COURSE DESCRIPTION

This course provides the clinical counselor an overview of components of the client’s identity, focus, and direction from a spiritual perspective. Special attention is given to the self-concept, forgiveness, and suffering in clinical work. Attention will be given to the impact of spirituality on the healing process as well as the counselor’s own spiritual/religious identity and meaning making.

STUDENT LEARNING OBJECTIVES

1. Students will demonstrate an understanding of the similarities and differences between “spirituality” and “religion,”

2. Students will demonstrate openness to actively exploring their own attitudes, beliefs, and values about “spirituality” and “religion” as pertaining to counseling practice,

3. Students will describe their own religious and/or spiritual belief system and demonstrate awareness of how their beliefs might interact with a client’s spirituality in helpful and/or unhelpful ways,

4. Students will provide evidence of understanding various spiritual interventions and their appropriate use in counseling practice,

5. Students will demonstrate understanding of the competencies for addressing spiritual and religious issues in counseling as provided by the Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC), and the Association for Multicultural Counseling & Development (AMCD).

KNOWLEDGE BASE: Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course serves as a supplement to CLC 5520 Social and Cultural Foundations which meets the Ohio Administrative Code (OAC) requirement for Social and Cultural Foundations—4757-13-01(A)(4)(f)

TEACHING STRATEGIES FOR STUDENT LEARNING

This course will utilize a variety of learning approaches including, but not limited to, assigned readings, lecture, small group discussion, multimedia presentations, and personal reflection.

REQUIRED TEXTS:


ADDITIONAL REQUIRED READING:


Other Assigned Readings TBA

REQUIREMENTS/GRADING

1. **Professionalism & Positive Participation**—Attendance and participation in class sessions is expected; however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are direct connections between how one approaches academic training and one’s professional conduct once in field, the following are expected of all students: promptness to class, preparedness for class, positive participation in class, and professionalism in all work submitted. Failure to adhere to these guidelines may negatively impact the student’s final grade at the discretion of the professor. Additionally, late work may not be accepted.

2. **Midterm Exam**—A midterm examination will be given on the designated date and will be **worth 40% of the final grade**. The exam will include material from the textbooks, lectures, and any relevant class presentations and handouts.

3. **Final Exam**—A final exam will be given on the designated date and be **worth 40% of the final grade**. The exam will include material from the textbooks, lectures, and any relevant class presentations and handouts **covered since the midterm exam**.

4. **Personal Retreat & Reflection Paper** (**20% of the course grade**)—Students will submit a paper reflection on their personal retreat time. Guidelines for the personal retreat and the paper are at the end of this syllabus. *The reflection paper is to be turned in at the beginning of class on April 21st*.

**SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING ASSIGNMENT (M= Mann; MM=McMinn; TBA=To Be Announced)</th>
<th>LECTURE TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>M 1, MM 1</td>
<td>Introduction—Religion, Spirituality &amp; Counseling</td>
</tr>
<tr>
<td>January 21</td>
<td>M 2, MM 2</td>
<td>Psychological and Spiritual Health</td>
</tr>
<tr>
<td>January 28</td>
<td>ASERVIC Competencies</td>
<td>Toward Religious &amp; Spiritual Competency in Counseling, Part 1</td>
</tr>
<tr>
<td>February 4</td>
<td>ASERVIC Competencies</td>
<td>Toward Religious &amp; Spiritual Competency in Counseling, Part 2</td>
</tr>
<tr>
<td>February 11</td>
<td>TBA</td>
<td>Suffering &amp; Meaning-Making</td>
</tr>
</tbody>
</table>
RELATIONSHIP TO THE CURRICULUM MODEL

All coursework at Ashland Theological Seminary is intrinsically connected to the 4-Cs of the curriculum model: core identity, character, calling, and competency. This course affirms the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (core identity; character) and others (calling). The course also prepares students to identify and address key concepts in the realm of human spirituality through a variety of means (competence).

SEMINARY GRADING SCALE

The grading scale described in the ATS catalogue will be used in this course.

ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

WRITING ASSISTANCE

If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing.
Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu

STUDENTS WITH DISABILITIES

A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).

SUGGESTED READINGS (not required but intended to be of current and future help)


Personal Retreat Guidelines

This assignment is designed to help students experience the benefit of a personal retreat in the hope that they will establish regular times of retreat in their lives (if they haven’t already).

Retreats, according to Calhoun (2005), “are specific and regular times apart for quietly listening to God and delighting in his company.” She further notes that these times “remove us from the daily battle into times of refreshing, retooling, renewing and unwinding” (p. 66). Retreats do not have to be lengthy or expensive nor do they need to be so structured that we accomplish little more than completing another task. Some guidance, however, needs to be given to this particular exercise and so the following are provided as suggestions for this time away:

Find someplace quiet to go for ½ a day (approximately a 4 hour block of time) for this exercise. It would be great to go to a retreat center but that is not necessary. Students are free to choose where they would like to have their retreat time. The important thing is to get away from other people and activities so as to spend time in solitude.

Take nothing along other than your Bible, this guide, a pen and paper (possibly a journal).

Once you are at the place for your retreat, please use the following as a soft guide for the experience (i.e., if you sense that God is wanting to take you a different direction than the recommendation that follows, go with that leading):

1. Begin by inviting God into this time of retreat.
   a. Ask God to guide the retreat time.
   b. Surrender your agenda and expectations to God.
   c. Slowly pray the Lord’s Prayer.

2. Read the following passages and spend some reflection time on what they are saying to you currently and as a guide for your future:
   a. “Then, because so many people were coming and going that they did not even have a chance to eat, he said to them, ‘Come with me by yourselves to a quiet place and get some rest.’” (Mark 6:31)
   b. “Be still and know that I am God.” (Psalm 46:10)
   c. “He makes me lie down in green pastures, he leads me beside quiet waters, he restores my soul.” (Psalm 23:2-3)

3. Enter into the quietness and solitude of the retreat setting. As you do, gently set aside all of the “busy thoughts” that come to mind (i.e., planning, things to do, etc.) in favor of those thoughts that God is inspiring within you to reflect upon.
   a. Listen for God to speak to you through Scripture.
   b. Listen for God to speak to you through the surroundings (e.g., nature speaks of its Creator).
c. Listen for God to speak through your thoughts (i.e., discern which thoughts are from God and need your attention versus those “busy thoughts” that need to be gently set aside for now).

4. Use some of the retreat time to simply rest. If necessary, dismiss any feelings of guilt that come from not “doing” anything other than “being” in the moment.

5. When your retreat time is over, select some small memento (e.g., rock, twig, etc.) to represent this retreat time. Let this retreat object serve as a reminder to you of your time away with God.

6. Within a day or so of taking your personal retreat, write the paper on the experience so as to have it still fresh in mind.

**Personal Retreat Reflection Paper Guidelines**

After having completed the personal retreat, students will write a reflection paper on the experience of approximately 3-4 pages in length. Students have considerable freedom in how they construct their reflection papers, however, the following questions should be addressed in some manner:

- What was the retreat experience like for you? (general summary including any positive, neutral, and/or negative aspects)

- When you went on this personal retreat, what obstacles, if any, did you encounter and how did you manage them?

- When you went on this personal retreat, what unexpected blessings, if any, did you experience?

- What did you discover during this retreat? (e.g., about self, God, busyness, rest, etc.) Note: Students are not required to share anything in the paper they feel uncomfortable disclosing.

- Retreats tend to focus more on being than on doing. How do both doing and being fit together in your personal faith journey? How do both fit into a balanced approach to counseling?

- How do you envision that personal retreats could enhance your walk with God and your approach to counseling your clients?