Draft Syllabus - Spiritual Distress, Crises and Care: Theory and Practice-

KNP3510

Summer 2014: Fridays May 9 –June 27, 9-12:30
9-11 – Presentation; 11-12:30 – Seminar, activity-based learning

Description
Practitioners of spiritual care, whether in institutional, community or ecclesial contexts, need to be able to recognize and respond to the multiple ways that death, major loss and mental health can impact human behaviour, relationships and functioning. This course covers central theories related to spiritual assessment and care in the face of trauma, suicide, crisis, dementia and grief. As well, it provides a strong grounding to understand common mental health challenges that can impact healing, including mood disorders and post-traumatic stress disorder (PTSD), as identified in the DSM-V. Students will have the opportunity to develop assessment and spiritual care practices to work effectively with people facing life-altering situations. This course is intended for CPE students and interested others.

Faculty: Pamela R. McCarroll, Knox College and Clinical Pastoral Education (CPE) Supervisors of GTA: Jan Kraus; Marc Doucet; Sharon Konyen; Bob Hunt; Kathy Edmison; Anke Flohr; Kosu Boudreau; Linda Kuschnik; Shawn Lucas.

ATS Outcomes
By the end of the course students will
- Be able to articulate how spiritual care in contexts of spiritual distress and crises relates to their religious heritage and understandings of service. (Religious Heritage)

- Develop competencies of spiritual care in contexts of distress and crisis that demonstrate respect difference. (Cultural Context)
- Develop capacity to understand how clients’ social identity and context impact spiritual distress and crises and the effects on care. (Cultural Context)

- Articulate how their use of self in spiritual care can serve the therapeutic relationship in the midst of the spiritual distress and crisis. (Personal Spiritual Formation)

- Identify and demonstrate understanding and effective use of different models of spiritual assessment and how spiritual assessment and care are related to other practices of care in a multidisciplinary setting. (Capacity for Ministry)
- Demonstrate knowledge and understanding of research and theories on grief, bereavement, death and dying, crisis, trauma, major mood disorders, suicidality, dementia and end-of-life care – and ways these impact human behaviour, relationships and functioning. (Capacity for Ministry)
- Demonstrate ability to utilize spiritual assessment tools and to implement appropriate spiritual care practices that tend to persons in the face of spiritual distress and crises. (Capacity for Ministry)
CRPO Compatible Entry-to-Practice Competencies (numbers refer to Entry-to-Practice Competency Profile for Registered Psychotherapists)

This course will enable students to further develop a framework based upon established spiritual care and psychotherapeutic theories and practice (1.2), including further integration of the following:
- Integration of theories upon which their practice of spiritual care is based (1.2a);
- Integration of knowledge of how human problems develop from a spiritual care perspective (1.2b), while also introducing the psychological and medical understandings that impact on assessment and practice of spiritual care;
- Integration of understandings of healing and recovery related to assessment and scope of practice (1.2f)
- Integration of knowledge of the impact of trauma on psychological functioning (1.2g)
- The course will enable students to further integrate knowledge of the comparative theories relevant to their spiritual care practice (1.3) including the following
  - Integrate knowledge of key concepts common to all spiritual care and psychotherapeutic practice (1.3a)
  - Integration of knowledge of psychopathology (1.3c) and its relationship with spiritual care
  - Recognition of major diagnostic categories in current use that particularly pertain to spiritual care (1.3d)

The course will continue to build on the following competencies:
- Integration of awareness of self in relation to professional role (1.4)
- Use of effective communication appropriate to spiritual care practice (2.1)
- Evaluate and enhance spiritual care practice (3.4)
- Develop appropriate referral network (4.6) that integrate knowledge of human and cultural diversity (1.5).

Course Requirements and Evaluative Criteria

COURSE POLICIES

Policies for courses are contained in the TST Basic Degree Handbook and the Knox Student Handbook. In particular note:

Cell Phones: Cell phones can be disruptive to the classroom experience. Students, therefore, should turn off or set their phones to silent and refrain from using them while in class. Cell phone use is permitted only for medical professionals who are on call and for students who need to be in constant contact with ill family members or minors. Students who meet either of these requirements should inform the professor prior to class.

Use of Technology: Laptops and other computing devices may be used in the classroom for note taking purposes only. The use of the internet is not permitted while class is in session unless it is part of a specific class activity. Students wishing to text message, search for images, fact check etc. should do so during the break or outside of class. Much of the learning that goes on in the classroom is founded upon mutual disclosure that takes place between the instructor and the student and between students. Parties outside of that learning community have not committed themselves to this relationship of trust. For this and other reasons, permission to record lectures
in audio format is granted for use by registered students only. Video recording is not permitted without the written permission of the instructor. Recordings and notes of class lectures may not be electronically reproduced, posted or distributed without the written permission of the instructor.

**Late Policy:** one grade (4 marks) deducted per week late.

**Completion of Course work:** All course work must be completed and submitted by the due date of final paper (**August 18, 2014**). Only in the case of illness (with a note from a doctor), bereavement or other unusual circumstances will an SDF extension be considered and this must be authorized by the Faculty. A request for a SDF extension must be submitted in writing by the last day of the class to the Registrar or the Director of Academic Programs who will refer the matter with a recommendation, to the Faculty for final decision.

**Submission of course work:** Assignments due during class time will be submitted on recycled or re-used paper. Assignments due after class time can be submitted by email.

**Attendance and lateness:** Consistent and timely attendance is required. If a student is unable to attend a class the professor is to be informed by email. More than 2 absences will result in failure to pass the course. Habitual lateness will be regarded as absence.

**Email correspondence:** Communication by email can ONLY take place through UTOR acct.

**Plagiarism Policy:** See TST Basic Degree Handbook and the Knox Student Handbook.

**Weekly Schedule**

Week 1 – May 9 – Introduction – Spiritual Assessment

Week 2 – May 16 – Spiritual Assessment

Week 3 – May 23 - Grief and Bereavement – Assessment and Care

Week 4 – May 30 – Death and Dying – Assessment and Care

Week 5 – June 6 – Trauma/PTSD – Assessment and Care

Week 6 – June 13 – Mood Disorders – Assessment and Care

Week 7 – June 20 – Suicidality – Assessment and Care

Week 8 – June 27 – Elder Care and Dementia – Assessment and Care

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1 Required weekly readings will be drawn from bibliography.
**Evaluation**

*Participation* – 50%
Active participation in seminar, consistent attendance and attention, leadership in small group as required.

*Proposal and final Research Paper or Case Study* – 10% and 40%

**Proposal** – (10%) Submit a proposal for either a research paper or a case study paper. Include 2 pages of basic description of your plan plus bibliography. For research paper please include a research question, an outline of the literature (and search process) you will review to address your research question and a bibliography
- max 2 pages (plus bibliography) due via email **June 16** to Pam McCarroll

**Research Paper** - 40% - Submit research paper complete with the following:
1) **Introduction** to your research question.
   Why is it important to explore? What is the problem to which it responds?

2) **Summary of the process of the literature review** by which you seek to address your research question - literature from course, search of specific database(s). What search method did you use? – key word? subject? Etc., English language, etc

3) **List of the dominant themes emerging** from the literature review. Read through articles to delineate some of the repeated themes that are emerging in terms of the literature on the topic.

4) **Brief summary** as to how the literature responds to your research question.

5) **Conclusion** including what this means for you in your practice and what further questions remain for further research in this area and bibliography.

**OR Case Study** based on a clinical experience that enables you to demonstrate understanding and integration of aspects of the course

1) **Background Information** - The first section of your paper will present patient’s/family’s background. Include factors such as age, gender, work, health status, family mental health history, family and social relationships, drug and alcohol history, religious history, life difficulties, goals, spiritual inclinations.

2) **Description of the Presenting Issues** - In the next section of your case study, you will describe the problem or symptoms that the client presented with. Describe any physical, emotional or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. Any screening or diagnostic assessments that are used should also be described in detail and all scores reported.

3) **Your Assessment** - What is going on here? What are the primary issues with which the person is contending? How does their experience relate to the theory on the issue (grief, suicidality
crisis, dementia, mood disorder, trauma, PTSD, etc). What is your spiritual assessment of their primary issues? What is your plan for care?

4) Intervention – What did you do? This section will focus on the intervention used to care for the patient/family. What do you do to care for the client? Include verbatim sections as possible.

5) Self Evaluation – What did you do well? What do you need to work on? What did you learn? What do you want to learn more about?

10 pages, due to Pam McCarroll via email by August 18, 2014 (earlier submission welcome)

Bibliography

Spiritual Assessment


**Spiritual Care – website resources and other**


Center for Spirituality, Theology & Health: [http://www.spiritualityandhealth.duke.edu/](http://www.spiritualityandhealth.duke.edu/)


☞ CASC/ACSS: [http://www.spiritualcare.ca](http://www.spiritualcare.ca) (formerly CAPPE)

“Recommended Reading”, “Publications” and “Links” for lots of suggestions. Be sure to read Journal of Pastoral Care and Counselling


Journal of Religion and Film: [http://www.unomaha.edu/jrf/](http://www.unomaha.edu/jrf/)

Judaism 101: [http://www.jewfaq.org/index.htm](http://www.jewfaq.org/index.htm)


**Grief and Bereavement**

Rando, Therese. *Grief, Dying and Death* (Research Press 1984)


-----------------------. *Treatment of Complicated Mourning*. Champaign, IL: Research Press. 1993

-----------------------. *Clinical Dimensions of Anticipatory Mourning: Theory and Practice in working with the Dying, their loved ones, and their caregivers* (Research Press 2000)


Worden, William J. *Grief Counselling and Grief Therapy*


**Death and Dying**

Kuebler-Ross, Elisabeth. *Death and Dying*


Rando, Therese. *Grief, Dying and Death* (Research Press 1984)


**Crisis Intervention**


**Suicidality, Assessment and Treatment**


Matakas, Frank and Rohrbach. *Suicide Prevention in the Psychiatric Hospital*. Suicide and Life-Threatening Behavior, October, Vol. 37, No. 5: 507–517.


**Trauma and PTSD**


------------------. *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. North Atlantic Books, 2010


Ogden, Pat; Minton, Kekumi; Paine, Clare. *Trauma and the Body A Sensorimotor Approach*. (2006)

Roberts, Stephen B., Ashley, Willard W.C.. *Disaster Spiritual Care: Practical Clergy Responses to Community, Regional and National Tragedy* (Jewish Lights Publishing 2008)


Psychological First Aid Field Operations Guide.  

**Mood Disorders** (Depression, Anxiety, OCD, Bi-Polar, Borderline Personality Disorders)  


Williams, J; Teasdale, J.; Segal, Z.; Kabatt-Zinn, J. *Mindful Way through Depression.* Guilford Press, 2012  
[https://www.youtube.com/watch?v=kYwyzkb67pA](https://www.youtube.com/watch?v=kYwyzkb67pA)


[https://www.youtube.com/watch?v=gLjGgMzClfY](https://www.youtube.com/watch?v=gLjGgMzClfY) This video provides a higher level discussion of the issues faced by families as they struggle to get help for their loved ones with mental illness. There are significant gaps and problems with the mental health "system" in
Ontario, and in the rest of Canada. (50 minutes)

**Elder Care and Dementia**


http://www.youtube.com/watch?v=AvVqhX7E0nU&list=PL8dBd7sf045eYwGn-bjYUjzFG4EwqvEl&index=13  John Swinton about "Theology and Dementia" at 2012 Summer Institute on Theology and Disability, Bethesda Institute, Watertown, WI

http://www.alzheimer.ca/en  Alzheimer's Society Canada

http://www.youtube.com/user/AlzheimersSociety  link to multiple educational youtubes


*Movies about Alzheimer's/Dementia: Away from Her (2007); The Notebook (2004); Iris: The Memoir of Iris Murdoch (2001)*

*Aging:*


Weaver, Andrew and Harold Koenig. *Counseling Troubled Older Adults.* Nashville, TN: Abingdon Press. 2005

The Canadian Geriatrics Journal is an open access publication available on-line, and is published four times per year at cgjonline.ca.