AMBROSE
SEMINARY

CS 645.3 *Understanding Spirituality in Mental Health Care:*
theory, research and practice

February 16-20, 2010

Instructor: Professor John Swinton

Contacting the Instructor
    Office: L2074
    Class Times: 9:00 am- 4pm
    Class Location: Airhart Theatre
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Office hours are by appointment only. Appointments to see Professor Swinton can be made for either prior to or after class. Please email Professor Swinton ahead of time and every effort will be made to set up an appointment with you. Alternatively, if you only have a few easy questions, Professor Swinton would encourage you to communicate via email.

Course Description

The course explores the complex relationships between religion, spirituality and mental health within the context of contemporary mental health care practices. The course is located within the discipline of practical theology. Practical theology is that aspect of theology that seeks to explore the interface between the practices of the church and the practices within the world with a view to enabling transformed action. The course is necessarily interdisciplinary drawing together psychiatry, theology, psychology, anthropology as well as insights from the mental health professions. It aims to explore in detail the nature of mental health and options for healing which emerge from but are not confide to the Christian tradition. The course will provide an overview of the field and will explore some key theoretical and practical perspectives. The course is located within the Christian tradition, but will seek to explore contemporary perceptions of spirituality within a wider context and how this broadening understanding of spirituality impacts upon our understanding of mental health problems and effective spiritual responses to such experiences.

Course Objectives

* *reflect critically on the Christian pastoral and healing ministry as it relates specifically to issues of mental health;*
* *understand the complex relationships between mental health culture, spirituality, and religion and the ways in which these dynamics of experience impact on mental health care;*
* *reflect critically on mental health care service provision and its relationship to mental health and to religion/spirituality;*

- *understand the importance of a whole person approach to mental health and psychological well-being.*

Required Texts

There are three required texts. It is recommended that participants read the required texts before the commencement of the course.

- ♦ John Swinton *Spirituality in Mental Health Care: Rediscovering a "forgotten" dimension."*
- ♦ Cook CCH, Powell A, Sims ACP (eds), (2009). *Spirituality and Psychiatry*, Royal College of Psychiatrists Press, London.
- ♦ Richard Benthall, *Madness Explained: Psychosis and Human Nature.*

Course Supplementary Reading List

Each session will have specific text prescribed that will help guide the student through each of the topics covered. Participants must complete additional reading to satisfy course requirements.

The following titles relate closely to the course content and should be consulted when appropriate. *Students are expected to read selectively from this list.*

Theology, Health and Healing

Dickinson Robert *God does heal today* Rutherford House, Edinburgh. 1995

MacNutt, Francis. *Healing* .London, Hodder & Stoughton, 1989. 234.131 McN

Maddocks, Morris. *The Christian healing ministry* London, SPCK, 1995. 234.131 Mad

Numbers, R.L. & Amundsen, D.W. eds. (1986*) Caring and curing: health and medicine in the western religious traditions.* NY: Macmillan.

Pilch, John J. (2000*) Healing in the New Testament: Insights from Medical and Mediterranean Anthropology.* Minneapolis:Fortress Press.

Remus Harold *Jesus as Healer* Cambridge University Press, London. 1997

Sanford, John A. Healing Body And Soul; The Meaning Of Illness In The New Testament And In Psychotherapy.

Sulmasy, Daniel P. The healer's calling: a spirituality for physicians and other health care professionals New York, Paulist P., 1997.

Sweet, Leonard I. *Health and medicine in the evangelical tradition: "not by might nor power"* Valley Forge, PA, Trinity P. International, 1994.

Theories of Health

Aggleton, Peter. *Health*. Routledge, London & New York. 1990.

Barth, Karl. *Church Dogmatics III: The Doctrine of Creation-4*. eds. Geoffrey W. Bromiley and Thomas F. Torrance, T & T Clark, Edinburgh. 1961. P.357ff

Fountain, Daniel E. *Health, the Bible and the Church* Billy Graham Centre, Wheaton College Illinois. (Divinity Library)

Kleinman, Arthur. *The Illness Narratives: Suffering, Healing & The Human Condition*. Basic Books, United States of America. 1988.

Moltmann, Jurgen. *God in Creation: An Ecological Doctrine of Creation*. SCM Press Ltd, London. 1985.

Morris., David. B.(2000) *Illness and Culture in the Postmodern Age*. Berkley: University of California.

Sarah, Nettleton. *The Sociology of Health & Illness*. Polity Press, London. 1995

Tudor, Keith *Mental Health Promotion: Paradigms and Practice (*Chapter 1) 362.2 Tud

Spirituality and Health Care

Batson, C. D., and Ventis, W. L. (1982). *The Religious Experience: A Social Psychological Perspective.* New York:Oxford University Press.

Burnard, P. (1988) 'The spiritual needs of atheists and agnostics' *The Professional Nurse*. 4(3): 130-132

Dyson, Cobb and Forman The Meaning of Spirituality: A Literature Review (1997) Nursing' *Journal of Advanced Nursing* 26, 1183-1188

Fitchett, George. (1993) *Assessing Spiritual Needs: A Guide to Caregivers*. Minneapolis: Augsberg Fortress.

Frankl, Viktor Emil *Man's search for meaning: an introduction to logotherapy*

May, Gerald. (1982) *Will and Spirit* Harper San Francisco.

McSherry W, Draper P. 1998. 'The debates emerging from the literature surrounding the concept of spirituality as applied to nursing.' *Journal of Advanced Nursing* 27:683-691.

Oldnall, Andrew. (1995) 'On the absence of spirituality in nursing theories and models.' *Journal of Advanced Nursing*. 21(3) March:417–418.

Theories of Health and Illness

Carson, Verna Benner - Author. *Spiritual dimensions of nursing practice* Philadelphia, Saunders, 1989. 291.31 Car

Cobb, Mark., and Robshaw, Vanessa. (1998) *The Spiritual Challenge of Health Care*. Edinburgh:Churchill Livingstone.

Farmer E *Exploring the spiritual dimensions of care* Mark Allen Publishing Ltd. 1996

Pellegrino Edmund D and Thomasma David C. *Helping and Healing: Religious Commitment in Health Care*. Georgetown Univ Pr

Shelly, Judith Allen. And Miller, Arlene B. . *Called to care: a Christian theology of nursing*

Stoter D J. (1995) *Spiritual aspects of health care*, Mosby London

Spirituality and Mental Health

Barham, Peter. and Hayward, Robert. (1995*) Relocating Madness: From Mental Patient to the Person*. Free Association Books, London.

Bhugra, Dinesh - Editor. *Psychiatry and religion: consensus and controversies* London, Routledge, 1996. 291.175 Bhu

Brown, Laurence B. - Editor. *Religion, personality, and mental health* New York, Springer, 1994. F 200.19 Bro

C Ross (1990) 'Religion and Psychological Distress' *Journal for the Scientific Study of Religion* 29 (2) 235-245

Carter, T. M. (1998) 'The Effects of Spiritual Practices on Recovery from Substance Abuse.' *Journal of Psychiatric and Mental Health Nursing*. 5:409-413.

Dominian, Jack. (1990) Depression. London:Fontana Press.

Fitchett, George, Burton, Laurel Arthur, Sivan, Abigail B. (1997) 'The Religious Needs and Resources of Psychiatric Inpatients.' The Journal of Nervous and Mental Disease. 185, 5:320-326.

Frank, Jerome. D. (1991) 'Religious and ethical issues in psychotherapy.' Current Opinion in Psychiatry. 4:375-378.

Govig., Stewart D. (1994) Souls are Made of Endurance: Surviving Mental Illness in the Family. Louisville, Kentucky:Westminster John Knox Press.

Harding, Nancy H. and Palfrey, Colin. (1997) The Social Construction of Dementia Confused Professionals? Jessica Kingsley, London.

Karp, David. Speaking of Sadness: Depression Disconnection, and the Meanings of Illness. Oxford University Press, New York. 1996.

Kitwood, Tom 'Toward the Reconstruction of an Organic Mental Disorder,' in Alan Radley. Worlds of Illness: Biographical and Cultural Perspectives on Health and Disease, Routledge, London 1995.

Kitwood, Tom. 'Personhood, Dementia and Dementia Care' in S. Hunter (ed.), *Dementia: Challenges and New Directions. Jessica* Kingsley Publishers 1997. Research Highlights in Social Work 31.

Kitwood, Tom. Dementia Reconsidered: The Person Comes First. Open University Press, 1997

Kleinman, Arthur and Good, Byron Eds. *Culture and Depression Studies in the Anthropology and Cross-Cultural Psychiatry of Affect and Disorder*. University of California Press, Los Angeles. 1985.

Koenig, Harold G. - Editor. *Handbook of religion and mental health* San Diego, Academic P., 1998. F 291.175 Koe, 291.31 Koe

Koenig, Harold G. *Aging and God: spiritual pathways to mental health in midlife and later years* New York, Haworth, 1994. 248.85 Koe

Larson, David B., Swyers, James P. and McCullough, Michael E. 'Spirituality and mental health,' in *Scientific Research on Spirituality and Health*: *A consensus Report*. NIMH Publications.

Levin, Jeffrey S. - Editor. *Religion in aging and health: theoretical foundations in methodological frontiers* Thousand Oaks, Sage, 1994. 306.6 Lev

Loewenthal, Kate Miriam - *Mental health and religion* London, Chapman & Hall, 1995. 201.9 Loe

M Crawford, P Handal and R Weiner (1989)'The relationships between religion and mental health/distress *Review of Religious Research* 31 (1) 16-22

May, Gerald G. -*Simply sane: the spirituality of mental health* Crossroad, 1993.

P. Nolan and P. Crawford (1997) 'Towards a Rhetoric of Spirituality in Mental Health Care.' *Journal of Advanced Nursing.* 26(2):289-94, Aug

Pargament et al (1988) 'Religion and the problem solving process: Three styles of coping.' *Journal for the Scientific Study of Religion* 27(1) 90-104

Pargament, Kenneth I. - Editor. Maton, Kenneth I. - Editor. Hess, Robert E. - Editor. *Religion and prevention in mental health: research, vision and action* New York, Haworth, 1992.

Post, Stephen G. *The Moral Challenge of Alzheimer Disease* Johns Hopkins University Press, London. 1995.

Robert. P. Turner, David Luckoff, Ruth Tiffany Barnhouse, Francis G. Lu (1995): 'Religious or Spiritual Problem: A Culturally Sensitive Diagnostic Category in the DSM-IV' *The Journal of Nervous and Mental Disease* Vol. 183, No. 7

Simms, Andrew. 'Psyche' – Spirit as well as mind?' *British Journal of Psychiatry* 165 1994 pp 441–44

Swinton, John (2000) *From Bedlam to Shalom: Towards a Practical Theology of Human nature, Interpersonal Relationships and Mental Health Care.* New York: Peter Laing.

Swinton, John (2000*) Resurrecting the Person: Friendship and the Care of People With Mental Health Problems*. Nashville: Abingdon.

Swinton, John (2001) *Spirituality in Mental Health Care: Rediscovering a Forgotten Dimension* London: Jessica Kingsley.

Weaver, Glen. 'Senile Dementia and a Resurrection Theology.' *Theology Today*. Vol. XLII. April 1985-June1986. pp 444–456. http://theologytoday.ptsem.edu/jan1986/v42-4-article3.htm

Note: These texts are simply suggestions. It is wholly appropriate for students to seek out alternatives.

NB. Lecture contents subject to revision without prior notice by the Instructor

Tuesday, February16: Health and Healing in the Christian Tradition.

➢ **Session 1   0830 – 1000**
 1. Introduction to the Course
- Goal and objectives:
- Scope of the subject
- Session schedule
- Course expectations

 2. Getting Acquainted -- Where we are from and why we are here

➢ **Session 2   1000 - 1200**
 3. What is Practical Theology? Some tools for the journey

 4. Finding Common Ground – Definitions:
- Health and illness
- Curing and healing
- Death – the physical event
- Mortality: the common ground of human solidarity
  o Story: "A Day With ALS" (Cries of the Silent pp. 20ff))
- Spiritual and Religious Care
                     ---- LUNCH   1200 – 1300 ----

➢ **Session 3   1300 – 1430**
 5. A theology of health and healing
    - What is Christian spirituality?
    - *Health: Biblical and theological perspectives.*
    - *From Health to Shalom?*

          ----   BREAK   1430 – 1445   ----

➢ **Session 4   1445 – 1630**
 6. What is Christian healing?
- Christian healing today
- Healing and Disability
- A theology of disability

Wednesday, February17 Understanding Spirituality, religion and illness
- **Session 5   0830 – 1000**
  7. **SPIRITUALITY IN WESTERN CULTURE: WHY SPIRITUALITY IS DIFFICULT FOR WESTERN PEOPLE.**

                    ----   BREAK   1000 – 1015   ----

- **Session 6   1015 –1200**

  8. Moving beyond the medical model.

                    ----   LUNCH   1200 – 1300   ----

- **Session 7   1300 – 1430**

  9. The meaning of illness: from diagnosis to narrative

                    ----   BREAK   1430 – 1445   ----

- **Session 8   1445 – 1630**
  10. Religion, spirituality and mental health care: some provisional evidence

Thursday, February18: Spirituality and Mental Health: Psychotic illness
- **Session 9   0830 – 1030**
11. What do we mean by psychotic disorders?: moving from the biological to the spiritual

                    ----   BREAK   1030 – 1045   ----

- **Session 10   1045 –1200**
  11. Understanding schizophrenia

                    ----   LUNCH   1200 – 1300   ----

- **Session 11   1300 – 1430**
  o Understanding Bi-polar disorder

                    ----   BREAK   1430 – 1445   ----

- **Session 12   1445 – 1630**
  o Ministry to people with psychotic disorders.

FRIDAY, February 19: Spirituality and Mental Health: Depressive illness

- **Session 13   0830 – 1030**
  o What is depression?: from diagnosis to narrative

                    ----   BREAK   1030 – 1045   ----

- **Session 14   1045 –1200**

♦ What does depression mean?

----   LUNCH   1200 – 1300   ----

➢ **Session 15**   **1300 – 1430**
12. The question of suicide

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----   BREAK   1430 – 1445   ----

➢ **Session 16**   **1445 – 1630**
13. Ministry to people with depression

SATURDAY, February 20 Religion, Spirituality and Dementia

➢ **Session 17**   **0830 – 1030**
    ♦ Dementia as a theological issue

----   BREAK   1030 – 1045   ----

➢ **Session 18**   **1045 – 1200**
14. What is dementia?

----   LUNCH   1200 – 1300   ----

➢ **Session 19**   **1300 – 1430**
15. A case study in dementia

----   BREAK   1430 – 1445   ----

➢ **Session 20**   **1445 – 1630**
16. Ministering with people who have dementia.

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Course Requirements

There is **no examination**.

1. Regular attendance at all lectures and activities is mandatory. Participants may be granted limited absence without penalty, for a reason acceptable (in advance) to the Instructor. However, any student not attending 80% of required class hours, for any reason, will not receive a passing grade.

2. Written Personal Reflection: On the morning of the second day of lectures, all participants are required to submit a one page (approximately 250 word) written reflection on one's personal view of spirituality and mental health. Students will be invited to discuss their reflection in class.

3. Book Review (600-750 words)**:** A book review of one of the texts read (*other than the required course text*) is to be prepared according to the following specifications:

♦ Submit a review of one text from the Course *Supplementary Reading List*. Include the following: (a) describe and critique the author's thesis or approach to the topic, (b) assess the foundation of the author's material in current research (if applicable), (c) critically evaluate the theological content of the material (if applicable), and (d) discuss the usefulness of the material in a ministry setting. Book reviews should demonstrate both personal reflection upon and critical interaction with the material.

5. One OR two Major Paper(s): All participants in CS 745 will complete one or two papers on the following topics. These are research papers, and the proper citation of others' work and ideas is expected. Participants are advised that consideration will be given to creative and original thinking. Papers must demonstrate an in-depth comprehension of the subject matter and critical treatment of the theoretical and pastoral issues raised. The integration between theory and pastoral practice must be thoroughly explored, with good use of case studies and examples. Papers must demonstrate thoughtful reflection on how one's personal, denominational or religious perspective affects how one sees the issues and does ministry, and critical engagement with the issues raised when one ministers to those of other faith traditions.

Papers must conform to the **format** required by the Seminary. You may utilize either *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian (6ᵗʰ Edition); and/or *The Publication Manual of the American Psychological Association* (Fourth Edition). Be sure to include **proper identification** on the front page, including the course number and name, the Instructor's name, your name, your student number and your box number. Participants are advised to carefully review the Ambrose Seminary Policy on *Academic Dishonesty* (listed above) with particular attention to the concept of ***plagiarism***.

Submit **either (a) one paper of between 2500 – 3000 words on one of the following topics, OR (b) two papers each of 1250 - 1500 words on two of the following topics.** Additional marks will not be granted for exceeding the specified word limits. A topic or topics of one's choice directly related to the course material may be substituted with prior consultation and approval of the instructor.

Topics:
1) Describe and critically evaluate at least 2 major approaches to crisis theory. Choosing one of these theories, explain how one might approach crisis from a spiritual care perspective. Illustrate your approach with hypothetical or published case examples.
2) Life crisis as an opportunity for personal transformation and growth – an exploration of theory and the implications for pastoral practice
3) Evangelism and spiritual care in a contemporary, multi-cultural health care environment – conflicts and opportunities – a critical reflection on one's faith perspective
4) The problem of suffering – an exploration of how faith is challenged by and may be renewed through life crisis, utilizing both theological and psychological theory

5) Reflect upon Psalms 73, 88, the Book of Job and other biblical examples of apparently inexplicable suffering, and the struggle for spiritual understanding, and propose a theological and practical pastoral response suitable for contemporary crisis situations

6) Reflect upon Michael Kearney's books Mortally Wounded (1996) and A Place of Healing (2000), exploring his use of classical mythology and Jungian theory to describe healing and wholeness. Reflect upon Eric Cassell's (1991) book The Nature of Suffering and the Goals of Medicine, exploring his understanding of the complexity of the human person and how suffering may arise from any of these aspects. What do these texts have to offer our understanding of crisis theory and practice? How would you use Christian Scriptures and your theological perspectives to describe and fairly critique these concepts?

7) Describe the role of a spiritual care provider in supporting hope in life crisis. Demonstrate a good theoretical understanding of hope and of crisis theory based upon a review of the literature on both topics. Then, show the relationship between theory and practice with the use of illustrations and case studies.

8) Reflecting critically on George Fitchett's (1993) "7 X 7 Model for Spiritual Assessment," Dan Cooper's (2006) "Four Quadrants Spiritual Assessment Model," and Norman Wright's (2003) Chapter on "The Process of Crisis Intervention," describe the theory, practice and relevance of systematic assessment and care planning in ensuring appropriate and effective pastoral practice. Illustrate these principles with case examples, such as those provided in the course or in the required or suggested reading.

9) Review the following short scenarios. In EACH case, the following components are required: (1) Demonstrate your acquaintance with crisis theory to describe the nature of the crisis. (2)What pastoral methods would be suggested by your theory? (3) Describe the ethical concerns raised for you by the case. (4) Include reference to the position (if any) of your religious denomination on the ethical issues involved. (5) Discuss several recent articles in the professional bio-medical literature which treat with these issues. (6) Outline and defend your personal opinion. (7) Describe what you might do to assist these people? (8) What counsel appropriate to the management of crises might you offer? Some creative license in further expanding the case is acceptable.

   a) You are a new pastor in a congregation and are called to a hospital ICU one afternoon by a young couple (Sue, aged 25 and Larry, 27) in your congregation whom you have not previously met. Sue tells you that her 55 year old mother has had a serious stroke and has been in the ICU for one week. Sue's mother is not able to speak for herself or indicate her preferences for care. Although she cannot currently swallow, the doctor feels that she might live, with some prospect for a few months or even a year of life in a nursing home, if she commences feeding by a tube inserted into her stomach. Sue tells you that her mother once said that she would not want to be kept alive if she would be severely impaired. Sue breaks down in tears and tells you that just 6 months ago her father was killed in a work-related accident. Sue tells you that she was adopted, and if her mother dies she will be alone. Larry seems to be lost, holding on to his feelings, and doesn't know what to say or do to support Sue. The doctor and nurses are looking to you to help the family with its decision.

b) You are the pastor of a suburban church with a large youth program. One night at 1:00 AM you receive a call from a nurse in your local hospital emergency room. He tells you that a 15 year old, single, young woman, whose name you recognize, has come in requesting an abortion. Because she is a minor, her parents have been called. Her parents are well known to you and are prominent in your congregation. The nurse states that the young woman has told her that she is terrified that her father will "fly into a rage, just like he always does," once he discovers that she is pregnant, and that her mother will "never in a million years" support her wish to have an abortion. First you provide ministry to the young woman and then her parents arrive.

c) You are the pastor of a congregation with many seniors and have served there many years. You are aware of an elderly parishioner, at home, with advanced prostate cancer. He has just been told that his acute care treatment options are at an end, and that he has just a few months to live. He has been talking to his adult son about "not dragging it out forever," and wanting to "find a dignified way out." He is worried about pain and increasing immobility. His son has come to you in considerable anxiety, worried that his father might be thinking about suicide.

10) Critically reflect upon Chapter 12 "The Crisis of Death" in Norman Wright's (2003) book. In the light of the two case examples on pages 237-8, answer the question: "When is death a crisis and when is it not?" Describe your own personal and pastoral encounters with death and dying, describe the theological framework you use to situate death in the scheme of things, and discuss appropriate pastoral interventions in differing circumstances.

11) Describe the relationship between crisis theory and grief theory. Discuss a range of pastoral strategies useful in supporting anticipatory grief and post-loss grief.

12) Reflect on one published case study demonstrating your critical engagement with the theory and methods of crisis ministry. Alternatively, you may compose and present your own case study. (Attach a complete copy of the case study you use to your paper, including a proper citation for published studies). Provide a thorough consideration of assessment, care planning, documentation and follow-up, with in-depth exploration of the theological and ethical issues related to the case. Consider any professional issues involved in your provision of safe and effective pastoral ministry.

Course Grade and Due Dates:

Participants will receive a final letter grade based upon classroom participation, reading assignments, and written assignments as follows. All course requirements and due dates are defined in this course syllabus. Students unable to complete their course work by the due dates during the semester may request an extension of time from the course instructor. However, any extensions beyond April 19, 2010 cannot be granted by the course instructor. Application for Extensions beyond April 19, 2010 may only be obtained from the Registrar's office. Further explanation can be found in *Important Notes* (below).

1. **Participation** in discussion. Students will assess their own involvement on a form provided by the Instructor, and this score will be averaged with the Instructor's assessment of student participation. **(10%)**

2. **Personal Reflection:** All participants are required to submit a one page (approximately 250 word) written personal reflection on one's personal view of health, illness and death. *This assignment is <u>due to the Instructor</u> at 08:30 on Wednesday, February 18th.* **(5%)**

3. **Book Review:** *This assignment must be emailed directly to the instructor no later than April 19, 2010.* Students who plan to graduate in April 2010 must submit this assignment by April 16, 2010. **(15%)**

4. **Reading Log:** (to be documented on a form provided by the Instructor): This assignment has 2 parts: Part A (1/3 of required reading, approximately 333 pages) is *<u>due to the Instructor</u> by the final lecture Saturday, February 21st –* **(5%).** Part B (remaining 2/3 of reading) *must be emailed directly to the instructor no later than April 19, 2010.* Students who plan to graduate in April 2010 must submit this assignment by April 16, 2010. **(15%)**

5. **Major Paper:** *This assignment must be emailed directly to the instructor no later than April 19, 2010.* Students who plan to graduate in April 2010 must submit this assignment by April 16, 2010. (**50%). (If a participant elects to complete 2 smaller papers, each will be graded out of a possible 25%)**

The grading system used at the seminary is the Alberta Common Grading Scale, also known as the Alpha 4.00 Grading Scale. Grades have the following meanings:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A–		3.70
B+	Good	3.30
B		3.00
B–		2.70
C+	Satisfactory	2.30
C		2.00
C–		1.70
D+	Poor	1.30
D	Minimal Pass	1.00
F	Failure	0.00

Important Notes

All Academic Policies of Ambrose Seminary as published in the current Academic Calendar shall apply to this course. Exceptions to these policies must be granted in advance by the Registrar and/or the Academic Dean. The calendar may be accessed on the Ambrose web site at from http://www.ambrose.edu/publications/academiccalendar

- Registration and payment in full is open up to the morning of the first day of class.

- Students may drop this class and receive a full refund only prior to the second class session (i.e., before 1 pm on Tuesday, on the first day of class). No tuition refund will be issued after this deadline.

- Students may voluntarily withdraw or change their registration from credit to audit, without academic penalty, only prior to completing 70% of the course (i.e., before 1pm on Friday, or the fourth day of class). Students who withdraw from a course after this deadline will receive a grade of "F."

- All registration changes must be made through the Registrar's Office by completing a Registration Revision Form. Forms are available in the Registrar's Office or on the website at www.ambrose.edu/registrar.

- Coursework submitted after the final due date of April 19, 2010, without prior approval by the Registrar for a formal extension, will receive a grade of "F." Requests for a Time Extension sent to the Registrar's office will be considered only in the following circumstances:
  - the quality of prior coursework has been satisfactory;
  - circumstances beyond the student's control, such as an extended illness or death of a family member, make it impossible for the student to complete the coursework on time; and
  - the student submits an Extension Request form application to the Registrar on or before two weeks prior to the due date.

- Notification of grades will be mailed to all students shortly after they are received from the instructor.

- Electronic papers will be returned to the students directly.

- Plagiarism and Academic Dishonesty Policy: The seminary is committed to fostering personal integrity and will not overlook breeches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Vice President.