

Syllabus

REL3099: Spirituality & Health Care

- Meeting Time: MWF, 6 (12:50 p.m. – 1:40 p.m.)
- Meeting location: Anderson 0032
- Prof. Erin Prophet: eprophet@ufl.edu
 - Office: Anderson Hall 130
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 - Office Hours: M, W, 4:15-5:15 or by appointment
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 - Office hours: by appointment



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....confront head-on the age-old dualisms of our culture that we know are wrong, but do not quite know how to fix.

¹ Turner 2005, p. 387.

² Sloan 2006, p. 4.

—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. They will fulfill the general education student learning outcomes by mastering the required content and demonstrating competency in critical thinking through analyzing information from multiple perspectives and communicating the knowledge and ideas they have learned in both written and oral forms.

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 and Learning Outcomes

Students will apply qualitative analysis to evaluate 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.

³ Harrington, Anne, 2008, p. 255.

- 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 general education [student 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 papers, a midterm and final, and through in-class group 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. 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 – 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 a reflection paper and a research paper 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, exams, 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, and osteopathy, and the separation of “alternative” medicine from Western biomedicine.
- 2) **Mind and Medicine in the Twentieth and Twenty-First Centuries.** This unit explores 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 about prayer, meditation and spiritual practices from cognitive neuroscience and asks how they can (or whether they should) be applied 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

- Attendance
- In-class group work discussions (periodic)
- Blog posts (online)
- Midterm exam: Multiple choice, short answer and essay; see class schedule for details.
- Final quiz: Multiple choice, short answer and essay; see class schedule for details.
- Writing: Two papers: a 1500-word reflection paper and a 2500-word research paper.
- Oral presentation: Presenting the results of the research project to fellow students.

Grading Policies

The course grading rubric 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

Evaluation of Grades

Assignment	Points per Assignment	Percent of Grade
Attendance	10 points per class	15%
In-class group work	5 assignments (10 points ea.)	5%
Blog Posts	6 blog posts, 300 words ea.; 15 points ea.	10%
Reflection Paper	1500 words, 100 points	10%
Research Paper	2500 words. Paper Proposal (50), Outline (50), Paper draft (100); Revised paper (100)	30%
Oral Presentation	A 5-minute presentation of the results of the student's research project	5%
Midterm Exam	150 points	15%
Final Quiz	100 points	10%
Total		100%

Assignment Descriptions

Attendance: Attendance will be taken during each class. The lowest score will be dropped. Attendance represents 15% 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 question provided beforehand in a clear, succinct, and original way. They must refer to at least five of the course readings. In Units 1 and 2 we examined the shifting relationships between religion, medicine, health care, psychology and indigenous or folk traditions between the eighteenth and twentieth centuries. Discuss the story prompt and how it demonstrates these shifting boundaries. Bolster your discussion with reference to the course readings. State your opinion on why and how the shifts occurred. What are some of the tensions that resulted from the transformation of relationships? What are some of the ways in which the "story" of illness, in Harrington's terminology, changed over time? After you have discussed the domains, spend at least 1 page and up to 1 1/2 pages either discussing a personal anecdote from your own life or something you have observed in direct experience or in a documentary, novel or film, as it relates to the larger questions of shifting boundaries.

Research Paper: 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. The topic of the paper should be one on which the student can conduct research and develop a thesis. The student may choose to investigate a particular therapeutic modality or to compare one or more systems. Topics must be approved by the instructor 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 five peer-reviewed, academic sources in addition to five course readings and should also make a persuasive argument, which may build upon the student's own experience. The report should also discuss the student's own personal experience with the modality or can bring in a primary source description of someone else who has experienced it. The paper must be at least 2,500 words (not including reference list or footnotes). The reference list must be complete and include all sources cited in the paper, including course and non-course readings. Use APA 7th edition citation style for both papers or another style guide approved by the instructor. Papers must be prepared in Microsoft Word and submitted both on paper and online via Turnitin.

Midterm: The midterm exam will consist of multiple choice and essay questions.

Final quiz: The final quiz will consist of multiple choice, short answer, and essay questions, and will cover all material until the last day of class.

Writing Requirement

This course confers 2,500 words towards the writing requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Course grades have two components. The papers are graded both with a numerical points grade and a Satisfactory (S) or Unsatisfactory (N) grade. Students who receive an unsatisfactory on a paper will have one additional opportunity to revise and resubmit. ***To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.***

The [University Writing Studio](#) can provide assistance with writing or rewriting of papers:

Style guide: The recommended style guide is the American Psychological Association (APA). Students may use another style with instructor approval.

Papers will be graded based on the following rubric:

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Course Policies

Returned Assignments

Assignments will usually be returned to students no later than one week after they are submitted. At the end of the semester, unreturned course work will be available for pickup in Dr. Prophet's office in Anderson 130 for 60 days after the official date that grades are posted by the registrar. After this time, they will be recycled.

Late or Missing Assignments

Late assignments will be penalized and may not receive credit. However, students will be provided with the opportunity to make up missed assignments in the case of excused absences.

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.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

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. Students should set up their Canvas account so that they receive instructor announcements via Canvas directly in their email.

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](#). 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. Make-up assignments will be provided for those with excused absences, and recordings may be available for students with excused absences.

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 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 at the [Gator Evals site](#).

Humanities Credit

This course meets the requirements for the University of Florida's general education 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 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 Nell Casey, ed. *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/2020/04/20/fighting-a-pandemic-camus-the-plague-and-the-physicians-struggle-to-treat-in-the-covid-19-outbreak/) 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 Nell Casey, ed. *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.
- Whorton, James C. (2002). "The Hippocratic Heresy," ch. 1 in *Nature Cures: The History of Alternative Medicine in America*. Oxford: Oxford University Press.

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 Wed. Aug. 24	Course Review: Syllabus	Optional: Belarde 2020 .	
Unit 1: Historical Western Approaches to Mind, Body and Spirit				
2	Week 1 (cont.) Fri. Aug. 26	Medicine and the Soul	Optional: Kliever and Saultz, ch. 1, pp. 1-12	
3	Week 2 Mon. Aug. 29	Origins of Western Biomedicine	Optional: Ferngren	Group Discussion 1 (15 min.)
4	Week 2 Wed. Aug. 31	Definitions: Religion, Spirituality and Medicine	Wulff 2012, “Spirituality: A Contemporary Alternative”	
5	Week 2 (cont.) Fri. Sep. 2	The Power of Suggestion, part 1	Harrington, <i>The Cure Within</i> , Intro. and Ch. 1, pp. 15-49	Blog post 1 on Course Objectives due
6	Week 3 Wed. Sep. 7	Nineteenth- Century Medicine and Religion	Fuller, ch. 2, “Sectarian Healing...in the Nineteenth Century”	
7	Week 3 Fri. Sep. 9	Naturopathy	Whorton, “The Hippocratic Heresy”	
8	Week 4 Mon. Sep. 12	The Power of Suggestion, part 2	Harrington, ch. 1, “The Power of Suggestion,” 49-66	
9	Week 4 Wed. Sep. 14	From Mesmer to New Thought	Fuller, ch. 3: “From Physic to Metaphysic”	
10	Week 4 Fri. Sep. 16	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	

Lecture	Day	Topic	Reading	Assignments and Activities
11	Week 5 Mon. Sep. 19	Psychology and Religion	Harrington, ch. 2, "The Body that Speaks," 67-88.	Blog post 2 on Unit 1 due
12	Week 5 Wed. Sep. 21	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.	
13	Week 5 Fri. Sep. 23	Positive Thinking and Christian Science	Harrington, ch. 3, "The Power of Positive Thinking," 110-138.	Guest Speaker
14	Week 6 Mon. Sep. 26	The Placebo Question	Specter, 2011: "The Power of Nothing"	
15	Week 6 Wed. Sep. 28	Stress and the Mind	Harrington, ch. 4, "Broken by Modern Life."	Blog post 3 on positive thinking due
	Fri. Sep. 30		NO CLASS	
16	Week 7 Mon. Oct. 3	Love and Healing	Harrington, ch. 5, "Healing Ties"	Group discussion 3
			Unit 3: Western Biomedicine and Asian Religion	
17	Week 7 Wed. Oct. 5	Meditation, Asian Spirituality and Health	Harrington ch. 6, "Eastward Journeys," 205-222; Optional: Benson, Greenwood and Klemchuk, 1975.	
	Week 7 Fri. Oct. 7		NO CLASS: Homecoming	
18	Week 8 Mon. Oct. 10	Asian Spirituality and Health (cont.)	Harrington, ch. 6, "Eastward Journeys," 222-242	5-page reflection paper due (1500 words)
	Week 8 Wed. Oct. 12	Acupuncture	Optional: Barnes 2005, Multiple Meanings of Chinese Healing in the United States"	Guest speaker

Lecture	Day	Topic	Reading	Assignments and Activities
19	Week 8 Fri. Oct. 14	Neuroscience and Religion	Yaden, Newberg and Iwry 2017, "Neuroscience and Religion: Surveying the Field"	
20	Week 9 Mon. Oct. 17	Neuroscience and the Study of Mindfulness	Saunders and Heineberg 2017, "Neuroscience, Religion, and the Study of Mindfulness"	Blog post 4 on Chinese medicine due
	Week 9 Wed. Oct. 19	Healing Touch/Reiki	Levin 2011, "Energy healers: who they are and what they do"	Guest speaker
			Unit 4: Models of Interaction: Religion and Medicine	
21	Week 9 Fri. Oct. 21	Measuring Prayer	Jantos, "Prayer and Meditation"	
22	Week 10 Mon. Oct. 24	Measuring the Impact of Religion	Kliwer and Saultz, ch. 2, 24-32, Toward a Model of Integration; Optional: Abu-Raiya and Pargament 2012	In class: review for midterm
	Week 10 Wed. Oct. 26	MIDTERM		MIDTERM (in class)
	Week 10 Fri. Oct. 28		Boundaries and Decision-making	Guest speaker
23	Week 11 Mon. Oct. 31	Religious Coping and Struggle	Kliwer and Saultz ch. 4, "The impact of spirituality," 63-83; Sloan 2011, "Fighting Spirit"	
24	Week 11 Wed. Nov. 2	Integrative Medicine Models	Weil, Andrew 1995. "Making the Right Decisions"	Proposal for final research paper due
25	Week 11 Fri. Nov. 4	Integrative Medicine Models	Jonas and Calabrese "Learning from the History of Integrative Preventive Medicine" 2017	
26	Week 12 Mon. Nov. 7	Aesthetics and Healing	Frey, "Healing Environments," 2007	Group Discussion 4
Unit 5: At the Borderlands of Psychology, Religion and Medicine				

Lecture	Day	Topic	Reading	Assignments and Activities
27	Week 12 Wed. Nov. 9	Narrative Medicine	Cole, Carlin and Carson 2015, “Narratives of Illness”	
	Fri. Nov. 11	Veterans’ Day	NO CLASS	
	Week 13 Mon. Nov. 14	Depression	Either Styron, Heffernan or Alvarez (according to group assignments)	Group work (entire class)
28	Week 13 Wed. Nov. 16	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	Outline for final research paper due
29	Week 13 Fri. Nov. 18	Twelve-Step and Spirituality	Booth and Martin 1998, “Spiritual and Religious Factors in Substance Use, Dependence, and Recovery,” 175-185	
30	Week 15 Mon. Nov. 21 (Online class)	Addiction, cont.	Booth and Martin 1998, 185-196	Guest speaker (online class)
		Thanksgiving Recess No Class Nov. 23-25		
31	Week 16 Mon. Nov. 28	Ritual, Trauma, and Dreams	Bulkeley, “Ritual Healing”	Draft of final research paper due (2500 words)
32	Week 16 Wed. Nov. 30	Entheogens	Pollan, “A New Door,” 1-19	Blog post 6 due on addiction
33	Week 16 Fri. Dec. 2	Entheogens, cont.	Barnard, 2017 “Entheogen-Based Religions and Spirituality”	Group discussion 5
	Week 17 Mon. Dec. 5	Oral Presentations		Review for Final Quiz

Lecture	Day	Topic	Reading	Assignments and Activities
	Week 17 Wed. Dec. 7	Oral Presentations		Final Quiz
		Reading days Dec. 8-9		Final Paper Due Dec. 9

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 <https://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 <https://shcc.ufl.edu>

University Police Department: Visit <https://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; <https://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: 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.

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