I. **Course Description**
This course provides students with an understanding of religious and spiritual dimensions in counseling. Students will engage in exploring their beliefs and values, which impacts their counselor identity and counseling practice with clients. Students should expect their levels of awareness to heighten and biases challenged by concentrating on the religious and spiritual facets that are personal and sensitive, for themselves and their clients alike. The topics of religion and spirituality are addressed by discussing current models, integration into counseling practice, diverse religious and spiritual practices, assessment and diagnoses, and the intersection of multiculturalism and diversity of special populations.

II. **Course Rationale**
Religion and spirituality considerations are necessary for counselors when working with their clients. It is important for counselors to feel competent and secure when clients present with issues in the context of how religion and spirituality impact their current mental health, wellness, ability to cope, or ability to find greater meaning in their lives. This course meets requirements as set forth by CACREP and the Association for Multicultural Counseling and Development.

III. **Course Considerations**
This course will have an initial meeting on Friday, January 4, 2013 to cover course syllabus/expectations. Thereafter, the course will meet Monday through Thursday from
6:00 p.m. – 9:45 p.m. Since the nature of a minimester is rapid in nature. Students will engage in extensive reading and preparation to meet course expectations in a shortened amount of time. This course will include some lecture, student presentations, collaboration with peers, and guest speakers from the community (e.g. pastors, spiritual leaders, priests). Students are expected to self-reflect on their current experiences, thus requiring everyone to be present, respectful, and open to controversial beliefs and convictions.

IV. Association of Spiritual Ethical and Religious Values in Counseling (ASERVIC) Competencies

Culture and Worldview

1. The professional counselor can describe the similarities and differences between spirituality and religion, including the basic beliefs of various spiritual systems, major world religions, agnosticism, and atheism.

2. The professional counselor recognizes that the client’s beliefs (or absence of beliefs) about spirituality and/or religion are central to his or her worldview and can influence psychosocial functioning.

Counselor Self-Awareness

3. The professional counselor actively explores his or her own attitudes, beliefs, and values about spirituality and/or religion.

4. The professional counselor continuously evaluates the influence of his or her own spiritual and/or religious beliefs and values on the client and the counseling process.

5. The professional counselor can identify the limits of his or her understanding of the client’s spiritual and/or religious perspective and is acquainted with religious and spiritual resources, including leaders, who can be avenues for consultation and to whom the counselor can refer.

Human and Spiritual Development

6. The professional counselor can describe and apply various models of spiritual and/or religious development and their relationship to human development.

Communication

7. The professional counselor responds to client communications about spirituality and/or religion with acceptance and sensitivity.

8. The professional counselor uses spiritual and/or religious concepts that are consistent with the client’s spiritual and/or religious perspectives and that are acceptable to the client.
9. The professional counselor can recognize spiritual and/or religious themes in client communication and is able to address these with the client when they are therapeutically relevant.

Assessment

10. During the intake and assessment processes, the professional counselor strives to understand a client’s spiritual and/or religious perspective by gathering information from the client and/or other sources.

Diagnosis and Treatment

11. When making a diagnosis, the professional counselor recognizes that the client’s spiritual and/or religious perspectives can a) enhance well-being; b) contribute to client problems; and/or c) exacerbate symptoms.

12. The professional counselor sets goals with the client that are consistent with the client’s spiritual and/or religious perspectives.

13. The professional counselor is able to a) modify therapeutic techniques to include a client’s spiritual and/or religious perspectives, and b) utilize spiritual and/or religious practices as techniques when appropriate and acceptable to a client’s viewpoint.

14. The professional counselor can therapeutically apply theory and current research supporting the inclusion of a client’s spiritual and/or religious perspectives and practices.

V. CACREP Standards

Clinical Mental Health

Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.

Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

Applies effective strategies to promote client understanding of and access to a variety of community resources.
Marriage, Couple, Family Counseling

Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.

Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.

School Counseling

Understands ethical and legal considerations specifically related to the practice of school counseling.

Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

Addictions Counseling

Understands the role of spirituality in the addiction recovery process.

VI. Course Objectives/Learning Outcomes (Adopted by Wiggins & Stough)

PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.

This course is designed to enable students to demonstrate knowledge and understanding of:

1. Students will be able to engage in self-exploration of their own religious, spiritual and/or transpersonal beliefs in order to foster understanding and acceptance of their belief systems.

2. Students will learn definitions of terms such as religion, spirituality, faith development, transpersonal experience, and will apply them to the human search for existential meaning.

3. Students will be able to explain at least two models of human religious, spiritual or transpersonal development across the lifespan.

4. Students will learn how to assess clients’ spiritual and religious histories to determine how these experiences may have helped or hurt their development.

5. Students will be able to articulate ethical considerations and appropriate boundary setting in dealing with religious/spiritual issues in counseling.

6. Identify the limits of one’s understanding of clients’ religious and/or spiritual expressions. Learn appropriate referrals skills and possible referral sources.
7. Learn to use a client’s religious and/or spiritual beliefs in the pursuit of clients’ therapeutic goals as benefits to the client’s expressed preference.

8. Students will experience religious/spiritual diversity in order to expand their appreciation of differing beliefs in a multicultural world.

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

Traditional experiences, including lecture and seminar-style discussion, demonstrations, presentations, and guest speakers from the community.

VIII. Assignments

1. **Class Participation & Professionalism (30 points)**
   Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students are expected to be on time and present for all classes. Students with more than 1 day of absences (for any reason) will have their final grade dropped one letter grade for the semester. Students are expected to respond in a professional manner, in relation to their classmates and professor of record alike, as delineated in the Masters’ student handbook and student competency evaluation (Appendix B). Please follow the appropriate sign-in procedures.

2. **Prayer, Meditation, Hymn, or Scripture Assignment (20 points)**
   Each student will begin class with a selected piece or scripture of their choice. Examples may be specific scriptures from the bible, the serenity prayer, or inspirational quotes by which you ground or govern your life or belief system. Students should be prepared to orate their selection, followed by an explanation of the significance and impact it has or had on your life.

3. **Religious and Spiritual Autobiography (30 points)**
   Write a spiritual autobiography by following the directions on pages 30-32 of your text. Using the four excerpts as example autobiographies, please work to develop your own. Further, respond to one of the student excerpts of your choice. Your paper should be no more than 8 pages in length, not including possible references and title page. APA style, grammar, punctuation, and overall writing quality will be graded in this assignment.

4. **Personal Religious and Spiritual Journey Notebook (20 points)**
   Each class, you will be assigned a prompt to respond to, usually located in the Wiggins text. The prompts provided for your journey notebook could stem from the suggested activities or discussion questions. When able, you will respond to the prompt. Inclusive of your daily responses, can be imagery, symbols, songs, narratives, poems, etc.

5. **Presentations (25 points)**
   Each student will complete a presentation on a chapter primarily out of the Cashwell
and Young book. These chapters are preassigned on the first day of class, along with the date you are scheduled to present. Students will have 45 minutes to complete this presentation, which should cover all of the chapter’s subheadings. Students should be creative in their presentation style, and provide time for processing the information. Presenters should bring handouts to provide to classmates and the instructor.

6. **Guest Speaker on Spiritual Diversity (25 points)**
   Two guest speakers will attend the class. These speakers are spiritual/religious leaders in the community. The focus of their presentation is to discuss how they work with individuals, couples, and families within the church. Students should take notes on the information obtained and prepare two to four questions to ask. The notes should be typed and submitted as a part of the assignment. On Blackboard, students will write their reflection on their experience listening to these community leaders. Reflections should address: 1) What part of this presentation influenced you most as a counselor in training? 2) How are the roles of this pastor similar to the role of the counselor? 3) What information did you learn that was new information? 4) Respond to one classmate’s reflection. APA style, grammar, punctuation, and overall writing quality is graded in this assignment.

7. **Knowledge & Application:**
   Write a research paper of publishable quality (no more than 12-15 pages excluding title page and reference list) on a diversity topic relevant to the interface of counseling and religion/spirituality. Suggested topics: Spiritual dimensions of addictions recovery; near death experiences; goddess worship, wicca, the Black Church, cults, women’s spirituality; religious/spiritual perspectives on homosexuality; shamanism; Buddhism and psychology, Native American spirituality, Fundamentalism, others? Get approval from the instructor for your topic. [See attached assignment description for more detail and grading rubric] APA style, grammar, punctuation, and overall writing quality is graded in this assignment.

IX. **Evaluation**

- Class Participation and Professionalism: 30 points
- Lead Prayer with Scripture Included (Provide One Print): 20 points
- Spiritual Autobiography: 30 points
- Personal Religious and Spiritual Journey Notebook (PRSJN)- 20 points
- Presentation (Presentation Text): 25 points
- Guest Speaker on Spiritual Diversity: 25 points
- Knowledge and Application Research Paper: 50 points

**Total possible points: 200**
X. Grading Scale

A = 180-200   B = 179-160   C = 159-140   D=139-120   F=<119

IX. Tentative Class Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS ACTIVITY TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Class</td>
<td>Read, process, and understand Chapter 1.</td>
<td>Read IRSC- Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Read ISRC- Chapter 1</td>
<td>Read ISRC- Chapter 1</td>
</tr>
<tr>
<td>May 16, 2013</td>
<td>Introductions</td>
<td>Discuss IRSC/ISRC Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Instructor Led Prayer with Scripture Syllabus and Course Expectations Review</td>
<td>Read IRSC Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Spiritual Awareness Exercises</td>
<td>Journey Notebook</td>
</tr>
<tr>
<td></td>
<td>Definitions of Spirituality &amp; Religion Group exercises from IRSC Chapter 1</td>
<td></td>
</tr>
<tr>
<td>May 20, 2013</td>
<td>Instructor/Student Led Prayer and Scripture Models of Spiritual Development</td>
<td>1 Student Led Prayer</td>
</tr>
<tr>
<td></td>
<td>1 Student Led Prayer</td>
<td>Discuss IRSC Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Discuss IRSC Chapter 2</td>
<td>Read IRSC Chapter 3 and 5</td>
</tr>
<tr>
<td></td>
<td>Read ISRC Chapter 3</td>
<td>Read ISRC Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Read ISRC Chapter 7</td>
<td>Journey Notebook</td>
</tr>
<tr>
<td></td>
<td>Journey Notebook</td>
<td></td>
</tr>
<tr>
<td>May 21, 2013</td>
<td>Instructor/Student Led Prayer and Scripture Student Presentation (2)</td>
<td>1 Student Led Prayer</td>
</tr>
<tr>
<td></td>
<td>Assessing the Religious/Spiritual Dimension in Counseling</td>
<td>Discuss IRSC Chapter 3 and 5</td>
</tr>
<tr>
<td></td>
<td>Healthy &amp; Unhealthy Religious/Spiritual Experiences</td>
<td>Discuss ISRC Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read IRSC Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read ISRC Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journey Notebook</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Student Presentation</td>
<td></td>
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<tr>
<td>May 22, 2013</td>
<td>Instructor/Student Led Prayer and Scripture Student Presentation (2)</td>
<td>1 Student Led Prayer</td>
</tr>
<tr>
<td></td>
<td>Assessing the Religious/Spiritual Dimension in Counseling</td>
<td>Discuss IRSC Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Healthy &amp; Unhealthy Religious/Spiritual Experiences</td>
<td>Discuss ISRC Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read IRSC Chapter 6 and 8</td>
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<td></td>
<td>Journey Notebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Speaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Presentation</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings and Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| May 23, 2013 | Instructor/Student Led Prayer and Scripture                             | 1 Student Led Prayer  
Discuss IRSC Chapter 6 and 8  
Read IRSC Chapter 7  
Read ISRC Chapter 9, 10, 11, 12  
Journey Notebook  
Journey Notebook Submission  
Knowledge Paper ½ of Class  
Student Presentation |
|            | Student Presentations (2) Techniques for Religious and Spiritual Counseling |                                                               |
|            |                                                                          |                                                               |
|            | Journey Notebook                                                        |                                                               |
|            | Student Presentation                                                     |                                                               |
| May 28, 2013 | Instructor/Student Led Prayer and Scripture                             | 1 Student Led Prayer  
Discuss IRSC Chapter 7  
Discuss ISRC Chapter 9, 10, 11, 12  
Read IRSC Chapter 9  
Read ISRC Chapter 13  
Journey Notebook  
½ Class Spiritual Autobiography  
**Guest Speaker**  
Student Presentation |
|            | Student Presentation (2) Implementation Strategies for Counseling        |                                                               |
|            | 4 5 6 8 14                                                               |                                                               |
| May 29, 2013 | Instructor/Student Led Prayer and Scripture                             | 1 Student Led Prayer  
Discuss IRSC Chapter 9  
Discuss ISRC Chapter 13  
Read IRSC Chapter 10  
Journey Notebook  
Knowledge Paper ½ of Class  
Student Presentation |
|            | Student Presentation (2) Religious and Spiritual Applications- Special Populations |                                                               |
### May 30, 2013

<table>
<thead>
<tr>
<th>Instructor/Student Led Prayer and Scripture</th>
<th>1 Student Led Prayer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Presentation (2)</td>
<td>Discuss IRSC Chapter 10</td>
</tr>
<tr>
<td>Religious and Spiritual Ethical Considerations</td>
<td>Text chap. 6</td>
</tr>
<tr>
<td>Practice sessions</td>
<td>Journey Notebook</td>
</tr>
<tr>
<td></td>
<td>½ Class Spiritual Autobiography</td>
</tr>
<tr>
<td></td>
<td>Student Presentation</td>
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</table>

### May 31, 2013

<table>
<thead>
<tr>
<th>Instructor/Student Led Prayer and Scripture</th>
<th>Final Examination- Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Presentation</td>
<td></td>
</tr>
</tbody>
</table>

## X. Class Policies

### Attendance/Participation/Professionalism (Late Arrivals, Early Departures, Absences)

Attendance during each class period is necessary for an optimal learning experience. Unexcused absences will have an impact on your grade, as participation provides a percentage of the points earned in this course. It is expected that each person will attend class prepared to participate. Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students are expected to be on time for all classes. Students with more than 1 day of absence (for any reason) will have their final grade dropped one letter grade for the semester. Additional absences will lower your grade by 10 points. Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 6:00 p.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section. This allows quick visibility to your record of attendance.

Use of electronic devices during class, late arrivals, or early departures will be reflected in your participation grade.

*You are responsible for reading the chapters from your book and any additional assigned readings. The expectation is for all students to complete all assignments. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your papers and to be clearly articulated during group & class discussions.*

Students are expected to remain professional at all times, as delineated by the professor of record and in the Masters Student Handbook. The following is an excerpt from the Student Competency Evaluation Document. Students are expected to exhibit

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- an awareness of, knowledge about, and skills in working with diverse populations in a
pluralistic society;

- a productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity.

Students should check blackboard/TAMUCC email often. There may be weekly announcements available for you to review.

Note: Students registered to this course will benefit from presentations given by their classmates. Students who are absent on the day they are scheduled to present will receive an automatic “0” for that assignment.

**Late work and Make-up Exams**
Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day. No late work will be accepted beyond the last day of class for the semester. There are no make-up examinations.

**Cell Phone/Electronic Device Usage**
Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency calls are to notify the instructor.

**Academic Integrity**
University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the University Student Handbook, and should specifically be familiar with the University Student Code of Conduct. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.

**Required method of scholarly citations**
Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

**Staggered Submission**
The purpose of staggered submission is to provide the professor of record the opportunity to provide thorough feedback on each assignment, with particular observation on students’ writing in APA style. The meaning should infer that not all students have the same submission date for their assignments and is individualized based on a first-come, first-served basis. Staggered
submission helps you plan out assignment due dates that may best accommodate your schedule. If your submission date needs to change due to an emergency or unforeseen circumstance, it is the responsibility of the student to obtain the sign-up sheet and to make contact with the other student for a possible change in schedule. Under no circumstance should any student feel pressure to make adjustments to his or her schedule, but should be understanding and perhaps even willing, based on the circumstances presented by their classmate.

**Request for Resubmission**

At the discretion of the professor of record, a request for resubmission may be made on an assignment due to obtaining an unsatisfactory grade of a C, D, F, or NC) on an assignment. A resubmission is beneficial to improving your academic (writing) and practice skills and students should take full advantage of this opportunity. This means that all recommendations/suggestions must be made and changed within one week of receiving the professor’s feedback. Failure to return a requested resubmission is your acceptance of the current grade as it stands.

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**XI. Bibliography**


