

REL 3099: Spirituality & Health Care

Prof. Erin Prophet

eprophet@ufl.edu

Meeting Time: MWF, 11:45-12:35 p.m. (Period 5)

Meeting location: Online

[Zoom Meeting](#)

Office: Anderson Hall 130

[Office Hours](#) (on Zoom): M, W, F 3-4 p.m.



Course Overview and Themes

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

¹ Turner 2005, p. 387.

² Sloan 2006, p. 4.

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. 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

Achieving sophomore status. (Note: 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.

³ Harrington, Anne, 2008, p. 255.

- 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 one reflection paper, one report, five blog posts, ten quizzes, an oral presentation, 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 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.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will prepare written 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 papers and blog posts and by performance in class discussions.

Course Modules

- 1) **Historical Western Approaches to Mind, Body and Spirit.** This unit explores the shifting boundaries in Western biomedicine, primarily in the eighteenth and nineteenth centuries. 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.

- 2) **Mind and Medicine in the Twentieth and Twenty-First Centuries.** An exploration of various models of the relationship between mind and body, including positive thinking, Christian Science and the mind cure movement, the placebo question, and the role of stress and love in illness and disease.
- 3) **Western Biomedicine and Asian Religion.** How have Asian religious and medical concepts impacted Western healthcare? An introduction to the science and religious ideas behind many of the techniques applied today in mind-body medicine, including mindfulness, acupuncture, and energy medicine. The unit also examines some of the recent findings from cognitive neuroscience and asks how they can be applied to applications of spirituality to health care.
- 4) **Models of Interaction: Religion and Medicine.** This unit examines the development of research in the area of religion and medicine, including 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 best practices for meeting patients' spiritual needs. It provides a foundation 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.
- 5) **At the Borderlands of Psychology, Religion and Medicine.** The goals of religion and psychology often overlap with those of medicine. What are the best ways to integrate those goals for the benefit of the patient? This unit examines some novel approaches, including research on psychedelics in healing, the role of twelve-step and other addiction programs, and the psychotherapeutic value of dreaming and ritual. It also addresses the relationship between trauma and transformative or religious experience.

Assignments and Grading Rubric

Assignments

- Attendance (tracked via Zoom polls and participation)
- In-class online quizzes and assessments (weekly)
- In-class discussion (every class)
- Blog and discussion posts (online, occasional)

- Midterm exam: Multiple choice, short answer and essay; see class schedule for details.
- Final: Multiple choice, short answer and essay final exam; see class schedule for details.
- Writing: Two papers: a 5-page reflection paper and a 5-page report.
- Oral presentation: Share report with the class.
- Small group discussions (periodic)

Assignment	Points per Assignment	Percentage Weight
Attendance		10%
Quizzes	10 (5 points ea.)	10%
In-class group work	6 assignments (20 points ea.)	5%
Blog Posts	5 blog posts (15 points ea.)	5%
Reflection Paper	50 points	10%
Report	150 points	20%
Oral Presentation	30 points	5%
Midterm Exam	150 points	15%
Final Exam	200 points	20%
Total		100%

Weekly quizzes: Quizzes will be given most weeks during one class per week and are not announced in advance. Each quiz consists of approximately five questions, multiple choice and true/false, 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 excused absences. The quizzes combined represent 10% of the grade.

Reflection Paper: One "reflection paper" is required for the course. The paper should be 1500 words, typed, using 12 point Times New Roman font in a double-spaced format with one-inch margins. Papers should answer topic questions provided beforehand in a clear, succinct, and original way. They must refer to at least five of the course readings. Use APA citation style unless otherwise approved. Papers must be prepared in Microsoft Word and submitted online via Turnitin.

Report: Students will select a research topic, which may be an alternative medicine modality, such as acupuncture or chiropractic, or a religious practice such as prayer. Topics must be

approved by me in the form of a report proposal. Once the topic is approved, the student will research the topic. Reports must cite a minimum number of academic sources (see rubric) and should also discuss the student's own personal experience.

Midterm and Final Exam: The midterm exam will be open book, completed online, and will consist of multiple choice and essay questions. The final exam will consist of multiple choice, short answer, and essay questions, and will cover all material until the last day of class.

Grading Policies

The course follows the standard UF grading scheme.

- A 94 to 100
- A- <94 to 90
- B+ <90 to 87
- B <87 to 84
- B- <84 to 80
- C+ <80 to 77
- C <77 to 74
- C- <74 to 70
- D+ <70 to 67
- D <67 to 64
- D- <64 to 61
- E <61 to 0

The course instructor reserves the right to lower or raise course grades based on classroom contributions or upon absences. There is no A+ grade. Grades are not rounded up; for example, a 93.85% is an A- and not an A; grades are consistent with UF policy: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Late or Missing Assignments

Late assignments will be penalized and may not receive credit.

Course Policies

Remote Learning Format

We will be using Zoom for our class meetings, which will be conducted synchronously, i.e., at the scheduled class time. The [Zoom link](#) for our class is listed at the top of this syllabus and in multiple places on the course Canvas site. To make our time together more valuable and effective for everyone, keep these points in mind while using Zoom:

Last updated: 21 August 2020

- In order to provide a dynamic learning environment, all students should keep their cameras turned on during class unless you have discussed your concerns in advance with the instructor. Video of students will not be shared unless it is part of a formal oral presentation.
- Those who are unable to participate in the synchronous classes for excused reasons will be given access to recordings of the class. However, missing class should be kept to a minimum and must be approved by the instructor in advance. Recordings of classes may not be available immediately but will be provided to all students as part of exam review.
- Treat Zoom sessions as regular classrooms. Be prepared for class with course materials ready before logging in, be dressed so that you can be seen by others, find an appropriate space (ideally a quiet, distraction-free location with good lighting). Take notes, ask questions, and participate actively in discussions.
- Mute your microphone when you are not speaking. To prevent background noise, feedback, or other audio distractions, it is best to stay muted unless you are engaging in the conversation.
- If you lose your internet connection during class, try reconnecting through Zoom. If you are unable to reconnect, send the instructor an email or a message through Canvas explaining your situation. We will make every effort to accommodate technical or other difficulties.
- If I lose power or internet connection during class, I will send instructions through the course Canvas site on how to proceed.

Policy on Recording Remote Learning during COVID

To preserve student privacy, videos of student faces will not be included in the shared recordings. If you are unwilling to consent to have your profile or video image recorded, even though it will not be shared, please discuss with the instructor.

Students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Some classes will include small group breakout sessions in which assignments are completed in class for credit. Students who miss an in-class assignment may ask the instructor for a make-up assignment. Break-out discussions will not be recorded.

Communication with Instructor

Communication and grading will take place online through Canvas. Please enable Canvas to forward all course announcements and instructor communications to your email so that you stay informed. You may email me directly but communication through Canvas is preferred.

Use of Technology

During class, electronic devices may be used only for note-taking or participation in the course, such as accessing readings or completing online polls. Headphones may not be worn in class unless for the purpose of accessing the remote class.

Disability Policy

Accommodations for Students with Disabilities

Any student with a documented disability seeking academic adjustments or accommodations (including those involving the use of technology) is requested to speak with me during the first two weeks of class. All such discussions will remain as confidential as possible. Students with disabilities requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The Disability Resource Center may be contacted here: 352-392-8565; <https://disability.ufl.edu/>

Canvas Reading Assignment Pages are Authoritative

Course reading assignments may be modified. The syllabus distributed at the beginning of class may be updated. The course reading assignment pages on Canvas are the operative and binding version, so to be sure of your assignment, check Canvas rather than the version distributed at the beginning of class. No additions will be made to course assignments as provided in the syllabus, though due dates may be adjusted and readings may be substituted or removed.

Attendance and Participation

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](#).

Class attendance is required. Do not register for this class if you cannot attend 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. 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. While some absences are unavoidable, if you expect to be unable to make synchronous online classes on a regular basis, you must receive permission in advance.

Returned Assignments

Assignments will usually be graded no later than one week after they were due.

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 the [policy website](#) for more information.

Humanities Credit

This course meets the requirements for the University of Florida's Humanities credit. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations during the available interval. Summary results of these assessments will be available to students. Evaluations are completed [here](#).

Course Schedule and Reading Assignments

Required Text: Purchase

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

Last updated: 21 August 2020

Recommended Text:

Kliwer, Stephen P. and John Saultz. (2006). *Healthcare and Spirituality*. Boca Raton, FL: CRC Press.

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

Alvarez, A. (2001). From *The Savage God*. In *Unholy Ghost: Writers on Depression*, 214–28. New York: HarperCollins.

Barnard, G. William. (2017). “Entheogen-Based Religions and Spirituality.” Chapter 20 in *Religion: Mental Religion*, ed. Niki Kasumi Clements. Farmington Hills, MI: Macmillan Reference.

Barnes, Linda L. (2005). “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.

Belarde, James. (2020). [Fighting a Pandemic: Camus’s *the Plague* and the Physician’s Struggle to Treat in the Covid-19 Outbreak.](https://www.MedicalHealthHumanities.com) MedicalHealthHumanities.com.

Booth, Jennifer and John E. Martin. (1998). “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.

Bulkeley, Kelly. (2016). *Big Dreams: The Science of Dreaming and the Origins of Religion*. Oxford: Oxford University Press. Chapter 15, “Ritual Healing.”

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

Frey, Susan J. (2007). “Healing Environments for Integrative Healthcare,” Chapter 4 in *Whole Person Healthcare*, vol. 1, ed. Ilene A. Serlin and Marie A. DiCowden. Westport, CT: Praeger.

Fuller, Robert C. (1989). *Alternative Medicine and American Religious Life*. New York: Oxford University Press. Chapters 2-4.

Heffernan, Virginia. (2001). “A Delicious Placebo.” In *Unholy Ghost: Writers on Depression*, 8–20. New York: HarperCollins.

Jantos, Marek. (2012). “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.

Jonas, Wayne B. and Edward Calabrese. (2017). “Learning from the History of Integrative Preventive Medicine to Address Our Current Healthcare Challenges.” In *Integrative Preventive Medicine*, ed. R.H. Carmona and M. Liponis. Downloaded from proquest.com.

Jones, James W. (1991). *Contemporary Psychoanalysis and Religion: Transference and Transcendence*. New Haven, CT: Yale University Press.

- Levin, Jeffrey S. (2011). "Energy Healers: Who They Are and What They Do" *EXPLORE* 7(1), 13-26, January/February.
- Pollan, Michael. (2018). *How to Change Your Mind: What the New Science of Psychedelics Teaches Us About Consciousness, Dying, Addiction, Depression, and Transcendence*. New York: Penguin. Prologue
- Osheim, Duane J. (2008). "Religion and Epidemic Disease." *Historically Speaking* 9, no. 7 (October 2008): 36–37. <https://doi.org/10.1353/hsp.2008.0025>.
- Kliwer, Stephen, and John W. Saultz. (2006). *Healthcare and Spirituality*. Boca Raton, Florida: CRC Press. Chapters 1, 2 and 4 (exc).
- Saunders, David C. and Brooke D. Lavelle Heineberg. (2017). "Neuroscience, Religion, and the Study of Mindfulness." In Clements, Niki, ed. *Mental Religion*, pp. 301-317. Farmington Hills, MI: Macmillan Reference USA.
- Sloan, Richard P. (2011). "A Fighting Spirit Won't Save Your Life," *New York Times*, January 24. www.nytimes.com.
- Specter, Michael. (2011). "The Power of Nothing." *The New Yorker*, pp. 30-36, Dec. 12.
- Styron, William. (1990). *Darkness Visible: A Memoir of Madness*. New York: Random House. (Selections).
- Weil, Andrew. (1995). "Making the Right Decisions," ch. 15 in *Spontaneous Healing*. New York: Knopf.
- Wulff, David M. (2012). "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.
- Yaden, David Bryce, Jonathan Iwry, Andrew B. Newberg. (2017). "Neuroscience and Religion: Surveying the Field." In Clements, Niki, ed. *Mental Religion*, pp. 277–299. Farmington Hills, MI: Macmillan Reference USA.

Optional Reading (provided on Canvas e-learning site)

- Abu-Raiya, Hisham, and Kenneth Pargament. (2012). "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.
- Benson, Herbert, Martha M. Greenwood, Helen Klemchuk. (1975). "The Relaxation Response: Psychophysiological Aspects and Clinical Applications." *Intl. J. Psychiatry in Medicine* 6(1/2), pp. 87-96.
- Sloan, Richard P. (2006). *Blind Faith: The Unholy Alliance of Religion and Medicine*. New York: St. Martin's.

Course Schedule

Lecture	Day	Topic	Reading	Assignments and Activities
1	Week 1 Mon. Aug. 31	Course Review: Syllabus	Osheim, 2008 “Religion and Epidemic Disease”; Belarde 2020	
Unit 1: Historical Western Approaches to Mind, Body and Spirit				
2	Week 1 Wed. Sept. 2	Medicine and the Soul	Kliwer and Saultz ch. 1, “Healing cure, and the whole person,” 1-12;	
3	Week 1 Fri. Sept. 4	Origins of Western Biomedicine	Ferngren	Group Discussion 1 (15 min.)
	Week 2 Mon. Sept. 7	No class: Labor Day		
4	Week 2 Wed. Sept. 9	Definitions: Religion, Spirituality and Medicine	Kliwer and Saultz ch. 1, “Healing, cure and the whole person,” 12-17, Wulff 2012, “Spirituality: A Contemporary Alternative”	Blog post 1 on Course Objectives due
5	Week 2 Fri. Sept. 11	The Power of Suggestion, part 1	Harrington, <i>The Cure Within</i> , Intro. and Ch. 1, pp. 15-49	
6	Week 3 Mon. Sept. 14	Nineteenth-Century Medicine and Religion	Fuller, ch. 2, “Sectarian Healing...in the Nineteenth Century”	
7	Week 3 Wed. Sept. 16	The Power of Suggestion, part 2	Harrington, ch. 1, “The Power of Suggestion,” 49-66	
8	Week 3 Fri. Sept. 18	From Mesmer to New Thought	Fuller, ch. 3: “From Physic to Metaphysic”	
9	Week 4 Mon. Sept. 21	Chiropractic and Osteopathy	Fuller, ch. 4: “At the Fringes of Orthodoxy”	Group discussion 2
Unit 2: Mind and Medicine in the Twentieth and Twenty-First Centuries				
10	Week 4 Wed. Sept. 23	Psychology and Religion	Harrington, ch. 2, “The Body that Speaks,” 67-88.	Blog post 2 on Unit 1 due

Lecture	Day	Topic	Reading	Assignments and Activities
11	Week 4 Fri. Sept. 25	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.	
	Week 5 Mon. Sept. 28	Positive Thinking and Christian Science	Harrington, ch. 3, “The Power of Positive Thinking,” 110-138.	Guest Speaker
12	Week 5 Wed. Sept. 30	The Placebo Question	Specter, 2011: “The Power of Nothing”; Kaptchuk TBA	
	Week 5 Fri. Oct. 2	No class: Homecoming		
13	Week 6 Mon. Oct. 5	Stress and the Mind	Harrington, ch. 4, “Broken by Modern Life.”	Blog post 3 on positive thinking due
14	Week 6 Wed. Oct. 7	Love and Healing	Harrington, ch. 5, “Healing Ties”	Group discussion 3
Unit 3: Western Biomedicine and Asian Religion				
15	Week 6 Fri. Oct. 9	Meditation, Asian Spirituality and Health	Harrington ch. 6, “Eastward Journeys,” 205-222; Optional: Benson, Greenwood and Klemchuk, 1975.	
16	Week 7 Mon. Oct. 12	Asian Spirituality and Health (cont.)	Harrington, ch. 6, “Eastward Journeys,” 222-242	5-page reflection paper due
	Week 7 Wed. Oct. 14	Acupuncture	Barnes 2005, Multiple Meanings of Chinese Healing in the United States”	Guest speaker
17	Week 7 Fri. Oct. 16	Neuroscience and Religion	Yaden, Newberg and Iwry 2017, “Neuroscience and Religion: Surveying the Field”	
18	Week 8 Mon. Oct. 19	Neuroscience and the Study of Mindfulness	Saunders and Heineberg 2017, “Neuroscience, Religion, and the Study of Mindfulness”	Blog post 4 on Chinese medicine due

Lecture	Day	Topic	Reading	Assignments and Activities
19	Week 8 Wed. Oct. 21	Healing Touch/Reiki	Levin 2011, "Energy healers: who they are and what they do"	Review for midterm
	Week 8 Fri. Oct. 23	MIDTERM	Online	
Unit 4: Models of Interaction: Religion and Medicine				
20	Week 9 Mon. Oct. 26	Measuring Prayer	Jantos, "Prayer and Meditation"	
21	Week 9 Wed. Oct. 28	Measuring the Impact of Religion	Kliwer and Saultz, ch. 2, 24-32, Toward a Model of Integration; Optional Abu-Raiya and Pargament 2012	
22	Week 9 Fri. Oct. 30	Religious Coping and Struggle	Kliwer and Saultz ch. 4, "The impact of spirituality," 63-83; Sloan 2011, "Fighting Spirit"	
23	Week 10 Mon. Nov. 2	Integrative Medicine Models	Weil, Andrew 1995. "Making the Right Decisions"	
24	Week 10 Wed. Nov. 4	Integrative Medicine Models	Jonas and Calabrese "Learning from History of Integrative Preventive Medicine" 2017	Group discussion 4
25	Week 10 Fri. Nov. 6	Aesthetics and Healing	Frey, "Healing Environments," 2007	
Unit 5: At the Borderlands of Psychology, Religion and Medicine				
26	Week 11 Mon. Nov. 9	Narrative Medicine	Cole, Carlin and Carson 2015, "Narratives of Illness"	
	Week 11 Wed. Nov. 11	No class: Veterans' Day		
27	Week 11 Fri. Nov. 13	Religion and Psychology	Jones, ch. 1, "Models of Relationship" 9-13, ch. 3, "Transference and the Dynamics of Religion," 68-85 Optional: Clifford, Psychotherapy and Religion	Blog post 4 due on Unit 4
28	Week 12 Mon. Nov. 16	Depression	Either Styron, Heffernan or Alvarez (according to group assignments)	Group work (entire class)

Lecture	Day	Topic	Reading	Assignments and Activities
29	Week 12 Wed. Nov. 18	Ritual, Trauma, and Dreams	Bulkeley, "Ritual Healing"	
30	Week 12 Fri. Nov. 20	Twelve-Step and Spirituality	Booth and Martin 1998, "Spiritual and Religious Factors in Substance Use, Dependence, and Recovery," 175-185	Guest speaker
31	Week 13 Mon. Nov. 23	Addiction, cont.	Booth and Martin 1998, 185-196	
	Week 13	Thanksgiving Recess No Class Nov. 25-27		
32	Week 14 Mon. Nov. 30	Entheogens	Pollan, "A New Door," 1-19	Blog post 5 due on addiction and guest speaker
33	Week 14 Wed. Dec. 2	Entheogens, cont.	Barnard, 2017 "Entheogen-Based Religions and Spirituality"	Group discussion 5 Report due
	Week 14 Fri. Dec. 4	Oral Presentations		
	Week 15 Mon. Dec. 7	Oral Presentations		
	Week 15 Wed. Dec. 9	Review	Review for Final Exam	
		Reading days Dec. 10-11		
	Fri. Dec. 18	FINAL EXAM	12:30 pm – 2:30 pm	