COUN 697: Spirituality and Human Services
Summer II 2012

INSTRUCTOR: Ryan D. Foster, PhD, LPC-S, NCC
Office: Harold Murphy Counseling Center, 510 Heard Street, McKinney, TX 75069
Email: ryan_foster@tamu-commerce.edu
Phone: 469-742-6318

OFFICE HOURS: IN PERSON OR VIA SKYPE
Tuesdays 3:00pm to 5:00pm (Harold Murphy Counseling Center, McKinney)
All office hours are by appointment only.

COURSE MEETINGS
Web-Based Course

GENERAL COURSE DESCRIPTION
This course is an experiential and didactic investigation of our spiritual dimension as persons, and of methods of assessment of and intervention regarding spiritual and religious issues in counseling and psychotherapy.

COURSE RATIONALE
Clients often bring up spiritual beliefs and dilemmas in the process of counseling. Therapists who have not been prepared to address these issues often simply ignore or distract the client from these topics due to their own sense of an inability to appropriately address the issues. Therapists who have been prepared for these issues are more likely to address them in an effective and respectful manner with clients. This course provides opportunities for personal and professional development for counselors in training who seek to intentionally deepen their knowledge and experience of their own spiritual beliefs and values, and of how to integrate spirituality and religion into the practice of counseling.

REQUIRED TEXTS

COURSE OBJECTIVES include, but are not limited to the following:
Students will become skilled in the fourteen competencies outlined by the Association for Religious,
Ethical, and Spiritual Values in Counseling (ASERVIC; 2009):

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.
3. The professional counselor actively explores his or her own attitudes, beliefs, and values about
   spirituality and/or religion.
4. The professional counselor continuously evaluations 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.
6. The professional counselor can describe and apply various models of spiritual and/or religious
   development and their relationship to human development.
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.
10. During the intake and assessment process, the professional counselor strives to understand a
    client’s spiritual and/or religious perspective by gathering information from the client and/or
    other sources.
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.

COURSE INSTRUCTIONAL METHODS
We will employ a mixture of experiences each week including discussion of readings and experiential
activities to develop awareness and foster transfer of learning to counseling situations. The personal
information shared by your classmates in this class is to be kept confidential. You may not share it with
anyone outside of this class.
COURSE REQUIREMENTS/GRADING

1. **Class Discussions.** Students are expected to participate in 5 weekly discussions hosted asynchronously in eCollege. Each week, I will post a discussion prompt by midnight on Sunday. You are expected to respond to that prompt by 11:59 p.m. on the following Tuesday and to respond to at least 2 classmates’ contributions by 11:59 p.m. the following Thursday. Each discussion and each response is worth 10 points of your grade, for a total of 30 points per week.

2. **Religious or Spiritual Tradition Service or Meeting Paper.** Students will attend a religious or spiritual tradition service or meeting of their choice that is DIFFERENT from their own identified religious or spiritual tradition. Students will complete a reflective paper on this experience.

5. **Spiritual Self-Awareness Paper.** Students will examine their own spiritual development process and complete a paper based on the questions on p. 77 of the Cashwell & Young (2011) text.

6. **Spiritual Practice and Journals.** Students will spend 3-4 hours per week engaged in a spiritual practice of their choice from the Walsh (2009) text. Each week, students will engage in a different spiritual practice. Describe the activity you engaged in and your reactions – thoughts, emotions, and physical sensations. Include any new awareness, questions, hypotheses and beliefs you now have as a result of this experience. A journal of these experiences will be due each week, Weeks 2 through 5, by Sunday at 11:59pm. Students will engage in a total of 4 spiritual practices and write a total of 4 journal entries. Each journal entry is worth 25 points.

PAPER EXPECTATIONS

I expect clearly written, thoughtful papers using APA format. I also expect papers to be free of typographical and grammatical errors. I award maximum credit for work showing exceptional depth of reflection and integration of the material with your own awareness and life experience.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Course Discussions</td>
<td>150 pts</td>
<td>Tuesdays and Thursdays</td>
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<tr>
<td>Religious/Spiritual Tradition Meeting Paper</td>
<td>100 pts</td>
<td>7/29 @ 11:59pm</td>
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<tr>
<td>Spiritual Self-Awareness Paper</td>
<td>100 pts</td>
<td>8/9 @ 11:59pm</td>
</tr>
<tr>
<td>Spiritual Practice Journals</td>
<td>100 pts</td>
<td>7/22, 7/29, 8/5, 8/9 @ 11:59pm</td>
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Total 450 pts

Final Grade Scale
- A = 405-450 pts
- B = 360-404 pts
- C = 315-359 pts
- F = >314 pts
ASSIGNMENT POLICY
I expect you to turn in all assignments on the due date designated in the syllabus. Late assignments are not accepted and will receive a grade of zero. Late discussions and responses will also receive a grade of zero.

STUDENTS WITH DISABILITIES
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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

CONDUCT AND ACADEMIC HONESTY
“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Polices and Procedures, Conduct) “Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER
Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).
<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topic</th>
<th>Assignment</th>
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| Week 1 7/9 to 7/15 | Integrating Spirituality and Religion into Counseling  
                        ASERVIC Spiritual Competencies  
                        Culture and Worldview | **Read:** Ch. 1-3 (Cashwell & Young);  
                        Ch. 1-4 (Walsh)                     |
| Week 2 7/16 to 7/22 | Counselor Self-Awareness  
                        Human and Spiritual Development | **Read:** Ch. 4 & 5 (Cashwell & Young)  
                        **Spiritual Practice Journal 1 Due** |
| Week 3 7/23 to 7/29 | Communicating about Spirituality in Counseling  
                        Assessing the Spiritual and Religious Domain  
                        Diagnosis and Treatment | **Read:** Ch. 6-8 (Cashwell & Young)  
                        **Spiritual Practice Journal 2 Due**  
                        **Spiritual Tradition Meeting Paper Due** |
| Week 4 7/30 to 8/5 | Using Clients’ Spiritual Practices in Counseling:  
                        Mindfulness  
                        Ritual  
                        12-Step Spirituality  
                        Use of Prayer  
                        Working with the Divine Feminine | **Read:** Ch. 9-13 (Cashwell & Young)  
                        **Spiritual Practice Journal 3 Due** |
| Week 5 8/6 to 8/9 | Where Do We Go from Here? | **Read:** Ch. 14 (Cashwell & Young)  
                        **Spiritual Practice Journal 4 Due**  
                        **Spiritual Self-Awareness Paper Due** |

*Caveat:* This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.