



MNST 6121 Religion, Spirituality, and Health in Professional Practice

North Park Theological Seminary

Summer 2024 (*online*)

3 credits

Preliminary Syllabus

INSTRUCTOR INFORMATION

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Office Hours:

Online: I will be active in the course on Monday and Friday and check email regularly Monday – Friday. Times for meeting can be scheduled as needed via phone or online. Contact mchase-ziolek@northpark.edu

COURSE DESCRIPTION

An interdisciplinary understanding of the relationship between religion, spirituality and health is a topic of interest to churches as well as ministry and health professionals. A growing body of medical and sociological research has been exploring such topics as body/mind/spirit connections; the impact of prayer; and the role of the church in promoting individual and community health. The focus of this class will be to explore this study of religion, spirituality and health, or “theosomatic” medicine as it has come to be known, the context in which it has occurred, the issues it presents, and practical implications for ministry and health care. This course contributes to the MDiv learning outcome of building ministerial identity and skill.

Note: This class is being offered during an abbreviated 8 week summer session. This means that the workload for the class should be considered as similar to taking two three credit classes during a regular semester. Please plan accordingly to pace yourself.

COURSE OBJECTIVES

1. Utilize an interdisciplinary approach to explore the study of religion, spirituality and health
2. Identify key factors contributing to the burgeoning research on religion, spirituality and health
3. Critique the values and voices reflected in the study of religion, spirituality and health
4. Explore the influence of culture and religious tradition on health
5. Distinguish spiritual and religious influences on health
6. Discuss the implications from the study of religion, spirituality and health for professionals in ministry and/or health care as they care for others

REQUIRED TEXTS

In order to bring diverse perspectives into our class discussion this class relies heavily on academic articles and online videos that will be posted in the course or available online. In addition, the following texts are required.



- Jeff Levin and Keith Meador, eds. *Healing to all Their Flesh: Jewish & Christian Perspectives on Spirituality, Theology & Health*. Philadelphia: Templeton Foundation Press, 2012.
- Kendra Holtz & Matthew T. Mathews, *Dust and Breath: Faith, Health — and Why the Church Should Care about Both*, Eerdmans, 2012 ISBN-10: 0802867790.
- Students will **choose one additional text** for the critical reading in spirituality and health assignment from the list below to allow for exploring an area of personal interest. Students can also propose an alternative reading that must be at least 200 pages. Additional text to be read will be identified by the second week of class.

Practice and Ministry Issues in Spirituality and Health

- a. Adam Cohen, *Religion and Human Flourishing*. Baylor University Press, 2020.
 - b. Cheryl Kirk-Duggan. *The Undivided Soul Helping Congregations Connect Body and Soul*. Nashville: Abingdon, 2001.
 - c. Neal Krause, *Aging in the Church How Social Relationships Affect Health*. Philadelphia: Templeton Foundation Press, 2008.
 - d. Joel James Shuman and Keith Meador. *Heal Thyself Spirituality, Medicine, and the Distortion of Christianity*. Oxford: Oxford University Press, 2003.
- John Swinton and Richard Payne, *Living Well and Dying Faithfully: Christian Practices for End-of-Life Care*. Grand Rapids, MI: Eerdmans, 2009.
 - John Swinton, *Dementia: Living in the Memories of God*. Grand Rapids, MI: Eerdmans, 2012.
 - John Swinton, *Finding Jesus in the Storm: The Spiritual Lives of Christians with Mental Health*. Grand Rapids, MI: Eerdmans, 2020.

Spiritual care in clinical settings

- Wendy Cage and Shelly Rambo, *Chaplaincy and Spiritual Care in the Twenty-First Century: An Introduction*. Chapel Hill, NC: University North Carolina Press, 2022.
- Judith Shelly, *Spiritual Care: A Guide for Caregivers*. Downers Grove, IL: Intervarsity Press, 2000.
- Christine Puchalski & Betty Ferrell, *Making Health Care Whole: Integrating Spirituality into Patient Care*. Philadelphia: Templeton Press, 2009.
- Siroj Sorajjakool. *When Sickness Heals: The Place of Religious Belief in Healthcare*. Philadelphia: Templeton Foundation Press, 2006.

Spirituality & health in particular groups

- Lori Alvord & Elizabeth Cohen Van Pelt. *The Scalpel and the Silver Bear The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing*, New York: Bantam, 2000.
- Elena Avila, *Woman who Glows in the Dark A Curandera Reveals Traditional Aztec Secrets of Physical and Spiritual Health*, New York: Tarcher Press, 1999.
- Suzanne J. Crawford O'Brien, ed. *Religion and Healing in Native America: Pathways for Renewal*. Westport, CT: Praegar, 2008.
- Suzanne Crawford O'Brien *Coming Full Circle: Spirituality and Wellness Among Native Communities in Western Washington*. Lincoln, NE: University of Nebraska Press, 2013.
- Anne Fadiman, *The Spirit Catches You and You Fall Down*, New York: Farrar, Straus and Giroux, 1998.

- Elizabeth MacKinley, ed. *Ageing and Spirituality Across Faiths and Cultures* London: Jessica Kingsley Publishers, 2010.
- Susan and James McFadden, *Aging Together: Dementia, Friendship, and Flourishing Communities*, Baltimore: John Hopkins Press, 2011.
- Brian McNeil & Jose Cervantes, eds. *Latina/o Healing Practices: Mestizo and Indigenous Perspectives*, New York: Routledge, 2008.
- Stephanie Mitchem and Emilie Townes, eds. *Faith, Health and Healing in African American Life*. Westport, CT: Praeger, 2008.
- Albert Jewell, ed. *Ageing, Spirituality and Well-Being*, London: Jessica Kingsley Publishers, 2003.
- Robert Joseph Taylor, Linda Chatters, Jeff Levin. *Religion in the Lives of African Americans*. Thousand Oaks, Ca: Sage Publications, 2004.

ASSESSMENTS AND GRADING SCALE

The following are the major assessments for this class. Detailed instructions and rubrics for assignment grading are found at the end of the syllabus.

1. Participation – 35% of grade

There are discussion questions for your reflection and response to the content for each week, including reading and lecture notes. Initial posts are due by 11:59 pm on Thursday and responses to classmates by 11:59 pm on Saturdays, unless specified otherwise. Because your timely participation is important not only in order for you to fulfill the course objectives, but to the experience of your fellow students as well, in order to pass this class students must complete assignments within the allotted time frame unless they have received prior approval for an extension from the professor.

2. Informational Interview – 15% grade

Students will complete an informational interview with someone who attends worship an average of once a week or more to discuss their perception of the connection between religion and health. A 1500 word summary report will be prepared identifying themes from the interview following the guidelines provided.

5. Critical Reading in Spirituality and Health – 20% grade

To explore the connections between spirituality and health in an area of interest, students will read a book on either: a) practice and issues in spirituality and health b) spiritual care in clinical settings or c) spirituality and health in a particular group. A list of suggested titles is provided or students can propose an alternative (must be minimum of 200 pages) to be approved by the professor. Students will write a 1000 word critical reading essay following the guidelines provided that discusses key points in the book and implications for ministry and/or practice and provides thought provoking questions to further class discussion.

5. Essay Exam - 30% grade

Students will complete an essay exam to demonstrate integration of the readings and understanding of application to ministry and/or clinical settings.



Assignment	Due Date	% Final Grade
Participation: Response to weekly course material and to fellow students	Thursday & Saturday of each week	35%
Informational Interview	Monday, week 4	15%
Critical Reading in Spirituality & Health		
Identify book to be read	Thursday, week 2	
Submit Report	Monday, week 8	20%
Essay Exam	Monday, July 15	30%

Seminary Grading Scale follows guidelines in Seminary Handbook.

ADDITIONAL COURSE GUIDELINES

Late Assignments: Because your timely participation is important not only in order for you to fulfill the course objectives, but to the experience of your fellow students as well, in order to pass this class students must complete assignments within the allotted time frame unless they have received prior approval for an extension from the professor.

- **Discussion posts:** Because timely responses are important for the class process, **late submissions** for the discussion forum will not be accepted without prior approval of the professor before the due date. A late submission will be recorded as 0 points. ***If you miss more than 3 weeks of posting (which means either neglecting to post OR posting late without having requested prior approval from the professor), you will fail the course.***
- **Papers:** Late papers will be reduced one letter grade per day, i.e. an A paper will become an A- and so on. Students may request a one week extension on one paper (interview or critical reading) without grade penalty. If choosing this option, students must notify the professor prior to the due date.

Inclusive Language

NPTS encourages all students to follow the Statement of Inclusive Language from the Board of Publication Policy of the Evangelical Covenant Church which states, “We are committed to being inclusive in language and imagery in an effort to eliminate prejudice, whether gender, racial, ethnic, national, religious, denominational, cultural, or physical. This way of proceeding in no manner seeks to deny personal identity; rather, it guards against any use of word or phrase that tends to exclude people.” Consider how you can best incorporate inclusive language into all of your communication during the course particularly in your references to God and to humanity. The [Student Writing Handbook](#) provides further guidance on writing.



ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s [Safe Community](#) site for reporting, contact information and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates being unable to complete course work within the allotted time, that student may request a grade of incomplete from the course instructor before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. If the request is timely and meets the criteria, student and instructor will submit the incomplete grade form and the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.” For the full policy, see the [Seminary Academic Catalog](#).

COURSE SCHEDULE

Note: There may be some small revisions in the final syllabus.

Module I The study of religion, spirituality and health: Overview

Week 1, May 20 Historical and social context

Required Reading:

- Levin & Meador, Foreword & Prologue, pp ix-13 & chapter 1, 7 & 9
- Laws, T. (2018). Tuskegee as sacred rhetoric: Focal point for the emergent field of African American religion and health. *Journal of Religion and Health*,57(1), 408–419.
- Levin, J.(2017). “For they knew not what it was”: Rethinking the tacit narrative history of religion and health research. *Journal of Religion & Health*,56(1), 28–46.
- VanderWeele, T. (2017). Religion and health: A synthesis in Balboni, M. ed & Peteet, J. ed *Spirituality and Religion Within the Culture of Medicine: From Evidence to Practice*. Oxford, UK: Oxford University Press, 358-401.
- Review website for Spirituality and Health Causation Project <http://www.ibcsr.org/index.php/institute-research-portals/spirituality-and-health-causation-project> of the Institute for Bio-cultural Study of Religion, Boston Massachusetts <http://www.ibcsr.org/>

Recommended Reading:

- Cadge, W. (2019). Healthcare chaplaincy as a companion profession: Historical developments.*Journal of Health Care Chaplaincy*,25(2), 45–60.
- Frenk, S., Foy, S., & Meador, K. (2011). "It's medically proven!": Assessing the dissemination of religion and health research. *Journal of Religion and Health*, 50(4), 996-1006.
- Koenig, Harold MD, Religion, Spirituality and Public Health: Research, Applications, and Recommendations, testimony to Subcommittee on Research and Science Education of the U.S. House of Representatives on September 18, 2008 <https://www.sandiego.edu/ccs/documents/Koenigonresearchandevidence.pdf>

Recommended: Classic Materials

- Hall, D., Koenig, H., & Meador, K. (2004). Conceptualizing “Religion” How language shapes and constrains knowledge in the study of religion and health. *Perspectives in Biology & Medicine*, 47(3), 386-401.
- Loeffler, I. (2003). Health, Science and Religion in Contemporary American Culture, *Mayo Clinical Proceedings*, 78, 893-895. <http://www.mayoclinicproceedings.org/article/S0025-6196%2811%2962690-6/fulltext>
- Online video: Uneasy Alliances: Faith and Health <http://www.uctv.tv/shows/Uneasy-Alliances-Faith-Health-7658>
- Sloan,R. et al (2000). Should physicians prescribe religious activities? *NEJM*, 342 (25)1913-16. https://www.researchgate.net/publication/12458032_Should_Physicians_Prescribe_Religious_Activities Note: This article was an early and vocal critique to the research on religion and health

Week 2, May 27 Religion & physical health

Required Reading:

- Levin & Meador, chapter 2
- Rush, R. & Aboul-Enein, B. (2016) Health, healing and well-being according to the New Testament. *The ABNF Journal: Official Journal of the Association of Black Nursing Faculty*, 27 (2), 44-47.
- Shuman, J. (2005). Naming medicine among the powers. *Ex Auditu*, 21, 52-66.
- View interview with Dr. Fred Smith, Houston Graduate School of Theology
<https://www.youtube.com/watch?v=HqzXJEJE6f0&feature=youtu.be>
- Review website for Adventist Health Studies <http://www.llu.edu/public-health/health/adventist-religion-health.page>

Choose **one** article from the following list:

- Arredondo, E. M., Elder, J. P., Haughton, J., Slymen, D. J., Sallis, J. F., Perez, L. G., Serrano, N., Parra, M. T., Valdivia, R., & Ayala, G. X. (2017). Fe en Acción: Promoting physical activity among churchgoing Latinas. *American Journal of Public Health*, 107(7), 1109–1115.
- Bopp, M., Lattimore, D., Wilcox, S., Laken, M., McClorin, L., Swinton, R., & ... Bryant, D. (2007). Understanding physical activity participation in members of an African American church: A qualitative study. *Health Education Research*, 22(6), 815-826.
- Fields, L. L. (2013). The Fitness-Driven Church. *Christianity Today*, 57(5), 38–43.
- Webb, B., Bopp, M. & Fallon, R. A. (2013). A qualitative study of faith leaders' perceptions of health and wellness. *Journal of Religion and Health*, 52(1), 235-246.

Choose **one** article from the following list:

- Chin, J. J., & Neilands, T. B. (2016). Chinese immigrant religious institutions' variability in views on preventing sexual transmission of HIV. *American Journal of Public Health*, 106(1), 110–118.
- Hauser, J. R., & Obeng, C. S. (2015). The influence of religiosity on sexual behaviors: A qualitative study of young adults in the Midwest. *International Public Health Journal*, 7(4), 375–381.
- Langlais, M. R., & Schwanz, S. J. (2018). Centrality of religiosity of relationships for affectionate and sexual behaviors among emerging adults. *Sexuality & Culture*, 22(2), 405–421.
- Luquis, R. R., Brelsford, G. M., & Pérez, M. (2015). Exploring Latino college students' sexual behaviors in relation to their sexual attitudes, religiousness, and spirituality. *Journal of Religion and Health*, 54(4), 1345–1357.

Recommended: Classic Studies

- Comstock, G.W. & Partridge, K.B. (1972). Church attendance and health. *Journal of Chronic Disease*, 25, 665-672.
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- Strawbridge, W.J., Cohen, R.D., Shema, S.J. and Kaplan, G.A. (1997). Frequent attendance at religious services and mortality over 28 years. *AJPH*, 87 (6), 957-961.
<http://ajph.aphapublications.org/cgi/reprint/87/6/957.pdf>



Week 3, June 3 Religion & mental health

Required Reading:

- Levin & Meador chapters 3 & 6
- View "A Faithful Response to Mental Illness" John Swinton's keynote address from North Park's 2014 faith and health symposium <https://vimeo.com/113926192> password is npts
- Taking our Meds Faithfully, Duke conference on Christian Engagement with Psychiatric Medicine in 2017, interviews with Dr. Therese Lysaught and <https://www.youtube.com/watch?v=8pqQwdbAmg&feature=youtube> John Swinton https://www.youtube.com/watch?v=t1IH4BJ08PQ&list=PL-Npg4WXLKXrnakc2DA-ilXnDvUdh_&index=7
- Rosalba Hernandez, Mercedes Carnethon, Frank J. Penedo, Lizet Martinez, Julia Boehm & Stephen M. Schueller (2016) Exploring well-being among US Hispanics/Latinos in a church-based institution: A qualitative study, *The Journal of Positive Psychology*, 11:5, 511-521

Recommended Viewing/Reading:

- Interviews from all the presenters at the Duke 2017 conference on Taking Your Meds Faithfully: Christian Engagement with Psychiatric Medication are available <https://tmc.divinity.duke.edu/resources/interviews/>
- [This is Your Brain on God](#), Michael Ferguson, from University of Utah TED Talk
- Allen, A. J., Davey, M. P., & Davey, A. (2010). Being examples to the flock: The role of church leaders and African American families seeking mental health care services. *Contemporary Family Therapy: An International Journal*, 32(2), 117–134. <https://northpark.idm.oclc.org/login?url=http://search.ebscohost.com/northpark.idm.oclc.org/login.aspx?direct=true&AuthType=ip,url,uid&db=a9h&AN=50792173&site=ehost-live&scope=site>
- Aranda, M. (2008). Relationship between religious involvement and psychological well-being: A social justice perspective. *Health Social Work* 33(1):9-21. <https://northpark.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=a9h&AN=32185554>
- Webb, J. R., Toussaint, L., & Conway-Williams, E. (2012). Forgiveness and health: Psycho-spiritual integration and the promotion of better healthcare. *Journal of Health Care Chaplaincy*, 18(1/2), 57-73. <https://northpark.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=a9h&AN=74666661>

Module II Contextual Understanding: Religious & Ethnic Culture Influencing Health

Week 4, June 10 Religious & Ethnic Culture

Required Reading:

- Fernandez, E.I, Smith, J, Burwell, R, Pena, M and Sikkink, D. (2010). [Healing Hands: The Health of Latino/a Churchgoers and Health Outreach Among Latino Congregations in Chicago](#). Notre Dame: Institute of Latino Studies.
- Holt, C., Schulz, E., Williams, B., Clark, E., Wang, M., & Southward, P. (2012). Assessment of religious and spiritual capital in African American communities. *Journal of Religion and Health*, 51(4), 1061-1074.
- Thomas, J. (2005). Health and healing: A Pentecostal contribution. *Ex Auditu*, 21, 88-107.

- View [The African American Tradition of Prayer](#), Dr. Anita Phillips 2019
- View “[Does God Heal](#)”, sermon at Duke University Chapel by Rev. Sam Wells, February 15, 2009.

Choose one of these denominational resources to review

[Healing Services and Prayers](#), United Methodist Church
[Health Ministry in the Local Church](#); Episcopal Health Ministries
[Resources for Caregivers](#), Presbyterian Church USA
http://www.pcusa.org/site_media/media/uploads/phewa/pdfs/caregiver_sunday_packet_merged.pdf

Recommended Reading:

- Harris, A. C. (2013). Framing AIDS facts: An AIDS education and prevention strategy. *Black Theology*,11(3), 305-322
- Krause, N., & Bastida, E. (2012). Religion and health among older Mexican Americans: exploring the influence of making mandas. *Journal of Religion and Health*,51(3), 812-824.
- Laar, W. (2006). Churches as healing communities: Impulses from the South for an integral understanding of healing. *Exchange*, 35(2), 226-241. <https://northpark.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=a9h&AN=20435666>
- Mugabe, H. (2010). Markan healings through African eyes. *Review & Expositor*, 107(3), 363-379. <https://northpark.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,url,uid&db=rfh&AN=ATLA0001811032>
- Ramírez-Johnson, J., Díaz, H., Feldman, J. B., & Ramírez-Jorge, J. (2013). Empowering Latino church leaders to deal with the HIV-AIDS crisis: A strengths-oriented service model. *Journal of Religion and Health*, 52(2), 570-588. <https://northpark.idm.oclc.org/login?url=http://search.ebscohost.com.northpark.idm.oclc.org/login.aspx?direct=true&AuthType=ip,url,uid&db=rfh&AN=ATLA0001945678&site=ehost-live&scope=site>

Assignment Due: Due: Monday, June 10 Informational Interview

Week 5, June 17 Religious/spiritual practices influencing Health

Required Reading:

- Levin & Meador, chapter 5
- Nguyen, A. W., Taylor, R. J., Chatters, L. M., & Hope, M. O. (2019). Church support networks of African Americans: The impact of gender and religious involvement. *Journal of Community Psychology*. 47, 1043-1063.
- South, R. M., & McDowell, L. (2018). Use of prayer as complementary therapy by Christian adults in the Bible Belt of the United States. *Religions*,9(11), 1–16. <https://www-mdpi-com.northpark.idm.oclc.org/2077-1444/9/11/350>
- Symington, S. H., & Symington, M. (2012). A Christian model of mindfulness: Using mindfulness principles to support psychological well-being, value-based behavior, and the Christian spiritual journey. *Journal of Psychology and Christianity*, 31(1), 71-77.
- Choose 3 or more sessions from one of North Park’s faith and health symposiums to view. Being Present: A Faithful Response to Mental Illness 2014; Journeying Together: A Faithful Response

to Addiction 2016; Being Well: Connecting Church, Faith and Health 2018. Links posted online.
Post your response to what you viewed

Recommended:

- Blazer, D., Cohen, H., George, L., Koenig, H., & Verhey, A. (2011). Why John wasn't healed by prayer: Perspectives across disciplines. *International Journal of Psychiatry in Medicine*, 42(4), 377-391.
- Krause, N., & Wulff, K. (2005). RESEARCH:"Church-Based Social Ties, A Sense of Belonging in a Congregation, and Physical Health Status". *International Journal for the Psychology of Religion*, 15(1), 73-93. CLASSIC ARTICLE

Week 6, June 24

Religion, Spirituality and Wellness

Required Reading

- View [Building a Healthier World](#), 2021, workshop with Mary Chase-Ziolek, Randy Woodley and Tina Armstrong for Fuller Seminary's symposium on The Mission of Health.
- View, [Living Compass Model of Wellness Ministries](#) – Scott Stoner, DMin, LMFT
- Maxwell, A. E., Vargas, C., Santifer, R., Chang, L. C., Crespi, C. M., & Lucas-Wright, A. (2020). Facilitators and Challenges to Health Promotion in Black and Latino Churches. *Journal of Racial and Ethnic Health Disparities*.
- Choose **three** to read, including one article about a cultural group other than your own.
 - Anshel, M., & Smith, M. (2014). The role of religious leaders in promoting healthy habits in religious institutions. *Journal of Religion And Health*, 53, 1046-1059.
 - Bopp, M., Fallon, E., & Marquez, D. (2011). A faith-based physical activity intervention for Latinos: Outcomes and lessons. *American Journal of Health Promotion*, 25(3), 168-171.
 - Martinez, W. S. (2018). Hispanic church attending youths perceptions of healthy bodyweight promotion in faith-based community. *Journal of Childhood Obesity*, 3, 1-7.
 - Schwingel, A., & Gálvez, P. (2016). Divine interventions: Faith-based approaches to health promotion programs for Latinos. *Journal of Religion & Health*, 55(6), 1891–1906.
 - Jo, A., Maxwell, A., Choi, S., & Bastani, R. (2012). Interest in health promotion among Korean American Seventh-day Adventists attending a religious retreat. *Asian Pacific Journal of Cancer Prevention: APJCP*, 13(6), 2923-2930.
 - Bopp, M., & Webb, B. (2012). Health promotion in megachurches: An untapped resource with megareach?. *Health Promotion Practice*, 13(5), 679-686.
 - Campbell, A. D., & Wallace, G. (2015). Black megachurch websites: An assessment of health content for congregations and communities. *Health Communication*, 30(6), 557–565.
 - Lumpkins, C. Y., Greiner, K. A., Daley, C., Mabuchi, N. M., & Neuhaus, K. (2013). Promoting healthy behavior from the pulpit: Clergy share their perspectives on effective health communication in the African American church. *Journal of Religion and Health*, 52(4), doi:10.1007/s10943-011-9533-1.
 - Flórez, K. R., Payán, D. D., Palar, K., Williams, M. V., Katic, B., & Derose, K. P. (2020). Church-based interventions to address obesity among African Americans and Latinos in the United States: a systematic review. *Nutrition Reviews*, 78(4), 304–322.

Recommended:

- *Church Health Reader* <https://churchhealth.org/for-congregations/church-health-reader-archive/> Review this site for resources and topics of interest
- Before You Eat the Church Food Watch this Video! <https://www.youtube.com/watch?v=L21mK9pRcOI>

Module 3 Religion, Spirituality and Health Applied in Ministry and Clinical Settings

Week 7, July 1 Pastoral care in the congregation; Spiritual care in clinical settings

Required Reading:

- Levin & Meador, chapter 4 & 8
- View “Ventures in Theology and Medicine”, Farr Curlin, MD, Duke Theology, Medicine and Culture Initiative, 2015 <https://www.youtube.com/watch?v=pqOIZ8dVjtg>
- Choose **one** of the following articles regarding pastoral care in congregational settings
 - Anderson, H. (2010). How rituals heal. *Word & World*, 30(1), 41-50.
 - Green, M., Lucas, J., Hanson, L., Armstrong, T., Hayes, M., Peacock, S., & ... Corbie-Smith, G. (2013). Carrying the burden: Perspectives of African American pastors on peer support for people with cancer. *Journal of Religion and Health*, <https://cher.unc.edu/files/2013/09/Carrying-the-Burden-Perspectives-of-African-American-Pastors-on-Peer-Support-for-People-with-Cancer.pdf>
 - Jo, A., Maxwell, A., Yang, B., & Bastani, R. (2010). Conducting health research in Korean American churches: Perspectives from church leaders. *Journal of Community Health*, 35(2), 156-164.
 - Lumpkins, C., Greiner, K., Daley, C., Mabachi, N., & Neuhaus, K. (2013). Promoting healthy behavior from the pulpit: Clergy share their perspectives on effective health communication in the African American church. *Journal of Religion & Health*, 52(4), 1093–1107.
 - Schwingel, A. & Gálvez, P. (2016). Divine interventions: Faith-based approaches to health promotion programs for Latinos. *Journal of Religion and Health*, 55(6), 1891–1906.
- Choose **one** of the following articles regarding spiritual care in clinical settings
 - Idler, E. L., Grant, G. H., Quest, T., Binney, Z., & Perkins, M. M. (2015). Practical matters and ultimate concerns, “Doing,” and “Being”: A diary study of the chaplain’s role in the care of the seriously ill in an urban acute care hospital *Journal for the Scientific Study of Religion*, 54(4), 722–738.
 - Kim, S.-S., & Kim-Godwin, Y. S. (2019). Cultural Context of Family Religiosity/Spirituality among Korean-American Elderly Families. *Journal of Cross-Cultural Gerontology*, 34(1), 51–65.
 - Koenig, H. G. (2014). The Spiritual Care Team: Enabling the Practice of Whole Person Medicine. *Religions*, 5(4), 1161–1174.
 - Shulmasy, D. (2007). Distinguishing denial from authentic faith in miracles: A clinical-pastoral approach. *Southern Medical Journal*, 100(12), 1268-1272. http://pmr.uchicago.edu/sites/pmr.uchicago.edu/files/uploads/Sulmasy%2C%20Distinguishing%20Denial%20from%20Authentic%20Faith%20in%20Miracles-%20A%20Clinical-Pastoral%20Approach_0.pdf

➤ VendeCreek, L. (2010). Defining and advocating for spiritual care in the hospital. *The Journal of Pastoral Care & Counseling: JPCC*, 64(2), 5.1-10.

Recommended:

- Koss, S. E., Weissman, R., Chow, V., Smith, P. T., Slack, B., Voytenko, V., ... Balboni, M. J. (2018). Training community clergy in serious illness: Balancing faith and medicine. *Journal of Religion and Health*, 57(4), 1413–1427.

Due, Monday, July 1 Critical Reading Reflection Paper

Week 8, July 8 Illness & meaning and Future Directions

Required Reading:

- Levin & Meador, chapter 10 & Epilogue
- Barnes, P. (2010). Transforming illness into choice: A spiritual perspective. *Journal of Pastoral Care & Counseling (Online)*, 64(3),
- Levin, J. (2018). The discourse on faith and medicine: A tale of two literatures. *Theoretical Medicine and Bioethics*, 39(4), 265–282.
- Sorajjakool, S., Aveling, L., Thompson, K., & Earl, A. (2006). Chronic pain, meaning, and spirituality: A qualitative study of the healing process in relation to the role of meaning and spirituality. *Journal of Pastoral Care & Counseling*, 60(4), 369-378.
- Spiritual Assessment in Clinical Practice from George Washington Institute of Spirituality and Health <http://smhs.gwu.edu/gwish/clinical/fica/spiritual-history-tool>
- Students will read two of their fellow students' critical reading papers

Recommended:

- Gockel, A. (2009). Spirituality and the process of healing: A narrative study. *International Journal for the Psychology of Religion*, 19(4), 217-230.
- Latini, T. (2010). Confession and healing in small-group community. *Word & World*, 30(1), 33-40.
- Dein, S., Cook, C. C. H., & Koenig, H. (2012). Religion, spirituality, and mental health: Current controversies and future directions. *The Journal of Nervous and Mental Disease*, 200(10), 852–855.

Assignment Due: Essay Exam available Thursday, July 11 8 am and due Monday, July 15 8 am

ASSIGNMENT INSTRUCTIONS AND GRADING GUIDELINES

Class Participation – 35%

Purpose: The purpose of posting and response is to demonstrate your engagement and understanding of the class materials (lecture notes and readings), and to further discussion of class themes.

In order to adequately address the learning objectives, initial posts should be a mini essay of 350-500 words responding to the prompt for the week and each of your two responses to fellow students should

be 100-150 words. Discussion is 30% of your course grade. Initial posts are due by 11:59 pm on Thursday and responses to classmates by 11:59 pm on Saturday, unless specified otherwise.

Please Note: Because timely responses are important for the class process, **late submissions** for the discussion forum will not be accepted without prior approval of the professor before the due date. A late submission will be recorded as 0 points.

Posting Rubric

CATEGORY	3 Points	2 Points	1 Point
Initial Post			
Grasp of Core Concepts	Discussion is conceptually substantive, directly relates to this assignment's key topic(s) and concept(s)	Reference made to key concepts in the assignment but little evidence of grasping the core	Inadequate or no reference to core concepts in the assigned learning materials
Integration of Materials	Clearly integrates learning materials into the reflection	Reference made to learning materials but insufficiently integrated	Inadequate or no reference to learning materials
Application Examples	Presents relevant examples of how the concepts apply today	Inadequate example of how concepts apply today	No application examples provided
Writing Style	Syntax is appropriate, good grammar, terminology used accurately and appropriately, language is inclusive, understandable and concise, organization is logical	Only 3 of these are present: good syntax, grammar, terminology, language, organization	Only 2 or fewer are present: good syntax, grammar, terminology, language, organization
Responses to Classmates			
Response Statements that Further and/or Clarify		Reply includes 2 statements that further or clarify the discussion such as: - asking a question that would further discussion - relating a personal experience - summarizing the peer's post - offering further resources - making additional tie-ins to course material (Total of 4 points possible)	Reply includes 1 statement that furthers or clarifies the discussion such as: - asking a question that would further discussion - relating a personal experience - summarizing the peer's post - offering further resources - making additional tie-ins to course material
Response Statements that Compliment and/or Encourage		Reply includes 2 positive statements that are compliments or that acted as encouragement to the peer	Reply includes 1 positive statement that is a compliment or that acted as encouragement to the peer



		(Total of 4 points possible)	
Subtotals	/12 Possible	/8 Possible	
Total for week	/20 Points Possible		

Informational Interview – 15%

Purpose: The purpose of this assignment is to help you gain an understanding of how one person personally understands the relationship between, religion, spirituality and health. A well done interview will reflect that you really engaged the person in conversation, eliciting information beyond simple answers, and that you have thoughtfully reflected on the interview.

Task: Choose one person who attends worship an average of once a week, i.e. a frequent attender. This person cannot be a member of your immediate family. **This interview must be in person, not via phone or email.** I would anticipate that it would take about 30 -45 minutes. In other words, this is not a brief chat during coffee hour or on the phone. You should also meet with this person alone without anyone else involved in the conversation.

The interview does not need to be taped, but do your best to record their answers as accurately as possible. Try to use these questions to *engage them in discussion* as well to see if you can gain any additional insights. Every question does not need to be asked verbatim, but try to cover key topics.

Confidentiality

When people share their lives and experiences with us it is important to remember that even if they are very comfortable with us, these are personal stories and we should treat them with the utmost respect. The interview should take place in a setting that offers privacy. Inform the person that this is a class assignment; you will not share their identity and the information will not be shared beyond this class.

Write up: In 1500 words describe why you chose the person to interview and describe where the interview took place. Identify gender, approximate age, race and religious background. Identify any themes in the conversation that seemed to stand out. How does their perspective connect to our readings? In addition to writing their answers to these questions, include a brief reflection at the end of the interview about what the experience of interviewing this person was like, and share your own thoughts and insights gained from the interview. When writing up the interviews, **please remove any identifying information to preserve confidentiality**, as the interviews will be posted for your fellow classmates to read.

Submitting the assignment: 1) Use the online assignment link, and 2) post on the discussion forum created for that purpose for fellow students to read.

QUESTIONS FOR INTERVIEWS

Note: The questions are provided as a guideline. They do not need to be asked verbatim but the content should be addressed in your conversation. Keeping in mind that your purpose is to understand the individual’s perspective on religion, spirituality and health, follow the conversation where they lead.

Follow up questions, such as “Can you tell me more about that?” are helpful when someone gives only a brief answer.

I would like to start by getting your own understanding of a few concepts:

In what ways, if any, are you a religious or spiritual person?

Could you tell me from your perspective, how you differentiate religiosity and spirituality?

Who or what is God for you?

Can you tell me about what gives meaning and purpose to your life?

What are your sources of hope?

Can you tell me about your own faith journey and the importance of religion in your life? What has helped you to grow?

Can you tell me about any religious/spiritual practices that you do with others (i.e. worship, small groups, meditation class or group) that are important to you?

Can you tell me about any religious/spiritual practices that you do alone (i.e. prayer, meditation, reading scripture, religious tv, radio shows) that are important to you?

What does it mean to you to be healthy?

How do you experience a connection between your faith, religious practices or spirituality and your own health?

Can you tell me about any ways that your religious/spiritual beliefs have affected your lifestyle choices regarding your health?

In times of serious illness, what religious/spiritual practices or disciplines have provided the strongest base from which you draw hope and strength? How did you experience God in that illness experience?

There has been a lot of medical research showing that people who attend worship services regularly are healthier and live longer. Why do you think that might be? What religious practices do you engage in that have a positive influence on your health and well being?

How, if at all, has your participation in your congregation been good for your health?

How, if at all, has your participation in your congregation had a negative impact on your health?

How do you receive support within your congregation? How do you give support to others within your congregation?

Was your religious participation impacted by the COVID pandemic. If so how? Did those changes influence your wellbeing?

Is there anything else you think it would be important for me to know in understanding how religion and/or spirituality are related to health for you personally?

Interview Grading Rubric

_____ /1	Introduction. The following are included: background information of person interviewed and why he/she was chosen; interview setting described.
_____ /6.5	Conversation. Interview write up clearly follows assignment guidelines; demonstrates that a substantive conversation occurred addressing the questions and consistently reflects appropriate follow up questions to gain better understanding.
_____ /5	Analysis is thoughtful and thorough, demonstrating reflection and integration of course material.
_____ /.5	Interview Format Interviews are conducted in-person in a location conducive to conversation
_____ /2	Paper Format is consistently appropriate, language is understandable, clear and concise. Organization is logical. Guidelines for length followed
_____ /15	

Critical Reading Assignment 20%

Purpose: To explore the connections between spirituality and health in an area of interest, students will read a book on either: a) practice and issues in spirituality and health b) spiritual care in clinical settings or c) spirituality and health in a particular group.

Instructions:

1. Choose one book from the list of suggested titles in the syllabus or you can propose an alternative to be approved by the professor. Alternative books must be a minimum of 200 pages. **Identify book to be read by the date noted in course schedule**
2. After reading the book, write a 1000 word critical reading essay. Identify the key points in the book and how spirituality is being conceptualized offering critique, describe new learning, discuss implications for ministry and/or practice, and analyze how this book contributes to the overall topic of our class discussion on religion, spirituality & health. In addition, include two thought provoking question to stimulate class discussion that connects your reading with the class themes. Note: Your writing should summarize your understanding. Direct quotes should be used minimally if at all.

Submit essay in two places 1) via assignment link, and 2) post essay to discussion board forum created for this purpose for your fellow students' response.

Critical Reading Grading Rubric



- _____ /5 **Key points** in book are identified and critiqued. Conceptualization of spirituality in the text is named and new learning identified.
- _____ /5 **Implications** for ministry and/or practice from this reading are articulated demonstrating insight and analysis
- _____ /4 **Critical analysis** of how this book contributes to the overall topic of religion, spirituality & health as it has been explored in class demonstrates understanding of this reading and integration of course materials.
- _____ /3 **Questions** are thought provoking offering a challenge for class discussion and demonstrate insight into class themes.
- _____ /3
- _____ /20 **Format** grammar is consistently appropriate, language is understandable, clear and concise. Organization is logical. Guidelines for length are followed.



Essay Exam 30%

Purpose: The purpose of the essay exam is synthesis of learning from the required reading in order to critique the values and voices reflected in the study of religion, spirituality and health and discuss implications for ministry and practice.

Essay Exam Grading Rubric

Category	A	B	C	D	F
Key Principles	Response demonstrates; how the reading is being applied to the question; thorough comprehension of the subject matter, and strong integration of key concepts from reading and lecture. Response is substantive, creative and answers the question	Response demonstrates some integration of reading & lecture, and reflects comprehension of subject matter	Question is answered but demonstrates inadequate or no reference to reading and reflects limited integration	Incomplete answer to question. No reference to reading and key principles or evidence of integration	Response does not answer the question
Writing	Grammar is consistently appropriate, language is understandable, clear and concise, organization is logical. Sources are documented	Grammar is frequently appropriate, language is understandable, organization demonstrates some logic	Grammar and organization are adequate	Response is poorly organized and unclear	Response is poorly organized and unclear

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