

GEORGE MASON UNIVERSITY

COLLEGE OF HUMANITIES AND SOCIAL SCIENCE

DEPARTMENT OF RELIGIOUS STUDIES

SPIRITUALITY AND HEALING

RELI 341, SECTION 001

SYLLABUS & COURSE SCHEDULE

Spring 2024 January 21st to May 14th

Mon / Wed, 3:00 – 4:15 p.m.

Horizon Hall, Rm. 2017

Professor: Kevin J. Gilbert, PhD

Office Hours: by Appointment

Tel./Text: (703) 999-4869

Email: kgilbe@gmu.edu

Part I, Syllabus

Course Prerequisites

30 credits or permission of instructor.

Catalog Course Description

“Cross-cultural investigation of human understandings of relationship between spirituality and health. Beliefs about spiritual causes of sickness and health and spiritual techniques of healing in a variety of world cultures placed in context of religious beliefs of those cultures.”

Professor’s Intent

I intend to facilitate an exploration that looks at the intersection of spirituality and healing practices, examining how various spiritual beliefs, practices, and frameworks contribute to physical, emotional, mental, and spiritual well-being. The course draws on multiple traditions—both ancient and contemporary—exploring indigenous, Eastern, Western, and alternative approaches to healing. Through readings, discussions, experiential learning, and reflective practice, students will critically engage with the role of spirituality and its application to holistic health. This course aims to provide students with both theoretical knowledge and practical tools to engage deeply with the role of spirituality in health and healing, preparing them for personal, interpersonal, team, professional, and organizational practical applications.

Delivery

We will engage in this face-to-face course using multiple instructional modes, including lectures; facilitated adult learning; small group & large group discussions and activities; hands-on,

interactive role-playing; student presentations; research & writing; pre- and post-test assessment, and other “checks on learning” both in and out of class, *etc.*

Content Advisories.

The content we will explore and discuss may address violence and trauma (including sexual violence and trauma), war, abuse, death, and discrimination; mental health issues such as depression, suicidal ideation, suicide, and self-harm; religious, social, and political abuse, and abuse in healthcare. *You should feel safe approaching me to adjust your engagement with certain content as necessary or receive a referral to campus mental & spiritual health resources.*

I do my best to identify and name potential triggering content, but as a fallible being, I will inevitably fail to note or recognize triggering content at some point. When this happens, please feel free to let me know in whatever way works best for you.

Also, course materials may or may not reflect my views or those of the faculty, staff, or administration. Course materials are chosen for their potential instructive value, which includes the analysis and critique of alternative interpretations.

Course Objectives

1. Increase understanding of the historical and cultural contexts of spiritual healing practices across various traditions.
2. Demonstrate greater comprehension of the psychological, emotional, and physical impacts of spiritual practices on health and well-being.
3. Articulate various contemporary scientific perspectives on spirituality’s role in healing.
4. Develop personal practices for individual and group well-being.

Targeted Learning Outcomes

By the end of this course, students will be able to:

1. Express key concepts related to spirituality & healing.
2. Critique cultural perspectives on spirituality & healing as presented in class.
3. Increase knowledge of the language used in dialogue about spirituality & healing.
4. Identify pluralistic tenets needed to support healing practices in diverse relationships.

Texts

Primary (Required)

Koenig, Harold G. *Medicine, Religion, and Health: Where Science and Spirituality Meet* (2008), Templeton Foundation Press. (Available for free online with GMU credentials [here](https://ebookcentral-proquest-com.mutex.gmu.edu/lib/GMU/detail.action?docID=740070&pq-origsite=primo): <https://ebookcentral-proquest-com.mutex.gmu.edu/lib/GMU/detail.action?docID=740070&pq-origsite=primo>.)

Kinsley, David. *Health, Healing, and Religion: a Cross-Cultural Perspective* (1996), Prentice-Hall. A digital copy is available to borrow free from the Internet Archive [here](https://archive.org/details/healthhealingrel10000kins/mode/2up) with a free account: <https://archive.org/details/healthhealingrel10000kins/mode/2up>; limited to one user at a time. I have 9 used copies available for cost.

Secondary / Reference

Koenig, Harold G., Tyler VanderWeele, and John R. Peteet. *Handbook of Religion and Health*, 3rd edn (2023), Oxford University Press, <https://doi-org.mutex.gmu.edu/10.1093/oso/9780190088859.001.0001> or click [here](https://doi-org.mutex.gmu.edu/10.1093/oso/9780190088859.001.0001).

I will identify additional readings in the course schedule, online, or in Canvas.

Evaluation

Attendance and Participation

This course assumes that knowledge is enhanced through social constructs, and some of the most meaningful learning opportunities include offering and exploring diverse perspectives with peers: none of us are as smart alone as we are together. Therefore, I expect you to

- 1) attend class; participate thoughtfully in discussions and activities; and actively listen to peers as they do the same
- 2) prepare for each class (complete all assigned readings and tasks prior to that class)
- 3) engage in courteous behavior
 - a) See the Code of Student Conduct, <https://studentconduct.gmu.edu/wp-content/uploads/2024/08/2024-2025-Code-of-Student-Conduct.pdf>
 - b) That also means to refrain from disruptive behavior, which GMU defines as *any*

behavior likely to substantially or repeatedly interfere with the normal conduct of instruction activities, including meetings with instructors outside of class. Examples of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval; repeatedly speaking without being recognized; frequently arriving late or leaving early from class; and making threats or personal insults. . . . See this [FAQ](https://studentconduct.gmu.edu/faculty-and-staff/frequently-asked-questions-faculty/#:~:text=Disruptive%20student%20behavior%20can%20be,making%20threats%20or%20personal%20insults) <https://studentconduct.gmu.edu/faculty-and-staff/frequently-asked-questions-faculty/#:~:text=Disruptive%20student%20behavior%20can%20be,making%20threats%20or%20personal%20insults> and this [Disruptive Behavior Continuum](https://studentconduct.gmu.edu/faculty-and-staff/disruptive-behavior-continuum-2) <https://studentconduct.gmu.edu/faculty-and-staff/disruptive-behavior-continuum-2>.

Attendance. In accordance with the university's Attendance Policies (sample from GMU available at this link [University Catalog, 2024-2025, AP.1.6](#)), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam without an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

Absence. Please let me know of your absence prior to the beginning of class. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course if you wish to earn credit.

Exemptions. These include absence from class to accommodate an established religious practice or holiday, to perform jury duty, or to participate in required military service. If you anticipate an absence for any of these reasons, please make arrangements at least 48 hours in advance. See the catalog link above and reference AP 1.6.1.

Tardiness. I expect you to be seated in each class on-time unless you give me 48 hours advance notice with a rationale. I view the topics, activities, and the start and end times of each class as a contract with you and we both have responsibilities to keep. Regarding the avoidance of tardiness, this philosophy may help: *If you're on time, your late; if your early, you're on time.* Tardiness more than twice will also result in the loss of participation points.

Assignments. I expect you to complete and submit all assignments on or before the associated dates and times listed in the syllabus. I will not accept written work after the due

date unless you have coordinated with me in advance. **IMPORTANT NOTE:** I will not accept assignments one week past the due date/time.

Assignment	Points
1. Experiential Learning Components (ELC, e.g., Lesson Outline (LO) Notes, Participation, Readings, Classwork, Assessments, etc.), due each class	40
2. Module Assessments (Quizzes) Periodic, announced; see course schedule	20
3. Mid-Term Exam (multiple choice) 3/5/2024	20
4. Final Exam (multiple choice) 5/14/2024	20

1) **ELC. Due Each Class (Cumulative 40% of course grade.)**

a) LO Engagement & Notes. See attendance policy (above) and prepare for class:

- i) Complete all assigned readings
- ii) Annotate your LO with thoughtful reflections/reactions & certify your reading.
- iii) Bring & use LO and notes in classroom participation.
- iv) Participate in / complete any classwork, dialogue, or assessments.
- v) Turn in any required products (as needed) before leaving class.

b) ELC Assessment Rubric

ELC Completed	Missing both thoughtful written responses and participation in class dialogue	Missing either thoughtful written responses or participation in class dialogue	Completed both thoughtful written responses and participation in class dialogue
0-25%	F	F	D
25-50%	F	D	C
50-75%	D	C	B
100%	C	B	A

2) **Module Assessments (Quizzes) See course schedule (20% of course grade)**

- a) Announced, periodic, checks on learning.
- b) May be written or oral, multiple-choice or narrative.

3) **Mid Term Exam. Wed 5 Mar 2024 (20% of course grade)**

- a) A multiple-choice test.
- b) Assesses comprehension of material from week one through the end of week six.

4) **Final Exam. Wed 14 May 2024 (20% of course grade)**

- a) A multiple-choice test.
- b) Assesses comprehension of material from week seven through week fifteen.

Course Grade

Explanation of Letter Symbols

A = work of exceptional quality.

B = work of commendable quality. Commendable means praiseworthy. A majority of students usually achieve this quality in their overall course grade.

C = work of an acceptable but not distinguished quality. Such work is deemed a satisfactory and adequate completion of the course objectives.

D = work of a minimal but passing quality.

F = Failure to do minimal work with no credit given.

Numerical and Letter Distribution:

# / Ltr.	Qual. Pts.	# / Ltr.	Qual. Pts.	# / Ltr.	Qual. Pts.	# / Ltr.	Qual. Pts.
100-97 A+	4.00	89-87 B+	3.33	79-77 C+	2.33	69-60 D	1.00
96-93 A	4.00	86-83 B	3.00	76-73 C	2.00	59-0 F	0.00
92-90 A-	3.67	82-80 B-	2.67	72-70 C-	1.67		

Writing & Style (as needed)

I expect you to type or machine print all written assignments with the following formatting: double-spaced, one-inch margins, in 12-point Arial or Times New Roman font.

Preference. Religious Studies largely uses **Chicago** formatting; if you do not have a current version of *The Chicago Manual of Style* (CMOS) and want to use it, a good place to start is [The Chicago Manual of Style Online](#) linked here.

No Requirement for Chicago formatting. CMOS is **not** a requirement. The Religious Studies Department accepts Chicago, APA & MLA. The requirement is to accurately cite sources, quotes, paraphrases, etc., and avoid plagiarism.

Resources. Additional resources include these links to a related GMU [InfoGuide](#) and the GMU [Writing Center](#). The Writing Center offers online support via email and tries to provide feedback on your writing within one hour.

Common Policies Addendum

Please familiarize yourself with the “Common Policies Affecting All Courses at George Mason University” available at <https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>.

COURSE SCHEDULE

I have divided the semester coursework into four parts. Part 1 will address the foundation & pillars necessary to our fruitful study. Part 2 will survey the practices of major world religions, cultures, and health belief systems. Part 3 will look at unique therapeutic interventions. Part 4 will look at specific applications, ways to assess situations, and conclude with a summary.

**This course schedule is not written in stone and remains subject to change as we encounter opportunities or the changing realities of life. We will discuss changes in advance.*

PART 1

Week 1

W 01/22

Lesson 1: Introduction to the Course

- 1) **Learning Objective:** Increase familiarity with course expectations and get clarifications as needed.
- 2) **Read, Watch, Listen (Before M 01/27):** Syllabus & Course Schedule; Gilbert, Lesson Outline (LO) LO-01.pdf. (See note 2) d) under W 01/29—you may wish to begin now.)

Week 2

M 01/27

Lesson 2: Understanding the Spiritual Dimension in Health

- 1) **Learning Objective:** Familiarize with terms used to discuss the spiritual dimension and its significance in holistic health.
- 2) **Reading, Watching, Listening (Pre-Class):**
 - a) LO-01.pdf & LO-02.pdf
 - b) Koenig, Chapter 1.
 - c) Brady, Adam. 2020. "[Religion vs. Spirituality: The Difference Between Them](https://www.presence.app/blogs/meditation/religion-vs-spirituality-the-difference-between-them)." <https://www.presence.app/blogs/meditation/religion-vs-spirituality-the-difference-between-them>. Accessed 12 November 2024.
 - d) Burkhardt, Margaret A., & Nagai-Jacobson, M. G. (2016). "[Spirituality and Health](#)."

<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/reader.action?docID=4441406&ppg=236>.

W 01/29

Lesson 3: Exploring Theories and Practices of Spirituality in Healthcare

- 1) **Learning Objective:** Explain different theories of spirituality and their applications in healthcare.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-03.pdf
 - b) Oman, et al. 2018. "[Psychological Theories of Spirituality](#)."
 - c) Rassoulain, et al. (2016). "[Transcendence, religion and spirituality in medicine](#)."
 - d) Watch: Krell, et al. 2016. [Your Health: A Sacred Matter](#). (2-hour documentary)

Week 3

M 02/03 Quiz

Lesson 4: Integrating Spirituality into Healthcare Practice

- 1) **Learning Objective:** Explain the interconnectedness of spirituality and healthcare and identify the roles of healthcare providers in delivering spiritual care.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-04.pdf
 - b) Koenig, 2008. *Spirituality in Patient Care*.
 - c) McSherry & Cash, 2008. *Defining Spirituality in Modern Healthcare*.
 - d) Taylor, 2007. *The Role of Spirituality in Patient and Provider Relationships*.

W 02/05

Lesson 5: Addressing Barriers and Ethical Considerations in Spiritual Care

- 1) **Learning Objective:** Analyze barriers to providing spiritual care and discuss ethical and moral principles relevant to spirituality in healthcare.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-05.pdf
 - b) Burkhardt & Nagai-Jacobson, 2022. *Ethics in Spiritual Care*.
 - c) McCormick, 2014. *Challenges in Integrating Spiritual Care in Clinical Practice*.
 - d) Taylor, 2002. *Ethical Dimensions of Spiritual Care*.

Week 4

M 02/10 Quiz

Lesson 06: Analyzing the Health Impacts of Religious and Spiritual Practices

- 1) **Learning Objective:** Evaluate research on the health effects of religious and spiritual

practices, both positive and negative.

2) **Read, Watch, Listen (Pre-Class):**

- a) Gilbert, LO-06.pdf
- b) Levin, J. (2001). *God, Faith, and Health: Exploring the Spirituality-Healing Connection*.
- c) Koenig, H.G. (2008a). "Religion, Spirituality, and Health: Understanding the Mechanism."
- d) Mueller et al. (2001). "Religious Involvement, Spirituality, and Medicine: Implications for Clinical Practice."

W 02/12

Lesson 07: Integrating Spirituality and Culture in Healthcare

- 1) **Learning Objective:** Understand the relationship between spirituality, culture, and health, and the need for culturally competent care in a multicultural society.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-07.pdf
 - b) Eckersley (2007), "Human Beings and Cultural Needs"
 - c) Burkhardt & Nagai-Jacobson (2002), "Holistic View of Health and Spiritual Healing"
 - d) Bonder & Martin (2013), "Culture in Clinical Care"

PART 2

Week 5 [Begin University Midterm Evaluation Period: M 02/17 – F 03/21]

M 02/17 Quiz

Lesson 8: Introduction to Spiritual Rituals in Healing

- 1) **Learning Objective:** Understand the role and phases of spiritual rituals in promoting health and wellness, including their cultural significance and the creation process.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-08.pdf
 - b) Achterberg, J., Dossey, B., & Kolkmeier, L. (1994). *Rituals of healing: Using imagery for health and wellness*.
 - c) Burkhardt, M. A., & Nagai-Jacobson, M. G. (2022). "Spirituality and health."
 - d) Ram, Bhava. (2014). *Transform your life with the power of the ritual*.

W 02/19**Lesson 9: The Healing Power of Spiritual Practices**

- 1) **Learning Objective:** Examine different spiritual practices such as prayer, meditation, gratitude, and spending time in nature, understanding their physiological and psychological effects on healing.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-07.pdf
 - b) Dossey, L. (1993). *Healing words: The power of prayer and the practice of medicine*.
 - c) Emmons, R. A. (2007). *Thanks! How the new science of gratitude can make you happier*.
 - d) Franco, L. S., Shanahan, D. F., & Fuller, R. A. (2017). "A review of the benefits of nature experiences."

Week 6**M 02/24 Quiz****Lesson 10: Understanding the Interplay between Religion, Spirituality, and Health**

- 1) **Learning Objective:** Explain the differences between religion and spirituality and their influence on health.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-10.pdf
 - b) Brady, A. (2020). "Religion vs. Spirituality: What is the Difference?"
 - c) Koenig, H.G. (2013). *Spirituality in Patient Care: Why, How, When, and What*.
 - d) Mueller et al. (2001). "Religious Involvement, Spirituality, and Medicine: Implications for Clinical Practice"

W 02/26**Lesson 11: The Influence of Major World Religions on Healthcare Practices**

- 1) **Learning Objective:** Describe the major spiritual elements and health-related practices in Buddhism, Hinduism, Islam, Judaism, and Christianity.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-11.pdf
 - b) Hitchcock et al. (2002). "Community Health Nursing: Caring in Action"
 - c) Taylor, E. J. (2002). *Spiritual Care: Nursing Theory, Research, and Practice*.
 - d) Rhi, B. Y. (2001). "Culture, Spirituality, and Mental Health: The Forgotten Aspects of Religion and Health."

Week 7

M 03/03

Lesson 12: Health Belief Systems and Spiritual Practices

- 1) **Learning Objective:** Identify major health belief systems (scientific, magico-religious, holistic) and explore how spirituality influences health practices across cultures.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-12.pdf
 - b) Engebretson & Ahn (2022), "Health Belief Systems and Spiritual Care"
 - c) McFarland & Wehbe-Alamah (2018), "Traditional Healthcare Systems"
 - d) Purnell & Fenkl (2019), "Health Beliefs and Healing Practices Across Cultures"(LO-05_Spirituality-Cult...)

W 03/05

Mid Term Exam

Week 8

M 03/10

Spring Break, M 03/10 – Su 03/16

Week 9 End of University Mid-Term Evaluation Period: Fri 03/21

M 03/17

Lesson 13: Cultural Competence and Compassion in Healthcare

- 1) **Learning Objective:** Define culturally competent care and explore the role of compassion in improving health outcomes and patient satisfaction.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-13.pdf
 - b) Alvernia University (2019), "Elements of Culturally Competent Care"
 - c) Head (2018), "Compassion in Cultural Care"
 - d) Nies & McEwen (2019), "Building Respect and Cultural Awareness in Healthcare"

PART 3

W 03/19 Quiz

Lesson 14: Introduction to Spiritual Assessment in Healthcare

- 1) **Learning Objective:** Describe the purpose and components of spiritual assessment and its importance in holistic patient care.

2) **Read, Watch, Listen (Pre-Class):**

- a) Gilbert, LO-14.pdf
- b) Anandarajah, G., & Hight, E. (2001). "Spirituality and medical practice: Using the HOPE questions as a practical tool for spiritual assessment." *American Family Physician*.
- c) Burkhardt, M. A., & Nagai-Jacobson, M. G. (2022). "Spirituality and health." In *Holistic nursing: A handbook for practice*.
- d) Govier, I. (2000). "Spiritual care in nursing: A systematic approach." *Nursing Standard*.

Week 10

M 03/24

Lesson 15: Spiritual Care Implementation and Models in Practice

- 1) **Learning Objective:** Identify strategies for implementing spiritual care and review various models used in spiritual assessment.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-15.pdf
 - b) Carson, V. B., & Stoll, R. (2008). "Spirituality: Defining the indefinable and reviewing its place in nursing." In *Spiritual dimensions of nursing practice*.
 - c) Koenig, H. G. (2013). *Assessing the spiritual status of clients in clinical settings: Effective instruments and models*.
 - d) The Joint Commission. (2022). *Standards on spiritual assessment in healthcare*.

W 03/26 Quiz

Lesson 16: Music, Art, and Dance as Therapeutic Interventions

- 1) **Learning Objective:** Examine the therapeutic effects and applications of music, art, and dance in promoting physical, emotional, and spiritual healing.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-16.pdf
 - b) American Music Therapy Association. (2023). *"Music Therapy Overview."*
 - c) American Art Therapy Association. (2023). *"What is Art Therapy?"*
 - d) American Dance Therapy Association. (2023). *"Dance and Movement Therapy Practices."*

Week 11

M 03/31

Lesson 17: Humor and Animal-Assisted Therapy as Healing Modalities

- 1) **Learning Objective:** Analyze the therapeutic benefits of humor and animal-assisted

therapy and explore their mechanisms and applications in healthcare settings.

2) **Read, Watch, Listen (Pre-Class):**

- a) Gilbert, LO-17.pdf
- b) Wooten, P. (2013). *"Humor, Laughter, and Play: Maintaining Balance in a Serious World."*
- c) Connor & Miller. (2000). *"Animal-Assisted Therapy: An In-Depth Look."*
- d) Bjarne & Berget. (2016). *"Theoretical Frameworks for Animal-Assisted Interventions."*

W 04/02 Quiz

Lesson 18: The Foundations of Sacred Spaces in Healing Environments

- 1) **Learning Objective:** Understand the historical significance, concept, and components of sacred healing spaces in healthcare and their impact on well-being.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-18.pdf
 - b) Joseph Campbell quote on the meaning of sacred spaces.
 - c) Burkhardt & Nagai-Jacobson (2022): Awareness and mindfulness in creating sacred spaces.
 - d) Huelat (2003): Introduction to healing environments in healthcare design.
- 3) **Potential Classroom Activities:**
 - a) **Discussion:** Explore how the concept of sacred spaces evolved from traditional healing practices to modern healthcare settings. Encourage students to share personal experiences in spaces they consider sacred or healing.
 - b) **Design Workshop:** In groups, create a design blueprint for a healthcare space incorporating elements of sacred space (e.g., nature, color, air quality).
 - c) **Reflection Exercise:** Students reflect and write about a place they consider sacred and why it promotes their well-being. Discuss in pairs.

Week 12

M 04/07

Lesson 19: Elements and Implementation of Healing Environments

- 1) **Learning Objective:** Identify specific elements (color, lighting, air quality, noise control) that contribute to creating healing environments and understand their physiological and psychological impacts.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-19.pdf
 - b) Sakallaris, MacAllister, Voss, Smith, & Jonas (2015): Levels of optimal healing environments (internal, interpersonal, physical).

- c) Fontaine et al. (2001): Role of lighting, noise, and sensory stimulation in healing environments.
- d) Samueli Institute (2016): Benefits and structure of healing intentions.

PART 4

W 04/09 Quiz

Lesson 20: Spiritual, Psychological, and Social Dimensions of Dying

- 1) **Learning Objective:** Describe the spiritual, psychological, and social dimensions of end-of-life care, and identify caregiving strategies that support the dying process.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-20.pdf
 - b) Kuebler, Berry, & Heidrich. (2002). *End of Life Care: Clinical Practice Guidelines*.
 - c) O’Gorman, M. L. (2002). "Spiritual Care at the End of Life."
 - d) Keegan & Drick. (2022). "Peaceful Transitions at the End of Life."

Week 13

M 04/14

Lesson 21: Cultural Considerations and Hospice and Palliative Care for the Dying

- 1) **Learning Objective:** Explain cultural considerations in end-of-life care and outline the roles of hospice and palliative care in supporting a dignified dying process.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-21.pdf
 - b) Corr, Corr, & Doka. (2019). *Death and Dying, Life and Living*.
 - c) Ross, H. M. (1981). "Societal/Cultural Views Regarding Death and Dying."
 - d) World Health Organization. (2023). "WHO Definition of Palliative Care."

W 04/16 Quiz

Lesson 22: Understanding the Grieving Process

- 1) **Learning Objective:** Describe the grieving process, identify types of grief responses, and recognize the psychological, social, and cultural dimensions of grief.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-22.pdf
 - b) Corr, C. A., & Corr, D. M. (2018). *Death and Dying, Life and Living*.
 - c) Doka, K. Y., & Davidson, J. D. (2001). *Caregiving and Loss*.
 - d) Hospice Foundation of America. (2019). *Grief*.

Week 14

M 04/21

Lesson 23: Spiritual and Cultural Dimensions in Grief Counseling

- 1) **Learning Objective:** Explain the spiritual dimensions of grief, examine cultural influences on grief, and identify effective grief counseling principles.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-23.pdf
 - b) Olson, M., & Keegan. (2013). *Dying in Peace*.
 - c) Giger, J. N. (2020). *Transcultural Nursing: Assessment and Intervention*.
 - d) Munoz, C., & Luckmann, J. (2004). *Transcultural Communication in Nursing*.

W 04/23 Quiz

Lesson 24: Foundations of Spiritual and Religious Development in Children

- 1) **Learning Objective:** Understand the foundational theories of spirituality and religion in children's development and identify factors influencing these aspects from infancy to early childhood.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-24.pdf
 - b) Yust et al. (2006), "Children's Spirituality in Modern Contexts"
 - c) Miller (2015), "Biological Basis of Spiritual Connection"
 - d) Carson & Koenig (2009), "Vertical and Horizontal Aspects of Spiritual Development"
 - e) Erikson Institute (2019), "Psychosocial Stages in Early Development"

Week 15

M 04/28

Lesson 25: Spiritual Growth and Challenges in Middle Childhood to Adolescence

- 1) **Learning Objective:** Explore the psychosocial and spiritual development challenges faced by children in middle childhood and adolescence, with a focus on identity formation and spiritual distress.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-25.pdf
 - b) Fowler (1995), "Stages of Faith Development in Adolescents"
 - c) Coles (1990), "Understanding Children's Perceptions of God and Spirituality"
 - d) Bozek (2020), "Spiritual Well-Being and Mental Health in Adolescents"
 - e) Weaver & Wratchford (2016), "Influence of Spirituality on Health Behaviors in Teens"

W 04/30 Quiz**Lesson 26: The Unique Spiritual Challenges and Growth in Aging**

- 1) **Learning Objective:** Understand the unique spiritual challenges faced by aging individuals and explore the process of spiritual growth as one ages.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-26.pdf
 - b) Davenport, B. (2003). *Older, wiser, richer—spirituality blooms with age.*
 - c) DeLoughry, T. E. (2008). *Spirituality in elder care.* In *Spiritual Dimensions of Nursing Practice.*
 - d) Koenig, H. G. (2013). *Spirituality in patient care: Why, how, when, and what.*
 - e) O'Brien, M. E. (2021). *Spirituality in nursing: Standing on holy ground.*

Week 16**W 05/05 Last Day of Class****Lesson 27: Spirituality as a Coping Mechanism and Source of Fulfillment in Later Life**

- 1) **Learning Objective:** Analyze the role of spirituality and religion as coping mechanisms for chronic illness, grief, and end-of-life concerns among the elderly.
- 2) **Read, Watch, Listen (Pre-Class):**
 - a) Gilbert, LO-27.pdf
 - b) Atchley, R. C. (2009). *Spirituality and aging.*
 - c) Burkhardt, M. A., & Nagai-Jacobson, M. G. (2022). *Spirituality and health.*
 - d) Carson, V. B., & Koenig, H. G. (2009). *Spiritual dimensions of nursing practice.*
 - e) Medscape. (2019). *Spirituality and aging.*

Week 17**M 05/12 *Optional* Study Period****W 05/14 Final Exam (Multiple Choice)**