

PASTORAL MINISTRY 223:
PSYCHOLOGICAL ISSUES IN SPIRITUALITY

Winter Quarter 2026
Graduate Program in Pastoral Ministries
Santa Clara University

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Classes will be held Wednesdays, 6:00 – 9:00 PM
Office hours: Scheduled via Zoom

COURSE DESCRIPTION:

This course will explore the relationship between spirituality and psychology, providing students with a variety of lenses through which to view the relationship between psychological and spiritual growth. Topics to be considered include: psychological and theological perspectives on human development; individuation, personal and spiritual identity; the body, sexuality and spirituality; the sources of our God-language and God-imagery; prayer, spiritual practice, and discernment; images of holiness and wholeness; suffering, darkness, and trauma; spirituality and ministries of accompaniment; spirituality and the data of neuroscience.

COURSE GOALS: The course is designed to help students:

- Understand the historical and emerging relationships between psychology and religion
- Develop an integrated understanding of one's own personal and spiritual development
- Acquire tools to evaluate adult faith, authentic religious experience, and foster integrated human development
- Develop familiarity with key developmental theorists
- Learn models for personal development as a believer and a pastoral person

Class activities and assignments are designed with **GPPM Program and Learning Objectives** in mind, and students will be evaluated in light of the following specific objectives:

GPPM Goal 2: Pastoral Proficiency

Students will demonstrate familiarity with practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.

GPPM Goal 3: Servant Leadership

A commitment to identify injustice and developing skills to work individually and in collaboration with other ministers, in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.

REQUIRED TEXTS:

Fowler, James S. *Becoming Adult, Becoming Christian*. Jossey-Bass, 2000. ISBN: 0-7879-5134-X.

Freud, Sigmund. *The Future of An Illusion*. W. W. Norton, 1961. ISBN: 978-0-393-00831-9.

Honner, John: *Cosmic Love: Nature, Science, and God*. Paulist Press, 2025. ISBN: 978-0-8081-5727-3.

Mellody, Pia. *Facing Codependency*. Harper, 1989. ISBN: 0-06-250589-0.

Richo, David. *How to Be An Adult in Faith and Spirituality*. Paulist Press, 2011. ISBN: 978-0-8091-4691-8.

Ulanov, Ann and Bary. *Primary Speech: A Psychology of Prayer*. John Knox Press, 1982. ISBN: 0-8042-1134-5.

ARTICLES ON CAMINO:

Alter, Margaret G. *Resurrection Psychology*. Eugene, Oregon: Wipf and Stock, 1994. Cf. Chapter 4, "The Holiness of Being Human," pp. 51-70.

Barry, William A., S.J. "Spiritual Direction," in *Clinical Handbook of Pastoral Counseling*, pp. 647-662.

Bozard, R. Lewis, Jr., and Sanders, Rev. Cody J. "The GRACE Model of Counseling: Navigating Intersections of Affectional Orientation and Christian Spirituality" in *Affirmative Counseling with LGBTQI+ People*. Misty M. Ginicola et al, eds. Cf. pp. 313-327.

Capps, Donald. "Erikson's Lyfe Cycle Theory" in *Life Cycle Theory and Pastoral Care*, Fortress, 1983.

Glaser, John W. "Conscience and Superego: A Key Distinction," *Theological Studies*, Vol. 33, No. 1 (1971), pp. 30-47.

Johnson, Elizabeth. "The Incomprehensibility of God and the Image of God Male and Female," *Theological Studies*, 45 (1981), pp. 441-449.

Nicolas, Adolfo, S.J. "Challenges to Jesuit Higher Education Today," *Conversations On Jesuit Higher Education*, Fall 2011, No. 40, pp. 1-13.

Niklas, Gerald R. *The Making of a Pastoral Person*. Alba House, 1996. Cf. Chapter 9, "Relating Erikson's Stages to Theology and Ministry," pp. 153-166.

Rizzuto, Ana-Maria. *The Birth of the Living God: A Psychoanalytic Study*. Chicago: University of Chicago Press, 1981. Cf. Ch. 6, "A God without Whiskers," and Chapter 7, "A God in the Mirror," pp. 93-129.

Ryan, Thomas. "Toward a Positive Spirituality of the Body," in *Reclaiming the Body in Christian Spirituality*. Paulist Press, 2004. Cf. Ch. 2, pp. 21-56.

Sanks, T. Howland, S.J. "The Changing Face of Theology," *America*, October 24, 2011, pp. 13-17.

Shea, John. "Adult Faith, Pastoral Counseling and Spiritual Direction," in *The Journal of Pastoral Care*, Fall 1997, Vol. 51, No. 3., pp. 259-270.

Struminski, Robert, S.M. "Conversion, Pastoral Counseling, and Spiritual Direction," *Review for Religious*, May-June, 1984, pp. 401-413.

Timmerman, Joan H. "The Sexuality of Jesus and the Human Vocation," in *Sexuality and the Sacred: Sources for Theological Reflection*, edited by James B. Nelson and Sanra P. Longfellow, John Knox Press, 1994, pp. 91-104.

Ulanov, Ann Belford. "What Do We Think People Are Doing When They Pray?" *Anglican Theological Review*, 60, No. 4 (1978), pp. 387-398.

Whitehead, Evelyn Eaton, and James. *Holy Eros: Pathways to a Passionate God*. Maryknoll Press, 2009. Cf. Part II: "The Body's Romance with Eros," pp. 51-95.

COURSE METHODOLOGY AND REQUIREMENTS:

1. **Class attendance and active participation.** Because of the highly interactive nature of class meetings, consistent attendance is required. Students are expected to come to class having completed all reading assignments and ready to actively engage the material. Inadequate preparation for class and/or a lack of participation will negatively impact a student's grade.
2. **Reflection Papers.** Three brief (i.e., 2-3 pages) reflection papers based on the readings. (Due Classes 2, 4, 6).
3. **Final Paper or Project.** Students have the option of writing a paper (10-12 pages) or doing a creative project determined in consultation with the professor. This assignment is due by the last class, and should be completed in a manner that clearly satisfies the goals and objectives of the GPPM program. You will also be asked to give a brief synopsis of your paper/project in class. More on this later.

Please note: All written assignments should reflect graduate level writing. This means, at the very least, no spelling errors, use of correct grammatical constructions, proper use of punctuation, and a discussion of the topic characterized by unity, coherence, and emphasis. Please carefully proofread all written assignments. Students who need additional help with writing skills should seek appropriate assistance from University resources *before* submitting assignments for grading.

GRADING:

Class Participation	30%
Reflection Papers	30%
Final Paper/Project	40%

SCHEDULE OF CLASS MEETINGS

CLASS #1: (01/07/26)

COURSE INTRODUCTION

Pre-Class Reading:

Nicolas, Adolfo, S.J. "Challenges to Jesuit Higher Education Today," *Conversations on Jesuit Higher Education*, Fall 2011, No. 40, pp. 1-13.

Sanks, T. Howland, S.J. "The Changing Face of Theology," *America*, October 24, 2011, pp. 13-17.

TOPICS:

Introduction to the Course

What is Religious Experience? Spirituality?

Religion and Culture

The Relationship between Spirituality and Psychology

Introduction to the Culture of Psychology: Freud

"Psychology can show that religion is just silly superstition."

"We Christians [Moslems] have the Bible [Koran]—we don't need psychology."

"Psychology can sift out the universal truths that all religions share
from the myths of primitive peoples."

"Until our religious leaders learn sufficient psychology, we will lose
the next generation."

"A Christian clinical psychologist? Impossible!"

Cf. Richard L. Gorsuch

Integrating Psychology and Spirituality?

Fuller Seminary Press, 2007

CLASS #2: (01/14/26)

PSYCHOLOGY AND RELIGION: HISTORICAL PERSPECTIVES

REQUIRED READINGS:

Freud, Sigmund. *The Future of an Illusion*. W. W. Norton, 1961.

Ulanov, Ann. "What Do We Think People Are Doing When They Pray?" *Anglican Theological Review*, LX, No. 4, (1978), pp. 387-398.

ADDITIONAL RESOURCES:

Fuller, Andrew R. *Psychology and Religion: Classical Theorists and Contemporary Developments*. Lowman and Littlefield, 2008.

Nelson, James M. *Psychology, Religion, and Spirituality*. Springer, 2009.

TOPICS:

The World of Sigmund Freud
The Freudian Critique of Religion
A Critique of Freud's Critique
Historical and Contemporary Challenges to Belief
Spirituality in the Postmodern Era

CLASS #3: (01/21/26)

MODELS OF HUMAN GROWTH: PART I

REQUIRED READINGS:

Capps, Donald. "Erikson's Life Cycle Theory" in *Life Cycle Theory and Pastoral Care*. Fortress, 1985, pp.17-31.

Fowler, James W. *Becoming Adult, Becoming Christian*. Jossey-Bass, 2000.

Niklas, Gerald R. *The Making of a Pastoral Person*, Alba House, 19986. Chapter 9, "Relating Erikson's Stages to Theology and Ministry," pp. 153-166.

ADDITIONAL RESOURCES:

Capps, Donald. *Life Cycle Theory and Pastoral Care*. Fortress, 1983.

Feldmeier, Peter. *The Developing Christian: Spiritual Life Through the Life Cycle*. Paulist Press, 2007.

Fowler, James W., and Keen, Sam. *Life Maps: Conversations on the Journey of Faith*. World Books, 1985.

TOPICS

How Do Human Persons Grow?
Challenges and Mileposts
The Psychosocial Model of Erik Erikson
The Faith Developmental Model of James Fowler

CLASS #4: (01/28/26)

MODELS OF HUMAN GROWTH, PART II

REQUIRED READINGS:

Mellody, Pia. *Facing Codependency*. Harper, 1989.

ADDITIONAL RESOURCES:

Emsley, Charlotte. *Workbook and Journal for Facing Codependence: A Practical Guide to Pia Melkody's Book*. Charlotte Emsley, 2025.

Mate, Gabor. *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. North Atlantic Books, 2010.

May, Gerald, M.D. *Addiction and Grace: Love and Spirituality in the Healing of Addiction*. Harper One, 1988.

Mellody, Pia. *The Intimacy Factor*. Harper, 2003.

TOPICS

A Gift from the Recovery Movement

C. G. Jung: "The most significant spiritual movement of the 20th century"

Codependency: "a disease masquerading as spirituality"

The Developmental Model of Pia Mellody

Implications for Pastoral Practice and Personal Spirituality

Boundaries as Spiritual Practice

CLASS #5: (02/04/26)

RELIGIOUS EXPERIENCE: LANGUAGE, IMAGERY, AND FEELINGS

REQUIRED READINGS:

Rizzuto, Ana-Maria, M.D. *The Birth of the Living God: A Psychoanalytic Study*. University of Chicago Press, 1981. Cf. Ch. 6, "A God Without Whiskers," and Ch. 7, "A God in the Mirror," pp. 93-129.

Johnson, Elizabeth A., CSJ. "The Incomprehensibility of God and the Image of God Male and Female," *Theological Studies* 45 (1984), pp. 441-449.

ADDITIONAL RESOURCES:

Bollore, Michel-Yves, and Bonnassies, Olivier. *God: The Science, The Evidence*. Palomar, 2025.

Haight, Roger, S.J. *Jesus: Symbol of God*. Orbis, 1999.

Johnson, Elizabeth A., CSJ. *Quest for the Living God: Mapping Frontiers in the Theology of God*. Continuum, 2007.

Kinerk, E. Edward, S.J. "Personal Encounters with Jesus Christ" *Studies in the Spirituality of Jesuits*, 48/3 Autumn 2016.

TOPICS

Developing a Self-Image and a God-Image
Sources of God Imagery and Language
Relating to God: Language and Feelings
The Issue of Projection
The Psychoanalytic Model of Ana-Maria Rizzuto

CLASS # 6: (02/11/26)

SEXUALITY AND SPIRITUALITY: INCARNATIONAL PERSPECTIVES

REQUIRED READINGS:

Bozard, R. Lewis, Jr., and Sanders, Cody J. "The GRACE Model of Counseling: Navigating Intersections of Affectional Orientation and Christian Spirituality," in *Affirmative Counseling with LGBTQI+ People*. Edited by Ginicola, Misty M., Smith, Cheri, and Filmore, Joel M. American Counseling Association, 2017. Cf. pp. 313-327.

Ryan, Thomas. "Toward a Positive Spirituality of the Body," in *Reclaiming the Body in Christian Spirituality*. Paulist Press, 2004. Cf. Ch. 2, pp. 21-56.

Timmerman, Joan H. "The Sexuality of Jesus and the Human Vocation," *Sexuality and the Sacred: Sources for Theological Reflection*, edited by James B. Nelson and Sanra P. Longfellow, John Knox Press, 1994. Cf. pp. 91-104

Whitehead, Evelyn Eaton, and James. *Holy Eros: Pathways to a Passionate God*. Maryknoll, 2009. Cf. Part II: "The Body's Romance with Eros," pp. 51-96.

ADDITIONAL RESOURCES:

Ginicola, Misty M., Filmore, Joel M., and Stokes, Michael. "Working with LGBTQI+ Clients Who Have Experienced Religious and Spiritual Abuse Using a Trauma-Informed Approach," in *Affirmative Counseling with LGBTQI+ People*. Ginicola et al, eds. American Counseling Association, 2017, pp. 329-341.

Hansen, Michael, S.J. *God's Field Hospital: Ignatian Spiritual Exercises Healing Wounds of Life*, Paulist Press, 2024.

Katehakis, Alexandra. *Erotic Intelligence*. Health Communications, 2010.

_____. *Sexual Reflections: A Workbook for Designing and Celebrating Your Sexual Health Plan*. Published by Alexandra Katehakis, Ph.D., 2018.

Martin, James, S.J. *Building a Bridge: How the Catholic Church and the LGBT Community Can Enter into a Relationship of Respect, Compassion, and Sensitivity*. Harper, 2018.

Nelson, James B. *Between Two Gardens: Reflections on Sexuality and Religious Experience*. Pilgrim Press, 1983.

_____. *Body Theology*. John Knox Press, 1992.

Owens, Tara M. *Embracing the Body: Finding God in Our Flesh and Bone*. IVP Books, 2015.

Ryan, Thomas. *Reclaiming the Body in Christian Spirituality*. Paulist Press, 2004.

TOPICS

Reclaiming Incarnation in Christian Spirituality
Religious Experience and the Body
Body Theology
Sexual Theology
Psychological and Spiritual Norms for Healthy Sexuality

“How odd of God to have a bod.”

--Ogden Nash

CLASS # 7: (02/18/26)

PSYCHOLOGICAL AND SPIRITUAL HEALTH

REQUIRED READINGS:

Alter, Margaret G. "The Holiness of Being Human," in *Resurrection Psychology*, Wipf and Stock, 1994, pp. 51-70.

Glaser, John W. "Conscience and Superego: A Key Distinction" *Theological Studies*, Vol. 32, No. 1 (1971), pp. 3-47.

Richo, David. *How to Be An Adult in Faith and Spirituality*. Paulist Press, 2001.

ADDITIONAL RESOURCES:

Martin, James, S.J. "Patrons and Companions," *America*, Vol 205, No. 14 (Nov. 7, 2011), pp. 19-21.

May, Gerald. *Care of Mind, Care of Spirit*. Harper One. 1992.

Shults, F. LeRon, and Sandage, Steven J. *Transforming Spirituality: Integrating Theology and Psychology*. Baker Academic Books, 2006.

DeGroat, Chuck. *Toughest People to Love*. Eerdmans, 2014.

TOPICS:

Psychological and Spiritual Health
Holiness and Wholeness
The Holiness of Being Human
"The glory of God is a person fully alive."

CLASS #8: (02/25/26)

DARKNESS, SUFFERING, AND TRAUMA

REQUIRED READINGS:

Keenan, James F., S.J. "The Great Religious Failure: Not Recognizing a Person in Need," *America*. June 17, 2024, pp. 1-3.

McChesney, Robert W., S.J. "The Morally Injured Inigo de Loyola: New Insights for Ignatian Spiritual and Pastoral Care," *The Way*, 61/4, (October 2022), pp. 51-68.

Rambo, Shelly. "How Christian Theology and Practice are Being Shaped by Trauma Studies," In *The Christian Century*, November 20, 2019, pp. 1-12.

ADDITIONAL RESOURCES:

Alter, Robert, with Jane Alter. *The Transformative Power of Crisis: Our Journey to Psychological Healing and Spiritual Awakening*. Harper, 2000.

Barnes, Charles T., S.J. "To Stand Before the Cross and Not Run Away: A Practical Guide to Directing the Spiritual Exercises for Retreatants with Post-Traumatic Stress Disorder and Moral Injury," *Studies in the Spirituality of Jesuits*, 53/2, Summer 2021.

Black, Claudia. *Undaunted Hope: Stories of Healing from Trauma, Depression, and Addictions*. Central Recovery Press, 2024.

Jones, Serene. *Trauma and Grace: Theology in a Ruptured World*. John Knox Press, 2019.

Pitchford, Susan R. *God in the Dark: Suffering and Desire in the Spiritual Life*. Liturgical Press, 2011,

Mate, Gabor. *The Myth of Normal: Trauma, Illness and Healing in a Toxic Culture*. Avery, 2022.

May, Gerald, M.D. *The Dark Night of the Soul: A Psychiatrist Explores the Connection Between Darkness and Spiritual Growth*. Harper One, 2004.

McChesney, Robert W., S.J. *The Soul Also Keeps the Score: A Trauma-Informed Companion to the Spiritual Exercises of St. Ignatius*. Liturgical Press, 2025.

Van der Kolk, Bessel. *The Body Keeps the Score: Brain, Mind, Body in the Healing of Trauma*. Viking, 2014.

TOPICS

Christian Perspectives on Suffering
Depression and the Dark Night
Trauma Studies and Spirituality
PTSD and Spiritual Injuries
Spirituality and Mental Illness

“The journey has to feel like night because it leads to the unknown. If Christianity meant mere maintenance, then bewilderment or darkness would spell disaster. But... darkness is a condition of the Christian Life.”

--Iain Matthew

CLASS # 9: (03/04/26)

PRAYER, SPIRITUALITY, AND PASTORAL CARE

REQUIRED READINGS:

Barry, William, A. S.J. "Spiritual Direction," in *Clinical Handbook of Pastoral Counseling*, pp. 647-662.

Shea, John. "Adult Faith, Pastoral Counseling and Spiritual Direction." *The Journal of Pastoral Care*, Fall 1997, Vol. 51, No 3, pp. 259-70.

Struminski, Robert, S.M. "Conversion, Pastoral Counseling, and Direction," *Review for Religious*, May-June, 1984, pp. 402-413.

Ulanov, Ann and Barry. *Primary Speech: A Psychology of Prayer*. John Knox Press, 1982.

ADDITIONAL RESOURCES:

Cooper-White, Pamela. *Shared Wisdom: Use of the Self in Pastoral Care and Counseling*. Fortress Press, 2004.

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. John Knox Press, 2006.

Dykstra, Robert C. *Images of Pastoral Care*. Chalice Press, 2005.

Kornfeld, Margaret. *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. Continuum, 2008.

Larson, Dale G. *The Helper's Journey: Empathy, Compassion, and the Challenge of Caring*. Research Press, 2020.

Martin, James, S.J. *Learning to Pray: A Guide for Everyone*. Harper One, 2021.

Rothschild, Babette. *Help for the Helper: The Psychophysiology of Compassion Fatigue and Vicarious Trauma*. W. W. Norton, 2006.

Whitehead, James and Evelyn. *Make Holy These Gifts: Enchantment and the Catholic Faith*. Crossroad, 2020.

Wicks, Robert J. *Bounce: Living the Resilient Life*. Oxford University Press, 2010.

TOPICS

A Psychology of Prayer: Freud Revisited
Spiritual Direction, Pastoral Counseling, and Psychotherapy:
Knowing and Respecting Differences
The Art of Referral
Managing Boundaries: Helper Self-Care

“Ministry kills us with regard to our ego needs, desire for power and success, and the persistent wish to feel competent and in control.”

--Andrew Purves

CLASS #10: (03/11/26)

THEOLOGY, SPIRITUALITY AND NEUROSCIENCE

REQUIRED READINGS:

Honner, John. *Cosmic Love: Nature, Science, and God*. Paulist Press, 2025

ADDITIONAL RESOURCES:

Cozolino, Louis. *The Neuroscience of Human Relationships*. W. W. Norton, 2014.

de Chardin, Pierre Teilhard. *The Divine Milieu*, Harper, 1960.

Haggerty, Barbara Bradley. *Fingerprints of God: The Search for the Science of Spirituality*. Riverhead Books, 2009.

Jeeves, Malcom, and Brown, Warren S. *Neuroscience, Psychology and Religion: Illusions, Delusions, and Realities about Human Nature*. Templeton Foundation Press, 2009.

Newberg, Andrew, and Waldman, Mark Robert. *How God Changes Your Brain*. Ballantine Books, 2009.

Thompson, Curt. *Anatomy of the Soul: Surprising Connections between Neuroscience and Spiritual Practices*. Tyndale House, 2010.

TOPICS

Science and Religion: Toward a New Integration

Interpersonal Neurobiology and Spirituality

Eyes to See, Ears to Hear

“The world is charged with the grandeur of God.”

“Love is the most universal, the most tremendous and the most mysterious of the cosmic forces.”

--Pierre Teilhard de Chardin

ACADEMIC INTEGRITY:

Students at Santa Clara University pledge themselves to Academic Integrity as part of the University's commitment to fostering a culture of integrity (www.scu.edu/academic-integrity). The Academic Integrity Pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the SCU community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

You are expected to uphold the principles of this pledge for all work in this class. The standards of the University preclude any form of cheating, plagiarism, or falsification of data. A student who commits any offense against academic honesty and integrity will receive a failing grade for the course. An offense will be brought to the attention of the GPPM Program Director and may also dictate suspension or dismissal from the University.

OFFICE OF ACCESSIBLE EDUCATION (OAE):

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE), Benson 216 <http://www.scu.edu/oae> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged such accommodations through the OAE, please discuss them with me within the first two weeks of the quarter.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from OAE. The OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. OAE must be contacted in advance to schedule proctored exams or to arrange other accommodations. For more information, you may contact OAE at 408-554-4109.

TITLE IX PROTECTIONS:

SCU provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed necessary by a student's doctor, and students will be given an opportunity to make up missed work. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through OAE.

SAFETY MEASURES:

In order to meet our learning objectives, we must uphold the highest standards for safety and mutual respect. Students are required to adhere to current University mask mandates at all times; to make their best attempt to make themselves heard when asking questions or contributing to discussions; and refrain from eating or drinking in class. It is expected that everyone will follow University guidelines about health and public safety measures outlined on the [Prepared SCU](#) website.

DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT (TITLE IX):

Santa Clara University is committed to providing all students with a safe learning environment, free of all forms of discrimination, harassment, and sexual misconduct. California law SB 493 requires faculty members to report any information brought to their attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408-551-3043). This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information.

If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, please tell someone immediately. If you wish to speak with a confidential resource who is not required to report, please utilize one of the following SCU resources:

- SCU Wellness Center
- CAPS
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law.

For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Jenna Elliott, at 408-551-3521, jreliott@scu.edu.