

Spiritual Values and Methods in Counseling and Psychotherapy

CPSE 656
Brigham Young University
Winter Semester 2017
355 MCKB 8:30 – 11:20 am Wednesday

Instructors: P. Scott Richards, PhD, 340 MCKB, ext 2-4868; scott_richards@byu.edu
Office Hours: Thursday 9:00 a.m. – 9:50 am

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Course Description: This graduate course invites you to understand and become a part of the growing international, interdisciplinary, and ecumenical effort to integrate religious and spiritual perspectives into the mainstream behavioral sciences. The course will help you explore historical, philosophical, theoretical, and empirical issues regarding the integration of spiritual perspectives in psychology, counseling, and psychotherapy. It will also help you reflect on and learn how you can effectively integrate religious and spiritual perspectives and interventions into your professional work with clients from diverse religious traditions.

Required Books (both of these books are available electronically for free to students on the BYU Library website).

Richards, P. S., & Bergin, A. E. (2005). A Spiritual Strategy for Counseling and Psychotherapy (2nd ed). Washington, DC: American Psychological Association. (Abbreviated in class schedule as R&B)

Richards, P. S., & Bergin, A. E. (Eds.), (2014). Handbook of Psychotherapy and Religious Diversity. American Psychological Association: Washington, D. C.

Knowledge and Skill Objectives

The objectives of the course are to help you gain a greater understanding of (1) historical and current perspectives regarding the relationship between the behavioral sciences and religion; (2) philosophical and theoretical foundations of a theistic spiritual perspective in psychology and psychotherapy; (3) ethical issues associated with the use of religious and spiritual interventions in counseling and psychotherapy; (4) how to effectively use religious and spiritual interventions in counseling and psychotherapy; (5) issues associated with using spiritual interventions with clients from diverse religious traditions and perspectives; (6) spiritual perspectives regarding scientific discovery and the research process; (7) research paradigms and methods suitable for studying religion and spirituality in the behavioral sciences, and (8) your personal view of the complex interaction between mental health/illness and spirituality and your role as a healer. The course will be highly participatory and experiential in nature. It will use a variety of activities and learning experiences, including (1) discussions about religion, spirituality and the behavioral sciences; (2) research and class presentations about world religions in order to increase your sensitivity to religious diversity; (3) conversations and presentations about how to integrate spiritual perspectives and interventions into your work; (4) video/DVD clips from the APA psychotherapy series on spirituality in treatment; and (5) discussion of case examples to help you better understand how to effectively incorporate spiritual perspectives and interventions into professional practice.

Class Schedule

Date	Textbook Reading Assignment/Discussion Focus	Instructor Presentation Topic(s)	Implications and Applications for Practice
1/11	Syllabus & class requirements; Introduction to course	Personal perspectives of the old and new zeitgeists in psychology; Professional identity development--integrating personal and professional beliefs and values	
1/18	R&B 1 & 2 The need for a theistic spiritual strategy; Alienation of Psychology and Religion	Historical alienation of psychology and religion; Assumptions of scientific naturalism	Video interview of Allen Bergin
1/225	R&B 3 The new zeitgeist:	The new zeitgeist in psychology; Post-materialist science and psychology (e.g., research on non-local healing, near-death experiences, parting visions; spirituality in healing)	Video interview: Lisa Miller, Columbia University
2/1	R&B 4 A theistic, spiritual world view;	Toward religious and spiritual competency for psychotherapists; Basic and advanced religious and spiritual competencies; Status of evidence-base on spiritually integrated psychotherapies	Self-assessment of current religious and spiritual competencies
2/8	R&B 5 A theistic, spiritual view of personality and mental health	Research on religion and health; Healthy and unhealthy forms of religion	Recognizing religion and spirituality as both liabilities and resources: Guidelines for practice
2/15	R&B 6 A theistic view of psychotherapy;	Psychotherapy as a spiritual space; Inspiration in psychotherapy	Video interview: Randy Hardman, BYU-Idaho
2/22	R&B 7 Ethical issues and process guidelines	Values issues in psychotherapy	Case vignettes/role plays on value conflict ethical dilemmas;
3/1	R&B 8 The need for religious and spiritual assessment	Examples of spiritual assessment measures	Case vignettes/roles plays on assessment
3/8	R&B 9 Religious and spiritual practices as therapeutic interventions	Process guidelines for implementing spiritual practices and interventions in psychotherapy	Video: P. Scott Richards, APA video on theistic psychotherapy
3/15	R&B 10 Spiritual interventions used by contemporary psychotherapists	Role plays of religiously-based cognitive therapy and spiritual imagery	Religious Diversity Group Presentation:
3/22	Spiritual interventions used by contemporary psychotherapists	Role plays and case examples of additional spiritual interventions in psychotherapy	Religious Diversity Group Presentation:
3/29	Spiritual interventions used by contemporary psychotherapists	Role plays and case examples of additional spiritual interventions in psychotherapy	Religious Diversity Group Presentation:
4/5	R&B 11 & 12 A theistic view of science and research methods	Role of inspiration in scientific discovery	Case examples of theistic (spiritually open) research studies
4/12	Directions for the future in research and practice	Bridges: Mainstreaming spiritually oriented psychotherapies into the healthcare mainstream	Video: Everett Worthington, Virginia Commonwealth University
4/19	Spiritual Exploration/Integration Presentations	Spiritual Exploration/Integration Presentations	Spiritual Exploration/Integration Presentations

CLASS LEARNING ACTIVITIES/REQUIREMENTS

Reading the Textbook, Supplemental Readings, and Watching APA Videos

To increase your knowledge of theory and research about religious and spiritual issues in counseling and psychotherapy, you are required to read all of the book, *A Spiritual Strategy in Counseling and Psychotherapy* (Richards & Bergin, 2005). To give you more of a historical perspective and to increase your knowledge of theory and research, you are also required to read selected *Supplemental Readings* (list provided at end of the syllabus) about spiritual issues in counseling and psychotherapy and psychological science. Please come to class prepared to share your thoughts and reactions to the textbooks and supplemental readings. You should read the textbook and supplemental readings by the date listed in the syllabus (please see the class schedule for due dates for the textbook and the supplemental reading list for the dates they are due). **YOU MUST TURN IN YOUR READING LOG ON THE LAST DAY OF CLASS SHOWING WHICH READINGS YOU COMPLETED ON TIME TO RECEIVE CREDIT.** Finally, in order to increase your understanding of how to apply various spiritual approaches and interventions in clinical practice, you are also required to watch outside of class 4 videos from the *APA Psychotherapy and Spirituality Video Series* (list provided at end of the syllabus).

Cooperative Learning Group Reaction Papers and Class Discussions

You are required to work in a small cooperative group (2 or 3 students) and prepare a reaction paper (two pages) about each week's textbook and supplemental readings. In the paper, you should share the highlights of your group's reactions to the readings; for example, sharing your thoughts about what you agreed with, what you may have questioned or disagreed with, and what you think will be valuable to you in your professional work. You will be given the opportunity to discuss and share your reactions in your small groups and with the rest of the class. Your group reaction papers should be posted on our class Google Docs site by Monday following the class period when those readings were discussed.

Religious Diversity Group Presentation

You are required to cooperate with 2 or 3 of your classmates in preparing and making a presentation in class in which your group describes some of the basic religious beliefs and practices of a specific religious denomination or culture (e.g., Catholicism, Protestantism, Judaism, Islam). You will be asked to sign up for a chapter in the *Handbook of Psychotherapy and Religious Diversity* that you will use as the foundation for your presentation (It is also an option to pick another religion that is not found in the *Handbook*). You should also do a literature search to see what other sources are available to inform your research about the religion you have chosen. **You are required to interview one or more members or leaders of that religious tradition to learn more about that tradition's beliefs and practices, as well as their attitudes toward the mental health professions. You are also required to attend a religious service of that tradition.** You will have approximately 45 minutes of class time to make your presentation. Further suggestions and guidelines concerning the content of the presentation will be shared in class.

Final Exam

There will be a final exam based primarily on the readings from *A Spiritual Strategy in Counseling and Psychotherapy (R&B)*. The final exam will consist of approximately 100 multiple choice and true-false questions, as well as 5 – 10 short answer questions. The final exam will be closed book and will be administered on Friday April 21 from 11 a.m. – 2:00 p.m.

Attendance and Participation

There are 15 class meetings during the semester. Attendance at and participation in our classes is strongly encouraged due to the fact absenteeism would seriously detract from the quality of your learning and from our group learning experience. Participating in respectful and positive ways to the learning environment is expected and will count toward your grade.

Spiritual Exploration Experiences and Presentation

In order to effectively practice psychotherapy, psychotherapists’ need to take care of themselves emotionally and spiritually. We are better able to assist our clients with their emotional and spiritual challenges and journeys if we are in the process of becoming more aware and whole ourselves. To encourage and support you in your personal and professional journeys of exploration and growth, we ask you to decide on a spiritual practice consistent with your beliefs that you wish to engage in on a regular basis this semester that you believe will help you in your own personal and professional journey (e.g., contemplative prayer, meditation, reading sacred writings, spiritual journaling, visits to a sacred site, spending time in nature, building or healing a relationship, etc.). Another way to fulfill this assignment is to enroll this semester in Dr. Lane Fischer’s CPSE 790-R Advanced Seminar in Counseling Psychology, which focuses on helping students in the helping professions explore how to integrate their own professional and personal beliefs, values, and identity. On the last day of class, each of you will be given 10 minutes to share with the instructors and your classmates something about your spiritual explorations this semester in whatever medium feels right for you (e.g., poem, painting, children’s book, written lyrics, singing a song, showing portions of a DVD, short story, power point slides). You are also required to submit a 2 - 3-page paper that briefly describes in what ways you anticipate that your own spirituality will be a part of your professional identity and practice.

Grading Scale

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	59 and lower

Point Breakdown

Assignments	Percent
Final Exam	20
Completing Readings and Watch Videos /Turn in Reading Log	15

Assignments	Percent
Group Reaction Papers about readings	15
Religious Diversity Group Presentation	20
Spiritual Exploration Activity & Presentation	15
Class Attendance and Participation	15
Total Percent	100

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid

academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Laptop Computer/Electronics Use Policy

You are NOT allowed to turn on or open a laptop computer during class time, except if you need it to make a presentation to the class or for other class activities. Full and effective participation in discussions and experiential activities is essential for learning and success in this course and we have found that laptop computers and other electronic devices (e.g., cell phones) can seriously detract from the quality of class participation and interaction. In addition, we consider it respectful to give your classmates and instructor your full and undivided attention when they are presenting or sharing their ideas during class, and once again, laptop computers and other electronic devices can get in the way of this. Anyone who violates the policy will lose 5% off their total score for each infraction.

Supplemental Reading List for CPSE 656

Date Due

Article

- 1/18 Maxwell, N. A. (1976). Some thoughts on the gospel and the behavioral sciences. *Ensign, July*, 70-75.
- Bergin, A.E. (1980). Psychotherapy and religious values. *Journal of Consulting and Clinical Psychology, 48*, 95-105.
- Ellis, A. (1980). Psychotherapy and atheistic values: A response to A.E. Bergin's "Psychotherapy and religious values." *Journal of Consulting and Clinical Psychology, 48*, 635-639.
- Bergin, A.E. (1980). Religious and humanistic values: A reply to Ellis and Walls. *Journal of Consulting and Clinical Psychology, 48*, 642-645.
- 1/25 Dossey, L. (2008). Nonlocal knowing: The emerging view of who we are. *Explore, 4(1)*, 1-9.
- Greyson, B. (2010). Implications of near-death experiences for a post-materialist psychology. *Psychology of Religion and Spirituality, 2 (1)*, 37-45.
- Sheldrake, R. (2013). Setting science free from materialism. *Explore, 9 (4)*, 211-218.
- Schwartz, S. A. (2013). Crossing the threshold: Nonlocal consciousness and the burden of proof. *Explore, 9 (2)*, 77-81.

- Beauregard, M., Schwartz, G. E., Miller, L., Dossey, L., Moreira-Almeida, A., Schlitz, M., Sheldrake, R., & Tart, C. (2014). Manifesto for a post-materialist science. *Explore, 10* (5), 272-274.
- 2/1 Richards, P. S. (2009). Toward religious and spiritual competence for psychologists: Some reflections and recommendations. *Professional Psychology: Research and Practice, 40* (4), 389-391.
- Richards, P. S., & Bergin, A. E. (2014). Toward religious and spiritual competency for mental health professionals (Chp. 1). In P. S. Richards & A. E. Bergin (Eds.), *Handbook of Psychotherapy and Religious Diversity* (2nd ed.), Washington, DC: American Psychological Association.
- McMinn, M. R., Aikins, D. C., & Lish, R. A. (2003). Basic and advanced competence in collaborating with clergy. *Professional Psychology: Research and Practice, 34* (2), 197–202.
- Chappelle, W. (2006). An Air Force psychologist's collaboration with clergy: Lessons learned on the battlefield of Iraq. *Journal of Psychology and Christianity, 25* (3), 205-215.
- 2/8 Understanding religion's effects on mental health (pp. 214 – 230). In H. G. Koenig, M.E. McCullough, & D. B. Larson (Eds.). (2001). *Handbook of Religion and Health*. New York: Oxford University Press.
- Ulrich, W. L., Richards, P. S., & Bergin, A. E. (2014). Psychotherapy with Latter-day Saints. In P. S. Richards & A. E. Bergin (Eds.), *Handbook of Psychotherapy and Religious Diversity* (2nd ed.) American Psychological Association: Washington, D. C.
- 2/15 Miovic, M. (2004). An introduction to spiritual psychology: Overview of the literature, East and West. *Harvard Review of Psychiatry, 12*(2), 105-115.
- Gleave, R. (2012). Gospel centered “therapist” or Gospel centered therapist”: Is there a difference and does it matter?” *Issues in Religion and Psychotherapy, 34*, 1-9.
- Williams, R. N. (2012). Finding the center of Gospel-centered therapy. *Issues in Religion and Psychotherapy, 34*, 19-25.
- Richards, P. S., & Hansen, K. L. (2012). Gospel centered psychotherapy: What it is and why it matters. *Issues in Religion and Psychotherapy, 34*, 33-52.
- O’Grady, K. A., & Richards, P. S. (2010). The role of inspiration in the helping professions. *Psychology of Religion and Spirituality, 2*, 57-66.
- 2/22 Gonsiorek, J. C., Richards, P. S., Pargament, K. I., & McMinn, M. R. (2009). Ethical challenges and opportunities at the edge: Incorporating spirituality and religion into psychotherapy. *Professional Psychology: Research and Practice, 40* (4), 385-395.
- Hansen, K. L., & Richards, P. S. (2012). Ethics of respecting a client’s agency and values in treatment: Perspectives from a theistic spiritual view of counselling. *Counselling and Spirituality, 31*, 75-93.
- 3/1 Puchalski, C. (2006). Spiritual assessment in clinical practice. *Psychiatric Annals, 36* (3), 150-155.

- Hodge, David R. (2006). A template for spiritual assessment: A review of the JCAHO requirements and guidelines for implementation. *Social Work, 51*(4), 317-326.
- 3/8 Plante, T. G. (2009). Thirteen tools from religious-spiritual thought: Definitions and philosophical grounds (Chapter 2). In *Spiritual practices in psychotherapy* (pp. 29-46). Washington, DC: American Psychological Association.
- 3/15 Richards, P. S. & Potts, R. W. (1995). Using spiritual interventions in psychotherapy: Practices, successes, failures, and ethical concerns of Mormon psychotherapists. *Professional Psychology: Research and Practice, 26* (2), 163-170.
- O'Grady, K. A., & Richards, P. S. (2009). Case study showing inclusion of spirituality in the therapeutic process. In J.D. Aten & M.M. Leach (Eds.). *Spirituality and the therapeutic process: A comprehensive resource from intake to termination* (pp. 241-265). Washington, DC: American Psychological Association.
- 3/22 Hansen, K. L., Nielsen, D., & Harris, M. (2008). Meditation, Christian values, and psychotherapy. *Issues in Religion and Psychotherapy, 32*, 41-51.
- 3/29 Berrett, M. E., Hardman, R. K., & Richards, P. S. (2010). The role of spirituality in eating disorder treatment and recovery. In Maine, M., Bunnell, D., McGilley, B. (Eds.). *Special Issues in the Treatment of Eating Disorders: Bridging the Gaps* (pp. 367-385). Maryland Heights, MO: Elsevier.
- 4/5 O'Grady, K. A., & Richards, P. S. (2011). The role of inspiration in scientific discovery and scholarship: Views of theistic scientists. *Explore, 7*, 354-362.
- Reber, J. S., Slife, B. D., & Downs, S. D. (2012). A tale of two theistic studies: Illustrations and evaluation of a potential program of theistic psychological research. *Research in the Social Scientific Study of Religion, 23*, 191-212.
- 4/12 Richards, P. S., Sanders, P. W., Lea, T., McBride, J. A., Allen, G. E. K. (2015). Bringing spiritually oriented psychotherapies into the health care mainstream: A call for worldwide collaboration. *Spirituality in Clinical Practice, 2* (3), 169-179. DOI: 10.1037/scp0000082
- Sanders, P. W., Richards, P. S., McBride, J. A., Lea, T., Hardman, R. K., Barnes, D. V. (2015). Processes and outcomes of theistic spiritually oriented psychotherapy: A practice-based evidence investigation. *Spirituality in Clinical Practice, 2* (3), 180-190. DOI: 10.1037/scp0000083
- Lea, T., Richards, P. S., Sanders, P. W., McBride, J. A., Allen, G. E. K. (2015). Spiritual pathways to healing and recovery: An intensive single-N study of an eating disorder patient. *Spirituality in Clinical Practice, 2* (3), 191-201. DOI: 10.1037/scp0000085

APA Psychotherapy Videos on Spirituality

<https://search.lib.byu.edu/byu/search?type=video&q=apa+video&page=1>

Spiritual awareness psychotherapy

Addressing issues of spirituality and religion in psychotherapy

Mindfulness-based cognitive therapy for depression

Mindfulness for anxiety

Christian counseling

Positive and transpersonal approaches to therapy

Theistic integrative psychology