

North Park Theological Seminary
MNST 6301 Religion, Spirituality, and Health in Professional Practice
Cross-listed as NURS 5920
Fall 2014 3 credits (*online*)
Syllabus posted as of July 14, 2014

Faculty

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Course Description

The influence of religious participation and spirituality on health has been a growing topic of medical research that has significant implications for ministry as well as for health care. The relationship between religion, spirituality and health has been widely discussed in popular literature, has been disseminated to the public and consequently is influencing our congregations and communities. This research has also been identified as one of many motivations for churches developing ministries of health. The focus of this class will be to explore the study of religion, spirituality and health, or “theosomatic” medicine as it has come to be known, the context in which it has occurred, the issues it presents, and practical implications for ministry and health care.

Course Objectives

1. Utilize an interdisciplinary approach to explore the study of religion, spirituality and health
2. Identify key factors contributing to the burgeoning research on religion, spirituality and health
3. Critique the values and voices reflected in the study of religion, spirituality and health
4. Explore the influence of culture and religious tradition on health
5. Distinguish spiritual and religious influences on health
6. Discuss the implications from the study of religion, spirituality and health for professionals in ministry and/or health care as they care for others

Course Requirements and Grading

Texts

- 1) Susan Dunlap. *Caring Cultures How Congregations Respond to the Sick*. Waco, TX: Baylor University Press, 2009.
- 2) Jeff Levin and Keith Meador, eds. *Healing to all Their Flesh: Jewish & Christian Perspectives on Spirituality, Theology & Health*. Philadelphia: Templeton Foundation Press, 2012.
- 3) Robert Joseph Taylor, Linda Chatters, Jeff Levin. *Religion in the Lives of African Americans*. Thousand Oaks, Ca: Sage Publications, 2004.
- 4) Students will **choose one additional text** for the critical reading in spirituality and health assignment from the list below. Students will identify which text they will read by Friday, September 26.

Practice and Ministry Issues in Spirituality and Health

- a. Cheryl Kirk-Duggan. *The Undivided Soul Helping Congregations Connect Body and Soul*. Nashville: Abingdon, 2001.
- b. Neal Krause, *Aging in the Church How Social Relationships Affect Health*. Philadelphia: Templeton Foundation Press, 2008.
- c. Joel James Shuman and Keith Meador. *Heal Thyself Spirituality, Medicine, and the Distortion of Christianity*. Oxford: Oxford University Press, 2003.
- d. John Swinton and Richard Payne, *Living Well and Dying Faithfully: Christian Practices for End-of-Life Care*. Grand Rapids, MI: Eerdmans, 2009.
- e. John Swinton, *Dementia: Living in the Memories of God*. Grand Rapids, MI: Eerdmans, 2012.

Spiritual care in clinical settings

- f. Judith Shelly, *Spiritual Care: A Guide for Caregivers*. Downers Grove, IL: Intervarsity Press, 2000.
- g. Christine Puchalski & Betty Ferrell, *Making Health Care Whole: Integrating Spirituality into Patient Care*. Philadelphia: Templeton Press, 2009.
- h. Siroj Sorajjakool. *When Sickness Heals: The Place of Religious Belief in Healthcare*. Philadelphia: Templeton Foundation Press, 2006.

Spirituality & health in particular groups

- i. Lori Alvord & Elizabeth Cohen Van Pelt. *The Scalpel and the Silver Bear The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing*, New York: Bantam, 2000.
 - j. Elena Avila, *Woman who Glows in the Dark A Curandera Reveals Traditional Aztec Secrets of Physical and Spiritual Health*, New York: Tarcher Press, 1999.
 - k. Suzanne J. Crawford O'Brien, ed. *Religion and Healing in Native America: Pathways for Renewal*. Westport, CT: Praeger, 2008.
 - l. Anne Fadiman, *The Spirit Catches You and You Fall Down*, New York: Farrar, Straus and Giroux, 1998.
 - m. Elizabeth MacKinley, ed. *Ageing and Spirituality Across Faiths and Cultures* London: Jessica Kingsley Publishers, 2010.
 - n. Susan and James McFadden, *Aging Together: Dementia, Friendship, and Flourishing Communities*, Baltimore: John Hopkins Press, 2011.
 - o. Brian McNeil & Jose Cervantes, eds. *Latina/o Healing Practices: Mestizo and Indigenous Perspectives*, New York: Routledge, 2008.
 - p. Stephanie Mitchem and Emilie Townes, eds. *Faith, Health and Healing in African American Life*. Westport, CT: Praeger, 2008.
 - q. Albert Jewell, ed. *Ageing, Spirituality and Well-Being*, London: Jessica Kingsley Publishers, 2003.
- 5) In addition to the texts, articles will be assigned to be read each week that will be posted on Moodle or available online.

Student Responsibilities:

1. Timely, full participation in class discussion and assignments are essential to this course not only in order for you to fulfill the course objectives, but to the experience of your fellow students.
2. Any requests for extensions should be made to the professor prior to the due date.
3. Use proper "netiquette" (found under Moodle Course Room Information).
4. Students should plan on spending an average of 9-10 hours/week on course responsibilities
5. In addition to addressing issues, questions, and problems online, feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available.

Professor Responsibilities:

1. The professor will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The professor will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The professor will provide opportunities for group work that will include discussion as well as hands-on exercises.

4. The professor will provide updated information on relevant resources for topics of interest.
5. The professor will read and critically assess students' weekly assignments and provide feedback within 3-5 days of receipt. Feedback on major assignments will be provided within 7-10 days of receipt.
6. The professor will respond to all student e-mails received Monday – Friday within 24 hours of receipt.
7. The professor will respond to all student phone calls within 24 hours Monday-Friday.

Assignments and Grading

Note: Detailed instructions and guidelines for grading each assignment are found on pages 16-23.

1. Participation

The content for each week, including reading and lecture notes, will have discussion questions for your reflection and response. Students will need to post responses to the week's material on the discussion board by Wednesday midnight of each week, and by Friday midnight of each week to have posted responses to fellow students. 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. *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.*

Instructions for class discussion:

(1) Each person is responsible for responding to the posted questions that are posted in Moodle integrating the course materials for the week, by midnight on Wednesday. Your responses should incorporate the readings and major themes of that week. They are not to be merely opinions, but thoughtful statements backed up by the readings, experience and/or by well constructed arguments. Posts should be thorough without being too wordy or repetitive. The more concise and organized your responses, the easier it will be for your co-members. In order to do this adequately, a minimum of 350 - 500 words is required for your original post. The grading rubric for posts and responses can be found on pages 16-17.

(2) Two responses to any of your co-members' original responses of approximately 100 – 150 words each are also required by midnight on Friday. You may, of course also respond to more than two. The purpose of your responses is to further and or clarify discussion.

(3) 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.

(4) You are also responsible for reading all comments by your group members.

2. Informational Interview

Students will complete an informational interview with someone who attends worship an average of once a week or more to discuss their perception of the connection between religion and health. A 1500 word summary report will be prepared identifying themes from the interview. Detailed instructions are provided on pages 17-19.

3. Group Project

A) Students will work in groups critiquing one area of the study of religion, spirituality and health. Possible topics would include the study of how prayer influences health outcomes, the impact of providing spiritual care in clinical settings or the influence of spiritual practices not associated with religion on wellbeing. Each group will do additional reading on the topic exploring the contributions of different disciplines in theology, healthcare and the social sciences. The group will be responsible for developing a creative presentation identifying additional online resources, preparing a summary of key points and articulating significant questions to be considered. This can be done in Powerpoint, Precis, video or in text. The group will be responsible for facilitating class discussion on their topic. **To be scheduled weeks 8-10.**

B) Each group member will also submit a brief (2 page) individual reflection on the group project discussing what you learned and the implications for your present and/or future ministry. This reflection is due by the Monday following the week for which your group is responsible

4. Being Present: A Faithful Response to Mental Illness,

<http://www.northpark.edu/News/Featured-Events/Mental-Health-Symposium> The first annual North Park faith and health symposium will be held Saturday, November 8, 2014. This year's topic is the church and mental illness. John Swinton, one of the authors in *Healing to All Their Flesh*, will be our keynote speaker. On campus students will attend and distance students will listen to workshops that will be livestreamed. Your week 11 post will be in response to this symposium.

5. Critical Reading in Spirituality and Health

A) To explore the connections between spirituality and health in an area of interest, students will read a book on either: a) practice and issues in spirituality and health b) spiritual care in clinical settings or c) spirituality and health in a particular group. A list of suggested titles can be found on pp 2-3 or students can propose an alternative to be approved by the professor. Students will write a 1000 word critical reading essay that

discusses key points in the book and implications for ministry and/or practice and provides thought provoking questions to further class discussion.

Late papers will be reduced one letter grade per day, i.e. an A paper will become 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.

5. Essay Exam

Students will complete an essay exam based on course reading. A well done essay exam will demonstrate integration of the readings and understanding of application to ministry and/or clinical settings.

Assignment	Due Date	%Final Grade
Participation: Response to weekly course material and engaging fellow students in dialogue	Wednesday & Friday of each week	30%
Informational Interview	Monday, September 21	15%
Group Project	To be scheduled weeks 8-10 in October/November	10%
Individual reflection on group project	Due by the Monday following the week for which your group is responsible	5%
Critical Reading in Spirituality & Health		
Identify book to be read	Friday, October 3	
Submit Report	Monday, November 24	15%
Essay Exam	Friday, December 12	25%

GRADING

North Park Theological Seminary grade scale

A	95-100	C	80-83
A-	93-94	C-	78-79
B+	91-92	D+	76-77
B	88-90	D	72-75
B-	86-87	D-	70-71
C+	84-85	F	69 and below

Office Hours:

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

On campus: Tuesday 1-2:30 PM, Wednesday, 1-2:30 pm and Thursday from 1-3:30 pm. Other times for meeting can be scheduled as needed mchase-ziolek@northpark.edu or 773-244-6201

Office Location: Nyvall #31

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park Seminary 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 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.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the Seminary’s online catalog.

Disabilities Accommodations

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/Current-Students/Student-Development/Disability-Resources.aspx>

COURSE SCHEDULE

The reading from our texts is noted for each week as well as articles that will be posted on Moodle or available online. News items may be included as they emerge in the media. Detailed instructions for each week are posted on Moodle.

Module I The study of religion, spirituality and health: Context and concepts

Wk 1 8/25 Historical and social context

Required Reading:

- Taylor et al, chpt 1, pp xi – 9
- Levin & Meador, Foreword & Prologue, pp ix-13
- Christian Medical Dental Association. What is the Connection Between Faith and Health? Standards 4 Life. <http://cmda.org/library/doclib/Faith-and-Health-01-29-2014.pdf>
- Levin, J. (2009). "And let us make us a name": reflections on the future of the religion and health field. *Journal of Religion and Health*, 48(2), 125-145.
- Bigger Roles for Chaplains on Patient Medical Teams, Wall street Journal, December 6, 2011
<http://online.wsj.com/news/articles/SB10001424052970204826704577074462494881428>

Recommended Reading:

A Brief History of the Association of Professional Chaplains
<http://www.professionalchaplains.org/content.asp?contentid=31>

Hall, D., Koenig, H., & Meador, K. (2004). Conceptualizing “Religion” How language shapes and constrains knowledge in the study of religion and health. *Perspectives in Biology & Medicine*, 47(3), 386-401.

Koenig, Harold MD, Religion, Spirituality and Public Health: Research, Applications, and Recommendations, testimony to Subcommittee on Research and Science Education of the U.S. House of Representatives on September 18, 2008

http://science.house.gov/sites/republicans.science.house.gov/files/documents/hearings/091808_koenig.pdf

Loefler, I. (2003). Health, Science and Religion in Contemporary American Culture, *Mayo Clinical Proceedings*, 78, 893-895.

<http://www.mayoclinicproceedings.org/article/S0025-6196%2811%2962690-6/fulltext>

Online video: Uneasy Alliances: Faith and Health <http://www.uctv.tv/shows/Uneasy-Alliances-Faith-Health-7658>

Oral Histories of Hospital Chaplaincy

<http://oralhistory.healthcarechaplaincy.org/hcc/index.asp>

Wk 2 9/1 Methods of study

Required Reading:

- Taylor et al, chapter 2
- Levin & Meador, chpts 1 & 7
- Online video: Religion, Spirituality and Health with Dr. Harold Koenig, parts 1-4 (about 25 minutes) <http://vimeo.com/channels/84710>
- Hall, D., Meador, K., & Koenig, H. (2008). Measuring religiousness in health research: review and critique. *Journal of Religion and Health*, 47(2), 134-163.
- Spirituality and Health Causation Project <http://www.ibcsr.org/index.php/institute-research-portals/spirituality-and-health-causation-project> of the Institute for Bio-cultural Study of Religion, Boston Massachusetts <http://www.ibcsr.org/>

Recommended:

Frenk, S., Foy, S., & Meador, K. (2011). "It's medically proven!": Assessing the dissemination of religion and health research. *Journal of Religion and Health*, 50(4), 996-1006.

Multidimensional Research in Religiousness/Spirituality for Health Research by the Fetzer Institute (96 pages) <http://www.fetzer.org/resources/multidimensional-measurement-religiousnessspirituality-use-health-research>

Sloan, R. et al (2000). Should Physicians Prescribe Religious Activities? *NEJM*, 342 (25)1913-191.

<http://courses.washington.edu/bh518/Articles/ShouldPhysiciansPrescribe.pdf>

Module II The influence of religion and spirituality on physical & mental health

Wk 3 9/8 Religion & physical health

Required Reading:

- Taylor et al, chapter 8
- Levin & Meador, chapter 2 & 9
- Webb, B., Bopp, M. & Fallon, R. A. (2013). A qualitative study of faith leaders' perceptions of health and wellness. *Journal of Religion and Health*, 52(1), 235-246.
- Shuman, J. (2005). Naming medicine among the powers. *Ex auditu*, 21, 52-66.
- Adventist Health Studies <http://www.llu.edu/public-health/health/adventist-religion-health.page>

Recommended:

September 2005 Article of the Month by Chaplain John Ehman,
University of Pennsylvania Medical Center-Penn Presbyterian, Philadelphia
PA<http://www.acperesearch.net/sep05.html>

Comstock, G.W. & Partridge, K.B. (1972). Church attendance and health. *Journal of Chronic Disease*, 25, 665-672.

Strawbridge, W.J., Cohen, R.D., Shema, S.J. and Kaplan, G.A. (1997). Frequent attendance at religious services and mortality over 28 years. *AJPH*, 87 (6), 957-961.
<http://ajph.aphapublications.org/cgi/reprint/87/6/957.pdf>

Wk 4 9/15 Religion & mental health

Note: this topic will be further explored in the November 8 symposium

Required Reading:

- Taylor et al, chapters 7 & 9
- Levin & Meador chapters 3 & 6
- Is This Your Brain on God? NPR series
<http://www.npr.org/templates/story/story.php?storyId=110997741>

Recommended:

Aranda, M. (2008). Relationship between Religious Involvement and Psychological Well-Being: A Social Justice Perspective, *Health Social Work* Feb;33(1):9-21.
http://findarticles.com/p/articles/mi_hb138/is_1_33/ai_n29411407/

Proceedings from the 4th European Conference on Religion, Spirituality and Health; *Integrating Religion/Spirituality into Clinical Practice: Focus on Health Care Professionals*, May 2014, in Malta <http://www.ecrsh.eu/dynasite.cfm?dsmid=95715>

Module III Religious & Ethnic Culture: Church life and the impact on wellbeing

Wk 5 9/22 Church 1: African American Pentecostal

Required Reading:

- Dunlap , Introduction and chapters 1 & 2
- Thomas, J. (2005). Health and healing: a Pentecostal contribution. *Ex Auditu*, 21, 88-107.

Recommended Reading:

Harris, A. C. (2013). Framing AIDS facts: an AIDS education and prevention strategy. *Black Theology*, 11(3), 305-322.

Laar, W. (2006). Churches as healing communities: impulses from the South for an integral understanding of healing. *Exchange*, 35(2), 226-241.

Mugabe, H. (2010). Markan healings through African eyes. *Review & Expositor*, 107(3), 363-379.

Assignment Due: Monday, September 22 Informational Interview

Wk 6 9/29 Church 2: Mainline Protestant

Required Reading:

- Dunlap, chapters 3 & 4
- Resources for Caregivers, Presbyterian Church USA
http://www.pcusa.org/site_media/media/uploads/phewa/pdfs/caregiver_sunday_packet_merged.pdf

Recommended Reading:

Health Ministry in the Local Church; Episcopal Health Ministries
http://www.episcopalhealthministries.org/files/resources_attachments/hm-in-the-local-congregation-2010-3.pdf

Due: Identify book for critical reading assignment by Friday, 10/3

Wk 7 10/6 Church 3: Latino Catholic

Required Reading:

- Dunlap, chapters 5 & 6
- Krause, N., & Bastida, E. (2012). Religion and health among older Mexican Americans: exploring the influence of making mandas. *Journal of Religion and Health*, 51(3), 812-824.

Recommended Reading:

Edwin I. Hernández, Jeffrey Smith, Rebecca Burwell, Milagros Peña and David Sikkink, *Healing Hands: The Health of Latino/a Churchgoers and Health Outreach among Latino Congregations in Chicago*, Institute of Latino Studies, Notre Dame, 2010.

http://latinostudies.nd.edu/assets/95269/original/congregations_final_pages.pdf

Ramírez-Johnson, J., Díaz, H., Feldman, J. B., & Ramírez-Jorge, J. (2013). Empowering Latino church leaders to deal with the HIV-AIDS crisis: a strengths-oriented service model. *Journal of Religion and Health*, 52(2), 570-588. Link to article <https://www.northpark.edu/brandel-library/databases-and-online-resources/database-redirect.aspx?NPULink=http://search.ebscohost.com/database.northpark.edu:2048/login.aspx?direct=true&AuthType=ip,url,uid&db=rh&AN=ATLA0001945678>

FALL READING WEEK October 13-17

Module IV The study of prayer, spirituality and healing

Wk 8 10/20 Studying impact of prayer

Required Reading:

- Taylor et al, chapters 3 & 4
- **Additional reading identified by student group**

Recommended:

Blazer, D., Cohen, H., George, L., Koenig, H., & Verhey, A. (2011). Why John wasn't healed by prayer: perspectives across disciplines. *International Journal Of Psychiatry In Medicine*, 42(4), 377-391.

“Is Prayer Good for Your Health? A Critique of the Scientific Research” by Stuart Butler, Harold Koenig, Christina Puchalski, Cynthia Cohen and Richard Sloan,

Heritage Lecture #816, December 22, 2003.
<http://www.heritage.org/Research/Religion/HL816.cfm>

Wk 9 10/27 Mind/body/spirit interactions

Required Reading:

- Levin & Meador, chapter 5
- **Additional reading identified by student group**

Recommended Reading:

- Symington, S. H., & Symington, M. (2012). A Christian model of mindfulness: using mindfulness principles to support psychological well-being, value-based behavior, and the Christian spiritual journey. *Journal Of Psychology And Christianity*, 31(1), 71-77.
- Harvard Mind Body Institute discussion of Mind/Body Medicine
<http://www.mgh.harvard.edu/bhi/basics/> Read links for stress, relaxation response, positive thinking, physical activity, nutrition and managing stress.

Wk 10 11/3 Health and Social Support in the Church

Required Reading:

- Taylor et al, chapter 6
- **Additional reading identified by student group**

Recommended:

Krause, N., & Wulff, K. (2005). RESEARCH: "Church-Based Social Ties, A Sense of Belonging in a Congregation, and Physical Health Status". *International Journal for the Psychology of Religion*, 15(1), 73-93.

Pargament, K., Magyar-Russell, G. & Swank, A. (2005). The sacred and the search for significance: Religion as a unique process, *Journal of Social Issues*, 61, 665-687.

NOTE: November 8 – *Being Present: A Faithful Response to Mental Illness*, first annual faith and health symposium at North Park. Students in this class will attend without registration fee. <http://www.northpark.edu/News/Featured-Events/Mental-Health-Symposium> Distance students will listen to workshops that will be livestreamed.

Wk 11 11/10 Religion and Health in Practice.

This week's work is:

- 1) Attending either in person or viewing online the November 8 symposium on the church and mental health which will be the focus of this week's post. There will be just one post due on Wednesday, November 12
- 2) Reading for the critical reflection paper due 11/24.

Module V Responding to spiritual needs in the experience of illness

Wk 12 11/17 Pastoral care in the congregation; Spiritual care in clinical settings

Required Reading:

- Taylor, chapters 5 & 6
- Dunlap, Conclusion pp 185-220
- Levin & Meador, chapter 4
- Choose one of the following three articles regarding spiritual care in clinical settings
 1. Curlin, F., Roach, C., Gorawara-Bhat, R., Lantos, J., & Chin, M. (2005). How are religion and spirituality related to health? A study of physicians' perspectives. *Southern Medical Journal*, 98(8), 761-766.
 2. Sulmasy, D. (2007). Distinguishing denial from authentic faith in miracles: a clinical-pastoral approach. *Southern Medical Journal*, 100(12), 1268-1272.
http://pmr.uchicago.edu/sites/pmr.uchicago.edu/files/uploads/Sulmasy%20C%20Distinguishing%20Denial%20from%20Authentic%20Faith%20in%20Miracles-%20A%20Clinical-Pastoral%20Approach_0.pdf
 3. VandeCreek, L. (2010). Defining and advocating for spiritual care in the hospital. *The Journal Of Pastoral Care & Counseling: JPCC*, 64(2), 5.1-10.
- Choose one of the three articles regarding pastoral care in congregational settings
 1. Green, M., Lucas, J., Hanson, L., Armstrong, T., Hayes, M., Peacock, S., & ... Corbie-Smith, G. (2013). Carrying the Burden: Perspectives of African American Pastors on Peer Support for People with Cancer. *Journal Of Religion And Health*,
<https://cher.unc.edu/files/2013/09/Carrying-the-Burden-Perspectives-of-African-American-Pastors-on-Peer-Support-for-People-with-Cancer.pdf>

2. Jo, A., Maxwell, A., Yang, B., & Bastani, R. (2010). Conducting health research in Korean American churches: perspectives from church leaders. *Journal Of Community Health, 35*(2), 156-164.
3. Anderson, H. (2010). How rituals heal. *Word & World, 30*(1), 41-50.

Recommended:

Sunderland, R, H. (2002). Care teams and pastoral professionals: Response to the health care changes of this decade. *Journal of Pastoral Care & Counseling, 56* (2), 157-164.

Interaction of Spirituality & Health, Verna Benner Carson PhD, RN
<http://video.ezinemark.com/the-interaction-of-spirituality-and-healing-part-4-5-4312ed31b30.html>

Wk 13 & 14 11/24 & 12/1 Illness & meaning

Required Reading:

- Levin & Meador, chapter 10
- Barnes, P. (2010). Transforming illness into choice: a spiritual perspective. *Journal Of Pastoral Care & Counseling (Online), 64*(3),
- Sorajjakool, S., Aveling, L., Thompson, K., & Earl, A. (2006). Chronic pain, meaning, and spirituality: a qualitative study of the healing process in relation to the role of meaning and spirituality. *Journal of Pastoral Care & Counseling, 60*(4), 369-378.
- Spiritual Assessment in Clinical Practice from George Washington Institute of Spirituality and Health <http://smhs.gwu.edu/gwish/clinical/fica/spiritual-history-tool>
- Students will read two of their fellow students' critical reading papers

Recommended:

Gockel, A. (2009). Spirituality and the process of healing: a narrative study. *International Journal for the Psychology of Religion, 19*(4), 217-230.

Latini, T. (2010). Confession and healing in small-group community. *Word & World, 30*(1), 33-40.

Assignment Due: Monday, November 24 – Critical Reading

Module VI Implications of the research on religion, spirituality & health for health care and ministry

Wk 14 12/8 Future Directions

Required Reading:

- Taylor et al, chapter 10
- Levin & Meador, epilogue

Assignment Due: Essay Exam will be available Monday, December 8 and is due Friday, December 12

ASSIGNMENT INSTRUCTIONS AND GRADING GUIDELINES

Class Participation

Purpose: The purpose of posting and response is to demonstrate your engagement and understanding of the class materials (lecture notes and readings), and to further discussion of class themes.

Grading

If you participate (which means do readings, post and respond) on time, you will receive a 2. If you participate only in part or are late, you will receive a 1. If your response is thoughtful, insightful or creative you will receive a 3.

Initial Posting Guideline

CATEGORY	3 Points	2 Points	1 Point
Key Principles	Discussion is substantive, relates to key principles of the assignment and clearly integrates reading	Reference made to key principles but is not sufficiently integrated	Inadequate or no reference to key principles; no evidence that student understood the principles or reading
Examples	Uses relevant examples	Examples are used but not integrated effectively into response	No examples provided
Timely Posting	Posted by the deadline	Posted on the due date but after the deadline	Posted after the due date
Writing Style	Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical	Only 3 of these are present - Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical

Response Posting Guideline

CATEGORY	2 pts - Meets Standards	1 pt - Approaches Standards
Statements that Further and/or Clarify	Reply includes 2 statements that further or clarify the discussion such as <ul style="list-style-type: none"> - asking a question that would further discussion - relating a personal experience - summarizing the peer's post - offering further resources - making additional tie-ins to course material 	Reply includes 1 statement that furthers or clarifies the discussion such as <ul style="list-style-type: none"> - asking a question that would further discussion - relating a personal experience - summarizing the peer's post - offering further resources - making additional tie-ins to course material
Statements that Compliment and/or Encourage	Reply includes 2 positive statements that are compliments or that acted as encouragement to the peer	Reply includes 1 positive statement that is a compliment or that acted as encouragement to the peer

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.

II. Informational Interview

Purpose: The purpose of this assignment is to help you gain an understanding of how one person personally understands the relationship between, religion, spirituality and health.

Task: Choose one person who attends worship an average of once a week, i.e. a frequent attendee. This person cannot be a member of your immediate family. **This interview must be in person, not via phone or email.** I would anticipate that it would take about 30 -45 minutes. In other words, this is not a brief chat during coffee hour or on the phone.

The interview does not need to be taped, but you should do your best to record their answers as accurately as possible. Try to use these questions to *engage them in discussion* as well to see if you can gain any additional insights. You do not have to ask every question verbatim, but try to cover key topics.

Confidentiality

When people share their lives and experiences with us it is important to remember that even if they are very comfortable with us, these are personal stories and we should treat

them with the utmost respect. The interview should take place in a setting that offers privacy. Inform the person that this is for a class assignment; that you will not share their identity and the information will not be shared outside this class.

Write up: In 1500 words describe why you chose the person to interview and describe where the interview took place. Identify gender, approximate age, race and religious background. Identify any themes in the conversation that seemed to stand out. How does their perspective connect to our readings? In addition to writing their answers to these questions, include a brief reflection at the end of the interview about what the experience of interviewing this person was like, and share your own thoughts and insights gained from the interview. When writing up the interviews, **please remove any identifying information to preserve confidentiality**, as the interviews will be posted for your fellow classmates to read.

Submitting the assignment: 1) Use the assignment link in Moodle, and 2) post on the discussion forum created for that purpose for fellow students to read.

QUESTIONS FOR INTERVIEWS

Note: The questions are provided as a guideline. They do not need to be asked verbatim but the content should be addressed in your conversation. Keeping in mind that your purpose is to understand the individual's perspective on religion, spirituality and health, follow the conversation where they lead. Follow up questions, such as "Can you tell me more about that?" are helpful when someone gives only a brief answer.

I would like to start by getting your own understanding of a few concepts:

Could you tell me from your perspective, how you differentiate religiosity and spirituality?

What does it mean to you to be healthy?

Can you tell me about what gives meaning and purpose to your life?

What are your sources of hope?

Can you tell me about your own faith journey and the importance of religion in your life?

What has helped you to grow?

Can you tell me about any religious/spiritual practices that you do with others (i.e. worship, small groups, meditation class or group) that are important to you?

Can you tell me about any religious/spiritual practices that you do alone (i.e. prayer, meditation, reading scripture, religious tv, radio shows) that are important to you?

How do you experience a connection between your faith or spirituality and your own health?

Can you tell me about any ways that your religious/spiritual beliefs have affected your lifestyle choices regarding your health?

In times of serious illness, what religious/spiritual practices or disciplines have provided the strongest base from which you draw hope and strength? How did you experience God in that illness experience?

There has been a lot of medical research showing that people who attend worship services regularly are healthier and live longer. Why do you think that might be? What religious practices do you engage in that have a positive influence on your health and well being?

How, if at all, has your participation in your congregation been good for your health?

How, if at all, has your participation in your congregation had a negative impact on your health?

How do you receive support within your congregation? How do you give support to others within your congregation?

Is there anything else you think it would be important for me to know in understanding how religion and/or spirituality are related to health for you personally?

Grading: *This assignment counts for 15% of the course grade. A well done interview will reflect that you really engaged the person in conversation, eliciting information beyond simple answers, and that you have thoughtfully reflected on the interview.*

Interview Grading Guideline

- _____ /1.5 **Introduction.** The following are included: background information of person interviewed and why he/she was chosen; interview setting described
- _____ /7.5 **Conversation.** Interview write up clearly follows assignment guidelines; demonstrates that a substantive conversation occurred addressing the questions and consistently reflects appropriate follow up questions to gain better understanding.
- _____ /5 **Analysis** is thoughtful and thorough, demonstrating reflection and integration of course material.
- _____ /1.5 **Interview Format** Interviews are conducted in-person in a location conducive to conversation
- _____ /1.5 **Paper Format** is consistently appropriate, language is understandable, clear and concise. Organization is logical. Guidelines for length followed
- _____ /15

Critical Reading Assignment

Purpose: To explore the connections between spirituality and health in an area of interest, students will read a book on either: a) practice and issues in spirituality and health b) spiritual care in clinical settings or c) spirituality and health in a particular group.

Instructions:

1. Choose one book from the list of suggested titles in the syllabus or you can propose an alternative to be approved by the professor. **Identify book to be read by the date noted in course schedule**
2. After reading the book, write a 1000 word critical reading essay. Identify the key points in the book and how spirituality is being conceptualized offering critique, describe new learning, discuss implications for ministry and/or practice, and analyze how this book contributes to the overall topic of our class discussion on religion, spirituality & health. In addition, include two thought provoking question to stimulate class discussion that connects your reading with the class themes.

Submit essay in two places 1) via assignment link, and 2) post essay to discussion board forum created for this purpose for your fellow students' response.

Critical Reading Grading Guideline

_____ /4	Key points in book are identified and critiqued. Conceptualization of spirituality in the text is named and new learning identified.
_____ /4	Implications for ministry and/or practice from this reading are articulated demonstrating insight and analysis
_____ /3	Critical analysis of how this book contributes to the overall topic of religion, spirituality & health as it has been explored in class demonstrates understanding of this reading and integration of course materials.
_____ /2	Questions are thought provoking offering a challenge for class discussion and demonstrate insight into class themes.
_____ /2	Format grammar is consistently appropriate, language is understandable, clear and concise. Organization is logical. Guidelines for length are followed.
_____ /15	

III. Group Project To be Scheduled weeks 8-10

Purpose: The purpose of this assignment is to work within groups to further explore and critique one area of study in religion, spirituality and health

Task: Coordinate a plan to explore your topic and identify a division of labor. Do additional reading on the topic exploring the contributions of different disciplines in theology, healthcare and the social sciences and identify additional online resources. Two – three quality readings should be chosen for your fellow students to read. The group will be responsible for developing a creative presentation identifying additional online resources, preparing a summary of key points and articulating significant questions to be considered. This can be done in Powerpoint, Precis, video or in text. The group will be responsible for facilitating class discussion on their topic, choosing the questions fellow students should address in their weekly posting. The content of the presentation should include the following: 1) identify 1 or 2 additional readings for classmates, 2) summarize key points, 3) identify areas of controversy, 4) raise questions for discussion, 5) identify useful resources, 6) anything else you find interesting.

Time specific requirements:

- 1) By **Friday noon** of the week before your topic is scheduled to be discussed, submit your materials (presentation, readings, discussion questions and any other activities) to the professor so they can be posted. Additional reading for group should be submitted either as a pdf or a URL if it is a website
- 2) All group members are responsible for facilitating discussion of their topic by responding to all classmates to stimulate dialogue.
- 3) By Monday midnight of the week following your group presentation, submit your personal reflection on the project.

Group Project Grading Guideline

- _____ /4 **Presentation** identifies key points in the topic based on required and additional reading found by group; is well organized, clear and creative
- _____ /2 **Additional online and reading resources** identified for the class are from reliable sources and contribute to the understanding of this topic
- _____ /2 **Questions** created for group discussion demonstrate insight into the topic and are designed to stimulate discussion
- _____ /2 **Group Process** Evidence that all members actively participated in the process of preparing and implementing the class, including discussion
- _____ /10

Grading Rubric: Personal Reflection on Group Project

- _____/3 **Key learning** identified demonstrates engagement in group project, insight and understanding of the topic explored
- _____/1.5 **Implications** for your present and/or future ministry practice discussed
- _____/0.5 **Clearly written** without grammatical errors
- _____/5

Essay Exam Grading Guideline

Category	A	B	C	D	F
Key Principles	Response demonstrates; how the reading is being applied to the question; thorough comprehension of the subject matter, and strong integration of key concepts from reading and lecture. Response is substantive, creative and answers the question	Response demonstrates some integration of reading & lecture, and reflects comprehension of subject matter	Question is answered but demonstrates inadequate or no reference to reading and reflects limited integration	Incomplete answer to question. No reference to reading and key principles or evidence of integration	Response does not answer the question
Writing	Grammar is consistently appropriate, language is understandable, clear and concise, organization is logical	Grammar is frequently appropriate, language is understandable, organization demonstrates some logic	Grammar and organization are adequate	Response is poorly organized and unclear	Response is poorly organized and unclear

