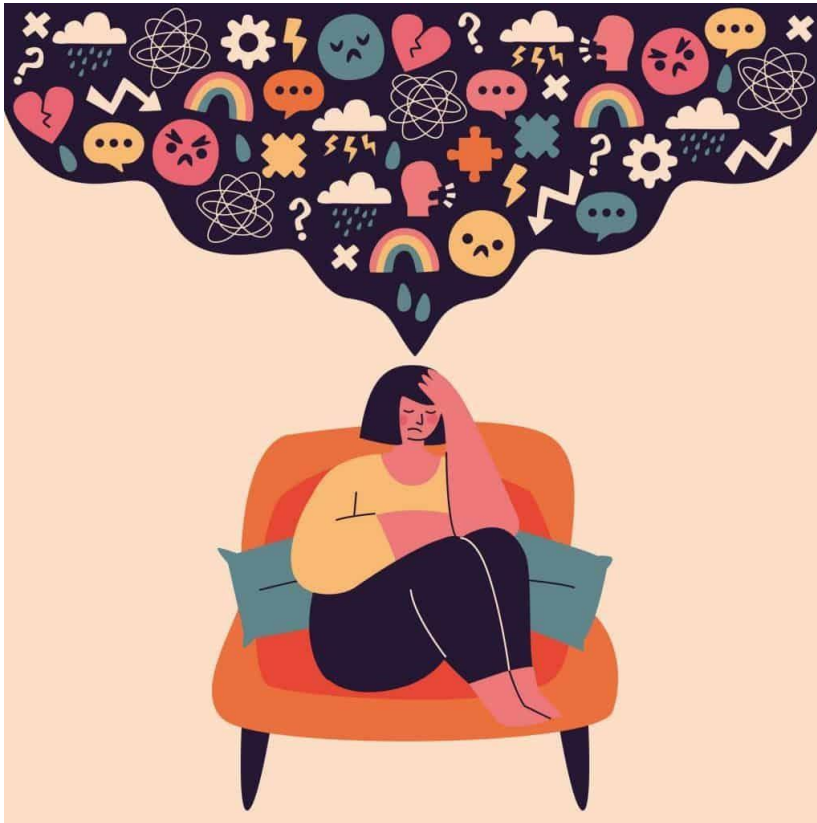


CH 510 Sociology and Psychology for Chaplains
The Rev. Dr. Janet Fuller
Tuesdays 7-9 p.m. EST
Spring 2025



(Image by Joanna Marszalska)

Instructor:

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

Office Hours:

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

Course Format:

The course is taught as a hybrid course, synchronous Tuesdays 7-9 p.m., with an extra hour of instruction delivered asynchronously (recorded lectures, interviews, as well as engagement on the discussion boards and reflections.) The Canvas website will provide the most accurate and up-to-date instructions for all aspects of the course. If you have difficulty accessing or navigating the site, call the Canvas Support Hotline: (877) 249-4494. If you have questions about course content, contact your professor at jfuller@hartfordinternational.edu.

Course Description and Goals:

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

Aims of the Course:

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

Learning Objectives (based on BCCI)

After the successful completion of the course, students will be able to:

1. *Demonstrate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care, including lived religion, religious identities, and developmental theories. (ITP2)
2. *Articulate a conceptual understanding of group dynamics, family systems, trauma, and organizational behavior. (ITP5)
3. Incorporate concepts of organizational psychology to further their skills in navigating the systems and organizations in which chaplains generally work. (ITP3)

*These objectives will be measured by your case study work and in your final paper this semester, kept and archived as artifacts in our assessment of the course and MAC program outcomes.

Required Texts (Students are required to purchase these)

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

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

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

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

Course Requirements

Class Participation, Reading, attendance:

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

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

Case studies each week

Each student will write a case study that demonstrates the effect and application of particular readings. One case study will be presented in each class.

The instructor will be available to talk over the readings with the case study presenter, to assist in whatever ways are helpful.

The case study will be due several days before the rest of the class finishes the reading on that subject matter, and we will distribute them and discuss them in the class. Every student will be expected to participate in the case study as we apply our readings to it.

The cases may not be taken from books. They must be from your life, experience, chaplaincy or other work, or even from your imagination. They will, optimally, showcase the substance and

issues of the week, posing good questions that extend our ability to apply the theories we are thinking about. More instructions will be given as to how to write a case study.

All case studies will be kept and archived as evidence of fulfillment of course objectives.

Interview a Chaplain

You will interview a working chaplain, to learn as much as you can about their work, what they do, their skills and capabilities, their organizational context, their duties. You will learn as much as you can about those they serve and their own methods. Ask them to tell you stories of their work. Record the interview, please, so you can refer back to it. At the end of the semester, you will write a paper on the interview and what you learned from the chaplain. More instructions to follow once you have completed the interview.

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

You are not to ask them about psychological or sociological theories that the chaplain is using in their work, as this will be an exercise in frustration for both of you

Do ask about families and family systems, human and faith development, lived religion, organizational behavior, prejudice, privilege, intersectionality, intergroup contact, conflict and dialogue, trauma and moral injury, intergenerational trauma, trauma stewardship, mental health and referral, grief and mourning, wellness, meaning, resilience, and happiness. Notice that these are the themes of our course readings. Feel free to find out how any and all of these apply to their work.

You will write a reflection on the interview, perceiving in the chaplain's work the ways they deal with the subjects we are studying, and you will be given opportunity to connect those subjects with psychological and sociological methods and theories you see at work in their chaplaincy. This paper will be saved and archived as evidence of your progress in the chaplaincy outcomes for the program.

Interview with a Chaplain Paper due April 25

Final Summary Essay

You will write a paper researching and expressing the foundational sociological and psychological concepts and theories on which your own chaplaincy methods are based. Weave them together with your theological or spiritual practice or ideologies in a seamless essay that blends readings from this semester as well as other research you have engaged to express your views of working with individuals and groups in a just and meaningful methodology. You should use writings from the course as well as sources we have not discussed together. This paper. This paper should be 10-12 pages in length and cover many theories and their applications to chaplaincy. Due May 6.

The final summary paper will be saved and archived as evidence of your success in course and program outcomes.

DMin students will complete additional reading and writing:

In collaboration with the professor, each DMin student will choose to delve more deeply into one of the topics of our course, or a related one. Each DMin student will research and write a paper deeply describing a psychological or sociological issue, with specific relation to chaplaincy and spiritual practice, also inclusive of self-reflection. This research will consult new material not referenced in class, at least 5 major sources in various forms (books, articles, etc). The paper will be approximately 20 pages. The subject matter needs to be chosen by March 1 and the paper turned in before April 15. You may be asked to present in class on your topic, after the paper is turned in.

More details can be found on Canvas.

Assessment

Reflections

50% of final grade

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

Class presentations

10% of the final grade

Case study writing and discussion leadership, your contributions to our course interactions

Papers--Interview a Chaplain and Final Summary essay *40% of the final grade*

And DMin research paper.

Hartford International University Grading Scale

A (95-100)	Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.
A- (90-94)	Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.
B+ (87-89)	Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets course expectations.
B (83-86)	Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.
B- (80-82)	Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.
C+ (77-79)	Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.
C (70-76)	Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.
F (below 70)	Has not met the basic requirements of the course.

HIU Values of Collaborative Teaching and Learning

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

Engaging in cross-disciplinary content and teaching.

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

Demonstrating how to disagree respectfully and well.

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

Plagiarism and Academic Integrity

Academic honesty and integrity are expected of all students. Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another

source without acknowledgement, c) the whole work is copied from another source [especially a web based source], or d) significant portions of one's own previous work used in another course.

The use of Artificial Intelligence

The use of AI truncates your learning in this course by doing much of your thinking for you. If you use any form of AI, even to make your writing better, you must cite it as you would cite any other outside source, as well as the exact prompt you used to ask for your information. If you use AI without precise and full citation, your grade will automatically be a '0'.

Inclusive Language

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

Accommodations

The Americans with Disabilities Act ensures equal access to qualified individuals with disabilities and prevents discrimination on the basis of a disability. It is Hartford International University policy to provide reasonable accommodations on a case-by-case basis, which may mean working with outside social and governmental agencies to provide the necessary range of services for student success. Students with disabilities who wish to receive accommodations must contact the Student Services Coordinator. Students with disabilities are eligible for disability support services when they are enrolled in courses and they have disclosed their disability and requested related accommodations during enrollment and/or before the start of each semester. All students seeking accommodation must fill out the Request for Disability Accommodations form.

Official Handbooks

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

Communication and Technology

Students are expected to use their Hartford International University email for communication regarding the course. All students will need to log into the course site several times per week in order to take part in discussions and to access readings, videos, mini-lectures and other course materials.

Within Canvas, the *Announcements* feature will be used to convey information useful to all students in the course.

About CANVAS:

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

- Be sure to explore the site thoroughly before you begin.
- If you have difficulty navigating or operating any aspect of the site, do take advantage of the "Help" button (indicated by a question mark). The "live chat" feature works very well; you can expect prompt and clear responses to your questions. You may also phone the Canvas Support Hotline: (877) 249-4494.
- If you have questions about course content (or you tried Canvas Help but are still mystified), please do email or text-message your professor right away. If the situation is better addressed voice-to-voice, request a specific time for a phone or Zoom conversation. Making an appointment ensures that your professor is ready to talk with you seated at her desk rather than walking her dogs or cooking a meal.

Attendance

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

Email Policy

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

Course Structure

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

Posting structures

The course is set up so that students are responsible for reading comprehension and reflection. Posts will be due before Sundays at 7:59 p.m. The professor will read and

comment on Mondays, so you will want to log in to that particular discussion board and comment during those days. **When you comment, use that person's name so it shows up in my reading and I know what and to whom you are responding.** Return on Tuesdays for more conversation. On Tuesday evening in class, we will come back to highlight features and ideas that may seem complicated or significant and lead the way for the next week's readings.

Here is the proposed module list for Spring 2026

The readings are correct for Module 1 so that students can be prepared for the first class. Modules to follow are subject to change. Consult Canvas for the most up-to-date information and assignments.

MODULE 1: class January 20

Theme: Orientation, Introductions; Overview of the Course, definitions of Psychology and Sociology

Read Don S Browning and Terry D Cooper. Religious Thought and the Modern Psychologies. Read both prefaces, Chapters 1, 4, and 10

Read Inger Furseth and Pal Repstad, An Introduction to the Sociology of Religion, 2nd Ed, Chapters 1-2, pp 1-37

MODULE 2: class January 27

Theme: Family Systems I

Read: Edwin Friedman, Generation to Generation: Family Process in Church and Synagogue. Pp 1-64 (Section One)

And read: Edwin Friedman, A Failure of Nerve: Leadership in the Age of the Quick Fix Preface, Introduction, through Chapter 2

MODULE 3: class February 3

Theme: Family Systems II and Leadership

Read: Edwin Friedman, A Failure of Nerve, Chapters 3 to end of the book

MODULE 4: class February 10

Theme: Human Development

Read Keegan part One, pp 1-112

Capps and Browning, Life Cycle Theory and Pastoral Care

Ramadan begins Feb 17

MODULE 5: class February 17

Theme: Faith Development

Read: Toward Moral and Religious Maturity

Faith and the Structuring of Meaning, James Fowler 51-85

Negation and Transformation, Loder 165-192

Justice and Responsibility, Gilligan 223-249

There the Dance is, Kegan 403-440

MODULE 6: class February 24

Theme: Lived Religion and Organizational Behavior

Read: McGuire, Everyday Religion as lived, 2008

McGuire, Rethinking religious identity, commitment, and hybridity, 2008

Sherkat, Religious Socialization: sources of influence and influences of agency, 2003

MODULE 7: class March 3

Theme: Privilege, Prejudice and Intersectionality

Read Diane Goodman, Oppression and Privilege: Two sides of the same coin, 2015

Kimmel and Ferber, Toward a new vision: race, class, and gender as categories of Analysis and Connection, 2017

Leyens and Demoulin, Ethnocentrism and Group realities, 2010

Smith, Brief, and Colella, Bias in Organizations, 2010

MODULE 8: class March 10

Theme: Intergroup Contact, Conflict and Dialogue

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

Chapter 1, 2, 4, and 11

Crucial Conversations lecture

Reading week March 16-20 reading days, no class March 17

Eid al Fitr March 19-20, HIU closed.

MODULE 9: class March 24
Theme: Grief and Mourning

MODULE 10: class March 31
Theme: Trauma and moral injury I
Read Herman, first half

MODULE 11: class April 7
Theme: Trauma and Moral Injury II
Read: Herman, second half

MODULE 12: class April 14
Theme: intergenerational trauma, trauma stewardship

MODULE 13: class April 21
Theme: Mental Health, Mental Illness, Referral

Interview with a Chaplain Write-Up due April 25

MODULE 14: class April 28
Theme: Wellness, Meaning, Resilience, and Happiness

MODULE 15: Class May 5
Theme: pulling it all together
Closing circle
Final Summary Essay due May 6

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

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