



LEWIS & CLARK COLLEGE

**GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 563-01: Treatment Issues in MCFT: Spirituality & Religion
SPRING 2012**

Time & Day: **9:00AM-12:00PM on Wednesdays**

Instructor: **Sebastian Perumbilly, Ph.D., LMFT**

Place: **Rogers Hall Room 218**

Contact Information: perumbil@lclark.edu

Office: **Rogers Hall- Office 424**

Office Hours: **4:30-8:30 PM, Tuesdays, or by special appointment**

COURSE DESCRIPTION

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illnesses. A portion of this course emphasizes clinical case conceptualization and treatment planning.

In particular, this course offers an overview of spirituality and religion in family therapy with an emphasis on learning about diverse faiths, traditions, and families. Participants will consider the role of spirituality and religion in therapy in understanding family dynamics, developing solutions to problems, and building on strengths and resilience.

COURSE OBJECTIVES

This course will help participants develop a working knowledge of:

1. The historical relationship between psychotherapy and spirituality/religion;
2. Trends related to integrating religion/spirituality into practice in various mental health fields;
3. Ethical considerations in integrating spirituality/religion and psychotherapy;
4. Self-of-the-therapist relative to spirituality/religion;
5. Assessing resourcefulness and challenges associated with spirituality/religion with clients;
6. Connection between spirituality/religion and resilience, change, strengths and solutions;
7. Practice integrating spirituality/religion into therapy; and
8. Diversity, religion/spirituality and collaboration with diverse religious communities/leaders.

ASSIGNMENTS

Participants are expected to complete the assigned readings and to synthesize and apply them in class. Classroom discussions are an opportunity to bring up questions about the

assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience.

Spiritual/Religious Self-Assessment

Each student will complete one of several spiritual assessment tools as described in:

Hodge, D. (2005). Developing a spiritual assessment toolbox: a discussion of the strengths and limitations of five different assessment methods. *Health & Social Work, 30*, 314-323.

The student will bring his/ her completed self-assessment for discussion on February 15th. In addition, each student will complete a 3-5 page reflection paper that will address the following questions:

1. When reflecting upon your own background, what connections do you make between spirituality/ religion and resilience?
2. In critically examining your own beliefs and values, what religious/ spiritual biases are most likely to affect your work? How will you address these in your professional development?
3. What steps will you take to ensure that you develop multicultural competence relative to spirituality and religion?

DUE: February 29th

50 points

20 points will be assigned to the assessment tool and each reflection question will be worth 10 points.

Family Interview

You will interview a family of your choice about their religious and/ or spiritual practices and beliefs. Guiding questions for the interviews will be developed in class. You will come to class on February 29th ready to discuss your completed interviews. To prepare for this discussion, you will write a 5-7 page double-spaced paper that describes the following:

1. Using pseudonyms identify the family members, and their religious/ spiritual backgrounds, and describe how their religion/spirituality influence them as a family (e.g., dynamics, hierarchy, life decisions);
2. Describe your personal experience while completing this interview including challenges you encountered while talking about spirituality and religion with the family;
3. If you were to work with this family, what self-of-the-therapist issues would you most likely face (e.g., assumptions and personal biases about religion and spirituality)? How would you handle these?

The completed interview and paper are due on March 30th.

50 points

20 points will be assigned to the completion of the interview as demonstrated by the class discussion on February 29th, and each reflection question will be worth 10 points (from your paper on March 30th).

You may send this paper to the following e-mail address: perumbil@lclark.edu and sepmft@yahoo.com

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

GRADING

A = 93-100

B = 83-87

C = 73-77

A- = 90-92

B- = 80-82

C- = 70-72

B+ = 88-89

C+ = 78-79

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

TEXTBOOK

Pargament, K.I. (2007). *Spiritually integrated psychotherapy: understanding and addressing the sacred*. New York: Guilford Press.

COURSE SCHEDULE & READINGS

Day 1: February 1, 2012

Topics:

- Welcome and introductions
- Course expectations (Syllabus)
- The *Axial Age* (Karl Jaspers)

- The historical relationship between psychotherapy and religion/ spirituality,
- Trends related to integrating religion/spirituality into practice in various mental health fields,
- Ethical considerations in integrating spirituality/religion and psychotherapy.

Suggested/Optional Readings:

Aponte, H. (2002). Spirituality: The heart of therapy. *Journal of Family Psychotherapy*, 13, (1/2), 13-27.

Meyers, G. (2004). Merging the horizons of psychotherapeutic and religious worldviews: New challenges for psychotherapy in the global age. *Mental Health, Religion & Culture*, 7(1), 59-77.

Day 2: February 8, 2012**Topics:**

- Rationale for a Spiritually-Integrated Psychotherapy
- Self-of-the-therapist relative to spirituality/religion,
- Assessing spirituality/religion with clients,
- Connection between spirituality/religion and resilience, change, strengths & solutions.

Required Readings:

Pargament (Textbook), Chapter 1

Haug, I. (1998). Including a spiritual dimension in family therapy: Ethical considerations. *Contemporary Family Therapy*, 20(2), 181-194

Day 3: February 15, 2012**Topics:**

- Understanding the sacred
- Practice integrating spirituality/religion into therapy

Required Readings:

Pargament (Textbook), Chapters 2-8

Day 4: February 22, 2012**Topics:**

- Addressing the sacred
- Religious diversity

Required Readings:

Pargament (Textbook), Chapters 9-15

Day 5: February 29, 2012**Topics:**

- Steps toward a more spiritually integrated psychotherapy
- Collaboration with diverse religious communities/leaders.

Required Readings:

Pargament (Textbook), Chapter 16

Sigmund, J.A. (2003). Spirituality and trauma: the role of clergy in the treatment of posttraumatic stress disorder. *Journal of Religion and Health, 42, 3, 221-229.*

Suggested Readings:

Ali, S. R. & Liu, W. M. (2004). Islam 101: Understanding the religion and therapy implications. *Professional Psychology: Research and Practice, 35(6), 635-642.*

Juthani, N. (2001). Psychiatric treatment of Hindus. *International review of Psychiatry, 13, 125-130.*

Schlosserber, E. & Hecker, L. (1998). Reflections of Jewishness and its implications for family therapy. *The American Journal of Family Therapy, 26, 129-146.*

- Sharing of the experience from interviewing family systems on their religiosity and spirituality;
- Course review;
- Course evaluation
- SPIRITUAL/RELIGIOUS SELF-ASSESSMENT PAPER DUE
- FAMILY INTERVIEW PAPER DUE ON MARCH 30, 2012. You may send this paper to the following e-mail address: perumbil@lclark.edu and sepmft@yahoo.com
- LATE PAPERS will receive lower grades for the course.

COURSE OBJECTIVES EVALUATION SHEET

The attached Course Objective Evaluation Sheet must be filled out and turned in at the end of the course.

CPSY 563: Religion & Spirituality: Treatment Issues in MCFT

TERM: Spring 2012

INSTRUCTOR: Perumbilly, Ph.D.

Please rate each item according to how much you learned about the competency listed.
 Circle : 1=objective not met 2= objective somewhat met 3=mostly met 4= objective adequately met

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|---|---|---|---|---|
| 1. The historical relationship between psychotherapy and spirituality/religion; | 1 | 2 | 3 | 4 |
| 2. Trends related to integrating religion/spirituality into practice in various mental health fields; | 1 | 2 | 3 | 4 |
| 3. Ethical considerations in integrating spirituality/religion and psychotherapy; | 1 | 2 | 3 | 4 |
| 4. Self-of-the-therapist relative to spirituality/religion; | 1 | 2 | 3 | 4 |
| 5. Assessing resourcefulness and challenges associated with spirituality/religion with clients; | 1 | 2 | 3 | 4 |
| 6. Connection between spirituality/religion and resilience, change, strengths and solutions; | 1 | 2 | 3 | 4 |
| 7. Practice integrating spirituality/religion into therapy; and | 1 | 2 | 3 | 4 |
| 8. Diversity, religion/spirituality and collaboration with diverse religious communities/leaders. | 1 | 2 | 3 | 4 |