



COURSE SYLLABUS

Table of Contents

Section 1: Course Information2

Course Description2

Course Overview3

Course Workload3

Course Materials3

Course Topics4

Intended Learning Outcomes.....4

Late Work4

Extra Credit4

Section 2: Southeastern Policies.....5

Section 3: Course Schedule.....6

Aim, Learn, and Apply Descriptions6

Course Schedule7-14

Section 4: Assessments.....15-16

Appendix A.....17-18

SECTION 1: COURSE INFORMATION

Format: 8 weeks.

Course ID: HUSV 3433

Course Title: Faith Integration

College: Behavioral & Social Sciences

Prerequisites: None

Credit Hours: 3

Instructor: See the online course in MyFIRE for instructor contact information and availability.

Course Description

The purpose of this course is to provide students with an opportunity to explore human services from a Christian worldview that involves intentionally integrating faith and human services with an emphasis on spiritual and professional growth.

Course Overview

This course introduces students to the historical influences of religion on human services and the emotional, social, spiritual, personal, and professional growth of the human service professional as it applies to the helping profession.

Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is _____(x hours per week).

Course Materials

- Ellor, James W., Netting, F., & Thibault, Jane (1999) Religious and Spiritual Aspects of Human Services. University of South Carolina Press Columbia SC.
- Miller, William, (2000) Integrating Spirituality Into Treatment

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Course Topics

The purpose of this course is to introduce, reinforce, and measure learning on the following topics:

- Historical Influences of Religion on Human Services
- Clinical Applications and Self Awareness
- Organization, Community, and Policy Application
- Spirituality and Treatment
- Addressing Spirituality and Treatment
- Some Spiritual Issues In Treatment
- Spirituality in Professional Training

Intended Learning Outcomes

As a result of reading, study, and assessments in this course, the student should be able to:

- Identify the historical influences of religion on human services.
- Examine how spirituality might impact a professional relationship with clients.
- Identify the ethics of professionals in the field of human services according to the Christian faith.
- Determine how spirituality can be applied when practicing in the human services field.

Late Work

Not accepted

Extra Credit

Not accepted

SECTION 2: SOUTHEASTERN POLICIES

Academic Policies

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.


SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.


Note: Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

AIM, LEARN, AND APPLY DESCRIPTIONS


Aim

 When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

Learn

 When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

Apply

 When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

MODULE 1 (Week 1)
XX/XX/XX – XX/XX/XX



- Discuss and describe the role and the Influence of Religious Groups on Historical Dev., of the Helping Professions
- Explain the Historical Context of integrating spirituality in human services
- Complete a short biography discussing their religious and spiritual background and beliefs.



- Read Netting Text Chpt 1
- Read Text Miller Chpt 2



- Discussion Forum
 - Due: Saturday, Tuesday
 - Points: 50
- Activity 1
 - Due: Tuesday
 - Points: 50
- Activity 2
 - Due: Tuesday
 - Points: 100
- Check on Learning Quiz (must be completed to proceed to the next module)
 - Due: Tuesday
 - Points: Ungraded

**MODULE 2 (Week 2-3):
XX/XX/XX – XX/XX/XX**



- Explain the diversity of religious groups in the U.S.
- Identify and explain religious diversity and faith development in the helping profession
- Identify and discuss the different types of diversity training in spiritual & religious issues for future human services
- Explore and discuss increase awareness of prior prejudices
- Participate in group discussions



- Netting Chtp's 3-4
- Miller Chpt 13



- Discussion Forum
 - Due: Saturday, Tuesday (Week 2)
 - Points: 50
- Activity 3
 - Due: Tuesday (Week 2)
 - Points: 50
- Activity 4
 - Due: Tuesday (Week 2)
 - Points: 50
- Activity 5

- Due Tuesday (Week 3)
 - Points: 50
- Activity 6
 - Due Tuesday (Week 3)
 - Points: 25
- Check on Learning Quiz (must be completed to proceed to the next module)
 - Due: Tuesday (Week 3)
 - Points: Ungraded

**MODULE 3 (Week 4-5):
XX/XX/XX – XX/XX/XX**



- Identify the religious and spiritual concerns in human services
- Describe the role of religion and spirituality in the human services professionals.
- Explain how spirituality is assessed in the helping profession
- Discuss the impact meditation in the helping profession
- Explain why prayers is important in the helping profession



- Read Nettings, Chpt 7
- Read Miller Chpt's 3,4,5



- Module 3 Discussion
 - Due: Saturday, Tuesday (Week 4)
 - Points: 50
- Activity 7
 - Due: Tuesday (Week 4)
 - Points: 50
- Activity 8
 - Due: Tuesday (Week 4)
 - Points: 50
- Activity 9
 - Due: Tuesday (Week 5)
 - Points: 50

- Activity 10
 - Due: Tuesday (Week 5)
 - Points: 25
- Check on Learning Quiz (must be completed to proceed to the next module)
 - Due: Tuesday (Week 5)
 - Points: Ungraded

MODULE 4 (Week 6):
XX/XX/XX – XX/XX/XX



- Discuss community and religion in the United States
- Explain the connection between religious congregations and human services
- List and define religious affiliated human services agencies



- Read Netting Chpt's 8,9,10



- Module 4 Discussion
 - Due: Saturday, Tuesday
 - Points: 50
- Activity 11
 - Due: Tuesday
 - Points: 100
- Check on Learning Quiz (must be completed to proceed to the next module)
 - Due: Tuesday
 - Points: Ungraded

**MODULE 5 (Week 7-8):
XX/XX/XX – XX/XX/XX**



- Explain public policy and religion in the United States
- Discuss the significance of acceptance and forgiveness in the social services
- Explain the importance of hope in the social services
- Define and discuss serenity in the helping profession



- Read Netting, Ch: 11
- Read Miller, Chpt's: 10-12



- Module 5 Discussion
 - Due: Saturday, Tuesday (Week 7)
 - Points: 50
- Activity 12
 - Due: Tuesday (Week 7)
 - Points: 50
- Activity 13
 - Due: Tuesday (Week 7)
 - Points: 50
- Activity 14
 - Due: Tuesday (Week 8)
 - Points: 50
- Activity 15
 - Due: Tuesday (Week 8)

- Points: 100
- Final Exam
 - Due Tuesday (Week 8)
 - Points: 200

SECTION 4: ASSESSMENTS

Discussions

Description

Each week, students will be expected to be prepared to discuss their knowledge of the weekly topics and how the principles presented relate to the student's life. For every Discussion Question, the student is required to post a minimum of three times on two days. The minimum post represents a grade of 70%. The student's primary post will be in response to the posted question(s). The student's remaining two posts must be in response to two peers' primary posts.

The postings will involve dialogues about important issues and theories related to the field of human services. References that students make in their postings should be supported by references to the week's readings and information obtained from other current sources (e.g., journal articles and reputable websites). The student's postings must demonstrate that the student reflected on the assigned readings and synthesized the material with his or her previous knowledge and experience. The primary postings must have appropriate content, be an integration of the student's knowledge, and be supported by appropriate resources. A minimum of one resource must be used and cited in the student's primary post. The responsive postings must be substantive, reflective, challenging, and positive. Please adhere to the weekly time frame to allow other students time to comment on your work.

The student's initial post to the Discussion Questions is due by Saturday at 11:55 p.m. of the week they are assigned. The student's response posts need to be completed by the end of the week. A substantial post is considered to be a minimum of 200 words for the student's primary posts and 100 words for the student's response posts. The student is highly encouraged to post more than the minimum. This is the best way to learn in this class.

The following may cause the student to lose points on the posts:

- Not posting on two different days
- Not meeting the minimum word requirements
- Not meeting the minimum requirement of three posts for 100%
- Not including a citation for at least one source of academic support.

Total Possible Points

250

Grade Weight

19.2%

Activities**Description**

In modules 1-5 students will complete written assignments and group discussions that will be outlined in the online classroom. These assignments will allow the students to apply concepts that they have read about during the corresponding week.

Total Possible Points

750

Grade Weight

57.7%

Final Paper

Description

Activity 15 Final Paper

Students will select a human services issue (must be approved by the professor) such as domestic violence, child abuse, homelessness, etc. and write a five-page paper addressing the root of the issue. The paper must be in APA format with a title page, running head, page numbers etc.

- Student's paper will provide an overview of the issue.
- The paper will also address intervention and treatment from a secular, spiritual and religious viewpoint.
- The paper will address the questions of "What role or lack of does religion and spirituality play as a whole toward the underlying issue?"
- What role or responsibility does the Church have? Are they doing enough?
- Students will provide their insight into the issue to include their own personal solution to the problem.
- Students must provide at a minimum 5 scriptural reference in support of their view.

How can human services and spirituality/religion combine forces to better educate and someday eradicate the issue?

Guidelines: Your paper needs to meet the following requirements:

- Minimum of 5 pages not including the title page or reference page
- Minimum of four resources (including your textbook) and one scholarly journal
- Include a cover page and a reference page
- Proper APA format of in-text citations and references
- Double-spaced
- 12-point font
- 1" margins

I will be submitting this paper into Turnitin.com. If you copy and paste any of your paper, this plagiarism website will detect it, so please don't! You should be conducting your research, paraphrasing what you have found, and citing those sources. If you feel that the author has stated the information just right, you may use an occasional quote, but in doing so you MUST use quotations and then cite. Never be afraid to cite, cite, cite!!!

Total Possible Points

100

Grade Weight

7.7%

Final Exam**Description**

This exam will consist of 25 multiple-choice, true or false, and essay questions pooled from both text. This exam will be available during the last week of class.

Total Possible Points

200

Grade Weight

15.4%

Check on Learning Questions**Description**

Modules 1-4 include brief ungraded quizzes which must be completed to proceed to the next module.

Total Possible Points

Ungraded

Grade Weight

None

Appendix A

Supplemental Reading

Cadge, W. & Bandini, J.(2015). The Evolution of Spiritual Assessment Tools in Healthcare. Society, 52, 430-437.

Hodge, D.R. (2001b). Spiritual genograms: A generational approach to assessing spirituality. Families in Society: The Journal of Contemporary Human Services, 82 (1), 35-48.

Hodge, David R, Williams, Trina R, (2002), Assessing African American spirituality with spiritual ecomaps. Families in Society, 83(5-6), 585-595.