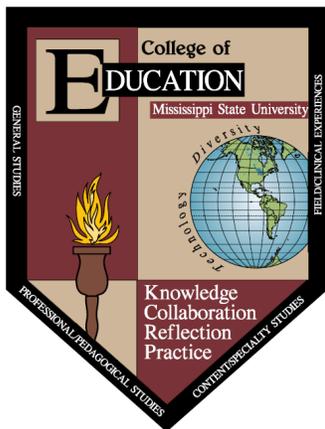


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 8163
Course Title:	Spirituality in Counseling
Credit Hours:	3 hours
Type of Course:	Lecture
Catalog Description:	Three hours lecture. Didactic instruction of developmental models and clinical interventions related to the interface of spirituality and counseling.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Instructional Objectives:

The focus of this course is on developing knowledge and practical skills in working with spiritual and religious issues in counseling. At the conclusion of the course, students should:

1. Be able to explain how varieties of spiritual phenomena are understood from a diverse perspective.
2. Understand the relationships, including similarities and differences, among various views of spirituality including, religious, spiritual, transpersonal, and psycho-spiritual.
3. Know the basic beliefs of various spiritual systems, including the major world religions, indigenous people's spirituality, agnosticism, and atheism.
4. Understand at least two models of human spiritual development, and conceptualize oneself from these models of spiritual development.
5. Understand ones own spiritual perspective by identifying key events in ones life that contributed to the development of ones own spiritual perspective.
6. Identify specific attitudes, beliefs, and values from ones own spiritual perspective that may support or hinder respect for and valuing of different spiritual perspectives.
7. Be familiar with the Spirituality Competencies.
8. Critique the research, theory, and clinical evidence about the relationships between spiritual phenomena and mental health.
9. Describe the role of the client's spiritual perspective in an understanding of the client.
10. Assess the relevance of the spiritual domain in client's therapeutic issues, and use it in the pursuit of the client's counseling goals if so expressed.
11. Apply spiritual developmental theory to facilitate client understanding of their present stage/status of life-span spiritual development.
12. Be able to share research, theory, and clinical evidence with clients to facilitate their understanding of the relationship between spiritual phenomena and mental health.
- 13.. Demonstrate competent use of techniques for remediation of problems with, facilitation of, enhancement of, and psychological integration of spiritual phenomena.
14. Know when to consult with professionals in the area of spirituality, including those clients consider a spiritual authority, when such consultation would enhance service to clients.

15. Identify the limits to one's acceptance or competence, and know when to seek consultation, further education or training, and/ when to refer.

16. Understand ethical and legal issues related to spirituality in counseling.

Topics To Be Covered: (45 hours)

1. History of spirituality and religion in counseling (3 hours)
2. Developmental models of spirituality and religion (6 hours)
3. Spiritual beliefs and religious systems (6)
4. Assessment of spiritual functioning (3)
5. Spiritual development of counselor and client (3 hours)
6. Spirituality, religion, ethnicity, and culture (3 hours)
7. The therapeutic relationship, spirituality and religion (3 hours)
8. Techniques and interventions (15 hours)
9. Ethical consideration of spirituality and religion in counseling (3 hours)

Textbook:

Gold, J. (2009). *Counseling and spirituality: Integrating spiritual and clinical Orientations*; USA: Pearson.

Download the Spirituality Competencies

Methods of Instruction:

The format of the class will include assigned readings, didactic instruction, demonstration of skills by the professor, in-class practice of skills by students, videotape examples of spiritually oriented therapeutic techniques, student presentations, and class discussion.

Student activities/Assignments:

1. Write a spiritual geneogram/life review to identify the significant events (i.e., people, places, and historical events) that have contributed to your current spiritual/religious perspective. Discuss how your current perspective may facilitate and hinder your work as a counselor as well as areas of growth for you. Specific questions you may want to focus on may include the following (Hagedon, 2005). This paper should be approximately 10-12 pages in length. (20 points)

A. What are your earliest memories of religion/spirituality in your home or family life?

B. What were the specific religious and spiritual beliefs and values of your parents or family of origin?

C. What religious and spiritual beliefs and values were you taught as a child?

- D. Who influenced those beliefs and values, outside of your immediate family?
- E. How common were those values to your peers, or were they unique to your experience?
- F. Describe your experiences with religion and spirituality through childhood, adolescence, young adulthood and beyond.
- G. How have your religion and spiritual beliefs and values changed as you moved through developmental life stages (childhood, adolescence, young adulthood, and beyond)?
- H. Discuss significant milestones that influenced your religion/spirituality during this period. How has the practice of those beliefs changed?
- I. Reflect on times when your spiritual beliefs were challenged or changed. What made these experiences noteworthy? How have they informed your later life?
- J. How do you assimilate values and beliefs different from your own into your current beliefs and values?
- K. What factors caused you to accept or reject the religious and spiritual values of your family or peer group.
- L. What were some of the turning points along the development of your religious and spiritual beliefs and values and when did they occur?
- M. Where are you on your spiritual journey? How active are you in organized religion?
- N. How do you reconcile the ideas of religion and spirituality? How does religion help or restrict your spirituality?
- O. What meaning does this period of your life have in the context of your life as a whole?
- P. What are your current struggles and challenges as they relate to your religious and spiritual beliefs and values? What might be the likely outcome and how will you grow as a result?
- Q. How do you factor your religious and spiritual orientation into your definition of personal identity on your personal journey of self understanding?
- R. Can you recall a life crisis or a crisis of faith that generated spiritual growth on your part? How do you describe yourself and your spiritual differences before and after that specific event?

- S. How do you understand the relationship between religion/spirituality and counseling others whose values may be different than your own?
2. **Participate in a regular spiritual practice** during the semester and write a brief (3 –5 page) report on your experience. Examples include: joining a spiritual growth group, meditation group, yoga classes, meeting with a spiritual director, attending a spiritual retreat, keeping a spiritual journal. The purpose of this activity is to deepen your understanding of spirituality as you find meaning for it in your life. This spiritual practice should be something new for you— not just a report of something you already do. Please get prior approval from the instructor before you begin your activity. Your paper should include the following: a) a description of the activity; b) rationale for choosing the activity; c) what you learned about yourself and your own spirituality from engaging in the activity; and d) implications for counseling derived from this experience. (10 points)
 3. **Attend one religious or spiritual activity/event** that is different from your background or religious/spiritual tradition. Cross-cultural events/activities are strongly encouraged. You may team up with other class members, however each individual should write his/her own brief reaction paper (3-5 pages). Your paper should include the following: a) a description of the activity; b) rationale for choosing the activity; c) what you learned about yourself and your own spirituality from engaging in the activity; and d) implications for counseling derived from this experience. (10 points)
 4. **Do a class presentation on a religious /spiritual belief system** different than your own. The presentation should include the following (a) history of its development-major proponents/founders; (b) basic beliefs; (c) denominations and sects if applicable; (d) sacred texts; (e) religious/spiritual rituals, practices and festivals; (f) contemporary practices; (g) specific therapeutic issues which a client from this belief system might struggle; (h) your level of comfort or discomfort with this belief system and the reason (s) for your response. Include a case study and discuss therapeutic interventions and strategies which may be helpful in working with this client. Provide a handout and a bibliography for all class members.

BIBLIOGRAPHY: Your bibliography must contain a variety of sources including books, magazine articles, refereed journal articles, monographs, clearing houses, video's if available, and web sites. Include the most current references. (25 points).

Suggested Systems: (This list is not exhaustive).

Major Western Religions: Judaism, Zoroastrianism, Christianity (Catholicism, Eastern Orthodox, Protestantism (Lutherans, Presbyterians, Anglicans, Episcopalians, Methodists, Jehovah's Witness, Seventh Day Adventist, Evangelicals, Pentecostal Fundamentalists, Mormons), Islam, Wicca, Neo-Paganism, Atheism, New Age Spirituality, Native American Spirituality

Major Eastern Systems: Shinto, Buddhism, Taoism, Hinduism, Jainism, Confucianism, Zoroastrianism, Sikhism

- 5. Reflection Paper. You will write a 1-2 paged reaction to each class session,** focusing on what impacted you greatly. This venue provides you an opportunity to record your personal reactions, insights, and reflections gained through the various structured self-exploration activities, class discussions, and videos. These papers are designed to stimulate introspection and increase self awareness. (5 points).
- 6. Complete final examination (30 points).** This comprehensive examination will be a take-home essay case study requiring you to integrate theory, in-class lectures, presentations, discussion, and personal perspectives.

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

Technology:

Technology is not specifically addressed in this course but will be used in the process of presentations.

Nondiscrimination Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability

Support Services is located in 01 Montgomery Hall. The phone number is (662.325.3335) and their web address is <http://www.sss.msstate.edu/>

Field Experience:

See 2 and 3 under Student Activities

Assessment of Concepts and Skills/Evaluation of Student Progress:

Students will be evaluated using the following criteria:

Spiritual autobiography	20 points
Spiritual practice	10 points
Spiritual/Religious event	10 points
Research paper/presentation	25 points
Reflection papers	(5 points)
Final exam	30 points
	<i>TOTAL 100 points</i>

Grading System

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Selected Bibliography:

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Internet Sites

*The following web sites are all related in some way to "the spiritual realm". They run the gamut from practical and informative, to curious and quirky. Enjoy browsing!

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*Compiled by Kathryn Reynolds, M.S., M.L.S., Wright State University