University of Rochester
Warner Graduate School
Department of Counseling and Human Development

SYLLABUS

EDE 423: Spirituality, Religion and Healing in Counseling

Summer 2012, Session A

Monday and Wednesday, 4:50 to 8:10 p.m.
Dewey 2 – 110 C

Instructors:  
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Course Description

This course is designed to be an introduction to the practice of integrating religion, spirituality and healing into the humanistic counseling/therapeutic relationship. The objective of the course is to survey the current issues pertaining to the assessment and treatment of clients incorporating religious and spiritual constructs, including the various religious worldviews, an understanding of the psychological development of religious and spiritual perspectives, the treatment of religious and spiritual dysfunction, the incorporation of religious and spiritual assets, the spiritual and healing aspects of the body and mind connection, the connection of spirituality with the creative process and a review of the clinical research in this particular aspect of the counseling field.
Course Objectives

By the end of the course, the students will have gained an understanding of:

1) The history and philosophy of addressing spirituality, religion and healing within the counseling relationship; including the differences between a humanistic approach and current religious approaches such as spiritual direction, pastoral counseling and religious counseling. Along with an awareness of the specific relationships that humanistic counselors have with other human service providers and with religious communities.

2) Professional organizations associated with spirituality, religion and healing in counseling, including the American Counseling Association (ACA), the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), and the American Association of Pastoral Counselors (AAPC). The role of religion, spirituality and healing in regard to advocacy of public policy for human rights and the role of the counselor in advocating on behalf of the counseling profession within this particular domain.

3) Their hermeneutical perspective primarily addressing the personal-self and the professional-self and the placement of each within a therapeutic relationship; and the location of the humanistic professional-self and mindfulness when addressing religious and spiritual issues.

4) The definitions, differences and similarities between the constructs of religion and spirituality; including the role of each within a therapeutic relationship and the place of religious and spiritual development within the realm of human development.

5) The various strategies for addressing religious and spiritual issues within a therapeutic relationship, including:

- mastery of the basic tenets, vocabulary, and worldview of the major religious groups, including but not limited to; Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism, and Native American spirituality.
- an appreciation of both the essential counseling skills and the characteristics of counselors who are successful at addressing religion, spirituality and healing with the purpose of developing the tools necessary to enter into a therapeutic relationships with clients who wish to or need to address these areas as a part of their therapy.
- the skills needed to advocate for clients who are unable to obtain access to services that are necessary to their spiritual well-being, along with providing clients with the knowledge of available resources
- an understanding of particular biases that may inhibit a person from effectively working with this population, and developing an awareness of one’s own biases that may hinder one’s ability to adequately address religion and spirituality with clients of many cultures and diverse religious backgrounds.
• an awareness of the types of group therapy approaches that are implemented to help individuals with religious and spiritual issues, and the specific dynamics involved in conducting group therapy
• an appreciation of the self-help approaches available to the client in the areas of religion, spirituality and healing.

6) The assessment, diagnosis and treatment of individuals dealing with religious and spiritual issues, including:

• the meaning and principles of assessment
• specific assessment techniques, such as standardized and non-standardized tests
• current diagnosis tools (i.e., Diagnosis and Statistical Manual IV - TR)
• administering and interpreting assessment tools, while considering the effects of gender, ethnicity, language, etc. on assessment and diagnosis
• the use of assessment and diagnosis to develop therapeutic treatment plans and design specific counseling interventions including support groups and education groups, for these particular clients.

7) Legal, ethical, and professional issues related to the practice of counseling which address the religious and spiritual issues of clients.

8) The types of settings in which counselors practice, and the characteristics of human service programs, both public and private (secular and religious based), that are available to individuals in the community that address spiritual, religious and healing issues, including, spiritual direction, pastoral counseling and religious counseling.

**Instructional Methods**

Class time will be devoted to lecture, presentations, discussions, and various scheduled activities. Class discussions will be based on the required texts and handouts; therefore, it is necessary to come to class prepared by completing each of the assigned readings.

**Course Requirements**

Required Reading (Books):


Required Reading (Chapters & Articles):
(The following readings can be found on the class BlackBoard site)


Recommended Reading:
(The following readings can be found on the class BlackBoard site)


Recommended Reference:


Student Responsibilities:

**Class Participation:** Active participation in classroom discussions and activities is required of all students. Being actively involved involves some level of personal disclosure. It is important that confidentiality regarding classroom activities be maintained. Due to the interactive nature of this course, it is crucial that students conduct themselves professionally during activities that involve challenging peers and constructively critiquing one another. Additionally, out of respect for other students, please make sure to turn off computers and cell phones before entering class.
**Attendance Policy:** The emphasis on personal reflection and experiential learning in this course necessitate attendance and participation in class meetings. While students are encouraged to attend all classes, students are allowed one excused absence without penalty. If a student misses an additional class meeting, he/she will be required to complete a make-up assignment for this absence, the content of which will be determined in consultation with the instructor for that night. Makeup assignments will normally be targeted towards material the students misses and can include watching a video and writing a reflection paper on it or doing an independent reading assignment and reflection paper. Students who miss more than two classes will normally not pass the course unless they provide documentation warranting extended excused absences.

**Paper Topics:**

**Spiritual/Religious Autobiography:** Each student is required to submit a paper entitled, "Spiritual/Religious Autobiography." This paper will be approximately ten (10) to eleven (11) pages in length (typed/doubled spaced) and is due no later than June 27th. This paper will detail your Spiritual and Religious Journey of your entire life up to and including the present. This will include an explanation of your ontological perspective (your theoretical understanding of what it means to be human and how humans act), your hermeneutical perspective (self-knowledge of the historical and cultural influences that affects your interpretation of all the information that your mind processes) and your theological perspective (religious faith, practice, and experience, including whether you have ever had a transcendent experience). This is a subjective writing assignment.

**Religious Worship Attendance Reaction Paper:** Students will be expected to attend a worship service of a religion/denomination different than one that the student normally attends, was brought up in or has ever attended before and to write a subjective reaction paper to this experience [two (2) pages to three (3)]. If a student is reticent to attend a “worship service” for what ever reason, they may substitute an interview with a clergy person/official or pastoral counselor of a religion/denomination different than one that the student normally attends, was brought up in or has ever been associated with before. The subject of the interview will investigate what knowledge this clergy person/official or pastoral counselor desires that a counselor would be aware of when counseling a person of their faith community. Likewise, a subjective reaction paper to this interview [four (4) to five (5) pages] will be produced. Reaction paper is due on June 11th.

**Spirituality Reflection Papers:** Each student is required to submit four (4) reflection papers on the following subjects. These papers will be approximately four (4) to five (5) pages in length (typed/doubled spaced) and are due on the dates listed below.

**Mindfulness Reflection Paper:** Write a reflection addressing the following questions: Are there thoughts that seem to bring you closer to mindfulness
states? Which ones appear to pull you away the most from this state? This reflection paper is due on May 30th.

Physicality and Spirituality Reflection Paper: Write a reflection addressing the following questions: What is the history of your relationship to your physicality? How do you experience the wisdom of your body in everyday life? Have you had experiences of "grace" in the moment with others or yourself, that were mediated by your being a "bodyself"? This reflection paper is due on June 18th.

Creativity and Spirituality Reflection Paper: Write a reflection addressing the following questions: What opportunities for creating do you want or need in your life? How would you characterize the connections between creativity and spirituality after this week’s experiences? Have you any thoughts or feelings about the improvised or artful dimensions of your interactions with others inside and outside of therapeutic encounters? This reflection paper is due on June 20th.

Emotional Pain Reflection Paper: Write a reflection discussing an experience of emotional pain that you have had and explore the possible sources of your own unconscious anger, hurt or other form of emotional pain (See Sarno’s The Divided Mind, p. 143). This reflection paper is due on June 6th.

Evaluation

Grading will be based upon the subjective review of completed assignments and the student’s participation in the course. Grading is on a Satisfactory/Unsatisfactory basis. To receive a “Satisfactory” grade, students must complete all the course requirements and demonstrate satisfactory teaching and supervisory skills and professional behavior. Students will have the opportunity to evaluate the instructor and class per the institution’s standard class evaluation process.

Students may receive a grade of “Incomplete” (I) only by arrangement with the instructor. Failure to make such arrangements will lead to a grade being assigned on the basis of the work completed by the student. Once assigned, such a grade cannot be changed. Work for courses with grades of “Incomplete” must be completed no later than one year after the course concludes, although instructors may require that work be submitted sooner. If the work is not completed within the designated time, the instructor will grade the student on the basis on the work completed at that time, and this grade will be permanent. Extensions will be granted only for documented cases of illness or disability.

Other Information

If there is any student in this class who has need of accommodations in accordance with the Americans with Disabilities Act of 1990 and Section 504, of the Rehabilitation Act of 1973, please feel free to come and discuss these needs with the instructor. It is
imperative that students requiring special accommodations provide the Warner School of Education Disabilities Coordinator (Ms. Brenda Grosswirth, 275-1009) with appropriate documentation of the disability prior to discussing accommodations with the instructor.

This classroom will be a safe environment for all participants. The Warner School is dedicated to fostering a community that represents the full and complete spectrum of humanity. Therefore, this class (and all classes at this University) will reflect an inclusive environment where each person takes responsibility for her/his language, actions and interactions. Language, actions, interactions and ideologies that hinder human relationships, whether intentionally or unintentionally, will not be tolerated. The instructor with the all involved to the satisfaction of all involved will address detrimental actions. Continued detrimental actions may result in consequences for a student’s academic standing in the class.
May 21 (Monday):

Introductions & Review of Syllabus (Drs. Linnenberg, Lynch, Mackie and Guiffrida)

Primary Instructor: Dr. Lynch

Topics: (1) Religion and Psychological Theory.

Readings: Chapters 1, 6 & 7 in Forsyth (2003).

MAY 23 (Wednesday):

Primary Instructor: Dr. Lynch.

Topics: (1) Religion and Current Psychological Research.


MAY 28 (Monday): NO CLASS: Memorial Day

MAY 30 (Wednesday):

Primary Instructor: Dr. Guiffrida.

Assignment: Mindfulness Reflection Paper due

Topics: (1) Discussions on Mindfulness, Space Consciousness, and Awareness. (2) Introductory breathing activity and paying attention to thoughts (the beginning of mindfulness). (3) Bell activity (the beginning of space consciousness). (4) Mindfull eating & walking exercises. (5) Meditations on Krishnamurti text. (6) Mind/Body Healing Connection.

Readings: Brown, Marquis & Guiffrida (In Press); Chapter 1, 2 & 3 of Kabat-Zinn (1991); Tolle (2006); Grepmair, et al. (2007); and Krishnamurti (1956) (Chapters on Awareness, Occupation of the Mind, and Cessation of Thought).
JUNE 4 (Monday):

Primary Instructor: Dr. Linnenberg.

Topics: (1) Introduction to Spirituality, Religion and Healing in Counseling, (2) Understanding one’s own hermeneutical perspective: Where do my beliefs come from? (3) Varieties of Spiritual Beliefs, (4) Developmental Models of Belief, (5) Spiritual Maturity.

Readings: Chapters 1, 2, 4 and 5 in Gold (2010) and Fowler (1974).

JUNE 6 (Wednesday):

Primary Instructor: Dr. Guiffrida.

Assignment: Emotional pain reflection due.

Topics: (1) Lecture on mind/body connections. (2) Meditation on anger (Discussion in small groups).


JUNE 11 (Monday):

Primary Instructor: Dr. Linnenberg.

Assignment: Religious Worship Attendance Reaction paper due

Topics: (1) Spiritual and Religious Competencies within Counseling, (2) Religious and Spiritual Assessment and Diagnosis. (4) Religious and Spiritual Dysfunction.

Readings: Chapters 6, 7, 8 & 9 in Gold (2010) and review DSM-IV-TR (Religious or Spiritual Problem).

JUNE 13 (Wednesday):

Primary Instructor: Dr. Linnenberg.

Topics: (1) An overview of Religious worldviews. (2) Spirituality and Ethics.

Readings: Chapters 3 & 10 in Gold (2010)
**JUNE 18 (Monday):**  *Class to meet in the Interfaith Chapel, Room: TBA*

**Primary Instructor:** Dr. Mackie.

**Assignment:** Physicality and Spirituality Reflection paper due.

**Topics:** (1) Spirituality and the Body -- Experiences of embodiment as spiritual knowing. (2) The individual and communal body/space as home. (3) The wisdom of the body in daily & healing practices.

**Readings:** Griffith & Griffith (1994) and Winton-Henry (2009).

**Recommended Readings:** Coles (1990); Walsh (2009); Roberts (2009) and De, Perry & Rolland (2009).

**JUNE 20 (Wednesday):**  *Class to meet in the Interfaith Chapel, Room: TBA*

**Primary Instructor:** Dr. Mackie.

**Assignment:** Creativity and Spirituality reflection paper due.

**Topics:** (1) Spirituality and Metaphor: The Creative Process. (2) Imaginal Space as site of spiritual transformation. (3) Tapping into the creative process through improvisation. (4) The intuitive use of forms in spiritual work & counseling practice.

**Readings:** Nachmanovitch (1990); Adam-Smith & Marsh (2009); Pargament (2007) and Pipher (2009).

**Recommended Readings:** McNiff (1992).

**JUNE 25 (Monday):**

**Primary Instructor:** Dr. Linnenberg.

**Topics:** (1) Integrating Theory Based Approaches. (2) Spirituality and Marginalized Groups. (3) Individual and Group Counseling and Spirituality.

**Readings:** Chapters 11, 12, 13 & 14 in Gold (2010).
**JUNE 27 (Wednesday):**

**Primary Instructor:** Dr. Linnenberg.

**Assignments:** Spiritual/Religious Autobiography due.

**Topics:** (1) Inter-religious Counseling. (2) Referrals: Counseling, Spiritual Direction, Pastoral Counseling, Religious Counseling: What is the difference? (3) What is next? (4) Class evaluations.

**Readings:** Chapter 15 in Gold (2010).