

PSYCHO-SPIRITUAL INSTITUTE (PSI) ACADEMIC HANDBOOK

LUX TERRA LEADERSHIP FOUNDATION



**MARIST INTERNATIONAL UNIVERSITY
COLLEGE**

(A constituent college of the catholic university of Eastern Africa, Nairobi Kenya)

www.psi-online.org



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1. Psycho-Spiritual Institute - General Information

1.1. Historical Background

The Psycho-Spiritual Institute (PSI) was established in 2012 by LUX TERRA Leadership Foundation, in collaboration with MISSIO Aachen, with the aim of training and experts in Psycho-Spiritual Therapy for African Countries.

The Institute was inaugurated on 5th August 2013 during Eucharistic celebration for the Psycho-Spiritual Institute. It was launched by the President of the Catholic Bishops Conference of Nigeria, Archbishop I.A. Kaigama, Rev. Fr. George Ehusani, the Executive Director, Mr. Toni Goertz, the MISSIO Representative, and Dr. Joanna Nwosu, the first Director of PSI and the Association of Sister of Kenya Executives. It started with eleven participants of the training of trainers for the PSI at Chemichemi ya Uzima. Currently, the Institute is within the Marist International University College, Nairobi, Kenya.

The emergence of the Institute is a response to what many have identified as an urgent need to offer professional psychological and spiritual care to the increasing number of clerical, religious and lay pastoral agents who now and again find themselves in difficult life situations of an emotional and psychological nature, but who often do not find adequate support.

Many in the past have ended up with professional psychotherapists who are not grounded in, or do not share in the theological and spiritual traditions of the people seeking help, and so could not offer holistic support for the required healing process.

Others have ended up with deeply spiritual counsellors, who however are not conversant with such modern skills and approaches in Psychotherapy, that when combined with their spiritual tools, would have more easily facilitated healing for the people seeking help. It is hoped that the training of personnel in psycho-spiritual therapy and armed with a degree from the Catholic University of Eastern Africa (CUEA), our effort will effectively meet both spiritual and psychological needs.

1.2. Vision and Mission of the Institute

a) Vision

Enhance Psycho-Spiritual wellbeing, holistic personality integration and inner peace as well as foster self-awareness and ongoing personal growth for transformation of pastoral agents.

b) Mission

Drawing from the best of the Christian spiritual tradition, using up-to-date psychological and spiritual tools and methodologies, and taking into critical consideration the African socio-

historical and cultural context, PSI seeks to offer high quality professional training for pastoral agents who will function as Christian counsellors and psychotherapists across Africa to promote psycho-spiritual wellbeing and transformation of pastoral agents.

1.3.Philosophy of the Institute

The Psycho-Spiritual Institute (PSI) is founded on the philosophy of Catholic Higher Education which stresses free search for the whole truth about God, Humanity and Nature. It promotes exploration of every path of knowledge, and is conscious of being preceded by Him who is “The Way, the Truth and the Life (John 14: 6)”. Our conviction is that the spirit of the Lord enables human beings - through the wholesome development of their intelligence and optimum utilization of their talents - to find meaning and fulfilment in life. The Psycho-Spiritual Therapy degree programme will therefore be based on a sound Christian spirituality that is aided by up-to-date tools and approaches in psychotherapy for wholesome personality development and integration. The programme will also take into serious consideration our peculiar African socio-historical and cultural circumstances and how they impact on our psychological and spiritual development and transformation.

The Psycho-Spiritual programme is designed to offer opportunities for growth in knowledge, understanding and mastery (in a fully integrated manner), of the theories, techniques and practices that make up the best of Counselling Psychology and Christian Spiritual Direction. This is aimed at achieving ongoing healing, growth, transformation and wholesome personality integration. Thus in pursuing learning and research, the Psycho-Spiritual Therapy programme will constantly approach the human person as an integral whole - spiritual, psychological, social, moral, - and not in separate compartments. The result we believe will be more fully integrated persons, equipped to live out their faith in a healthy manner.

As part of its integrated programme of training, PSI will offer opportunities for liturgical celebrations, periods of reflection, retreats, Spiritual Direction, one-on-one consultation, growth group facilitation and ongoing formation meetings. In this setting, students will be expected to incorporate in the process of their formation new possibilities for individual development, new knowledge and abilities, attitudes and values, experiential enrichment, and discovery of the meaning of life. Lecturers on the other hand, will be encouraged to constantly improve their own competencies, and constantly update their course content and methodologies within the context of the overall vision of the institute.

1.4.Core Values of the Institute

1. **LOVE** – love of God, neighbour, all creation and for work and service
2. **UNITY**- one heart one mind (Acts 2:46)

3. **RESPECT** –respect for the human person, life, lawful authorities and colleagues, and the environment
4. **CARE AND CONCERN** – for the other person
5. **INTEGRITY** – Honesty to self, others and God
6. **COMPASSION**– Feeling with and being there for the suffering and vulnerable
7. **TRUST**- having honour and qualities of reliance and confidence
8. **OPENNESS** – to self, others, to learn, to growth, to change
9. **SENSITIVITY**- awareness of others presence, feelings and needs
10. **AVAILABILITY**- readiness and willingness to offer self, time and talents in service of others
11. **SELF-DISCIPLINE**
12. **CONFIDENTIALITY** – protection of name, image, identity, worth and feeling of the other rooted in love and respect
13. **PRAYER** – from Him we come, on Him we depend and to Him we return

2. Description of Master of Arts in Psycho-Spiritual Therapy Programme

The Aims and Objectives of the Training Course

1. Train and graduate experts in psycho-spiritual therapy
2. Offer professional psychological and spiritual care to agents of evangelization
3. Respond to an urgent need to rescue Church personnel in difficult life situations particularly in Africa.
4. Re-integrate psychological and spiritual tools that will more easily facilitate healing to people in need.
5. Train counsellors who will integrate African values in psycho-spiritual counselling practice.
6. Ground psycho-spiritual counselling/therapy in the African culture.
7. Empower psycho-spiritual professionals who can facilitate self-awareness and ongoing holistic spiritual and psychological growth and transformation among psycho-spiritual clients.
8. Train professional psycho-spiritual counsellors for the work within the church, who will support church workers in difficult life situations.

9. Equip pastoral agents with modern didactics, pedagogical, progressive skills and approaches necessary for psycho-spiritual integration and transformation.
10. Train leaders in fundamental multi-cultural and faith lived community models of psycho-spiritual integration, community leadership, and resource management.
11. Train pastoral agents to meet the needs of the church in the modern world.
12. Facilitate the personal growth of the person of the counsellor in order to become more effective.

Admission Requirements for the M.A. Degree in Psycho-Spiritual Therapy:

This course is designed for training and graduating pastoral agents across African Countries in Psycho-Spiritual Therapy. The common regulations for the Master's degree in the Catholic University of Eastern Africa shall apply. An applicant must satisfy the following minimum requirements for the Master's degree programme:

- a) Holders of Bachelor's degree in Psychology or any of the social Sciences, with a minimum of upper second-class honours from a recognised university shall be eligible for admission.
- b) Holders of Bachelor's degree lower second-class honours and postgraduate diploma in relevant area of study, with a minimum of a credit shall be eligible for admission.
- c) Holders of Bachelor's degree (lower second-class honours), in any of the social sciences, provided such candidates have work experience of not less than three years in related field may be considered for admission.

3. Expected Learning Outcomes of the Master's Programme

Graduates of the programme should be able to:

- a) Practice as professionals in psycho-spiritual counselling for the work within the church in order to support church workers and others in difficult life situations.
- b) Effectively exercise their duties as pastoral agents with modern didactics, pedagogical, progressive skills and approaches necessary for psycho-spiritual integration and personality transformation.
- c) Demonstrate understanding of multi-cultural and faith lived community models of psycho-spiritual integration, community leadership, and resource management.
- d) Empower pastoral agents to meet the needs of the church in the modern world.
- e) Facilitate the personal growth of the person of the counsellor in order to become more effective.

4. Academic Regulations for the programme

4.1.Course Requirements

a) Attendance

A student shall be required to attend all classes, undertake Counseling Practicum (and Spiritual Direction) and write a Research Project Report to qualify for graduation.

b) Obligation of the Lecturer

Lecturers shall be required to attend all classes, give at least two continuous assessment tests and final examination, supervise Counseling Practicum (and Spiritual Direction) and Research Project, grade them and return them on time to the head of Department.

4.2.Regulations on Credit Transfer in a Programme

Candidates who join the programme with a validated Degree recognized by the Senate and Commission for University Education (CUE) may be eligible. Candidates could be allowed to transfer credit hours from their previous courses. The transfer courses must not be older than five years from the time the student completed these courses and the time he/she is admitted to the MA programme. The transferred credit shall not exceed 50% of the required credits for successful completion on the programme.

4.3.Mode of Course Delivery

Face to face mode of delivery; through lectures, thesis, practicum, personal therapy, case studies, workshops, seminars and discussions.

4.4. Student Assessment Policy/Criteria

Student Assessment for Master of Arts in Psycho-Spiritual Therapy consists of Course work, Examination, Counseling Practicum and Thesis Proposal.

Students are assessed continuously during the semester. Four modes of assessment: Continuous Assessment (CAT), End-of-Semester Examination, Counseling Practicum (and Spiritual Direction), and Research Project are used.

For the assessment of students of the Institute, the Catholic University of Eastern Africa regulations as stipulated in the Students Handbook (section 1.6.10 (b) (i) - (v)) shall apply.

- a) **Continuous Assessment (CAT):** This constitutes 40% of the total marks and is carried out throughout the semester. It will comprise of sit-in-tests, term papers, in-class presentations, practical sessions of Counseling Practicum and of Spiritual Direction.
- b) **End-of-Semester Examination:** Each student will be required to take an end of semester examination. This will constitute 60% of the total marks for each course.
- c) **Counseling Practicum:** Each student shall be required to undertake a three month Counseling Practicum as part of the assessment. The students shall be placed for practicum after finishing the course units. During Practicum, the students shall be assessed by two examiners appointed by the Institute. In addition, the students shall be expected to write a report after the successful completion of the practicum. Moreover, the host institution shall also be required to write a confidential report.
- d) **Research Project / Thesis:** Students will be required to carry out a research on a topic of their interest related to a psycho-spiritual area. It is to be a scholarly document that summarizes a student's research of a stated question. The Thesis integrates an introduction, a thorough literature review, explication of methodology, data presentation and analysis, and a summary of findings, conclusions, and recommendations. The Research Project Report will be marked out of 100.

4.5. Grading System

The academic grades of the students will be marked and reported at the end of each trimester. Each grade A, B, C, D and F will indicate the quality of academic performance:

Letter Grade	Range of Marks	Quality of Performance
A	70% - 100%	Distinction
B	60%-69%	Credit

C	55%-59%	Satisfactory
D	50%-54%	Pass
F	49% and below	Fail

4.6.Examination Regulations

The university regulations as stipulated in the Students Handbook section 1.6.11 shall apply.

4.6.1.Forms of Examinations

There are four forms of examinations: Ordinary, Comprehensive, Supplementary and Special.

a) Ordinary Examinations

All courses are examined at the end of the semester in which they are taken.

b) Comprehensive Examinations

Comprehensive Examinations shall be taken by Master's Students in completion of the bulk of their course work. It shall be based on central themes in research methodology and the individual student's area of specialization. The examination shall be both written and oral. An oral examination will be given immediately following the written examination. Students who fail the Comprehensive Examination will be given a second opportunity to take the examination at the discretion of the Centre Director in consultation with the Head of the relevant Department in the University; and a third opportunity by the Postgraduate Studies Committee. Students who fail comprehensive examinations on the third attempt will be advised to repeat a year on the recommendation of the Postgraduate Studies Committee. Examinations shall be retaken at scheduled sitting.

c) Supplementary Examinations

A student who fails an end of semester examination shall retake the examination when it is next offered. The highest mark for a retaken examination shall be 50% for the Master's programme. In the student's final year of study, the Director of the Institute, in consultation with the Head of Department at the University, may exercise his/her discretion and grant Supplementary Examinations.

d) Special Examinations

Candidates who are unable to do end of semester examinations due to acceptable unavoidable circumstances may, on the recommendation of the Management Board, be allowed to take special examinations. A Special Examination is marked and graded as an Ordinary Examination. The pass-mark is 50% for Masters' programme.

In addition, the following provision shall apply:

4.6.2. The pass mark shall be 50%

4.6.3.The final grade for the award of the Degree shall be weighed as follows:

- a) Continuous Assessment: 40%
- b) End-of-Semester Examinations: 60%

4.6.4.The examination shall be written and it shall not exceed three hours.

4.6.5.Academic Offences

A candidate, who commits an academic offence, shall be given a written warning specifying the offence. Depending on the seriousness of the offence, he/she shall be suspended from the University for one academic year or expelled. On re-admission, the candidate will be required to repeat the year in which the offence was committed.

4.6.6.Repeating

- a) A candidate who fails a Supplementary Examination will repeat the course(s). No candidate shall be allowed to repeat a course more than once.
- b) A candidate who fails in four or more courses in one semester shall repeat the semester.
- c) A student who fails half of the courses registered for in one semester will be served with an academic warning at the end of the semester. A student who receives two academic warnings in one academic year shall repeat the year.

4.6.7.Discontinuation

A student shall be discontinued from a programme under any one of the following circumstances:

- a) A student who fails half or more courses offered in any semester will be required to repeat the semester once. A student who is allowed to repeat and fails in half or more courses will be discontinued.
- b) A student who has been discontinued from one programme can be admitted in another programme if he/she qualifies for it. Such a student will be given exemptions from the core courses passed in the previous programme.

4.6.8.Disciplinary Action

Students involved in examination irregularity will appear before the relevant Departmental Disciplinary Committee of the University for disciplinary action.

4.6.9. Mode of Appeal

In all examinations,

- a) Dissatisfied students can apply for a remark, which will be done by an independent examiner.
- b) Discontinued students and others who are not satisfied with the decision of the disciplinary committees shall have the right of appeal to the Senate.

4.6.10. Moderation of Examination Papers and the Role of Internal and External Examiners

- a) Examinations go through preliminary quality assurance at the level of the Institute Management and the relevant Departmental of the University, where staff holds moderation meetings to approve examinations. Thereafter, the marked examination scripts are forwarded to external examiners from different universities appointed by the university upon the recommendation of the Departmental chairperson in the University.
- b) The external examiners shall examine the completed thesis and submit his or her evaluation and grade to the Chair of the Post-Graduate Studies Committee.

4.6.11. Graduation Requirements

In order to complete the requirement for the M.A. degree in Psycho-Spiritual Therapy, students shall enroll in course work for four semesters.

A candidate shall be required to take a minimum of 15 courses for the whole programme, complete a practicum and to submit a thesis.

For the award of the degree, a student must have:

- Attended 45 contact hours in each course.
- Done course work and examination in each registered course.
- Successfully completed counselling practicum.
- Defended and passed the thesis.

4.6.12. Classification of Degrees

The Master's degrees shall be classified as follows:

70% and above	First Class Honours/Summa Cum Laude
60% - below 70%	Upper Second Class Honours/Magna Cum Laude
55% - below 60%	Lower Second Class Honours/Cum Laude
50% - below 55%	Pass/Probatus
Below 50%	Fail (no degree awarded)

5. Regulations for Thesis

5.1. Approval of Thesis Topics

A candidate shall, before the end of the second semester of the first year, choose a provisional thesis topic and submit a two page preliminary proposal, together with an outline of the research methodology to be used, to the relevant Department in the University for approval, through the Institute's Centre Director. On the basis of the preliminary proposal, the Department in consultation with the Centre Director of the Institute shall assign two members of staff to assist the candidate.

5.2. Format of the Proposal

The proposal shall include the following:

- Title of the thesis
- Background to the problem
- Statement of the problem
- Research questions/objectives/hypotheses
- Theoretical/conceptual framework
- Review of related literature
- Research design and methodology
- References

5.3. Submission and Approval of Research Proposal

Each student shall present a comprehensive research proposal to the Departmental Academic Board. The proposal shall be typed using one and a-half spacing on A4 paper. It should not be longer than 10 pages, excluding supporting references. When the Department is satisfied that the proposal is ready, the Head of Department shall submit the proposal to the Postgraduate Studies Committee (PSC) for evaluation.

Two supervisors shall be appointed by PSC for each candidate. One supervisor shall be chosen from among the academic staff of the department. The second supervisor may be appointed from within or outside the university.

The proposed supervisors shall be competent in the subject areas in which the candidate proposes to conduct research.

5.4.Responsibilities of Supervisors and Students

5.4.1.Responsibilities of the Supervisors are to:

- a) Supervise a thesis. This should be organised in such a way that the supervisors meet the student at least once every two weeks;
- b) Exchange/share copies of their comments and observations;
- c) Guide the work of the student in so far as it relates to his/her programme of study. In this connection the supervisors shall be required to:
 - Maintain effective contact with candidates assigned to them,
 - Submit, individually or jointly, within two months, academic reports through the PSC and, if in their opinion a given candidate's work is unlikely to attain the standard required for submission for examination, inform the PSC at once,
 - Submit progress reports to the PSC confirming that the candidate is receiving supervision.

Where the academic performance of a given candidate is unsatisfactory so as to warrant deregistration, such a candidate should have received a written warning from the Coordinator of Postgraduate Studies saying that unless he/she shows signs of improvement within three months, he/she will be deregistered. A recommendation for de-registration shall be made to the Senate through the PSC only after the above condition has been complied with.

5.4.2.Responsibilities of Students

- a) Each candidate shall be required to consult his/her supervisors at least for two hours each week.

- b) The student is required to present typed work to the supervisors with a covering letter.
- c) The thesis is to be submitted with the approval of and signed by the supervisors.
- d) Each student is required to submit five copies of the thesis and an abstract of not more than 500 words.

5.4.3. Supervision

Each candidate shall have two contact hours per week with each supervisor (i.e. 30 contact hours per semester).

5.4.4. Change of Supervisor

A postgraduate student wishing to change a supervisor shall make a formal application to the Head of the relevant Department in the University, who will forward it to the Postgraduate Studies Committee for consideration.

5.5. Submission and Examination of Thesis

After research for the thesis has been conducted and the thesis written, the student shall submit five soft-bound copies through the HOD to PSC at least four weeks before the defence date.

- a) The thesis is to be submitted at the end of fourth semester. A student who fails to meet this deadline shall be given a grace period of one month
- b) The thesis submitted must be adequate in form and content, and it must conform to the format of thesis of the Catholic University of Eastern Africa.
- c) The Senate shall on the recommendation of the Postgraduate Studies Committee appoint an external examiner.
- d) The internal and external examiners shall be required to submit, within one month, an independent written assessment of the thesis directly to the chairperson of the Postgraduate Studies Committee indicating:
 - i. Whether or not the thesis is adequate in form and content
 - ii. Whether or not the thesis reflects an adequate understanding of the subject
 - iii. Whether or not the degree should be awarded for the thesis
 - As it is
 - After correction
 - After revision.

- e) When the supervisors are satisfied that the thesis is ready, they shall each write a letter to the Chairperson of the Postgraduate Studies Committee indicating that they have read the thesis and judge it to be ready for examination.
- f) As soon as the supervisors and external examiner's reports are received the Chairman of PSC shall convene a meeting of the Board of Examiners at which the reports and other academic matters arising from the thesis shall be considered and a consolidated report with appropriate recommendation thereon prepared for submission to the Faculty Academic Board through the PSC.
- g) The Postgraduate Studies Committee shall then appoint a Committee of assessors for each candidate. The Committee shall consist of a chairman and two internal examiners, one of whom must not have supervised the candidate. The candidate shall defend his/her thesis.
- h) Where the recommendations of the Board of Examiners are unanimous for or against the award of the degree, and where such unanimous recommendation is consistent in all aspects with the report of external and internal examiners and the results of an oral examination, the chairman of the Board of Examiners shall forward such recommendations through the PSC to the Senate for approval.
- i) The Senate may, on the advice of the supervisors and External Examiners and PSC, invite a candidate to resubmit a thesis in a revised form. The candidate shall do so within 12 months.
- j) Every thesis shall be submitted in 4 copies and must be accompanied by a declaration by the candidate confirming that the thesis has not been submitted to any other university for a degree and that its contents are the original work of the candidate.
- k) All submitted copies shall remain the property of the University.
- l) A thesis accepted by the University and subsequently published in part or in whole and in whatever form, shall bear the inscription, "Thesis submitted to the Faculty of Education in partial fulfillment of the requirement for the degree of Master of Arts in Psycho-Spiritual Therapy of The Catholic University of Eastern Africa."

5.6.Appeal

A candidate has the right to appeal against rejection of a proposal and thesis. In a situation where the student feels unjustly treated, he/she may appeal to:

- The Head of Department, before the proposal is submitted to the Departmental Academic Board.
- The Postgraduate Studies Committee if the student has already been accepted and assigned supervisors.

- The Senate, if the student is not satisfied with the decision of the Postgraduate Studies Committee.

5.7.Publication

A thesis accepted by the Institute may be published in full as a book or as papers in refereed journals. Papers may also be published jointly under the names of the candidate and supervisors.

5.8.Plagiarism and Dishonesty

Plagiarism and dishonesty are not permitted by the Institute. Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own without acknowledgment of the source(s).

5.9.Research Seminars

Postgraduate students shall attend regular departmental research seminars and postgraduate research forums organised by the Department of Research of the university.

6. Courses Offered for the Programme

6.1.Course Coding System

The letter code denotes the following:

PSYSP = PSY (Psychology) + (SP) Spirituality

The course code numbers for the Master's level is 6.

The second digit designates the semester in which the course will be offered and the third digit in the numbering system follows the ascending serial order of the courses during the successive semesters.

7. Distribution Table

NUMBER OF COURSES/UNITS/CREDITS HOURS/LECTURE HOURS ALLOCATED TO:		CREDIT HOURS	CONTACT HOURS	
Common courses	PSYSP 511: Research Methods in Psycho-Spiritual Therapy	3	45	
	PSYSP 521: Ethical, Legal & Professional Issues in Psychotherapy	3	45	
	PSYSP 525: Spiritual Direction: Models and Techniques	3	45	
	PSYSP 634: Abnormal Psychology	3	45	
	PSYSP 512: Theories of Counselling Psychology	3	45	
	PSYSP 513: Human Growth and Development	3	45	
	PSYSP 514: Christian Prayer: Forms and Dimensions	6	90	
	PSYSP 650: Practicum in Psycho-Spiritual Therapy	6	90	
	PSYSP 651: Research and Thesis			
	TOTAL	36		
Core courses	PSYSP 515: Spirituality and the Process of Becoming Human: A Psycho-Spiritual Approach			
	PSYSP 516: Pathways to Happiness: A Psycho-Spiritual Approach	3	45	
	PSYSP 522: Spirituality and Addiction: An Integrated Study	3	45	
	PSYSP 523: Psycho-Spiritual Therapy & Africa Cultural Dynamics	3	45	
	PSYSP 524: Spirituality and Transcendence: A Psycho-Spiritual Approach	3	45	
	PSYSP 526: Spirituality of Suffering: An Integrated Study	3	45	
	PSYSP 631: Healing Ministry in the Church: An Integrated Study	3	45	
	PSYSP 632: Spirituality and Lifestyle: A Psycho-Spiritual Approach	3	45	
	PSYSP 633: Psycho-Spiritual Counselling	3	45	
	PSYSP 635: Psychotherapy and Spirituality: An Integrated Study	3	45	
	PSYSP 636: Dynamics of Holistic Healthcare: An Integrated Study			
	TOTAL	33		
	Electives	PSYSP 627: Cross-Cultural Issues in Counselling	2	
		PSYSP 628: Transpersonal Therapy: A Psycho-Spiritual Approach	2	30
PSYSP 629: Theories and Practice of Meditation		2	30	
PSYSP 630: Growth Group Theories and Practice		2	30	
PSYSP 638: Human Sexuality – A Psycho-Spiritual Approach		2	30	
PSYSP 639: Personality Theories in Psychology		2	30	
TOTAL (3 Units Required)		6		
Grand Total	72 Crt Hrs			

8. Course Distribution Per Trimester

FIRST YEAR

First Trimester *18 Credits*

<i>No.</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Crt hrs</i>
1	PSYSP 511	Research Methods in Psycho-Spiritual Therapy	3
2	PSYSP 512:	Theories of Counselling	3
3	PSYSP 513:	Human Growth and Development	3
4	PSYSP 514:	Christian Prayer: Forms and Dimensions	3
5	PSYSP 515:	Spirituality and the Process of Becoming Human: A Psycho-Spiritual Approach	3
6	PSYSP 516:	Pathways to Happiness: A Psycho-Spiritual Approach	3

Second Semester *18 Credits*

<i>No.</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Crt hrs</i>
1	PSYSP 521:	Ethical, Legal & Professional Issues in Psychotherapy & Spiritual Care	3
2	PSYSP 522:	Spirituality and Addiction: An Integrated Study	3
3	PSYSP 523:	Psycho-Spiritual Therapy & Africa Cultural Dynamics	3
4	PSYSP 524:	Spirituality and Transcendence: A Psycho-Spiritual Approach	3
5	PSYSP 525:	Spiritual Direction: Models and Techniques	3
6	PSYSP 526:	Spirituality of Suffering: An Integrated Study	3

SECOND YEAR

First Semester *18 Credits*

<i>No.</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Crt hrs</i>
1	PSYSP 631:	Healing Ministry in the Church: An Integrated Study	3
2	PSYSP 632:	Spirituality and Lifestyle: A Psycho-Spiritual Approach	3
3	PSYSP 633:	Psycho-Spiritual Counselling	3
4	PSYSP 635:	Abnormal Psychology	3
5	PSYSP 636:	Psychotherapy and Spirituality: An Integrated Study	3
6	PSYSP 637:	Dynamics of Holistic Healthcare: An Integrated Study	3

Second Semester *18 Credits*

<i>No.</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Crt hrs</i>
1	PSYSP 650:	Practicum in Psycho-Spiritual Therapy	6
2	PSYSP 651:	Research and Thesis	6
3	PSYSP 642:	Personal Therapy / Spiritual Direction	0

List of Electives

6 Credits Required

<i>No.</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Crt hrs</i>
1	PSYSP 627:	Cross-Cultural Issues in Counselling	2
2	PSYSP 628:	Transpersonal Therapy: A Psycho-Spiritual Approach	2
3	PSYSP 629:	Theories and Practice of Meditation	2
4	PSYSP 630:	Growth Group Theories and Practice	2
5	PSYSP 638:	Human Sexuality – A Psycho-Spiritual Approach	2
6	PSYSP 639:	Personality Theories in Psychology	2

GRAND TOTAL

72 CREDIT HOURS

9. Course Outlines

PSYSP 611: Research Methods in Psycho-Spiritual Therapy

3 CREDIT HOURS

Course Purpose

To help the learner develop knowledge and skills in Psycho-Spiritual research for self-integration and practice of research in order to think more critically about scientific research and to write a valid and ethical psycho-Spiritual Research.

Expected Learning Outcomes

At the end of the course, the student should be able to:

- i) Understand and apply research methods in Psycho-Spiritual Therapy, including research design, data analysis, and interpretation.
- ii) Formulate testable research hypotheses that can be validated from psychological questions and differentiate research design and measurement design.
- iii) Design and conduct a variety of techniques of quantitative or qualitative research studies in psycho-spiritual field settings by using appropriate methods.
- iv) Adhere to ethical guidelines for collection, storage, and use of data from human participants.
- v) Evaluate appropriateness of research conclusions and generalize them appropriately on the basis of the parameters of particular research methods.

Course Content / Description

The course examines major paradigms in research, research concepts, and relationship between theory, hypotheses and scientific methods of enquiry, the steps in the research process: statement of the problem, formulation of hypotheses, research design, measurement design, data collection, quantitative and qualitative data analysis and generalization. On one hand, components of a good proposal, literature review, research designs, population, samples and sampling strategies, data collection procedures and writing of Thesis are discussed. And on the other hand, ways for assessing threats to the internal and external validity of studies will be examined.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and/or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Heiman, G.W. (2002). *Research Methods in Psychology*, 3rd Edition, revised. Houghton Mifflin.

Leary, M.R. (2011). *Introduction to Behavioral Research Methods, Sixth Edition* Allyn and Bacon, Needham Heights, MA.

Schweigert, W. A. (2012). *Research methods in psychology: A handbook* (3rd ed.). Lone Grove, IL: Waveland Press, Inc.

White, T.L., & McBurney, D.H. (2013). *Research methods* (9th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Textbooks for the Course

Berg, B.L. (1989). *Qualitative Research Methods for the Social Sciences*. Allyn and Bacon.

Borg, W. R., & Gall, M. D. (1993). *Educational Research*. New York: Longman.

Brannen, J. (Ed.) (1992). *Mixing Methods: Qualitative and Quantitative Research Theory and Practice*. Avebury.

Breakwell, G.M., Hammond, S., & Fife-Schaw, C. (Eds.). (1995). *Research Methods in Psychology*. Sage.

- Bryman, A. (1988). *Quantity and Quality in Social Research*. Allen and Unwin.
- Creswell, J.W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. Sage Publishing Inc.
- Kerlinger, F.N. (2000). *Foundation of Behavioural Research*. New York: Holk, Rinehart, and Winston.
- Kombo, K.R. & Delno, L.A. (2006). *Proposal Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Lodico, M.G. (2006). *Methods in Educational Research: From Theory to Practice*. Jossey-Bass Pub.
- Maykut, P., & Morehouse, R. (1994). *Beginning Qualitative Research: A Philosophical and Practical Guide*. Falmer Press.
- Peter, C.B. (1994). *A Guide to Academic Writing*. Eldoret: Gaba Publications.

Journals and Reviews Titles

- Professional Psychology: Research and Practice.
- Review of Religious Research.
- Journal of Psychology and Theology.
- Journal of Psychology and Christianity.
- Psychology and Psychotherapy: Theory, Research and Practice.
- Consulting Psychology Journal: Practice and Research.

PSYSP 612: Theories of Counselling Psychology

3 CREDIT HOURS

Course Purpose

To examine theories in counselling with emphasis on the techniques, the process of counselling emerging from the theories for practice in the re-integration of psychology and spirituality.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Critique major counselling theories.
- ii) Describe fundamental tenets of major counselling theories and techniques.
- iii) Describe the counselling processes characterizing major counselling theories.
- iv) Analyse the strategies for helping clients as proposed by major counselling theories.
- v) Explain the re-integration of Psychology and Spirituality.

Course Content / Description

The following major theories will be discussed with particular attention to fundamental tenets, the counselling process, counselling techniques, relevance, application and shortcomings. Special attention will be given to the following: Psycho-Spiritual therapy, The psychoanalytic therapy; Adlerian therapy; Existential therapy; Person-centered therapy; Gestalt therapy; Transactional Analysis (TA); Reality Therapy; Behavioural Therapy; Rational Emotive Behaviour Therapy (REBT); Cognitive Therapy; Family Systems Therapy and Modern therapy. Then, the course assists students in developing, clarifying, and integrating their own approaches to working with themselves and others within the framework of Psycho-Spirituality.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Brown, D. S. (2008). *Handbook of Counseling Psychology*. Hoboken, NJ: John Wiley & Sons.

Buckner J.D. & al. (2013). *A Biopsychosocial Model of Social Anxiety and Substance use. Depression and Anxiety*, 30(3), pp.276–284.

Conyne, R.K. (2007). *Group Techniques: How to Use them more Purposefully*. Prentice-Hall.

Coret, G. (2009). *Theory & Practice of Counselling and Psychotherapy*, Brooks / Cole, Cengage Learning, 8th edition.

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. Belmont, CA: Thomson Brooks / Cole.

Corey, M.S. (2008). *Groups: Process ad Practice*. Brooks Cole.

Del Giudice M., & Belsky J. (2010). *Evolving Attachment Theory: Beyond Bowlby and Back to Darwin. Child Development Perspectives*, 4(2), pp.112–113.

Narcross, C. & Sayette, A.M. (2008). *Insider's Guide to Graduate in Clinical and Counseling Psychology: 2008 / 2009 edition*. New York: Guilford Press.

Perry, W. (2008). *Basic Counseling Techniques: A Beginning Therapist's Tool Kit (Second Ed.)*. Bloomington, IN: AuthorHouse.

Radwan, K. (2012). *Overview of theories of attachment. Neuropsychiatrie de l'Enfance et de l'Adolescence*, 60(5), pp.S105–S106.

Ramesh, C. (2007). *Group Guidance and Counselling*, Crescent Publishing Corporation, New Delhi.

Stewart, W. (2005). *An A – Z of Counselling Theory and Practice*, Nelson Thornes Ltd, 4th edition.

Zilberstein, K. (2014). *The use and limitations of attachment theory in child psychotherapy*. *Psychotherapy*, 51(1), pp.93–103.

Textbooks for the Course

Benner, D.G, & Hill P.C. (Eds). (1999). *Baker Encyclopedia of Psychology and Counselling*. Grand Rapids, MI: Baker Books.

Egan G. (1990). *Exercises in Helping Skills. A Training Manuel to Accompany The Skilled Helper*, 4th edition, Brooks / Cole Publishing Company, California.

Egan G. (1990). *The Skilled Helper. A systematic Approach to Effective Helping*, 4th edition, Brooks / Cole Publishing Co., California.

Gichinga, E. (1999). *Basic Counselling Skills*. Nairobi: Gen Counseling Services.

Gladding, S.T. (2004). *Counselling Theories: Essential Concepts and Applications*. Prentice hall.

McLeod, J. (2004). *An Introduction to Counselling*, Open University Press, 3rd edition, New York.

Sutton, J., & Stewart, W. (2004). *Learning to Counsel*, Howtobooks, 2nd edition, Oxford (UK).

Tim B. (2000). *Standards and Ethics for Counselling in Action*, 2nd edition, SAGE Publications, New Delhi.

Journals and Reviews Titles

- Counselling Psychology Quarterly,
- International Journal for the Advancement of Counselling,
- Counselling and Spirituality,
- International Journal of Psychology and Counselling,
- Journal of Consulting and Clinical Psychology,
- Journal of Counselling and Development,
- Journal of Counselling Psychology,
- Journal of Critical Psychology and Psychotherapy,
- Journal of the Counsellors and Psychotherapists Association of NSW,
- The European Journal of Counselling Psychology,
- Nigerian Journal of Counselling & Development.

Course Purpose

To analyze major theories, principles, factors, patterns and stages which characterise the growth and development of a human being.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Describe major stages of human growth and development from conception to old age.
- ii) Analyse factors which affect the growth and development at all stages and apply psychological principles to promote personal development.
- iii) Examine major implications of physical, social, emotional, moral, cognitive and linguistic growth and development.
- iv) Demonstrate familiarity with psychological theories commonly applied to the stages of human development and the typical psychosocial problems related to these stages.
- v) Explain the role of the school, home and society in enhancing growth and development of human beings and assess the relevance of research findings in human growth and development.

Course Content

The course will be divided into four sections; the first section deals with the theoretical framework governing human growth and development. The second section deals with major watersheds in human growth and development from conception to birth. The third section deals with characteristics of human growth and developmental patterns from childhood to adolescence. Finally the course will examine major trends in human growth and development from early adulthood to late adulthood. Moreover, it includes theoretical and experiential exploration of the biological, psychological, social, spiritual and re-generational aspects of human growth and development. Major current theories and models of psychological change and personal development are presented and explored, including those of Erik Erikson, Sigmund Freud, Jean Piaget stages of development and Kohlberg's Stage Theory. Observation of developmental stages is used as a learning tool. Emphasis is placed on exploring one's own development, both past and present, in service to the inner healing of memories — including intergenerational patterns — and learning to use all experience to our advancement.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Maria Lucia Seidl-de-Maura, Ed., *Human Development – Different Perspectives*, (2012), InTech Books

(Online Publishers).

Beckett, C. & Taylor, H. (2010). *Human Growth and Development*. UK: Sage Publications.

Cameron, N.P & Bogin, B. (Eds.). (2013). *Human Growth and Development*, Kindle Edition.

Gross, R.D. (2010). *Psychology: the science of mind and behaviour*, London: Hodder Education.

McAuliffe, G.J., & Eriksen, K. (Eds.). (2011). *Handbook of counselor preparation: constructivist, developmental, and experiential approaches*. Published in cooperation with the Association for Counselor Education and Supervision (ACES). Thousand Oaks, CA: Sage Publications.

Shemmings, D., & Shemmings, Y. (2011). *Understanding disorganized attachment: theory and practice of working with children and adults*, London: Jessica Kingsley.

Sigelman, C.K., & Rider, E.A. (2008). *Life-span human development*, Belmont, Calif: Wadsworth Cengage Learning.

Textbooks for the Course

Ainsworth, M.D., Blehar, M., Waters, E., & Wall, S. (Eds.). (1978). *Patterns of Attachment: A Psychological Study of the Strange Situation*. Hillsdale NJ: Lawrence Erlbaum Associates.

Basseches, M., & Mascolo, M.F. (Eds.). (2009). *Psychotherapy as a developmental process*. New York: Routledge.

Duska, R., & Whelan M. (Eds.). (1995). *Moral development: a guide to Piaget and Kohlberg*. New York. Paulist Press.

Erickson, E. (1968). *Identity: Youth and Crisis*. New York: W.H. Norton.

Field, T.M. (1995). *Touch in Early Development*. Mahwah, N J: Erlbaum.

Freud, S. (1917). *A General Introduction to Psychoanalysis*. New York: Washington Square Press.

Goleman, D. (1994). *Emotional intelligence*. New York, NY: Bantam.

Goleman, D. (2003). *Negative emotions*. New York, NY: Doubleday.

Howe, D. (1999). *Attachment theory, child maltreatment and family support: a practice and assessment model*, Basingstoke: Macmillan.

Howe, D. (2005). *Child abuse and neglect: attachment, development and intervention*, Basingstoke: Palgrave Macmillan.

Kohlberg, L. (1969). *Stage and Sequence: The Cognitive – Developmental Approach to Socialization*. In D. Gosling (Ed.) *Handbook of Socialization Theory and Research*. Chicago: Rand McNelly.

Kohlberg, L. (1969). *Stage and Sequence: The Cognitive – Developmental Approach to Socialization*. In D. Gosling (Ed.). *Handbook of Socialization Theory and Research*. Chicago: Rand McNelly.

Lewis, R. (1999). *Human Genetics* (3rd Ed.) New York: Mc Graw – Hill

Lonergan, B.J.F. (1978). *Insight: a study of human understanding*. New York. Harper & Row.

Mercer, J. (2006). *Understanding attachment*. Westport, CT: Praeger.

Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: Oxford University Press.

Sugarman, L. (2001). *Life-span development: frameworks, accounts and strategies*, Hove: Psychology.

Whitbourne, S.K. (2004). *Adult development & aging: biopsychosocial perspectives*, New York: Wiley.

Journals and Reviews Titles

- Journal of Human Development,
- The Journal of Psychology,
- Evolution and Human Behaviour,
- Evolutionary Psychology,
- Developmental Psychology,
- Cerebral Cortex,
- British Journal of Developmental Psychology,
- Behavioural and Brain Sciences,
- Journal of Adult Development,
- Journal of Mind and Behaviour,
- Journal of the Experimental Analysis of Behaviour.

PSYSP 614: Christian Prayer: Forms and Dimensions

3 CREDIT HOURS

Course Purpose

To help the students understand the indispensable place that prayer holds in the Christian's initial and ongoing transformation.

Expected Learning Outcomes

At the end of the course students should be able to critically and effectively:

- i) Analyze the different classifications, forms and dimensions of prayer and learn the importance of prayer for transformation (guidelines or pathways).
- ii) Explore and explain the major methods of prayer, their nature, their function and their challenges and develop skills or insights on how to give practical help to others with their prayer.
- iii) Critique various theories of growth in spiritual life, highlighting the five pillars of spiritual life and get first hand personal experience of prayer.
- iv) Examine the concept of discernment in prayer and of Christian decision-making process and develop the ability to reflect on and verbalise their human and religious experiences.
- v) Experience prayer as a joyful moment, as a healing power and source of blessings, and also as a struggle with distractions, etc.

Course Content

Explore the concept of prayer and encourage the students to recognise the different classifications, forms and dimensions of prayer, including Outer Prayer, Inner Prayer and Prayer as Conversation, Meditation and Contemplation; Prayer, as Thanksgiving Adoration and Petition; Prayer as Relationship between a subordinate and a Superior; Prayer as Surrendering or Submission to Love; and Prayer as Emptying and Receiving. Help the students to understand the necessity and importance of prayer for transformation, and bring them to commit a large portion of their time and attention to the exercise of prayer. Guide the students towards having a first-hand experience of prayer, that they may appreciate its value in their personal lives, in such a way that they can convincingly and with personal integrity commend it to others. Explore the scriptural basis of the Christian Contemplative Tradition and its implications for our human integrity: integrity of the body and soul, moral conscience, excellence of freedom and death.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

- Keller, T. (2014). *Experiencing Awe and Intimacy with God*. New York: Penguin Group.
- Foster, D.D. (2015). *Contemplative Prayer: A New Framework*. London: Bloomsbury.
- Bartunek, J. (2010). *A Guide to Christian Meditation: How to Engage More Deeply in Personal Prayer*. New York, USA: Circle Press Inc.
- Arthur, J. (2007). *The Road He Traveled: The Revealing Biography of M. Scott Peck*. Rider.
- Barry, W.A. (2009). *Finding God in All Things: A Companion to the Spiritual Exercises of St. Ignatius*. Ave Maria Press.
- Borrows, R. (2006). *Essence of Prayer*. Paulist Press.
- Borrows, R. (2007). *Guidelines for Mystical Prayer*. Burns & Oates.
- Braaten, M. (2008). *Prayer as Joy, Prayer as Struggle*. Liturgical Press.
- Consiglio, C. (2010). *Prayer in the Cave of the Heart: The Universal Call to Contemplation*. Liturgical Press; First edition.
- Demkovich, M. (2010). *A Soul-Centred Life: Exploring An Animated Spirituality*. Michael Glazier.
- Merton, T. (2007). *New Seeds of Contemplation*. New Directions; Reprint edition.
- Nouwen, H.J. (2006). *With Open Hands*. Ave Maria Press; 34th Anniversary edition.
- Rebello, A. (2010). *Keep Me Burning: Pathways to Prayer*. Mumbai: St. Paul's.
- Rolheiser, R. (2007). *Restless Heart: Finding Our Spiritual Home in Time of Loneliness*. Doubleday Religious Publishing Group.
- Rolheiser, R. (2013). *Prayer: Our Deepest Longing*. Franciscan Media.
- Seelaus, V. (2005). *Distractions in Prayer: Blessing or Curse? St. Theresa of Avila's Teachings in the Interior Castle*. St Paul's Publishing, United States.
- Spitzer, R. (2008). *Five Pillars of the Spiritual Life: A Practical Guide to Prayer for Active People*. Ignatius Press.
- Varkey, C.P. (2008). *The Power of Prayer: Inspiring God-Experiences*. St. Paul's.

Textbooks for the Course

- Bakka, P. (1999). *Talking to God: The Importance of Silence*. Paulines Publications Africa (Nairobi).

- Barry, W.A. (1990). *Discernment in prayer. Paying attention to God*
- Barry, W.A. (1990). *Paying Attention to God: Discernment in Prayer*. Ave Maria Press.
- Barry, W.A. (1991). *Finding God in all things*.
- Barry, W.A. (2001). *Letting God come close: An approach to the Ignatian Spiritual Exercises*. Chicago: Loyola Press.
- Barry, W.A., & Connolly, W.J. (2000). *The Practice of Spiritual Direction*. San Francisco: Harper San Francisco.
- Baudena, P., & Gichuhi, J. (2002). *Prayer in an African Context*. Paulines Publications Africa.
- Johnston, W. (1999). *Being in Love: A Practical Guide to Christian Prayer*. Fordham University Press; 2 edition.
- Johnston, W. (1999). *Being in Love: A Practical Guide to Christian Prayer*. Fordham University Press; 2 edition.
- Kennedy, E. (1975). *A Contemporary Meditation on Prayer*. Thomas More Press.
- Link, M. (1984). *Experiencing Prayer: Three Settings*. Tabor Pub.
- May, G.G. (1977). *The Open Way: A Meditation Handbook*. Paulist Press.
- May, G.G. (1979). *Pilgrimage Home: The Conduct of Contemplative Practice in Groups* Paulist Press.
- Meehan, B.M. (1994). *The Healing Power of Prayer*. Rowman & Littlefield.
- Pennington, B.M. (1982). *Centering Prayer: Renewing an Ancient Christian Prayer Form*. Image; Reprint edition.
- Rahner, K. (1997). *The Need and the Blessing of Prayer*. Liturgical Press; 3rd edition.
- Rolheiser, R. (1999). *The Holy longing: The Search for a Christian Spirituality*. New York. Doubleday.
- Rossetti, S. (1987). *I am Awake: Discovering Prayer – A Guide to Contemplative Life*. Paulist Pr.
- Tart, C. (2001). *Mind Science: Meditation Training for Practical People*.
- Urs Von Balthasar, H. (1991). *Unless you Become Like This Child*. Ignatius Press.

Journals and Reviews Titles

- Spiritual Guidance,
- A Journal of Contemporary Spirituality,
- Catholic Spiritual Direction Journal,
- Religion and Spirituality,

- Review of Religious Research,
- Harvard Divinity Bulletin,
- Journal for Spirituality and Transcendental Psychology,
- International Journal of Transpersonal Studies,
- Journal of Psycho-Spiritual Formation,
- Journal of Spiritual Formation & Soul Care,
- Presence: An International Journal of Spiritual Direction,
- The Journal Of Psycho-spiritual Transformation,
- Spiritus: A Journal of Christian Spirituality,
- The International Journal of Religion and Spirituality in Society,
- Reflective Practice: Formation and Supervision in Ministry,
- Indian Journal of Spirituality.

PSYSP 615: Spirituality and the Process of Becoming Human: A Psycho-Spiritual Approach
3 CREDIT HOURS

Purpose

To provide an understanding of the factors that contributed to their making, in order to challenge them to take up more meaningfully the necessary repair job that increased growth, maturity and integrity demand of them. Through their new ability to grapple with their own problem (of being), they may be in the position to assist others to do the same.

Expected Learning Outcomes

At the end of the course students should be able to critically:

- i) Understand that in the Process of Becoming Human, having arrived too delicate and vulnerable to fend for ourselves, but with a profound hunger to survive, we inevitably develop several addictions.
- ii) Demonstrate that though the addictions do not completely muzzle our tendency or propensity for independence, the desire to make the most of this life along the parameters of success we find around us, often scuttles our evolution towards independence.
- iii) Demonstrate knowledge of the complexity of sociocultural and international diversity and develop such an understanding and respect of human psychological phenomena.
- iv) Envision the kind of problems, contradictions and complications their particular socio-historical circumstances (viz: Africans who have gone through 400 years of slave trade and 100 years of colonialism) could have on their overall growth and development, and how it is continuing to impact them; e.g. African inferiority complex versus Euro-American superiority complex.

Course Content

Analyze the concept of historical structuralism in line with the parenting styles found in Africa. Demonstrate the fact that the world we live in is stratified, that there are pressures and, we strive in making sense of the situation. Provide a brief account of the psycho-analytical view of how humans turn out to be who they are (psychological self-awareness vs. spiritual awareness). Explain the neuro-biological elements of human behaviour, that background of our genetic givens which affects us in one way or the other. Explore the kind of problems, contradictions and complications in our particular socio-historical circumstances. Gather the relevant information about the psycho-social and spiritual conditioning in the present context. Identify and categorise our addictions, i.e. Security, Power, Self-Esteem, Prestige (or acceptance), and the notion of success. Discuss the major key issues of growth, maturity and integrity in a Psycho-Spiritual approach.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts:

Leigh, C. C. (2012). *Becoming Divinely Human: A Direct Path to Embodied Awakening*. USA, Portland

Oregon: Wolfson Press.

Kalsched, D. (2013). *Trauma and the Soul: A Psycho Spiritual Approach to Human Development and its*

Interruption. UK: Routledge Publishers.

Taylor, R. (2012). *New Way to Be Human: 7 Spiritual Pathways to Becoming Fully Alive*. NJ., USA:

Career Press.

Arthur, J. (2007). *The Road He Traveled: The Revealing Biography of M. Scott Peck*. Rider.

Covey, S. (2012). *Seven Habits of Highly Effective People*. Franklin Covey on Brilliance Audio; Abridged edition.

Fehrencbach, P.K. (2006). *Soul and Self: Parallels between Spiritual and Psychological Growth*. Kindle edition.

Ferrer, J.N., & Sherman, J.H. (Eds.). (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

Foster C., & Jim, F. (2006). *Parenting With Love and Logic*. Nav Press Publishing; Rev Upd edition.

Lobo, A. (2013). *Un-Masking the Lie*. 1st edition.

O'Keef, M. (2013). *Becoming Good, Becoming Holy: The Relationship of Christian Ethics and Spirituality*. AuthorHouseUK.

Siegal, D.J., & Hartzell, M. (2014). *Parenting From Inside-Out: How a Deeper Self-Understanding Can Help You Raise Children Who Thrive*. Brilliance Audio; MP3 Una edition.

Vanier, J. (2008). *Becoming Human*. Paulist Press; 2 edition.

Textbooks for the Course

Cloud, H., & Townsend, J. (2004). *How People Grow. What the Bible Reveals about Personal Growth*. Zondervan edition.

Eigen, M. (1995). *Reshaping the Self*. New York: Psychosocial Press.

- Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.
- Garrett, G. (1995). *Body, Mind and Spirit: An Introduction to Christian Psychology*. Nairobi. Paulines Publications.
- Goleman, D. (1996). *Vital Lies, Simple Truth: A Psychology of Self-Deception*. Simon & Schuster edition.
- Kennedy, E.C. (1997). *The Pain of Being Man*. Crossroad Classic; Revised edition.
- Meier, P. (1977). *Christian Child-Bearing and Personality Development*. Baker Book House; As stated, 9th printing dated Oct., 1981 edition.
- Peck, S. (1993). *Further Along The Road Less Travelled*. Simon & Schuster edition.
- Peck, S. (2003). *The Road Less Travelled*. Touchstone; Anniversary Edition.
- Storr, A. (1992). *Integrity of the Personality*. Ballantine Books; 1st Ballantine Books ed edition.
- Thurmann, C. (2003). *The Lies we Believe*. Thomas Nelson; Reprint edition.
- Twerski, A.J. (1997). *Addictive Thinking: Understanding Self-Deception*. Hazelden; Second Edition.
- Wilber, K. (1998). *The Marriage of Sense and Soul: Integrating Science and Religion*. Broadway Books.

Journals and Reviews Titles

- The Journal of Psycho-Spiritual Formation,
- The Journal of Positive Psychology,
- Evolution and Human Behaviour,
- International Journal of Transpersonal Studies,
- Journal for Spirituality and Transcendental Psychology,
- Journal for the Theory of Social Behaviour,
- Journal of Adult Development,
- Journal of Contemplative Spirituality,
- Journal of Human Evolution,
- Journal of Humanistic Psychology,
- Journal of Individual Psychology,
- Journal of Psycho-Spiritual Formation,
- Journal of Spiritual Formation and Soul Care,

- Journal of Transpersonal Psychology,
- Personality and Individual Differences,

PSYSP 616: Pathways to Happiness: A Psycho-Spiritual Approach 3 CREDIT HOURS

Purpose

To expose students to the new science of Happiness, looking at the different theories that abound on happiness, with a view to determining what way of speaking of happiness will be most in accord with Jesus' teaching on happiness.

Expected Learning Outcomes

At the end of the course students should be able to critically and effectively:

- i) Compare and contrast the understanding of the concept of happiness from different perspectives.
- ii) Assess or appraise their findings vis-à-vis long-term psychological, emotional, social impacts on people.
- iii) Describe the principles behind the various theories of happiness and challenge them in the light of Jesus' teaching on happiness.
- iv) Compare and contrast how Jesus' teaching on happiness out-competes the others, from the perspective of the human being as a physical, psychological, spiritual and transcendental totality

Course Content

Surveying the students' views and perceptions on what it means to be happy. Enlarge their perspectives by showing them that there are other conceptions and theories of happiness. Then look into the Gospels and other New Testament writings to bring out clearly Jesus' teaching on happiness. Help the students to see that Jesus' teaching on happiness out-competes the others, from the perspective of the human being as a physical, psychological, spiritual and transcendental totality.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Stange, J. (2014). *Overcoming Negative Self-Talk with the Truth of the Gospel*. USA, IL: Crossway Publishers

Seligman, M. (2012). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Atria Books

Cloud, H. (2011). *The Law of Happiness: How Spiritual Wisdom and Modern Science Can Change Your Life*. New York: Howard Books.

Seligman, M. (2012). *Flourish: A Visionary New Understanding of Happiness and Wellbeing*. Atria Books; Reprint edition.

Ferrucci, P. (2014). *Your Inner Will*.

vCloud, H. (2011). *The Law of Happiness: How Spiritual Wisdom and Modern Science Can Change Your Life*, Howard Books, New York, 2011

errucci, P. (2010). *Beauty and the Soul*.

Christopher, J. (2009). *Finding Happiness*. Phoenix; First Printing edition.

Ben-Shahar, T. (2008). *Happier: Can You Learn to be Happy?* McGraw-Hill.

Arthur, J. (2007). *The Road He Traveled: The Revealing Biography of M. Scott Peck*. Rider.

Ferrucci, P. (2007). *The Power of Kindness*.

Gilbert, D. (2007). *Stumbling on Happiness*. Vintage.

Lowen, A. (2005). *The Voice of the Body*.

May, G.G. (2007). *The Wisdom of Wilderness: Experiencing the Healing Power of Nature*. HarperCollins.

Scaer, R. (2007). *The Body Bears the Burden*. Schwartz, B. (2014). *The Paradox of Choice: Why More Is Less*. Brilliance Audio; MP3 Una edition.

Seligman, E.P. (2006). *Learned Optimism: How to Change Your Mind and Your Life*. Vintage; Reprint edition.

Textbooks for the Course

Ashford, R. (1985). *The Surrender and the Singing: Happiness Through Letting Go*. Winston Pr.

Ferrucci, P. (1982). *What we may be: The Vision and Techniques of Psychosynthesis*.

Ferrucci, P. (1990). *Inevitable Grace*.

Ferrucci, P. (1997). *What our children teach us*.

Lowen, A. (1967). *The Betrayal of the Body*.

Lowen, A. (1990). *The Spirituality of the Body*.

Lowen, A. (2004). *Honoring the Body: The Autobiography of Alexander Lowen, M.D.*

Lowen, L. *The Way to Vibrant Health: A Manual of Bioenergetic Exercises*.

Lowen, L. (1972). *Depression and the Body: The Biological Basis of Faith and Reality*.

Lukefahr, O. (2002). *The Search for Happiness: Four Levels of Emotional and Spiritual Growth*. Liguori; Revised edition.

May, G.G. (1988). *Addiction and Grace: Love and Spirituality in the Healing of Addictions*. Harper & Row.

Seligman, M.E.P. (2004). *Authentic Happiness: Using the New Positive Psychology to Realise Your Potential for Lasting Happiness*. Atria Books; 1st Edition.

Thurman, C. (2003). *The Lies We Believe: The No 1 Cause of our Unhappiness*. Thomas Nelson; Reprint edition.

Weil, A. (2006). *Eight weeks to optimum health: a proven program for taking full advantage of your body's natural healing power*.

Journals and Reviews Titles

- The Journal of Positive Psychology,

- Energy Psychology Journal,
- Journal of Transpersonal Psychology,
- International Journal of Mental Health Promotion,
- Journal of Consciousness Studies,
- Journal of Cognitive Neuroscience,
- Personality and Individual Differences,
- Spiritus: A Journal of Christian Spirituality,
- The Healer's Journal,
- The Journal of Rehabilitation,
- The Journal of Psycho-spiritual Transformation.

PSYSP 621: Ethical, Legal and Professional Issues in Psychotherapy and Spiritual Care

3 CREDIT HOURS

Purpose

To familiarise students with current ethical, legal and professional standards expected of a counsellor / a therapist. Among other ethical, legal and professional standards, counseling relationship, professional responsibility, confidentiality and privacy, consultations and supervisions are to be well-grounded in the student.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Demonstrate understanding of concepts: morality, ethics, law, professionalism, etc. and demonstrate a rationale with supporting professional evidence.
- ii) Analyze personal characteristics of effective counsellors, therapists & spiritual Directors and explain the role of counsellor / therapist values in the therapeutic process.
- iii) Maintain accurate knowledge and expertise in areas of responsibility by analysing ethical issues in Counselling and describing some basic rights of clients.
- iv) Justify the role of ethical codes as a catalyst for improving the Counselling practice and develop logical reasons including appropriate citations of codes, laws, standards, and or guidelines for their perspectives.
- v) Demonstrate knowledge of ethical standards of professional organizations and ethical and legal considerations in professional Counseling.

Course Content

This course outlines the sensitive areas of legal and ethical concern, such as the Privacy Act, confidentiality, informed consent, advertising, and conflict of interest. Guidelines are provided for the practical application of ethical behaviour. The student is encouraged to study the laws of the state in which he/she practices and subsequent ethical standards. The course introduces students to the major ethical and professional and legal standards expected of personnel involved in Counselling. This will enable students appreciate the delicate role counsellors play. The students will also be introduced to the influence of culture in the Counselling process and the necessity of continuous education for practicing counsellors. The following major ethical issues in Counselling will be discussed: confidentiality, multicultural Counselling, and use of tests in Counselling, erotic and sexual contact with clients, and therapist competence, education and training. Issues of legal implications in areas of malpractice will be addressed.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and/or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Beauchamp, T.L., & Childress, J.F. (2008). *Principles of Biomedical Ethics*. 6th ed. New York: Oxford University Press.

Benner, P., Tanner, C.A., & Chesla, C.A. (2009). *Expertise in Nursing Practice: Caring, Clinical Judgment, and Ethics*. 2nd ed. New York: Springer, 2009.

Ferrer, J.N., & Sherman, J.H. (Eds.). (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

Jonsen, A.R., Siegler, M., & Winslade, W.J. (2006). *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*. 6th ed. New York: McGraw-Hill Medical.

Remley, T.P., & Herlihy, B. (2014). *Ethical, legal, and professional issues in counseling* (4th ed.). Boston: Pearson Publishing.

Textbooks for the Course

Appelbaum, D. & Lawton, S.V. (1990). *Ethics and the Professions*. Prentice Hall.

Callahan, J.C. (1988). *Ethical issues in professional life*. Oxford University Press, NY.

Cavenar, J. O. et al. (1980). Ethical and legal aspects of supervision. *Bulletin of the Menninger Clinic* 44:15-22.

Copp, D. (1995). *Morality, normativity, and society*. Oxford University Press, NY.

Cottone, R.R. (2002). *Ethical and Professional Issues in Counselling*. Prentice-Hall

Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.

Freud, S. (1906). Psycho-analysis and establishment of facts in legal proceedings. *Standard Edition* 9: 97-114.

George, R. P. (1993). *Making men moral: civil liberties and public morality*. Clarendon Press, Oxford.

Hare, R. M. (1997). *Sorting out ethics*. Oxford: Clarendon Press.

Ingersoll, R.E. (1994). Spirituality, Religion and Counselling: Dimensions and Relationships. In *Counselling and Values*, 38(2), 98-111.

MacIntyre, A. (1988). *Whose Justice? Which Rationality?* University of Notre Dame Press, Notre Dame, Indiana.

MacIntyre, A. (1984). *After virtue: A study in moral theory*. University of Notre Dame Press, Notre Dame, Indiana.

- MacIntyre, A. (1996). *A short history of ethics: A history of moral philosophy from the Homeric age to the twentieth century*. New York: Simon and Schuster.
- Madden, R.G. (1998). *Legal issues in social work, counseling, and mental health: guidelines for clinical practice in psychotherapy*. Sage Publications.
- Margolis, D.R. (1998). *The fabric of self: a theory of ethics and emotions*. Yale University Press, CT.
- May, W.F. (2000). *The Physician's Covenant: Images of the Healer in Medical Ethics*. 2nd ed. Louisville: Westminster John Knox.
- Nelson, J.R. (1991). *Life Skills: A Handbook*. London: Cassell.
- Rogers, C.R. (1957). The Necessary and Sufficient Conditions of Therapeutic Personality Change. In *Journal of Consulting Psychology*, 21, 95-103.
- Schutz, B. M. (1983). *Legal liability in psychotherapy*. Jossey-Bass.
- Shelly, J.A., & Miller, A.B. (1999). *Called to Care: A Christian Theology of Nursing*. Downers Grove: IVP.
- Simon, R. (1992). *Clinical psychiatry and the law. Second Edition*. Washington, DC: American Psychiatric Press.
- Stein, R.H. (1990). *Ethical Issues in Counselling*. Prometheus Books
- Sue, D.W., & Sue, D. (1990). *Counselling the Culturally Different: Theory and Practice*. New York: Wiley.
- Sulmasy, D.P. (1997). *The Healer's Calling: A Spirituality for Physicians and Other Health Care Professionals*. Mahwah, NJ: Paulist.
- Tim, B. (2000). *Standards and Ethics for Counselling in Action*, 2nd edition, SAGE Publications, New Delhi.
- Wayne, C. (1988). *Ethical and Legal Issues in School Counselling*. American Counselling Association.
- Young, M.E. (1992). *Counselling Methods and Techniques: An Eclectic Approach*. New York: Mac Millan.

Journals and Reviews Titles

- Professional Psychology: Research and Practice,
- Presence: An International Journal of Spiritual Direction,
- Spiritus: A Journal of Christian Spirituality,
- Journal of Counselling Psychology,
- Journal of General Psychology,
- Journal of Consulting Psychology,

- Counselling and Values,
- Psychoanalytic Review
- Journal of the American Academy of Psychoanalysis
- The Journal Of Psycho-spiritual Transformation.

PSYSP 622: Spirituality and Addiction: An Integrated Study

3 CREDIT HOURS

Purpose

To reawaken the students realisation that in their own processes of growing and maturing, they struggled with addictions into which they were socialised by their parents, care-givers and peers, and may still be struggling with them even now, in the course of their on-going self-re-parenting. To demonstrate that such ongoing struggle is necessary if they are to break inevitable addictions, and mature spiritually, socially and psychologically, so that they could be agents and models of wholesome transformation for others.

Expected Learning Outcomes

At the end of the course students should be able to critically and effectively:

- i) Introduce the concept of our False self and True self; demonstrate that addictions and all destructive emotions thrive in the false self; and emphasise the need to develop the requisite disciplines to transit from the False Self to the True Self, including the Twelve Steps.
- ii) Examine the several addictions into which they were socialised by their parents, care-givers and peers by assessing their major shortcomings and describe the principles and appropriate methods to use when breaking inevitable addictions, particularly the Rational Emotive Behaviour Theory / Therapy, among others.
- iii) Treat the concept of addiction in its neurological, psychological and theological perspectives, as these interfere with our human freedom and impede our psychological, social and spiritual maturity.
- iv) Show that as the Christian grows more and more into his or her true self, he or she discovers that the true Self is the Divine taking an ever increasing control of his or her life. At this stage the person will be progressively rid of egotism and inordinate identification with one's ethnic group and nationality, so as to participate in God's unconditional love for all of creation.
- v) Explore the concept of 'Emotions,' particularly destructive emotions by analyzing their impact on individual and collective identities (ethnic groups and nationality) and justifying the appropriateness of Christian spirituality for healing.

Course Content

Study of concepts: False self and True self, addictions and all destructive emotions, on-going self-re-parenting, God's unconditional love for all creation, etc. Exploration of the models of wholesome transformation for others, including the Twelve Steps. Explanation and analysis of the concept of

addiction in its neurological, psychological and theological perspectives. Survey and analysis of the good ways leading to human freedom and psychological, social and spiritual maturity. Differentiation of Cultural Collective Identity vs. Individual or Personal Identity in the African context vis-à-vis spirituality and addiction.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Keating, T. (2011). Divine Therapy and Addiction: Centering Prayer and the Twelve Steps. New York:

Lantern Books.

Scazzero, P. (2014). *Emotionally Healthy Spirituality: It's Impossible to be Spiritually Mature While*

Remaining Emotionally Immature. USA, Grand Rapids: Zondervan Books

John, Z. (2012). *Grace in Addiction: The Good News of Alcoholics Anonymous for Everybody*,
USA, VA: Mockingbird Ministries.

Arthur, J. (2007). *The Road He Traveled: The Revealing Biography of M. Scott Peck*. Rider.

Benner, D. (2005). *Desiring God's Will: Aligning Our Hearts With the Heart of God*. IVP Books.

Cassey, T.G., & Hassept, M.B. (2011). *From Fear To Serenity With Anthony de Mello*. Paulist Press.

Demetre, D. (2009). *Change Your Habits, Change Your Life: A Proven Plan for Healthy Living*.
Revell edition.

Floyd, S. (2008). *Crisis Counselling: A Guide for Pastors and Professionals*. Kregel Academic &
Professional.

Haase, A. (2008). *Coming Home to Your True Self: Leaving the Emptiness of False Attractions*. IVP
Books.

John, Z. (2012). *Grace in Addiction: The Good News of Alcoholics Anonymous for Everybody*,
Mockingbird Ministries, Charlottesville, VA, USA.

Keating, T. (2011). *Divine Therapy and Addiction: Centering Prayer and the Twelve Steps*, Lantern
Books, New York.

May, G.G. (2005). *The Dark Night of the Soul*. HarperOne; Reprint edition.

Mulholland, R.Jr. (2006). *The Deeper Journey: Spirituality of Discovering Your True Self*. IVP
Books.

Pednekar, A. (2009). *Mending the Mind: Counselling Through Self-Empowerment*. Better Yourself
Books.

Pinto, J. (2006). *Journey To Wholeness: Reflections for Life in Abundance*. St Pauls BYB.

Rupp, J. (2008). *Open The Door: A Journey to the True Self*. Ave Maria Press.

Scazzero, P. (2014). *Emotionally Healthy Spirituality: It's Impossible to be Spiritually Mature While
Remaining Emotionally Immature*, Zondervan Books, Grand Rapids, Michigan, USA.

Sharon, B. (2007). *Train Your Mind, Change Your Brain*. Ballantine Books; Reprint edition.

Thannikal, J. (2012). *Gifted Journey: Search for Your Meaning, Transcend Your Limitations,
Partner with Your God*. Pauline Publications, Mumbai.

Whitehead, E.E & J.D. (2010). *Transforming Our Painful Emotions: Spiritual resources in anger,
shame, grief, fear, and loneliness*. Maryknoll, N.Y: Orbis Books. 18th edition.

Textbooks for the Course

- Benner, D. (2003). *Surrender To Love. Discovering the Heart of Christian Spirituality*. IVP Books.
- Benner, D. (2004). *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. IVP Books.
- Bertolucci, J. (1985). *The Disciplines of a Disciple*. Servant Pubns.
- Bourbeau, L. (2001). *Heal Your Wounds and Find Your True Self*. Lotus Press.
- Carter, L. (1993). *Heartfelt Change: Turning Harmful Emotions Into Positive Character*. Moody Pr; Revised edition.
- Cencini, A. (2004). *Spiritual and Emotional Maturity: Guiding Young People in Religious and Priestly Formation*. Nairobi: Pauline Publications Africa.
- Cencini, A., & Manenti, A. (1992). *Pysychology and Formation: Structure and Dynamics*.
- Cloud, H., & Townsend, J. (2004). *How People Grow: What the Bible Reveals about Personal Growth*. Zondervan edition.
- Goleman, D. (2004). *Destructive Emotions: A Scientific Dialogue with the Dalai Lama*. Bantam; Reprint edition.
- Gruen, A. (2000). *Heaven Begins Within You: Wisdom from the Desert Fathers*. The Crossroad Publishing Company.
- Hiebert, P.G. (1986). *Anthropological Insights For Missionaries*. Baker Academic; 17th edition.
- Howard, A., & Howard, W. (Eds.). (1985). *Exploring The Road Less Travelled*. Touchstone.
- May, G.G. (1987). *The Will and the Spirit: A Contemplative Psychology*. HarperOne; Reprint edition.
- May, G.G. (1988). *Addiction & Grace: Love and Spirituality in the Healing of addictions*. San Francisco: Harper San Francisco.
- McKay, G., & Dinkmeyer, D. (2002). *How You Feel is up to You: The Power of Emotional Choice*. Impact Publishers, Inc.; 2nd edition.
- Mulholland, R.Jr. (1993). *Invitation To a Journey: A Roadmap for Spiritual Formation*. IVP Books.
- O'Collins, G. (1996). *Second Journey: Spiritual Awareness and the Mid-Life Crisis*. Gracewing Publishing.
- Peck, S. (2003). *The Road Less Travelled*. Touchstone; Anniversary Edition.
- Pollard, J.K. (1992). *The Self-Parenting Program: You can Become Your Own Loving Parent – Core Guidelines for Self-Parenting Practitioners* Generic Human Studies Publishing.
- Stoop, D. (2003). *You Are What You Think*. Revell; Reprint edition.

Journals and Reviews Titles

- Psychology of Addictive Behaviours,
- The Journal of Pastoral Care and Counselling,
- Journal of Health Psychology,
- Journal of Clinical Epidemiology,
- Psychology and Psychotherapy: Theory, Research and Practice,
- Journal of Consulting and Development,
- British Journal of Clinical Psychology,
- Indian Psychology, parapsychology and spiritual Psychology,
- Pastoral Psychology,
- Spirituality and Health Magazine,
- Spirituality in Clinical Practice,
- Suicide and Life-Threatening Behaviour.

PSYSP 623: Psycho-Spiritual Therapy and Africa Cultural Dynamics 3 CREDIT HOURS

Purpose

To examine spirituality in context of African of Spiritualities as well as the pastoral practices that emerge from their methods, aims, sources and critiques.

Expected Learning Outcomes

At the end of the course, the student should be able to:

- i) Analyse with appropriate breadth and depth sociocultural contexts as well as personal biases and interpret behavior and mental processes at an appropriate level of complexity.
- ii) Explain the meaning of African Culture and Spirituality and describe the African world view.
- iii) Use the concepts, language, beliefs to integrate theoretical perspectives and produce comprehensive and multi-faceted explanations for the psychological phenomena.
- iv) Identify sources of African Culture and Religion and highlight the traditional African belief systems.
- v) Discuss the forms of psycho-spiritual therapy from the African context and indicate the importance of virtue in the African Culture.

Course Content

The Course explores The African Socio-Historical and African Context and Psychotherapy, and The human spiritual journey and Fairness in human society. The course also presents Traditional African Belief Systems and Psychological-Spiritual Well-being; Therapy and African Culture; Need for

human conversion, and the need for Multiculturalism; African World View; Worship, and Healing; The meaning of African culture; The African understanding of religion; Sources of African culture and religion; The role of myths in African culture and religion; Virtues in African culture; African understanding of God, spirit and ancestors; The African concept of evil, suffering, sin and the human person; Rites of passage in African culture; Forms of psycho-spiritual therapy in the African context.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Kenyatta, J. (1988). *Facing Mount Kenya*. Nairobi: Heinemann Education Books.

Magesa, L. (1998). *African Religion: Moral Traditions of Abundant Life*. Nairobi: Paulines Publications Africa.

Mbiti, J. (1969). *African Religions and Philosophy*. Praeger, New York.

Moodley, R., & West, W. S., (Eds) (2005). *Integrating traditional healing practices into Counselling and Psychotherapy*. California North America: Sage.

Shermer, V. L. (2003). *How We Believe: Science, Skepticism and the Search for God*. New York: Henry Holt.

Shorter, A. (1980). *African Christian Spirituality*. Orbis Books, Maryknoll.

Journals and Reviews Titles

- Journal of Pan African Studies,
- Journal of Cultural and Religious Theory,
- The International Journal of Religion and Spirituality in Society,
- The Journal of African American Studies,
- South Africa Journal for Education,
- Field Work in Religion,
- Culture and Religion,
- The Journal for the Scientific Study of Religion,
- Nigerian Journal of Counselling and Development,
- Nigerian Journal of Clinical and Counseling Psychology
- Folklore,
- Forum,
- Methods and Theory in the Study of Religion,
- Journal of Religion and Society,
- Journal of Religions and Spirituality in Social Work: Social Thought,
- Journal of Religion and Popular Culture.

PSYSP 624: Spirituality and Transcendence: A Psycho-Spiritual Approach

3 CREDIT HOURS

Purpose

To explore spirituality and transcendence from a Pyscho-Spiritual perspective

Expected Learning Outcomes

At the end of the course students should be able to critically and effectively:

- i) Appreciate the fact that the appetite for the search for God's over-arching purpose is whetted when we have suffered a certain disillusionment, emptiness or frustration, following the realisation of rival or competing purposes.
- ii) Explore the movements of the spiritual life and the principles of spiritual growth in a human spiritual journey.
- iii) Examine Christian Mysticism, Guidelines for Mystical Prayer, the Desert Fathers, Centering Prayer and Contemplative Prayer.
- iv) Describe the well know spiritual authorities to facilitate the transition from the earlier stages of our spiritual evolution to this state of Union.

Course Content / Description

The course will explore the concept "Desire / Longing for God" particularly when faced with a certain disillusionment, emptiness or frustration, following the realisation of rival or competing purposes. A great emphasis will be put on the following aspects: Christian Mysticism, Guidelines for Mystical Prayer, the Desert Fathers, Centering Prayer and Contemplative Prayer, as well as some of the well know Spiritual authorities (e.g. St Therese of Avila, St Ignatius of Loyola, Thomas Merton, etc.). With this new understanding and practice of spiritual life, the prominent role of prayer will be recommended in transitioning from Awakening, through Purgation and Illumination to Union. Henceforth, finding meaning, fulfillment and transcendence from the multiple dimensions of the human experiences is key to religious experiences, in a way that is spiritual: experiencing God, his presence and his grace. Analysis of statement that ...Only when we are constantly modifying our own individual purposes and tailoring them to fit into that over-arching purpose of God – to which we abandon ourselves - can we find our meaning, fulfilment, and transcendence. In this way students will become aware of the prominent role of prayer in transitioning from Awakening, through Purgation and Illumination to Union.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Aloysius Kattady (2005). *Draw to Surrender, Committed to Forgive*. Published by St Pauls.

Atkinson, K. (2013). *Letting Go and Letting God: 21 Centuries of Faith*. Liguori Publications.

Benner, D. (2005). *Desiring God's Will: Aligning Our Hearts With the Heart of God*. IVP Books.

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- Storr, A. (2005). *Solitude*. Free Press; Reissue edition.
- Stroud, F. (2007). *Praying Naked: The Spirituality of Anthony de Mello*. Doubleday Religious Publishing Group.
- Therese of Lisieux (2008). *Simply Surrender*. Ave Maria Press; Revised edition.

Textbooks for the Course

- Benner, D. (2003). *Surrender To Love. Discovering the Heart of Christian Spirituality*. IVP Books.
- Benner, D. (2004). *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. IVP Books.
- Carter, L. (1993). *Heartfelt Change: Turning Harmful Emotions Into Positive Character*. Moody Pr; Revised edition.
- Coleman, D.F.S. (1992). *Human Sexuality: An All-Embracing Gift*. New York: Alba House.
- De Mello, A. (1997). *The Heart of the Enlightened: A Book of Story- Meditations*. Image.
- Ferder, F., & Heagle, J. (1992). *Your Sexual Self: Pathway to Authentic Intimacy*. Ave Maria Press.
- Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.
- Gorsuch, J.P. (1990). *An Invitation to the Spiritual Journey*. Paulist Press.
- Grant, T. (1995). *The Silence of Unknowing: The Key to the Spiritual Life*. Liguori Publications; 1st edition.
- Imbach, J., & Imbach, J.D. (1992). *The Recovery of Love: Christian Mysticism and the Addictive Society*. Crossroad.
- McMinn, L.G. (2004). *Sexuality and Holy Longing: Embracing Intimacy in a Broken World*. Wiley.
- Nouwen, H.J. (1996). *Reaching Out: The Three Movements of the Spiritual Life*. Fount.
- Podimattam, F.M. (2001). *Sexual Spirituality*. Media House.
- Rolheiser, R. (1999). *The Holy Longing. The Search for a Christian Spirituality*.
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Underhill, E. (2004). *Practical Mysticism; and Abba: Meditations on the Lord's Prayer*. Digireads.com Publishing.

Warnke, J.W. (1991). *Becoming an Everyday Mystic: Discovering God in the Extraordinarily Ordinary*. Abbey Press.

Journals and Reviews Titles

- Harvard Divinity Bulletin,
- Journal for Spirituality and Transcendental Psychology,
- International Journal of Transpersonal Studies,
- Journal of Psycho-Spiritual Formation,
- Journal of Spiritual Formation & Soul Care,
- Presence: An International Journal of Spiritual Direction,
- The Journal Of Psycho-spiritual Transformation,
- Spiritus: A Journal of Christian Spirituality,
- The International Journal of Religion and Spirituality in society,
- Reflective Practice: Formation and Supervision in Ministry,
- Indian Journal of Spirituality, Indian Psychology,
- Parapsychology and Spiritual Psychology.

Purpose

To examine theoretical and practical approaches to help Students in become practitioners of the art of Contemplative and Evocative Spiritual Direction for promotion of discernment and spiritual maturity.

Expected Learning Outcomes

As a result of participation in this Course, Students will be able to:

- i) Engage in Theological reflection related to Spiritual Direction by exploring Biblical texts, Historical Traditions and Modern Approaches for Spiritual Direction.
- ii) Describe what the Art of Contemplative and Evocative Spiritual Direction and articulate why it is a significant Spiritual Discipline.
- iii) Enter into the experience of the Art of Contemplative and Evocative Spiritual Direction with other Students by the practice of one-on-one Spiritual Direction (and group Spiritual Direction).
- iv) Appreciate and implement a variety of Methods to promote Spiritual Growth, especially the Art of Contemplative and Evocative Spiritual Direction (SD).
- v) Understand how the Art of Holy Listening (SD) is foundational to a person's Spiritual Life, a vital discipline for Parish leaders and integral to Congregational life.

Course Content

The Course is specifically meant to describe the Nature and Dynamics of Spiritual Direction (SD). It focuses on the Discipline and Art of Contemplative and Evocative Spiritual Direction as a significant Ministry in the Church. Attention will be given to key elements in Spiritual Direction, such as Attentiveness to God, Listening Skills, Psychological Awareness, and Ethical Issues among others. On the other hand, the Course is designed to address Psycho-Spiritual Human Developmental Issues and to provide a Workshop on Basic Helper's Skills.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and/or tutorial presentations).
- Review Key Terms in every Chapter.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Nouwen, H. (2015). *Spiritual Direction: Wisdom for the Long Walk of Faith*, New York: HarperCollins.

Smith, G.T (2014). *Guide to Giving and Receiving Direction*. USA, Ill: InterVersity Press, Downers Grove.

Burke, D. & Bartunek, J. (2012). *Navigating the Interior Life: Spiritual Direction and the Journey to God*. USA, Ohio: Emmaus Road Publishing.

Barry, W.A. (2009). *Finding God in All Things: A Companion to the Spiritual Exercises of St. Ignatius*. Ave Maria Press.

Christopher, J. (2010). *Finding Sanctuary: Monastic Steps for Everyday Life*. W&N; New edition.

Gallagher, T. (2005). *Discernment of Spirits: An Ignatian Guide*. The Crossroad Publishing Company.

Gallagher, T. (2006). *The Examen Prayer: Ignatian Wisdom for our Lives Today*. Crossroad Publishing Company; annotated edition.

Gallagher, T. (2008). *Meditation and Contemplation: Ignatian Guide to Prayer with Scripture*. The Crossroad Publishing Company.

Groff, K.I. (2005). "Companioning Spiritual Orphans," in: "Spiritual Direction," Vol. 11, n°3, September 2005, p. 38.

May, G.G. (2005). *The Dark Night of the Soul*. HarperOne; Reprint edition.

May, G.G. (2009). *Care of Mind/Care of Spirit*. HarperCollins E-Book.

Rolheiser, R. (2007). *Restless Heart: Finding Our Spiritual Home in Time of Loneliness*. Doubleday Religious Publishing Group.

Rupnik, M.I. (2006). *Discernment. Acquiring the heart of God*.

Smith, C.A. (2006). *Finding God in Each Moment: Discernment in Everyday life*. Ave Maria Press.

Textbooks for the Course

Alan, J. (1982). *Exploring Spiritual Direction: An Essay on Christian Friendships*. San Francisco: HarperSanFrancisco.

Barry, W.A. & Connolly, W.J. (2000). *The Practice of Spiritual Direction*. San Francisco: Harper San Francisco.

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Barry, W.A. (2001). *Letting God come close: An approach to the Ignatian Spiritual Exercises*. Chicago: Loyola Press.

Benner, D.G. (2004), *Sacred Companions: The Gift of Spiritual Friendship and Direction*. IVP Books.

Campbell, B.J. (2002). *Hearing God's Call: Ways of Discernment for Laity and Clergy*. Wm. B. Eerdmans Publishing Co.; First Edition.

Chester, M.P. (2004). *An Introduction to Spiritual Direction: A Psychological Approach for Directors and Directees*. New York: Paulist Press.

Conroy, M. (1987). *Growing in Love and Freedom: Personal E ...*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

Conroy, M. (1988). *Experiencing God's Tremendous Love: En ...*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

Conroy, M. (1993). *Journey of Love: God moving in our Heart*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

Conroy, M. (1993). *The Discerning Heart: Discovering a Personal God*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

Conroy, M. (1995). *Looking into the Well: Supervision of Spiritual Directors*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

De Mello, A. (1990). *Awareness: The Perils and Opportunities of Reality*.

- English, J.J. (1995). *Spiritual Freedom: From an experience of the Ignatian Exercises to the Art of Spiritual Guidance*, 2nd ed. Chicago: Loyola Press.
- Faricy, R. (1983). *Seeking Jesus in contemplation and discernment*.
- Fleming, D.L. (Ed.). (1983), *Notes on the Spiritual Exercises of St. Ignatius of Loyola*. Saint Louis: Review for Religious.
- Gill, J. (1989). *Pray as you can. Discovering your own prayer way*
- Gratton, C. (1992). *The Art of Spiritual Guidance*. New York: Crossroad Publishing Company.
- Green, T. (1983). *Weeds among Wheat*. Notre Dame, Indiana: Ave Maria Press.
- Green, T.H. (2000). *The Friend of the Bridegroom: Spiritual Direction and the Encounter with Christ*. Notre Dame, in: Ave Maria Press, Notre Dame.
- Groeschel, B.J. (1983). *Spiritual Passages. The Psychology of Spiritual Development*, New York, The Crossroad Publishing Company.
- Hart, T.H. (1990). *The Art of Christian Listening*. New York / Ramsey: Paulist Press.
- Herbert, A. (2002). *The personal vocation. Transformation in depth through the Spiritual Exercises*. Rome, Gregorianum.
- Houdek, F.J. (1996). *Guided by the Spirit: A Jesuit Perspective on Spiritual Direction*. Chicago: Loyola Press.
- James, W. (1982). *The Varieties of Religious Experience*.
- Leech, K. (1977). *Soul Friend: The Practice of Christian Spirituality*. San Francisco: Harper & Row.
- Leonard, A. (1995), *Telling our stories. Wrestling with a fresh language for the spiritual journey*.
- Lonsdale, D. (1992). *Listening to the Music of the Spirit*. Notre Dame, Indiana: Ave Maria Press.
- May, G.G. (1987). *The Will and the Spirit: A Contemplative Psychology*. HarperOne; Reprint edition.
- May, G.G. (1988). *Addiction & Grace: Love and Spirituality in the Healing of addictions*. San Francisco: Harper San Francisco.
- Merton, T. (1960). *Spiritual Direction and Meditation*. Collegeville, Minn.: Liturgical Press.
- Merton, T. (1969). *Contemplative Prayer*.
- Merton, T. (1972). *Seeds of contemplation*.
- Morneau, R.F. (1992). *Spiritual Direction. Principles and Practices*.
- Rolheiser, R. (1999). *The Holy longing: The Search for a Christian Spirituality*. New York. Doubleday.

- Rooney, L., & Faricy, R. (1988). *Lord Jesus, teach me to pray. A seven-week course in personal prayer*, New York, Paulist Press.
- Ruffing, J. (2000). *Spiritual Direction: Beyond Beginnings*.
- Sellner, E. (1990). *Mentoring: The Ministry of Spiritual Kinship*. Notre Dame, Indiana: Ave Maria Press.
- Sperry, L. (2002). *Transforming Self and Community*. Collegetown Minnesota: The Liturgical Press.
- Tilden, E. (1980). *Spiritual Friend: Reclaiming the Gift of Spiritual Direction*. New York: Paulist Press.
- Whitehead, E.E. (1995). *Seasons of Strength*. Winona, Minnesota: St. Mary's Press.
- Wolff, P. (2003). *Discernment: The Art of Choosing Well*. Liguori; Revised edition.

Journals and Reviews Titles

- Human Development,
- The Journal of Pastoral Counselling,
- Theology Digest,
- Spirituality,
- Spiritual Direction,
- Counselling and Spirituality,
- Indian Journal of Spirituality,
- Ignis,
- Spiritual Life,
- Interpreter,
- Grace and Truth,
- Religion and Society.

PSYSP 626: Spirituality of Suffering: An Integrated Study

3 CREDIT HOURS

Course Purpose

To encourage students to have a thorough grounding in the Christian notion of pain and suffering and the pivotal role of pain and suffering in transformation, as no one has ever known genuine Christian transformation without pain and suffering.

Expected Learning Outcomes

At the end of the course students should be able to critically and effectively:

- i) Gather relevant information about human pain and suffering, determine the causes and discuss the key issues.
- ii) Study the types of pain such as physical/physiological, psychic/psychological (self-esteem), social/ (prestige) as well as spiritual pain and learn how to be empathic persons in the light of Jesus Christ, the model of human pain and suffering.
- iii) Examine the reflection on the Pauline Theology of the Cross and human redemption and the six pillars of a Christian view on suffering.
- iv) Develop an understanding of how others have changed their perception of pain and suffering as a way to personal growth and transformation.
- v) Evaluate the problem of pain and suffering and determine how to respond to emerging issues by creating alternative ways that have great impact on personal transformation (through testimonies).

Course Content

First explore with the students to the types of pain and suffering, such as physical/physiological, psychic/psychological (self-esteem), social/ (prestige) as well as spiritual pain. Demonstrate (with testimonies of prominent historical personalities) that all appearance to the contrary notwithstanding, pain and suffering are often the only catalyst for growth and transformation of critical areas in our lives. Take the students through a reflection on the Pauline Theology of the Cross and human redemption. Help the students to see that Jesus Christ suffered as a model for human beings, whose nature he took; that in modelling human nature, Jesus released new graces and powers, and thus raised our capacity to cope with pain and suffering, and challenged us to participate in them through practice. Finally, help the students appreciate the fact that we cannot be empathetic persons if we have not known pain and suffering; that pain and suffering do often cut us to size, humble us, and bring us to a point when we are not able to cope, and so they force us to turn to God one way or the other. Above all, help the students come to know that though it is possible for pain to embitter us, it quite often makes us into better persons.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Keller, T. (2013). *Walking with God Through Pain and Suffering*. New York: Penguin Group.

Zacharias, R. & Vitale, V. (2014). *Why Suffering? Finding Meaning and Comfort When Life Doesn't Make Sense*. New York, FaithWords: Hachette Book Group.

Hinshaw, D. B. (2013). *Suffering and the Nature of Healing*. New York, Yonkers: St. Vladimir Seminary Press.

Ferrer, J.N., & Shermann, J.H. (Eds.). (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

Hinshaw, D.B. (2013). *Suffering and the Nature of Healing*, St, Vladimir Seminary Press, Yonkers, New York.

Keller, T. (2013). *Walking with God Through Pain and Suffering*, Penguin Group, New York.

Keller, T. (2013). *Walking With God through Pain and Suffering*. Dutton; First Edition.

Lewis, C.S. (2009). *The Problem of Pain*. HarperOne; 1 edition.

O'Connor, L. (2013). *The Long Awakening*. Revell.

Ravi Z., & Vince, V. (2014). *Why Suffering? Finding Meaning and Comfort When Life Doesn't Make Sense*, FaithWords, Hachette Book Group, New York.

Ryan, R. (2011). *God and the Mystery of Human Suffering: A Theological Conversation Across the Ages*. Paulist Press.

Schmidt, F. (2013). *The Dave Test: A Raw Look At Real Faith in Hard Times*. Abingdon Press.

Smethurst, M. (2013). *Six Pillars of a Christian View on Suffering*.

Textbooks for the Course

Arthur, J. (2007). *The Road He Traveled: The Revealing Biography of M. Scott Peck*. Rider.

Bridges, W. (2001). *The Way of Transition: Embracing Life's Most Difficult Moments*. Da Capo Press; Reprint edition.

Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.

Gilmartin, R.J. (Ed.). (1984). *Suffering: Issues of Emotional Living in An Age of Stress for Clergy and Religious*. Affirmation Books; 1st edition.

Hall, D.J. (1987). *God and Human Suffering: An Exercise in the Theology of the Cross*. Fortress Press; Reprint edition.

John Paul II (1984). *Apostolic Letter « Salvifici Dolores. »* Libreria Editrice Vaticana.

Kushner, H. (2004). *Where is God when Bad Things Happen*. Anchor; Reprint edition.

Miller, J.A. (1989). *The Way of Suffering: A Geography of Crisis*. Georgetown University Press.

Yancey, P. (1997). *Where is God when it Hurts?* Zondervan; Reissue edition.

Journals and Reviews Titles

- Journal for Spirituality and Transcendental Psychology,
- Counselling and Spirituality,
- Counselling Psychology Quarterly,
- Emotion Energy Psychology Journal,
- International Journal of Mental Health Promotion,
- International Journal of Psychological Studies,
- International Journal of Psychology and Counselling,
- International Journal of Transpersonal Studies,
- Journal of Consulting and Clinical Psychology,
- Journal of Critical Psychology,
- Counselling and Psychotherapy.

Course Purpose

To analyze cultural diversity in context of multicultural Counselling.

Expected Learning Outcomes

At the end of the course the student should be able to:

- i) Explain the importance of honoring the values taught in each culture.
- ii) Examine their own values, beliefs attitudes and perceptions regarding others and the impact on their effectiveness as counsellors or helpers.
- iii) Explore both the diversity among cultures and the community elements that unite all people.
- iv) Integrate various multicultural Counselling issues and the impact on Counselling.
- v) Explain their own identity and evaluate their own view of diversity and the impact on Counselling.

Course Content / Description

This course includes a comprehensive comparison of pertinent Counselling strategies in vastly different cultures. Specific instruction is given in the importance of honoring the values taught in each culture. Religious considerations from various cultures are presented. The student may choose one culture upon which he/she can focus his attention, or choose a wider variety of cultures to study, based on his/her intent in working with the different cultures. The course explores a rich variety of ethnic and gender based culture and subcultures. Consonant with the overall orientation of the program, students are challenged to explore both diversity among cultures and community elements that unite all people. This course invites students to examine their own values, beliefs attitudes and perceptions regarding others and its impact on their effectiveness as counsellors or helpers.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Sue, D.W. (2007). *Counselling the Culturally Diverse*. Thousand Oaks, CA: Wiley.

Textbooks for the Course

Friedman, S. (Ed.). (1997). *Cultural Issues in Treatment of Anxiety*. New York: Guilford.

Marcella, A.J., & Pederson, P. (Eds.). (1981). *Cross Cultural Counselling and Psychotherapy*. New York. Pergamon.

Paniagua, F.A. (1998). *Assessing and Treating Culturally Diverse Clients: A Practical Guide*. (2nd ed.). Thousand Oaks, CA: Sage.

Pederson, P. (2000). *A Handbook for Developing Multicultural Awareness*. Alexandria, VA: American Counselling Association.

Pederson, P.B., Draguns, J.G., & Lonet, W.J. (Eds.). (2002). *Counselling Across Cultures*. Thousand Oaks, CA: Sage.

Ponterotto, J.G., Suzuki, L.A. & Alexander, C.M. (Eds.). (2001). *Handbook for Multicultural Counselling*. Thousands Oaks, CA: Sage.

Wrenn, G.C. (1962). The Culturally Encapsulated Counsellor. *Harvard Educational Review*, 32, 444-449.

Journals and Reviews Titles

- Journal of Personality and Social Psychology,
- Journal of Social Psychology,
- Nigerian Journal of Counselling and Development,
- Nigerian Journal of Clinical and Counselling Psychology,
- Personality and Social Psychology Bulletin,
- Philosophical Psychology,
- Psychology of Women Quarterly,
- Harvard Educational Review.

PSYSP 628: Transpersonal Therapy: A Psycho-Spiritual Approach 3 CREDIT HOURS

Purpose

To provide a balanced overview of the therapeutic strategies that invite and/or enhance transformation, utilising both Eastern and Western principles. Both Eastern and Western beliefs about transformation and the specific strategies followed to enhance transformation are explored.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Develop a sound understanding of Transpersonal Therapy and explore Eastern and Western beliefs about transformation.
- ii) Discuss the specific strategies followed to enhance transformation and in particular, analyse the Transpersonal Therapy Process.
- iii) Describe how transpersonal psychology and spirituality relate to psychotherapy and describe how most transpersonal therapists regard mainstream therapies and techniques.
- iv) Describe how transpersonal therapists differ from conventional therapists by examining integral practices that are commonly associated with transpersonal therapy (bioenergetics, biofeedback, body work, breathwork, cognitive reattribution, confession and forgiveness, dis-identification, dissociated states of consciousness dream work, emotional catharsis, existential questioning, guided imagery and mediation).

Course Content

This course describes the therapeutic strategies that invite and/or enhance transformation, utilizing both Eastern and Western principles. Both Eastern and Western beliefs about transformation and the specific strategies followed to enhance transformation are explored. Particular attention is given to the cultural values defining transformation. Cultural differences, such as awareness and familiarity with treatment according to varying cultures are introduced. The student will gain an understanding

of the issues involved in treating a person involved in the process of transformation, and will demonstrate an understanding of the dynamics involved in attaining transformation, including misdiagnosis and mistreatment.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

DeRubeis, R. J., & al. (Eds.). (2005). Cognitive therapy vs. medications in the treatment of moderate to severe depression. In *Archives of General Psychiatry*, 62, 409-416.

- Maslow, A. (1970). *Religions, values, and peak experiences*. New York: Penguin.
- Rowan, J. (2005). *The Transpersonal: Spirituality in Psychotherapy and Counselling*. Taylor & Francis.
- Shapiro, D.H., & Walsh, R.N. (Eds.). (2008). *Meditation, classic and contemporary perspectives*. New York: Aldine.
- Wilber, K. (2006). *Integral spirituality: A startling new role for religion in the modern and post-modern world*. Boston, MA: Shambhala.
- Wilber, K. (2006). *Integral spirituality: A startling new role for religion in the modern and post-modern world*. Boston, MA: Shambhala
- Wilber, K. (2011). *The Marriage of Sense and Soul: Integrating Science and Religion*. Random House Publishing Group.

Textbooks for the Course

- Bandler, R., & Grinder, J. (1982). *Reframing: Neuro-linguistic programming and the transformation of meaning*. Moab, UT: Real People Press.
- Barlow, D. H. (1996). *Health care policy, psychotherapy research, and the future of psychotherapy*. *American Psychologist*, 51(10), 1050-1058.
- Basco, M. R. (1999). *Never good enough: Freeing yourself from the chains of perfectionism*. New York: The Free Press.
- Basmajian, J. V. (Ed.). (1989). *Biofeedback: Principles and practice for clinicians*. New York: Williams & Wilkins.
- Beitman, B. D. (1996). Integrating pharmacotherapy and psychotherapy: An emerging field of study. In *Bulletin of the Menninger Clinic*, 60 (2), 160-173.
- Bobrow, J. (2000). Reverie in Zen and psychoanalysis: Harvesting the ordinary. In *Journal of Transpersonal Psychology*, 32(2), 165-175.
- Bogart, G. C. (1992). Separating from a spiritual teacher. In *Journal of Transpersonal Psychology*, 24 (1), 1- 21.
- Cortright, B. (1997). *Psychotherapy and Spirit: Theory and Practice in Transpersonal Psychotherapy*.
- Deatherage, O. G. (1996). *Mindfulness meditation as psychotherapy*. In S. Boorstein (Ed.), *Transpersonal Psychotherapy* (2nd ed.). Albany, NY: State University of New York Press (pp. 209-226).
- Grof, S. (1975). *Realms Of The Human Unconscious: Observations From LSD Research*.
- Grof, S. (1985). *Beyond the Brain: Birth, Death And Transcendence In Psychotherapy*.

- Grof, S. (1988). *The Adventure of Self-Discovery. Dimensions of Consciousness and New Perspectives in Psychotherapy and Inner Exploration*. SUNY Press.
- Walsh, R.N. (1993). *Paths Beyond Ego: The Transpersonal Vision*—ed., with Frances Vaughan. J.P. Tarcher.
- Walsh, R.N. (2000). *Essential Spirituality: The 7 Central Practices to Awaken Heart and Mind*. Wiley.
- Walsh, R.N. (2005). *A Sociable God: Toward a New Understanding of Religion* with Ken Wilber. Shambhala.
- Wilber, K. (1996). *A Brief History of Everything*. Boston and London: Shambhala.
- Wilber, K. (1997). *Eye of the spirit: An integral vision for a world gone slightly mad*. Boston, MA: Shambhala.
- Wilber, K. (2000). *Integral Psychology*. Boston: Shambhala.
- Wilber, K. (2000). *Integral psychology: Consciousness, spirit, psychology, therapy*. Boston, MA: Shambhala.
- Wilber, K. (2000). *Sex, Ecology, Spirituality*. Shambhala Publications.

Journals and Reviews Titles

- Journal of Transpersonal Psychology,
- Energy Psychology Journal,
- American Psychologist,
- The Spirituality Journal - Soulful Living,
- The Journal of Pastoral Care and Counselling,
- The Transdisciplinary Journal of Christian Psychology,
- International Journal for the Advancement of Counselling.

PSYSP 629: Theories and Practice of Meditation

2 CREDIT HOURS

Purpose

To provide the theory and practice of meditation for psycho-spiritual maturity.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Gain knowledge about Theories and Practices of Meditation and explain its general characteristics.
- ii) Explain theories of Meditation and discuss its guidelines and aids in personal practice.
- iii) Analyse the benefits of Meditation in reducing stress, discovering inner resources for peace and mind, healing, creativity and calming of spirit.
- iv) Explain several different styles and forms of Meditation and determine how their personal learning styles can help in selecting the most helpful practice of meditation.

Course Content

The course seeks to define meditation, discuss its guidelines and aids in personal practice, analyse the benefits of Meditation in reducing stress, discovering inner resources for peace and mind, healing, creativity and calming of spirit. It explains several different styles and forms of meditation, as well as theories of meditation, and explores several forms of meditation, e.g. walking, writing, photography, reading, meditation beads, art and music.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and/or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Gallagher, T. (2005). *Discernment of Spirits: An Ignatian Guide*. The Crossroad Publishing Company.

Gallagher, T. (2006). *The Examen Prayer: Ignatian Wisdom for our Lives Today*. Crossroad Publishing Company; annotated edition.

Gallagher, T. (2008). *Meditation and Contemplation: Ignatian Guide to Prayer with Scripture*. The Crossroad Publishing Company.

Shapiro, D.H., & Walsh, R.N. (Eds.). (2008). *Meditation, classic and contemporary perspectives*. New York: Aldine.

Walsh, R.N. (2005). *A Sociable God: Toward a New Understanding of Religion* with Ken Wilber. Shambhala.

Textbooks for the Course

Barry, W.A. (1990). *Discernment in prayer. Paying Attention to God*.

Barry, W.A. (1990). *Paying Attention to God: Discernment in Prayer*. Ave Maria Press.

Barry, W.A. (2001). *Letting God come close: An approach to the Ignatian Spiritual Exercises*. Chicago: Loyola Press.

Barry, W.A. (2009). *Finding God in All Things: A Companion to the Spiritual Exercises of St. Ignatius*. Ave Maria Press.

Barry, W.A., & Connolly, W.J. (2000). *The Practice of Spiritual Direction*. San Francisco: Harper San Francisco.

Conroy, M. (1987). *Growing in Love and Freedom: Personal Experience of Counselling and Spiritual Direction*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

Conroy, M. (1988). *Experiencing God's Tremendous Love: Entering into Relational Prayer*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

Conroy, M. (1993). *Journey of Love: God moving in our Hearts*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

Conroy, M. (1993). *The Discerning Heart: Discovering a Personal God*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.

- Conroy, M. (1995). *Looking into the Well: Supervision of Spiritual Directors*. Upper Room Spiritual Center, Box 1104, Neptune, NJ.
- Kabat, Z.J. (1994). *Wherever You Go, There You Are: Mindfulness Meditation In Everyday Life*. New York: Hyperion.
- LeShan, L. (1974). *How To Meditate: A Guide To Self Discovery*. New York: Back Bay Books.
- Lindbergh, A. (1983). *Gift from The Sea*. New York: Pantheon Books.
- Merton, T. (1960). *Spiritual Direction and Meditation*. Collegeville, Minn.: Liturgical Press.
- Merton, T. (1969). *Contemplative Prayer*.
- Merton, T. (1972). *Seeds of contemplation*.
- Walsh, R.N. (2000). *Essential Spirituality: The 7 Central Practices to Awaken Heart and Mind*. Wiley.

Journals and Reviews Titles

- Presence: An International Journal of Spiritual Direction,
- Spiritus: A Journal of Christian Spirituality,
- Journal of Psycho-Spiritual Formation,
- Indian Journal of Spirituality,
- Culture and Religion,
- Image: A Journal of the Arts and Religion.

PSYSP 631: Healing Ministry in the Church: An Integrated Study 3 CREDIT HOURS

Purpose

To help the students appreciate that Jesus came to make us whole – to give us abundant life, and therefore the healing of physical, emotional and spiritual hurts and wounds are a critical element of the Church’s mission and the task of pastoral agents.

Expected Learning Outcomes

At the end of the course students should be able to critically and effectively:

- i) Explore Jesus’ healing ministry.
- ii) Examine the place of forgiveness in Jesus’ ministry.
- iii) Understand the process of inner healing and its obstacles.
- iv) Experience the sacrament of healing.
- v) Assess the healing and deliverance ministry in the Church and its excesses and abuses.

Course Content / Description

Begin from Jesus' healing ministry, and in this way provide a model for the healing of relationship within ourselves, between ourselves and others, between our various groups, and between ourselves and God. Furthermore, demonstrate to the students that God's over-arching providence is the context within which all healings occur. Examining the place of forgiveness in healing ministry – forgiveness of self, forgiveness of others, and in a mysterious way, forgiveness of God. Experiencing inner Healing – Healing of Painful Memories, Handling of Destructive Emotions such as Anger, Guilt, Self-Pity, Lust, Un-forgiveness, Revenge, Resentment and Bitterness. Discussing obstacles to Inner Healing (Un-forgiveness, Lack of kindness, Lack of Understanding of the role of Providence, etc.). Justifying the Sacraments of Healing (Reconciliation, Anointing, Eucharist). Exploring the Healing and Deliverance Ministry in the Church, its excesses and abuses.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Ashley, B. (2013). *Healing for Freedom: A Christian Perspective on Personhood and Psychotherapy*,

Institute for Psychological Sciences Monograph. USA: Arlington

McAlear, R. (2013). *The Power of Healing Prayer: Overcoming Emotional and Psychological Blocks*.

USA, Huntington: Our Sunday Visitor Publishing Division.

Guile, A. (2013) *Journey into Wholeness: Prayer for Healing an Essential Ministry of the Church*. USA:

Gracewing Publishing.

Lozano, N. & Standford, J. (2010). *Unbound: A Practical Guide to Deliverance*. USA, Grand Rapids:

Chosen Books.

Jorge N. Ferrer & Jacob H. Sherman (eds.) (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

Martin H. Padovani (2006). *Healing Wounded Relationships*. Twenty-Third Publications.

Stephen J. Rossetti (2011). *Why Priests are Happy: A Study of the Psychological and Spiritual Health of Priests*. Ave Maria Press.

Textbooks for the Course

Callahan, A. (Ed.). (1990). *Spiritualities of the Heart: Approaches to Personal Wholeness in Christian Tradition*. New York, Paulist.

Dossey, L. (1995). *Healing Words: The Power of Prayer and the Practice of Medicine*. HarperOne; 1st edition.

Dossey, L. (1997). *Prayer is Good Medicine: How to Reap the Healing Benefits of Prayer*. HarperOne; 1st edition.

Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.

Henry Cloud, H. (1993). *Changes that Heal: How to Understand Your Past to Ensure a Healthier Future*. Zondervan; Reprint edition.

Padovani, M.H. (1987). *Healing Wounded Emotions: Overcoming Life's Hurts*. Twenty-Third Publications.

Payne, L. (1995). *The Broken Image: Restoring Personal Wholeness Through Healing Prayer*. Baker Books.

Peterson, J.H. (1981). *Healing Touch*. Morehouse Pub Co.

PSYSP 632: Spirituality and Lifestyle : A Psycho-Spiritual Approach 3 CREDIT HOURS

Purpose

To help the students develop their own personal way (or habits of life) that will ensure that they are continuing to grow spiritually on a daily basis.

Expected Learning Outcomes

At the end of the course students should be able to critically and effectively:

- i) Evaluate and select the most effective spiritual disciplines that fit each one in his/her spiritual journey.
- ii) Examine and apply the different theories of discernment of spirits for self-training
- iii) Use the Ignatian method of general and particular Prayer of Examen for individual spiritual progress.
- iv) Understand the importance of practicing a spiritual discipline so as to grow spiritually on a daily basis.
- v) Recommend relevant steps for spiritual growth for everyday life.

Course Content

Begin by encouraging the students to develop their personal spiritual disciplines, including daily scripture study, meditation, contemplation and journaling. Take the students through the theories on the discernment of spirits. Introduce the students to self-training in discernment – subjecting their motives for action and their handling of the issues of the day to an examination as to whether they were in accord with God’s providence, or in accord with their self-centeredness; an examination of their relationships with themselves, with others and with God; to see whether they are in general consonance with God’s love, or whether they have only been inspired by their selfishness, self-esteem, prestige or instinct for survival; whether kindness has been the permeating motive that drives their actions; whether their journey in the course of the day has been only earth-bound or transcendental in orientation. Encourage the students to become familiar with and daily use the Ignatian method of general and particular Prayer of Examen. Develop with the students a checklist to ascertain that we are pursuing our spiritual journey as we should - whether we are becoming more and more who we are meant to be, or whether we are slipping back into our old habits.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Christopher, J. (2010). *Finding Sanctuary: Monastic Steps for Everyday Life*. W&N; New edition.

Barry, W.A. (2009). *Finding God in All Things: A Companion to the Spiritual Exercises of St. Ignatius*. Ave Maria Press.

Ferrer, J.N., & Sherman, J.H. (Eds.). (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

Arthur, J. (2007). *The Road He Traveled: The Revealing Biography of M. Scott Peck*. Rider.

Gallagher, T. (2005). *Discernment of Spirits: An Ignatian Guide*. The Crossroad Publishing Company.

Gallagher, T. (2006). *The Examen Prayer: Ignatian Wisdom for our Lives Today*. Crossroad Publishing Company; annotated edition.

Gallagher, T. (2008). *Meditation and Contemplation: Ignatian Guide to Prayer with Scripture*. The Crossroad Publishing Company.

Goleman, D. (2013). *Focus: The Hidden Driver of Excellence*. Harper.

Guyon, M. & Fénelon, L.F. (2014). *Spiritual Progress*. Whitaker House.

Smith, C.A. (2006). *Finding God in Each Moment: Discernment in Everyday life*. Ave Maria Press.

Textbooks for the Course

Antonisamy, F. (2002). *The art of Inner Conversion*. St Paul's BYB.

Campbell, B.J. (2002). *Hearing God's Call: Ways of Discernment for Laity and Clergy*. Wm. B. Eerdmans Publishing Co.; First Edition.

Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.

Foster, R. (2002). *Celebration of Discipline: The Path to Spiritual Growth*. HarperSanFrancisco; 3rd edition.

Puhl, L.J. (1968). *The Spiritual Exercises of St. Ignatius: Based on Studies in the Language of the Autograph*.

Witney, D.S. (1997). *Spiritual Disciplines for the Christian Life: Pilgrimage Growth Guide*. NavPress; 1st edition, Unknown printing edition.

Wolff, P. (2003). *Discernment: The Art of Choosing Well*. Liguori; Revised edition.

Journals and Reviews Titles

- Presence: An International Journal of Spiritual Direction,
- Spirituality Studies,
- Spirituality,
- Spiritual Guidance,
- Journal of Spiritual Formation & Soul Care,
- Journal for Spirituality and Transcendental Psychology,
- Journal of Psycho-Spiritual Formation,
- Journal of Personality and Social Psychology,
- Personality & Spirituality,
- Personality and Individual Differences.

Purpose

To expose students to Psycho-Spiritual counselling, its history, the forms, tenets, challenges faced by therapists and the techniques.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Examine major perspectives of psychology (e.g., behavioral, biological, cognitive, psychodynamic, humanistic, and sociocultural) dealing with Psycho-Spiritual problems.
- ii) Describe major applied areas of Psychology (e.g., Clinical, Counseling, School, Health, etc.) and determine appropriate applications of Psychology in solving ethically Psycho-Spiritual problems.
- iii) Explain the history of psycho-spiritual counselling and articulate how psychological principles can be used to explain issues and inform individuals and society.
- iv) Apply psychological concepts, theories, and research findings as these relate to everyday life, particularly to complex situations.
- v) Integrate and apply the principles of psycho-spiritual counselling techniques and develop their own theory and philosophy of Psycho-Spiritual Counselling.

Course Content / Description

The course includes the definition of psycho-spiritual counselling, the goals, and main tenets. The course begins with a history of psycho-spiritual Counselling. It proceeds to the description of the Nature of Ultimate Reality; The Concept of Psycho-Spirituality, Psycho-Spiritual Model of the Human Person; Foundations of Psychotherapy and spirituality; Interdependence of Psychology and Spirituality. Bases of Psycho-Spiritual Therapy for Christian Counsellors; Psycho-Spiritual Counselling, and forms of Christian Counselling; The Challenges of Psycho-Spiritual Therapy; Psycho-Spiritual Integration. (Students learn to integrate psychology and spirituality in their own life and work in counselling).

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and role playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Ferrer, J.N., & Sherman, J.H. (Eds.). (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

Lacan, J. (1978). *The Four Fundamental Concepts of Psycho-Analysis*. Trans. A Sheridan, ed. Jacques-Alain Miller. New York: Norton.

Masson, J. F. (1985). *The Complete Letters of Sigmund Freud to Wilhelm Fliess*. Cambridge Mass: Harvard University Press.

Winnicott, D. W. (1989). *Psycho-Analytic Explorations*. Eds. C. Winnicott, R. Shepherd, & M. Davis. Cambridge, Mass.: Harvard University Press.

Textbooks for the Course

Benner, D. G., & Harvey R. W. (1996). *Understanding and Facilitating Forgiveness*. Grand Rapids, MI: Baker Books.

Benner, D. G., & Hill, P.C. (Eds.). (1999). *Baker Encyclopedia of Psychology and Counselling*. Grand Rapids, MI: Baker Books.

Benner, D. G., & Moon G. W. (Eds.). (2004). *Spiritual Direction and the Care of Souls: A Guide to Christian Approaches and Practices*. Westmont, IL: InterVarsity Press.

Buber, M. (1937). *I and Thou* (trans. Ronald Gregor Smith). Edinburgh: T. & T. Clark

- Byrne, R. (1982). *The Science of Foundational Human Formation and Its Relationship to Christian Formation Tradition*. Pittsburgh, PA: Institute of Formative Spirituality, Duquesne University.
- Cassidy, S. (1988). *Sharing the Darkness: The Spirituality of Counselling*. London: Darton, Longman & Todd.
- Cencini, A. (2004). *Spiritual and Emotional Maturity: Guiding Young People in Religious and Priestly Formation*. Nairobi: Paulines.
- Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.
- May, G.G. (1983). *Will and Spirit: A Contemplative Psychology*. Harper & Row.
- May, G.G. (1993). *The Awakened Heart: Opening Yourself to the Love You Need*. HarperCollins.
- May, G.G. (2004). *The Dark Night of the Soul: A Psychiatrist Explores the Connection Between Darkness and Spiritual Growth*. Harper & Row.

Journals and Reviews Titles

- Counselling Psychology Quarterly,
- International Journal for the Advancement of Counselling,
- Counselling and Spirituality,
- International Journal of Psychology and Counselling,
- Journal of Consulting and Clinical Psychology,
- Journal of Counselling and Development,
- Journal of Counselling Psychology,
- Journal of Critical Psychology and Psychotherapy,
- Journal of the Counsellors and Psychotherapists Association of NSW,
- The European Journal of Counselling Psychology,
- Nigerian Journal of Counselling & Development.

PSYSP 634: Abnormal Psychology

3 CREDIT HOURS

Course Purpose

This Course as well-understood, it examines issues around mental health. It will provide students with the scientific study of the range and variety of psychological disorders and the relevant therapeutic interventions. Students will examine topics ranging from functional to dysfunctional behaviors, their dynamics of maladjustment and the appropriate therapeutic procedures.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Compare, contrast, and integrate biological, psychological, and sociocultural explanations of abnormal behaviour.
- ii) Examine to what extent biological, cognitive and sociocultural factors influence abnormal behavior.
- iii) Describe the range and variety of psychological disorders and analyze their levels of abnormality.
- iv) Differentiate between the symptoms of different anxiety, mood, dissociative, somatic, psychotic, personality, childhood, and late-life disorders.
- v) Analyse major criteria for the identification, symptomatology, and etiology and different categories of psychological disorders.
- vi) Identify the impact of mental illness in the legal setting and the role of psychologists in that setting and assess major therapeutic interventions for psychological disorders.

Course Content / Description

The course covers psychological, biological, and sociocultural approaches to understanding human behaviour. It describes a wide variety of behavioural disorders, presents and interprets case studies, and outlines recommended treatments, with special emphasis on psychoneurosis, psychoses, psychosomatic reactions, brain damage or personality disorders. Topics include behaviours ranging from functional to dysfunctional, the principles of psychological assessment, and the variety of professionals who might be involved in the assessment process and the methods they use. Students will be required to familiarise themselves with DSM-IV-TR and to do Fieldwork.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and/or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Barlow, D.H. (2008). *Abnormal Psychology: An Integrative Approach*. Wadsworth Publishing.

Barlow, D.H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual*. 4th ed. New York: Guilford.

Butcher, J. N., Mineka, S., & Hooley, J.M. (2014). *Abnormal Psychology*. 16th ed. Boston, MA: Allyn & Bacon.

Cuttin, R. (2014). *Abnormal Psychology*.

Oltmanns , T.F. (2006). *Case Studies in Abnormal Psychology*. Willey.

Textbooks for the Course

Aldrich, M.S. (1999). *Sleep Medicine*. New York: Oxford University Press.

Alloy, L.B., Jacobson, N.S., & Acocella, J. (1999). *Abnormal Psychology* (8th Ed.) New York: McGraw – Hill.

Aris, M.H. (1999). *Drugs and Life* (4th Ed.) New York: McGraw-Hill.

Asnis, G.M., & Van Praag, H.M. (1995). *Panic Disorder*. New York: Wiley.

Bandura, A. (1997). *Self-Efficacy*. New York: W.H. Freeman.

Beck, A. (1967). *Depression*. New York: Harper and Row.

Davies, D. (1999). *Insomnia*. New York: Bantam.

- Duke, Patti (1997). *Brilliant Madness: Living with Manic Depressive Illness*. Bantam.
- Freud, S. (1971), *A General Introduction to Psychoanalysis*. New York: Washington Square press.
- Harrison, Y. (1999). *Sleep Talking*. New York: Branford.
- Jamison, K.R. (1997). *An Unquiet Mind: A memoir of Moods and Madness*. Vintage.
- Kernberg, O. (2001). *The suicidal risk in severe personality disorders: differential diagnosis and treatment*.
- Kernberg, O.F. (1975). *Borderline conditions and pathological narcissism*. New York: Aronson.
- Kernberg, O.F. (1976). *Object relations theory and clinical psychoanalysis*. New York: Jason Aronson.
- Kernberg, O.F. (1984). *Severe personality disorders: Psychotherapeutic strategies*. New Haven, CT: Yale University Press.
- Kernberg, O.F. (2001). *The suicidal risk in severe personality disorders: Differential diagnosis and treatment*. *Journal of Personality Disorders*. The Guilford Press
- Kernberg, O.F., Selzer, M.A., Koenigsberg H.A., Carr, A.C. & Appelbaum, A.H. (1989). *Psychodynamic Psychotherapy of Borderline Patients*. New York: Basic Books.
- Koenigsberg, H.W., Kernberg, O.F., Stone, M.H., Appelbaum, A.H., Yeomans, F.E., & Diamond, D.D. (2000). *Borderline Patients: Extending the Limits of Treatability*. New York: Basic Books.
- Milkowitz , D.J. (2002). *The Bipolar Disorder Survival Kit: What You and Your Family Need to Know*. The Guilford Press.
- Mitchell, S.A. & Black, M., (1995). *Freud and beyond: A history of modern psychoanalytic thought*. Basic Books: New York.
- Swanson, J. (Ed.). (1999). *Sleep Disorders Source book*. New York: Omni graphics, Inc.
- Taylor, S.E. (1999). *Health Psychology* (4th Ed.). New York: McGraw – Hill.
- Yeomans, F.E., Clarkin, J.F., & Kernberg, O.F. (2002). *A Primer of Transference-Focused Psychotherapy for the Borderline Patient*. Northvale, NJ: Jason Aronson.
- Yeomans, F.E., Selzer, M.A., & Clarkin, J.F. (1992). *Treating the Borderline Patient: A Contract-based Approach*. New York: Basic Books.

Journals and Reviews Titles

- Journal of Personality Disorders,
- Journal of Consulting and Clinical Psychology,
- Personality Abnormal Social Psychology Bulletin,

- Psychological Bulletin,
- British Journal of Psychology,
- Contemporary Psychology,
- Professional School Counselling,
- Rehabilitation Counselling Bulletin,
- Journal of Counselling Psychology,
- Journal of Abnormal and Social Psychology,
- Journal of Abnormal Child Psychology.

PSYSP 635: Psychotherapy and Spirituality: An Integrated Study 3 CREDIT HOURS

Purpose

To provide an understanding of the human person as an integral whole – spiritual, physical, psychological, emotional and social as well as transcendental dimension, reflecting on the human being's healing and transformation from the point of view of his unique nature as a human being with a transcendental destination.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Clarify and analyse the various approaches in Psychotherapy and practice various strategies and skills of the Psycho-spiritual approach.
- ii) Identify and circumvent barriers that obstruct the above approaches to the transcendental orientation and values and gain new knowledge of the thoughts of Viktor Frankl, Larry Dossey, Gerald May and Scott Peck and enhance new skills when dealing with clients.
- iii) Acquire a satisfactory personal and professional approach to healing and transformation related issues and develop critical thinking about wellness and wholeness vs. sense of suffering, willful poverty, martyrdom and unwillingness to make the most of this world.
- iv) Demonstrate an understanding of the complex problems that underlie the search for meaning and suggest best solutions when pain and suffering escalate to their most critical levels.
- v) Analyse the fundamental questions and implications of values and, especially of faith as an integral function of the human person and, evaluate and respond to emerging issues of the person's transcendental orientation vis-à-vis personal faith and its implications for Christian spirituality.

Course Content

Explore the thoughts of Viktor Frankl, Larry Dossey, Gerald May and Scott Peck on the integral functioning of the human person, and why it is an imperative to pursue healing and transformation

in a fully integrated way, especially as we are, and we will often be dealing with persons of faith. Help students to see why the Psycho-Spiritual approach is more appropriate than any other approach for people of faith, and that other approaches have more or less been treating persons in manners that sometimes ignore the persons' transcendental orientation and values. Demonstrate that it is such an approach that can make sense of suffering, willful poverty, martyrdom and unwillingness to make the most of this world.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Land, H. (2014). *Spirituality, Religion and Faith in Psychotherapy: Evidence Based Expressive Methods*

for Mind, Brain and Body, USA, Chicago: Lyceum Books.

Johnson, R. (2013). *Spirituality in Counselling and Psychotherapy: An Integrated Approach that Empowers Clients*. New Jersey: John Wiley and Sons

Rick J. (2013). *Spirituality in Counselling and Psychotherapy: An Integrated Approach that Empowers Clients*, John Wiley and Sons, New Jersey

Pargament, K.I. (2011). *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*.

New York: The Guilford Press

Forman, M.D. (2010). *A guide to integral psychotherapy: complexity, integration, and spirituality in practice*.

Arthur, J. (2007). *The Road He Traveled: The Revealing Biography of M. Scott Peck*. Rider.

Assagioli, R. (2008). *Transpersonal Development: The Dimension Beyond Psychosynthesis*. Inner Way Productions/Smiling Wisdom; Revised edition.

Ferrer, J.N., & Sherman, J.H. (Eds.) (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

Kofler, L. (2007). *Healing Relationships: A Practical Guide to Christian Counsellors and Carers*. St Pauls Publishing.

May, G.G. (2005). *The Dark Night of the Soul*. HarperOne; Reprint edition.

McIntosh, S. (2007). *Integral Consciousness and the Future of Evolution*, Paragon House, St Paul Minnesota.

Newman, J.H. (2010). *Life's Purpose*. Pauline Books & Media.

Textbooks for the Course

Assagioli, A. (2000). *Psychosynthesis: A Collection of Basic Writings*. Synthesis Center edition.

Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.

Frankl, V.E. (1965). *Man's Search for meaning: An Introduction to Logotherapy*. Touchstone Books, 3 edition (1984).

Frankl, V.E. (1979). *The Unheard Cry For Meaning: Psychotherapy and Humanism*. A Touchstone Book.

- Frankl, V.E. (1985). *The Unconscious God: The Interrelationship Between Psychotherapy and Theology*. Washington Square Press.
- Frankl, V.E. (1986). *The Doctor and the Soul: From Psychotherapy to Logotherapy*. Vintage; 3rd edition.
- Frankl, V.E. (2000). *Man's Search For Ultimate Meaning: The Unconscious Human Desire for Inspiration*, Perseus Pub. Basic Books; 1 edition.
- Garrett, F. (1995). *Body, Mind and Spirit: An Introduction to Christian Psychology*. Nairobi. Paulines Publications.
- Lacan, J. (1978). *The Four Fundamental Concepts of Psycho-Analysis*. Trans. A Sheridan, ed. Jacques-Alain Miller. New York: Norton.
- Masson, J.F. (1985). *The Complete Letters of Sigmund Freud to Wilhelm Fliess*. Cambridge Mass: Harvard University Press.
- May, G.G. (1987). *The Will and the Spirit: A Contemplative Psychology*. HarperOne; Reprint edition.
- May, G.G. (1988). *Addiction & Grace: Love and Spirituality in the Healing of addictions*. San Francisco: Harper San Francisco.
- Peck, S. (1993). *Further Along The Road Less Travelled*. Simon & Schuster edition.
- Peck, S. (2003). *The Road Less Travelled*. Touchstone; Anniversary Edition.
- Powell, J.P. (1995). *Why am I Afraid to Tell you Who I am: Insights Into Personal Growth*. Thomas More Press; Reprint edition.
- Richo, D. (1991). *How to be an Adult: A Handbook on Psychological and Spiritual Integration*. Paulist Press edition.
- Wilber, K. (1998). *The Marriage of Sense and Soul: Integrating Science and Religion*. Broadway Books.
- Winnicott, D.W. (1989). *Psycho-Analytic Explorations*. Eds. C. Winnicott, R. Shepherd, & M. Davis. Cambridge, Mass.: Harvard University Press.

Journals and Reviews Titles

- Psychology and Psychotherapy: Theory, Research and Practice,
- Journal for Spirituality and Transcendental Psychology,
- The Healers' Journal,
- Psychology of Aesthetics,
- Creativity and the Arts,
- The Spirituality Journal – Soulful Living,

- The Journal of Rehabilitation,
- Psychological Review Journal.

PSYSP 636: Dynamics of Holistic Healthcare : An Integrated Study 3 CREDIT HOURS

Purpose

To provide students with the dynamics of holistic healthcare on context of educational requirements and potential growth.

Expected Learning Outcomes

After completing this course, students will be able to critically and effectively:

- i) Define the concept “health” in a holistic way, identify the most common safety precautions and preventative actions used in healthcare and evaluate the experience of personal health behaviour change in light of the theories of change.
- ii) Clarify and analyse their own values and the values of others by analyzing the relationship of culture to health, healing and health care and compare definitions of health and healing from selected cultural perspectives.
- iii) Compare philosophical and theoretical foundations of conventional biomedical and holistic health paradigms and articulate the characteristics, behaviours, and attitudes of professionals.
- iv) Detect and circumvent barriers that obstruct interpersonal communication and communicate effectively with people from a variety of cultural backgrounds and develop critical thinking skills and strategies for solving problems and appraise how health beliefs affect health choices and behaviour.
- v) Develop satisfactory personal and professional definitions of health, wellness, illness and disease and analyse the fundamental questions and implications raised by selected ethical healthcare issues and factors that affect health status.

Course Content / Description

Topic covered include: The integrated and holistic Healthcare. Theories and dynamics of behaviour change / change for health. Problem solving & decision making. Personal / Professional Qualities, Values and Teamwork. Communication skills and Professional Development. Critical Thinking and Professional Decision Making. Ethical Issues and Legal Aspects in Healthcare. Concepts of Health and Illness / Spirituality and Health. Energy healing: Therapeutic Touch, Homeopathy, Bioenergetics and Health. Physical healing: stress and health. Nutrition and Herbs vs. Naturopathy. Infection control & safety. Culture, environment and Health: Cultural values & diversity in healthcare (e.g. African Traditional Medicine vs. Chinese Medicine). Mindfulness Meditation / Imagery and Healing.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and/or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Stern, D. (2010). *Forms of Vitality: Exploring Dynamic Experience in Psychology and the Arts*.

Dossey, L. (2006). *The Extraordinary Healing Power of Ordinary Things*. Harmony / Random House.

Ferrer, J.N., & Sherman, J.H. (Eds.). (2008). *The Participatory Turn: Spirituality, Mysticism, Religious Studies*. Albany, NY: SUNY Press.

May, G.G. (2007). *The Wisdom of Wilderness: Experiencing the Healing Power of Nature*. HarperCollins.

Textbooks for the Course

- Bohm, D. (1980). *Wholeness and the implicate order*. London: Routledge & Keegan.
- Bright, M.A. (2002). *Holistic Health and Healing*. Philadelphia: F.A.Davis.
- Burkhardt, M.A., & Nagai-Jacobson, M.G. (2002). *Spirituality: Living our connectedness*. Albany, NY: Delmar.
- Dossey, L. (1987). *Beyond illness: Discovering the experience of health*. New York, NY: Doubleday.
- Eliopoulos, C. (2004). *Invitation to holistic health: A guide to living a balanced life*. Sudbury, MA: Jones & Bartlett.
- Ferrer, J.N. (Ed.). (2002). *Revisioning Transpersonal Theory: A Participatory Vision of Human Spirituality*. Albany: State University of New York Press.
- Goleman, D. (1994). *Emotional intelligence*. New York, NY: Bantam.
- Goleman, D. (2003). *Negative emotions*. New York, NY: Doubleday.
- Hart, W. (1987). *The art of living: Vipassana meditation as taught By S.N. Goenka*. San Francisco, CA: Harper/Collins.
- Hayes, K.M., & Alexander, I.M. (2000). *Alternative therapies and nurse practitioners: Knowledge, professional experience, and personal use*. *Holistic Nursing Practice*.
- Helfaer, P.M. (1998). *Sex and self-respect: The quest for personal fulfillment*. Westport, CT: Praeger.
- Kleinman, A. (1980). *Patients and healers in the context of culture*. Berkeley, CA: University of California Press.
- Kreiger, D. (1993). *Accepting your power to heal: The personal Practice of Therapeutic Touch*. Santa Fe, NM: Bear & Co.
- Lowen, A. (1990). *The spirituality of the body: Bioenergetics for grace and harmony*. New York, NY: Macmillan.
- Moyers, B. (1993). *Healing the mind*. New York, NY: Doubleday.
- Murphy, M., & Donovan, S. (1997). *The physical and psychological effects of meditation*. Sausalito, CA: Institute of Noetic Sciences.
- Price, W. (1938). *Nutrition and physical degeneration*. New York, NY: Paul B. Hoeber.
- Robbins, J. (1996). *Reclaiming our health*. Triburon, CA: H.J. Cramer.
- nd
- Rosenberg, M.B. (2003). *Nonviolent communication: A language of life (2 Ed.)*. Encinitas, CA: Puddle Dance Press.

Stern, D. (2004). *The Present Moment in Psychotherapy and Everyday Life* (WW Norton & Company, 2004).

Journals and Reviews Titles

- Journal of the American Medical Association,
- Psychosomatic Medicine,
- Alternative Health Practitioner,
- Advances: The Journal of Mind-Body Health,
- Journal of Complementary and Alternative Therapies,
- The New England Journal of Medicine,
- Journal of Holistic Nursing,
- Alternative Therapies in Health and Medicine,
- Journal of Emergency Nursing,
- International Journal for Human Caring,
- Journal of Naturopathic Medicine.

PSYSP 630: Growth Group Theories and Practice

2 CREDIT HOURS

Purpose

To help students improve the interpersonal skills required of anyone in a people-oriented occupation.

Expected Learning Outcomes

At the end of the course the student will be able to:

- i) Deliver a clear, concise, and complete definition of group Counselling and be able to differentiate group Counselling from other types of group work.
- ii) Demonstrate an awareness of and an ability to use specific leadership skills with a variety of different groups including training and development groups, growth groups and Counselling groups.
- iii) Actively participate in internal and external-to-class groups and demonstrate an understanding of group dynamics and personal growth principles by appropriately analyzing these group experiences.
- iv) Accurately interpret his/her own non-verbal behaviour and the non-verbal behaviour of fellow class members and demonstrate an ability to use the major techniques, strategies and procedures appropriate for various stages of the group process.

- v) Articulate the Biblical basis of group work, and articulate how to employ groups as a preventative, developmental and remedial strategy in a wide variety of settings including schools, colleges, churches, community settings.

Course Content

Each session of the course will be made up of three parts: theory, practice and self-development - a structure which reflects a central idea in counselling that you need to understand the concepts, develop your counselling skills, and to become more self-aware:

- i) In the theory part students will learn about counselling skills and some key ideas in counselling theory.
- ii) In the practice section students will divide into small groups of three or four where students will practice these skills, with one person in the role of listener, one as client and one or two as observers to give feedback.
- iii) And finally for personal development, there will be what is called an experiential group. This is an opportunity to explore students' own response to the course, your interactions with other people and where appropriate, the process of the group itself. This learning process can happen at any point, but the experiential group is a place wherein this can be explored in more depth.

The process is also designed to help each person come to a practical awareness of his/her characteristic ways of relating to others, including both strengths and weaknesses. Each student participates actively in the group process in order to develop core interpersonal skills.

An introduction to Group Dynamics by examining forces, dynamics and processes that contribute to group effectiveness, then identifying barriers or deficits in skills and resistance to group movement and ways, group Counselling and group psychotherapy with attention to both theoretical and practical issues.

Emphasis to be directed to the interpersonal behaviour exhibited by members that reflect their social groups often related to those characteristics Counselling students should exhibit to be effective counsellors (i.e., empathy, genuineness, acceptance, sharing feelings, giving and receiving feedback effectively, honesty, establishing and maintaining relationships and related characteristics). Provision of basic interpersonal skills one needs to perform effectively in all interpersonal situations and especially in groups: self-disclosure, concreteness in communication, expression of feeling and emotion, listening and responding, genuineness and respect, the skills of challenging, effective group participation.

Personal awareness exercise on issues like: self-knowledge; self-esteem – how it is increased; threats to one's self-esteem; recognising defensive attitudes and behaviour in yourself; acceptance and constructive use of criticism; learning to respond appropriately – knowing the difference between aggression and assertiveness, sympathy and empathy; being alert to the presence of gender, ethnic, or religious prejudice in one's attitudes, and thinking process; understanding the different "roles" people play in group situations and how to handle them for the good of the group; creating interpersonal trust, confidentiality and group responsibility in each member will be dealt with.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Corey, M.S., & Corey, G. (2006). *Group Process and Practice*. (8th ed.) Belmont, CA: Thomson Brooks/Cole.

Textbooks for the Course

Agazarian, Y. (1997). *System centered therapy for groups*. New York, NY: The Guilford Press.

Arnold, J. (1992). *The big book on small groups*. Grand Rapids, MI: Zondervan.

- Bernard, H.S., & McKenzie, K.R. (1994). *Basics of group Psychology*. New York, N.Y.: The Guilford Press.
- Braberder, V. (2002). *Introduction to group therapy*. New York, NY: John Wiley & Sons.
- Brennan, P.J. (1990). *Re-imagining the parish-based communities, adulthood and family consciousness*. NY: Harper & Row.
- C. Edwards, Dwight. (2001). *Revolution within*. Colorado Springs, CO: Water Brook Press.
- Carroll, M., Bates, M., & Johnson, C. (1997). *Group leadership: Strategies for group Counselling leaders* (3rd ed.). Denver, CO: Love Publishing Co.
- Cho, P. & Hosteller, H. (1981). *Successful home cell groups*. South Plainfield, NJ: Bridge.
- Clinebell, H.J. (1992). *The people dynamic: Changing self and society through growth groups*. New York: Harper & Row.
- Corey, G., Corey, M., Callanan, P., & Russell, J.M. (1992). *Group techniques* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Coyne, R. K. (1999). *Failures In group work: How we can learn from our mistakes*. Thousand Oaks, CA: Sage Publications
- Crabb, L. (2000). *The safest place on earth*. Nashville, TN: Word Publishers.
- Crabb, L. (2001). *Shattered dreams. God's unexpected pathway to joy*. Colorado Springs, CO: Water Brook Press.
- Crabb, L.J., & Allender, D.B. (1984). *Encouragement: The key to caring*. Grand Rapids, MI: Zondervan.
- Dibbert, M.T., & Wichern, F.B. (1985). *Growth groups: A key to Christian fellowship and spiritual maturity in the church*. Grand Rapids, MI: Zondervan.
- Donahue, B. (1996). *The Willow Creek guide to leading life-changing small groups*. MI: Zondervan.
- Donigian, J. & Malnati, R. (1987). *Critical incidents in group therapy*. Pacific Grove, CA: Brooks/Cole.
- Donigian, J. & Malnati, R. (1997). *Systemic group therapy*. Pacific Grove, CA: Brooks/Cole.
- Early, J. (2002). *Interactive group therapy. Integrating interpersonal, action-oriented, and psychodynamic approaches*. Philadelphia, PA: Brunner/Mazel.
- Evans, L. (1985). *Growth groups*. Wheaton, IL: Victor Books.
- Forester-Miller, H., & Kottler, J. (1997). *Issues and challenges for group practitioners*. Denver, CO: Love Publishing Co.
- Gazda, G., Ginter, E., & Horne, A. (2001) *Group Counselling and group psychotherapy*. Needham Heights, MA: Allyn & Bacon.

- Getz, G. (1973). *Building up one another*. Wheaton, IL: Victor Books.
- Gladding, S.T. (1995). *Group work: A Counselling speciality* (2nd ed.) Englewood Cliffs, NJ: Merrill/Prentice Hall.
- Haney, H., & Leibsohn, J. (2001). *Basic Counselling responses in groups*. Belmont, CA: Brooks/Cole.
- Hulse-Killacky, D., Killacky, J., & Donigian, J. (2001). *Making task groups work in your world*. Upper Saddle River, N.J.: Prentice-Hall, Inc.
- Icenogle, G.W. (1990). *A biblical, theological, and integrative foundation for small group ministry*.
- Icenogle, G.W. (1994). *Biblical foundations for small group ministry: An integrational approach*. Downers Grove, IL: InterVarsity Press.
- Jacobs, E.E., Harvill, R., & Masson, R.L. (1994). *Group Counselling: Strategies and skills*. (2nd ed.) Pacific Grove, CA: Brooks/Cole.
- Johnson, D.W., & Johnson, F.P. (1991). *Joining together: Group theory and group skills* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Kees, N.L., & Jacobs, E. (1990). Conducting more effective groups: How to select and process group exercises. In *Journal for Specialists in Group Work*, 15 (1), 21-29.
- Klein, R.H. & Schermer (Eds.) (2000). *Groups psychotherapy for psychological trauma*. New York, N.Y.: The Guilford Press.
- Kormaniski, C. (1999). *The team: Explorations in group process*. Denver, CO: Love Publishing Co.
- Kottler, J.A. (1994). *Advanced group leadership*. Pacific Grove, CA: Brooks/Cole.
- Kramer, S.A. (1990). *Positive endings in psychotherapy: Bringing meaningful closure to therapeutic relationships*. San Francisco: Jossey-Boss.
- MacKenzie, K.R. (1995). *Effective use of group therapy in managed care*. Washington, DC: American Psychiatric Press, Inc.
- MacKenzie, K.R. (1997). *Time managed psychotherapy: Effective Clinical Applications*. Washington, DC: American Psychiatric Press, Inc.
- MacKenzie, K.R. (Ed). (1992). *Classics in group psychotherapy*. NY: Guilford.
- McBride, N.F. (1995). *How to build a small group ministry*. Colorado Springs, CO: Navpress.
- McKay, M. & Paleg, K. (Ed.). (1992). *Focal group psychotherapy*. Oakland, CA: New Harbinger.
- Metcalf, L. (1998). *Solution focused group therapy: Ideas for groups in private practice, schools, agencies, and treatment programs*. NY: The Free Press.
- Morganett, R.S. (1990). *Skills for living: Group Counselling activities for young adolescents*. Champaign, IL: Research Press.

- Needham, H., Price, R., Springle, P., & Kloba, J. (1991). *Rapha's handbook for group leaders*. Houston, TX: Rapha Publishing.
- O'Rourke, K., & Worzbyt, J.C. (1996). *Support groups for children*. Washington, D.C.: Accelerated Development.
- Posthumas, B. (1999). *Small groups in Counselling and therapy: Process and leadership* (3rd ed.)
- Rosenbaum, M. (1996). *Handbook of short-term therapy groups*. NY: Jacob Aronson.
- Sexton, T., Whiston, S., Bleuer, J., & Walz, G. (1997). *Integrating outcome research into Counselling practice and training*. Alexandria, VA: American Counselling Association.
- Shapiro, J.L, Peltz, L.S, & Shapiro, B.S. (1998). *Brief group treatment: practical training for therapists and counsellors*. NY: Brooks/Cole Publications.
- Showalter, W.P. (1975). *Therapeutic elements of a Christian community*. Rochester, NY: Colgate Rochester Divinity School.
- Slocum, R.E. (1990). *Maximizing your ministry*. Colorado Springs, CO: NavPress.
- Spitz, HI. (1996). *Group psychotherapy and managed mental health care: A clinical guide for providers*. NY: Brunner.
- Tomasulo, D. (1998). *Action methods in group psychotherapy*. Philadelphia, PA: Accelerated Development Press.
- Trotzer, J. P. (1999). *The counsellor and the group. Integrating theory, training, and practice*. Philadelphia, PA: Accelerated Development.
- Williams, D. (1991). *Seven myths about small groups*. Downers Grove, IL: InterVarsity Press.
- Wuthnow, R.S. (1994). *Sharing the journey: Support groups and America's new quest for community*. NY, NY: Free Press.
- Yalom, I.D. (1994). *Theory and Practice of Group Psychotherapy* (4th ed.) NY: Basic Books.

Journals and Reviews Titles

- Journal for Specialists in Group Work.

PSYSP 638: Human Sexuality – A Psycho-Spiritual Approach

2 CREDIT HOURS

Purpose

To explore the Christian call to transcendence of dualistic thinking and modeling into harmonious wholeness in living, the course is geared towards deepening our understanding of how human sexuality is expressed and determined by neuro-biological elements and cultural systems among other aspects.

Expected Learning Outcomes:

At the end of this course, students should be able to:

- Be conversant with terminologies related to the world of Sexuality: factual information about male and female reproduction and demonstrate knowledge and understanding of our overall human sexuality: from childhood to adulthood.
- Describe childhood and adolescent sexuality: analyse specific issues of adolescence and identify good sexual health care habits and practices and discuss various sexual orientations and expressions of sexuality and identify and understand ethical standards of sexual behaviour.
- Identify specific contents for Sex Education for teens and explain the neurobiological system of our human sexuality and its neuropsychological impact.
- Discuss the role of emotional intelligence as a major factor for affective integration and discuss the Natural Family Planning (NFP) from the Catholic Ethics.

Course content

The course explores the human and moral person life as well as the integration of Christian spirituality and Sexuality. Students will understand the mystery underlying Human Sexuality, changes it poses to religious chastity and celibate commitment, develop positive attitude towards it and finally integrate it in the vocation of the vocation as consecrated celibate – sexual persons. Life experiences to explain issues around attraction, attachment, and lust. Scriptures to explain God's given gift of being sexual beings. Literature related to the Church's Ethics about Sexuality (explaining its position about human sexuality). Spirituality perspective to explain sexual / affective integration and current issues in sexuality. To present an elaborated understanding of Human Sexuality: Fundamental terms on Human sexuality, Psychological Concepts on Human Sexuality, Human sexuality in the thought of selected Psychologists, Psychology and Sexuality, influences of Society and Culture on sexuality, Sexuality and Spirituality, Sexual Morality and/or Ethics (Christian Theology and Ethics), Scripture on Human sexuality, Human Sexuality and Religious life, Celibate friendship, Evangelical invitation to love and celibate friendship, Power of sexual

love, contemporary Challenges facing the commitment to celibate life, Sexual disorders and sex therapy (Psychiatric Pathology), current Issues in Sexuality.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices and to open up debate or discussion from his /her presentation and previously assigned readings.

Afterwards, Lecturers should wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter) and, whenever he / she finds appropriate, he / she may give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and / or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Carroll, L.G. (2005). *Sexuality now: Embracing diversity*. USA. Thomson Wadsworth.

Chinyeaka, C.E. (2007). *Rooted in Christ. Insights into contemporary Religious and Priestly Formation*. Nigeria. The Ambassador publications.

- Crooks, R. L., & Baur, K. (2005). *Our sexuality*. USA. Thomson Wadsworth.
- Hirsch, D. (2015). *Redeeming Sex: Naked Conversation about Sexuality and Spirituality*. Forge Partnership Books, Inter Varsity Press, Downers' Grove, Ill, USA.
- Manalel, G. (2006). *Priest as a Man: Counselling for the Clergy*. Anaswara: Karunikan Books.
- Podimattam, M.F. (2006). *Consecrated Chastity Revisited*. Mayur Vihar: Media House.
- Rosenau, D., & Todd, M. (2012). *Soul Virgins: Redefining Single Sexuality, Sexual Wholeness Resources*, Atlanta, Ga, USA.
- Uche Okeke, C. (2005). *Love: With or Without Sex?*
- Wendy, M. (2012). *The Sexual Healing Journey, A Guide for Survivors of Sexual Abuse*, HarperCollins, New York.

Textbooks for the Course

- Chittister, J. (1998). *The fire under these ashes*. Québec. Bellarmin.
- Coleman, D.F.S. (1992). *Human Sexuality: An All-Embracing Gift*. New York: Alba House.
- Earnest, T.L. (1993). *Living Life Fully: Requisites for Personal Growth and Change*. Quezon city: Spiritus Works Publication.
- Ferder, F., & Heagle, J. (1992). *Your Sexual Self. Pathway to Authentic Intimacy*. Ave Maria Press, Notre Dame Indiana.
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- Genovesi, V.J. (1987). *In Pursuit of Love. Catholic Morality and Human Sexuality*. Dublin, Gill and Macmillan.
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- Helfaer, P.M. (1998). *Sex and self-respect: The quest for personal fulfillment*. Westport, CT: Praeger.
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- May, L.B. (1998). *Catholic Sexual Ethics*, vol. II, Indiana.
- McMinn, L.G. (2004). *Sexuality and Holy Longing: Embracing Intimacy in a Broken World*. Wiley.
- Norman, Ed. (2002). *Secularization*. New Century Theology. New York: Continuum.
- Obuna, E. (1986). *African Priests and Celibacy. In a culture where a man without children is a waste*. Rome. Leberit.
- Peschke, K.H. (2004). *Christian Ethics*, Vol. II, Theological Publications in Indiana, Bangalore.
- Podimattam, F.M. (2001). *Sexual Spirituality*. Media House.
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- Ridick, J. (1984). *Treasures in Earthen Vessels: The Vows*. New York, Alba House.
- Rolheiser, R. (1999). *The Holy longing: The Search for a Christian Spirituality*. New York. Doubleday.
- Schneiders, M.S. (1986). *New Wine Skins: Re-imagining Life Today*. New York: Paulist Press.
- Singer, H.K. (1979). *Making sense of sex*. New York. Simon and Schuster.
- Sipe, R.A.W. (1995). *Sex Priests and Power: Anatomy of a Crisis*. New York. Brunner / Mazel.
- Sipe, R.A.W. (1996). *Celibacy: a way of loving, living and serving*. Triumph Books, Liguori, Missouri.
- Wiederman, M.W. (2001). *Understanding sexuality research*. USA. Thomson Wadsworth.

Encyclical letters

“*Humanae Vitae*,” “*Familiaris Consortio*,” “*Evangelium Vitae*” and The “*Catechism of the Catholic Church*.”

Journals and Reviews Titles

- Human Development,
- Journal of Sex & Marital Therapy,
- Journal of Sex Research,
- Presence: An International *Journal of Spiritual Direction*,
- Spiritus: A Journal of Christian Spirituality,
- The journal of Pastoral and Counselling,
- Journal of Transpersonal Psychology,
- Counselling and Spirituality,

- Indian Journal of Spirituality,
- Spiritual Life,
- The Journal Of Psycho-spiritual Transformation,
- Journal for Spirituality and Transcendental Psychology,
- Grace and Truth.

PSYSP 639: Personality Theories in Psychology

2 CREDIT HOURS

Course Purpose

Traditionally, personality study has been devoted to generating theories about human nature and individuality, and about the causes and meaning of important psychological differences among individuals. In this effort, many personality psychologists have tried to find the most enduring and stable human attributes. Much attention has also been given to measuring complex human behaviour as objectively as possible and to discovering useful methods for studying individuals. In addition, personality psychologists study how people develop and change, as well as how they remain stable throughout their course of life.

This course studies the major personality theories and their applications. The field of personality is at the crossroads of most areas of psychology: it is the point of convergence between the study of human development and change, of abnormality and deviance, as well as of competence and fulfillment, of emotions and thought, of learning, and of social relations. Personality study deals with many aspects of the complex behaviour of individuals. The course also facilitates personal growth and the capacity to adjust to a rapidly changing and diverse society.

Expected Learning Outcomes

At the end of the course, the students should be able to:

- i) Expose students into the main ideas and concepts of each theorist and theory, explain the major and emerging personality theories, particularly the five basic / major theoretical approaches to personality (trait, biological, psychoanalytic, phenomenological, and learning) and describe the differences.
- ii) Explore the main components of the five-factor model of personality and to learn about particular components of personality including consciousness, perception, and adaptation.
- iii) Describe the main concerns of trait theorists, the influential figures who helped develop this perspective, and the sequential development leading up to the current understanding of traits.
- iv) Compare and contrast major classical theories of personality (i.e., humanism, psychoanalytic/psychodynamic, behaviourism, cognitive, and social-cognitive theories of personality).
- v) Engage students in a critical discourse with peers about the behaviour related difficulties and how to attempt to understand the role of theory in the study, understanding and explaining of human behaviour.

Course Content

To engage in a comprehensive review of major theories, research methods, and assessment instruments used in personality psychology: explore to the study of personality. Psychoanalytic theory. Other psychodynamic approaches. Trait theories. Life-span approaches. Cognitive theories. Behavioural theories. Social Learning theories.

Teaching Methodologies: Class Activities or Classroom Procedures

Use of lecture: Using Case Studies and Role Playing, Using of PPT, Textbooks, Documents, Current Websites, etc.

Lecturers are to

- Introduce topics or themes by identifying Key Terms or Concepts, Theories, and Practices.
- Open debate or discussion on his/her presentation and previous assigned readings.
- Wrap up each Chapter Content and provide Chapter Tests or Chapter Quiz (after each Chapter).
- Give Homework assignments (brief essays) and prepare the final Semester Examination.

Instructional Materials/Equipment

Handouts, chalkboard or whiteboard, LCD and laptops, overhead projector, slides, pictures, flip charts, videos, internet.

Course Assessment (Students)

Students Performance: Students are to

- Read Handouts (Chapter after Chapter) and suggested books and internet contents.
- Break into groups to discuss assignment and to research.
- Do personal / group presentations (term paper and/or tutorial presentations).
- Review Key Terms in every Chapter and do the Tests.
- Class participation and Self-Evaluation (Self-Test).
- Attend related Seminars organised by the School or in other Institutions.
- Continuous assessment tests.
- Write end of Semester Examination.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Ashcraft, D. (2012). *Personality Theories Workbook*. (5th. ed.). Belmont, CA: Wadsworth.

Bradberry, T (2009). *Self-Awareness*. Penguin.

Engler, B. (2009). *Personality Theories*. 8th ed. Belmont, CA: Wadsworth.

Feist, J.F., & Gregory J. (2009). *Theories of personality* (7th ed. ed.). Boston: McGraw Hill Higher Education.

Friedman, H.S., & Schustack, M.W. (2012). *Personality: Classic Theories and Modern Research*, Boston: Pearson Allyn & Bacon.

Kernberg, O.F., & Caligor, E. (2005). A Psychoanalytic Theory of Personality Disorders. In *Major Theories of Personality Disorder*, ed. M.F. Lenzenweger & J.F. Clarkin. 2nd ed. New York: Guilford Press.

McAdams, D.P. (2009). *The person: a new introduction to personality psychology* (5th ed.). Hoboken, N.J.: Wiley.

Myers, D.G. (2010). *Psychology* (9th ed.). New York: Worth Publishers.

Textbooks for the Course

- Bargh, J. A. (1989). *Conditional automaticity: Varieties of automatic influence in social perception and cognition*. In J. S. Uleman and J. A. Bargh (Eds.), *Unintended thought*. New York: Guilford.
- Cook-Greuter, S. (1985). "Ego Development: Nine Levels of Increasing Embrace."
- Deutsch, M., & Krauss, R. M. (1965). *Theories in social psychology*. New York: Basic Books.
- Drew, W. (1985). *Self and Society*. Cambridge.
- Erikson, E.H. (1963). *Childhood and society* (Revised edition. Original edition, 1950). New York: W. W. Norton & Co.
- Foelsch, P.A., & Kernberg, O.F. (1998). *Transference-Focused Psychotherapy for Borderline Personality Disorders*. Psychotherapy in Practice.
- Hy, L.X. & Loevinger, J. (1996). *Measuring Ego Development*. Mahwah, NJ: Erlbaum.
- Kahn, M. (2002). *Basic Freud: psychoanalytic thought for the twenty first century*. New York: Basic Books.
- Kelly, G.A. (1980). *Theory of Personality: the psychology of personal constructs*. New York: Norton.
- Kernberg, O.F. (1984). *Severe personality disorders*. New Haven, CT: Yale University Press.
- Kernberg, O.F. (1975). *Borderline conditions and pathological narcissism*. New Haven, CT: Yale University Press.
- Kohut, H., & Seitz, P.F.D. (1964). *Concepts and theories of psychoanalysis*. In D. Wepman (Ed.), *Theories of personality*. New York: McGraw-Hill.
- Loevinger, J. (1976). *Ego Development*. San Francisco: Jossey-Bass
- Loevinger, J. (1987). *Paradigms of Personality*. New York: Freeman
- Loevinger, J., & Wessler, R. (1970). *Measuring ego development*. San Francisco: Jossey-Bass
- Maslow, A.H. (1999). *Toward a psychology of being* (3. ed. ed.). New York: Wiley.
- Myers, I.B., & Myers, P.B. (1995). *Gifts Differing: Understanding Personality Type*. Mountain View, California: Davies-Black Publishing.
- Myers, I.B., & McCaulley, M.H. (1985). *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator* (2nd ed.). Palo Alto, California: Consulting Psychologists Press.
- Phares, E.J., & Chaplin, W.F. (1997). *Introduction to personality* (Fourth ed.). New York: Longman.
- Sharp, D. (1987). *Personality types: Jung's model of typology*. Toronto, Canada: Inner City Books.
- Watson, J.B. (1913). *Psychology as the behaviourist views it*. *Psychological Review*, 20, 158-177.

Journals and Reviews Titles

- Personality and Spirituality,
- Personality and Individual Differences,
- Journal of Personality and Social Psychology,
- Journal of Research in Personality,
- Journal of Experimental Social Psychology,
- Personality and Social Psychology Bulletin,
- Journal of Abnormal and Social Psychology,
- Journal of Language and Social Psychology,
- Advances in experimental social psychology,
- Journal of Conflict Resolution.

PSYSP 650: Practicum in Psycho-Spiritual Therapy

6 CREDIT HOURS

Purpose

The Practicum in Psycho-Spiritual Therapy emphasizes on responsible and competent practice. The course is aiming at enhancing students' Psycho-Spiritual Therapy skills through the integration of practical experience and research. The student will participate in a range of individual and group activities and roles by providing personal, learning, and career counselling services.

On one hand, Counselling Services or Individual psychotherapy, together with individualized Spiritual Direction, will be offered to individual Students. Group psychotherapy will also be provided. On the other hand, practicum Psycho-Spiritual Therapists are expected to see between three and five individual clients per week. Thus providing a personalized and quality healing process. Supervision is required.

Expected Learning Outcomes

At the end of the course students should be able to:

- i) Effectively organise a counselling office.
- ii) Take, maintain and update relevant counselling records.
- iii) Counsel clients with real life problems using learnt Psycho-Spiritual Therapy skills.
- iv) Demonstrate integrative psycho-spiritual skills and techniques in counselling and market Psycho-spiritual counselling services provided by the psycho-spiritual therapists.
- v) Write a reflective experience of self as a psycho-spiritual being.

Course Content / Description

The course covers the major practical aspects encountered in a lived experience and in counselling office. Each student will be expected to be attached to a counselling department within a school, college, university or a counselling centre for 3 months. All the major responsibilities of a Psycho-Spiritual Therapist within the context of a centre providing attachment will be covered.

Teaching Methodologies

On the basis of self-reflection and learnt skills and under the supervision of the Psycho-spiritual specialists within the given centre the student shall learn through demonstration, real practical sessions, question & answer and undertake various activities within the centre.

Instructional Materials/Equipment

Chalkboard, transparencies, overhead projectors, slides, charts and pictures.

Course Assessment

Student Performance

Active participation, Observation, Reflection on personal and professional skills required to becoming a Psycho-Spiritual Therapist.

Academic Staff Performance

Student evaluation, HOD evaluation, self-evaluation, peer evaluation, reports from class representatives.

Core Texts

Borders, L.D., & Brown, L. (2005). *New Handbook of Counselling Supervision*. Laurence Erlbaum Associates.

Boylan, J. (2008). *Practicum and Internship: Textbook and Resource Guide for Counselling and Psychotherapy*. Routledge.

Heppner, P.P. (2007). *Research Design in Counselling*. Brooks Cole.

Textbooks for the Course

Levitov .J.E. (2004). *Translating Theory into Practice: A Student Guide to Counselling Practicum and Internship*. Waveland Press, Inc.

Sklare, G.B. (2004). *Brief Counselling that Works: A Solution-Focused Approach for Counsellors and Administrators*. Corwin Press.

Journals and Reviews Titles

- Reflective Practice: Formation and Supervision in Ministry,
- Spirituality in Clinical Practice,

- British Journal of Clinical Psychology,
- British Journal of Health Psychology,
- European Psychologist,
- American Psychologist,
- International Journal of Psychology and Counselling,
- International Journal of Transpersonal Studies,
- Journal for Spirituality and Transcendental Psychology,
- Journal of Psycho-Spiritual Formation,
- Journal of Spiritual Formation and Soul Care.

PSYSP 651: Research and Thesis

6 CREDIT HOURS

Purpose

To expose the learner to academic writing for application and synthesis of research knowledge and skills

Expected Learning Outcomes

At the end of the course, the students should be able to:

- i) Conduct research to improve practice in psycho-spiritual profession.
- ii) Present a detailed Research Design and Thesis Outline.
- iii) Research and interpret data to aid decision making.
- iv) Utilise research findings on human issues.
- v) Present and defend the Thesis Proposal.
- vi) Adhere to the recommended format of the Thesis document.
- vii) Write a professional research report that can be published.
- viii) Commit to maintaining the highest standards of academic integrity, research ethics and honesty.

Course Content / Description

Topics include: 1) Literature review, 2) Important psycho-spiritual issues 3) Scientific study to Research questions, 3) Managing statistically data, 4) Ethical issues involved on psycho-spiritual research, and 5) Research writing.

Each student will have a Research Advisory Committee consisting of the Research supervisor and two or three other staff or invited members. This Committee will evaluate the research proposal and monitor student progress. A research proposal must be submitted, in writing, to the Research Advisory Committee no later than the end of the second semester of the Program. If the Proposal is

approved, the student will produce an empirical study of psycho-spiritual issues that will culminate in the production of a thesis.

The Research Proposal, however, is an important process in providing a clear statement of the problem, a review of literature, how the literature relates to the study, formal research questions and hypotheses, a full methods section, and the data analysis the student intends to conduct. By presenting it, the student will demonstrate the ability to apply knowledge and skills acquired in this PSI Programme. The final Research Thesis will be presented creatively (i.e. by PowerPoint) and defended. The written Thesis will be submitted to the Thesis Office within the Thesis Submission Deadline.

Teaching Methodologies

Class discussion, case study, observation, supervision, seminars, panel discussion.

Instructional Materials/Equipment

Guidelines for writing research reports, handouts, theses, the internet, flip charts.

Course Assessment

Student Performance: Assessment of thesis.

Academic Staff Performance: Evaluation forms completed by students.

Core Texts

Creswell, J.W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. Sage Publishers, Inc.

Heppner, P.P. (2003). *Writing and Publishing your Thesis, Dissertation, and Research: A guide for Students in the Helping Profession*. Brooks Cole.

Silyn-Roberts, H. (2000). *Writing for Science and Engineering: Papers, Presentations, and Reports*. Butterworth-Heinemann & Co. Elsevier Ltd.

Thomas, M.R. (2002). *Theses and Dissertations: A Guide to Planning, Research and Writing*. Praeger.

Tufte, E.R. (2001). *The Visual Display of Quantitative Information* (2nd ed.), Cheshire, CT: Graphics Press.

William, J.M. (2006). *Style: The Basics of Clarity and Grace*. (2nd ed.). New York: Longman.

William, J.M. (2005). *Style: Ten Lessons in Clarity and Grace* (6th ed.). New York: Pearson Longman.

Textbooks for the Course

Allen, G.R. (1973). *The Graduate Student Guide to Thesis and Dissertations*. San Francisco: Bass Publishers.

Ogula, P.A. (1998). *Handbook on Educational Research*. Nairobi: New Kemit Publishers.

Watson, G. (1987). *Writing a Thesis*. London: Longman.

10. Academic Staff

Bro. Dr. Albert Nzabonaliba (PhD)

Academic Qualifications

Bachelors degree: Bachelor's degree in Educational Psychology (National University of Rwanda - NUR, Rwanda): completed in 1993

Masters degree: Licenciate degree in Educational Psychology (Pontifical Salesianum University - UPS, Roma - Italy), 1999

Doctoral degree: Doctorate degree in Educational Psychology (Pontifical Salesianum University - UPS, Roma - Italy), 2010

Rev. Fr. Simon Peter Kyambadde

Academic Qualifications

Bachelors degree: Bachelor of Divinity, Makerere University, Kampala, 1991
Bachelor of Philosophy, Urban University, Rome, 1987

Masters degree: Masters of Sacred Liturgy, Pontifical Institute of St. Anselmo, Rome, 1996

Doctoral degree: PhD Sacred Liturgy, Pontifical Institute of St. Anselmo, Rome, 1998

Rev. Dr. Frederick Wanjala

Bachelors degree: BA, Philosophy Urban University, Rome, 1990

BA Sacred Theology, Urban University, Rome, 1994

Masters degree: MA Dogmatic Theology, CUEA, 1998

Doctoral degree: PhD Dogmatic Theology, Pontifical Gregorian University, Rome, 2007

Dr. Peter Jairo O. Aloka (PhD)

Academic Qualifications

Bachelors degree: Studied Bachelor of Education Science, Kenyatta University 2001

Masters degree: Studied Masters in Educational Psychology Kenyatta University, 2008

Doctoral degree: Studied PhD in Educational Psychology, University of the Western Cape (Republic of South Africa), 2012

Dr. Theol. Ingrid Vorner

Doctoral degree: Doctorate in Theology Studies at the Jesuits' Higher Institute of Philosophy and Theology (Jesuit University) at Frankfurt – Sankt Georgen:

Rev. Fr. (Prof). Patrick Isichei, D.Phil

Academic Qualifications

Masters degree: Master's Degree in Theology University of Steubenville, Ohio, USA. (1986)

Doctoral degree: Doctor of Philosophy in Anthropology, Oxford University, UK, (1971)

Master's degree: Master's Degree in Anthropology, Oxford University, UK, (1969)

Name of Lecturer	Rank	Area of specialization	Workload per academic year	Full-time/part-time
Bro. Dr. Albert	Lecturer	Psychology	8	Full-time (Academic Leader)
Rev. Sr Dr Ingrid Vorner	“	Spirituality	8	Full Time
Dr. Peter Jairo Aloka	“	Psychology	8	Part Time
Rev. Fr. Dr Simon Peter Kyambadde	“	Psychology	8	Part Time
Rev. Fr. Prof. Patrick Isichei	“	Anthropology	8	Part Time
Rev. Fr Dr. Fredrick Wanjala	“	Theology	8	Part Time

PSI EXTENUATING CIRCUMSTANCES FORM

1. Personal details

Full Name	
Contact Address, email and telephone number	
Trainee number	(e.g. M.G. 001/14; M.O.002/14 etc)
Programme	Diploma in Psycho-Spiritual Therapy
School	Psycho-Spiritual Institute
Year of Study	2014

2. Formal Assessments which may have been affected

Please give the date, the title and code of the course concerned and the type of assessment (e.g. Examination, Coursework)

Coursework deadline/date of examination	Date assessment submitted. Insert 'NS' if coursework not submitted or if absent from examination	Course Title	Course Code	Type of assessment

3. Summary of details of the extenuating circumstances

Please tick the box(es) that most accurately summarise your circumstances

Accident	<input type="checkbox"/>	Harassment	<input type="checkbox"/>	Work (part-time and placement trainees)
Assault	<input type="checkbox"/>	Jury Service	<input type="checkbox"/>	Confidential
Bereavement	<input type="checkbox"/>	Medical	<input type="checkbox"/>	Other (specify)
Duration of illness/circumstances				
From:..... To:.....				

4. **Documentary evidence:** *Please tick the box(es) to show what form of evidence you have submitted with this form. Claims submitted without evidence will NOT be considered by Extenuation Panels*

Doctor's certificate/ note		Hospital Letter	Police Report	Death Certificate	
Employer Letter		Counsellor's Letter	Other (<i>please specify</i>)		

5. **PSI Staff informed** (*with whom you have discussed your circumstances*)

Name	Department

6. Details of the extenuating circumstances

Please describe briefly the circumstances which may have affected your performance in assessment. If you are consulting a doctor or a counsellor, or other professional adviser, a letter from that person can replace this statement if you prefer.

7. **Other information** *Please give any other information that you think may be relevant*

8. **Statement from Personal Tutor (if applicable)**

9. PSI DATA PROTECTION POLICY

The Data Protection Policy 2014 requires the PSI to observe the designed policy to safeguard both trainees' rights and the data relating to them. The Policy requires that we inform you of what personal data is acquired and the purposes for which it is acquired. By signing this form you will be giving the PSI permission to collect, hold and process additional personal data relating to you for evaluation of your extenuating circumstances.

Signing this declaration does not compromise any rights you enjoy under the Data Protection Policy 2014 or any other regulation relating to personal privacy and data storage. Should the PSI need to collect and process additional sensitive data your explicit consent will be sought. Further information can be obtained from the PSI's Data Protection Policy statement and the Data Protection Code of Practice.

10. DECLARATION TO BE SIGNED BY TRAINEE

I have read and understood the statement and agree to the PSI collecting, holding and processing my personal data for the purposes described. I declare that the information given in this extenuating circumstances form and the accompanying papers is that I would be willing, if required, to answer further questions related to it.

Signed:..... Date:

Disclaimer

We have taken great care in compiling the information contained in the handbook, which is accurate at the time of going to press. However, the provision of courses, facilities and other arrangements described in the handbook are regularly reviewed and may be subject to change without any notice. Any changes will be incorporated in subsequent editions. This handbook does not form part of any contract between any person and the Institute.

APPENDIX 2

PSYCHO- SPIRITUAL INSTITUTE (PSI)

Client Attendance Sheet

Name.....

Month.....

Client Reference (A- Z)	Attended	Cancelled	Did not attend (DNA)	Did not attend first session (DNF)
Total				

Number of Female Clients

Number of Male Clients

APPENDIX 3

SELECTION

Applications will be required from Priests and Religious with experience in ministry, who exhibit mature and balanced personality (Refer website).

APPLICATION

Application form is available on the website – psi-online.org or directly from the Institute

Interview is done through telephoning for prospective distant trainees; however there will be face to face interview for those within the location of the Centers and Head Office.