

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

**EDCD797 003**

**Counseling from a Spiritual Perspective**

**Fall, 2004**

**Mondays, 7:20PM—10:00PM**

**R A208**

**PROFESSOR:**

**Name: Tim Teague, Ph.D.**

**Office phone: 703-273-1300**

**Office location: in classroom**

**Office hours: one hour before class (by appointment only) or after class**

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**COURSE DESCRIPTION:**

**A. Prerequisites**

**B. Course Description: Counseling from a Spiritual Perspective will examine the usefulness and appropriateness of utilizing the counselee's spirituality in counseling. It will help the student better understand and articulate his or her own spirituality and appreciate others' spirituality. The class will examine various approaches and materials that can assist counselors in matters of spirituality.**

**NATURE OF COURSE DELIVERY: lecture, student presentations, and cooperative learning groups**

**STUDENT OUTCOMES:**

**This course is designed to enable students to:**

November 15

1. The class will discuss the syllabus to understand expectations and grading.
2. The class will discuss differences between spirituality and religion.
3. The class will discuss exoteric and esoteric characteristics of religion and faith.
4. The class will discuss the value of exploring religion and spirituality with most people but not bothering with those who have no interest.
5. The class will share their perspectives on whether or not the western world tends to negate matters of the soul due to our scientific thinking.
6. The class will discuss the value of examining, evaluating, and incorporating a client's belief system into therapy.
7. The class will discuss the existential givens that often draw counseling and spirituality together.
8. The student will learn the premises of transpersonal psychology.
9. The class will discuss the meanings of true, truth, and real and how they relate to counseling.

10. The class will discuss the meaning of happiness.
11. Students will write a brief description of their current struggles and share whether or not there is a religious component. They will also share their understanding of the exoteric/esoteric dichotomy and their comfort or discomfort with each.
12. Students will begin compiling and writing mantras for personal and professional use.
13. Before the next class, students will complete the spiritual wellness inventory in the text.
14. Students will prepare for a quiz on tonight's material.

#### November 22

1. Students will begin the class with a test on last week's materials.
2. The class will discuss some of the characteristics of counseling as a spiritual activity and students will share and evaluate their own practices and attitudes.
3. The class will discuss the values of instilling hope and encouraging virtue.
4. The class will discuss the place of mystery and ambiguity in counseling.
5. The class will discuss the 3 stages of the transformation ritual.
6. The class will discuss the value of the polarity of activity and receptivity
7. Students will share their own religion's teaching on self-forgetting and self-discovery.
8. The class will discuss some of the basics of some of the tools of the Healer: compassion, forgiveness, justice, and love.
9. Small groups will discuss transcendence, including humor and play.
10. Students will share their spiritual inventories.
11. The class will debate why the client must ultimately define "meaning."
13. The class will discuss evil and learn three categories of evil.
14. The class will discuss attitudes that help counselees with their struggle with evil.
15. The class will discuss how to utilize hope, virtue, and other archetypes in response to evil.
16. Students will continue compiling mantras for personal and professional use.
17. Students will prepare for a test for next week on tonight's materials.

#### November 29

1. Students will take a test on last week's materials.
2. The class will discuss explore the meaning of suffering, the American dilemma related to this, and what it means for clients and therapists.
3. The class will discuss the key points of the book of Job from the Old Testament of The Bible and analyze it.
4. Students will share themes related to Job that counselors can utilize: affirming suffering, balancing activity and receptivity, and others.
5. Students will identify at least three practitioners who have communicated hostility toward religion.
6. The class will discuss how to distinguish guilt from shame.
7. Students distinguish between the ideal self, the corrective self, and the punitive self.
8. The class will discuss the basic elements of a balanced life in different stages.
9. Students will identify the causes and cautions for treatment of excessive guilt.

10. Students will share the normalcy and usefulness of guilt in the Judeo-Christian traditions and the counselor's responsibility to address this.
11. Students will continue to compile and share their mantras for personal and professional use.
12. Students will prepare for a test next class on tonight's materials.

#### December 6

1. Students will take a test on last week's materials.
2. The class will discuss aspects of assessment.
3. The class will discuss ways to discover a client's spirituality.
4. Students will debate general guidelines that help deal with clients religious or spiritual issues.
5. The class will discuss guidelines for distinguishing religious/spiritual experience's from psychoses.
6. Students will discuss thirteen toxic beliefs.
7. Students will discuss six types of spiritual problems.
8. The class will discuss four characteristics of cults.
9. The class will discuss reasons for and ways of referral for some spiritual issues.
10. The class will discuss four guidelines for intervention in spiritual matters.
11. The class will discuss five categories of spiritual interventions.
12. Students will examine 13 specific interventions and discuss which ones resonate with them.
13. Students will prepare for a test on tonight's materials and a final on the first four classes of materials with questions taken from previous weekly tests.

#### December 13

1. Students will take a test on last week's materials.
2. Students will share their mantras with small groups and four mantras with entire class.
3. Students will take a final covering the first four classes with questions taken from previous quizzes.
4. The class will discuss the background and importance of the twelve steps
5. Students will share briefly through some of the steps one on one.
6. Students will complete evaluations of the professor and class.

#### **PROFESSIONAL STANDARDS: CACREP**

#### **REQUIRED TEXTS:**

**Faiver, Christopher; Ingersoll, R. Elliott; O'Brien, Eugene; & McNally, Christopher (2001). Explorations in counseling and spirituality: philosophical, practical, and personal reflections. Toronto: Wadsworth Group.**

#### **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

- A. Requirements: attend class, participate**
- B. Performance-Based Assessments: four weekly tests, one final**

### C. Criteria for evaluation

4 tests	10 pts. Each	40pts
Spiritual Wellness Inventory (due Nov. 22)		5pts
Counselor Self-Assessment (due Nov. 29)		10pts
Book Summary from references (due Dec. 6)		10pts
	(6-page, double-spaced, 12pt)	
Attendance	(full class, 2pts each)	10pts
Group Participation	(2 pts each class)	10pts
Video, art, music, or occasion of spiritual moment		
4 minutes or less share with class		2pts
Personal and therapeutic mantra's list (due Dec 13)		3pts
Final		10pts
Total		100pts

### D. Grading Scale:

94—100=A
90—93=A-
87—89=B+
84—86=B
80—83=B-
70—79=C
59—0=F

## 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](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**PROPOSED CLASS SCHEDULE**

<b>Date</b>	<b>Topic/Learning Experiences</b>	<b>Readings and Assignments</b>
11/22/04	Archethemes and spirituality; evil and counseling	Chapters 2 and 3 of textbook
	Spiritual Wellness inventory completed	Text, pp. 185f.
11/29/04	Human Suffering and Guilt	Chapters 4 and 5 of textbook
	Counselor self-assessment due	Text, pp. 151f.
12/5/04	Assessment and interventions	Chapters 6 and 7 of textbook
	Book summary due	From end of chapter references
12/12/04	The Twelve Steps/Sharing mantras	Chapter 8
	Mantras list due	

**ASSESSMENT RUBRIC(S)**

***COURSE***  
***Assignment rubric***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>No Evidence</b> 1	<b>Beginning</b> (Limited evidence) 2	<b>Developing</b> (Clear evidence) 3	<b>Accomplished</b> (Clear, convincing, substantial evidence) 4	<b>SCORE</b>
<b>CRITERIA</b>					

Comments: