

**College of Education and Human Development
Department of Counseling, Health & Kinesiology
EDCG 5326.801 Spirituality and Counseling Practice
Fall 2026**

Instructor Name: Christine D. Gonzales-Wong, PhD, LPC

Class Time | Location: Wednesdays 5:30-6:45 PM | Classroom Hall 321

Email: cwong@tamusa.edu

Office Hours: Monday 4:30-5:30 PM, Tuesday 10-2 PM, Wednesday 4:30-5:30 PM

Office Location: Classroom Hall Room 214P

Course Description: Course is a study of problems in designated areas approved by the university. May be repeated when the topic changes.

Course Overview: This course examines the integration of spiritual, religious, and existential dimensions into professional counseling practice. Grounded in developmental theory, professional ethics, and best practices, students will explore how clients' belief systems, worldviews, and spiritual traditions impact their mental health, coping strategies, identity formation, and wellness.

Required Textbook: Cashwell, C. S., & Scott Young, J. S. (2025) *Integrating spirituality and religion into counseling: A guide to competent counseling* (3rd ed.). Wiley.

Required Readings Located on Blackboard:

American Counseling Association. (2014). *2014 ACA code of ethics*.

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

Captari, L.E., Sandage, S.J., & Vandiver, R.A. (2022). Spiritually integrated psychotherapies in real-world clinical practice: Synthesizing the literature to identify best practices and future research directions. *Psychotherapy*, 59(3), 307-320.

<https://doi.org/10.1037/pst0000407>

Cashwell, C.S., Young, J.S., Tangen, J.L., Pope, A.L., Wagener, A., Sylvestro, H., & Henson, R.A. (2016). Who is this God of whom you speak? Counseling students' concept of God. *Counseling and Values*, 61, 159-175. <https://doi.org/10.1002/cvj.12035>

Gale, M., Hendricks, J.J., Dollahite, D.C., & Marks, L.D. (2023). Perspectives on lifespan religious and spiritual development from scholars across the lifespan. *Religions*, 14, 1-21. <https://doi.org/10.3390/rel14030362>

Grunhaus, C.M.L., Tuazon, V.E., Gonzalez, E. and Wagner, N.J. (2018), A Counselor Education Case Study: The Counselor Values-Based Conflict Model in Action. *Counseling and Values*, 63: 164-179. <https://doi-org.tamusa.idm.oclc.org/10.1002/cvj.12086>

Jangha, A., Cashwell, C., Wills, L., Gonzales-Wong, C. D., Coleman, J., Laota, Z., & Smith, D. (2025, April 17). *Spiritual and religious best practices*. Association for Spiritual, Ethical, and Religious Values in Counseling. <https://aservic.org/aservic-best-practices/>

Stewart-Sicking, J.A., Deal, P.A., & Fox, J. (2017). The ways paradigm: A transtheoretical model for integrating spirituality into counseling. *Journal of Counseling & Development*, 95, 234- 241. <https://doi.org/10.1002/jcad.12135>

Student Learning Outcomes:

Students who successfully complete this course will be able to:

- 1) Evaluate person spiritual, religious, and non-religious values and identity intersections to maintain self-awareness, mitigate countertransference, and adhere to ethical standards.
- 2) Synthesize models of spiritual and human development within multi-layered client assessment to conceptualize how religion, spirituality, or non-belief impact holistic identity and worldview
- 3) Integrate evidence-based, client-centered spiritual and religious concepts into clinical practice by conducting assessments, diagnostic formulations, goal setting, and tailored therapeutic interventions

Use of Generative AI This course assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Class Attendance: A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs. Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Please email before class if you will be out. Two tardies (entering 10 minutes or later after class begins or leaving 10 minutes or earlier before class ends) will count as one absence.

Incompletes: The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a "C" or better 2. The circumstance for which the "I" is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an "I", should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such

as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All "I"s will automatically revert to an "F" after one year.

Dropping a Course: Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Grading Policy

90-100 total points = A

80-89 total points = B

70-79 total points = C

60-69 total points = D

Course Requirements

Requirement/Assignment	CACREP Standard	Due Date	Points
Modules		Ongoing	10 (2 points each)
Spiritual/Religious Genogram	3.B.2	09/30	20
Recording Reflection	3.B.10, 3.E.7, 3.E.9	11/11	30
Intervention Resource Handout	3.E.13	12/02	10
Intervention Reflection	3.A.11	12/09	30

Schedule of Course Activities

CACREP Standard	Date	Topic	Readings/Assignments Due
	08/26	Introduction	
3.A.11, 3.B.2, 3	09/02	Counselor self-awareness and worldview exploration	Module 1 Cashwell & Young Chapter 4 Article 1 Article 2
3.A.10, 3.A.11,	09/09	Managing countertransference and moral incongruence Ethical and legal standards	Module 2 Article 3 <i>2014 ACA Code of Ethics</i>
3.B.5.	09/16	Literacy in faith traditions, agnosticism, and atheism	Module 3
3.B.2, 3.B.3, 3.B.6.	09/23	Intersectionality and spiritual and religious beliefs	Module 4 Cashwell & Young Chapter 3
3.C.1, 3.C.2, 3.C.11	09/30	Spiritual and religious developmental models	Spiritual Genogram Cashwell & Young Chapter 5 Article 4
3.B.10, 3.E.7, 3.E.9	10/07	Cultural humility and communication	Module 5 Cashwell & Young Chapter 6

3.E.3	10/14	Case conceptualization	Module 6
3.G.7	10/21	Assessment and Intake	Module 7 Cashwell & Young Chapter 7
3.B.10, 3.E.7, 3.E.9	10/28	Cultural humility and communication mock sessions recording	Module 8
3.G.11, 3.E.11, 3.E.12, 3.E.13, 3.E.15	11/04	Differential diagnosis, treatment planning, and interventions	Module 9 Cashwell & Young Chapter 8 Article 5
3.B.10, 3.E.7, 3.E.9	11/11	Complete Recording Reflection	Recording Reflection
3.E.20	11/18	Navigating spiritual abuse and trauma	Module 10
	11/25	Complete your intervention	
3.E.13	12/02	Intervention Sharing	Intervention Presentation
3.E.13	12/09		Intervention Reflection

Course Assignments

Modules

Modules include a reflective writing prompt that requires a response of at least 200-meaningfully reflective responses. Modules are due at 5:30 PM prior to our class meeting on the date that they are due. Modules count for your hybrid attendance, so late submissions are not accepted.

Spiritual Genogram

Construct a visual genogram spanning at least 3 generations. Include the following:

- Demographics: age, gender, race/ethnicity, and other intersecting identities
- Spiritual/religious affiliations: Include specific information, such as denomination, non-religious identifications, and any changes in spiritual/religious affiliations
- Relational quality: use indicators to denote relationships (Close, fused, distant, etc)

Include an **UNSCRIPTED** 5-minute audio memo reflecting on your spiritual genogram.

The focus should be on being reflective and analytical, rather than just descriptive.

Answer the following questions:

- What spiritual, religious, or non-religious values did you inherit?
- What spiritual, religious, or non-religious values did you choose to reject?
- Based on your genogram, what client beliefs, non-beliefs, practices, might activate moral incongruence, strong emotional reactions, or countertransference in session?

- How will you draw upon your background to cultivate cultural humility and curiosity rather than imposing your values or over- or under-identifying with a client?

Recording Reflection

You will record a mock session with your classmate. After reviewing the session, answer the following reflection questions:

- What interaction reactions did you experience while the client discussed their spiritual issue?
- Identify any specific moments where you noticed an urge to agree, correct, minimize, or steer away from the client's statements.
- How did you use your internal state as a tool during the interaction?
- In what ways did you demonstrate openness and curiosity without under- or over-identifying with the client?
- Did any aspect of the client's issue activate a boundary tension, moral incongruence, or limit in your spiritual competence?
- If this were an ongoing client, what specific issue would you bring to supervision?
- If you could re-enter the session right now for another 5 minutes, what response or technique would you change or expand?

Intervention Sharing and Reflection

Select a spiritual practice that is something you have not previously experienced. Try the practice PRIOR to your presentation. Create a 1–2-page handout that describes the intervention and a bulleted guide to the practice. Include the citation for the intervention.

After you have practiced the intervention, write a 2-page reflection, answering the following questions:

- What was your immediate internal reaction (cognitive and emotional) when engaging in this practice?
- What bodily sensations did you notice and how did you navigate them?
- What aspects of the practice were natural and what felt challenging? What do you attribute that to?
- How did your own personal spiritual, religious, or non-religious background shape your experience of this practice?
- Did you experience any internal resistance, moral incongruence, or implicit judgment during the practice? How might this show up if a client were sharing this practice with you?
- What was it like to occupy the role of a learner in a practice outside of your norm? How does this practice inform your empathy for clients trying new interventions?

- For which client concerns, diagnoses, and backgrounds might this be beneficial? For whom might it be contraindicated or re-traumatizing?
- How would you introduce or adapt this practice in a counseling session while maintaining client autonomy, consent, and cultural humility?
- What potential limits in your role as a student counselor did you discover, and what further training or supervision would you need before using this practice with a client?

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](http://www.dss.tamusa.edu) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

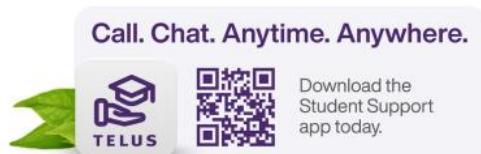
	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm

TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: Emergency Operations Plan and the Emergency Action Plan. Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance.

Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance

provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.

2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct or visit the resources available in the OSRR website

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed

September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete academic calendar is available online