

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
OF TRINITY WESTERN UNIVERSITY**

Graduate Course Syllabus

Course Number: PTH 660

Course Name: Spiritual Resources in MFT

Semester and Year: Spring 2023

Instructor: Estera Boldut, PsyD

Contact Information: Estera.Boldut@twu.ca | Cell: 778 772 0671

Office Hours: Tuesdays and Thursdays from 9 to 12 by appointment

Co-requisites or Pre-requisites: N/A MFT students

Semester Hours: 2

Class Dates: Jan. 10 to April 13, 2022

Class Time: 3 to 6 April 2022, 9 am to 5 pm

Location: Fosmark Building

I. Course Description

This course focuses on the intentional inclusion of spiritual and religious resources in the theory and practice of marriage and family therapy. Given that religion and spirituality frequently influence personal and family narratives, it is important that therapists gain comfort and competence with the integration of spirituality in therapeutic conversations. This course presents the opportunity for students to develop a philosophical basis for human spirituality, a relational ethic of care and compassion, and the clinical competencies to integrate spiritual resources within individual, couple and family practice.

II. Course Objectives

Throughout the course, the students will engage in:

1. Identifying philosophical, theological and ethical assumptions for the inclusion of spirituality and religion within therapeutic practice.
2. Increasing knowledge and understanding of systemic approaches that allow for both implicit

and explicit integration of spiritual resources.

3. Developing clinical competencies in the assessment of client/family spiritual resources and the implementation of collaborative therapeutic interventions, as well as exercise therapy process/case management skills.
4. Increasing personal awareness of therapeutic use of self.

III. Learning Outcomes

TWU Graduate Student Learning Outcomes	Course Learning Outcomes	Assessment Strategies
<p>Knowledge and its Applications</p> <ul style="list-style-type: none"> • demonstrate in-depth knowledge of a particular field of study and/or profession • demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems • demonstrate superior ability to identify and interpret new ideas and research in a specific discipline • demonstrate superior skills in academic research, writing, and communication act as skilled practitioners to move beyond knowledge into practice 	<ol style="list-style-type: none"> 1. Describe the historical integration of spirituality within family therapy practice. 2. Articulate a Christian worldview of human nature that integrates spirituality with psychology, theology and service. 3. Understand and critique family systems theories with regards to their specific compatibility and responsiveness to the inclusion of spirituality. 4. Elicit a relevant biopsychosocial spiritual history to understand the context of the client's 	<ul style="list-style-type: none"> - In class discussions - Forum entries based on assigned readings - In class practice based on case studies

	<p>problems.</p>	
<p>Cognitive complexity</p> <ul style="list-style-type: none"> • show ability to carry out discourse and research as an active member of a discipline • demonstrate the ability to “undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking” • give evidence of integrating knowledge and applying the knowledge across disciplinary boundaries • give evidence of originality in the application of knowledge 	<ol style="list-style-type: none"> 1. Identify the impact of dominant spiritual and religious discourses on personal formation and articulate an operative spiritual orientation, including beliefs, values and practices. 2. Describe the historical integration of spirituality within family therapy practice. 3. Articulate a Christian worldview of human nature that integrates spirituality with psychology, theology and service. 4. Identify the impact of dominant spiritual and religious discourses on personal formation and articulate an operative spiritual orientation, including beliefs, values and practices. 5. Utilize assessment tools, questionnaires and interview skills that elicit the clients’ spiritual strengths, resiliency and resources. 	<ul style="list-style-type: none"> - Research paper - Assigned readings - Interactive lectures

	<p>6. Integrate client preferences/feedback and co-create relevant therapeutic interventions and healing rituals.</p>	
<p>Inter-and intra-personal Wellness</p> <ul style="list-style-type: none"> • demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study • demonstrate an appreciation of the role of community in wellness. • demonstrate increased professional capacity and autonomy • demonstrate superior organizational and time management skills • demonstrate academic and personal integrity 	<p>Develop a relational ethic of care and compassion that emerges from a personal value system.</p>	<ul style="list-style-type: none"> - Assignment in the relational ethics of care - Assigned readings and class interactions
<p>Social Responsibility and Spiritual Formation</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze, appraise and evaluate their discipline in a social context • Develop the ability to become socially responsive agents with a commitment 	<p>Apply and evaluate professional ethical standards to the clinical decision-making process.</p>	<ul style="list-style-type: none"> - Assigned readings - Forum interactions based on class lectures, guest speaker’s presentations

<p>to understanding global issues</p> <ul style="list-style-type: none"> • Demonstrate greater understanding of and connection to God’s work in the world • Utilize spiritual practices for self-reflection and the helping of others • Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope 		
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IV. Course Textbooks

Walsh, Froma. *Spiritual Resources in Family Therapy*. (2nd Ed.) New York: Guilford Press, 2010.

Olthuis, James H. *The Beautiful Risk: A New Psychology of Loving and Being Loved*. Eugene: Wipf & Stock Publishers, 2001.

Recommended Resources:

Palmer, Parker J. *Let Your Life Speak*. San Francisco: Jossey-Bass, 2000.

Seamands, Stephen. *Ministry in the Image of God*. Downers Grove: InterVarsity Press, 2005.

Frame, Marsha Wiggins. *Integrating Religion and Spirituality into Counseling*. Pacific Grove: Thomson Brooks/Cole, 2003.

Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament*. New York: Jessica Kingsley Publishers, 2003.

Griffith, James L. & Melissa Griffith. *Encountering the Sacred in Psychotherapy* New York: Guilford Press, 2002. Hernandez, Wil.

Henri Nouwen: *A Spirituality of Imperfection*. New York: Paulist Press, 2006.

V. Course Assignments

1. Personal and Professional Formation – 50%

a. **Reflections on Personal Spiritual Orientation – 20%** Prepare a graphic/symbolic time-line of your religious/spiritual history and a written 2-3 page, single-spaced, point form outline of key events. Use a large sheet of paper to draw out your time line and indicate chronological events that pertain to your spiritual development. Be prepared to share your narrative with a partner during the first day of class. Included are a set of questions you might use as a guide for your reflections.

1. Start with your earliest memories of any religious or spiritual events and experiences in your family, church, school and community life. Mark these on your timeline. Use symbols which ^{you} might represent your own meanings of these events.
2. Describe how these dominant messages and experiences with religion and spirituality informed your development throughout childhood, adolescence (parent-child relations), and early adulthood (couple relations) to the present.
3. Indicate incidents and time periods when the dominant religious or spiritual beliefs, values and practices were challenged or changed.
4. Reflect on and identify key aspects of religion and spirituality that are operative at this time in your life.

Due: First day of class. Discuss with a dialogue partner on the first day of class and hand in to the instructor at the end of the day.

b. Developing a Relational Ethic of Care – 30%

Prepare a 3-4-page paper which articulates your personal ethic of care and counselling. The purpose of the dialogue is to convey and co-create an understanding of how each one's spirituality has an influence on the development of a relational ethic of care. Included are a set of questions you might use as a guideline. NOTE: You do not need to answer all the questions.

1. Identifying Personal Moral Preferences
 - What is your desire or hope for how you want others to experience themselves when they are in your presence?
 - How do you hope others will feel about themselves when you are with them?
 - What relational values would you hope to communicate to your clients?
 - What personal qualities contribute to these hopes and desires?

2. Re-Membering Spiritual Relationships

- Can you think of someone who has shared love and compassion with you? How did this person share love or compassion with you?
- What was it like for you to be with this person?
- How did you feel about yourself when you were with this person?
- What has this person meant for your life?
- As you have experienced love and compassion from this person, how has it changed you? How has it changed how you feel about yourself and others?
- If you were to carry this person with you into your work, what would it bring to your relationships with others?

3. Connecting to Spiritual Preferences

- Identify personal spiritual beliefs that support your moral preferences. Include scripture references and theological concepts.
- How might these beliefs be a resource to you in your response to those you seek counselling?
- Can you share an experience where your spiritual beliefs helped you follow your preference to care for others?
- What would it mean to you if you were able to bring these spiritual desires/values more fully into your work? To those who consult you? What possibilities might this bring to your work and relationships.

4. Critical Reflection of Spiritual Preferences

- What do your spiritual beliefs say about love and compassion?
- As you embrace an ethic of love and compassion in your work how do you think compassion would have you thinking about those with whom you work?
- How would compassion want you to see them?
- What effect may it have on those with whom you work when you are seeing them in these ways? How do you think it might affect how they are seeing themselves?
- How would compassion have you listening to them?
- What effect would listening to others in these ways have on their lives? What effect would it have on how they experience themselves?
- How might your experience of listening to others in these ways change your

professional life? Your personal life?

- What would this way of understanding others mean to your work as a therapist? How might it contribute to your views about what is important in therapy? (Adapted from Carlson, Thomas D. and Erickson, Martin J. Spirituality and Family Therapy, New York: Haworth Press, 2002.)

Evaluation Criteria for Research Paper:

- Description of personal moral preferences & relationships. 5/20
- Integration of spiritual beliefs and values 5/20
- Articulation of a relational ethic 5/20
- The voice of vocation in your life 5/20

DUE: a week after class ends

3. Final Research Paper – 50%

Prepare a paper of 10-12 pages (double-spaced) that presents a theoretical conceptualization and practical application of religious/spiritual integration within a current model of couple/family therapy.

- brief overview of the theoretical model
- integration of spirituality
- spiritual assessment
- interventions
- ethical considerations
- personal reflection

Evaluation Criteria for Research Paper:

- Organization and coherence 10/50
- Theoretical comprehensiveness 10/50
- Application to clinical practice 10/50
- Ethical considerations 10/40
- Use of scholarly material/references 10/40

DUE: a week after class ends

GRADING SCALE

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

VI. Course Outline

You will find the course outline posted on Moodle

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian format except in counselling courses, for which APA format is used. Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) MUST be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt> <http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial) http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.