

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**EDCD 797-002
Spiritual Dimensions of Counseling
Fall 2005
Monday, 7:20 PM – 10:00 PM
October 11 – November 7
Robinson Hall B105**

PROFESSOR:

Name: Brian R. Mc Donald, Ph.D, LPC, NCC

Office phone: 703.629.3248

Office hours: by appointment

Email address: bmcdonal@gmu.edu

COURSE DESCRIPTION:

A. Prerequisites: none

B. Description: This course will explore issues of spirituality, faith, and transpersonal experience as they relate to individual development. The impact of such upon the counseling process will be considered. Models of development and understanding in this domain will be examined. Students will consider how clients' faith/spirituality ideologies potentially facilitate or impede good outcomes in therapy.

NATURE OF COURSE DELIVERY:

(Lecture, in class discussion, readings, observations)

STUDENT OUTCOMES:

As a result of taking this course, the student will:

1. have a greater appreciation for the variety of spiritual concepts and values that clients may bring to therapy,
2. be familiar with several major theories of faith and faith/spiritual development,
3. learn to assess clients' spiritual/faith perspective,
4. gain a greater understanding of how to utilize clients' concepts of spirituality when seeking good outcomes in therapy,
5. be introduced to methods of utilizing spiritual approaches to therapy,
6. learn how to assess the potential detriment of certain client spiritual/faith concepts in seeking progress during therapy,
7. gain greater awareness of personal faith/spirituality values and how such may interact with client outlook.

Relationship to Course and Program Goals and Professional Organizations:

EDCD 797 is a special topics course and meets the requirements that all masters students take 2 credits of special topics course work. This one-credit course will contribute to the counseling student's knowledge of a particular aspect of the counseling endeavor.

EDCD 797 fulfills the requirements of the following professional organizations: Virginia Department of Education, Virginia Department of Health Professions, Council for the Accreditation and Related Educational Programs (CACREP), and American Counseling Association (ACA) Code of Ethics.

REQUIRED TEXT: None

RECOMMENDED TEXT:

Richards, P. S. & Bergin, A. E. (2005). *A Spiritual Strategy for Counseling and Psychotherapy* (2nd ed.): Washington, DC: American Psychological Association.

COURSE REQUIREMENTS and PERFORMANCE-BASED ASSESSMENT

A. Requirements

1. Attendance at each class: Students should notify the professor at the beginning of the semester if there will be an unavoidable absence during the semester. Due to the brief nature of the course (5 weeks) students are expected to attend every class. Students are expected to be on time unless prior arrangements are made with the professor.
2. Class Participation: Students are expected to actively participate in class discussions and activities.
3. Readings: Students are expected to read the assigned readings for each class period and be prepared to discuss what was read.
4. Papers and reports should be typed using APA (5th ed.) style.

B. Performance-Based Assessments

1. Response Papers: Students will write two (2) papers of no more than two (2) pages in length responding to a question provided by the professor concerning the readings and class discussions on a particular topic (2 page limit does not include

title page or reference page). Papers will be due on the week following the class period during which the topic is discussed.

2. Life Tapestry: Students will complete an exercise entitled “The Unfolding Tapestry of my Life.” This will involve working with the Life Tapestry worksheet (provided) and the preparation of a paper summarizing your life tapestry and response to certain questions about it (3 to 5 pages in length, typed, APA format). Students will go over their worksheet with the professor during the second class and turn in their summary paper during the last class.

Grading

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Life Tapestry Worksheet	10 pts	October 17 th
Response Paper 1	20 pts	October 24 th
Response Paper II	20 Pts	October 31 st
Life Tapestry Paper	40 pts	November 7 th
Attendance and Class Part.	<u>10 pts</u>	
Total	100	

C. “blackboard”

Class lecture outlines and readings, can be found on ‘blackboard’ website. Please check the site for announcements prior to each class. You may print out lecture outlines/handouts prior to coming to class if you desire. Lecture materials will not be handed out in class.

‘blackboard website’: <http://blackboard.gmu.edu/>

E. Grading Scale

A = 96%-100%, A - = 91%-95%, B+ = 86% - 90%, B = 81% - 85%, C+ = 78% - 80%, C = 74% - 77%, C- = 71% - 73%, F = 70% or below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for elaboration of these dispositions.

- Commitment to the profession
- Commitment to honoring professional ethical standards
- Commitment to key elements of professional practice
- Commitment to being a member of a learning community
- Commitment to democratic values and social justice

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE

Date	Topic	Readings	Assignment
October 11	Syllabus Course Overview Terms and Definitions Subject Relevance Therapist-Client Match	Fowler: <i>Religion, Fait, & Belief</i> . Richards & Bergin: <i>Religion & Spirituality</i>	
October 17	Theories of Faith Orientation Spirituality and Multi-Cultural Counseling	Richards & Bergin: <i>The Alienation between Religion and Psychology</i> . Peck, M.S. <i>Patterns of Transformation</i> . Lownsdale, S. <i>Faith Development across the Life Span: Fowler's Integrative Work..</i>	Life Tapestry Worksheet
October 24	Theories of Faith Orientation, cont. Assessment of client spirituality Use of Client belief/practice in therapy	Rizzuto: <i>Religious Development Beyond the Modern Paradigm</i> <i>Discussion: The Pschodynamic Point of View</i> . Richards & Bergin: <i>Religious and Spiritual Assessment</i> . <i>Richards and Bergin: Religious and Spiritual Practices as Therapeutic Interventions (pp. 251-279)</i> . *Young and Elder: <i>Inclusion of Religious behaviors and Attitudes in Counseling</i> .	Response Paper I
October 31	Spirituality and Crisis/Suffering Spirituality & Addiction/Recovery Spirituality based interventions When client beliefs impede growth	Briggs, Apple,& Aydlett: <i>Spirituality and the Events of Sept. 11: A Preliminary Study</i> . Richards and Bergin: <i>Spiritual Interventions used by contemporary psychotherapists</i> . Holden: <i>A Sprituality-Based Guiding Meta-theory of Counseling</i> Eriksen, Marston, & Korte: <i>Working with God. Managing Conservative Christian Beliefs that may interfere with Counseling</i> . *Lease & Shulman: <i>A Preliminary Investigation of the role of religion for family members of Lesbian, Gay male, or Bisexual Male and female Individuals</i> . *Johnson: <i>Facilitating Spiritual Meaning making with a diagnosis of terminal illness</i> .	Response Paper II
November 7	Transpersonal Psychology Mystical Experiences Spirituality and Post-Modernist Thought	Richards & Bergin: <i>Mystical and Spiritual Experiences</i> . Fowler: <i>Faith Development Theory and the Post Modern Challenges</i> Wilber: <i>A Brief History of Everything: Introduction</i> .	Life Tapestry Paper

*Optional Readings