



Chaminade
University
OF HONOLULU

Chaminade University of Honolulu
Master of Science in Counseling Psychology
Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 773

Course Title: Spiritual Dimensions in Counseling

Term: Spring 2023

Class Meeting Days: Online Asynchronous

Class Meeting Hours: n/a

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Instructor Name: Quinn Hashimoto, MSCP

Email: quinn.hashimoto@chaminade.edu

Phone: (808)384-4298

Office Location: n/a

Office Hours: by appointment

Instructor Availability: Questions for this course can be emailed to the instructor at quinn.hashimoto@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

Text: Dynamics of Faith - Paul Tillich

Additional Required Learning Materials:

The Cry for Myth - Rollo May

The Courage to Be - Paul Tillich

Psychotherapy East & West - Alan Watts

University 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, and movies.

Course Overview

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.

Course Approach

This course will be delivered asynchronously via the Chaminade University Canvas website. Specifics on how the course will be delivered.

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>

MSCP Program Learning Outcomes (PLOs)

1. Identify core-counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

1. Students will demonstrate their own spiritual journey to date and take steps toward continued spiritual and psychological growth as persons who would counsel others through Spiritual Journey Autobiography, Daily Journal, Interview Paper and Weekly Discussion Post (PLO 1).
2. Students will demonstrate the relationship between spirituality and psychology and develop a counseling perspective that addresses or integrates both through Spiritual Journey Autobiography, Daily Journal, Weekly Discussion Post, and Research Paper (PLO 1).
3. Students will demonstrate 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 through Weekly Discussion Post, and Research Paper (PLO 3).
4. Students will demonstrate the scientific method and how it applies to an understanding of spiritual dimensions within the context of counseling through Weekly Discussion Post (PLO 1).
5. Students will demonstrate 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 through the Research Paper (PLO 3, 4).

Grading: (All assignments are to be turned in on the Sunday of the week they are due)

1. **Spiritual Journey Autobiography:** Write an autobiography of your personal spiritual journey. This will include religious and spiritual influences, experiences, impressions and reflections. Guidelines will be available in the files section on Canvas. 20 points total.
2. **Daily Journal:** Keep a written daily 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. Progress will be checked during week 5 and 10. Guidelines will be available in the files section on Canvas. 100 points total.
3. **Interview Paper:** Interview a leader or knowledgeable practitioner from a religious group or spiritual perspective other than your own. Write a report on what you learned from the interview. Guidelines will be available in the files section on Canvas. 50 points total.
4. **Weekly Discussion Post:** Each week there will be a discussion post that will focus on the topic of the weekly readings. Each person will write their own response to the discussion and at least one response to a classmate. Guidelines will be available in the files section on Canvas. 10 points each, 80 points total.
5. **Research Paper:** Write a research paper on a topic of interest that pertains to the nature of this course. Use at least three peer-reviewed sources. Demonstrate some interaction with your material. Follow APA formatting. Your paper should be 8-10 pages in length, 12-point, Times New Roman or Arial font and double-spaced. Guidelines will be available in the files section on Canvas. 100 points total.

A = point range: 315 - 350 points

B = point range: 280 - 314 points

C= not passing range: < 280 points

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence based research

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 quote was taken from:

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

Canvas

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)

- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

CUH Services and Policies

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Accommodations

Chaminade University of Honolulu offers accommodations for **all actively enrolled** students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua ‘Ike: Center for Student Learning to request accommodations. Verification of their disability will be requested through appropriate documentation. All required paperwork will be completed by the student before accommodations are approved.

Although ADA accommodations and/or modifications can be requested at any time, it is highly recommended that students notify Kōkua ‘Ike prior to the start of the academic school year by completing the Kōkua ‘Ike Online Registration/Request Form found on the Chaminade website. ADA accommodations are not retroactive. For more information, contact ada@chaminade.edu or call 808-739-8305.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

If you miss more than one class, you will be given a “C” and you must retake the class. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Marianist 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, 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.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Tentative Course Schedule

Week #	Class Schedule / Activities / Assignments	Assignments Due
1 4/10/23 - 4/16/23	What is Faith? Reading: <u>Dynamics of Faith</u> Ch. 1 Video: See Canvas Files	
2 4/17/23 - 4/23/23	What Faith is Not Reading: <u>Dynamics of Faith</u> Ch. 2 Video: See Canvas Files	Autobiography of Spiritual Journey; Weekly Discussion Post #1
3 4/24/23 - 4/30/23	Symbols of Faith Readings: <u>Dynamics of Faith</u> Ch. 3 and <u>Cry for Myth</u> Part 1	Weekly Discussion Post #2
4 5/1/23 - 5/7/23	Types of Faith Reading: <u>Dynamics of Faith</u> Ch. 4 Video: Watch Atheism 2.0	Weekly Discussion Post #3
5 5/8/23 - 5/14/23	The Truth of Faith Reading: <u>Dynamics of Faith</u> Ch. 5 Video: See Canvas Files	Check Journal Progress; Weekly Discussion Post #4
6 5/15/23 - 5/21/23	The Life of Faith Reading: <u>Dynamics of Faith</u> Ch. 6 Video: See Canvas Files	Research Paper Topic; Interview Report; Weekly Discussion Post #5
7 5/22/23 - 5/28/23	Being and Courage Reading: <u>The Courage to Be</u> Ch. 1 Video: See Canvas Files	Weekly Discussion Post #6
8 5/29/23 - 6/4/23	Being, Nonbeing and Anxiety Reading: <u>The Courage to Be</u> Ch. 2 Video: See Canvas Files	Weekly Discussion Post #7
9 6/5/23 - 6/11/23	Reading: <u>Psychotherapy East & West</u> Ch. 1 Video: See Canvas Files	Weekly Discussion Post #8
10 6/12/23 - 6/18/23		Research Paper; Final Journal Check