

COURSE SYLLABUS

Psychology of Religion

Study Year 2025-2026

1. Details of the Program

1.1 Institute	UNIVERSITATEA BABEȘ-BOLYAI CLUJ-NAPOCA
1.2 Faculty	REFORMED THEOLOGY AND MUSIC
1.3 Department	REFORMED THEOLOGY AND MUSIC
1.4 Fields of study	THEOLOGY
1.5 Ciclu de studii	MASTERS
1.6 Study program/ Qualification	PRACTICAL THEOLOGY/ INTERCULTURAL MEDIATION MASTERS DEGREE
1.7. Form of education:	FULL-TIME ATTENDANCE

2. Details of the academic discipline

2.1 Name of the discipline	Psychology of Religion - TME1111						
2.2 Lecturer responsible for the course	Dr Kovács Szabolcs						
2.3 Seminar leader	Dr. Kovács Szabolcs						
2.4 Study year	II	2.5 Semester	I.	2.6. Type of evaluation	E	2.7 Course status	DS

3. Timpul total estimat (ore pe semestru al activităților didactice)

3.1 Number of classes per week	3	Of which: 3.2 course	2	3.3 Seminary/lab.	1
3.4 Total nr of classes in Curriculum	182	Of which: 3.5 course	28	3.6 Seminary/lab.	14
Distribution of Time Allocation:					Hrs
Study based on textbook, course materials, bibliography, and notes					40
Additional research in the library, on specialized electronic platforms, and in the field					40
Preparation for seminars/labs, assignments, papers, portfolios, and essays					50
Tutoring					7
Examinations					3
Other activities:					
3.7 Total individual study hours	140				
3.8 Total hours per semester	182				
3.9 Number of credits	7				

4. Preconditions (if case)

4.1 Curriculum type	<ul style="list-style-type: none">• Bachelor's studies
4.2 Type of competences	<ul style="list-style-type: none">• x

5. Conditions (if case)

5.1 Course Delivery	<ul style="list-style-type: none">• Laptop, projector, speakers, internet connection, flipchart
5.2 Seminar/Lab Delivery	<ul style="list-style-type: none">• Internet connection, Google Meet/Zoom platform, projector, laptop, openness to group activities• Active participation in the seminar• Study of the distributed seminar materials• Preparation of the seminar paper• Presentation of the seminar paper

6. Specific competencies acquired

Professional Competencies	<ul style="list-style-type: none"> • Recognizes and understands the spiritual dedication of an individual or group • Applies techniques and methods for moral improvement and progress, such as: prayer, meditation, asceticism, philanthropy, etc. • Understands the connection between theology and psychology • Perceives and is able to manage psychological and pedagogical situations based on specific biblical texts • Demonstrates the ability to acquire and apply specialized terminology • Able to navigate through an extensive body of specialized literature • Capable of studying in depth the extended knowledge related to the psychology of religion • Able to formulate educational projects and develop the target group • With the knowledge acquired, students are able to enhance their pedagogical work with a theological foundation and a psychology of religion perspective.
Transversal skills	<ul style="list-style-type: none"> • The student has the ability to reflect and analyze moral progress, successfully changing or alternating spiritual progress techniques and methods depending on the results achieved. • Processing topics related to the psychology of religion in the context of life experiences, traumas, and individual narratives • Using methods of play and self-awareness for the continuous development of professional competencies • Consistent, efficient, and responsible work, applying strategies of accuracy, conscientiousness, and social responsibility in accordance with religious values, norms, and principles. • Group collaboration, development of the ability to accept differing opinions, formation and development of debating skills, and adaptability.

7. Course objectives (derived from the framework of acquired competencies)

7.1 General Objective of the Course	<ul style="list-style-type: none"> • Knowledge and use of basic terms in the field of the psychology of religion • Understanding and reflective analysis of the main principles, theories, and representatives of the psychology of religion • Applying the acquired knowledge in the context of religious education • The general objective of this subject is to present the main characteristics, laws, directions, and areas of the psychological processes of religiosity.
7.2 Specific Objectives	<ul style="list-style-type: none"> • Conscious and appropriate application of basic terms in the specialized field • Analysis of the concept of religiosity, the domain of religious phenomena, and its theological and psychological interpretations • Knowledge of the individual and community levels of religious experience • Understanding the phases, conditions, and consequences of religious development as confirmed by research in the psychology of religion • A perspective on the characteristics of religiosity associated with different stages of personality development, with particular attention to religiosity in childhood and adolescence • Insight into the harmful effects of experiencing religiosity, with a focus on the significant recognition of religious pathology

8. Contents

8.1 Courses	Learning method	Observations
1. Religiosity: Fundamental Concepts	Presentation with PPT	
2. Historical Roots of the Interpretation of Religiosity		
3. Psychological Roots of the Interpretation of Religiosity		
4. The Process of Conversion		
5. The Psychological Significance of Conversion		
6. The Psychological Interpretation of the Feeling of Guilt		
7. The Formation of the Image of God in Childhood		
8. Religiosity in Adolescence		
9. Stages of Faith in James Fowler's Theory		
10. The Process of Developing Religious Judgment in the Theory of Fritz Oser and Paul Gmünder		
11. Community Levels of Religiosity		
12. Religiosity in Destructive Religious Groups		
13. Forme patologice ale religiozității		
14. Positive Effects of Religiosity		
Literature: 1. Cupitt, D.: <i>Eltűnt istenek nyomában. A vallásosság jövője.</i> Kulturtrade Kiadó, 1997. 2. Della Seta, L.: <i>A bűntudat leküzdése. Háttér Kiadó, Bp. 2006.</i> 3. Endraß, E., Kratzer, S.: <i>Megbetegítő hit? Kiutak a válságból. Kálvin Kiadó, Bp. 2006.</i> 4. Faber, H.: <i>Religionspsychologie.</i> Gütersloher Verlagshaus, 1973. 5. Gyökössy Endre: <i>Életápolás. Szent Gellért Kiadó és Nyomda, é.n.</i> 6. Grom, B.: <i>Religions Pädagogische Psychologie.</i> Patmos, 2000. 7. Horváth-Szabó Katalin: <i>Bűntudat – bűnbánat. Vigilia, 2002/3.</i> 8. Jung, C. G.: <i>Gondolatok a vallásról és a kereszténységről. Kossuth Könyvkiadó, Bp. 1996</i> 9. Süle Ferenc: <i>Valláspatológia. Magánkiadás, Szokolya, 1997.</i> 10. Vergote, Antoine: <i>Valláslélektan. Interdiszciplináris szakkönyvtár 3. Semmelweis Egyetem TF, Párbeszéd (Dialógus) Alapítvány, Budapest, 2001.</i> 11. Wikström, O.: <i>A kifürkészhetetlen ember. Animula, 2000.</i> 12. Kovács Szabolcs: 10. A lelkiismeret szerepe a segítő-segített megbocsátási folyamatában. In: Kovács, Réka Rozália; Tatai, Csilla (szerk.) <i>Hálók a segítségben. Presa Universitara Clujeana / Kolozsvári Egyetemi Kiadó, (2014) pp. 157-162. , 5 p</i> 13. Kovács Szabolcs: A megtérés lélektani folyamatának pasztorálpszichológiai horizontja. In: <i>STUDIA UNIVERSITATIS BABES-BOLYAI THEOLOGIA REFORMATA TRANSYLVANICA 60 : 1 pp. 5-35. , 31 p. (2015/1)</i> 14. Kovács Szabolcs: A serdülők megtérési folyamatának intra- és interperszonális szempontjai és az értelemadás dilemmája. In: <i>STUDIA UNIVERSITATIS BABES-BOLYAI THEOLOGIA REFORMATA TRANSYLVANICA 59 : 1-2 pp. 119-159. , 41 p. (2014/1-2)</i> 15. Kovács Szabolcs: <i>A lelkiismeret pasztorálpszichológiai szempontjai.(Monográfia) Presa Universitara Clujeana / Kolozsvári Egyetemi Kiadó, 2014. ISBN: 9789735957780</i>		
8.2 Seminary / Lab.	Learning method	Mentions
1. Approaches to Religious Development	Presentation with PPT	
2. The Roots of Religious Development in Childhood		
3. Adolescence as a Turning Point in Religious Practice		
4. Stages of Developing Religious Judgment		
5. Formation and Development of Faith		
6. Formation and Development of the Image of God		
7. Disorders and Obstacles in the Process of Forming the Image of God		
8. Psychological Aspects of the Development of Prayer		
9. The Relationship Between Religiosity, Spirituality, and Subjective Well-being		

10. The Relationship Between Religiosity, Spirituality, and Emotional Intelligence 11. The Impact of Positive Emotions on Cognition, Behavior, and Intellectual Resources 12. Theological, Pedagogical, and Psychological Relationships of Forgiveness 13. The Relationship Between Moral and Religious Development 14. Biblical Roots of Positive Projection		
Literature <ul style="list-style-type: none"> • Csík Vera: Spiritualitás, kapcsolatok, egészségfejlesztés. In: <i>Embertárs.</i> 4, 3, 2006. • Emmons, R. A.: Is spirituality an Intelligence? Motivation, cognition, and the Psychology of Ultimate Concern. In: <i>The International Journal for the Psychology of Religion.</i> 10, 1, 2000. • Fredrickson, B. L.: What good are positive emotions? In: <i>Review of General Psychology</i>, 2, 1998. • Fredrickson, B. L. és Joiner, T. : Positive emotions trigger upward spirals toward emotional well-being. In: <i>Psychological Science.</i> 2. 2002. • Jung, C. G.: Gondolatok a vallásról és a kereszténységről. Budapest, Kossuth Kiadó, 1996. • Mayer, J. D.: Spiritual intelligence or spiritual consciousness. In: <i>The International Journal for the Psychology of Religion.</i> 10, 1, 2000. • Xeravits Ildikó: Ő nem az a véres Isten...Istenképek keletkezése és hatásai. In: <i>Embertárs.</i> 5, 4, 20 • Horváth-Szabó Katalin (szerk): Vallásosság és személyiség. Pázmány Péter Katolikus Egyetem, Piliscsaba 2007. • Horváth –Szabó Katalin(szerk): Valláspszichológiai tanulmányok. Akadémiai Kiadó, Budapest, 2003 • Antoine Vergote: Büntudat és vágy. A vallásos szemlélet torzulásai. Semmelweis Egyetem-Párbeszéd Alapítvány, Budapest 2006. • Matthias Hirsch: Schuld und Schuldgefühl. Zur Psychoanalyse von Trauma und Introjekt. Vandehoek-Ruprecht, Göttingen 1998. • Kovács Szabolcs: A serdülők megtérési folyamatának intra-és interperszonális szempontjai és az érdelemadás dilemmája. In: <i>Studia Theologia Reformata Transylvanica</i> 59/1-2, 2014. 		

9. Correlating the Course Content with the Expectations of the Epistemic Community, Professional Associations, and Relevant Employers in the Field Related to the Program

<p>The course content meets the current requirements of the academic and scientific community regarding the deep understanding of religious phenomena from a psychological perspective. The program aims to develop competencies in critical analysis, interpretation, and application of concepts from the psychology of religion in educational, pastoral, and social contexts. Additionally, the course aligns with the expectations of professional associations in the fields of psychology and theology, promoting interdisciplinary reflection on processes such as conversion, forgiveness, religious doubt, and reconciliation. Furthermore, it addresses the needs of employers who seek specialists capable of understanding and managing the spiritual dimension of human experience within educational, social, counseling, and pastoral care services.</p>
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10. Evaluation

Type of Activity	10.1 Criteries of evaluation	10.2 Method of evaluation	10.3 Weight in the final grade
10.4 Course	Knowledge of the Fundamental Concepts of the Psychology of Religion		50%
	Understanding the Possibilities for Processing Themes in the Field of the Psychology of Religion	Developing a Project	30%
10.5 Seminary/lab.	Introducing the Theme,	Group Presentation of	20%

	Technical Solutions, and Implementation	the Project	
	Formulating Key Points and Critical Observations		

11. Symbols SDG (Sustainable Development Goals)

	Sustainable Development Goal	
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Date

25.04.2025

Signature course responsible

Dr. Kovács Szabolcs

Signature seminary responsible

Dr. Kovács Szabolcs

Date of Approval in the Department

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Signature of the Department Director

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