

<i>Don't Sing Songs to a Heavy Heart Reflection Paper</i>				
Criteria	Proficient	Average	Below Average	Poor
	7 points	5 points	3 points	1 point
Depth of Reflection	Demonstrates a conscious and thorough understanding of the book and the subject matter.	Demonstrates a basic understanding of the book and the subject matter.	Demonstrates a limited understanding of the book and the subject matter.	Demonstrates little or no understanding of the book or the subject matter.
Use of textual evidence and integration into student's particular context	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.	Uses examples from the book to support most claims in your writing, with some connections made between the book and your context.	Uses incomplete or vaguely developed examples to only partially support claims with no connections made between the book and the student's context.	No examples from the text are used and claims made in the student's writing are unsupported and irrelevant to the topic at hand.
Language Use	Uses stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence	Uses basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Uses 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	Uses language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure. ³⁵
Format and Conventions	Submission in APA format with no errors in format, grammar, or punctuation.	Submissions in APA format with 1 or 2 errors in format, grammar or punctuation that are not distracting.	Submissions in APA format with 2-5 errors in format, grammar, or punctuation.	Submissions not in APA format and/or more than 5 errors in format, grammar, or punctuation resulting in impaired communication of content.
Length	Submission is 4-5 double spaced pages of text	Submission is 4 double spaced pages of text	Submission lacks 1 or less pages of text	Submission lacks 1 or more pages of text

Spiritual History Self

Submit your own personal responses to the spiritual history questions listed in the TWO of the formats (CSI-MEMO, ACP, and FICA) listed on p. 56 and 57 of the textbook, "Spirituality and Patient Care". Responses should be thorough and fully answer the questions within the formats. (some answers may overlap/repeat) Describe how your spiritual convictions will impact, assist and/or challenge your career in health care. Include your own cultural background as it relates to health/sickness and personal experience with sickness, disability, healthcare (of yourself or loved one).

Dimension	Description	Complete 10 pts.	Partial 5 pt.	Absent 0 pt.
Content	Two spiritual history formats listed including: CSI-MEMO, APA, and FICA	Spiritual history format questions complete	Spiritual history format questions incomplete	Spiritual history format questions absent
	Responses to two formats (CSI-MEMO, APA, and FICA)	Specific responses to questions thorough and complete	Vague or incomplete responses to questions	Responses to spiritual histories absent.
	Cultural background	Specific description of cultural background related to health/sickness	Vague or incomplete description of cultural background related to health/sickness	Cultural background related to health/sickness not expressed
Organization	Required content organized	Content well organized and articulated making is easy to understand	Minimal lack of organization affecting clarity of content	Content is difficult to understand due to poor organization
Career Application	Description of how personal spiritual convictions will impact, assist and/or challenge your career in health care.	Clear description of how worldview and spiritual convictions impact career with examples	Impact of worldview and spiritual convictions on career vaguely addressed	Impact of worldview and spiritual convictions on career not addressed
Conventions	Grammar, spelling, and punctuation are correct Speech and voice clarity	No grammatical spelling or punctuation errors	No more than 3 speech, grammatical spelling or punctuation errors	More than 3 speech, grammatical spelling or punctuation errors
		Total /60		

Spiritual History Interview

- a. Anonymously identify your client including demographics: gender, age, overall health/challenges, living circumstances,
- b. Conduct a Spiritual history using a format from p. 56 & 57 and summarize the results
- c. Identify spiritual care interventions that would support the person interviewed.
- d. Reflect on responses: What did you learn about the Client’s spirituality? About your own from interacting with them? What would you have done the same or differently in your interaction with a future client similar to this one?

Dimension	Description	Complete 10 pts.	Partial 5 pts.	Absent 0 pt.
Content	Use of an assessment/screening format	All areas of assessment addressed	Assessment format/questions incomplete	Did not follow a format
	Anonymous client demographic information included: age, injury, gender	Age, injury, and gender included	Missing required demographic information	No required demographic information
	Patients’ responses described	Detailed description of patient responses	Minimal description	Absence of content regarded some of patient’s responses
	Spiritual issues identified	Student clearly identified spiritual issues	Spiritual issues were not accurately identified	Spiritual issues were unidentified
	Description of spiritual care interventions used	Spiritual care interventions identified and addressed	Spiritual care interventions identified but not addressed	Spiritual care interventions not identified
	Reflection on spiritual history	Reflection on spiritual history clearly expressed	Reflection on spiritual history lacking content	Absence of reflections
Conventions	Grammar, spelling, and punctuation are correct	No errors in grammar, spelling, and punctuation	3 or less errors in grammar, spelling, and punctuation	3 or more errors in grammar, spelling, and punctuation
Total	/70			

Assignment/Discussion Responses

See individual instructions and questions for posted assignments/discussions

Criteria	Proficient	Average	Below Average	Poor
	4	3	2	1
Quality	Submissions use course terms and concepts accurately, focus on the topic, and shows critical thinking.	Submissions have reference to course terms and concepts or focus on the topic.	Submissions have minimal reference to course terms and concepts or focus on the topic and show minimal critical thinking.	Submissions have no use of course terms and concepts and do not accurately, focus on the topic, or show critical thinking.
Community	Submissions expand the discussion using examples from reading, Web research, or personal experience as appropriate.	Submissions expand the discussion with minimal use of examples from reading, Web research, or personal experience as appropriate.	Submissions contribute to the discussion but do not expand or provide examples, Web research, or personal experience.	Submissions do not contribute or relate to the discussion.
Responses	Submissions to discussion questions include responses to two or more classmates	Submissions to discussions include responses to two classmates	Submissions to discussions include a response to 1 classmate	No responses to classmates are submitted
Citation	Submission includes accurate citation in APA format where appropriate.	Submissions have incomplete citation of APA format where appropriate.	Submissions lack citation.	Submissions may be plagiarized. [This may be result in failing the assignment]
Length	Initial submission is a reasonable length (200-300 words).	Submission lacks content (100-200 words)	Submission lacks content (less than 100 words)	Submission is incomplete (less than 50 words)

Exams

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

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

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

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	Intro
1a June 14-15	Lesson 1: Spirituality and Patient Care Introduction and Overview - Koenig video 1	Spirituality in Patient Care (SPC)- Introduction & Chapter 1 - Why Include Spirituality	Discussion 1: Initial Post Due Tues, June 15, 11:59 p.m.	SLO1, SLO2, SLO3
1b June 16-17	Lesson 2: Spirituality/Religion	SPC Chapter 2 – How to Include Spirituality	Quiz 1: SPC Spiritual History Self Quiz 2: SPC Discussion 1: Responses Due Thurs, June 17, 11:59 p.m.	
2a June 18-21	Lesson 3: Spiritual History Formats A Calling: Presence and Practice in Medicine Part 1 video	SPC Chapter 3 – When to Include Spirituality MH Chapter 16 - Prayer for the Sick	Discussion 2: Initial Post Due Sun, June 20, 11:59 p.m. Discussion 2: Responses Quiz 3: SPC Due Mon, June 21, 11:59 p.m.	SLO3
2b June 22-24	Lesson 4: Stress Response & Research	SPC Chapter 4 – What Might Result?	Discussion 3: Initial Post Due Wed, June 23, 11:59 p.m. Discussion 3: Responses Quiz 4: SPC Due Thurs, June 24 11:59 p.m.	SLO3
3a June 25-28	Lesson 5: Spiritual Care Interventions Boundaries and Barriers	SPC Chapter 5 –Boundaries and Barriers	Spiritual History Interview summary Quiz 5: SH Due Mon, June 28, 11:59 p.m.	SLO3
3b June 29 – July 1	Lesson 6: Positive/Negative Religious Coping	SPC Chapter 6 – When Religion or Spirituality is Harmful Watch- No one Dies Alone	Discussion 4: Initial Post Due Wed, June 30, 11:59 p.m. Discussion 4: Responses Quiz 6: SPC Due Thurs, July 1, 11:59 p.m.	SLO3, SLO4
4a July 2-5	Lesson 7: Chaplaincy & Spiritual Care	SPC Chapter 7 – Chaplains and Pastoral Care Watch-Chaplaincy Parish Nursing	Limited Literature Review Quiz 7: SPC Due Mon, July 5, 11:59 p.m.	SLO4, SLO5, SLO6
4b July 6-8	Lesson 8: Spirituality and Patient Care Spiritual Care Team Koenig video 5	SPC Choose one Chapter from Chapters 8-11 and Chapter 14	Discussion 5: Initial Post Due Wed, July 7, 11:59 p.m. Discussion 5: Responses Oral Research Report Due Thurs, July 8, 11:59 p.m.	SLO3, SLO4
5a July 9-12	Lesson 9: Religious Diversity & Culture in Healthcare	SPC Chapter 13 – Information on Specific Religions Online: Religious diversity, Practical points for Healthcare Religious Beliefs and Healthcare	Discussion 6: Initial Post Due Sun, July 11, 11:59 p.m. Discussion 6: Responses Quiz 8: SPC Due Mon, July 12, 11:59 p.m.	SLO4, SLO5, SLO6
5b July 13-15	Lesson 10: Belief and Ethics	MH-Chapter 1 Article: Nursing Ethics in the SDA Religious Tradition 10 Reasons to Believe in a God Who Allows Suffering	Discussion 7: Initial Post Due Wed, July 14, 11:59 p.m. Discussion 7: Responses Due Thurs, July 9, 11:59 p.m.	SLO4

Modules	Lessons	Readings	Assignments	Outcomes Met
6a July 16-19	Lesson 11: Ethical Guidelines and Principles	The Underlying Principles of Ethical Patient Care from: Snyder, J.E., Gauthier, C. (2008) Evidence-Based Medical Ethics. Cases for Practice-Based Learning. Charlotte, NC: Humana Press.	Discussion 8: Initial Post Due Sun, July 18, 11:59 p.m. Discussion 8: Responses Quiz 9: Readings Due Mon, July 19, 11:59 p.m.	SLO7
6b July 20-22	Lesson 12: Ethical Scenarios	Ethical Scenarios	Discussion 9: Initial Post Due Wed, July 21, 11:59 p.m. Discussion 9: Responses Due Thurs, July 22, 11:59 p.m.	SLO7
7a July 23-26	Lesson 13: Nature and Touch	Article: Nature and Health MH- Chapter 19 Watch: The Science of Touch	Don't Sing Songs to a Heavy Heart Reflection Paper Due Quiz 10: Readings Due Mon, July 26, 11:59 p.m.	SLO4, SLO8
7b July 27-29	Lesson 14: Compassion Fatigue	Article: Running on Empty: Compassion Fatigue in Health Professionals MH –Chapter 3	Discussion 10: Initial Post Due Wed, July 28, 11:59 p.m. Discussion 10: Responses Quiz 11: Readings Due Thurs, July 29, 11:59 p.m.	SLO8
8a July 30 – August 2	Lesson 15: Ministry Healing	Chapter 1 from Spirituality, Health & Wholeness: An Introductory Guide for Health Care Professionals Lamberton, H, Sorajakool, S. (2004) Spirituality, Health, and Wholeness: An Introductory Guide for Health Care Professionals. Binghamton, NY: Harworth Press MH-Chapter 4	Discussion 11: Initial Post Due Sun, August 1, 11:59 p.m. Discussion 11: Responses Quiz 12: Readings Due Mon, August 2 11:59 p.m.	SLO8
8b August 3- August 5	PROCTORED FINAL EXAM (Final Exam needs to be completed by August 5, 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

Percent %	Description
16.6	Limited Literature Review & Oral Report (112 points)
16.6	Don't Sing Songs to a Heavy Heart Reflection Paper (35 points)
10	Spiritual History Self (60 points)
11.6	Spiritual History Interview (70 points)
11.6	Quizzes on Reading assignments (60 points)
16.6	Assignments/Responses/Discussion Questions (240 points)
16.6	Final Exam (90 points)
100	Total Percent Possible (647 points)

Viewing Grades in Learning Hub

- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

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/web/msc/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 Accommodations

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/>
2. Download and fill in the disability form at <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.

Commit 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.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. 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.

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