

**THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
ADDICTIONS COUNSELLING PROGRAM
HLSC 3850 – PSYCHOLOGY OF RELIGIOUS POPULATIONS
Course Outline – Summer, 2016**

INSTRUCTOR: Trent Leighton, PhD
Assistant Professor

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OFFICE HOURS: Tuesdays, 10:00 a.m. – 3:00 p.m.
Thursdays, 10:00 a.m. – 1:00 p.m.

CLASS TIME: Monday and Wednesday, 1:00 – 3:50 p.m.

CLASSROOM: AH175

COURSE DESCRIPTION:

This course examines historical and contemporary themes within the unique relationship between psychology and religion. Specific emphasis will be placed on points of confluence where psychological theory and practice have incorporated the import of religious values. Students will review the world's major religious traditions through the aperture of a wide sampling of psychological approaches designed to provide respectful, equitable and effective services to religious clients from diverse populations. Emphasis will be placed on the knowledge and skills that are required to work with religious clients experiencing substance abuse and mental health issues. Through the medium of experiential presentations and group collaborations, students will utilize an ecumenical understanding of the value faith plays in the reality of psychological life.

COURSE OBJECTIVES:

Upon completion of this course, participants will:

- Develop a basic working understanding of the world's religious traditions through the immediate experience of faith in the midst of daily life
- Become theologically and psychologically literate through the use of metaphorical languages
- Become intimately familiar with the historical and contemporary relationship between religion and psychology
- Know how to view religion through various psychological paradigms
- Be knowledgeable of the determinant factors religious teachings and practices can have on mental illness, mental health and substance abuse
- Use evidence-based research models to present an aspect of the interface between religion and psychology while challenging and building upon extant themes in the field through critical thinking and discourse
- Demonstrate the liabilities and assets religion can have in the counselling process and why it is important to incorporate a client's faith in service of providing support for religious individuals and families

Canadian Centre for Substance Abuse (CCSA) Core Competencies Covered in this Course

Technical Competencies	Behavioral Competencies
<ul style="list-style-type: none"> • Mental Health • Counselling 	<ul style="list-style-type: none"> • Diversity and Cultural Responsiveness • Analytical Thinking and Decision Making

APPROACH TO LEARNING:

A phenomenological approach grounded in experiential learning will inform students' encounters with the psychology of religion. Students will gather, synthesize and evaluate psychological approaches to religion based on critical thinking. Through in-class exercises and comprehensive exams that draw from lived experience, participants will utilize a learner-based, collaborative approach to integrate the material of this course into the following pragmatic contexts:

- Counselling religious clients
- Religion and addiction
- Mental illness and religiosity
- Ecumenical awareness and cultural sensitivity
- Psychological theory and religious diversity
- Impact of religion on psychological maturation
- Value neutrality and the religious client in counselling
- Developmental approaches to faith

Students will conduct and present a small group research project that explores a specific variable of the interface between psychology and religion. This project can be done reviewing existing literature and research on a topic and then providing a critical analysis, or it can be an original piece identifying qualitative/quantitative areas of need in a particular area researching the psychology of religion.

This project will have three fundamental areas of focus:

- A) A demonstrated need for collaboration between religion and psychology;
- B) How the topic informs the theory and/or practice of psychology as well as the teachings and practices of a faith tradition;
- C) Any areas of shadow; or what is not spoken in the relationship between religion and psychology and needs expression.

Other areas of emphasis are acceptable and encouraged, pending instructor approval.

REQUIRED TEXTBOOKS:

- Fowler, J. (1995). *Stages of faith: The psychology of human development and the quest for meaning*. San Francisco: HarperOne.
- Freud, S. (1989). *The future of an illusion*. New York: W. W. Norton & Company.
- Paloutzian, R. & Park, C. (eds.) (2014). *Handbook of the psychology of religion and spirituality* (2nd edition). New York: Guilford Press.

RECOMMENDED READING:

- Allport, G. W. (1950). *The individual and his religion*. New York: MacMillan.
- Batson, C. D., Schoenrade, P. W. & Ventis, W. L. (1993). *Religion and the individual: A social-psychological perspective*. New York: Oxford University Press.
- Beit-Hallahmi, B. (1974). Psychology of religion 1880-1930: The rise and fall of a psychological movement. *Journal of the History of the Behavioral Sciences*, 10, 84-90.
- Bergin, A. E. (1980). Psychotherapy and religious values. *Journal of Consulting and Clinical Psychology*, 48, 75-105.
- Carroll, J. (2001). *Constantine's sword: The church and the Jews – a history*. Boston & New York: Houghton Mifflin.
- Ellis, A. (1986). *The case against religion: A psychotherapist's view and the case against religiosity*. Austin, TX: American Atheist Press.
- Emmons, R.A., Cheung, C., & Tehrani, K. (1998). Assessing spirituality through personal goals: Implications for research on religion and subjective well-being. *Social Indicators Research*, 45, 391-422.

- Gorsuch, R. (1984). Measurement: The boon and bane of investigating religion. *American Psychologist*, 39, 228-236.
- Hood, R. W., Hill, P. C., & Spilka, B. (2009). *The Psychology of Religion*. New York: Guilford Press.
- James, W. (1950). *The principles of psychology* (2 vols.). New York: Dover.
- James, W. (2012). *The varieties of religious experience*. New York: Oxford University Press.
- Jung, C. G. (1960). *Psychology and religion*. New Haven, CT: Yale University Press.
- Mahoney, A., Pargament, K. I., Jewell, T., Swank, A., Scott, E., Emery, E., & Rye, M. (1999). Marriage and the spiritual realm: The role of proximal and distal religious constructs in marital functioning. *Journal of Family Psychology*, 13(3), 321-338.
- Pargament, K. I. (1997). *The psychology of religion and coping*. New York: Guilford Press.
- Richards, P. S., & Bergin, A. E. (1997). *A spiritual strategy for counseling and psychotherapy*. Washington, DC: American Psychological Association Press.
- Shafranske, E. P. (ed.) (1996). *Religion and the clinical practice of psychology*. Washington, DC: American Psychological Association Press.
- Ventis, W. L. (1995). The relationship between religion and mental health. *Journal of Social Sciences*, 51(2), 33-48.

ASSIGNMENTS AND EXAMS:

Assignment	Weighting
In-Class Exercises/Research Project	35%
Midterm Exam	30%
Final Exam	35%
Total	100%

Description of Assignments and Exams:

- 1) In-Class Exercises/Research Project:** Students will actively participate and complete interactive in-class exercises. This will include constructing a religious genogram as well as working with the relationship between scriptural interpretation and mental health. All in-class activities are designed to support a small-group, collaborative research project. This research is open to any number of potential topics, and will consist of students choosing a specific psychological and religious tradition upon which to base their work. The culmination of this process will be 30-minute in-class presentations, which will take place the last week of the semester. In-class exercises and the research project will account for **35% of the course grade**.
- 2) Midterm Exam:** A midterm exam will consist of one short answer essay in which you choose any theory and perspective from the course to demonstrate your knowledge of the relationship between psychology and religion. Specifically, an emphasis will be placed on how the teachings and practices of religious traditions act as antagonistic or protagonist forces on the therapeutic theories of various psychological systems. You may draw material from lectures, readings, guest lecturers and your own independent inquiries. The length of this essay is to be no more than three pages. This exam will account for **30% of the course grade**.
- 3) Final Exam:** The final take home short answer essay will apply more focus on the attitudes and practices faith based traditions take toward the reality of mental health, mental illness and addictions. Emphasis will be placed on the capacity of religious belief systems to translate their teachings and practices into therapeutic tools that can be utilized by members of a congregation, sangha or temple to heal the suffering stigma mental illness can generate. Material for this essay can be drawn from media clips, readings, lectures, in class exercise and debate. The length of this essay is to be no more than four pages. This exam will comprise **35% of the course grade**.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95-100%	C+	2.3	71-74.9%
A	4.0	91-94.9%	C	2.0	67-70.9%
A-	3.7	87-90.9%	C-	1.7	63-66.9%
B+	3.3	83-86.9%	D+	1.3	59-62.9%
B	3.0	79-82.9%	D	1.0	55-58.9%
B-	2.7	75-78.9%	F	0	0-54.95

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre at 403-329-2766 to set up an appointment <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

COURSE SCHEDULE AND READINGS (tentative and subject to change)

(additional short handouts will be provided in class as well)

Date	Topic(s)	Reading(s)
May 9	<ul style="list-style-type: none"> • Course Introduction • Psychological and Theological Literacy 	<ul style="list-style-type: none"> • Freud: Chapters 4 & 5 • Paloutzian /Park: pp. 3-23 and 23-48
May 11	<ul style="list-style-type: none"> • Overview of Psychological & Religious Traditions; Fowler's Stages of Faith • In-Class Exercise 	<ul style="list-style-type: none"> • Paloutzian/Park: pp. 183-198 and 215-234 • Fowler: Part 1, pp. 3-32
May 16	<ul style="list-style-type: none"> • Religious views toward Psychology • Psychological views toward Religion 	<ul style="list-style-type: none"> • Fowler: Part 2, pp. 37-78 • Paloutzian/Park: pp. 256-274 and 292-312
May 18	<ul style="list-style-type: none"> • Healthy Religion and Mental Health • Review for Midterm • In-Class Exercise • Tentative Guest Speaker 	<ul style="list-style-type: none"> • Freud: Chapters 1, 2, and 3
May 23	<ul style="list-style-type: none"> • Victoria Day Holiday – No Class 	
May 25	<ul style="list-style-type: none"> • Midterm Exam 	<ul style="list-style-type: none"> • Fowler: Part 3, pp. 89-106 • Paloutzian/Park: pp. 357-380 and 399-422
May 30	<ul style="list-style-type: none"> • Counselling the Religious Client, Value Neutrality and the issue of religious prohibitions against counselling • Tentative Guest Speaker 	<ul style="list-style-type: none"> • Paloutzian/Park: pp. 457-476 • Freud: Chapters 6, 7, and 8
June 1	<ul style="list-style-type: none"> • Addiction and Religion through the developmental life-span • In-Class Exercise 	<ul style="list-style-type: none"> • Fowler: Part 4, pp. 117-151
June 6	<ul style="list-style-type: none"> • Preparation for Final Exam • Religious hierarchy and access to spirit • Tentative Guest Speaker 	
June 8	<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • Fowler: Part 4, pp. 151-211 • Freud: Chapter 9
June 13	<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • Paloutzian/Park: pp. 519-540 • Fowler: Part 5, pp. 215-269
June 15	<ul style="list-style-type: none"> • Take Home Final Exam Distributed 	<ul style="list-style-type: none"> • Paloutzian/Park: pp. 595-632
June 20	<ul style="list-style-type: none"> • Last Class – Take Home Final Exam Due • Wrap-up, Closing Exercises 	

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Marking Form – Midterm Short Exam Short Essay

Learner(s): _____

Elements for Evaluation	Scoring	Mark
Justification for choosing religious and psychological tradition	5	
Theoretical relationships	5	
Propagandistic and Antagonistic aspects of how chosen religious practice impacts psychological tradition and vice versa.	10	
Ability to apply critical thinking and analysis to findings of essay	10	
Total	30	

Comments:

HLSC 3850 – Summer 2016**Marking Form – Final Take Home Short Essay Exam**

Learner(s): _____

Elements for Evaluation	Scoring	Mark
Understanding and justification of mental health issue and religious tradition chosen	5	
Demonstrated connections between the symptoms and treatment of a mental illness/addiction and religious teachings and practices	10	
Working understanding of how chosen faith based traditions accommodate or impede the therapeutic model chosen	10	
Ability to apply critical thinking and analysis to findings of essay as well as the capacity to connect material of essay into greater research need in the field of the psychology of religion.	10	
Total	35	

Comments:
