

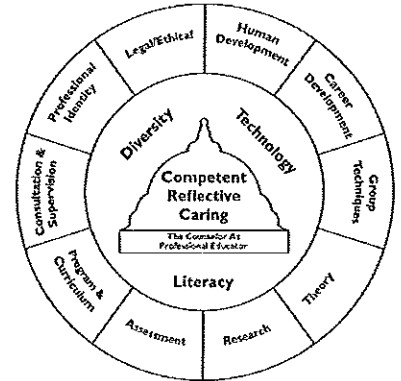
**SOUTHEAST MISSOURI STATE UNIVERSITY  
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

*COURSE SYLLABUS*

Title of Course: **Religion & Spirituality in Counseling (3 cr)**

Course No. **CP 664**

Semester:  
Instructor:  
Office:  
Phone:  
E-mail:  
Office Hours:  
Class Room:  
Class Dates:  
Class Times:  
Website:



*Note: The Instructor will add the above information each semester.*

**I. Catalog Description and Credit Hours of Course:**

Didactic and online instruction of religious/spiritual issues in counseling, developmental models and clinical intervention relevant to religion, spirituality and counseling. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

| M.A. Career Counseling | M.A. School Counseling | M.A. Mental Health Counseling | Ed.S. Counseling Education | Psychological Examiner Certificate |
|------------------------|------------------------|-------------------------------|----------------------------|------------------------------------|
| Elective               | Elective               | Elective                      | Elective                   |                                    |

**IV. Course as Relates to External Requirements**

| CACREP Requirements (2009) | DESE Requirements (2006) | LPC Requirements | NBCC Requirements |
|----------------------------|--------------------------|------------------|-------------------|
| N/A                        | N/A                      | N/A              | N/A               |

## V. Course as Relates to External Standards

### **CACREP Standards (2009)**

Section II.G.1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession,
- j. ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.

Section II.G.2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Section II.G.3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- h. theories for facilitating optimal development and wellness over the life span.

Section II.G.5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

Section II.G.7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

### **DESE Standards (2006)**

N/A

## VI. Purposes or Objectives of the Course:

Students enrolled in this course will:

1. Better understand the role of religion and spirituality in the lives of clients.
2. Be able to describe how personal assumptions influence clinical practice when working with individuals who ascribe to a variety of religious and/or spiritual beliefs and practices.
3. Explore and understand more concerning different world religions including basic beliefs, practices, strengths, and limitations.
4. Become familiar with the history of religion and spirituality in the helping professions.
5. Learn basic counseling strategies and interventions to increase ability to effectively assess and help counsel individuals.
6. Demonstrate skill in preparing presentations that will inform others of world religions.
7. Learn models of religious and spiritual development.

| <b>VII. Course Content or Outline:</b>                                 | <b>Class Hours</b>    |
|--|-----------------------|
| 1. History of spirituality and religion in counseling                  | (3 hours)             |
| 2. Developmental models of spirituality and religion                   | (4 hours)             |
| 3. Spiritual development of counselor and client                       | (3 hours)             |
| 4. The therapeutic relationship and spirituality                       | (5 hours)             |
| 5. Techniques and interventions  | (18 hours)            |
| Assessment techniques  | (3) hours             |
| Theory based interventions   | (3) hours             |
| Meditation   | (3) hours             |
| Forgiveness  | (3) hours             |
| Experiential learning  | (6) hours             |
| 6. Assessing spiritual and religious functionality and personal values | (5 hours)             |
| 7. Ethical consideration of spirituality in counseling                 | (5 hours)             |
|  | <b>45 total hours</b> |

**VIII. Textbook(s):**

**Note:** Because of the amount of writing assignments required throughout your counselor preparation program, it is required that you purchase the APA publication manual for your use and reference in every course throughout the program (currently the sixth edition).

**IX. Expectations of Students:**

- A. The student will actively participate in class.
- B. The student will complete the required readings and assignments.
- C. The student will have satisfactory performance on examinations.
- D. The student will respond to a variety of skill assessment techniques.
- E. The student will learn about and use a variety of technological strategies to enhance learning
- F. The student will learn how to apply legal and ethical standards in counseling.

**X. Basis for Student Evaluation**

- A. Written examinations
- B. Written critiques of professional articles
- D. Presentation
- E. Graduate quality research paper

***Final letter grade:***

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

**Assignments:**

*(Each Instructor will add this section)*

**XI. Methods of instruction**

- A combination of:
- Classroom lectures and discussions
  - Classroom experiential exercises
  - Web-assisted instructions and tests/exams

**XII. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

If you are found to have cheated on any test or assignment you will be given a score of '0' for that assignment. Second instances of cheating in any form will be given a failing grade for the course.

**XIII. Students with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA)

please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to:  
<http://www.semo.edu/cs/services/disability.htm>

#### **XIV. Civility, Respect and Classroom Etiquette:**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

#### **XV. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See Student Handbook.

#### **XVI. Knowledge Base References:**

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

#### **XVII. Course Schedule**

The schedule is a tentative outline of topics, readings and assignments that will be covered in this course. I reserve the right to modify the schedule as seen fit. Students will be informed of any changes made to the tentative schedule in a timely manner.

Department Approved: 9/6/2011

College Council Approved:

Graduate Council Approved: