

North Park Theological Seminary
Engaging Congregations in Ministries of Health
MNST-6110 Spring 2021 – Online - Three hours

Preliminary Syllabus, as of October 2, 2020

The professor reserves the right to make small changes in the schedule if needed.

Professor: Mary Chase-Ziolek, PhD, RN, Professor of Health Ministries and Nursing

Contact Information:

Phone: 773-244-6201

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Office Hours:

Online: I will be active in the course on Monday and Thursday and check email regularly Monday – Friday.

Appointments can be scheduled using this link <https://calendly.com/mchase-ziolek/conversation-with-dr-chase-ziolek>

Office Location: Nyvall #31

Course Description:

This course will provide the student with a theoretical framework, practical skills and resources to engage a congregation in developing or expanding ministries of health. Utilizing the framework that health is an individual as well as a community experience, the historic, biblical, and theological roots of health ministry will be explored. The dynamics of congregational culture and community engagement will be studied as it applies to facilitating health ministries as well as models of health ministry and program resources. Students will apply course concepts through working with a congregation in their own community to develop or expand health ministries. Class format will include didactic presentation, readings, on-line discussion, field experience and a course project.

NOTE: This year the constraints of COVID have influenced church as well as academic life. Adjustments will be worked out with the professor as needed for the assignments requiring church engagement.

Overarching Objectives:

1. Comprehend the theoretical framework underlying congregationally-based health ministries
2. Develop skills to engage a congregation in ministries of health
3. Apply course materials in assessing congregational culture and creating a vision statement for health ministries

Course Objectives:

At the end of the course, the student will:

- Identify the biblical and theological roots for the church's involvement in health ministry
- Integrate an understanding of health with the potential of the church to promote health for individuals, families and communities
- Discuss Christian history and tradition in health ministries as it applies to the contemporary faith and health movement
- Assess the culture of a congregation in light of developing health ministries

- Identify how principles of community engagement can be utilized in developing congregationally-based health ministries
- Apply principles of developing ministries of health to your local and cultural context
- Discuss the possibilities for community/congregation partnerships to promote health
- Describe and critique models of health ministries
- Discuss resources available for developing health ministries
- Identify infrastructure needs within a congregation to support health ministries
- Engage in interdisciplinary dialogue about the church's challenge in health
- Identify and critique internet resources for health ministries

Students choosing to complete additional work in faith community nursing will:

- Identify the roles and responsibilities of a faith community nurse as one model of health ministry

Required Texts:

- Mary Chase-Ziolek, *Health, Healing and Wholeness: Engaging Congregations in Ministries of Health*, Pilgrim Press, 2005. ISBN: 0829816526
- James Cochrane & Gary Gunderson, *The Barefoot Guide to Mobilizing Religious Health assets for Transformation*, 2012. Available online at <https://www.barefootguide.org/barefoot-guide-3---transforming-health-systems.html>
- Thomas Frank, *The Soul of the Congregation*, Abingdon Press, 2000. ISBN: 0687987171
- Kendra Holtz & Matthew T. Mathews, *Dust and Breath: Faith, Health — and Why the Church Should Care about Both*, Eerdmans, 2012 ISBN-10: 0802867790.
- Additional articles for required reading will address diverse perspectives and experiences. They will be available on our course website.

Recommended Readings:

- Edward Canda, Aaron Ketchell, Phillip Dybicz, Loretta Pyles, & Holly Nelson-Betcher. *Health Through Faith and Community*. Haworth Pastoral Press, 2006. ISBN: 078902897
- Health Ministries Association and The American Nurses Association, *Faith And Community Nursing: Scope And Standards of Practice*, 2012 ISBN: 1558104291
- Health Ministries Association, *The Health Minister Role: Guidelines and Foundational Curriculum Elements*, 2nd ed , 2018.
- Stephanie Mitchem and Emilie Townes eds. *Faith, Health, and Healing in African American Life*, Praeger, 2008. ISBN: 0275993752
- Jill Westberg McNamara, *Health and Wellness: What Your Faith Community Can Do*, Pilgrim Press, 2006. 0829817409
- Cynthia Russel & Karen Mauk, *A Ministry of Care: Promoting Health in Your Faith Community*, The Foundry Publishing, 2019 ISBN 978-0834137622
- Willard Swartley, *Health, Healing and the Church's Mission*, Intervarsity Press, 2012 ISBN: 0830839747
- Carol Smucker, *Faith Community Nursing: Developing a Quality Practice*, American Nurses Association, 2009 ISBN: 1558102523

Course Teaching and Learning Methods:

This class includes theoretical concepts and practical application drawing on a wide and diverse range of resources. Engagement with a congregation is required in order to complete the required assignments. The content we will discuss should be applied in the congregation that has agreed to explore health ministries with you. *This does not mean that your congregation is making a commitment that they will follow through on developing or expanding health ministries, only that they are willing to explore the possibilities.* Participating in congregational activities will be necessary to complete the congregational inventory. However, in this time of COVID we recognize that the nature of congregational activities may be more virtual and will make adjustments as needed. Students will periodically report on their congregational activities during the semester.

Course Schedule:

- Each week there will be lecture notes to listen to that supplements the required reading and online resources. There will be regular health ministry highlights providing examples of ministries of health. Most weeks there will be a discussion forum with questions posted for your reflection due by Wednesday (350-500 words) and response to two fellow students 100 - 150 words)due by Saturday.
- Students will each be responsible one week during the semester for taking a lead in stimulating discussion and summarizing their group discussion.
- **Late postings** for the discussion forum will not be accepted without prior approval of the professor before the due date. A late submission will be recorded as 0 points.

Course Grading

Instructions and grading rubrics are being updated and will be in the final syllabus. See page 21 of Seminary Handbook for seminary grading scale

Assignment	Due Date	% grade
Discussion	Weekly (Wednesday & Saturday)	30
Health Interviews	Monday, February 8	20
Contextual Health Ministry	Monday, February 22	15
Assets Mapping	Monday, March 29	10
Congregational Values and Culture Paper	Monday, April 19	25

Discussion Forum Purpose: To engage in dialogue with the ideas and concepts in reading and lecture notes as well as with your fellow students and your experience with the local congregation as we consider the church’s challenge in health

Interview Assignment Purpose: The purpose of this assignment is to help you gain an understanding of how people within your congregation understand health, and how they perceive it might be appropriately integrated into congregational life.

Contextual Health Ministry Purpose: To bring diverse voices into our classroom and learn how congregations from cultural and theological traditions different than your own are involved in ministries of health through exploring modes of communication in addition to traditional academic sources.

Assets Mapping Assignment Purpose: The purpose of this assignment is to utilize the assets mapping process to identify congregational resources that could be used to promote the health and well being of church members and the community

Congregational Culture and Values Assignment Purpose: The purpose of this assignment is to help you gain an understanding of the culture of your congregation through reflection and gathering information that will help you to develop or expand health ministries in ways that will fit the culture of your congregation.

Alternative: It is expected that most students will complete the congregational culture assignment in the format identified above. There are two alternative assignments which can be arranged with the professor's permission. 1) Students whose congregation has a well developed existing health ministry, may choose to utilize the Health Ministry Self-Study from Wheatridge Ministries to describe how health ministry has been integrated into the culture of the congregation. 2) Students interested in church planting can do research on how you might integrate a faith-based value on wellness, healthy living and promoting health into a church as its DNA is being formed. The professor's permission for either of these options is required **by week four** at which time more detailed guidelines will be provided for the alternative assignment.

Internet Requirements: Students must have high-speed internet access to complete this course. A minimum download speed of 1.5 Mbps is required, which is commonly the speed associated with a basic DSL or a cellular/satellite connection. A faster connection, such as cable or fiber service, will further enhance your online experience.

Computer Requirements: Students must have an up-to-date computer to complete this course. The computer can be a PC or Mac product that meet the following specifications:

- Processor: Intel Core 2 Duo
- RAM: 4GB
- Hard Drive: 4GB or higher
- Operating System:
 - PC Windows 7, 8, or 10
 - Mac 10.7 or better^[SEP]
- Network hardware of 10/100Mbps Ethernet
- Wireless of 802.10:59g

Course Outline

This schedule outlines the content. Reading assignments are being updated and will be posted in final syllabus available by November 15

Module I: Laying the Foundation for Health Ministries

Week one: January 11 *Course Overview & Health, Healing and Wholeness: An Introduction*

Learning Objectives:

- Discuss the course overview
- Explore basic concepts in health ministry from different denominational perspectives
- Identify the questions related to the church's role in health that you bring to this class

January 18 NO SEMINARY CLASSES

Week two: January 25 *Health, Healing and Wholeness: Biblical and Historic Foundations*

Learning Objectives:

- Identify the biblical and theological roots for the church's involvement in health ministry
- Discuss Christian history and tradition in health ministries as it applies to the contemporary faith and health movement.

Week three: February 1 *Health, Healing and Wholeness: A Health Ministry Perspective*

Learning Objectives:

- Integrate an understanding of health with the potential of the church to promote health for individuals, families and communities
- Identify issues of justice impacting community and congregational health

Module II: Congregational Assessment for Health Ministries

Week four: February 8 *Methods & Resources for Congregational Assessment*

Learning Objective:

- Assess the culture of a congregation in light of developing health ministries

Week five: February 15 *Congregational Culture*

Learning Objective:

- Assess the culture of a congregation in light of developing health ministries
- Discuss how ethnic & congregational culture interface in health ministries

Week six: February 22 *Building on Congregational Strengths to Develop Health Ministries*

Learning Objective:

- Identify how principles of community engagement can be utilized in developing congregationally-based health ministries

Module III Health Promotion and the Church

Week seven: March 1 *Faith-based Healthy Living: Concepts & Resources*

Learning Objective:

Integrate an understanding of health with the potential of the church to promote health for individuals, families and communities

Discuss resources available for developing health ministries

March 8 SPRING BREAK

Module III: Reaching Out Through Health Ministries

Week eight: March 15 *The Church's Role in Promoting Healthy Communities*

Learning Objective:

Discuss the role of the congregation in promoting community health.

Week nine: March 22 *Faith and Health Partnerships*

Learning Objectives;

Discuss the possibilities for community/congregation partnerships to promote health

Week ten and eleven: March 29 & April 5 *The Church's Role in Healthcare: Ministry Opportunities and Contemporary Challenges*

Learning Objective:

Discuss the church's role in health in light of current changes in healthcare

Module IV: Models and Methods for Health Ministries

Week twelve: April 12 *Models of Health Ministry*

Learning Objective:

Identify and critique models of health ministries

Week thirteen: April 19 *Creating Sustainable Health Ministries*

Learning Objective

Plan the process of integrating health ministries into a particular congregation

Week fourteen: April 26 *A Vision for the Future*

Learning Objective

Identify infrastructure needs within a congregation to support health ministries

ADDITIONAL COURSE GUIDELINES

Late Assignments: Because your timely participation is important not only in order for you to fulfill the course objectives, but to the experience of your fellow students as well, in order to pass this class students must complete assignments within the allotted time frame unless they have received prior approval for an extension from the professor.

- **Discussion posts:** Because timely responses are important for the class process, **late submissions** for the discussion forum will not be accepted without prior approval of the professor before the due date. A late submission will be recorded as 0 points. ***If you miss more than 3 weeks of posting (which means either neglecting to post OR posting late without having requested prior approval from the professor), you will fail the course.***
- **Papers:** Late papers will be reduced one letter grade per day, i.e. an A paper will become an A- and so on. Students may request a one week extension on one paper (interview or critical reading) without grade penalty. If choosing this option, students must notify the professor prior to the due date.

Inclusive Language

NPTS encourages all students to follow the Statement of Inclusive Language from the Board of Publication Policy of the Evangelical Covenant Church which states, “We are committed to being inclusive in language and imagery in an effort to eliminate prejudice, whether gender, racial, ethnic, national, religious, denominational, cultural, or physical. This way of proceeding in no manner seeks to deny personal identity; rather, it guards against any use of word or phrase that tends to exclude people.” Consider how you can best incorporate inclusive language into all of your communication during the course particularly in your references to God and to humanity. The [Student Writing Handbook](#) provides further guidance on writing.

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park's [Safe Community](#) site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates she will be unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as "I" until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of "I" will automatically be changed to "F." For the full policy, see page 15 of the [Seminary Academic Catalog](#).