RELT 440 997 Fundamentals of Spirituality and Ethics in Healthcare
Summer 2018
REL 440 997 Fundamentals of Spirituality and Ethics in Healthcare
Consortium of Adventist Colleges and Universities

Interactive Online Format
This course follows an interactive online format and has Wednesday/Sunday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.

Instructor Contact
Instructor: Bonny Dent
Email: dent@andrews.edu
Phone: 269.665.0503

Other Assistance
| Username and password assistance       | helpdesk@andrews.edu | (269) 471-6016 |
| Enrollment and withdrawal questions    | sderegister@andrews.edu | (269) 471-6323 |
| Technical assistance with online courses | dlit@andrews.edu | (269) 471-3960 |
| Exam requests and online proctoring    | sdeexams@andrews.edu | (269) 471-6566 |
| Distance Student Services - any other questions | sdestudents@andrews.edu | (269) 471-6566 |

Part 1: Course Information

Course Description
Addresses religious and spiritual issues of significance for healthcare. Includes a discussion of views of the relationship between health and spirituality from different religious perspectives. Provides an overview of the philosophical and historical background for ethical systems and their significance for current ethical challenges in healthcare. This course will incorporate theoretical and practical life examples to encourage the integration of spiritual care into the ministry of future healthcare providers.

Course Learning Outcomes

1. Develop and describe an individualized “Image of God” by articulating in writing what their perceived image of God is.
2. Examine and critique Christ’s method of caring for people.
3. Identify and explain the basic movement of Religion/Spirituality throughout human history.
4. Discuss and implement the key concepts of R.E.A.L. in Role Play scenarios/situations.
5. Differentiate and critique data from research done in the area of spirituality/religion and healthcare.
6. Create a presentation, showcasing how research findings can be implemented into the student’s practice of healthcare.
7. Describe and discuss key concepts from readings and Apply and Evaluate those concepts to healthcare practice.
8. Recognize, demonstrate and argue ethical situations within healthcare.
Required Text/Material


White, Ellen G. *Ministry of Healing* online: [http://whiteestate.org/books/mh/mh.asp](http://whiteestate.org/books/mh/mh.asp)

NOTE: Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

Credit Hour and Commitment
This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. Note that as an 8 week course, it is the equivalent of a semester course offered in half the time. You should budget about 3.5 hours per week day. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:
- Readings and Lectures: 6 hours
- Interactive Discussions: 4 hours
- Journals and Assignments: 2 hours
- Place of Worship Visit: 2 hours
- Studying for Upcoming Exams: 2 hours

Part 2: Course Methods and Delivery

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, reflections on the reading and course lessons, interactions with the instructor via blogs, case studies/role plays with written reflections, and one exam. Regular participation in the course is essential to good performance.

Technical Requirements
- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access
This course is delivered online through LearningHub at [http://learninghub.andrews.edu](http://learninghub.andrews.edu)

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: [https://vault.andrews.edu/vault/pages/activation/information.jsp](https://vault.andrews.edu/vault/pages/activation/information.jsp) if you haven’t
already. If you need assistance, call or email us: (296) 471-6016 or mailto:helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

**Part 3: Course Requirements**

**Important Note:** This online class is not self-paced. You can arrange your schedule flexibly during each week, but you MUST participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

**Assessment Descriptions**

1. **Limited LITERATURE REVIEW (50 points) and ORAL REPORT (50 points)**  
   Students will conduct a formal review of an article or study that discusses the relationship between human spiritually and religiosity as it relates to the practice of medicine, human healing, etc. Study must be peer-reviewed and should focus on the student’s particular area of the health profession or related field and have been written with the last 3-5 years.

   A 5-7 minute ORAL REPORT on a chosen article/study that must be presented via webcam recording. Give a general summary of the research and outcomes, raise significant issues, concerns and ramifications of the study and be prepared to address questions.

   Additionally, the student must attach THREE OTHER studies/articles that relate to the topic. A summary or provided abstract must be included with ALL reference information given.

   OUTLINE of Oral report and the three additional, related studies must be turned in along with the uploaded video file on LearningHub.

2. **The Wounded Storyteller Reflection Paper (100 points)**  
   A typed reflection paper of FIVE pages should be written, covering the above reading. Pages should be devoted to the main thesis and objectives of the author. Further, the reflection paper should contain main ideas from the book, what the material means to you, and what steps will you take to implement the main points or models found in the book, into your specific area of study.

   This assignment is not a summary of the book but rather requires you to express your thoughts and opinions about this book, in particular, how the principles contained in this book and apply to your area of study/future work.
3. **Image of God and “Le Menu” (60 points)**
   Each person will submit an example of how they envision God. Specifically, what is your Image of God? (example: pilot/co-pilot; Judge-figure; shepherd; etc.). You will also fill out a “Menu” of your life. While this will not be turned in to the professor, you will indicate various findings in connections you make from your life.

4. **Practical Responses Discussions (70 points [14 @ 5 points each])**
   Students complete a Practical Response for that week’s lesson/SH reading. These are meant to be PRACTICAL and should primarily focus on how to integrate the content of the lesson into a practical situation. Please respond to two other student responses for each blog.

5. **Skilled Helper Quizzes (70 points [14 @ 5 points each])**
   Students will be quizzed over the content of the reading for each lesson. Each quiz will have 5 multiple choice questions based on the Skilled Helper. Students are allowed to use their book for the quiz, however each quiz will be timed. 15 minutes total for each quiz.

6. **Role Play (100 points [10 @ 10 points each])**
   Students will be given specific scenarios they are to role play with someone else. No scenario will be given that the instructor has not been in himself. These are real stories from real patients. Upon completion of the role play, students will type up their reaction to the role play and what they have learned as a result of doing it. For at least one Role Play, students will record the conversation and the video will be uploaded to LearningHub.

7. **Final Exam (100 points)**
   One comprehensive exam will be given at the completion of the course. My test style:

   Never in life will you be given four options and select “B” as the correct one. My tests will be short answer and essay. You must be able to articulate your thoughts and feelings and not rely on me giving you the answers only for you to answer the correct one, at best, or guess the correct one, at worst.
### Rubrics

#### Image of God Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Extraordinary</th>
<th>Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding 25%</strong></td>
<td>The image is planned carefully; student clearly demonstrates and explains understanding of all concepts and instructions</td>
<td>The image is planned carefully; Student shows understanding of the most concepts and instructions</td>
<td>The image is planned adequately; student shows understanding of some concepts and instructions</td>
<td>The image shows little evidence of understanding the concepts and instructions.</td>
<td>The image shows no understanding of the concepts and instructions.</td>
</tr>
<tr>
<td><strong>Craftsmanship / Skill 25%</strong></td>
<td>The image shows outstanding craftsmanship, with clear attention to detail.</td>
<td>The image shows good craftsmanship, with some attention to detail.</td>
<td>The image shows average craftsmanship and attention to detail.</td>
<td>The image shows below average craftsmanship and attention to detail.</td>
<td>The image shows poor craftsmanship and no attention to detail.</td>
</tr>
<tr>
<td><strong>Creativity/Originality 25%</strong></td>
<td>The image demonstrates original, personal expression and outstanding explanation.</td>
<td>The image demonstrates some personal expression and some explanation.</td>
<td>The image demonstrates an average amount of personal expression and explanation.</td>
<td>The image demonstrates little personal expression and explanation.</td>
<td>The image lacks evidence of personal expression and no explanation.</td>
</tr>
<tr>
<td><strong>Effort 25%</strong></td>
<td>The student put forth extraordinary effort to complete the image. Used lesson time extremely well.</td>
<td>The student put forth the effort required to complete the project well; used lesson time well.</td>
<td>The student put forth the effort required to complete the project; used lesson time inadequately.</td>
<td>The student put forth some effort but did not finish the project; did not use lesson time appropriately.</td>
<td>The student put forth no effort or the project was not completed.</td>
</tr>
</tbody>
</table>

#### Reflective Writing Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Extraordinary</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of Reflection 25%</strong></td>
<td>Demonstrates a conscious and thorough understanding of the book and the subject matter.</td>
<td>Demonstrates a thoughtful understanding of the book and the subject matter.</td>
<td>Demonstrates a basic understanding of the book and the subject matter.</td>
<td>Demonstrates a limited understanding of the book and the subject matter. This reflection needs revision can be used as an example for other students.</td>
<td>Demonstrates little or no understanding of the book or the subject matter. This reflection needs revision</td>
</tr>
<tr>
<td><strong>Use of textual evidence and integration into student’s particular context 25%</strong></td>
<td>Uses specific and convincing examples from the book to support claims in the student’s writing, making insightful and applicable connections between the book and the student’s context.</td>
<td>Uses relevant examples from the book to support claims in your writing, making applicable connections between the book and the student’s context.</td>
<td>Uses examples from the book to support most claims in your writing, with some connections made between the book and the student’s context.</td>
<td>Uses incomplete or vaguely developed examples to only partially support claims with no connections made between the book and the student’s context.</td>
<td>No examples from the text are used and claims made in the student’s writing are unsupported and irrelevant to the topic at hand.</td>
</tr>
<tr>
<td><strong>Language use 25%</strong></td>
<td>Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence.</td>
<td>Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.</td>
<td>Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose, and a limited awareness of how to vary sentence structure.</td>
<td>Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.</td>
<td>Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.</td>
</tr>
<tr>
<td><strong>Conventions (This refers to how you cite and reference your sources) 25%</strong></td>
<td>Demonstrates control of the conventions with no errors, even With sophisticated language.</td>
<td>Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language.</td>
<td>Demonstrates partial control of the conventions, exhibiting occasional errors that do not hinder comprehension</td>
<td>Demonstrates limited control of the conventions, exhibiting frequent errors that make comprehension difficult.</td>
<td>Demonstrates control of the conventions, making comprehension almost impossible</td>
</tr>
</tbody>
</table>

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Last Updated: 4/24/2018
## Practical Response Discussions

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Extraordinary</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>No submission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency &amp; Quantity</strong></td>
<td>All blogs are posted</td>
<td>Majority of blogs use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>Less than half of the blogs use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>No blogs use course terms and concepts accurately, focus on the topic, or show critical thinking.</td>
<td>No submission</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>All blogs use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>Majority of blogs expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>Less than half of the blogs expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>Blogs do not expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>No Submission</td>
</tr>
<tr>
<td><strong>Community Or Responses</strong></td>
<td>All blogs expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>Majority of blogs expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>Less than half of the blogs expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>Blogs do not expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>No Submission</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>All blogs use accurate citation in APA format where appropriate.</td>
<td>Majority of blogs use accurate citation in APA format where appropriate.</td>
<td>Less than half of the blogs use accurate citation in APA format where appropriate.</td>
<td>One or more blogs are plagiarized. [This may be grounds for a zero!]</td>
<td>No Submission</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>All blogs are a reasonable length (100-300 words).</td>
<td>Majority of blogs are a reasonable length (100-300 words).</td>
<td>Less than half of the blogs are a reasonable.</td>
<td>All blogs exceed word limit or fail to meet word limit.</td>
<td>No Submission</td>
</tr>
</tbody>
</table>
## Video Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria Ratings</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>5 points</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nonverbal Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Presenter reads all presentation notes with no eye contact</td>
<td>Presenter occasionally uses eye contact, but still reads most of the presentation notes</td>
<td>Presenter maintains eye contact most of the time but frequently returns to presentation notes</td>
<td>Presenter maintains eye contact with camera, seldom returning to presentation notes</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Presenter does not have grasp of information; presenter cannot answer questions about subject</td>
<td>Presenter is uncomfortable with information and is able to answer only basic questions</td>
<td>Presenter is at ease with expected answers to all questions, but fails to elaborate</td>
<td>Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaborates</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Viewers cannot understand presentation because there is no sequence of information</td>
<td>Viewers have difficulty following presentation because presenter jumps around</td>
<td>Presenter presents information in logical sequence which viewers can follow</td>
<td>Presenter presents information in logical, interesting sequence which viewers can follow</td>
<td></td>
</tr>
<tr>
<td><strong>Vocal Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Presenter shows absolutely no interest in topic presented</td>
<td>Presenter shows some negativity toward topic presented</td>
<td>Occasionally the presenter shows enthusiasm about the topic</td>
<td>Presenter demonstrates a strong enthusiasm about topic during entire presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Attention</strong></td>
<td>Viewers cannot focus on presentation due to the presenter's lack of engagement and clearness of the topic</td>
<td>Presenter's thoughts do not flow, are not clear, and he/she does not engage viewers</td>
<td>Presenter's thoughts are articulated clearly, but does not engage viewers</td>
<td>Presentation is organized and viewers are actively engaged throughout the entire presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Projection</strong></td>
<td>Presenter mumbles, viewers have difficulty hearing, and the presentation is confusing</td>
<td>Presenter's voice is low. Presenter pronounces terms incorrectly and viewers are somewhat confused</td>
<td>Presenter's voice is clear. Presenter pronounces most words correctly and viewers can understand</td>
<td>Presenter uses a clear voice and correct pronunciation of terms so that all members of the viewers can hear and understand the presentation well</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Aids</strong></td>
<td>Visual aids are poor and distracts viewers, hard to read</td>
<td>Visual aids add nothing to the presentation; no effort was invested to enhance the presentation</td>
<td>Visual aids are clear and neat, adding somewhat to enhance the presentation</td>
<td>Visual aids nicely enhance presentation to keep interest of viewers</td>
<td></td>
</tr>
<tr>
<td><strong>Completeness of Content</strong></td>
<td>One or more points are left out</td>
<td>Majority of points are glossed over</td>
<td>Majority of points are covered in depth, some points are glossed over</td>
<td>Thoroughly explains and covers all relevant points</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism of Presentation</strong></td>
<td>Presenter lacks all professionalism in speech, body language and interaction with viewers</td>
<td>Presenter lacks some professionalism in speech, body language and interaction with viewers</td>
<td>Presenter is professional in speech, body language, but not when interacting with viewers</td>
<td>Presenter is completely professional in speech, body language and interaction with viewers</td>
<td></td>
</tr>
</tbody>
</table>

**Total Rating**
## Research Paper (Literature Review) Check Sheet

### Top of page:
- Title of paper (=Research Literature Review) ______/1 point
- Topic (=your assigned topic) ______/1 point

### Section A:
Minimum of one paragraph providing a clear introduction to and short thorough summary of the topic that you researched ______/8 points

### Section B:
Provide a clear review of the three pieces (minimum) of literature. Minimum of two paragraphs per each literature/reference.
- Literature piece #1 ______/9 points
- Literature piece #2 ______/9 points
- Literature piece #3 ______/9 points

### Section C:
Minimum of two paragraphs providing a comprehensive summary & conclusion of your review of literature ______/10 points

### Section D:
On a separate page, include all references using APA-format. ______/3 points

#### Writing guidelines for reports:
- Typed
- APA-format
- Two pages total
- Single-spaced
- Arial
- 12-font
- Regular one-inch indent
- Spell-checked
- Use grammar and punctuation properly
- Type your name, course & date at the top left on the front page

#### Deductions for not following writing guidelines above - ______ points

#### Comments:

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**TOTAL POINTS: ______ / 50 points**
Exams
Exams must be completed in the presence of an approved proctor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam review and exam directions.

Please review the current policy on approved proctors before completing the exam request form, which is linked through your course space. It is your responsibility to make arrangements for an approved proctor (unless living near the main campus) and to complete the exam request form at least two weeks prior to each exam date. Bring an official photo ID to show the proctor at the start of the exam session.

The final exam is worth 16.6% of your grade. You are allowed 150 minutes to complete this exam.

If you cannot take your exam within the period noted in the email regarding exam arrangements, email the instructor, copying sdeexams@andrews.edu with the reason you cannot make this deadline, and a proposed date as close to the scheduled period as possible.

Completed exams are never available to you or your proctor. Instructors provide feedback on exams other than the final exam. Exam grades can be viewed in the course space, and the final course grade is included in the University Academic Record accessible through your IVUE page.

Schedule:
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
</table>
| Intro | Introduction & Orientation | Orientation
Writing Expectations | Submit:
Tell About Me Academic Honesty | |
| 1 June 11-17 | Who are You? How do you see God/higher being? | Skilled Helper (SH) Chapter 1 – The Ingredients of Successful Helping
Ministry of Healing-Chapter 1 | ~ Image of God
~ Le Menu
~ Practical Response Lesson Content
~ Quiz on SH
Due Wed, June 13, 11:55 p.m. | CO1
| | History of Religion/Spirituality and Health & Cultural Impact and Significance | SH Chapter 2 – The Helping Relationship and the Values that Drive it | ~ Practical Response Lesson Content
~ Quiz on SH
~ Role Play #1
Due Sun, June 17, 11:55 p.m. | CO3, CO5
| 2 June 18-24 | “Sozo” and Jesus’ Method of Healing I | Jairus’ Daughter/Bleeding Woman
SH Chapter 3 – Empathic Presence: Tuning In and Listening | ~ Practical Response Lesson Content
~ Quiz on SH
~ Role Play #2
Due Wed, June 20, 11:55 p.m. | CO2
| | “Sozo” and Jesus’ Method of Healing II | Ten Lepers
SH Chapter 4 – Empathic Responding: Working at Mutual Understanding | ~ Practical Response Lesson Content
~ Quiz on SH
~ Role Play #3
Due Sun, June 24 11:55 p.m. | CO2
~ Quiz on SH
~ Role Play #4
Due Wed, June 27, 11:55 p.m. | CO4
~ Quiz on SH
~ Role Play #5
Due Sun, July 1, 11:55 p.m. | CO4
### RELT 440  Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
<th>Course Objectives Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>R.E.A.L. – Accepting</strong></td>
<td>SH Chapter 7 – Helper Self-Challenge Ministry of Healing-Chapter 4</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH ~ Role Play #6 <em>Due Wed, July 4, 11:55 p.m.</em></td>
<td>CO4</td>
</tr>
<tr>
<td></td>
<td><strong>R.E.A.L. – Listening</strong></td>
<td>SH Chapter 8 – An Introduction to the Problem Management Process</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH ~ Role Play #7 <em>Due Sun, July 8, 11:55 p.m.</em></td>
<td>CO4</td>
</tr>
<tr>
<td>5</td>
<td>Video Week</td>
<td></td>
<td>~ Limited Literature Review and Oral Report ~ Recorded Role Play (#8) <em>Due Wed, July 10, 11:55 p.m.</em></td>
<td>CO4, CO5, CO6</td>
</tr>
<tr>
<td></td>
<td>The Patient’s Story I</td>
<td>SH Chapter 9 – Stage I-A: Help Clients Tell Their Stories</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH ~ Role Play #9 <em>Due Sun, July 15, 11:55 p.m.</em></td>
<td>CO7</td>
</tr>
<tr>
<td>6</td>
<td>The Patient’s Story II</td>
<td>SH Chapter 10 – Stage I: Task I-B: The Real Story; Task I-C: The Right Story</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH ~ Role Play #10 <em>Due Wed, July 18, 11:55 p.m.</em></td>
<td>CO7, CO8</td>
</tr>
<tr>
<td></td>
<td>End of Life Issues I</td>
<td>SH Chapter 11 – Stage II: Designing Problem-Managing Goals; Task II-A: Possibilities for a Better Future</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH ~ Wounded Storyteller Reflection Paper Due <em>Due Sun, July 22, 11:55 p.m.</em></td>
<td>CO7, CO8</td>
</tr>
<tr>
<td>7</td>
<td><strong>Spirituality and Patient Care Introduction and Overview</strong></td>
<td>SH Chapter 12 – Stage II: Task II-B: Goals, Outcomes, Impact; Task II-C: Commitment</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH <em>Due Wed, July 25, 11:55 p.m.</em></td>
<td>CO8</td>
</tr>
<tr>
<td></td>
<td>Ethical Scenarios I</td>
<td>SH Chapter 13 – Stage III: Planning the Way Forward</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH <em>Due Sun, July 29, 11:55 p.m.</em></td>
<td>CO8</td>
</tr>
<tr>
<td>8</td>
<td>Ethical Scenarios II</td>
<td>SH Chapter 14 – Implementation: Making It All Happen</td>
<td>~ Practical Response Lesson Content ~ Quiz on SH <em>Due Thurs, Aug 2 11:55 p.m.</em></td>
<td>CO8</td>
</tr>
</tbody>
</table>

**FINAL EXAM**

*Final Exam needs to be completed by August 2, 11:59 pm*

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

### Part 4: Grading Policy

#### Graded Course Activities

<table>
<thead>
<tr>
<th>Percent %</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.6</td>
<td>Limited Literature Review &amp; Oral Report (100 points)</td>
</tr>
<tr>
<td>16.6</td>
<td>Wounded Storyteller Reflection Paper (100 points)</td>
</tr>
<tr>
<td>10</td>
<td>Image of God (60 points)</td>
</tr>
<tr>
<td>11.6</td>
<td>Blog/Practical Responses (70 points)</td>
</tr>
<tr>
<td>11.6</td>
<td>Quizzes on Skilled Helper (70 points)</td>
</tr>
<tr>
<td>16.6</td>
<td>Case Studies/Role Plays (100 points)</td>
</tr>
<tr>
<td>16.6</td>
<td>Final Exam (100 points)</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible (600 points)</td>
</tr>
</tbody>
</table>
Viewing Grades in Moodle
- Click into the course.
- Click on the Grades link in Administration Block to the left of the main course page.

Letter Grade Assignment

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Part 5: Course Policies

Withdrawal and Incomplete Policies
The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. The incomplete policy is found online at http://www.andrews.edu/weblmsc/moodle/public/incompletes.html.

Late Work
Late Papers should not exist; please turn in all assignments on time. What constitutes “on time”? Late work will not be able to be uploaded. Extensions may be granted in advance of the due date with reasonable cause. Exceptions may be made on an individual basis in cases of emergency.

Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.
Netiquette
In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accomodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at [https://www.andrews.edu/services/sscenter/disability/](https://www.andrews.edu/services/sscenter/disability/)
2. Download and fill in the disability form at [http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity
As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.
Commitment to Excellence
You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty
Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.