Syllabus for
GCSL 570 Religious Diversity and Counseling
3 Credit Hours
Fall 2015

I.   COURSE DESCRIPTION

Acquaints students with various religious orientations and how they might influence the counseling process. Both the formal theology and subjective spirituality of the orientations are considered. Special emphasis is placed on maintaining respect for differing belief systems and the ethics of integrating them in therapy.
Prerequisites: GTHE 518; Recommended: GCSL 528

II.   COURSE GOALS

The purpose of this course is to do the following:

A. Explore the belief systems of major world religions.

B. Discuss how various belief systems might influence the client's expectations and experience of the counseling process.

C. Emphasize the ethics and competencies of integrating religion into therapy.

D. Discuss how different theoretical orientations to counseling would seek to integrate religion into the therapeutic process.

E. Explore how religious beliefs can be addressed in the assessment and treatment phases of therapy.

F. Distinguish between the helpful and hurtful components of religious beliefs and practices.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the students will be able to do the following:

A. Explain the belief systems of major world religions.

B. Understand how various belief systems might influence the client's expectations and experience of the counseling process.

C. Practice an ethical approach to integrating religion into therapy.

D. Clarify how different theoretical orientations to counseling would seek to integrate religion into the therapeutic process.
E. Indicate how religious beliefs can e addressed in the assessment and treatment phases of therapy.

F. Clarify between the helpful and hurtful components of religious beliefs and practices.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES
    A. Required Materials
       1. Textbooks
          Pargament, Kennth I. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. NY: Guilford, 2011. ISBN: 978-1609189938

          Richards, P. S. & Bergin, A. E. *Handbook of Psychotherapy and Religious Diversity: a guide to competent practice.* 2nd Ed. Washington, DC: American Psychological Association. ISBN: 000-1433917357

          Cashwell, Craig S. & Young, Scott J. *Integrating Spirituality and Religion Into Counseling.* 2nd Ed. VA: American Counseling Association. ISBN: 978-1-55620-310-7

       2. Other
          None

    B. Optional Materials
       1. Textbooks
          None
       2. Other
          None

V.   POLICIES AND PROCEDURES

    A.   University Policies and Procedures
       1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
       2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
       3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
          a.   Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
          b.   Failing to meet group assignment or project requirements while claiming to have done so;
          c.   Failing to cite sources used in a paper;
          d.   Creating results for experiments, observations, interviews, or projects that were not done;
          e.   Receiving or giving unauthorized help on assignments.
          By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.

    a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

    b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

    a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.

    b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

    a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).

    b. A Petition for Late Examination must be submitted to the academic dean's office. A **$15 fee,** plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

    c. Students taking late exams should expect alternate versions of the original exams.

    d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

    a. Students will receive one letter grade reduction after missing more than two weeks of classes.

  b. Students who miss more than one month of classes will fail the course.

  c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**

  d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.

  e. Students are expected to be prompt for classes.

  f. Students are expected to remain for the entire class session.

  g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

 1. Evaluation Procedures

  a. Grading:

   Group Presentation 100 pts
   Theology of Counseling Paper 100 pts
   Final Exam   100 pts
   Total: 300 pts

  b. Grading scale:

   A = 90-100%
   B = 80-89%
   C = 70-79%
   D = 60-69%
   F = 59% and below

 2. Whole Person Assessment Requirements

  a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.

  b. WPA requirements for this course:

   i. All students, regardless of degree program, must submit the Theology of Counseling Research Paper for GCSL 570 to the course professor on ePortfolio, on the same date the assignment is also due in class.

   ii. Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.

 3. Other Policies and/or Procedures

  a. Group Presentation: Working in groups, students will select one of the seven theoretical approaches to working with religious persons in therapy addressed in the Shafranske text and develop a presentation based on that material for the class. Outlines of their presentation should be made available to all class members.

  b. Research Paper: Students will write a paper on their theology of counseling, addressing such issues as authority, sin, grace, forgiveness, redemption, and change/transformation.

V.   COURSE CALENDAR

Week	Subject	Reading
1	Introduction: Postulates and Definitions	C & Y, 2011, ch. 1
2	Overview of ASERVIC Spiritual Competencies	2011, ch. 2
3	Culture and Worldview: Competencies 1 & 2	2011, ch. 3
4	Psychotherapy with Evangelicals and Fundamentalists	2000, ch. 6
	Psychotherapy with Pentecostals	2000, ch. 7
5	Integrating Spirituality & Religion into Counseling: Ethical Principles	R & B, 2000, ch. 1-2
6	Counselor Self-Awareness: Competencies 3 & 4	2011, ch. 4
7	Human & Spiritual Development and Transformation: Competency 6	2011, ch. 5
8	Communicating About Spirituality in Counseling: Competencies 7-9	2011, ch. 6
9	Assessing the Spiritual and Religious Domain: Competency 10	2011, ch. 7
10	Diagnosis and Treatment: Competencies 11-14	2011, ch. 8
11	Mindfulness and Acceptance	2011, ch. 9
12	12-Step spirituality	2011, ch. 11
	Theology of Counseling Paper Due	
13	The Shadow-Side of Religion/Spirituality	Handout
14	Religious Diversity and Counseling: Future Directions	2000, ch. 19
15	Future Directions, cont.	2011, ch. 14
16	**Final Exam**	

Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry
M. A. Christian Counseling

GCSL 570 Religious Diversity and Counseling   **Dr. Bill Buker, Instructor**

Fall 2015

This course contributes to student learning outcomes for the M.A. Christian Counseling degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.	X			
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.			X	
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.		X		
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.		X		
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.			X	
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.		X		