of Professional Chaplains http://www.professionalchaplains.org/ This is the organization that grants Board Certification for Chaplains.

Information on ecclesiastical endorsement and a list of endorsing agents: https://prhome.defense.gov/M-RA/MPP/AFCB/Endorsements/

American Correctional Association Religion in Corrections. A manual for correctional officers and volunteers to assist them in dealing with inmates who practice religion while incarcerated. http://www.scranton.edu/faculty/dammerh2/corrections.shtml

American Correctional Chaplain's Association to include their program for board certification.
http://www.correctionalchaplains.org/certification.htm

Prison Chaplaincy, Restorative Justice, and Just Equipping:
https://www.tandfonline.com/doi/abs/10.1080/10402650903099393

College of Healthcare Chaplains http://www.healthcarechaplains.org/
http://www.hcmachaplains.org/ Healthcare Chaplains Ministry Association

Chaplain scope of practice article (very important)
http://www.healthcarechaplaincy.org/docs/research/scope_of_practice_final_2016_03_16.pdf

What is quality spiritual care and how do you measure it?
http://www.healthcarechaplaincy.org/docs/research/quality_indicators_document_2_17_16.pdf

Plainview Online Journal http://plainviews.healthcarechaplaincy.org/ an online journal that translates knowledge and skills into effective chaplaincy and palliative care.

Chaplaincy literature review http://www.healthcarechaplaincy.org/templeton-research/tr-literature-review.html

Health are Chaplaincy http://www.healthcarechaplaincy.org/home.html Some may be interested in their online certificate programs related to types of medical specialties. For example, they offer a Palliative Care Chaplaincy Specialty Certificate with California State University.
\Workplace Chaplaincy research site from Princeton University
http://www.princeton.edu/faithandwork/research/workplace-chaplaincy/

The Chaplaincy Institute: http://www.chaplaincyinstitute.org/ Interfaith and pluralistic organization that ordains people with interfaith credentials. Very much like the Universalist Church.

Addendum to Writing a Literature Review
>This may be of help to some of you. Learn how to write a review of literature.
>**http://writing.wisc.edu/Handbook/ReviewofLiterature.html**
>What is a review of literature?
>The format of a review of literature may vary from discipline to discipline and from assignment to assignment.
>A review may be a self-contained unit -- an end in itself -- or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations.
>Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.
>Writing the introduction
>In the introduction, you should:

- Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.
- Point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest.
- Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state why certain literature is or is not included (scope).
>Writing the body

In the body, you should:
- Group research studies and other types of literature (reviews, theoretical articles, case studies, etc.) according to common denominators such as qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc.
- Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that space (length) denotes significance.
- Provide the reader with strong "umbrella" sentences at beginnings of paragraphs, "signposts" throughout, and brief "so what" summary sentences at intermediate points in the review to aid in understanding comparisons and analyses.
Writing the conclusion
In the conclusion, you should:
- Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.
- Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.
- Conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

A Final Source: "Literature Review - Testing the Efficacy of Chaplaincy Care"

Abstract
The current article reviews the research conducted in the United States on the clinical practice of chaplains with patients and family members, referrals to chaplains, patient satisfaction with chaplaincy services, and the limited literature on the efficacy of chaplain interventions. It also discusses the methodological limitations of studies conducted on these topics and makes suggestions for improving future chaplaincy research. The authors conclude that past studies have not adequately defined chaplain interventions, nor sufficiently documented the clinical practice of chaplains, and that more and better designed studies are needed to test the efficacy of chaplaincy interventions. The authors recommend that chaplains generate research-based definitions of spirituality, spiritual care, and chaplaincy practice; and that more research be conducted to describe the unique contributions of chaplains to spiritual care, identify best chaplaincy practices to optimize patient and family health outcomes, and test the efficacy of chaplaincy care.

https://www.healthcarechaplaincy.org/templeton-research/tr-literature-review/59-tr-

"In the Name of Jesus" Case Study

The Rev. John Jones is a chaplain for the city fire department. His duties include weekly visitation of all the fire houses. He also provides pastoral care for the firemen and their families. When required, he offers pastoral support to victims of fires and car accidents. He works 20 hours a week for the fire department.

Rev. Jones is also the pastor of John Avenue Christian Church. Because of his work with the fire department, many who do not belong to his church consider him to be their pastor. Chaplain Jones relishes the opportunity to minister to these people and considers that the whole city is his parish.

Recently, a tragic fire burned down a two story home. The fire occurred at night. Everyone in the family escaped. However, one of the children had been separated from the family. Because of uncertainty, one of the firemen entered the burning house to look for the child. Ultimately, he became trapped and died from smoke inhalation.

During the ministry aftermath, Chaplain Jones consoled the fireman's family and provided Critical Incident Stress debriefing for those involved in the initial response. Emotional pain hung over the fire department like a thick fog.

The department planned a large memorial service for the deceased fireman. The media, firemen from all over the state, government officials, and grieving family members would be present. The mayor was scheduled to give the keynote address. Chaplain Jones was asked to give the invocation and benediction. However, the city attorney advised him not to pray in Jesus' name. Instead, he told Chaplain Jones to offer generic prayers that end in an inclusive manner. According to the city attorney, people from many faiths would attend the memorial event. Since the service would not be faith specific, it was inappropriate for the chaplain to use his prayers as an opportunity to push his faith on those who came to memorialize the fallen fireman by praying in Jesus name.

The comments stunned and insulted Chaplain Jones. For years he had faithfully ministered to the firemen and their families. No one had ever complained. In fact, all claimed to be Christian. Everyone knew he was a Christian pastor. Moreover, Chaplain Jones believed that God wanted him to pray in Jesus' name. Anything else would be compromise for the sake of expediency. Some would say that he denied Jesus if he gave into the tyranny of civil religion and the secular agenda. Also, in the immediate aftermath of the tragedy, the family took great comfort from his faith specific ministry. Like the firemen, they are Christian. Don't they deserve Christian prayers?

At the same time, Chaplain Jones knows that the city attorney is correct in what he said. People of all faiths and no faith would participate in the service. Others would tune in via radio and TV. Out of sensitivity to them, he wondered if he should tone down the Christian content of his prayers.

Before answering the questions, review http://www.resnicoff.net/PRAYERS_THAT_HURT.pdf https://www.onenewsnow.com/legal-courts/2017/08/24/9th-circuit-claims-praying-coach-preyed-on-players?utm_source=OneNewsNow&utm_medium=email&utm_term=16788107&utm_content=807309330 092&utm_campaign=30837 and https://archive.li/602IJ and http://www.christiannewswire.com/news/589611133.html Also, read chapter 33 "Blessings of a Mixed Population: Institutional Prayer in a Multifaith Community" (434-451) in *Professional Spiritual & Pastoral Care*.

1. What is civil religion? 2. Do the fire department and city have a right to ask Chaplain Jones to pray in an inclusive manner during a public memorial service that is not advertised as a faith specific service? 3. Why does Chaplain Jones believe that it would be a compromise if he did not pray in Jesus name? 4. From your theological perspective, would it be a compromise for the chaplain not to pray in Jesus' name? 5. Does praying in Jesus name during a public memorial service constitute proselytism? 6. Would the situation be different if it were a funeral service instead of a memorial service? 7. What should Chaplain Jones do? What would you do?