

SHAW UNIVERSITY DIVINITY SCHOOL

PO Box 2090 • Raleigh, North Carolina 27602 • 919-546-8569

**MIC 510 01 • ¹Health and Spirituality Course Syllabus
Spring Semester 2009**

Saturdays 11:00 am – 1:30 pm; Room 303 Leonard Building

Instructor: Moses V. Goldmon
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Office hours: Wednesday & Friday 9 am – 2 pm.
Please call for appointment

MRE Program Mission	MDiv Program Mission
<p>The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the "practice of ministry," particularly in the African American Church.</p>	<p>The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the "practice of ministry," particularly in the African American church.</p>

MRE Program Goals	MDiv Program Goals
<ol style="list-style-type: none"> 1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; 2. to help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs; 3. to assist students with personal growth and spiritual maturity; and 4. to provides skills in teaching and in design, administration, and assessment of educational programming. 	<ol style="list-style-type: none"> 1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage; 2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions; 3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness; 4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.

¹ This course was developed as a partnership between the Old North State Medical Society and the Shaw University Divinity School.

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith; 2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God’s people; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education; 4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries. 	<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith; 2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community; 4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership.

Course Description (3 credit hours):

This course will explore the relationship between spirituality and health from an African American perspective. It will focus on health promotion and disease prevention from a biblical point of view. The course will teach students bible based strategies for identifying and countering the complex social, cultural and environmental factors that contribute to the disproportionate burden of illness and disease suffered by African-Americans. The course will emphasize the biblical mandate for Christian leaders to live a life that promotes the maintenance of a healthy temple and to promote holistic healthy lifestyles. Students will learn how to develop and sustain successful ministries of health and healing in their local churches including how to develop partnerships with academic, public health and other community-based institutions. **The overall aim is to engage faith and community leaders in activities designed to reduce and eventually eliminate health disparities.**

Required Textbooks: Tara Brown; Hilton Publishers <<http://www.hiltonpub.com/>>; (704) 841-0709; tarabrown@hiltonpub.com;

Mauk, KL, Russell, C. & Birge, J. CONGREGATIONAL HEALTH: How to Make Your Congregation a Health-Aware Community. Hilton Press. Roscoe, Ill. 2003.

Reed, J., Shucker, C., & Shulman, N.B., *Black Man’s Guide to Good Health*. Hilton Press. Roscoe, Ill. 2001.

Smith, GE. *Taking Care of Our Own*. A Black American’s Guide to Family Medicine. Hilton Publishing. Roscoe, IL. ISBN 0-9675258-6-1

Suggested Textbooks:

Colbert, D. *What Would Jesus Eat? The Ultimate Program for Eating Well, Feeling Great, and Living Longer*. Thomas Nelson Publishers, 2002.

LaVeist, T.A. *Race, Ethnicity, and Health: A Public Health Reader*. Jossey-Bass, San Francisco CA. 2002.

Physical Activity and Nutrition Branch (PAN), 2004. *African-American Churches Eating Smart and Moving More: A Planning and Resource Guide*, NC Division of Public Health, Raleigh, NC

Tuggle, Melvin III. *It is Well With My Soul: Churches and Institutions Collaborating for Public Health*. American Public Health Association, 2000.

Resources for further study:

Dossey, Larry. *Prayer is Good Medicine: How to Reap the Healing Benefits of Prayer*. Harper-Collins, 1996.

Hudson, H.M. & Stern, H., *The Heart of the Matter: The African American's Guide to Heart Disease, Heart Treatment and Heart Wellness*. Hilton Press. Roscoe, Ill. 2000.

Institute of Medicine. *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. National Academy Press. Washington, DC. 2002.

Institute of Medicine. *The Future of Public Health*. National Academy Press. 1988.

Institute of Medicine. *The Future of the Public's Health in the 21st Century*. National Acad. Press. 2002.

Kong, S.H. *A Minute For Your Health. The ABC's For Improved Health and Longevity*. Hilton Press. Roscoe, Ill. 2003

Walker, Marcellus A. & Singleton, Kenneth B. *The Physician's Guide: Natural Health for African-Americans*. Warner Books, 1999.

Student Learning Outcomes (SLO)	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MRE Program Learning Outcomes (PLO statement number(s) that correspond to or support the SLO)	Linkage to MDiv Program Learning Outcomes (PLO statement number(s) that correspond to or support the SLO)
After completing the course, students will be able to:			
1. Discuss the wide range of health disparities between communities of color (with an emphasis on African-Americans), the socio-economically disadvantaged and their majority and advantaged counterparts.	Exam Questions; Journal abstracts		2,4
2. Identify and expound upon biblical references that support healthy living.	Exam Questions; Ministry Development Presentations	1	3
3. Serve as a role model by living a holistic healthy lifestyle that promotes the maintenance of a	Exam Questions; Ministry Development Presentations	3	3

Student Learning Outcomes (SLO)	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MRE Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>	Linkage to MDiv Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>
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After completing the course, students will be able to:			
4. Identify the key components and strategies for organizing a holistic local church health ministry that includes provisions in the budget for programs, worship services and special recognitions as part of the annual calendar of events.	Exam Questions; Ministry Development Outline	4	3, 4
5. Develop and implement faith-based strategies to engage church and community members in efforts aimed at reducing and eventually eliminating health disparities between communities of color (with an emphasis on African-Americans), the socio-economically disadvantaged and their majority and advantaged counterparts.	Exam Questions; Ministry Development Outline; Journal abstracts	4	4

Course Requirements:

Course Materials: Each student must purchase the textbooks, secure assigned readings and complete all assignments. Additionally, students will be required to read all information distributed in class and to obtain copies of selected journal articles (electronic and print) and other printed materials as assigned.

Attendance and Tardiness: Students are to be present and on time at all scheduled classes. A record of attendance will be kept. Absences have a negative impact upon the overall learning experience for all

course participants. **Therefore, I have adopted a no excuse absentee policy.** While I understand that adult students have many responsibilities and that some absences are unavoidable, please beware that you are responsible for all materials covered on the date of your absence. You must also obtain a make-up assignment from the professor. These assignments will require some independent reading and the writing of a reflection paper on the topic that was missed. It will be up to you to obtain your make-up assignment from the instructor. Make-up assignments may also be given for late arrivals and early departures. If you are a person with work, pastoral or other church leadership responsibilities, I do realize that some things are beyond our control (wedding dates and times, sickness, death, funerals etc). However, experience shows that many people are willing to adjust to your school schedule if you will ask them to work with you. Fifteen (15) points will be deducted from the attendance and participation portion of your grade for each incomplete make-up assignment.

Assignments: During the semester you will complete several written and group assignments. Assignments will be modified in order to meet the student learning outcomes associated with the specific degree program that you are pursuing (**MRE or MDiv**). You will be provided with written information on their content, format and expectations when they are assigned. Standards for written work require that all assignments are error-free, prepared with a word processor and properly documented. **Plagiarism—presenting written work done by someone else as your own—will not be tolerated.** (see Student Handbook.) When you quote or paraphrase or summarize the ideas of another person, your papers must include proper references. If they do not, they will fail. If you need help determining whether to cite, see the guide on avoiding plagiarism at <http://library.duke.edu/research/plagiarism/index.html>.

All assignments should be organized according to the instructions and turned in on time. It is the student’s responsibility to learn about assignments, materials or other information missed during any absence. If absent on the day of a graded assignment (scheduled or unscheduled), the student is responsible for obtaining the instructor’s permission to make up the assignment. Unless pre-arranged with the instructor, late assignments will be docked 5 points for each day that they are late.

Quizzes, and Examinations: Written examinations will be given as scheduled. Students should make special efforts to be present for all scheduled exams. Make-up exams will not be given unless they are pre-approved or the student presents an acceptable rationale for missing the examination as determined by the instructor. Acceptable rationale must include official documentation supporting the reason for the absence. No graded assignments may be dropped. Examination questions will be given in a variety of formats such as multiple choice questions, matching, completion, essay, etc. The final exam will be comprehensive.

Grading: The semester grade shall be determined by weighted percentages earned on the following:

Assignment	Points	Percent of Grade
Three written papers (Journal abstracts and/or reaction papers) @ 50 points each	150	33%
Three Web based writing and analysis assignments (50 points each)	150	17%
Student Presentations (Health & Healing Ministry outline)	100	17%
Church based health promotion, disease prevention ministry outline (final paper)	100	17%
Comprehensive Final Examination	100	17%
Attendance and Participation	50	15%
Totals	650	100%

Final Grading Scale		
Grade	Point Total	Percentage
A	605 - 650	93 – 100
B	552 - 604	85 – 92
² C	500 - 551	77 – 84
D	448 - 499	69 – 76

² Students whose cumulative grade point average drops below "C" will be placed on academic probation. Additionally, a cumulative average of "C" or better is required for graduation.

- I A student receives an "I" **only** when extraordinary circumstances (extended illness, death in the family, etc.) prevent the student from completing all the assignments before the end of the semester.

All written assignments need to conform to the guidelines in the Divinity School's "Guidelines for Written Assignments," available in the Divinity School Office. The following criteria will be used in evaluating all written assignments.

- A Indicates the student has **significantly** exceeded the minimum expectations for the assignment. The student has consulted the relevant scholars and has consistently entered into dialogue with these scholars, offering his/her critique of the relevant sources. All the required parts of the assignment are present, and the presentation (written or oral) is consistently above average, with no errors in spelling, grammar or speech.
- B Indicates the student has **exceeded the minimum** expectations for the assignment. The student has consulted relevant scholars and has entered into dialogue with most of them, offering his/her critique of the sources. All the required parts of the assignment are present, and the presentation (written or oral) is consistently above average, with few errors in spelling, grammar or speech.
- C Indicates the student has **met the minimum** expectations for the assignment. The student has consulted relevant scholars and has represented their views well, at least occasionally offering a critique of the sources. The required parts of the assignment are present and the presentation (written or oral) is consistently average, although some errors in spelling, grammar or speech are present.
- D Indicates the student **has not met the minimum** expectations for the assignment in one or more of the following ways: significant critical scholarship is not consulted; significant segments of the assignment are missing or inadequate; or the the presentation (written or oral) is inadequate in grammar, spelling, format or speech.
- F Indicates the work is not acceptable for graduate-level study.

Use of Technology:

All students in this course are required to have regular access to email and to the internet. The Shaw Blackboard site (<http://shawu.blackboard.com>) will be heavily used in this class. The majority of course handouts (including syllabus, power point class discussion outlines, readings and guidelines for completing assignments) will be made available via Blackboard. Students will also submit assignments and receive feedback using Blackboard's Digital Dropbox.

Email will be the instructor's primary mode of contacting students outside of class hours. Thus, all students must set up their email address on Blackboard. Directions for doing so are below:

1. Go to <http://shawu.blackboard.com>.
2. On the **Tools** menu on the left side of the screen, click **Personal Information**.
3. Select **Edit Personal Information**.
4. Under section 1, enter your email address.
5. Click **Submit**.
6. Click **OK**.

We will be using the following sections of Blackboard for this course:

- **Course Information:** Contains an electronic copy of the syllabus and all rubrics used to evaluate assignments for this course. Any updates to the syllabus will be made available here.
- **Course Documents:** Contains electronic versions of articles and chapters that are not in required texts (generally in PDF or HTML format). You will need to download the free Adobe Reader to access these forms (<http://www.adobe.com>).
- **Discussion Board:** Forums for periodic postings are here.
- **Communication:** Allows you to send email to the class.
- **Tools:** Provides access to the Digital Drop Box, which you will use to submit all course assignments.

Follow the instructions below to submit assignments via the Digital Drop Box:

1. Once you are in the course site, click the **Tools** tab on the left.
2. Select **Digital Dropbox**.
3. Select **Send File**.
4. In the **Name** box, enter *LastnameFirstname_Assignmentname*. (For example, if your name is Jane Smith and you're submitting the case study, enter SmithJane_abstract #_y).
5. Click the **Browse** button beside the **File** box.
6. Locate and select the file on your computer. Click **Open**.
7. Click **Submit**.

Class Decorum Policy

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, headdress. Students will turn off telephones, Black Berry's and PDA's prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Dean of the Divinity School. The student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each incident considered to have a negative impact on the learning environment will be recorded, properly documented, and reported to the student and to the Dean of the Divinity School. The report will be in written form with a copy provided to both the student and the Dean of the Divinity School. The instructor will retain a copy for her own records.

Special Considerations:

Disabilities: Students with disabilities that may require extended exam times or other accommodations should contact Student Disability Services (Counseling Center 546-8284). The instructor cannot alter the course requirements for any disability without certification from this office.

Psychological Services: If at any time you feel that emotional distress is interfering with your class performance, please speak with the instructor. If you would prefer to speak with someone else, you may contact the Counseling Center at 546-8284.

³Tentative Schedule

Date	Topic	Assignment
Jan 17, 2009	Course overview; Introduction to Health Disparities; Understanding Health Disparities;	NC Medical Journal, Sept/Oct, 2006; Carter-Edwards et al, 345 –349; NC Medical Journal, Nov/Dec, 2004, Pullen-Smith, 359 – 362; Goldmon & Roberson, 368 – 372; Holmes, 373 – 376; Dickson, et.al, 377 - 380; Corbie-Smith, 385 – 387;
Jan 24, 2009	The Role of the Church in Promoting Healthy Lifestyles;	Mauk, chapter 1; The Guide, AA churches Eat Smart, Move More, 1 – 37;
Jan 31, 2009	The Role of the Church in Promoting Healthy Lifestyles; Web based writing and analysis Assignment	LaVeist, chptr 1 - 3;
Feb. 7, 2009	The Temple of the Holy Spirit; Personal Health: Principles for Healthy Living;	Reed, chptrs 1 – 2; Smith, chptrs 1 – 2; Mauk, Foreward, Preface & chptr 4; Abstract #1 Due
Feb. 14, 2009	Personal Health Through the Lifespan;	Mauk, chptr 2 – 3; Smith chptr 13 – 15, 21
Feb 21, 2009	High Blood Pressure; Diabetes; Web based writing and analysis Assignment	Reed chptrs 3 & 5;_Smith chptrs 3 & 6
Feb 28, 2009	Health Enhancement Through Medicine and Spirituality Conference;	
March 7, 2009	Developing A Ministry of Health and Healing	Mauk, chptrs 5, 7, 11; Tuggle, chptrs 1. 2 & 5; The Guide, 1 – 37 (review); Abstract #2 Due;
March 14, 2009	Developing A Ministry of Health and Healing	Mauk, chptrs 5, 7, 11; Tuggle, chptrs 1. 2 & 5; The Guide, 1 – 37 (review)
March 21, 2009	Cancer; A Faith-Based Diet;	Reed, chptr 6; Colbert, Intro; chapters 1, 2; & 12; Rubin, chptr 8;
March 28, 2009	A Faith-Based Diet;	Smith chptrs 7 & 18; LaVeist, chptrs 25 & 30;
April 4, 2009	Heart Disease and Stroke; Web based writing and analysis Assignment	Smith chptrs 4, 5; Reed chptr 4
April 11, 2009	No Class, Easter Break	
April 18, 2009	⁴ Student Presentations: What does the Bible Say About Health?	Abstract #3 Due;
April 25, 2009	Student Presentations: What does the Bible Say About Health?	Ministry of Health and Healing Plan Due
May 2, 2009	Final exam (online);	Late/Missed Assignments Due;

³ Dates and assignments may change at the discretion of the instructor. Please check the announcement section of Black Board and your email by Thursday evening of each week for adjustments and/or changes in assignments.

⁴ Assigned or approved passage