

Integrative Chaplaincy RJUS 227 Spring 2026

Santa Clara University Graduate Program in Pastoral Ministries

“Compassion challenges us to cry out with those in misery, to mourn with those who are lonely, to weep with those in tears. Compassion requires us to be weak with the weak, vulnerable with the vulnerable, and powerless with the powerless. Compassion means full immersion in the condition of being human.” *Compassion: A Reflection on the Christian Life*

Instructor Amanda Quantz, PhD

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Phone number will be provided at first class session.

Office hours By phone or Zoom appointment as well as before class sessions.

Class sessions

Online Wednesdays 6-9 p.m.

4/1, 4/8, 4/15, 4/22, 4/29, 5/6, 5/13, 5/20, 5/27, 6/3

Course description

Integrative Chaplaincy (4 units)

Effective chaplains are pliable, intrepid caregivers. An integrative approach to chaplaincy equips ministers with the tools needed to navigate complex pastoral situations such as prisons, hospitals, and shelters. They must understand the differences between a dark night of the soul and a mental health crisis. Integrative chaplaincy focuses on helping individuals, families and communities mine their faith traditions for resources that promote healing and wholeness. In addition to essential spiritual care interventions, students will learn about the practice of self-care, a vital skill for chaplains who work in challenging environments. Students will also practice creative approaches to problem-solving within their unique pastoral setting.

Learning Goals and Objectives

4B. Students will address issues of inequity and injustice in light of the Christian witness.

5B Students will demonstrate a critical appreciation of religious diversity.

Course texts

In lieu of a textbook, we will read an array of contemporary articles on topics named in the course description. The reading list and schedule will be provided on the first day of class.

Grading

Assessment grids for all assignments will be available online. The grade ranges are:

A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C-70-73
D+ 67-69
D 63-66

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. Students should continue to reach out to OAE (oea@scu.edu) regarding access barriers related to this course or content.

Academic Freedom

The University is dedicated to an uncompromising standard of academic excellence and a commitment to academic freedom, freedom of inquiry, and freedom of expression in the search for truth. We are here to engage a set of ideas and research findings that often have long and complicated histories. Scholars may disagree on the topics we will be discussing. Assignment of and references to sources (readings, films, websites, etc.) are not an endorsement of the opinions or content contained in those materials. Students are expected and required to become familiar with the literature relevant to the topic of this course regardless of whether the professor, the University, or the students find this content agreeable. You are invited to introduce additional challenges in a serious and open-minded manner.

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

Depending on the learning objectives and pedagogical approaches used in a lesson, some classes may be recorded and made available on Camino. However, in line with item 12 of 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 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). 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.

- The HUB Writing Center (Writing and Public Speaking)

Grief Resources and Support

An important part of healing from loss is the support of others. The SCU community is committed to supporting you during this difficult time. If you need to miss class or foresee being late on upcoming deliverables due to bereavement, please let me know immediately so we can make appropriate arrangements. If you need additional support, you can contact the Dean of Student's Office at (408) 554-4583 or email dso@scu.edu. Staff in DSO can notify other faculty and/or campus supervisors on your behalf and connect you with helpful campus resources.

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.

Regular Attendance

If you must be absent from class, please inform me in advance and make arrangements to complete the coursework. Provided that you complete the make-up work, one excused absence will not affect your grade. An unexcused absence will affect your grade. Please be on time for each class session and prepared to discuss the material listed in the course schedule. A pattern of tardiness will affect your grade. Comments, questions and written assignments should demonstrate your ability to analyze the material critically and carefully. We will practice attentive, active listening, which is one of the major themes in this course. We will also demonstrate respect for our peers' religious and spiritual experiences.

During or around week 3 students will schedule a meeting for with the professor (about 30-45 minutes) to check-in about how things are going in class and with their learning goals.

Since students can find the end of a term to be hectic, I will be available for optional 30-minute end-of-term check-ins as needed. Throughout the quarter I am also happy to meet with students as needed.

Assignments:

- 1) Learning Goals 10% (graded pass/fail 4/8)
- 2) Three journals 10% each (variable dates)
- 3) Verbatim 20% (variable dates)
- 4) Theological Integration Exercise 20% (April 29th)
- 5) Final presentation 20% (June 3rd)

Schedule:

4/1 Integrative Chaplaincy: Overview, themes, contexts

Read:

-CCCB/SCU Webinar “Spiritual Care: Different, Contexts Different Needs” and Power Point slides

-The Need to Be Seen (in-class)

-Development of a Model of Spiritual Assessment and Intervention (in-class)

4/8 Resilience in Spiritual Care

Read:

-The Feeling Wheel

-To Retreat: A Missing Trait of Resilience

-Holy Havoc: Chaplains as First Responders in Healing Spiritual Abuse

Submit: Draft of Learning Goals

4/15 Bereavement Ministry

Read:

-Recognition and the Fleeting Glimpse of Intimacy: Tracing the Chaplain’s Response to Ungrieved Death

-Questions to a Hospice Chaplain

-Rites of Passage (poem)

Submit Journal 1

4/22 Street Ministry

Read:

-Chicago Street Ministry

-Street Ministry Haight-Ashbury

-Practice Showing Up: A Practice Guide for White People Working for Racial Justice

-The Protest Chaplain’s Handbook: A Guide for Spiritual Care at Protests

4/29 Prison Ministry

Read:

- Changing Life Behind Bars
- A Buddhist Chaplain Disrupts Suffering in Rikers Island

5/6 Hospital Chaplaincy Part 1

- Entering the Patient's Chaos
- A Call to Care for the Sick
- Art at the Bedside: Reflections on Use of Visual Imagery in Hospital Chaplaincy

Submit Journal 2

5/13 Hospital Chaplaincy Part 2

Read:

- A Chaplain's Notebook: Poetry as Spiritual Nourishment
- The Hospital is a Paradoxical Place
- Voices from the Margins: Reflections of an Oncology Chaplain

5/20 Lessons Lived

- Interfaith Chaplaincy in a Post-Secular Context
- Muslim and Non-Muslim Chaplaincy
- Spiritual Care of the Nonreligious
- E-Chaplaincy: Asking Some Questions

Submit Journal 3

5/27 Self-Care in Chaplaincy

- Staff Care
- Lessons Lived: Desert Wisdom for Pastoral Caregivers

6/3 Final Presentations. Upload to Camino your outline, Prezi, Powerpoint or other aid.