

Fall 2015

EDGC 6993

Matthew Lyons
University of New Orleans

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EDGC 6993 Spirituality and Counseling

Fall 2015

Mondays 4:00-6:45

Bicentennial Education Bldg. Rm 222

Department of Educational Leadership,

Counseling and Foundations

University of New Orleans

Matthew Lyons, Ph.D.

Assistant Professor

Office: ED 174

Office Hours: Mon 12-4, Tues 12-3, or by appointment.

E-mail: mllyons@uno.edu

phone: 304-549-0271

REQUIRED TEXT:

Cashwell, C. S., & Young, J. S. (2011). Integrating Spirituality and Religion Into Counseling: a guide to competent practice (2nd ed). ISBN-10: 1556203101

SUPPLEMENTARY READINGS:

Additional readings will be assigned during the semester. The student is responsible for reading material distributed in class as well as material posted on blackboard.

COURSE DESCRIPTION:

Course is designed to promote knowledge and skills that will prepare counselors to effectively engage clients in the exploration of their spiritual and religious lives as they relate to other psychological concerns.

Methods of Instruction:

Lecture/discussion, group-based presentations, guest speakers, videos and case vignettes will be used throughout the semester to introduce and illustrate the characteristics of counseling and engaging socio-cultural and other mental health issues challenging today's families.

COURSE OBJECTIVES:

1. Promote reflection and awareness of students' personal spiritual and religious values.
2. Facilitate greater understanding of the relationship between spirituality, religion, and human development.
3. Recognize the diversity of spiritual and religious expressions and learn ethical ways of working with that diversity.
4. Learn strategies for incorporating spirituality and counseling into counseling.

**Student Learning Outcomes:**

1. Students will articulate a broad understanding of human spirituality and its shaping influence in their own lives.
2. Students will be conversant with numerous spiritual and religious traditions.
3. Students will be able name and describe ASERVIC's spiritual competencies.
4. Students will articulate their understanding of the intersection of spirituality and multicultural competency.
5. Students will demonstrate the ability to integrate spirituality into counseling sessions.

CACREP STANDARDS ADDRESSED IN COURSE

Course will provide understanding of:

II.G.2.b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

II.G.2.e counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

II.G.2.f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

II.G.3.h. theories for facilitating optimal development and wellness over the life span.

CMH.D.2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

CMH.F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

Assignments:**1. Spiritual Autobiography - 20 pts**

Write a 3-5 page paper that details the significant developments in your own spiritual life. This assignment is designed to foster self-awareness. See attached guidelines for more details. **II.G.2.b, II.G.2.e**

2. Reflection Paper – 20 pts

Pick a (or several) spiritual/religious event, service, ritual, practice, ceremony or something that is unfamiliar to you and attend. Choose something that will stretch your experience in some way. Write a 3-5 page reflection paper on the experience. **II.G.2.f**

3. Research Presentation - 20 pts

Prepare an in-depth presentation on a particular religious/spiritual group or practice. This assignment is designed to allow in-depth study to facilitate greater



awareness of the diversity of expressions of spirituality. Explore the values, customs, traditions, and stereotypes, etc. Content should connect with course content and other presentations. Presentations should last at least 30 minutes. Powerpoints should include visuals such as powerpoint, video clips, etc. They should also incorporate audience involvement such as role plays, activities, skits, etc. **II.G.2.b, II.G.2.e, II.G.2.f., CMH.D.2.**

4. Spirituality Final - 40 pts

There is great diversity in the ways people pursue spirituality including dance, art, photography, nature, gardening, religion, service, etc. Therefore, there is diversity in the way you can fulfill this final project. 1. You can take a cumulative multiple choice 100 question final exam. 2. Design a research project that address an issue related to spirituality and counseling and write a formal 5-8 paper in APA format. 3. You can design a arts, media, or experiential Project that captures, explores, and expresses spirituality that can be used in a counseling setting. Both options 2 & 3 should address multicultural considerations, potential misunderstanding, draw parallels, and/or promote our understanding of spirituality in the field of counseling and use with clients. Projects should demonstrate understanding of spirituality and relationship to wellness, prevention, treatment, etc. All projects must have professor approval. **CMH.D.2., CMH.F.3.**

Autobiography	20
Reflection Paper	20
Research Pres.	20
<u>Final Project</u>	<u>40</u>
Total	100

Grades/weights:

- A = 90 points or higher**
- B = 80 – 89**
- C = 70 – 79**
- D = 60 – 69**
- F = Below 60**

**Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

Accommodations

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Class Attendance and Participation:

Students are expected to attend *all* classes and actively participate in classroom activities. Excessive absences or tardiness will negatively affect final grade. Students are expected to read *all* assigned readings prior to class, and participate in discussions.



Tentative Course Schedule

August 24	Defining Spirituality	Chap 1
August 31	ASERVIC, Culture, Worldview	Chap 2 &3
September 7	LABOR DAY HOLIDAY	
September 14	Self-awareness	Chap 4
September 21	Spiritual Development/Transformation	Chap 5 Spiritual Autobiography Due
September 28	Spirituality in Counseling	Chap 6
October 5	Assessment	Chap 7 Research Pres
October 12	Diagnosis and Treatment	Chap 8 Reflection papers Due Research Pres
October 19	SPRING BREAK	
October 26	Mindfulness	Chap 9 Research Pres
November 2	Ritual	Chap 10 Research Pres
November 9	12-step	Chap 11
November 16	Prayer	Chap 12
November 23	Divine Feminine	Chap 13
November 30	Project Presentations	Projects Due
December 7	Project Presentations	
May 1	Final Class Meeting	

*Dates and topics are subject to change throughout the semester.



Important Dates*

Last day to adjust schedule w/out fee	08/18/2015
Semester Classes Begin	08/19/2015
Last day to adjust schedule w/fee, or withdraw with 100% refund	08/25/2015
Last day to apply for December commencement	09/25/2015
Final day to drop a course or resign.....	10/14/2015
Mid-semester examinations	10/05-10/09/2015
Final examinations	12/07-12/11/2015
Commencement	12/18/2015

**Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: <http://www.registrar.uno.edu>*

Fall Semester Holidays

Labor Day	09/07/2015
Mid-semester break.....	10/15-10/16/2015
Thanksgiving.....	11/26-11/27/2015

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student

Handbook: <http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more



at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus

Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>



Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of counseling professionals viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Roles and Responsibilities of Professionals in Counselor Education

- Design, implement, monitor, and evaluate programs. Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home.



- Advocate for children, services, and supports. Counselors are effective advocates for students, families, and school communities.
- Provide individual, group, and family counseling. Counselors promote school success as measured by the academic, career, and personal/social development of all students.
- Offer career and academic guidance. Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students.
- Collaborate to support group practice. Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory.
- Consult with teachers and parents/legal guardians. Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students.