

Psychology and Spirituality
Counseling Psychology 298

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COURSE DESCRIPTION AND GOALS:

This course considers the intersection of psychology and spirituality from the perspective of the counselor or therapist. The course will explore various approaches and perspectives on the relationship between spirituality and religion and will reflect on how this may influence our work as mental health professionals. The focus of the course will aim to enable each student to formulate a personal integration of his/her own spirituality in relation to clinical work, spirituality and psychology. Coursework will include aspects of religious cultural diversity and exploration of models of spiritual development and assessment.

The course will be organized around the following objectives:

To promote integration of personal spirituality with clinical knowledge and skills,

To increase ones knowledge on the various Eastern and Western themes of spirituality

To examine and practice implicit and explicit strategies for working with clients on religious and spiritual issues.

To become familiar with assessing religious and spiritual beliefs and values.

Examine and discuss ethical behavior and practice.

The primary objective of this course is to enable students to genuinely respect and effectively utilize their own spiritual values and religious beliefs and those of their clients to create positive change and healing. Students of all religious and spiritual traditions and beliefs are welcome in this course.

REQUIRED TEXTS:

Frame, M.W., (2003). Integrating Religion and Spirituality into Counseling: A Comprehensive Approach. Brooks/Cole.

SUGGESTED READING:

Alters, R.M. and Alters, J. ((2000). The Transformative Power of Crisis: Our Journey to Psychological Healing and Spiritual Awakening. (Check Amazon for this book if you are interested in purchasing it for the class).

REQUIRED COURSE WORK:

Spiritual Life Map

Group Presentation on a specific religious system

Attending a 12-Step meeting, and write a 2-3-page paper on the experience.

EXTRA CREDIT:

Interview a mental health professional who uses a spiritual orientation in their work, and writing a two-page reaction paper on the interview.

GRADING AND EVALUATION:

The subjective element in grading is always present, more so in a class of this design. Nevertheless, signs of effort, authentic self-exploration and thoughtfulness in student work are highly valued, as is attention to the quality of written assignments.

GRADING: A point value is given to each class assignment

Class attendance: 5 points per session

Life Map: 20 points

Group Presentation: 25 points

Attending 12-Step meeting, and
Reaction paper from the 12-Step meeting, 35 point

Interview of Mental Health Professional,
And reaction paper 35 points

READING ASSIGNMENTS:

Session 1- Religion and Spirituality in Counseling

Session 2- Models of Religious and Spiritual Development

Session 3- The Muslim Religion: Developing a Therapeutic Relationship,
Assessment, Clinical Issues and Family Therapy

- Session 4- Spiritual Assessment Part 1
- Session 5- Spiritual Assessment Part 2

- Session 6- Looking at Implicit Strategies: Working with Eating Disorders
- Session 7- Explicit Religious and Spiritual Strategies Part 1
- Session 8- Explicit Strategies Part 2
Ethical Considerations
- Session 9- Group Presentation
- Session 10- Group Presentations

***New APA Ethics Standard on Student Self-Disclosure:
The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one' s personal and

professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or written assignments.

We respect students' rights to confidentiality and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

***In addition, students with disabilities are advised of the catalogue requirements for reasonable accommodation:

Disability Accommodation Policy:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation