

REL 3099: Spirituality & Health Care, Fall 2021

Prof. Erin Prophet. eprophet@ufl.edu

Time: M 3 p.m. – 6 p.m. (Periods 8-10); Location: FLI 0105

Office: Anderson Hall 130

Office hours: In-person (remote available by request): M, 1:30 – 2:30 p.m.; Tu, 3:30 – 4:30 p.m.;

Th: 4:00-5:00 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

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

¹ Turner 2005, p. 387.

² Sloan 2006, p. 4.

³ 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

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.
- 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 Canvas assessments 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	Weekly (5 points ea.)	10%
In-class group work	6 assignments	5%
Blog Posts	6 blog posts (15 points ea.)	5%
Reflection Paper	50 points	10%
Report	150 points	20%
Oral Presentation	25 points	5%
Midterm Exam	150 points	15%

Assignment	Points per Assignment	Percentage Weight
Final Exam	200 points	20%
Total		100%

Weekly quizzes: Quizzes will be given weekly. 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 lowest quiz will be dropped. 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

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.

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

Attendance and participation are highlighted in this 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](#). 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 class on a regular basis, you must receive permission in advance.

COVID-19 Protocols

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider

if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

I will be recording all lectures for the benefit of enrolled students who may miss class for excused reasons, such as illness or quarantine. Students with an excused absence may be allowed to make up classes via recorded lectures. However, those without a valid excuse can only receive credit for attendance by attending class in the classroom. I am not offering a hybrid option for this course.

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.

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.

Recommended Text:

Kliewer, 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.

Ferngren, Gary B. (2012). “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.

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.
- Kliwer, Stephen, and John W. Saultz. (2006). *Healthcare and Spirituality*. Boca Raton, Florida: CRC Press. Chapters 1, 2 and 4 (exc).
- 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>.
- 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: Psychophysiologic 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. 23	Course Review: Syllabus	Optional: Belarde 2020 .	
Unit 1: Historical Western Approaches to Mind, Body and Spirit				
2	Week 1 (cont.)	Medicine and the Soul	Optional: Kliever and Saultz, ch. 1, pp. 1-12	
3	Week 1 (cont.)	Origins of Western Biomedicine	Optional : Ferngren	Group Discussion 1 (15 min.)
4	Week 2 Mon. Aug. 30	Definitions: Religion, Spirituality and Medicine	Wulff 2012, “Spirituality: A Contemporary Alternative”	Blog post 1 on Course Objectives due
5	Week 2 (cont.)	The Power of Suggestion, part 1	Harrington, <i>The Cure Within</i> , Intro. and Ch. 1, pp. 15-49	
6	Week 2 (cont.)	Nineteenth-Century Medicine and Religion	Fuller, ch. 2, “Sectarian Healing...in the Nineteenth Century”	
	Mon. Sept. 6 (no class, Labor Day)			
7	Week 3 Mon. Sept. 13	The Power of Suggestion, part 2	Harrington, ch. 1, “The Power of Suggestion,” 49-66	
8	Week 3 (cont.)	From Mesmer to New Thought	Fuller, ch. 3: “From Physic to Metaphysic”	
9	Week 3 Cont.	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 Mon. Sept. 20	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 (cont.)	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 4 (cont.)	Positive Thinking and Christian Science	Harrington, ch. 3, “The Power of Positive Thinking,” 110-138.	Guest Speaker
12	Week 5 Mon. Sept. 27	The Placebo Question	Specter, 2011: “The Power of Nothing”;	
13	Week 5 (cont.) Mon.	Stress and the Mind	Harrington, ch. 4, “Broken by Modern Life.”	Blog post 3 on positive thinking due
14	Week 5 (cont.)	Love and Healing	Harrington, ch. 5, “Healing Ties”	Group discussion 3
Unit 3: Western Biomedicine and Asian Religion				
15	Week 6 Mon. Oct. 4	Meditation, Asian Spirituality and Health	Harrington ch. 6, “Eastward Journeys,” 205-222; Optional: Benson, Greenwood and Klemchuk, 1975.	
16	Week 6 (cont.)	Asian Spirituality and Health (cont.)	Harrington, ch. 6, “Eastward Journeys,” 222-242	5-page reflection paper due
	Week 6 (cont.)	Acupuncture	Optional: Barnes 2005, Multiple Meanings of Chinese Healing in the United States”	Guest speaker
17	Week 7 Mon. Oct. 11	Neuroscience and Religion	Yaden, Newberg and Iwry 2017, “Neuroscience and Religion: Surveying the Field”	
18	Week 7 (cont.)	Neuroscience and the Study of Mindfulness	Saunders and Heineberg 2017, “Neuroscience, Religion, and the Study of Mindfulness”	Blog post 4 on Chinese medicine due
19	Week 7 (cont.)	Healing Touch/Reiki	Levin 2011, “Energy healers: who they are and what they do”	Guest speaker
Unit 4: Models of Interaction: Religion and Medicine				

Lecture	Day	Topic	Reading	Assignments and Activities
	Week 8 Mon. Oct. 18	Measuring Prayer	Jantos, "Prayer and Meditation"	
20	Week 8 (cont.)	Measuring the Impact of Religion	Kliwer and Saultz, ch. 2, 24-32, Toward a Model of Integration; Optional: Abu-Raiya and Pargament 2012	
21	Week 8 (cont.)	Review for Midterm		
	Week 9 Mon. Oct. 25	MIDTERM		MIDTERM (in class)
22	Week 9 (cont.)	Religious Coping and Struggle	Kliwer and Saultz ch. 4, "The impact of spirituality," 63-83; Sloan 2011, "Fighting Spirit"	
23	Week 9 (cont.)	Integrative Medicine Models	Weil, Andrew 1995. "Making the Right Decisions"	
24	Week 10 Mon. Nov. 1	Integrative Medicine Models	Jonas and Calabrese "Learning from the History of Integrative Preventive Medicine" 2017	
25	Week 10	Aesthetics and Healing	Frey, "Healing Environments," 2007	
	Week 10 (cont.)			Guest speaker and group discussion 4
Unit 5: At the Borderlands of Psychology, Religion and Medicine				
26	Week 11 Mon. Nov. 8	Narrative Medicine	Cole, Carlin and Carson 2015, "Narratives of Illness"	
	Week 11 (cont.)	Depression	Either Styron, Heffernan or Alvarez (according to group assignments)	Group work (entire class)
27	Week 11 (cont.)	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 5 due on Unit 4

Lecture	Day	Topic	Reading	Assignments and Activities
28	Week 12 Mon. Nov. 15	Twelve-Step and Spirituality	Booth and Martin 1998, “Spiritual and Religious Factors in Substance Use, Dependence, and Recovery,” 175-185	
29	Week 12 (cont.)	Addiction, cont.	Booth and Martin 1998, 185-196	Guest speaker
		Thanksgiving Recess No Class Nov. 22-26		
30	Week 13 Mon. Nov. 29	Ritual, Trauma, and Dreams	Bulkeley, “Ritual Healing”	
32	Week 13 (cont.)	Entheogens	Pollan, “A New Door,” 1-19	Blog post 6 due on addiction
33	Week 13 (cont.)	Entheogens, cont.	Barnard, 2017 “Entheogen-Based Religions and Spirituality”	Group discussion 5
	Week 14 Mon. Dec. 6	Oral Presentations		Review for Final Exam Report due
		Reading days Dec. 9-10		
	Wed. Dec. 15	FINAL EXAM	3:00 p.m. – 5:00 p.m.	

Campus Resources

HEALTH AND WELLNESS

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

ACADEMIC RESOURCES

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

On-Line Student Complaints: distance.ufl.edu/student-complaint-process/ /