



## Associated Canadian Theological Schools of Trinity Western University

### CHP 691: Special Topic - Spiritual Care for Those Affected by Correctional and Justice Systems

Dr. Donald Stoesz  
Summer – 2015  
3 credit hours

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Course Dates: June – August

Modular Class days and times:  
On-campus: June 15-19, 2015, 13h30-17h30

Note: this course will be delivered with a live-stream option. Students may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For those who attend on campus, the class experience will be essentially like that of any other course. For those who plan to join by live-streaming, please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

#### **I. Course Description**

This course will provide chaplains, spiritual care practitioners and volunteers with a deeper insight into the effect of Correction and Justice Systems on inmates, parolees and their families. The course will enable spiritual care providers to enhance their ministry skills, theological knowledge and interfaith awareness for transformative ministry. The sociological and psychological components of correctional and justice venues will be discussed along with the pastoral role in the therapeutic relationship to those incarcerated or affected by the system.

#### **II. Learning Outcomes**

By the end of the course, students will . . .

- Be able to articulate the psychological and sociological dynamics of the prison system.
- Be able to define their pastoral and/or spiritual care giver identity.
- Be able to discuss the therapeutic and community aspects of their ministry.
- Be able to summarize the ecumenical and inter-faith challenges of chaplaincy.
- Be able to facilitate the role of volunteers.



### III. Course Textbooks

- Stoesz, Donald. Glimpses of Grace: Reflections of a Prison Chaplain. Victoria: Friesen's Press, 2010.
- Covert, Henry G. Ministry to the Incarcerated. 2014.  
Three of the Books Listed Below
- Peck, Scott. People of the Lie.
- Hendrix, Harville. Getting the Love You Want.
- Duguid, Stephen. Can Prisons Work?
- Totten, Mark. Gang Life: 10 of the Toughest Tell their Story.
- Zehr, Howard. Changing Lenses

### IV. Course Assignments

Pre-intensive class assignments: total value: 20%

- A five page review of the Stoesz text book is due on the first day of class, June 15, 2015. worth 15%
- A one-page proposal of a five-page book review of one of the other text books that the student will hand in at the end of the course. The one-page proposal is due on the first day of class. worth 5%

Class assignments due during week of class: total value 45%

- Two written assignments (two pages each) due each morning of class, for a total of 9 assignments, each worth 5%.  
Description of each assignment in course outline.

Assignments due at the end of the course: July 31, 2015 total value: 35%

For All Students:

- Book Review of one of the textbooks, 5 pages, worth 10%

For Seminarians and graduate students considering the possibility of chaplaincy:

- Integration Paper based on the Chaplaincy Job Description found on the Kairos Pneuma Chaplaincy website ([www.kpc-inc.ca](http://www.kpc-inc.ca)), 15 pages, worth 25%

For students and volunteers who are interested and involved in ministry but who are not considering chaplaincy

- Reflective Analysis on the Challenges and Rewards of Prison Ministry, 10 pages, worth 25%

## V. Course Outline

### Part A: The Social Context of Prison

#### **Monday, June 15th**

##### 1. The Role of Authority in the Prison System

Max Weber's distinction between traditional, charismatic, and rational authority will be used to reflect on the dynamics of authority among staff and inmates. The parenting role of staff will be explored along with the maturity that is needed by inmates to move from the external authority of prison to the internal authority of their own conscience.

*Assignment #1: Choose story #4, 6, 11, 13, or 14 from the third chapter on authority in Glimpses of Grace and come prepared to share the ways that you would handle the situations described. A two-page written response needs to be handed in at the start of the next day's class. Worth 5%*

#### **Monday, June 15th**

##### 2. The Role of Infantile Desires in Understanding One's Crime Cycle

Sigmund Freud's distinction between id, ego, and superego can be put to good use to help inmates understand their offending patterns. The crimes that offenders have committed often reflect infantile behaviour patterns because offenders have not learned to deal with their lives on a rational level. They reverted to their subconscious in order to deal with crises that their "ego" and "superego" were unable to handle. The point of this session is to help pastoral care-givers explore the ways in which they can help offenders bring their subconscious emotions to a conscious level.

*Assignment #2: Chose one of the first six vignettes from the fourth chapter on therapeutic models in Glimpses of Grace and come prepare to discuss how you would use the suggested tools to counsel an inmate. A two-page reflection on this topic is due at the beginning of the next day of class. Worth 5%*

#### **Tuesday, June 16th**

##### 3. The Role of the Inmate Code among Prisoners

Emile Durkheim's explanation of the "collective unconscious" will be used to explore the role of peer pressure among prisoners. Clandestine activities require gate keepers to enforce secrecy and silence so that illegal activities can be carried out. This session will look at way in which offenders can move beyond the inmate code to become law-abiding citizens. The sacrifices necessary for this transformation will be explored.

*Assignment #3: Choose one of Vignettes #2, 5, 6, 15, or 16 in the first chapter of Glimpses of Grace and come prepared to discuss how the inmate code works. You can hand in a two page written response at the beginning of the next day of class. Worth 5%*

## Part B: The Nature of Chaplaincy

### **Tuesday, June 16**

#### 4. The Prisoner as Subject in the Pastoral Relationship

This session will explore the nature of the chaplain/offender relationship. One of the assumptions of my approach is that the inmate defines the nature of the pastoral relationship. A careful listening on the part of the chaplain to the variety of sentiments, confidences, information, and feelings that are shared by an inmate in a counselling session can lead to an identification of agenda items that can be addressed over the course on the next three to five sessions. I work on the principle that I should be able to write up a two-three page description of the progress that has been made over the last three to five sessions. Many inmates ask for this type of report once they have entered into a significant pastoral relationship with the chaplain.

*Assignment #4: After reading vignette #3 in **chapter three**, choose #1, 7, 9, 14, or #18 vignette from **chapter one** or #2, 3, 6, or #7 from **chapter two** of Glimpses of Grace and come prepare to discuss the nature of the chaplain/offender relationship. A two page reflection needs to be handed in at the beginning of the next day of the next class. Worth 5%*

### **Wednesday, June 17th**

#### 5. The Chaplain as Public Presence within the Institution

One of the significant aspects of a chaplain's ministry is to be a public presence within a prison setting. Some chaplains find this difficult because it means moving from the relative comfort of one's office to a public "arena" in which various staff/inmate dynamics are going on. Staff and inmates generally welcome a chaplain's presence because it means that a normalization of activities and interactions are possible. Staff lunch rooms, administration offices, inmate work areas, school, the inmate visiting area, the gym, the living units, and dissociation and segregation are all areas that a chaplain can visit.

*Assignment #5: Use the job description of a chaplain on the Kairos Pneuma Chaplaincy Website and develop a pastoral plan based on these 5 objectives. Build on your strengths and identify the areas that you would need to grow. This two-page assignment is worth 5%.*

### **Wednesday, June 17th**

#### 6. The Programming Aspects of Chaplaincy

There are many programs that a chaplain can facilitate to help inmates deepen their spiritual lives and improve their social skills. There are spiritual courses such as Alternatives to Violence and Christopher Leadership, religious courses such as Alpha and the RCIA program, Bible studies and book studies such as Experiencing God, as well as the possibility of spiritual retreats and guided meditations. Programming is a key component of chaplaincy because it complements and reinforces the specifically religious aspect of one's work. The idea that God is present throughout the world is validated through a ministry that extends to the broader community.

*Assignment #6: Building on your strengths as a chaplain, develop a program, spiritual retreat, or course that you feel would be effective in helping inmates grow in their social, emotional, and/or spiritual life. Include all the salient features that would be needed to make it work in prison. You can use the stories in the **fifth chapter** of Glimpses of Grace to get some ideas. Two-page assignment. Worth 5%*

### **Thursday, June 18th**

#### **7. The Religious Nature of One's Chaplaincy Work**

The religious formation of one's own faith tradition is indispensable to one's work as a spiritual care-giver. The particularity of one's pastoral identity and its manifestation through worship services, religious formation, ecclesiological practices, and collective fellowship helps offenders to become grounded in their own faith and spirituality. There is a saying that I learned early on in my ministry: people who don't believe in anything will believe almost anything. Inmates become gullible to all sorts of religious, social, and spiritual influences if they are lost themselves. Chaplaincy involves grounding offenders in an established routine of meaningful worship and religious expression. I consider the worship services on Sunday evenings in the prison chapel to be an extension of the body of Christ that is manifested visibly throughout collective faith groups in society. It is only as chaplains and their inmate parishioners see themselves as part of the larger whole that normalization can occur.

*Assignment #7: Prepare a Liturgy for a prison worship service that incorporates elements of faith and worship that would reflect offenders' experiences. You can use the **tenth and eleventh chapters** in Glimpses of Grace to get some ideas. Two-page assignment worth 5%*

### **Thursday, June 18th**

#### **8. The Ecumenical and Inter-Faith Aspects of One's Ministry**

Working ecumenically with Christian colleagues and in an inter-faith context with other faith traditions is one of the most challenging and most rewarding of one's work as a chaplain. One soon learns what is indispensable to one's own faith and religious tradition. The practices of other religious traditions makes one look more profoundly at the rich resources of one's own faith journey. A chaplain is challenged to accommodate as well as minister to Rastafarians, Muslims, Hindus, Sikhs, Buddhists and Wiccans as though they are part of one's own tradition. The absence of other faith practitioners necessitates a chaplain to learn how to be a spiritual care-giver to these inmates of other faiths. Respect, inquisitiveness, negotiation, and honour are all needed for a chaplain to integrate this aspect of ministry into his or her work.

*Assignment #8: Look up The Manual of Religious and Spiritual Accommodation on the chaplaincy website of the Correctional Service of Canada, choose a tradition other than Christian, and write a two-page paper on the steps you would follow to provide accommodation to an inmate of this faith. This could involve the inmate's faith community, would have to take into account dietary consideration, and need to include various feast days and religious rites that are necessary for this inmate to practice his or her faith in prison. You can get some ideas from **chapter eight** of Glimpses of Grace. Worth 5%*

### **Friday, June 19th**

#### **9. The Role of Volunteers as a Part of Team Ministry**

A chaplain has to decide early on the role that volunteers are going to play in his or her ministry. One of the advantages of volunteers is that they can facilitate programs that the chaplain does not have time to become involved in. A healthy symbiotic relationship between chaplain and volunteers can create a good role model for inmates and staff alike. It is important for the chaplain to be clear in his or her expectations of a volunteer. Training and follow-up go a long way in nipping problems in the bud.

*Assignment #9: Read the provided materials on volunteering in prison by Monty Lewis. It is taken from the book, Can the Chaplain Do It Alone? Fill out the questionnaire, read the*

materials regarding volunteers, and write a two-page summary of 10-15 salient points that you would give at a volunteer orientation. You can use some ideas from **chapter six** of Glimpses of Grace. Worth 5%

### **Grading Scale**

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

## **VI. Course Textbooks**

### **A Select Bibliography of Books**

(Other Books Relevant to the Course will be Considered)

#### A Twelve-Step Spiritual Journey

Baum, Gregory. Religion and Alienation.

Bettelheim, Bruno. The Uses of Enchantment.

Carnes, Patrick. Contrary to Love.

----- Out of the Shadows.

Christie, Nils. Crime Control as Industry

Clinebell, Howard. Basic Types of Pastoral Care and Counselling.

Covert, Henry. Ministry to the Incarcerated (2014).

Duguid, Stephen. Can Prisons Work?

Jonathan Haidt's book, The Righteous Mind

Hendrix, Harville. Getting the Love You Want.

Hugo, Victor. Les Miserables.

Lewis, Monty. Can the Chaplain Do It Alone?

Mate, Gabor. In the Realm of Hungry Ghosts

Nielsen, Larry. God Behind Bars: The Amazing Story of Prison Fellowship (2006).

Peck, Scott. People of the Lie.

Pierce, Dennis. Prison Ministry: Hope Behind the Wall.

Schilder, David. Inside the Fence: A Handbook for Those in Prison Ministry (1999).

Spitale, Lennie. Prison Ministry: Understanding Prison Culture Inside and Out.

Stoesz, Donald. Glimpses of Grace.

Stoesz, Donald. Is It Possible to Change?: A Theology of Prison Ministry.  
Switzer, David. The Minister as Crisis Counsellor.  
Symes, Richard. As though you were in Prison With Them: A Resource for Prison Ministry.  
Totten, Mark. Guys, Gangs, and Girlfriend Abuse.  
Zehr, Howard, Changing Lenses,

### ***Appendix: Live-Streamed Courses***

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

#### Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.
- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able may attend class in person when possible if he/she wishes.)

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone.*** Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.
- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:
  - Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
  - Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the Webex link fails.)
  - Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal** <https://www1.twu.ca/services>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations: CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/campus/campus-notification.html> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5:00 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page [www.twu.ca/library](http://www.twu.ca/library) - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or

[www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, they should go to <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”) or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. More information is given to incoming students in the fall.

**Please check with your professor to find out which style he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Dean’s office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for our seminary students. Though some features in the handbook are focused on the university’s undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.

Learning what constitutes plagiarism and avoiding it is the student’s responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on

accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at <http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.