SPIR 223: PSYCHOLOGICAL ISSUES IN SPIRITUALITY

SPRING QUARTER 2021
Graduate Program in Pastoral Ministries
Santa Clara University

Donald D. St. Louis, D.Min., MFT
Classes will meet online: Tuesdays, 6:00 – 9:00 PM
Email: dstlouis@scu.edu

COURSE DESCRIPTION:

This course will explore the relationship between spirituality and psychology and will provide students with a variety of lenses through which to view the relationship between psychological and spiritual growth. Among topics to be considered: psychological and theological perspectives on human development; individuation and personal identity; the sources of our God-language and God-imagery, and how they relate to personal history and self-image; prayer, spiritual practice, and discernment; images of holiness and wholeness; spirituality and pastoral helping relationships; spiritual direction, pastoral counseling and psychotherapy; spirituality and the data of neuroscience. Students will explore their personal experience as it relates to these topics and will develop familiarity with major theorists and determine how their work may contribute to students’ personal and pastoral effectiveness.

COURSE GOALS: The course is designed to help students:

- Understand the historical and emerging relationships between psychology and religion
- Develop an integrated understanding of one’s own personal and spiritual development
- Acquire tools to evaluate adult faith, authentic religious experience, and foster integrated human development
- Develop familiarity with key development theorists
- Learn models for personal development as a believer and a pastoral person
Please note that all classroom activities and written assignments are designed with **GPPM Program and Learning Objectives** in mind, and all student work will be evaluated in light of the following specific objectives:

**GPPM Objective 3.B:** Students will apply skills from their area of concentration for use in their faith community.

**GPPM Objective 5.A:** Students will be able to describe and address cultural differences in Christian practice.

**REQUIRED TEXTS:**


**SUPPLEMENTAL READINGS ON CAMINO:**


COURSE METHODOLOGY AND REQUIREMENTS:

1. **Class attendance and active engagement with the material.** Because of the highly interactive nature of class meetings consistent attendance is expected. Students are expected to come to class having completed all reading assignments and ready to actively engage the material. Lack of participation and/or poor preparation for classroom discussions and activities will negatively impact a student’s grade.

2. **Reflection Papers.** Three brief (2-3 pages) reflection papers based on the readings. (Due Classes 2, 4, 6).

   **Please note:** ALL written assignments should reflect graduate level writing. This means, at the very least, no spelling errors, correct grammatical constructions, proper use of punctuation, and APA style citations and references. Please carefully proofread all written assignments. Attention will be paid to writing skills in grading. Students who need additional help with writing skills should seek appropriate assistance from University resources before submitting assignments for grading.

   Students may find the following publications helpful:


3. **Final Paper or Project.** Students have the option of writing a paper (10-12 pages) or doing a creative project on a topic determined in consultation with the professor. These assignments should be completed in a manner that clearly satisfies that goals and objectives of the GPPM program. (Due by the last class.)

COURSE GRADING:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Reflection Papers</td>
<td>30%</td>
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<tr>
<td>Final Paper/Project</td>
<td>40%</td>
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OVERVIEW OF CLASS MEETINGS

CLASS #1: (03/30/21)

COURSE INTRODUCTION

Optional Pre-Class Readings:


TOPICS:

Introduction to the Course
What is Religious Experience? Spirituality?
Religion and Culture
Perspectives on the Relationship between Spirituality and Psychology
Introduction to the Culture of Psychology: Freud

CLASS #2 (04/06/21)

PSYCHOLOGY AND RELIGION: HISTORICAL PERSPECTIVES

READINGS:

Required:


Recommended:


TOPICS:
The Freudian Critique of Religion
Critique of the Freud’s Critique
Historical and Contemporary Challenges to Belief
Spirituality in the Postmodern Era

CLASS #3: (04/13/21)
MODELS OF HUMAN GROWTH: PART I

READINGS:
Required:

Recommended:

TOPICS:
How Do Human Persons Grow?
Challenges and Mileposts
The Psychosocial Model of Erik Erikson
The Faith Developmental Model of James Fowler
CLASS #4: (04/20/21)

MODELS OF HUMAN GROWTH, PART II

READINGS:

Required:

Recommended:

TOPICS:

A Gift from the Recovery Movement
CG Jung: “the most significant spiritual movement of the 20th century”
Codependency: “a disease masquerading as spirituality”
The Developmental Model of Pia Mellody
Implications for Spiritual Practice and Personal Spirituality
Boundaries as spiritual Practice

CLASS #5: (04/27/21)

RELIGIOUS EXPERIENCE: LANGUAGE, IMAGERY AND FEELINGS

READINGS:

Required:

TOPICS:
Developing a Self-Image and a God-Image
Sources of God Imagery and Language
Relating to God: Language and Feelings
The Issue of Projection
The Psychoanalytic Model of Ana-Maria Rizzuto

CLASS #6: (05/04/21)

SEXUALITY AND SPIRITUALITY: INCARNATIONAL PERSPECTIVES

READINGS:

Required:


Recommended:


TOPICS:
Reclaiming Incarnation
Religious Experience and the Body
Body Theology
Psychological and Spiritual Norms for Healthy Sexuality

CLASS #7: (05/11/21)

PSYCHOLOGICAL AND SPIRITUAL HEALTH

READINGS:
Required:


Recommended:


TOPICS:
Psychological and Spiritual Health
Holiness and Wholeness
The Holiness of Being Human
Finding God in All Things
CLASS #8: (05/18/21)

MARKERS OF AUTHENTICITY IN PSYCHOLOGICAL AND SPIRITUAL GROWTH

READINGS:

Required:


Recommended:


TOPICS:

Ignatian Theology of Discernment
Spiritual Assessment Tools
Psychological Perspectives on Sin, Grace, Shame
Theology and Psychology of Conversion
CLASS #9: (05/25/21)

PRAYER, SPIRITUALITY AND PASTORAL CARE

READINGS:

Required:


Recommended:


TOPICS:

A Psychology of Prayer: Freud Revisited
Spiritual Direction, Pastoral Counseling, and Psychotherapy
Knowing and Respecting Differences
The Art of Referral
Managing Boundaries: Helper Self-Care
CLASS #10: (06/01/21)

SPIRITUALITY, RELIGIOUS EXPERIENCE AND NEUROSCIENCE

READINGS:

Required:


Recommended:


TOPICS:

Science and Religion: Toward a New Integration
“Interpersonal Neurobiology” and Spirituality
Eyes to See, Ears to Hear
“The glory of God is a person fully alive."
Course Conclusions
Papers/Projects Due
Evaluations
ACADEMIC INTEGRITY

The Academic Integrity Pledge is an expression of the University’s commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity Pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the SCU community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information, see www.scu.edu/academic-integrity.

USE OF TECHNOLOGY IN AND RECORDING OF CLASS

Cellphones should be turned off during class, and laptops may be used only for authorized collaborations, for viewing course readings, or for note-taking. The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, make arrangements through Disability Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

It is definitely not appropriate to text message, tweet, internet browse or to engage in any other form of non-class related cyber interactions during class. Students engaging in these practices will be identified as not ready to pursue serious graduate study, and will be asked to leave the room. Additionally, the student’s grade will be lowered a full letter.

DISABILITIES RESOURCES

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, http://www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. While I am happy to assist you, I am unable to provide any accommodations until I have received verification from Disabilities Resources.
ACCOMMODATIONS FOR PREGNANCY AND PARENTING

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, SCU provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

DISCRIMINATION AND SEXUAL MISCONDUCT (TITLE IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) has experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at http://bit.ly/2ce1hBb or contact the University’s EEO and Title IX Coordination, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through https://www.scu.edu/osl/report/ or anonymously through Ethicspoint http://www.scu.edu/hr/quick-links/ethicspoint/