



# SYLLABUS

**PBHL/RELT 440 901 Fundamentals of  
Spirituality and Ethics in Healthcare**

202121

# **PBHL/ RELT 440 901 Fundamentals of Spirituality and Ethics in Healthcare**

## **Consortium of Adventist Colleges and Universities**

### **Self-Paced Courses**

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

### **Instructor Contact**

Please refer to course in Learning Hub for the teacher contact information.

### **Communication with the Instructor**

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### **Other Assistance**

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Enrollment and withdrawal questions	<a href="mailto:sderegister@andrews.edu">sderegister@andrews.edu</a>	(269) 471-6323
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	(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.

Explores spirituality and ethics within the context of healthcare, while considering how to relate to those who are suffering and of different religious perspectives. This course will investigate research findings related to spirituality and health and provide an overview of ethical principles of patient care. Practical application of concepts will be incorporated to encourage the integration of ethical, spiritual care into the ministry of future healthcare providers as exemplified in the life of Jesus.

**Required Text/Material**

Koenig, H. (2013). *Spirituality in Patient Care: Why, How, When, and What. Third edition.* West Conshohocken, PA: Templeton Press. 978-59947-425-0

Hauk, K. (2004). *Don't Sing Songs to a Heavy Heart: How to Relate to Those Who Are Suffering.* St. Louis, MO: Stephen Ministries. 1930445121

White, Ellen G. *Ministry of Healing* online: <http://whiteestate.org/books/mh/mh.asp>

**NOTE:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

### **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. This translates to a steady 11.25 hours each week. You'll spend your time in lectures, textbook readings, quizzes, discussion questions, and assignments including: the Spiritual History Personal Response, Spiritual History with Patient Summary, Limited Research Paper and Oral Report, Religions and Healthcare presentation, reading *Don't Sing Songs to a Heavy Heart* with Reflection Paper, application of professional ethics to spiritual care, application of healthcare ethics to case studies, and the preparation and taking of the Final Exam

A recommended weekly schedule to divide your time is provided:

Readings: 3.5 hours

Lectures: 2.5 hours

Interactive Discussions: 1.25 hour

Quizzes: 1.5 hour

Weekly work on assignments and final Paper: 1.5 hour

Studying for Upcoming Exams: 1 hours

### **Institutional Outcomes:**

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

### **Program Learning Outcomes**

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

### **Student Learning Outcomes**

1. Describe the rationale for including spirituality in patient care.
2. Contemplate personal spiritual/religious responses related to illness/injury.
3. Provide spiritual care including a spiritual history with consideration of boundaries/barriers.
4. Identify spiritual care interventions based on spiritual history findings and religious/spiritual beliefs.
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. Discuss ethical principles of patient care and their relevance to specific cases.
8. Examine and analyze Christ's method of caring for people.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbooks and articles, quizzes, video segments, interactions with the instructor and classmates via discussions, case studies/role plays, written reflections, and one exam. Regular participation in the course is essential to good performance.

### Course/Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

### LearningHub Access

This course is delivered online through LearningHub at <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> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or [helpdesk@andrews.edu](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](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

### Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

### **Assessment Descriptions**

#### **Limited LITERATURE REVIEW (42 points) and ORAL REPORT (70 points)**

Students will conduct a formal review of three articles or studies that discuss the relationship between human spirituality and religiosity as it relates to the practice of medicine, human healing, etc. Studies 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**. The student must **submit a written review of the THREE studies/articles that relate to the topic**. A summary or provided abstract must be included with ALL reference information given.

**A 5-7 minute ORAL REPORT** on one of the chosen articles/studies from the written limited literature review must be presented via webcam recording. Give a general summary of the research and outcomes, raise significant issues, concerns and ramifications of the study related to your area of healthcare.

**The Oral report must be uploaded via a video file. The written review of the three studies must be submitted as a word document. Both are to be uploaded to the dropbox on LearningHub. (see list for specific requirements)**

#### ***Don't Sing Songs to a Heavy Heart Reflection Paper (35 points)***

A typed reflection paper of **4-5** pages (double spaced) 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 you have taken or will take to implement the main points 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 apply to your area of study/future work.

**This will be submitted in word format to the dropbox. (see grading rubric for specific grading criteria)**

#### **Spiritual History Self (60 points)**

Assuming the role of a patient, each student will select two of the spiritual history assessment formats listed, CSI-MEMO, ACP, and FICA, listed on p. 56 and 57 of the textbook, "Spirituality and Patient Care." After completing each question in the two selected assessments using a conversational tone, they will submit their own personal responses. The Responses should be thorough and fully answered each question within the formats (some answers may overlap/repeat). Additionally, each student will describe how their 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).

**This will be submitted in word format to the dropbox. (see grading rubric for specific grading criteria)**

**Spiritual History Interview (70)**

After obtaining permission, each student will interview an acquaintance (can be a friend or relative) with a life altering illness or injury. The student will choose ONE of the formats from p. 56 and 57 of the textbook, “Spirituality and Patient Care”. A written summary of the responses will be submitted to the learning hub including your thoughts on the responses and the spiritual care interventions that you feel would be appropriate for the person interviewed.

**Assigned Reading Quizzes (60 points [12 @ 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 Spirituality in Patient Care, Ministry of Healing, or the assigned article. Students are allowed to use their book for the quiz, however each quiz will be timed. 15 minutes total for each quiz.

**Assignments/Discussion Responses (220 points [11 @ 20 points each])**

Students will submit a post that will be a specific assignment, response to a video, or answer to a discussion question. The student will then respond to two other student responses for each topic.

**Final Exam (90 points)**

One comprehensive exam will be given at the completion of the course. The exam will allow you to integrate key concepts from this course. It will be short essay format with emphasis on content from the “Course Content” document.

**Rubrics**

<b>Limited Literature Review</b>				
<b>CATEGORY</b>	<b>Advanced 7 points</b>	<b>Average 5 points</b>	<b>Below Average 3 points</b>	<b>Poor 1 point</b>
<b>Introduction</b>	Precise and focused introductory paragraph effectively introduces paper and unifies common theme of three articles.	Introductory paragraph is focused but less precise.	Topic and introduction are lacking focus and cohesion of three articles.	Topic is unclear. Paper may lack introduction.
<b>Content/ Organization</b>	Two paragraphs (one complete page) for each article including a paragraph thoroughly summarizing the research followed by an additional paragraph with your thoughts on the research and relating content to your specific area of healthcare.	Two required paragraphs (one complete page) for each article are present but summary of or response to article is lacking depth.	A required element is lacking or understanding and/or application is weak.	Summary and/or response is inaccurate or more than one required element is lacking.
<b>Use of Sources/ Style</b>	Research is summarized in writer’s words or else completely and correctly documented. Word choice and tone are appropriate to the purpose.	Research is summarized in writer’s words or else correctly documented. Word choice and tone are not clearly appropriate to the purpose.	Research is not always summarized in writer’s words.	Info may be plagiarized. Word choice may be inappropriate.
<b>Grammar, Spelling, and Mechanics</b>	Virtually perfect use of conventions of standard written English, spelling, and mechanics.	One or two errors in conventions of standard English, spelling or mechanics. They are not distracting.	Errors in convention and usage, spelling, or mechanics are distracting and make meaning unclear.	Numerous errors in conventions, spelling, or mechanics make the text difficult to read and obtain meaning.

<b>Documentation</b>	Complete APA format of 3 references on a separate page.	Paper contains one or two errors APA style documentation of 3 references on separate page.	Documentation may be lacking, inaccurate, or incorrect.	Paper does not follow APA standards or may be missing.
<b>Format</b>	<p>The following requirements perfectly met:</p> <p>Name, course, date at top left on front page.</p> <p>Typed, single spaced, Ariel, 12-font, one-inch indent.</p>	<p>The following requirements marginally met:</p> <p>Name, course, date at top left on front page.</p> <p>Typed, single spaced, Ariel, 12-font, one-inch indent.</p>	<p>Paper lacks one of the following requirements:</p> <p>Name, course, date at top left on front page.</p> <p>Typed, single spaced, Ariel, 12-font, one-inch indent.</p>	<p>Paper lacks more than one of the following requirements:</p> <p>Name, course, date at top left on front page.</p> <p>Typed, single spaced, Ariel, 12-font, one-inch indent.</p>



Oral Research Report					
Was written summary submitted?					3 point
Time of Presentation (5-7 minutes) (NOTE: 1 point will be deducted for any minute <i>outside</i> [longer or shorter] of the allowed time frame)					4 point
Criteria Ratings	Poor 1 points	Below Average 3 points	Average 5 points	Advanced 7 points	Rating
<b>Nonverbal Skills</b>					
<b>Eye Contact</b>	Presenter reads all presentation notes with no eye contact	Presenter occasionally uses eye contact, but still reads most of the presentation notes	Presenter maintains eye contact most of the time but frequently returns to presentation notes	Presenter maintains eye contact with camera, seldom returning to presentation notes	
<b>Subject Knowledge</b>	Presenter does not have grasp of information; presenter cannot answer questions about subject	Presenter is uncomfortable with information and is able to answer only basic questions	Presenter is at ease with expected answers to all questions, but fails to elaborate	Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaborates	
<b>Organization</b>	Viewers cannot understand presentation because there is no sequence of information	Viewers have difficulty following presentation because presenter jumps around	Presenter presents information in logical sequence which viewers can follow	Presenter presents information in logical, interesting sequence which viewers can follow	
<b>Vocal Skills</b>					
<b>Enthusiasm</b>	Presenter shows absolutely no interest in topic presented	Presenter shows some negativity toward topic presented	Occasionally the presenter shows enthusiasm about the topic	Presenter demonstrates a strong enthusiasm about topic during entire presentation	
<b>Attention</b>	Viewers cannot focus on presentation due to the presenter's lack of engagement and clearness of the topic	Presenter's thoughts do not flow, are not clear, and he/she does not engage viewers	Presenter's thoughts are articulated clearly, but does not engage viewers	Presentation is organized and viewers are actively engaged throughout the entire presentation	
<b>Projection</b>	Presenter mumbles, viewers have difficulty hearing, and the presentation is confusing	Presenter's voice is low. Presenter pronounces terms incorrectly and viewers are somewhat confused	Presenter's voice is clear. Presenter pronounces most words correctly and viewers can understand	Presenter uses a clear voice and correct pronunciation of terms so that all members of the viewers can hear and understand the presentation well	
<b>Content</b>					
<b>Learning Aids</b>	Analogy, illustration or case scenario are poor and distracts viewers; hard to read	Analogy, illustration, or case scenario add nothing to the presentation; no effort was invested to enhance the presentation	Analogy, illustration, or case scenario adding somewhat to enhance the presentation	Analogy, illustration, or case scenario nicely enhance presentation to keep interest of viewers	
<b>Completeness of Content</b>	One or more points are left out	Majority of points are glossed over	Majority of points are covered in depth, some points are glossed over	Thoroughly explains and covers all relevant points	
<b>Professionalism of Presentation</b>	Presenter lacks all professionalism in speech, body language and interaction with viewers	Presenter lacks some professionalism in speech, body language and interaction with viewers	Presenter is professional in speech, body language, but not when interacting with viewers	Presenter is completely professional in speech, body language and interaction with viewers	
<b>Total Rating</b>					

<b><i>Don't Sing Songs to a Heavy Heart Reflection Paper</i></b>				
<b>Criteria</b>	<b>Proficient</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>
	<b>7 points</b>	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>
<b>Depth of Reflection</b>	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.
<b>Use of textual evidence and integration into student's particular context</b>	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.
<b>Language Use</b>	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. <sup>35</sup>
<b>Format and Conventions</b>	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.
<b>Length</b>	Submission is 4-5 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.
<b>Content</b>	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
<b>Organization</b>	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
<b>Career Application</b>	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
<b>Conventions</b>	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?

<b>Dimension</b>	<b>Description</b>	<b>Complete 10 pts.</b>	<b>Partial 5 pts.</b>	<b>Absent 0 pt.</b>
<b>Content</b>	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
<b>Conventions</b>	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
<b>Quality</b>	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.
<b>Community</b>	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.
<b>Responses</b>	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
<b>Citation</b>	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]
<b>Length</b>	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](http://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](mailto: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.

**Suggested schedule for completion in 8 weeks:**

Week	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Spirituality and Patient Care Introduction and Overview-Koenig video 1	Spirituality in Patient Care (SPC)- Introduction & Chapter 1 - Why Include Spirituality	Blog 1: Response to Video Quiz 1: SPC	SLO1
	Lesson 2: Spirituality/Religion	SPC Chapter 2 – How to Include Spirituality	Spiritual History Self Quiz 2: SPC	SLO2, SLO3
2	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	Blog 2: Response to Video Quiz 3: SPC	SLO3
	Lesson 4: Stress Response & Research	SPC Chapter 4 – What Might Result?	Blog 3 Quiz 4: SPC	SLO3
3	Lesson 5: Spiritual Care Interventions Boundaries and Barriers	SPC Chapter 5 –Boundaries and Barriers	Spiritual History Interview summary Quiz 5: SH	SLO3
	Lesson 6: Positive/Negative Religious Coping	SPC Chapter 6 – When Religion or Spirituality is Harmful Watch- Noone Dies Alone	Blog 4 Quiz 6: SPC	SLO3, SLO4
4	Lesson 7: Chaplaincy & Spiritual Care	SPC Chapter 7 – Chaplains and Pastoral Care Watch-Chaplaincy Parish Nursing	Limited Literature Review Quiz 7: SPC	SLO4, SLO5, SLO6
	Lesson 8: Spirituality and Patient Care Spiritual Care Team Koenig video 5	SPC Choose one Chapter from Chapters 8-11 and Chapter 14	Blog 5: Oral Response Oral Research Report	SLO3, SLO4
5	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	Blog 6: Response to Religions/Culture and Healthcare Quiz 8: SPC	SLO4, SLO5, SLO6
	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	Blog 7: Ethics &Personal Beliefs	SLO4
6	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.	Blog 8: Professional Ethics to Spiritual Care for Clients/Patients Quiz 9	SLO7
	Lesson 12: Ethical Scenarios	Ethical Scenarios	Blog 9: Ethical Scenarios	SLO7

Week	Lessons	Readings	Assignments	Outcomes Met
7	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	SLO4, SLO8
	Lesson 14: Compassion Fatigue	Article: Running on Empty: Compassion Fatigue in Health Professionals MH –Chapter 3	Blog 10 Quiz 11	SLO8
8	Lesson 15: Ministry of Healing	Chapter 1 from Spirituality, Health & Wholeness: An Introductory Guide for Health Care Professionals  Lamberton, H, Sorajiakool, S. (2004) Spirituality, Health, and Wholeness: An Introductory Guide for Health Care Professionals. Binghamton, NY: Harworth Press MH-Chapter 4	Blog 11 Quiz 12	SLO8
	<b>PROCTORED FINAL EXAM</b>			

**Suggested schedule for completion in 16 weeks:**

Week	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	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Spirituality and Patient Care Introduction and Overview-Koenig video 1	Spirituality in Patient Care (SPC)- Introduction & Chapter 1 - Why Include Spirituality	Blog 1: Response to Video Quiz 1: SPC	SLO1
2	Lesson 2: Spirituality/Religion	SPC Chapter 2 – How to Include Spirituality	Spiritual History Self Quiz 2: SPC	SLO2, SLO3
3	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	Blog 2: Response to Video Quiz 3: SPC	SLO3
4	Lesson 4: Stress Response & Research	SPC Chapter 4 – What Might Result?	Blog 3 Quiz 4: SPC	SLO3
5	Lesson 5: Spiritual Care Interventions Boundaries and Barriers	SPC Chapter 5 –Boundaries and Barriers	Spiritual History Interview summary Quiz 5: SH	SLO3
6	Lesson 6: Positive/Negative Religious Coping	SPC Chapter 6 – When Religion or Spirituality is Harmful Watch- Noone Dies Alone	Blog 4 Quiz 6: SPC	SLO3, SLO4
7	Lesson 7: Chaplaincy & Spiritual Care	SPC Chapter 7 – Chaplains and Pastoral Care Watch-Chaplaincy Parish Nursing	Limited Literature Review Quiz 7: SPC	SLO4, SLO5, SLO6
8	Lesson 8: Spirituality and Patient Care Spiritual Care Team Koenig video 5	SPC Choose one Chapter from Chapters 8-11 and Chapter 14	Blog 5: Oral Response Oral Research Report	SLO3, SLO4
9	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	Blog 6: Response to Religions/Culture and Healthcare Quiz 8: SPC	SLO4, SLO5, SLO6
10	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	Blog 7: Ethics &Personal Beliefs	SLO4
11	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.	Blog 8: Professional Ethics to Spiritual Care for Clients/Patients Quiz 9	SLO7
12	Lesson 12: Ethical Scenarios	Ethical Scenarios	Blog 9: Ethical Scenarios	SLO7



Week	Lessons	Readings	Assignments	Outcomes Met
13	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	SLO4, SLO8
14	Lesson 14: Compassion Fatigue	Article: Running on Empty: Compassion Fatigue in Health Professionals MH –Chapter 3	Blog 10 Quiz 11	SLO8
15	Lesson 15: Ministry of 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	Blog 11 Quiz 12	SLO8
16	<b>PROCTORED FINAL EXAM</b>			

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

## 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)
<b>100</b>	<b>Total Percent Possible (647 points)</b>

### 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>.

### 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.

### 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](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto: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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