

DRAFT Course Syllabus
KNP3511HF – Spiritual Care Assessment and Planning
Knox College
Toronto School of Theology
Summer 2016

Instructor Information

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Course Identification

Course Number: KNP3xxx
Course Name: Spiritual Care Assessment and Planning
Course Location: Room 4, Knox College
Class Times: Fridays 8:30-12:30
Prerequisites: KNH1020H – History I, KNH2020H – History II

Course Description

How do we assess the needs of those seeking spiritual care and counselling? How do we respond appropriately and develop plans for care that attend to the psycho-spiritual dimensions of life? This course equips students for the practice of spiritual assessment and developing plans for care. Students will learn the history and primary theories in the field of spiritual care assessment and will engage in experiential learning opportunities to develop their skills in creating a care plan. This course is well suited to people interested in developing their spiritual care practice in institutional contexts (hospital, hospice, prison, etc.) and for those interested in building their skills for spiritual care in congregational or social ministry contexts. This course includes CRPO entry-to-practice and CASC competencies and can be taken alongside or embedded within a CPE intensive unit or as part of a regular course load. 32 Contact hours

Classes will include presentations/lectures and small group experiential learning. Evaluation will take place through participation, submission of a case study and a final research/integrative paper.

Course Resources

Required Course Texts/Bibliography

Required resources will be posted on Blackboard.

Recommended books will be available on reserve.

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask [xxx] for further help.

Course Learning Objectives

College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes.

CASC Competencies: This course will focus primarily on competency 1 with indirect learning of CASC competencies 2-10.

Competency 1: Spiritual Assessment and care – these are distinct but inter-related activities. Spiritual Assessment is an extensive, in-depth, ongoing process of actively listening to and summarizing a client's story, spiritual strengths, needs, hopes and coping strategies as they emerge over time. Spiritual Care is the professional relationship with a client that provides a framework for ongoing assessment and inter-professional interventions that help meet the wellness needs and goals of the client(s). (ATS 2)

- 1.1 **Theoretical Foundations** – The professional relationship is established upon historical, theological/ philosophical, spiritual, psychological and socio-cultural frameworks that encompass knowledge of human development and transitions in life - 1-6
- 1.2 **Relational Approach** – Provides a relational and patient/family/client-centred approach to assessment and care that sensitively encounters clients and engages them in their healing process - 1-6
- 1.3 **Assessment** – Gains an understanding of a client's sources of spiritual strength, hope, needs, wellness goals, risks and methods/ways of coping through encountering the client - 1-13
- 1.4 **Planning** – Co-develops with the client(s) a spiritual care plan that complements and is integrated with the inter-professional care plan, treatment and interventions - 1-9
- 1.5 **Intervention** – Provides a variety of interventions and approaches to spiritual care and to needs assessment and co-developed care plans – 1-20
- 1.6 **Evaluation of Effectiveness** – Reviews therapeutic process and progress with client periodically and makes appropriate adjustments – 1-6

By the end of the course students will be able to demonstrate the following **CRPO entry-to-practice competencies**:

1. **Foundations** – through study of theory and practice of spiritual assessment, intervention and care planning students will enhance their understanding of the following: (ATS 2)
 - 1.1 Integrate theories of human psychological functioning, especially human growth theories, with spiritual assessment – a, b, c
 - 1.2 Work within a framework based upon established psycho-spiritual therapeutic theory – a, b, d, f.
 - 1.3 Integrate knowledge of comparative psychotherapy relevant to practice – a,b, c
 - 1.4 Integrate awareness of self in relation to professional role – a,b,c,d
 - 1.5 Integrate knowledge of human and cultural, spiritual and religious diversity – a,b,c,d,e
2. **Collegial & Interprofessional relationships** (CASC Comp 8) – through learning of best practices for developing plans for care, charting, note taking and interacting with clients regarding spiritual assessment the students will be able to demonstrate the following:
 - 2.1 Use of effective professional communication – a,b,c,d,e,f,g
 - 2.2 Maintain effective relationships – a,b,d
 - 2.3 Contribute to a collaborative and productive atmosphere
3. **Professional Responsibilities** – Students will be familiarized with several competencies and especially will demonstrate means by which to: (ATS 4)
 - 3.4 Evaluate and enhance professional Practice – a, b, c, d, e, f, g, I (CASC Comp 1.6
 - 3.7 Maintain client records – a (CASC Comp 5)
 - 3.8 Assist client with needs for advocacy and support – a,b (CASC Comp 7)
 - 3.9 Provide reports to third parties – a, b
 - 3.10 – Establish business practices relevant to professional role – a,b
4. **Therapeutic Process** – Through role playing, case studies students will develop competency utilizing in the following areas:
 - 4.1 Orient client to therapist's practice – a-h
 - 4.2 Establish and maintain core conditions for therapy – a-l
 - 4.3 Ensure safe and effective use of self – a-e (CASC Comp 2)
 - 4.4 Conduct appropriate risk assessment – a-e
 - 4.5 Structure and facilitate therapeutic process
 - 4.6 Refer client
 - 4.7 conduct effective closure process
5. **Professional Literature & Applied Research** – Through the course the student will be familiarized with literature in the field of spiritual assessments, screening, inventories and history, will analyse the different theories in relation to each other and to contexts of care and will practice applying research to clinical practice. 5.1-5.2 (ATS A)

Requirements

The final grade for the course will be based on evaluations in four areas.

students will be evaluated on participation (demonstration of having read and internalized readings) (15%) and active engagement in experiential learning opportunities including role playing and case study discussion (15%); submission of a case study with spiritual assessment and developed care plan (30%) and a research final paper that integrates theory with practice (40%).

(1) Preparation, participation and reading (15%) – Students are expected to demonstrate having read and integrated the content of readings and class content.

(2) Small group experiential learning process (15%) – all students are expected to participate in role plays, case study discussions and other small group learning.

(3) Case study paper (30%) – a case study with spiritual assessment and developed care plan.

(4) Final paper (40%) – a research or integrative paper on spiritual assessment tools and spiritual care practice

Grading System

A+ (90-100)

A (85-89)

A- (80-84)

B+ (77-79)

B (73-76)

B- (70-72)

Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades

may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Course Schedule

Week 1

May 6 Theory base for Spiritual Assessment: Fowler's stages of faith; Rogers' person/client-centred approach, Frankl logotherapy, narrative theory (CASC Competency 1.1)

Excerpts from:

Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (HarperOne, 1995)

Frankl, Viktor, *Man's Search for Meaning*

Week 2

May 13 Theory base for Spiritual Histories – Medical Models: HOPE (Anandarajah and Hight); FICA (Puchalski); SPIRIT (Maugans); CSI-MEMO (Koenig); FAITH (King) (CASC Competency 1.1)

Readings:

Anandarajah, Gowri, M.D., and ELLEN HIGHT, M.D., M.P.H, Brown University School of Medicine, Providence, Rhode Island. Spirituality and Medical Practice: Using the HOPE Questions as a Practical Tool for Spiritual Assessment <http://www.aafp.org/afp/2001/0101/p81.html>

Borneman, Tami & Betty Ferrell, & Christina M. Puchalski. Evaluation of the FICA Tool for Spiritual Assessment <http://prc.coh.org/pdf/EvalFICA.pdf>

Excerpts from:

Koenig, Harold. *Spirituality and Health Research: Methods, Measurements, Statistics and Resources* (Templeton Press, 2011)

------. *Spirituality in Patient Care: Why, How, When and What?*, 3rd edition revised and expanded (Templeton, 2013)

------, King, Dana & Carson, Verna. *Handbook of Religion and Health*, 2nd edition (Oxford, 2012)

Week 3

May 20 Theory base for Spiritual Assessment: Pruyser (Diagnostic Categories) and Fitchett (7X7 Model) (CASC Competency 1.1/1.3)

Excerpts from:

Fitchett, George. *Assessing Spiritual Needs* (Academic Renewal Press, 2002)

------. *Spiritual Care in Practice: Case Studies in Healthcare Chaplaincy* (Jessica Kingsley, 2015)

Pruyser, Paul. *Minister as Diagnostician*. (Westminster John Knox, 1987)

Week 4

May 27 Theory base for Spiritual Assessment: Three Awareness Tool/SAIL
(Meezonbroek) (CASC Competency 1.1/1.3)

Readings:

Hodge, David R. Spiritual assessment: A review of major qualitative methods and a new framework
Social Work; Jul 2001; 46, 3; ProQuest Nursing & Allied Health Source
<http://www.med.uottawa.ca/courses/totalpain/pdf/doc-45.pdf>

Meezenbroek, Eltica de Jager & Bert Garssen, Machteld van den Berg, Gerwi Tuytel, Dirk van
Dierendonck, Adriaan Visser & Wilmar B. Schaufeli (2012). "Measuring Spirituality as a Universal Human
Experience: Development of the Spiritual Attitude and Involvement List (SAIL)", *Journal of Psychosocial
Oncology*, 30:2, 141-167.

Week 5

June 3 History of the CPE movement and the articulation of professional competencies
(CASC Competency 1.1)

Week 6

June 10 Theory Base for Spiritual Assessment: INSPIRIT (VandeCreek) and Differentiating
between Healthy Spiritual/Religious Experience and Pathology (CASC
Competency 1.1/1.3)

Readings:

Vandecreek, Larry, D.Min. Using INSPIRIT to Conduct Spiritual Assessments
<http://pcc.sagepub.com/content/49/1/83.short>

Week 7

June 17 CASC Spiritual Assessment Competencies – Applying the theory in practice
(CASC Competency 1.1/1.3)

Readings:

Excerpts from CASC Manual - <http://www.spiritualcare.ca/manual.asp>

LaRocca-Pitts, Mark. FACT, A Chaplain's Tool for Assessing Spiritual Needs in an Acute Care Setting.
Chaplaincy Today 28.1.

http://www.professionalchaplains.org/files/publications/chaplaincy_today_online/volume_28_number_1/28_1laroccapitts.pdf

Week 8

June 24

Moving from Assessment to Care Planning – Whext (What next!) (CASC Competency 1.3/1.4)

Bibliography

Anandarajah, Gowri, M.D., and ELLEN HIGHT, M.D., M.P.H, Brown University School of Medicine, Providence, Rhode Island. Spirituality and Medical Practice: Using the HOPE Questions as a Practical Tool for Spiritual Assessment <http://www.aafp.org/afp/2001/0101/p81.html>

Borneman, Tami & Betty Ferrell, & Christina M. Puchalski. Evaluation of the FICA Tool for Spiritual Assessment <http://prc.coh.org/pdf/EvalFICA.pdf>

Cain, David J., ed. *Humanistic Psychotherapies: Handbook of Research and Practice*. Washington, DC: American Psychological Association, 2001

CASC Handbook <http://www.spiritualcare.ca/manual.asp>

Fitchett, George. *Assessing Spiritual Needs* (Academic Renewal Press, 2002)

----- . *Spiritual Care in Practice: Case Studies in Healthcare Chaplaincy* (Jessica Kingsley, 2015)

Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (HarperOne, 1995)

Frankl, Viktor, *Man's Search for Meaning*

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<http://www.med.uottawa.ca/courses/totalpain/pdf/doc-45.pdf>

Koenig, Harold. *Spirituality and Health Research: Methods, Measurements, Statistics and Resources* (Templeton Press, 2011)

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http://www.professionalchaplains.org/files/publications/chaplaincy_today_online/volume_28_number_1/28_1laroccapitts.pdf

Meezenbroek, Eltica de Jager & Bert Garssen, Machteld van den Berg, Gerwi Tuytel, Dirk van Dierendonck, Adriaan Visser & Wilmar B. Schaufeli (2012). "Measuring Spirituality as a Universal Human

Experience: Development of the Spiritual Attitude and Involvement List (SAIL)", *Journal of Psychosocial Oncology*, 30:2, 141-167.

Pargament, Kenneth I. *Spiritually Integrated Psychotherapy: Understanding and Assessing the Sacred* (Guilford Press, 2011)

Pruyser, Paul. *Minister as Diagnostician*. (Westminster John Knox, 1987)

Puchalski, Christina & Ferrell, Betty, eds. *Making Healthcare Whole: Integrating Spirituality into Patient Care* (Templeton Press, 2010)

----- . *A Time For Listening and Caring: Spirituality and the Care of the Chronically Ill and Dying* (Oxford Univ Press, 2006)

Roberts, Steven B., ed. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook* (Gemstone Press, 2011)

Rogers, Carl. *Client-Centered Therapy*. Boston: Houghton Mifflin, 1951.

--- . *On Becoming a Person*. Boston: Houghton Mifflin, 1961.

--- . *A Way of Being*. Boston: Houghton Mifflin, 1980

<http://www.minddisorders.com/Ob-Ps/Person-centered-therapy.html#b>

Savage, John. *Listening and Caring Skills* (Abington, 1996)

Vandecreek, Larry, D.Min. Using INSPIRIT to Conduct Spiritual Assessments
<http://pcc.sagepub.com/content/49/1/83.short>