

## **COURSE OUTLINE**

### **Spiritual & Ethical Care During Illness**

#### **Course Description**

AH 232. Spiritual & Ethical Care During Illness. 1 hour credit. This course will enable the student to explore the role of spirituality within ethical frameworks. The student will review spiritual assessment tools and select the tool for use in his/her practice setting. The student will discuss the spiritual needs of the individual experiencing illness and death.

#### **Course Relevance**

Courses in Spiritual Care help the student to recognize the importance of spirituality on mankind's view of the world. "Spiritual & Ethical Care During Illness" provides the student with the foundations for lifelong learning in the assessment of ethical spiritual care of the individual experiencing illness and death.

#### **Required Textbook**

O'Brien, M.E. (2003). *Spirituality in nursing: Standing on holy ground.* (2<sup>nd</sup> ed.). Sudberry, MA: Jones & Bartlett.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Discuss the interrelationship of religion, culture and health
2. Apply a selected spiritual assessment tool
3. Explain spiritual needs in illness and death
4. Discuss the ethical implications of spiritual care in times of illness
5. Summarize spiritual needs relating to life issues

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following PACT Skill areas:

1. Writing
  - The student will develop writing skills in the completion of assigned discussions of ethical implications of spiritual care and in the summarization of spiritual needs related to life issues.

Secondary skills (developed but not documented)

- Computer Literacy
- Internet Use
- Time Management

## **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Completion of a summative essay comparing the relationship of religion, culture, health and the ethical care of clients spiritual needs related to life issues, using a selected spiritual assessment tool.

## **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Interrelationship of religion, culture and health
  - B. Spiritual assessment
  - C. Influences of spirituality on health care
  - D. Ethical implications of spiritual care
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Relationship of health care and spirituality
  - B. Varied perspectives of ethnic and religious groups on health care beliefs
  - C. Ethical and spiritual implications of health care
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Spirituality
  - B. Culture
  - C. Ethical care
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Comprehend the relationship of religion, culture and health
  - B. Select and apply a spiritual assessment tool
  - C. Contrast the spiritual needs in chronic, acute and terminal illness
  - D. Define and explain the conflicts between ethical and spiritual care
  - E. Provide evidence of understanding of the concepts of the course in a written paper

## **Learning Units**

- I. Interrelationship of religion, culture and health
  - A. Religion relationship
  - B. Culture relationship
  - C. Health relationship
- II. Spiritual assessment tools
  - A. Review and selection of spiritual assessment tools
  - B. Self-assessment
- III. Spiritual needs in illness and death
  - A. Chronic illness
  - B. Acute illness
  - C. Terminal illness

- IV. Ethical Implications of spiritual care
  - A. Definition of ethical spiritual care
  - B. Conflicts between ethics and spiritual needs

- V. Spiritual needs relating to life issues

### **Learning Activities**

Independent learning activities will be assigned to assist the student in achieving the intended learning outcomes. Learning activities will be geared toward practices that would be useful not only in the comprehension and critical analysis of assigned class materials but also in the analysis of types of written communications. The learning activities will also emphasize the importance of good writing skills which is a benefit to the student both inside the classroom and outside the classroom in a variety of situations. Examples of activities which contribute to the learning process include: class discussion, instructor notes, web searches, and reading assignments. These methods and other materials deemed suitable might be used individually or in combination by all instructors.

Online instruction is based on web searching and discussion between and among classmates.

### **Grade Determination**

The student will be graded on the completion of learning activities and assessment tasks. Grade determinants may include the following: writing assignments and class participation.