

REL3938: Spirituality & Health Care

Prof. Erin Prophet

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Meeting Time: MWF, 3:00 -3:50 p.m. (Period 8)

Meeting location: Matherly 107

Office: Anderson Hall 130

Office Hours: M, 4-5 p.m. W 2-3 p.m. and 4-5 p.m.



A change has occurred during the last few decades, in America and all Western countries. It is shown in the widespread appearance of different healing methods among the general public, loosely connected with religion or spirituality, or by people becoming alive to a sense of the powers of the earth. This has overtaken our age, and the trend is almost out of the control of the scientists' canon.

—Edith Turner.¹

In the first decade of this twenty-first century, we confront a deluge of interest in connecting religion to medicine....This is just the tip on an iceberg that threatens the scientific practice of medicine.

—Richard P. Sloan.²

The stories of mind-body medicine...are much more than just a sequential arrangement of observed events. Structurally, they are different from other kinds of scientific and medical stories because their main task, as narratives, is to knit together domains of experience that we struggle otherwise to relate: the medical and the moral, the biological and the biographical, the natural and the cultural....Stories in this sense allow everyone...to recognize and speak about the reality of mind-body effects, but to do so in ways that do not require us to confront head-on the age-old dualisms of our culture that we know are wrong, but do not quite know how to fix.

—Anne Harrington.³

Course Description:

In the twenty-first century, spirituality and health care are intersecting in new ways. Traditional and indigenous medical practices are increasingly being sanctioned by and integrated with Western biomedicine. Health providers are expected to be aware of patients' spiritual needs.

¹ Turner 2005, p. 387.

² Sloan 2006, p. 4.

³ Harrington, Anne, 2008, p. 255.

Students will learn about: The historically shifting boundaries between medicine, psychology and religion in the West. How to evaluate the health impact of patients' religious and spiritual beliefs and practices. Whether and how the effects of spiritual practices can be measured. The latest findings from the cognitive science of religion, including theories regarding the innateness of religious ideas. Finally, they will evaluate different models for integrating traditional and alternative therapies with Western biomedicine and learn best practices for assessing and meeting patients' spiritual needs.

Prerequisite The course builds upon but does *not* require as a prerequisite REL 3098/ANT 3930, Religion, Medicine and Healing.

Course Objectives:

Students will apply qualitative analysis to understand various historical models and examine the processes and means by which spirituality influences health and health-care decision-making. This course will be of specific interest to students in pre-health majors. Students who successfully complete this course will:

- Understand the historical context of the relationship between religion, “spirituality,” psychology and medicine in the West.
- Learn to critically evaluate research into the relationship between religious and spiritual belief, complementary and alternative medicine, and the practice of Western biomedicine.
- Assess the use of complementary and alternative medicine in the United States and other nations, including common modalities and competing claims made as to their risks and benefits.
- Evaluate various models for integrating spirituality and medicine, and methods of responding to patient belief and practice in a health care setting.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in a variety of concepts, theories and methodologies related to religious studies and medicine in order to grasp the topics discussed in the course. Students will acquire a basic knowledge of historical developments, contemporary dynamics, as well as the many ways that spirituality and health care interact in the contemporary context. Achievement of this learning outcome will be assessed through two response papers, twelve quizzes, a midterm, a final research project with oral presentation, and through in-class discussion.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the topics covered in the course. Students are expected to actively participate in class discussions during the semester, and will in addition give an in-class presentation. Students are also expected to be able to communicate their ideas in their papers. Achievement of this learning outcome is assessed through evaluation (grading) of the written papers and of the presentations – paying attention to ability to present arguments in a coherent manner. Participation grades will reflect how well a student communicates during these tasks.

- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will prepare three essay responses and a research project pertaining to the topics covered in the course. Students will critically evaluate empirical data and how they are theoretically framed, and be able to draw connections between different empirical cases covered in the course. Achievement of this learning outcome will be assessed by the written responses and by performance in class discussions.

Course Modules:

- 1) **Mind, Body and Spirit: Eighteenth and Nineteenth Centuries.** This unit explores the shifting boundaries in Western biomedicine, beginning in the eighteenth and continuing to the nineteenth century. It includes a discussion of mesmerism, hypnotism, mind cure, and the rise of chiropractic, hydrotherapy and homeopathy, through the separation of “alternative” medicine from Western biomedicine during the nineteenth century.
- 2) **Mind and Medicine in the Twentieth Century.** Is religion good for your health? An evaluation of arguments from both sides, including debates over prescribing mindfulness and measuring prayer, the “relaxation response,” and claimed therapeutic effects of stress reduction and meditation.
- 3) **Psychology, Neuroscience and Religion.** This unit examines the development of research in the area of religion and medicine, with a specific focus on the intersections of neuroscience, psychology and alternative medical practices. It reviews the implications of the placebo effect, provides a foundation for recognizing both positive and negative religious coping beliefs, measuring the efficacy or impact of religious practices, and reviews spiritual approaches to depression along with skeptical responses to the growing body of research claiming a beneficial role for religion in medicine. It also discusses the findings of the cognitive science or religion concerning the relationship between mind and body.
- 4) **An Exploration of Therapies.** This unit examines a variety of therapies that may contain religions or spiritual components, including mindfulness meditation, the twelve-step programs, healing touch (including Reiki), traditional Chinese medicine, aesthetic therapies, and entheogens (including psychedelics). It also addresses the relationship between trauma and transformative or religious experience, and explores various intercultural models of integrative medicine, including as practiced in the United States, China, and Germany.

Reading: Required Texts: Purchase

Harrington, Anne. *The Cure Within: A History of Mind-Body Medicine*. New York: W.W. Norton. 2008.

Additional Required Reading (provided on Canvas e-learning site)

- Abu-Raiya, Hisham, and Kenneth Pargament. "On the Links Between Religion and Health: What Has the Empirical Research Taught Us?" In *Oxford Textbook of Spirituality in Healthcare*, edited by Mark Cobb, Christina Puchalski, and Bruce Rumbold, 333–339. Oxford: Oxford University Press, 2012.
- Badaracco, Claire Hoertz. *Prescribing Faith: Medicine, Media, and Religion in American Culture*. Baylor University Press. 2007. Introduction.
- Barnard, G. William. "Entheogen-Based Religions and Spirituality." Chapter 20 in *Religion: Mental Religion*, ed. Niki Kasumi Clements. Farmington Hills, MI: Macmillan Reference. 2017.
- Barnes, Linda L. "Multiple Meanings of Chinese Healing in the United States." In *Religion and Healing in America*, edited by Linda L. Barnes and Susan S. Sered, pp. 307-341. Oxford University Press, 2005.
- Booth, Jennifer and John E. Martin. "Spiritual and Religious Factors in Substance Use, Dependence, and Recovery." In *Handbook of Religion and Mental Health*, edited by Harold G. Koenig, pp. 175-200. San Diego: Academic Press, 1998.
- Bulkeley, Kelly. *Big Dreams: The Science of Dreaming and the Origins of Religion*. Oxford: Oxford University Press. 2016. Chapter 15, "Ritual Healing."
- Carlin, Nathan. "Medical Religion." In *Religion: Sources, Perspectives and Methodologies*, edited by Jeffrey Kripal, pp. 341–56. Boston: Macmillan Reference, 2016.
- Clifford, Michael D. *Encyclopedia of Religion*, 2nd ed., edited by Lindsay Jones, s.v. "Psychology: Psychotherapy and Religion." 2005.
- Cole, Thomas R., Nathan S. Carlin, Ronald A. Carson. In *Medical Humanities: An Introduction*. Cambridge University Press, 2015. Chapter 7, "Narratives of Illness."
- Eames, Kevin J. *Cognitive Psychology of Religion*. Long Grove, IL: Waveland Press. 2016. Chapter 2, "Neuroscience and Religious Belief."
- Ferngren, Gary B. "Medicine and religion: a historical perspective." In *Oxford Textbook of Spirituality and Healthcare*, edited by Mark Cobb, Christina M. Puchalski and Bruce Rumbold, pp. 3-10. Oxford University Press, 2012.
- Frey, Susan J. "Healing Environments for Integrative Healthcare," Chapter 4 in *Whole Person Healthcare*, vol. 1, ed. Ilene A. Serlin and Marie A. DiCowden. Westport, CT: Praeger, 2007.
- Fuller, Robert C. *Alternative Medicine and American Religious Life*. New York: Oxford University Press. 1989. Chapters 2 and 4.
- Jones, James W. *Contemporary Psychoanalysis and Religion: Transference and Transcendence*. London: Yale University Press. 1991. Chapter 2.
- Krohn, Elizabeth G. and Jeffrey J. Kripal. *Changed in a Flash*. Berkeley, CA: North Atlantic Books. 2018. Introduction and chapter 1.

- Levin, Jeffrey S. "Energy Healers: Who They Are and What They Do" *EXPLORE* 7(1), 13-26, January/February 2011.
- Mayo, Kelley Raab. *Creativity, Spirituality, and Mental Health*. Surrey, England: Ashgate Publishing. 2009. Chapter 5.
- Pargament, Kenneth I. and Curtis R. Brant. "Religion and Coping." In *Handbook of Religion and Mental Health*, edited by Harold G. Koenig, pp. 111–128. San Diego: Academic Press, 1998.
- Saunders, David C. and Brooke D. Lavelle Heineberg. "Neuroscience, Religion, and the Study of Mindfulness." In Clements, Niki, ed. *Mental Religion*, pp. 301-317. Farmington Hills, MI: Macmillan Reference USA. 2017.
- Sloan, Richard P. "A Fighting Spirit Won't Save Your Life," *New York Times*, January 24, 2011. www.nytimes.com.
- Specter, Michael. "The Power of Nothing." *The New Yorker*, pp. 30-36, Dec. 12, 2011.
- Weil, Andrew. *Spontaneous Healing*. New York: Knopf. 1995. Chapter 2, "Right in My Own Backyard."
- Wulff, David M. "Spirituality: A Contemporary Alternative." In *Spirituality in the Modern World: Within Religious Tradition and Beyond*, vol. 1, edited by Paul Heelas, pp. 136-139. London: Routledge, 2012.

Optional Readings (short list; more on Canvas)

- Benson, Herbert, Martha M. Greenwood, Helen Klemchuk. "The Relaxation Response: Psychophysiologic Aspects and Clinical Applications." *Intl. J. Psychiatry in Medicine* 6(1/2), pp. 87-96. 1975.
- Sloan, Richard P. *Blind Faith: The Unholy Alliance of Religion and Medicine*. New York: St. Martin's, 2006.
- Yaden, David Bryce, Jonathan Iwry, Andrew B. Newberg. "Neuroscience and Religion: Surveying the Field." In Clements, Niki, ed. *Mental Religion*, pp. 277–299. Farmington Hills, MI: Macmillan Reference USA. 2017.

1. Attendance and Participation

Attendance: Attendance and Participation makes up 15% of the grade. Attendance will be taken at each class. A participation grade will be assigned at midterm and at the end of the semester based on engagement with class discussions.

Attendance guidelines: All students are allowed one unexcused absence. Each unexcused absence after the first will result in a five-point deduction from the overall participation grade. Students with five or more *unexcused* absences will be given a participation grade of zero for the course. Absences will be considered excused only if a written (paper or email) request is

submitted *and accepted* at least 24 hours in advance or if written explanations for acceptable reasons are submitted with valid documentation.

Use of technology: During class, electronic devices may be used only for note-taking or for accessing course readings. Students who use electronic devices for non-course purposes may be asked to put devices away and take notes on paper for one or more periods. Participation grades are tied to appropriate use of technology. Headphones may not be worn during class.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class attendance is required. Do not register for this class if you cannot arrive on time. Tardiness harms your understanding of the material and disrupts the class. Please let me know about any planned absences (for religious holidays, athletic events, or other reasons) as soon as possible, and at least 24 hours in advance, by email. For unplanned absences (due to illness or emergency), please let me know as soon as possible and provide paper or electronic documentation (e.g., doctor's note) if possible.

2. Assignments and Grading

Reflection Papers: There are two “reflection papers” required for the course. Each paper should be 750 words in length, typed, using 12-point Times New Roman font in a double-spaced format with one-inch margins. Papers should answer “prompt” questions provided beforehand in a clear, succinct, and original way. Papers must be submitted as printed copies in class and online, using the Turnitin tool. Reflection papers: 10% each (20% total).

Blog postings: Students are required to submit six blog posts during the semester, one during the second week and one for each guest speaker. 10%.

Weekly quizzes: Quizzes will be given most weeks during one class per week and are not announced in advance. Quizzes are closed book and consist of five questions, including multiple choice and short answer, covering the assigned readings for that class. No credit accrues for a missed quiz (unless for an excused absence). Make-up quizzes will be provided for those who miss quizzes due to excused absences. The quizzes combined represent 15% of the grade.

Midterm Exam: The midterm exam will be taken in class and will consist of multiple choice and essay questions. Midterm: 15%. There is no final exam.

Final project: The final project consists of an oral and written presentation on a particular therapeutic modality that has been investigated by the student. The oral presentation is accompanied by a 1500-word paper. Oral presentation: 10% Final paper: 15%.

Attendance and Participation:	15%
Reflection papers:	20%
Blog postings:	10%
Weekly quizzes:	15%
Midterm exam:	15%

Final Project: 25%

Grades are consistent with UF policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grades are not rounded up. For example, a 92.85% is an A-, not an A; There is no A+ grade.

3. Academic Honesty and the Honor Code

Students are expected to uphold the highest standards of academic honesty and integrity. Students caught plagiarizing or cheating will automatically receive a grade of zero on the assignment in question and may fail the course. In addition, they will be reported to the appropriate university authorities. Please keep in mind that plagiarism does not consist only in copying verbatim someone else's material and presenting it as if it were yours. It also includes taking ideas (even paraphrased!) from an author without according him/her proper recognition (through a footnote, or in-text citation). Other forms of cheating (particularly downloading material from the Internet and presenting as if it were yours) will also be subject to the same action. See: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> for more information on UF policies.

4. Accommodations for Students with Disabilities

Students requesting accommodation or special consideration must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation or special consideration.

5. Student Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

6. Course Schedule

Day	Topic	Reading and Assignments
Week 1 Wed. Aug. 21	Course Review: Syllabus	None
	Unit 1: Mind, Body and Spirit: Eighteenth and Nineteenth Centuries	
Week 1 Fri. Aug. 23	Medicine, Spirituality and Religion	Badaracco, <i>Prescribing Faith</i> , Introduction
Week 2 Mon. Aug. 26	Overview of the Field	Carlin, “Medical Religion”
Week 2 Wed. Aug. 28	Definitions: Religion, Spirituality and Medicine	Ferngren, “Medicine and religion: a historical perspective”; Wulff, “Spirituality: A Contemporary Alternative”
Week 2 Fri. Aug. 30	The Power of Suggestion, part 1	Harrington, <i>The Cure Within</i> , Intro. and Ch. 1, pp. 15-49
Week 3 Mon. Sept. 2	LABOR DAY (no class)	
Week 3 Wed. Sept. 4	Nineteenth-Century Medicine and Religion	Fuller, ch. 2
Week 3 Fri. Sept. 6	The Power of Suggestion, part 2	Harrington, ch. 1, “The Power of Suggestion,” 49-66.
Week 4 Mon. Sept. 9	Chiropractic and Osteopathy	Fuller, ch. 4
	Unit 2: Mind and Medicine in the 20th Century	
Week 4 Wed. Sept. 11	Psychology and Religion	Harrington, ch. 2, “The Body that Speaks,” 67-88.
Week 4 Fri. Sept. 13	20 th cent. Mind-Body Connection, Part 1	Harrington, ch. 2, “The Body that Speaks,” 88-101, Ch. 3, The Power of Positive Thinking, 103-110. Reflection Paper 1 (on Unit 1) due.
Week 5 Mon. Sept. 16	Positive Thinking and Christian Science	Harrington, ch. 3, “The Power of Positive Thinking,” 110-138.
Week 5 Wed. Sept. 18	Christian Science	Guest Speaker
Week 5 Fri. Sept. 20	Stress and the Mind	Harrington, ch. 4, “Broken by Modern Life.”
Week 6 Mon. Sept. 23	Love and Healing	Harrington, ch. 5, “Healing Ties”

Day	Topic	Reading and Assignments
Week 6 Wed. Sept. 25	Meditation, Asian Spirituality and Health	Harrington ch. 6, "Eastward Journeys," 205-222; Optional: Benson, Greenwood and Klemchuk.
Week 6 Fri. Sept. 27	Asian Spirituality and Health (cont.)	Harrington, ch. 6, "Eastward Journeys," 222-242
Week 7 Mon. Sept. 30	Acupuncture	Guest Speaker Barnes 2005
Week 7 Fri. Oct. 4	HOMECOMING (no class)	
	Unit 3: Psychology, Neuroscience and Religion	
Week 7 Wed. Oct. 2	The Placebo Question	Specter: "The Power of Nothing"
Week 8 Mon. Oct. 7	Religion and Psychology	Clifford, Psychotherapy and Religion Reflection Paper 2 Due (on unit 2)
Week 8 Wed. Oct. 9	Psychology and Transcendence	Jones, ch. 2
Week 8 Fri. Oct. 11	Narrative Medicine	Cole, Carlin and Carson 2015, "Narratives of Illness"
Week 9 Mon. Oct. 14	Depression	Group Discussion: Read either Styron, Smith or Jamison
Week 9 Wed. Oct. 16	Spiritual Approaches to Mental Illness	Raab Mayo
Week 9 Fri. Oct. 18	Measuring the Impact of Religion	Abu-Raiya and Pargament 2012
Week 11 Mon. Oct. 21	Positive Religious Coping and Struggle	Pargament and Brant 1998, "Religion and Coping" Sloan 2011, "Fighting Spirit"
Week 11 Wed. Oct. 23	Neuroscience and Religion	Eames 2016, ch. 2. Optional: Yaden, Newberg and Iwry 2017
Week 11 Fri. Oct. 25	Mindfulness at UF	Guest Speaker Saunders and Heineberg 2017, "Neuroscience, Religion, and the Study of Mindfulness"
Week 12 Mon. Oct. 28	Neuroscience and the Study of Mindfulness	In class: "Free the Mind" documentary and discussion
Week 12 Wed. Oct. 30	MIDTERM	In class
	Unit 4: An Exploration of Therapies	
Week 12 Fri. Nov. 1	Energy Medicine and Traditional Chinese Medicine	Levin 2011, "Energy healers: who they are and what they do"

Day	Topic	Reading and Assignments
Week 13 Mon. Nov. 4	Reiki	Guest Speaker
Week 13 Wed. Nov. 6	Dreams	Bulkeley, "Ritual Healing" ch. 15
Week 13 Fri. Nov. 8	Trauma, Mystical Experience, and Spirituality	Krohn and Kripal 2017, "Changed in a Flash," Intro, ch. 1 and 2
Week 14 Mon. Nov 11	No class: VETERANS' DAY	
Week 14 Wed. Nov. 13	Twelve-Step and Spirituality	Guest Speaker
Week 14 Fri. Nov. 15	Recovery: Twelve-Step and Beyond	Booth and Martin 1998
Week 15 Mon. Nov. 18	Comparative Mystical Healing Experiences	Group Discussion Readings TBA
Week 15 Wed. Nov. 20	Entheogens	Barnard 2017, "Entheogen-Based Religions and Spirituality"
Week 15 Fri. Nov. 22	Aesthetics and Healing	Frey 2007, "Healing Environments"
Week 16 Mon. Nov. 25	Integrative Medicine Models	Weil 1995, "Right in My Own Backyard" Final Project Paper Due
Week 16 Nov. 27 and Nov. 29	No class: THANKSGIVING HOLIDAY	
Week 17 Mon. Dec. 2	Oral Presentations	
Week 17 Wed. Dec. 4	Oral Presentations	Graded papers returned