



**Chaminade University - Honolulu**  
**PSY 773 Spiritual Dimension Counseling**  
**Spring 2019**

**Instructor:** Quinn Hashimoto, MSCP      **Time:** Tuesday, 5:30 - 9:20 P.M.  
**Phone (cell):** (808)384-4298      **Room:** Henry Hall 223  
**Office Hours:** by appointment      **Email:** quinn.hashimoto@chaminade.edu

**Required Text:**      Spiritually Integrate Psychotherapy. Kenneth Pargament.  
Guilford Press:New York, 2007.

**Other Recommended readings:**      Why Religion Matters Huston Smith  
                                         When Religion Becomes Evil Charles Kimball  
                                         The Variety of Religious Experience William James  
                                         Counseling and Spirituality: Views from the Profession Oliver Morgan.

**ACA 2014 Code of Ethics**

**Section C Professional Responsibility**

**Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

**C.2.g. Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

### **Catalog Course Description**

For some people, spirituality has been called the fifth force in counseling psychology. This course will explore the nature, meaning, and significance of human spirituality and religion, especially as they relate to the counseling experience. To facilitate discovery, the course will employ self-examination, sharing of experiences, reading, lecture, various exercises, projects, research, and guest speakers.

### **Program Linking Statement**

This course develops and assesses the skills and competencies for the MSCP program community counseling emphasis student learning outcomes of 1) knowledge and skills for the practice of community counseling and 2) contextual dimensions: community counseling. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations

**It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, etc.**

### **Course Description**

This course will explore the nature, meaning, and significance of human spirituality and religion, especially as they relate to the counseling experience. To facilitate discovery, the course will employ self-examination, sharing of experiences, reading, lecture/discussions, various exercises, projects, research, news reports, movies, and guest speakers.

### **Student Learning Outcomes**

Students will demonstrate an understanding of:

1. Their own spiritual journey to date and take steps toward continued spiritual and psychological growth as persons who would counsel others.
2. Cross-cultural sensitivity and respect for those whose spiritual/religious views differ from their own, as befits individuals seeking to serve people in all of their diversity through the work of counseling.
3. The relationship between spirituality and psychology, and develop a counseling perspective that addresses or integrates both.
4. Ethics as it applies to spiritual/religious issues that may arise in counseling, and possible approaches to addressing them in secular or religious counseling settings.
5. Scientific method and how it applies to an understanding of spiritual dimensions within the context of counseling.
6. Research and how it applies to an understanding of the effects of religion/spirituality on social systems, physical health and mental health within the counseling context.

## **Assessment**

**Assignments:** The assignments are designed to provide a varied and well-rounded learning experience that will augment in-class presentations.

1. Write an autobiography of your personal spiritual journey. This will include religious and spiritual influences, experiences, impressions, and reflections. Be prepared to share orally with the class from your written autobiography. Example will be provided in class.
2. Interview a leader or knowledgeable practitioner from a religious group or spiritual perspective other than your own. Write a report and share the results orally with the class.
3. Write a paper integrating your psychology and counseling perspectives with your religious/spiritual beliefs and values. The paper will cover twelve aspects of inquiry and is to be six pages in length. The instructor will give written guidelines.
4. Keep a written journal for the length of the course. Record your thoughts, feelings, dreams, insights, reflections, paranormal experiences, prayers, hunches, intuitions, moods, trials, temptations, inspirations, revelations, coincidental occurrences, and anything else along these lines. Bring your journal to class and share material with a partner when instructed. The instructor will check your writing progress at the fourth and tenth sessions.
5. Write a **brief** (1 page maximum) reaction/reflection for each guest speaker. Due the week after the speaker appears.
6. Write a research paper on a topic of interest that pertains to the nature of this course. This is to be your own work, not just an internet download. Use at least three sources. Demonstrate some interaction with your material. Follow APA format for your references. Write 8 to 10 pages. Oral presentations of student research will be given during the last two class sessions. Provide a synopsis and reference list to each class member and the instructor.

**Exams:** There will be no exams.

**Reading:** You are responsible to stay current with the assigned reading in the text and other assigned material. The instructor will not cover every section of the reading in class, but you will be expected to participate in discussions when they occur. A significant portion of the participation points will be awarded according to your familiarity with the assigned reading.

### **Grading**

|                                 |        |
|---------------------------------|--------|
| Attendance and Participation    | 30 Pts |
| Spiritual Journey Autobiography | 10 Pts |
| Speaker Reactions               | 10 Pts |
| Journal                         | 10 Pts |
| Interview Presentation          | 15 Pts |
| Integration Paper               | 10 Pts |
| Research Paper & Presentation   | 15 Pts |

A= 90 - 100 Pts

B= 80 - 89 Pts

### **Attendance**

**If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) Arriving late or leaving early may affect participation points.**

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

### **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is

nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

*The above quotes were taken directly from:*

Research Design And  
Counseling

Heppner, Kivlighan, and  
Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

*The above quotes were taken directly from:*

Research Method In Social  
Relations

Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

*The above quotes were taken directly from:*

Methods In Behavioral Research

Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

*The above quotes were taken directly from:*

<http://allpsych.com/researchmethods/replication.html>

### **Students With Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

### **Title IX**

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following:**

- **Personal Counseling Center: 808-735-4845**

### **Marianist Educational Values**

*Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:*

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from

those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

## **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

## **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

## **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

## **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

***Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton***

Each of these characteristics is integrated, to varying degrees, in this course.

### **Tentative Course Schedule**

| Week | Date    | Activities                                                                                                          | Readings                   |
|------|---------|---------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1    | 4/9/19  | Introduction and overview                                                                                           | Pargament: Preface & Ch. 1 |
| 2    | 4/16/19 | Due: <u>Autobiography of Spiritual Journey</u>                                                                      | Pargament: Ch. 2-4         |
| 3    | 4/23/19 | <b>Guest Speaker: TBA</b>                                                                                           | Pargament: Ch. 5-6         |
| 4    | 4/30/19 | Due: <u>Research Paper Topic</u><br>Due: <u>Speaker Reflection</u><br>Due: <u>Interview Written and Oral Report</u> | Pargament: Ch. 7-8         |
| 5    | 5/7/19  | Due: <u>Spiritual &amp; Psychological Integration Paper</u>                                                         | Pargament: Ch. 9           |
| 6    | 5/14/19 | <b>Guest Speaker: TBA</b>                                                                                           | Pargament: Ch. 10          |
| 7    | 5/21/19 | Due: <u>Speaker Reflection</u>                                                                                      | Pargament: Ch. 11-12       |
| 8    | 5/28/19 |                                                                                                                     | Pargament: Ch. 13-14       |
| 9    | 6/4/19  | <b>Guest Speaker: TBA</b><br>Due: <u>Research Papers (all) Research Oral Presentations</u>                          | Pargament: Ch. 15-16       |
| 10   | 6/11/19 | Due: <u>Speaker Reflection</u><br><u>Research Oral Presentations</u><br>Discussion and Closure                      |                            |