

Jan Holden, Ed.D., LPC-S, LMFT, NCC, ACMHP, Professor  
Welch Street Complex 2: 940-565-2919  
Office hours: T 1:30-4:30 p.m.

Email: [jan.holden@unt.edu](mailto:jan.holden@unt.edu)  
Cell:

Department of Counseling and Higher Education  
Counseling Program

### **COUN 5630 Transpersonal Perspective in Counseling**

- I. Catalog description:** Theory, major figures and research in the field of transpersonal psychology as it pertains to counseling. The transpersonal perspective is based on the assumption that humans have the potential to develop beyond the “mere” healthy ego into stages often conceptualized as spiritual. Intuitive, paranormal, and mystical experiences along with the expansion of identity beyond the self are examined. Prerequisite(s): COUN 5680 and COUN 5710. 3 hours
- II. Goal of the course:** Each student will become knowledgeable about the leading figures, theories, and techniques in the field of transpersonal counseling.
- III. Knowledge and skills outcomes:** The student can

Outcome	CACREP	Evaluation
1. Describe the contributions of each of the following individuals to the field of transpersonal counseling: Roberto Assagioli, Seymour Boorstein, James Fowler, Francis Lu, David Lukoff, Bruce Greyson, Stanislav Grof, William James, Carl Jung, Jack Kornfield, Gopi Krishna, Abraham Maslow, Raymond Moody, Kenneth Ring, Rupert Sheldrake, Hal Stone, Michael Talbot, Charles Tart, Shinzen Young, Frances Vaughan, Roger Walsh, Michael Washburn, Brian Weiss, John Welwood, Ken Wilber, Roger Woolger.	G.1.a, f, g, h	Facts, Feelings, and Functions Study Guides; final exam
2. Demonstrate both lower order thinking (describe) and higher order thinking (compare and contrast, critique, apply) in discussion of readings for each class period and audiovisuals viewed during class.	G.3.a, b, e, f, h; G.4.d	Facts, Feelings, and Functions Study Guides; final exam

3. Discuss multicultural and ethical and legal issues pertaining to the transpersonal perspective in counseling.	G.1.j; G.2; G.5.a, b, d, f; G.6.d; G.7.b, f, d; G.8.a, b, e, f	Facts, Feelings, and Functions Study Guides; final exam
4. Apply the transpersonal perspective to one's own life through either a Spiritual Lifeline or Exceptional Human Experience paper and presentation.	G.1.d	Paper; presentation
5. (Optional). Expand one's experience of transpersonal technique by participating in some transpersonal practice, possibly completing questionnaires about the experience, and definitely keeping a journal about the experience.	G.1.d	Journal

**IV. Methods of instruction:** Instruction will be through assigned reading, seminar discussion, lecture, audiovisual presentation, and feedback on papers and presentations.

**V. Required text(s) and/or reading(s):**

Beauregard, M. (2012). *Brain wars*. New York, NY: HarperCollins.

Fall, K. A., Holden, J., & Marquis, A. (2010). Integral counseling. In *Theoretical models of counseling and psychotherapy* (2<sup>nd</sup> ed.; pp. 433-491). New York, NY: Routledge.

Foster, R. D., & Holden, J. M. (2011). Human and spiritual development and transformation. In C. S. Cashwell & J. S. Young (Eds.), *Integrating spirituality and religion into counseling* (2<sup>nd</sup> ed.; pp. 97-118). Alexandria, VA: American Counseling Association.

Friedman, H. L., & Hartelius, G. (2013). *The Wiley-Blackwell handbook of transpersonal psychology*. West Sussex, UK: John Wiley & Sons.

Other readings and activities posted at Blackboard ([www.unt.edu](http://www.unt.edu)) by Week class number for which reading and/or activity is to be completed (1.1, 1.2, etc., to be completed by Week 1 class)

**Recommended texts and CD:**

Walsh, R. (1999). *Essential spirituality*. New York, NY: John Wiley & Sons.

Cardena, E., Lynn, S. J., & Krippner, S. (Eds.). (2013). *Varieties of anomalous experience: Examining the scientific evidence* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.

Halpern, S. (1992). *Higher ground* (audio CD). San Anselmo, CA: Inner Peace Music.

## **VI. Student performance evaluation criteria and procedures:**

Grading by contract:

**B** = Not more than one absence

Readings for each class completed and completed “Facts, Feelings, and Functions (3F) Study Guide” (see next two pages) submitted on Blackboard Learn prior to each class meeting

Spiritual Lifeline Autobiography or Exceptional Human Experiences Autobiography (See items 1.4-1.8 at our course’s Blackboard Learn site.)

In-class presentation of highlights of Autobiography (20 minutes during one of last three class sessions)

Take-home Final Exam of quality commensurate with grade sought

**A** = Requirements for B

Experiential journal, for example, of

- meditation; for Mindfulness Meditation group, contact UNT Counseling & Testing: 940-565-2741,
- dream journal with dreamwork sessions, and/or
- Samadhi technique with Dr. Stephen Vazquez at 817-268-7050

... and possibly questionnaires; practice and journaling each week that totals at least 8 hours for the semester (on average, 30 minutes each week). Please see Dr. Holden to discuss other options you have in mind.

**C** = Failing to meet all requirements for B

### **Academic Integrity and Academic Dishonesty**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

### **EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

## **SETE**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

## **Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

## **Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

## **Student Behavior in the Classroom**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: [www.unt.edu/csrr](http://www.unt.edu/csrr).