

REGIS COLLEGE

Psychology and Religion

RGP3550HF – 16
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Thursday, 7:00 to 9:00
Regis College 312
416-922-5474 ext 222

The course aims at

- a basic understanding of the relationship between psychology and religion;
- an exploration of the psychological methodology used for research and application of psychological theories in the study of this relationship;
- the application of this research and methodology to spirituality, development, behaviour, individual differences and abnormality;
- an application of these findings within the context of pastoral ministry.

Text: F. Watts, R. Nye, & S. Savage, (2002) *Psychology for Christian Ministry*. [On line through UofT Library]

Reference: James M. Nelson (2009) *Psychology, religion and spirituality*. [On line through UofT Library]

September 15 Spirituality (see Watts et al. chap. 1 & Nelson, 1)

22 The psychology of church services (Neuropsychology)* (Watts et al. chap 2 & Nelson, 6)

29 Diversity among Christians (Psychological assessment)* (Watts et al. chap. 3 & Nelson, 19)

October 6 Unhealthy religion (Psychological theories of religion)* (Watts et al. chap. 4 & Nelson, 15)

13 Childhood and adolescent development (Developmental psychology)* (Watts et al. chap. 5 & Nelson, 17)

20 Adult religious development* (Watts et al. chap. 6 & Nelson, 8)

Ageing, illness, and dying (Watts et al. chap. 8 & Nelson, 9)

November 3 Emotional problems (Abnormal psychology)* (Watts et al. chap. 9 & Nelson, chap. 11)

10 Counselling and pastoral care (Clinical & counselling psychology)* (Watts et al. chap. 10 & Nelson, 14)

17 Social processes in church life (Social psychology)* (Watts et al. chap. 11 & 12)

24 Clergy* (Watts, Nye & Savage, 13)

December 1 Concepts of human nature (Philosophy of psychology)* (Watts et al. chap. 14 & 15 & Nelson, 2)
Psychology and Theology

8 Class presentations of research essay.

Assignments: email to joseph.schner@utoronto.ca

- Response to assigned question (two pages, double-spaced) due each * class (5 x 10) 50%
 - Research Essay (10 pages, double-spaced) on a topic in psychology and religion 50%
- Due December 12, 2016

All course work shall be completed by the end of the academic term in which the course is taken, though in some cases extensions may be granted, but no later than the end of the academic year (i.e. August 31). For students who do not meet the deadline the submitted grade shall be the actual grade earned in the course, calculated with zero assigned to any coursework that is still incomplete.

Learning outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will have acquired the following levels of knowledge:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the TS outcomes statement for the individual BD programs:
gained increased familiarity with psychological theories and their relationship to theology and religion	by studying & discussing significant aspects of psychological theories and the ways in which they can be useful in theology and religion	1. Religious Heritage Application of psychological theory
increased awareness of the links between psychological theory, faith and spiritual life	by reviewing various aspects of psychology in relationship to faith and spirituality	3. Personal Spiritual Formation Articulate a personal understanding of the relationship between psychology, faith and spirituality
increased their skill in the application of critical tools and methods	by in-course papers and final essay; by discovering and applying resources needed for a more effective ministry	2. Cultural context Reflect critically on their faith and spirituality
increased skills to respond constructively to pastoral situations in ministry	By applying course material to ministry	4. Capacity for Public Leadership Evaluate specific psychological and spiritual needs of persons encountered through ministry

CRPO Entry-to-Practice Competencies

- 1.1. Integrate a theory of human psychological functioning.
 - a. integrate knowledge of human development across the lifespan.
 - b. integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.
 - b. integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender , and biological development.
- 2.1 Use effective professional communication.
 - a. use clear and concise written communication.
 - b. use clear and concise oral communication.
 - d. communicate in a manner appropriate to the recipient.
 - e. use effective listening skills.
 - f. differentiate fact from opinion.
- 5.1 Remain current with professional literature.
 - b. access information from a variety of current sources.
 - c. analyze information critically.
 - e. apply knowledge gathered to enhance practice.
- 5.2 Use research findings to inform clinical practice.
 - a. integrate knowledge of research methods and practices.
 - c. analyze research findings critically.
 - d. apply knowledge gathered to enhance practice.
- 2.1 Use effective professional communication.
 - a. use clear and concise written communication.
 - b. use clear and concise oral communication.
 - d. communicate in a manner appropriate to the recipient.
 - e. use effective listening skills.
 - f. differentiate fact from opinion.

practice.

 - b. create and sustain working relationship with colleagues of diverse socio-cultural identities.
- 5.1 Remain current with professional literature.
 - b. access information from a variety of current sources.
 - c. analyze information critically.
 - e. apply knowledge gathered to enhance practice.