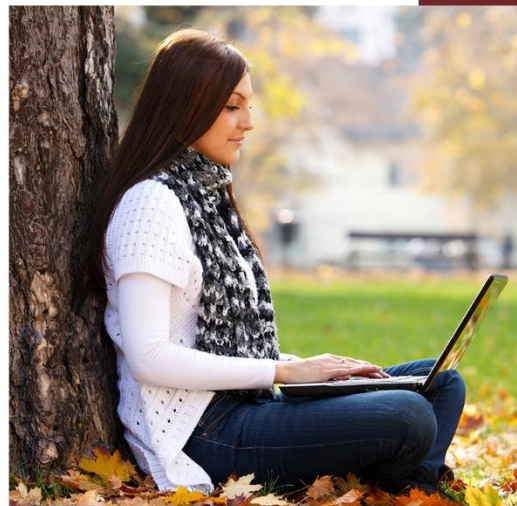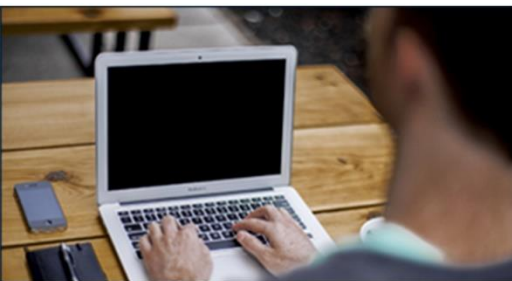# CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS

**RELT 440 Fundamentals of Spirituality and Ethics in Healthcare
Fall 2020**

RELT 440 999 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 Thursday 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
Please refer to course in LearningHub for the teacher contact information.

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 Descriptions
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.

Technical Requirements

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

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 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

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 spiritually 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 you 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)
Each student will submit their own personal responses to the spiritual history questions listed in TWO of the formats (CSI-MEMO, ACP, and FICA) listed on p. 56 and 57 of the textbook, "Spiriutality and Patient Care". Responses should be thorough and fully answer the question within the formats. (some answers may overlap/repeat)

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. Each discussion forum requires you to create your initial post of 200-300 words by **Sunday, 12:00 pm (noon)**. Then reply to at least two classmates with a response that is 50-100 words by **Monday, 11:59 pm**. Your response should include whether you agree or disagree and why? Ask questions, extend the conversation, comment further. Be sure to cite your sources and quote your classmates to integrate the concepts shared. If there are two discussion forums in a week, for the second part of the week, please create your initial post of 200-300 words by **Wednesday, 12:00 pm** (noon). Then reply to at least two classmates with a response that is 50-100 words by **Thursday, 11:59 pm**. Your response should include

whether you agree or disagree and why? Ask questions, extend the conversation, comment further. Be sure to cite your sources and quote your classmates to integrate the concepts shared. For more information about discussion forum, please see below:
Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

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

Limited Literature Review				
CATEGORY	**Advanced** **7 points**	**Average** **5 points**	**Below Average** **3 points**	**Poor** **1 point**
Introduction	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.
Content/ Organization	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.
Use of Sources/ Style	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.
Grammar, Spelling, and Mechanics	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.
Documentation	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.
Format	The following requirements perfectly met: Name, course, date at top left on front page. Typed, double spaced, Ariel, 12-font, one-inch indent.	The following requirements marginally met: Name, course, date at top left on front page. Typed, double spaced, Ariel, 12-font, one-inch indent.	Paper lacks one of the following requirements: Name, course, date at top left on front page. Typed, single double, Ariel, 12-font, one-inch indent.	Paper lacks more than one of the following requirements: Name, course, date at top left on front page. Typed, double spaced, Ariel, 12-font, one-inch indent.

Oral Research Report					
Was written summary submitted?					3 point
Time of Presentation (5-7 minutes) *(NOTE: 1 point will be deducted for any minute <u>outside</u> [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**
Nonverbal Skills					
Eye Contact	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	
Subject Knowledge	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	
Organization	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	
Vocal Skills					
Enthusiasm	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	
Attention	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	
Projection	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	
Content					
Learning Aids	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	
Completeness of Content	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	
Professionalism of Presentation	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	
				Total Rating	

Don't Sing Songs to a Heavy Heart Reflection Paper				
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 difficulty 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. All assignments are due Thursdays in the week assigned unless otherwise noted.

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	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Aug 24 - 27	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: Response to Video Quiz 1: SPC Due Thursday, Sept 3, 11:55pm	SLO1
2 Aug 28 – Sept 3	Lesson 2: Spirituality/Religion	SPC Chapter 2 – How to Include Spirituality	Spiritual History Self Quiz 2: SPC	SLO2, SLO3
3 Sept 4 - 10	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: Response to Video Quiz 3: SPC	SLO3
4 Sept 11 - 17	Lesson 4: Stress Response & Research	SPC Chapter 4 – What Might Result?	Discussion 3 Quiz 4: SPC	SLO3
5 Sept 18 - 24	Lesson 5: Spiritual Care Interventions Boundaries and Barriers	SPC Chapter 5 –Boundaries and Barriers	Spiritual History Interview summary Quiz 5: SH	SLO3
6 Sept 24 – Oct 1	Lesson 6: Positive/Negative Religious Coping	SPC Chapter 6 – When Religion or Spirituality is Harmful Watch- Noone Dies Alone	Discussion 4 Quiz 6: SPC	SLO3, SLO4
7 Oct 2 - 8	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 Oct 9 - 15	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: Oral Response Oral Research Report	SLO3, SLO4
9 Oct 16 - 22	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: Response to Religions/Culture and Healthcare Quiz 8: SPC	SLO4, SLO5, SLO6
10 Oct 23 - 29	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: Ethics &Personal Beliefs	SLO4
11 Oct 30 – Nov 5	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: Professional Ethics to Spiritual Care for Clients/Patients Quiz 9	SLO7
12 Nov 6 - 12	Lesson 12: Ethical Scenarios	Ethical Scenarios	Discussion 9: Ethical Scenarios	SLO7
13 Nov 13 – 19	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

Week	Lessons	Readings	Assignments	Outcomes Met
14 Nov 20 – 26	Lesson 14: Compassion Fatigue	Article: Running on Empty: Compassion Fatigue in Health Professionals MH –Chapter 3	Discussion 10 Quiz 11 Due **FRIDAY**, Nov 27, **5:00pm**	SLO8
15 Nov 27 – Dec 3	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	Discussion 11 Quiz 12	SLO8
16 Dec 4 – 10	**PROCTORED FINAL EXAM** **(Final Exam needs to be due by Wednesday December 9, by 11:59pm)**			

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 Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block 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%

Letter Grade	Percentage
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/weblmsc/moodle/public/incompletes.html.

Late Work
Due dates are listed both in the LearningHub course space and in the syllabus. Late work will
have 10% of the earned points deducted.

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.

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.