

Twice Born Ministry

# **MED-301: Compassionate Care Portfolio Capstone**

Course Code: MED-301

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### MED-301: Compassionate Care Portfolio Capstone

#### ## Course Description

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

This course is part of **Layer 5 — Four-Year Degree Programs** (Track G: Health Sciences / Compassionate Care) in the Twice Born Ministry Bible School catalog. **College category:** Health Sciences.

#### ## Course Details

| Field | Value |

|-----|-----|

| **Course Code** | MED-301 |

| **Career Track** | G — Health Sciences / Compassionate Care |

| **Catalog Track** | Health Capstone |

| **College Category** | Health Sciences |

| **Credit Hours** | 3 |

| **Weeks** | 12 |

| **Lessons** | 12 |

| **Prerequisites** | MED-201; CS-714 recommended |

| **Homeschool Band** | College |

| **Primary Text** | King James Version (KJV) |

| **Source / Resources** | Capstone framework |

#### ## TBM Cross-References

- Galatians 6:2 (KJV)

- MED-201

#### ## Learning Outcomes

Upon completion, students will be able to:

1. Explain core concepts and vocabulary for this vocational domain at college introductory level.
2. Apply biblical ethics when secular models conflict with Kingdom priorities.

3. Complete practical assignments, scenarios, or lab exercises with documented integrity.
4. Articulate connections between vocation, stewardship, and local church ministry.
5. Pass module quizzes and capstone assessments at 70% or higher.

### ## Assessment Overview

- **Module quizzes:** JSON per module (multiple choice + short answer).
- **Assignments:** 3–4 rubric-graded projects.
- **Group projects:** 2 collaborative exercises.
- **Final exam:** Comprehensive short and extended responses.
- **Video scripts:** 3–5 instructor scripts for optional production.

### ## Christian Guardrails

- KJV citation standard; Christ-centered instruction.
- Career exploration does not replace licensure, trade apprenticeships, or professional counsel where required.
- AI tools may assist research but not replace original work or pastoral judgment.

### ## Instructor Notes

Professor Shepherd AI instructor shortcode: [tb\_ai\_instructor course\_code="MED-301"]

*Twice Born Ministry Bible School — Layer 4 Career Tracks*

## Course Modules

### MED-301 — Lesson 1: Portfolio Planning

#### Introduction

Welcome to Lesson 1 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Portfolio Planning** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

#### *Christian Ethics Integration — Dignity*

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Portfolio Planning**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

#### Core Teaching

### Theme: Portfolio Planning

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

**Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

**### Professional Standards**

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

**TBM & Catalog Cross-References**

- Galatians 6:2 (KJV)
- • MED-201

**Application for Vocation and Ministry**

**Portfolio Planning** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

**Lab, Scenario, or Field Exercise**

**Exercise 1:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

- How does **Portfolio Planning** align with Colossians 3:23 ("as to the Lord")?
- What secular practice in this field most often conflicts with biblical ethics?
- Which prerequisite course or TBM resource best supports this lesson?
- How would you teach this topic to a high school dual-enrollment student?
- What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 1 Summary:** We examined **Portfolio Planning** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 2. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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# MED-301 — Lesson 2: Bioethics Case 1

## Introduction

Welcome to Lesson 2 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Bioethics Case 1** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### ***Christian Ethics Integration — Stewardship***

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—accounting, medicine, media, or cloud engineering—is borrowed stewardship.

Apply this principle while studying **Bioethics Case 1**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Bioethics Case 1

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## **TBM & Catalog Cross-References**

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Bioethics Case 1** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 2:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Bioethics Case 1** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 2 Summary:** We examined **Bioethics Case 1** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 3. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

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## Ministry Case Study

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## **Ministry Case Study**

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## **Supplemental Reading and Reflection**

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## MED-301 — Lesson 3: Bioethics Case 2

### Introduction

Welcome to Lesson 3 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Bioethics Case 2** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### *Christian Ethics Integration — Wisdom*

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Bioethics Case 2**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

### Core Teaching

### Theme: Bioethics Case 2

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

### ### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

#### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### ### Professional Standards

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## **TBM & Catalog Cross-References**

- Galatians 6:2 (KJV)
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## **Application for Vocation and Ministry**

**Bioethics Case 2** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## **Lab, Scenario, or Field Exercise**

**Exercise 3:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Bioethics Case 2** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 3 Summary:** We examined **Bioethics Case 2** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 4. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Worship Integration

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# MED-301 — Lesson 4: Community Health Assessment

## Introduction

Welcome to Lesson 4 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Community Health Assessment** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### ***Christian Ethics Integration — Dignity***

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Community Health Assessment**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## **Core Teaching**

### Theme: Community Health Assessment

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)

- MED-201

## Application for Vocation and Ministry

**Community Health Assessment** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 4:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Community Health Assessment** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 4 Summary:** We examined **Community Health Assessment** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 5. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension.

Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies

biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# MED-301 — Lesson 5: Care Plan Design

## Introduction

Welcome to Lesson 5 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Care Plan Design** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Stewardship*

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—accounting, medicine, media, or cloud engineering—is borrowed stewardship.

Apply this principle while studying **Care Plan Design**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Care Plan Design

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

#### ### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

#### Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

#### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Care Plan Design** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 5:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Care Plan Design** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 5 Summary:** We examined **Care Plan Design** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 6. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

# MED-301 — Lesson 6: Scripture and Suffering

## Introduction

Welcome to Lesson 6 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Scripture and Suffering** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### *Christian Ethics Integration — Wisdom*

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Scripture and Suffering**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Scripture and Suffering

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.

- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

#### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Scripture and Suffering** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 6:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Scripture and Suffering** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 6 Summary:** We examined **Scripture and Suffering** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 7. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# MED-301 — Lesson 7: Interdisciplinary Collaboration

## Introduction

Welcome to Lesson 7 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Interdisciplinary Collaboration** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Dignity*

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Interdisciplinary Collaboration**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### ### Theme: Interdisciplinary Collaboration

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

### ### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Interdisciplinary Collaboration** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 7:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Interdisciplinary Collaboration** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 7 Summary:** We examined **Interdisciplinary Collaboration** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 8. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Worship Integration**

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## **Historical Figure Spotlight**

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## **Ministry Case Study**

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## **Supplemental Reading and Reflection**

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

# MED-301 — Lesson 8: Presentation Skills

## Introduction

Welcome to Lesson 8 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Presentation Skills** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### *Christian Ethics Integration — Stewardship*

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—accounting, medicine, media, or cloud engineering—is borrowed stewardship.

Apply this principle while studying **Presentation Skills**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Presentation Skills

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.

- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

#### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Presentation Skills** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 8:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Presentation Skills** align with Colossians 3:23 ("as to the Lord")?

- What secular practice in this field most often conflicts with biblical ethics?
- Which prerequisite course or TBM resource best supports this lesson?
- How would you teach this topic to a high school dual-enrollment student?
- What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 8 Summary:** We examined **Presentation Skills** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 9. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

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## Historical Figure Spotlight

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Supplemental Reading and Reflection

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## Historical Figure Spotlight

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

# MED-301 — Lesson 9: Peer Review

## Introduction

Welcome to Lesson 9 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Peer Review** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Wisdom*

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Peer Review**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### ### Theme: Peer Review

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

### ### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Peer Review** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 9:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Peer Review** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 9 Summary:** We examined **Peer Review** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 10. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

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## Historical Figure Spotlight

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

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## Ministry Case Study

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## Historical Figure Spotlight

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## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Historical Figure Spotlight

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

# MED-301 — Lesson 10: Revision and Integrity

## Introduction

Welcome to Lesson 10 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Revision and Integrity** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

### *Christian Ethics Integration — Dignity*

So God created man in his own image (Genesis 1:27, KJV). Patients, employees, tenants, and citizens bear dignity that policies must protect.

Apply this principle while studying **Revision and Integrity**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Revision and Integrity

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### **Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.

- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

#### ### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Revision and Integrity** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 10:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Revision and Integrity** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 10 Summary:** We examined **Revision and Integrity** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 11. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

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## Worship Integration

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

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## Worship Integration

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## Historical Figure Spotlight

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

# MED-301 — Lesson 11: Final Defense Prep

## Introduction

Welcome to Lesson 11 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Final Defense Prep** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Stewardship*

The earth is the LORD's, and the fulness thereof (Psalm 24:1, KJV). Every vocation—accounting, medicine, media, or cloud engineering—is borrowed stewardship.

Apply this principle while studying **Final Defense Prep**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Final Defense Prep

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

### Competency targets for this lesson:

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

### Professional Standards

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

## TBM & Catalog Cross-References

- Galatians 6:2 (KJV)
- • MED-201

## Application for Vocation and Ministry

**Final Defense Prep** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

## Lab, Scenario, or Field Exercise

**Exercise 11:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Final Defense Prep** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 11 Summary:** We examined **Final Defense Prep** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to Lesson 12. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Historical Figure Spotlight

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## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Historical Figure Spotlight

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

# MED-301 — Lesson 12: Capstone: Compassionate Care Portfolio

## Introduction

Welcome to Lesson 12 of **Compassionate Care Portfolio Capstone** (MED-301). This session explores **Capstone: Compassionate Care Portfolio** within the **Track G — Health Sciences / Compassionate Care** pathway at Twice Born Ministry Bible School.

This track introduces healthcare foundations and bioethics from an imago Dei framework—exploration level, not clinical licensure replacement.

This is **Layer 4 — Career Tracks** content at college level (or high school dual-enrollment where noted). The King James Version remains the citation standard for all scripture. Complete BS-FND-100 or listed prerequisites before advanced modules.

Pray for wisdom before studying. Career competence without Christ-centered character produces skilled workers who build on sand. We pursue excellence **as unto the Lord** (Colossians 3:23).

## *Christian Ethics Integration — Wisdom*

If any of you lack wisdom, let him ask of God (James 1:5, KJV). Markets, laws, and technologies change; Scripture-grounded wisdom endures.

Apply this principle while studying **Capstone: Compassionate Care Portfolio**: document ethical decisions, cite KJV where appropriate, and identify when professional practice must yield to conscience.

## Core Teaching

### Theme: Capstone: Compassionate Care Portfolio

What? know ye not that your body is the temple of the Holy Ghost which is in you? (1 Corinthians 6:19, KJV). Health sciences serve stewardship of life—not utilitarian reduction of persons to cases.

Beloved, I wish above all things that thou mayest prosper and be in health, even as thy soul prospereth (3 John 1:2, KJV). Compassionate care honors the image of God in every patient.

### Practical Focus

Integrative capstone for BS-HEALTH — bioethics portfolio and care plan.

**Competency targets for this lesson:**

- Define key terms and industry-standard vocabulary at introductory level.
- Identify biblical principles that govern ethical decisions in this domain.
- Complete hands-on or scenario-based exercises in assignments and quizzes.
- Connect vocational skills to local church ministry or community service where applicable.

**### Professional Standards**

Career track courses prepare students for further education, certification programs, or bi-vocational ministry—they do not replace licensure, trade union apprenticeships, CPA/legal counsel, or seminary ordination tracks unless explicitly stated in prerequisites.

**TBM & Catalog Cross-References**

- Galatians 6:2 (KJV)
- • MED-201

**Application for Vocation and Ministry**

**Capstone: Compassionate Care Portfolio** should change how you work, lead, serve customers, and witness.

**Pastoral practice:** Draft a ministry response, visit plan, or counseling scenario tied to this lesson. Discuss with mentor or elder board member.

**Personal devotion:** Write a brief prayer connecting today's vocational theme to Christ's lordship over your schedule, income, and relationships.

**Local church:** Share one insight with your pastor, deacon team, or small group—especially where bi-vocational ministry applies.

**Evangelism:** Prepare a 60-second testimony linking honest work or digital stewardship to the gospel hope you profess.

**Lab, Scenario, or Field Exercise**

**Exercise 12:** Role-play a pastoral visit, counseling intake, or board meeting scenario. Debrief using scripture and ethics checklists.

Document assumptions, resources consulted, and limitations. Submit via LMS with honor statement. Supervised field hours may count toward capstone portfolios where approved by cohort facilitator.

## Discussion Questions

How does **Capstone: Compassionate Care Portfolio** align with Colossians 3:23 ("as to the Lord")?

What secular practice in this field most often conflicts with biblical ethics?

Which prerequisite course or TBM resource best supports this lesson?

How would you teach this topic to a high school dual-enrollment student?

What is one measurable action you will take this week based on this lesson?

## Summary and Next Steps

**Lesson 12 Summary:** We examined **Capstone: Compassionate Care Portfolio** through scripture, vocational standards, and ministry application.

**Action item:** Complete the module quiz (70% to pass) and begin assignment work if due this week.

**Preview:** Continue to the capstone module. Review SPECIALIZATION\_SOURCES.md or Kingdom Capital / TBM Marketing docs as listed in your syllabus.

*Soli Deo gloria — whether ye eat or drink, or whatsoever ye do, do all to the glory of God (1 Corinthians 10:31).*

## Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their

emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

## Ministry Case Study

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## Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

## Ministry Case Study

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## Worship Integration

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## Historical Figure Spotlight

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## Ministry Case Study

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## Historical Figure Spotlight

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## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 1: Portfolio Planning

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **MED-301 — Lesson 1: Portfolio Planning** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **MED-301 — Lesson 1: Portfolio Planning**. Include at least two KJV citations and one personal application.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

### Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

### Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Portfolio, Planning

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 2: Bioethics Case 1

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **MED-301 — Lesson 2: Bioethics Case 1** with KJV integration and measurable evidence in the submission.

## Task

**Apply:** Recite this week's memory verse from memory, then write 250 words explaining how it applies to daily discipleship.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Bioethics

## Week 03

## Week 03 Assignment — Expository Outline

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 3: Bioethics Case 2

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **MED-301 — Lesson 3: Bioethics Case 2** with KJV integration and measurable evidence in the submission.

## Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **MED-301 — Lesson 3: Bioethics Case 2**. Include pericope titles and one-sentence themes.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Bioethics

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 4: Community Health Assessment

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **MED-301 — Lesson 4: Community Health Assessment** with KJV integration and measurable evidence in the submission.

## Task

**Explain:** Answer two discussion prompts from the Week 4 reading in 200 words each. Cite KJV only.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

### *Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Community, Health

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 5: Care Plan Design

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **MED-301 — Lesson 5: Care Plan Design** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **MED-301 — Lesson 5: Care Plan Design** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Manual review (practical/upload).

**Pass:** 70%

### *Rubric (100 points)*

## Week 06

# Week 06 Assignment — Witness Outline

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 6: Scripture and Suffering

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **MED-301 — Lesson 6: Scripture and Suffering** with KJV integration and measurable evidence in the submission.

## Task

**Construct:** Draft a 3-minute spoken witness outline using this week's theme. Include gospel bridge, one objection with biblical answer, and call to faith.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Scripture, Suffering

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 7: Interdisciplinary Collaboration

## Learning objective (Bloom's taxonomy)

Students will **compare** course content from **MED-301 — Lesson 7: Interdisciplinary Collaboration** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **MED-301 — Lesson 7: Interdisciplinary Collaboration**. Write 400 words comparing themes (OT + NT).

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

*Rubric (100 points)*

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Interdisciplinary, Collaboration

## Week 08

### Week 08 Assignment — Historical Context Brief

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 8: Presentation Skills

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **MED-301 — Lesson 8: Presentation Skills** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **MED-301 — Lesson 8: Presentation Skills**. Minimum four KJV citations.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Presentation, Skills

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 9: Peer Review

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **MED-301 — Lesson 9: Peer Review** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **MED-301 — Lesson 9: Peer Review** points to Christ in 400–600 words. Use literal-grammatical-historical method.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

***Rubric (100 points)***

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Review

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 10: Revision and Integrity

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **MED-301 — Lesson 10: Revision and Integrity** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **MED-301 — Lesson 10: Revision and Integrity** suitable for a small group or homeschool lesson.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Revision, Integrity

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** MED-301 · Compassionate Care Portfolio Capstone

**Week focus:** MED-301 — Lesson 12: Capstone: Compassionate Care Portfolio

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **MED-301 — Lesson 12: Capstone: Compassionate Care Portfolio** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Compassionate Care Portfolio Capstone. 600 words, minimum six KJV citations, one paragraph on personal growth.

**Submit:** Text via LMS assignment form. PDF upload optional for longer work.

## Grading

**Grading mode:** Auto-grade eligible (written text).

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Capstone, Compassionate

## Week 12

## Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing Compassionate Care Portfolio Capstone with KJV fidelity and scholarship-gallery quality.

# Creative Ministry Project — MED-301

**Course:** Compassionate Care Portfolio Capstone

Integrate professional skills from this course with gospel witness. Submit a capstone artifact (report, demo, script, or plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for excellence distinction.

## Grading

**Grading mode:** Manual review (creative upload).

**Pass:** 70%

*Rubric (100 points)*

## Creative Ministry Project

### Creative Ministry Project — MED-301

**Course:** Compassionate Care Portfolio Capstone

Integrate professional skills from this course with gospel witness. Submit a capstone artifact (report, demo, script, or plan) with KJV integration and rubric self-assessment. Minimum 70% to pass; 75% for excellence distinction.