



GRADUATE PROGRAM IN PASTORAL MINISTRIES

Course Number RJUS 221

Course Name: Chaplaincy

Term: Winter 2026

Credits: 4

Course Day & Times: Tuesdays 6-9pm

Location: Online

Instructor Information

Name: Fr Bede J Healey, OSB Cam, PhD

Contact Phone & Email: 831 238 4901 bhealey@scu.edu

Office Hours: Flexible, by appointment

Course Description

Chaplaincy is an expression of ministry within an institution other than a church. This course focuses on various models of chaplaincy – inter alia, pastoral, spiritual, educational, liturgical and prophetic.

RJUS 221 Chaplaincy

A foundational study of the chaplain ministry in hospital, hospice, and homebound settings, as well as settings of incarceration. This course includes pastoral education that develops spiritual care providers and educators skilled in delivering theologically informed, clinically competent and culturally sensitive spiritual care within hospitals, correctional settings, congregations, and the community. This course also introduces various models of chaplaincy: pastoral, spiritual, missional, educational, liturgical, and prophetic. A required course in the Restorative Justice & Chaplaincy emphasis (an elective for other students); 4 units.

Mission and Goals of the Graduate Program in Pastoral Ministries

The Graduate Program in Pastoral Ministries, rooted in the Jesuit tradition, provides theological and pastoral formation for a variety of ministries. Students are inspired to serve effectively in their diverse ministry settings as they deepen their call of service to the Church and the wider world. Engaging the church's mission of lifelong ministerial formation, the program seeks to instill commitments to justice and to human flourishing in friendship with God and companionship with one another in service of all creation. The program cultivates this charism through a critical and sympathetic engagement with the Catholic theological tradition in dialogue with a constantly changing world.

GPPM Program Learning Goals (PLGs)

By completing a Master of Arts Degree in Pastoral Ministries, students will demonstrate:

1. **Theological Foundation:** Knowledge of the broad intellectual foundation for ministry in the areas of scripture, systematic and contextual theology, and spirituality; and incorporate theological reflection to enrich their ministerial practices across varying contexts. Foundational areas are Fundamental Theology, Christology, Ecclesiology, Hebrew Bible, New Testament, Theological Ethics, and Sacraments and Liturgy.
2. **Pastoral Proficiency:** Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.
3. **Servant Leadership:** A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.
4. **Diversity Fluency:** Awareness of and critical engagement with how one's own culture influences ministry and then be able to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by

race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

Course Objectives

This course will develop students' knowledge of or skills related to:		Program Goals Addressed
1	Theological and spiritual underpinnings of Chaplaincy work	1
2	Chaplaincy as a ministry of accompaniment	2
3	Chaplaincy with marginalized or underserved populations	3
4	Exploring cultural issues as they pertain to Chaplaincy work	4
5		
6		
7		

Required Resources (Textbooks and Course Readings)

1.) The Practice of Pastoral Care, Revised and Expanded Edition: A Postmodern Approach

Paperback – Illustrated, January 2,

2015

by [Carrie Doehring](#) (Author)

Product details

- **Publisher** : Westminster John Knox Press
- **Publication date** : January 2, 2015
- **Edition** : Revised
- **Language** : English
- **Print length** : 254 pages
- **ISBN-10** : 0664238408
- **ISBN-13** : 978-0664238407

2.) Images of Pastoral Care: Classic Readings

Edited By: [Robert C. Dykstra](#)

By: [Robert C. Dykstra\(ED.\)](#)

Product Information

Title: Images of Pastoral Care: Classic Reading

By: Robert C. Dykstra(ED.)

Format: Paperback

Number of Pages: 248

Vendor: Chalice Press

Publication Date: 2005

Dimensions: 9.09 X 6.05 X 0.65 (inches)

Weight: 13 ounces

ISBN: 0827216246

ISBN-13: 9780827216242

Stock No: WW216240

3.) Professional Sexual Ethics: A Holistic Ministry

Approach Paperback – December 1, 2013

by [Patricia Beattie Jung](#) (Editor), [Darryl W. Stephens](#) (Editor)

Product details

- **Publisher :** Fortress Press
- **Publication date :** December 1, 2013
- **Language :** English
- **Print length :** 256 pages
- **ISBN-10 :** 0800699432
- **ISBN-13 :** 978-0800699437

4.) Helsel, Philip Browning. (2019) Pastoral Care and Counseling: An Introduction; Care for Stories, Systems, and Selves. Paulist Press International, U.S.

ISBN-10 : 0809153904

- ISBN-13 : 978-0809153909

Recommended but not required Professional Spiritual & Pastoral Care: A Practical Clergy and Chaplain's Handbook Paperback

– November 1, 2011

by [Rabbi Stephen B. Roberts MBA MHL BCJC](#) (Editor)

Product details

- **Publisher** : SkyLight Paths
- **Publication date** : November 1, 2011
- **Edition** : 1st
- **Language** : English
- **Print length** : 480 pages
- **ISBN-10** : 1683362446
- **ISBN-13** : 978-1683362449

Supplemental reading materials for this course will be available on Camino. To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Students must use their SCU username and password to access Camino.

The instructor retains the right to make changes, additions, or deletions to the syllabus, course outline, and schedule throughout the course. Any changes will be communicated through in-class announcements, Camino notifications and/or email.

Graded Assignments

Assignment Title	Due Date	Points or %	Program Goal Addressed
Specify two learning and two professional goals		Not graded	
Present to the student group 2 verbatims and provide 1 final verbatim for the instructor		30%	
		30%	

Three Theological Reflections			
Final Self-Evaluation		20%	
Class Presentation		10%	
Instructor's Evaluation of class participation and shared course text reading insights		10%	

Note: Descriptions and rubrics for major course assignments can be found on Camino.

Grading Criteria

Letter grades are assigned based on overall percentage, as follows:

A	94-100%	4.0	C+	77-79%	2.3
A-	90-93%	3.7	C	74-76%	2.0
B+	87-89%	3.3	C-	70-73%	1.7
B	84-86%	3.0	D+	67-69%	1.3
B-	80-83%	2.7	D	63-66%	1.0

Your grades will be visible in Camino.

All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 3% for each day past the due date that they are submitted.

Course Outline

Week (Date)	Topic	Readings & Activities	Assignments
Session 1 Date 1/6/26	Introduction to Chaplaincy		
Session 2 Date 1/13/26		Dykstra chapter 1 Doehring ch 1 and Intro PBH: Intro and Chp 1 Jung: Cultivating Sexual Desire: Theological and Pastoral Reflections, Intro and Chapter 1 and 2	Two learning and two professional goals
Session 3 Date 1/20/26		Dykstra chapter 4 Doehring chapter 2 & 3 PBH: Chp 2 Jung, Chp 3 & 4	
Session 4 Date 1/27/26		Dykstra chapter 5 Doehring chapter 4 & 5 PBH: Chp 3 Jung Chp 5 & 6	Theological Reflection 1
Session 5 Date 2/3/26		Dykstra chapter 6 Doehring chapter 6 PBH: Chp 4 Jung Chp 7 & 8	Verbatim 1

Session 6 Date 2/10/26		Dykstra chapter 7 Doehring chapter 7 PBH: Chp 5 Jung Chp 9 & 10	
Session 7 Date 2/17/26		Dykstra chapter 8 Doehring chapter 8 PBH: Chp 6 Jung Chp 11 & 12	Theological Reflection 2 Verbatim 2
Session 8 Date 2/24/26		Dykstra chapter 9 PBH: Chp 7 Jung Chp 13 & 14	
Session 9 Date 3/3/26		Dykstra chapter 13, 15 Jung Chp 15 & 16 PBH: Chp 8	Verbatim 3
Session 10 Date 3/10/26		Dykstra chapter 18 PBH: Conclusion Jung Chp 17& 18	Theological Reflection 3 Final Self-Evaluation

Professional Conduct Expectations

Attendance & Punctuality

Students are expected to attend all class sessions. Please be on time. Other than emergencies, absences need to be cleared with the instructor ahead of time. Absences of more than two classes will result in a failing grade. Whether or not the assignments were announced during an absence, students are accountable for all course assignments.

Participation

Ten per cent of your course grade comes from evaluation of class participation and shared course text reading insights.

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor.

Academic Integrity

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

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

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in

work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

Policies, Resources & Accommodations

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations. Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their

instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the [Office of Accessible Education](#) (OAE) or from the [Office of Equal Opportunity and Title IX](#). This [resource page](#) from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education oea@scu.edu, <https://www.scu.edu/oea> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): "...Dissemination or sharing of

any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.”

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

Course materials and online activities will be available on SCU’s Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino. SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572.

You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Respect for All

It is my intent that students from all backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my

intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Wellness

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person – mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you. SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center (<https://www.scu.edu/wellness>) provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS; <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

SCU [Culture of Care](#)

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

SCU also has options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [The HUB Writing Center](#) (Writing and Public Speaking)

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Land Acknowledgement

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

A theological reflection paper outline typically moves from describing an experience to analyzing it through faith, connecting it to tradition, and proposing future action, often using a cyclical model like **Experience -> [Interpretation](#) (Scripture/Tradition) -> [Application](#)/Action**, focusing on key questions like "What's happening?", "What's the deeper issue?", "What does faith say?", and "What now?", while integrating personal identity and context.

I. Introduction

- **Hook/Context:** Briefly introduce the significant experience, situation, or problem you're reflecting on (use pseudonyms if needed).
- **Background:** Provide necessary details (people, place, time, feelings).
- **Key Question/Issue:** Clearly state the central question or problem that emerged from the experience.
- **Thesis:** Briefly state your main insight or argument from the reflection.

II. Description of the Experience (The "What")

- Narrate the event in detail, focusing on key dialogue, actions, and non-verbal cues.
- Describe your initial reactions, feelings, and thoughts.
- Identify the presenting problem and the deeper issues at play.

III. Theological Analysis & Interpretation (The "So What?")

- **Biblical/Scriptural Connection:** Identify relevant biblical passages, themes, or concepts.
- **Theological Tradition:** Bring in insights from Christian history, doctrine, or theologians.
- **Personal Identity/Social Location:** Explore how your own beliefs, values, identity, and culture shape your perception.
- **Synthesis:** Show how Scripture, tradition, and your context intersect to provide deeper understanding.
- **Framing Question:** Explore deeper theological questions (e.g., "Can God be trusted?", "How is the Spirit present?").

IV. Reflection & Application (The "Now What?")

- **New Understanding:** Articulate the new insights gained about yourself, God, the church, or the world.
- **Challenged/Affirmed Beliefs:** Discuss how your faith was challenged or affirmed.

- **Future Action/Strategy:** Outline concrete steps, attitudes, or actions for future situations, flowing logically from your reflection.

V. Conclusion

- Summarize the main points: the experience, the theological insight, and the resulting change.
- Reiterate your thesis with more depth.
- Offer a final thought on the ongoing journey of faith and reflection.

Key Tips

- **Show don't just tell:** Use narrative and analysis.
- **Critical Engagement:** Don't just quote; interact with sources.
- **Stay Focused:** Connect everything back to the initial experience and question.
- **Be Humble:** Approach the challenge with openness.