

CNS 5501 SPIRITUAL THEMES IN COUNSELING
ASHLAND THEOLOGICAL SEMINARY
DETROIT COUNSELING PROGRAM

Summer Term 2021 – Wednesdays, 6:00-7:45PM via Zoom
May 10-August 26, 2021
2 credits

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I. COURSE DESCRIPTION

This course provides the counselor with an overview of components of the client's identity, focus, and direction from a spiritual perspective. Special attention is given to the self-concept, forgiveness, and suffering in clinical work. Attention will also be given to the impact of spirituality on the healing process.

II. STUDENT LEARNING OUTCOMES (SLO) (with DLOs):

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

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

1. Evaluate integrative models of Psychology & Christianity. (DLO Knowledge 1.)
2. Articulate a Christian worldview and understand the ways in which it informs both counseling theory and practice. (DLO Knowledge 9.)
3. Define norms, understand problems, and offer guidance using a theologically derived psychology. (DLO Professional Skills 2.)
4. Describe the hermeneutical nature of counseling and spiritual direction and articulate a personal philosophy of counseling and spiritual direction. (DLO Professional Skills 4.)

III. KNOWLEDGE BASE

Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure – This course meets the Michigan Administrative Code (SOHAR) requirement for Counseling Philosophy – R 338.1753 Rule 3 (1)(c)(v).

IV. COURSE REQUIREMENTS

A. Textbooks and Other Materials

Entwistle, D. (2015). Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations, and models of integration. 3rd Edition. Eugene, OR: Cascade Books. ISBN: 1498223486 (IA)

Todd-Holeman, V. (2010). Theology for Better Counseling: Trinitarian Reflections for Healing and Formation. Downers Grove, IL: InterVarsity Press. ISBN: 0830839720 (TBC)

B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning

1. Case Studies

Your active participation in this course demonstrates to others that you have wrestled with the ideas and viewpoints presented in the required readings, as well as the classroom lectures. In light of this, informal, in-class case studies will be assigned so that you may describe and interpret problems, as well as explore spiritual interventions using a theologically informed and holistic approach to counseling. These case studies will also enhance your critical and reflective thinking skills through: experiences in logical reasoning; analyzing, interpreting, and reporting information; applying theological ideas to problems in living; communicating about and through theology; and connecting theological ideas and concepts to the discipline of counseling. Additional information regarding CS will be provided in class. 40% of grade; SLO # 1-4

2. Counseling Position Paper & Presentation

Articulate your philosophy of counseling and spiritual direction in an 8-10 page paper. In particular, you will describe how your theological commitments shape (1) your controlling images of and purposes for counseling and spiritual direction; (2) your conceptual framework for defining norms, understanding problems, and crafting interventions; and (3) your use of specific methodologies for alleviating stress and/or promoting growth. Highlights of this paper will also be presented in class. Additional submission guidelines will be provided in class. 60% of grade; SLO # 1-4 Due: 14th week of class

V. Calculation of Grade and Connection with Learning Outcomes

<i>Assignments</i>	<i>Learning Outcomes</i>	Percent of Final Grade
Case Studies	1,2,3,4	40%
Counseling Position Paper & Presentation	1,2,3,4	60%

VI. TENTATIVE COURSE SCHEDULE (*subject to change at the instructor's discretion*)

Week #	Date(s)	Lecture/Topic	Readings/Assignments
1	May 12	Introduction; course expectations	
2	May 19	Discussion of worldview	Entwistle Todd-Holeman (Chapter 1)
3	May 26	Theological orientation; beginning the work of integration	Entwistle Todd-Holeman (Chapter 2)
4	June 2	Our view of self, from the world's perspective & from a Biblical perspective	Entwistle Todd-Holeman (Chapters 3) Case study
5	June 9	Our view/experience of God, from our church tradition, society	Entwistle Todd-Holeman (Chapter 4) Case study
6	June 16	Our view/experience of God, from the Bible	Entwistle Todd-Holeman (Chapter 5) Case study
7	June 23	Our view/experience of community	Entwistle Todd-Holeman (Chapter 6) Case study
8	June 30	Discussion of sin in a post- modern landscape	Todd-Holeman (Chapter 7) Case study
9	July 7	Discussion of Isolation; abandonment; rejection	Todd-Holeman (Chapters 8) Case study
10	July 14	The myriad work of pride	
11	July 21	Discussion of Acceptance; affirmation; desire	Case study
12	July 28	Suffering; Grieving	Case study
13	August 4	Forgiveness; Reconciliation	Case study

14	August 11	Our integrated view of God, ourselves, and community	Counseling Position paper due Counseling Position presentations
15	August 18		Counseling Position presentations

VII. RECOMMENDATION FOR LIFELONG LEARNING

If this class motivates you to pursue additional studies in the integration of psychology and Christianity, then you should consult the starred texts that are listed in the bibliography. In addition, if you are interested in honing your ability to critically and constructively engage scholarly articles, then you should consult several professional journals, including *The Journal of Psychology and Christianity*, *The Journal of Psychology and Theology*, *Pastoral Psychology*, *The Journal of Pastoral Care*, *The Journal of Pastoral Care and Counseling*, and *The Journal of Pastoral Counseling*.

VIII. SEMINARY GUIDELINES

A. ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the *Student Handbook*.

B. Ashland Multiliteracy Center

The Ashland Multiliteracy Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs

D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

IX. SELECTED BIBLIOGRAPHY

- Carter, J. D. & Narramore (1979). *The Integration of Psychology and Theology*. Grand Rapids, MI: Zondervan.
- Dueck, A. & Lee, C. (2005). *Why Psychology Needs Theology*. Grand Rapids, MI: Eerdmans.
- Evans, C (1996). *Wisdom and Humanness in Psychology. Prospects for a Christian Approach*. Grand Rapids, MI: Baker.
- Jeeves, M. (2006). *Human Nature: Reflections on the Integration of Psychology and Christianity*. West Conshohocken, PA: Templeton Press.
- Johnson, E. (2010). *Foundations for Soul Care: A Christian Psychology Proposal*. Downers Grove, IL: InterVarsity Press.
- Johnson, E. L. (2010). *Psychology & Christianity: Five views*. Downers Grove, IL: InterVarsity Press.
- McMinn, M. R. (1996). *Psychology, Theology, and Spirituality in Christian Counseling*. Carol Stream, IL: Tyndale House Publishing.
- McMinn, M & Phillips, T. (2001). *Care for the Soul: Exploring the Intersection of Psychology & Theology*. Downers Grove, IL: InterVarsity Press.

- Kirwin, W. (1984). *Biblical Concepts for Christian Counseling: A Case for Integrating Psychology and Theology*. Grand Rapids, MI: Zondervan.
- Powlinson, D. (2003). *Seeing With New Eyes: Counseling and the Human Condition through the Lens of Scripture*. Phillipsburg, NJ: P & R Publishing.
- Powlinson, D. (2005). *Speaking the Truth in Love*. Phillipsburg, NJ: P & R Publishing.
- Stephenson, D., Eck, B., & Hill, P. (2007). *Psychology and Christianity Integration: Seminal Works That Shaped the Movement*. CAPS.