

## REL3938: Spirituality & Health Care

Prof. Erin Prophet

[eprophet@ufl.edu](mailto:eprophet@ufl.edu)

Meeting Time: MWF, 12:50-1:40 p.m. (Period 6)

Meeting location: Matherly 7

Office: Anderson Hall 130

Office Hours: M, W 4-5 p.m.; Tu 3-4 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.<sup>1</sup>

*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.<sup>2</sup>

*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.<sup>3</sup>

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<sup>1</sup> Turner 2005, p. 387.

<sup>2</sup> Sloan 2006, p. 4.

<sup>3</sup> Harrington, Anne, 2008, p. 255.

### **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. 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 meets a general education requirement and 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 three response papers, eight quizzes, a midterm and final, and through in-class participation.

- **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 three response 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 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 three response papers 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, and the “relaxation response,” or claimed therapeutic effects of stress reduction and meditation.
- 3) **Implications for Research and Practice.** This unit examines the development of research in the area of religion and medicine, including the implications of the placebo effect, intersections and interactions between religion and psychology, questions about how to measure the efficacy or impact of religion and prayer, the role of chaplains and other religious professionals in a health care setting, and skeptical responses to the growing body of research claiming a beneficial role for religion in medicine.

- 4) **An Exploration of Therapies.** This unit examines a variety of therapies that may contain religions or spiritual components, including mindfulness, the twelve-step programs, healing touch (including Reiki), traditional Chinese medicine, aesthetic therapies, narrative medicine, and entheogens (including psychedelics). It also reviews the findings of the cognitive science or religion concerning the mind and body, the impact of religious practices, and the question of whether some people are more naturally predisposed towards religion or spirituality. It also addresses the relationship between trauma and transformative or religious experience.
- 5) **Practical Applications.** Assessing and providing for patient spiritual needs in practice. This module moves from assessment to meeting patient needs. It provides tools for recognizing both positive and negative religious coping beliefs, as well as “spiritual struggle,” and for developing cultural competency in meeting the faith needs of varying patient populations. It also reviews various intercultural models of integrative medicine, including as practiced in the United States, China, Great Britain, and Germany.

### **Reading: Required Texts: Purchase**

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

Badaracco, Claire Hoertz. *Prescribing Faith: Medicine, Media, and Religion in American Culture*. Baylor University Press. 2007. Introduction and chapters 1 and 3.

### **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.

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.

Carlin, Nathan. “Medical Religion.” In *Religion: Sources, Perspectives and Methodologies*, edited by Jeffrey Kripal, pp. 341–56. Boston: Macmillan Reference, 2016.

Cole, Thomas R., Nathan S. Carlin, Ronald A. Carson. “Narratives of Illness.” Chapter 7 in *Medical Humanities: An Introduction*. Cambridge University Press, 2015.

- Exline, Julie J. 2013. "Religious and Spiritual Struggles." In *APA Handbook of Psychology, Religion, and Spirituality, Vol. 1*, edited by Kenneth I. Pargament, 459–76. Washington, D.C.: American Psychological Association.
- 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.
- Jantos, Marek. "Prayer and meditation." In *Oxford Textbook of Spirituality and Healthcare*, edited by Mark Cobb, Christina M. Puchalski and Bruce Rumbold, pp. 359-365. Oxford University Press, 2012.
- Levin, Jeffrey S. "Energy Healers: Who They Are and What They Do" *EXPLORE* 7(1), 13-26, January/February 2011.
- Levin, Jeffrey S. and Linda M. Chatters. "Research on Religion and Mental Health: An Overview of Empirical Findings and Theoretical Issues." In *Handbook of Religion and Mental Health*, edited by Harold G. Koenig, pp. 33-50. San Diego: Academic Press, 1998.
- 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.
- Puchalski, Christina M. "Restorative Medicine." In *Oxford Textbook of Spirituality and Healthcare*, edited by Mark Cobb, Christina M. Puchalski and Bruce Rumbold, pp. 197-210. Oxford University Press, 2012.
- 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. *Blind Faith: The Unholy Alliance of Religion and Medicine*. New York: St. Martin's, 2006. Chapter 7, "Is there Really a Health Advantage to the Religiously Active?" and chapter 10, "Ethical Problems."
- Sloan, Richard P. "A Fighting Spirit Won't Save Your Life," *New York Times*, January 24, 2011. [www.nytimes.com](http://www.nytimes.com).
- Specter, Michael. "The Power of Nothing." *The New Yorker*, pp. 30-36, Dec. 12, 2011.
- Stuber, Margaret L. and Brandon Horn. "Complementary, alternative and integrative medicine." In *Oxford Textbook of Spirituality and Healthcare*, edited by Mark Cobb, Christina M. Puchalski and Bruce Rumbold, pp. 191-195. Oxford University Press, 2012.
- Swift, Chris, George Handzo and Jeffrey Cohen. "Healthcare chaplaincy." In *Oxford Textbook of Spirituality and Healthcare*, edited by Mark Cobb, Christina M. Puchalski and Bruce Rumbold, pp. 185-190. Oxford University Press, 2012.
- Turner, Edith. "Taking Seriously the Nature of Religious Healing in America." In *Religion and Healing in America*, edited by Linda L. Barnes and Susan S. Sered, pp. 387-404. Oxford University Press, 2005.

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.

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.

## **Optional Resources**

Barnes, Linda L. and Susan S. Sered, eds. *Religion and Healing in America*. Oxford University Press. 2005.

Benson, Herbert. "The Relaxation Response," In Goleman, D. and Gurin, J, eds., *Mind-Body Medicine: How to Use Your Mind for Better Health*, pp. 125-149. New York: Consumer Reports Books, 1993.

Benson, Herbert, Martha M. Greenwood, Helen Klemchuk. "The Relaxation Response: Psychophysiologic Aspects and Clinical Applications." *Intl. J. Psychiatry in Medicine* 6(1/2), pp. 87-1975.

Cadge, Wendy. *Paging God: Religion in the Halls of Medicine*. Chicago: University of Chicago Press. 2012. Chapter 2, "Looking Back: Glimpses of Religion and Spirituality in the History of Academic Medical Centers."

Fitchett, George. "Next steps for spiritual assessment in healthcare." In *Oxford Textbook of Spirituality and Healthcare*, edited by Mark Cobb, Christina M. Puchalski and Bruce Rumbold, pp. 299-305. Oxford University Press, 2012.

## **1. Attendance and Participation**

Attendance: 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 please provide paper or electronic documentation (e.g., doctor's note) if possible.

## **2. Assignments and Grading**

*Reflection Paper*: There are three "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 seek to answer "prompt" questions provided beforehand in

a clear, succinct, and original way. Papers must be submitted by paper in class and online, using the Turnitin tool. Reflection papers: 10% each (30% total).

*Weekly quizzes:* Quizzes will be given most weeks during one class per week and are not announced in advance. Each quiz consists of approximately ten questions, including multiple choice and short answer, covering that week's assigned readings. No points accrue 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 20% of the grade.

*Midterm and Final Exam:* The midterm exam will consist of a combination of question types: matching terms to definitions, multiple choice, and short essays. Midterm: 20%. The final exam will be structured similarly to the Midterm, and will cover all material until the last day of class. Final: 30%.

### **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, for instance). 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 (but not required) to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Day	Topic	Reading and Assignments
Week 1 Mon. Jan. 7	Course Review: Syllabus	None
	<b>Unit 1: Mind, Body and Spirit: Eighteenth and Nineteenth Centuries</b>	
Week 1 Wed. Jan. 9	Medicine, Spirituality and Religion	Badaracco, <i>Prescribing Faith</i> , Introduction.
Week 1 Fri. Jan. 11	Overview of the Field	Carlin 2016, "Medical Religion"
Week 2 Mon. Jan 14	Definitions: Religion, Spirituality and Medicine	Ferngren 2012, "Medicine and religion: a historical perspective"; Wulff 2012, "Spirituality: A Contemporary Alternative"
Week 2 Wed. Jan. 16	The Power of Suggestion, part 1	Harrington, <i>The Cure Within</i> , Intro. and Ch. 1, pp. 15-49
Week 2 Fri. Jan. 18	Nineteenth-Century Medicine and Religion	Badaracco ch. 1, 12-44.
Week 3 Mon. Jan. 21	No Class: MLK Day	
Week 3 Wed. Jan. 23	The Power of Suggestion, part 2	Harrington, ch. 1, "The Power of Suggestion," 49-66.
Week 3 Fri. Jan 25	Psychology and Religion	Harrington, ch. 2, "The Body that Speaks," 67-88.
	<b>Unit 2: Mind and Medicine in the 20<sup>th</sup> Century</b>	
Week 4 Mon. Jan. 28	20 <sup>th</sup> 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 4 Wed. Jan. 30	Positive Thinking	Harrington, ch. 3, "The Power of Positive Thinking," 110-138.
Week 4 Fri. Feb. 1	Stress and the Mind	Harrington, ch. 4, "Broken by Modern Life."
Week 5 Mon. Feb. 4	Love and Healing	Harrington, ch. 5, "Healing Ties"
Week 5 Wed. Feb. 6	Measuring Prayer	Badaracco ch. 3, "Measuring Prayer," 91-121.



Day	Topic	Reading and Assignments
Week 5 Fri. Feb. 8	Meditation, Asian Spirituality and Health	Harrington ch. 6, "Eastward Journeys," 205-222; Optional: Benson, Greenwood and Klemchuk, 1975.
Week 6 Mon. Feb. 11	Asian Spirituality and Health (cont.)	Harrington, ch. 6, "Eastward Journeys," 222-242
	<b>Unit 3: Implications for Research and Practice</b>	
Week 6 Wed. Feb. 13	The Placebo Question	Specter, 2011: "The Power of Nothing"; Kaptchuk TBA Reflection Paper 2 Due (on unit 2)
Week 6 Fri. Feb. 15	Religion and Psychology	Levin and Chatters 1998, "Research on Religion and Mental Health."
Week 7 Mon. Feb. 18	Researching Prayer and Meditation	Jantos, "Prayer and Meditation," 2012
Week 7 Wed. Feb. 20	Measuring the Impact of Religion	Hisham and Pargament 2012
Week 7 Fri. Feb. 22	Is Prescribing Faith a Good Thing? The Skeptical View	Sloan Ch. 7 "Is there really an advantage?"
Week 8 Mon. Feb. 25	The Role of Religion and Spirituality in Contemporary Medicine	Cadge 2012, "Religion and Spirituality in the History of Academic Medical Centers"
Week 8 Wed. Feb. 27	Midterm Review	Review
Week 8 Fri. Mar. 1	MIDTERM	In class: Midterm
Mar. 4-8	SPRING BREAK (no class)	
Week 9 Mon. Mar. 11	Class cancelled	
	<b>Unit 4: An Exploration of Therapies</b>	
Week 9 Wed. Mar. 13	Cognitive Science and Religion	Documentary: "Free the Mind"
Week 9 Fri. Mar. 15	Mindfulness Research	Saunders and Heineberg 2016, "Neuroscience, Religion, and the Study of Mindfulness"
Week 10 Mon. Mar. 18	Mindfulness and Cognitive Neuroscience	Yaden, Newberg and Iwry 2016, "Neuroscience and Religion: Surveying the Field"

<b>Day</b>	<b>Topic</b>	<b>Reading and Assignments</b>
Week 10 Wed. Mar. 20	Trauma, Addiction and Spirituality	Reading TBA
Week 10 Fri. Mar. 22	Recovery: Twelve-Step and Beyond	Booth and Martin 1998, "Spiritual and Religious Factors in Substance Use, Dependence, and Recovery"
Week 11 Mon. Mar. 25	Entheogens	Reading TBA
Week 11 Wed. Mar. 27	Healing Touch/Reiki	Levin 2011, "Energy healers: who they are and what they do" Guest Speaker
Week 11 Fri. Mar. 29	Traditional Chinese Medicine	Barnes 2005, "Multiple Meanings of Chinese Healing in the United States" Guest Speaker
Week 12 Mon. Apr. 1	Aesthetics and Healing	Reading TBA
Week 12 Wed. Apr. 3	Narrative Medicine	Cole, Carlin and Carson 2015, "Narratives of Illness"
	<b>Unit 5: Practical Applications</b>	
Week 12 Fri. Apr. 5	Spiritual Assessment	Fitchett 2012, "Next steps for spiritual assessment in healthcare," Puchalski 2012, "Restorative medicine" Reflection paper 3 due (on Unit 4).
Week 13 Mon. Apr. 8	Positive Religious Coping	Pargament and Brant 1998, "Religion and Coping"
Week 13 Wed. Apr. 10	Spiritual Struggle	Exline 2013 Sloan 2011, "Fighting Spirit"; Optional: Sloan ch. 10, "Ethical Problems."
Week 13 Fri. Apr. 12	Healthcare Chaplaincy	Swift, Handzo and Cohen 2012, "Healthcare chaplaincy" Guest Speaker
Week 14 Mon. Apr. 15	Integrative Medicine Models in the United States	Stuber and Horn 2012, "Complementary, alternative, and integrative medicine"
Week 14 Wed. Apr. 17	Integrative Medicine in the United States	Guest Speaker
Week 14 Fri. Apr. 19	Integrative Medicine Models outside the US	Reading TBA

<b>Day</b>	<b>Topic</b>	<b>Reading and Assignments</b>
Week 15 Mon. Apr. 22	Religion and Healing, Conclusions	Turner, “Taking Seriously the Nature of Religious Healing in America”
Week 15 Wed. Apr. 24	Review	Review for final exam.
	Reading days Apr. 25-26	
Mon. Apr. 29	FINAL EXAM	10:00 A.M. – 12:00 PM