

HUNTINGTON

— UNIVERSITY —

Clinical Mental Health Counseling Program

We provide Christ-centered, quality counselor training that promotes
both scholarship and service

CN609 Models & Application of Integration of Christianity & Counseling Syllabus

Fall 2019 [August 26 – October 13]

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I am available most frequently by email. I check my emails regularly and will respond within a reasonable time.

Course Description:

The study of models of the integration of counseling and Christianity and of the application of these models to the practice of Christian counseling. Included are the basic assumptions of Christianity and psychology, the nature of the Christian experience and the direct application of the major teachings of the Bible to helping relationships. (3 credit hours)

Course Prerequisites CN 601, 602, & 603

Brief Faculty Bio:

Dr. Tilija Drobnjakovic joined Huntington University in spring 2018 as an adjunct professor in the Graduate Counseling Program. She received a Bachelor Degree in Theology (2006) and Master of Arts in Pastoral Care and Counseling (2008) from Sydney College of Divinity, Sydney, Australia. In 2016 she earned a Doctoral degree in Counselor Education and Supervision (CACREP Accredited Program) from Argosy University Nashville.

She has international experience in providing counseling to individuals, couples, refugees and immigrant families. Also, her previous work experience includes serving as a graduate assistant at Argosy University Nashville, working as a CACREP team member, teaching graduate counseling courses, etc. Tilija also participates as a speaker and panel member at professional counseling conferences. Her areas of interests are couple counseling, multiculturalism, ethical issues in counseling, etc.

MACMHC Program Objectives:

Upon completion of the M.A. in Counseling, students will demonstrate an understanding of . . .

1. Professional Counseling Ethics - Accurately apply the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrate proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Human Development - Apply selected developmental concepts to diverse counseling scenarios.
4. Career Counseling - Apply career counseling models, skills, and assessment with diverse clients.
5. Counseling Models - Develop a sufficient counseling model for working a broad range of clients.
6. Counseling Skills - Demonstrate proficient counseling skills in working with a broad range of clients.
7. Group Work - Demonstrate proficient leadership skills in the facilitation of a group.
8. Assessment - Design and conduct several selected assessment processes for counseling scenarios.
9. Research - Design counseling-oriented research or program evaluation.
10. Integration - Develop an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
11. Spiritual Formation - Develop a secure attachment with God.

Student Learning Outcomes (SLO):

Upon completion of this course, students should be able to:

Course Objectives	CACREP Core Standards	CACREP CMHC Standards
1. Discuss the relevance of a disciplinary background to his/her approach to relating Christianity, psychology, and counseling.	2.F5.b; 2.F5.c	5.C.1. b
2. Dialogue the relevance of an Augustinian framework to his/her approach to relating Christianity, psychology, and counseling.	2.F.1.a	5.C.1.a; 5.C.1.b
3. Articulate the Gospel as the foundational metanarrative for his/her approach to relating Christianity and counseling.	2.F.2.g	5.C.2.a
4. Articulate a Christian worldview as foundational for his/her approach to relating Christianity, psychology, and counseling.	2.F1.a; 2.F2.d 2.F.2.g	5.C1.a; 5.C.1.b
5. Describe a Christian moral vision as his/her model of identity in his/her system of psychology and counseling.	2.F.1.i	5.C.1.b
6. Apply the ACA Code of Ethics as largely an expression of a broader Christian ethic (except where conflict occurs) for his /her system of psychology and counseling.	2.F.1.i	5.C.2.1
7. Articulate a relational paradigm for his/her system of psychology and counseling consistent with his/her philosophical foundations.	2.F1.a; 2.F.2.d	5.C1.a; 5.C.1.b
8. Create an inclusive counseling model consistent with his/her philosophical foundations and relational paradigm.	2.F.2.g; 2.F.5.n	5.C.1.b
9. Practice selected, Christian strategies, interventions, and techniques consistent with his/her inclusive counseling model.	2.F.2.b; 2.F.5.g; 2.F.5.j	5.C.3.b

The following CACREP standards are addressed in this course:

CACREP II.F.1.a, i; II.F.2.b, d, g; II.F.5.c, g, j, n; 5.C.1.a,b; 5.C.2.a; 5.C.3.b

1. History and philosophy of the counseling profession and its specialty areas. (CACREP II.F1.a)
2. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP II.F1.i)
3. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (CACREP II.F2.b)
4. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. (CACREP II.F2.d)
5. The impact of spiritual beliefs on clients' and counselors' worldviews. (CACREP II.F2.g)
6. Theories, models, and strategies for understanding and practicing consultation. (CACREP II.F5.c)
7. Essential interviewing, counseling, and case conceptualization skills. (CACREP II.F5.g)
8. Evidence-based counseling strategies and techniques for prevention and intervention. (CACREP II.F5.j)
9. Processes for aiding students in developing a personal model of counseling. (CACREP II.F5.n)
10. History and development of clinical mental health counseling. (CACREP 5.C1.a)
11. Theories and models related to clinical mental health counseling. (CACREP 5.C1.b)
12. Roles and settings of clinical mental health counselors. (CACREP 5.C2.a)
13. Techniques and interventions for prevention and treatment of a broad range of mental health illnesses. (CACREP 5.C3.b)

Required Course Texts and Readings

Students are responsible for acquiring the following books and materials for this course by the time the course begins:

- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing. ISBN # 978-0890425565
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Johnson, E. L., and Jones, S.L. (2010). *Psychology and Christianity: Five Views*. Downers Grove, IL: InterVarsity. ISBN: 978-0830828487
- McMinn, M. (2011). *Psychology, theology, and spirituality in Christian counseling*. Wheaton, IL., Tyndale House Publishers. ISBN: 978-0842352529

Required Articles

- American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.
Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American Association of Christian Counselors (2014). *AACC code of ethics*. Retrieved from <http://www.aacc.net/about-us/code-of-ethics/>
- ASERVIC. Association for spiritual, ethical, and religious values in counseling. (2009). *Spiritual competencies: Competencies for addressing spiritual and religious issues in counseling*.

- Retrieved from
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwi40P-8kPjXAhUs_IMKHdIRBQcQFggpMAE&url=https%3A%2F%2Fwww.counseling.org%2Fdocs%2Fdefault-source%2Fcompetencies%2Fcompetencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf%3Fsfvrsn%3D8&usq=A0vVaw2QS6g8qwtYTatlnUQHfnxX
- Bergin, A. (1980). Psychotherapy and religious values. *Journal of Consulting and Clinical Psychology*, 48, 95-105.
- Chappelle, W. (2000). A series of progressive legal and ethical decision-making steps for using Christian spiritual interventions in psychotherapy. *Journal of Psychology & Theology*, 28, 43-53.
- Christopher, J. C. (1996). Counseling's inescapable moral vision. *Journal of Counseling & Development*, 75, 17-25.
- Ellis, A. (1980). Psychotherapy and atheistic values. *Journal of Consulting and Clinical Psychology*, 48, 635-639.
- Garzon, F. (2005). Intervention that apply scripture in psychotherapy. *Journal of Psychology and Theology*, 33, 113 -121.
- Jones, S. L., Miguélez L., and Butman, R. E. (2011). A Christian View of Persons. In S. L. Jones and R. E. Butman (Eds.), *Modern psychotherapies: A comprehensive Christian appraisal*. (2nd ed.) (pp. 60-93). Downers Grove, IL: InterVarsity.
- Johnson, E.L. (2004). Towards a philosophy of science for Christian psychology. *Edification: Journal of the Society for Christian Psychology*, 7, 5-20.
- McMinn, M.R., Staley, R.C., Webb, K. C., and Seegobin, W. (2010). Just what is Christian counseling anyway? *Professional Psychology: Research and Practice*, 41, 391- 397.
 Retrieved from
https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1121&context=gscp_fac
- Mattox, J. M. (n.a.). *Augustine: Political and social philosophy*. Retrieved from
<https://www.iep.utm.edu/aug-poso/>
- Monroe, P. (2008). Guidelines for effective use of the Bible in counseling. *Edification Journal of the Society for Christian Psychology*, 2, 53-61.
- National Board of Certified Counselors (2013). *NBCC code of ethics*. Greensboro, NC: Author.
 Retrieved from www.nbcc.org/Assets/Ethics/NBCCCodeofEthics.pdf
- Page, S. (1989). The role of exorcism in clinical practice and pastoral care. *Journal of Psychology and Theology*, 17, 121-131.
- Tan, S.Y. (2003). Inner healing prayer. *Christian Counseling Today*, 11, 20-22.
- Tan, S. Y. (1996). Religion in clinical practice. In E. Shafranske (Ed.), *Religion and the clinical practice of psychology* (pp. 365-387). Washington, D.C.: APA.
- Tjeltveit, A. C. (2013). Psychotherapy and Christian Ethics. In R.K. Sanders (Ed.), *Christian Counseling Ethics: A handbook for psychologists, therapist, and pastors* (2nd ed.), (pp.33-58). Downers Grove, IL: Intervarsity.
- Worthington, E., Jennings, D., and DiBlasio, F. (2010). Interventions to promote forgiveness in couple and family contexts: Conceptualization, review, and analysis. *Journal of Psychology and Theology*, 38, 231 – 245.

Recommended (not required) Readings and Resources

McMinn, M., and Campbell, C. D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. Downers Grove, IL: InterVarsity Press.

Method of Instruction and Course Requirements

This class includes course material supplementing and expanding on textbook knowledge, class discussion, case presentations skill-building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Assignments include individual and/or group projects. Students are expected and encouraged to actively participate in this learning experience.

1. Discussion Questions (DQ):

Students are expected to engage in graduate-level class participation that includes regular online class attendance and involvement with peers through online discussions. Specifics of the week are given which may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum. Students will write an initial Discussion Question (DQ) due by 11:59 pm EST the Thursday of the assigned week and will submit at least one response to classmates by 11:59 pm EST on the Sunday of the assigned week. Initial posts should be between 300-400 words. Response posts should be between 200-250 words each. Attachments are not permitted. Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you "close" the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and APA format using the grading rubric below.

Discussion Question Grading Rubric

Criteria	0 Non- Performance	1 Basic	2 Proficient	3 Distinguished	
Quantity and Timeliness.	Does not submit at least one initial post or responses by the deadline.	Posts responses on time but does not submit at least one <u>initial</u> post by the deadline.	Submits at least one initial post but not the response posts by the deadline.	Submits at least one initial post and all responses by the deadline.	___/3 pts.
Relate to key ideas in a meaningful manner.	Response contains no reference to key ideas.	Key ideas are present, but there is no evidence the learner understood ideas.	Makes reference to key ideas, but in a superficial manner.	Relates to key ideas in a meaningful manner.	___/3 pts.

Demonstrates knowledge and understanding of content and applicability to professional practice	No evidence of integration of course content.	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.	___/3 pts.
Write in a clear, concise, and organized manner using APA style including references, and citations; demonstrated ethical scholarship in accurate representation and attribution of sources, displayed accurate spelling, grammar, mechanics, and punctuation.	Submits posts that are poorly written and may use some terms incorrectly. APA style.	Does not submit posts that are incomplete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors. APA style.	Submits posts that have one or more grammatically incorrect sentences and two spelling errors. APA style.	Submits posts that contain grammatically correct sentences without any spelling errors. Proper use of APA style.	___/3 pts.
Engage in scholarly discussion with peers when prompted with replies that are topic relevant, meaningful, and include correctly cited references.	Does not engage in meaningful discussion with peers when prompted.	Engages in discussion with peers when prompted, but replies are not relevant to the topic and non-meaningful.	Engages in discussion with peers when prompted and replies are topic relevant and meaningful.	Engages in scholarly discussion with peers when prompted with replies that are topic relevant, meaningful, and include references to the literature.	___/3 pts.
Total					___/15 pts.

2. Required Assignments (RA):

Required Assignments (RAs) are substantive assignments intended to measure student performance against selected course objectives and/or program outcomes within a course. Each of the three RA contributes to a significant portion of the overall course grade and is assessed by faculty using the grading criteria designed for that assignment. These are individual assignments and students earn individual grades.

Week 3: Required Assignment 1 (RA1): Differences between ACA Code of Ethics (2014) and AACC Code of Ethics (2014). Worth 160 pts.

Description: There are many differences between the ACA Code of Ethics (2014) and AACC Code of Ethics (2014). Compare and contrast two ethical codes.

Directions: In this paper, you will identify:

Part I

- How the two codes talk about counselors as they manage their own value systems with their clientele.
- How both codes address the matter of multiple or dual relationships.
- How the two codes address the issue of competence.

Part II

In this part, you will identify how these differences /codes of ethics influenced your model of identity in your system of psychology and counseling.

Your final product will be in a **Word document** and be approximately **4-5 pages** in length plus title page, reference page (APA style); utilizing **3-4 different scholarly sources**. Your paper should be written in a clear, concise and organized manner; demonstrated ethical scholarship in accurate representation and attribution of sources; a display accurate spelling, grammar, and punctuation.

Upload RA 1 in Moodle by Sunday 09/15/19 by 11:59 PM (EST).

RA 1 Grading Criteria:

CACREP Core: 2.F1.i

Assignment Components	Proficient	Max Points
How the two codes talk about counselors as they manage their own value systems with their clientele.	A well – organized and useful information about how the two codes talk about counselors as they manage their own value systems with their clientele is developed.	/35 pts.
How both codes address the matter of multiple or dual relationships.	A clear and logical summary is given regarding how both codes address the matter of multiple or dual relationships. Scholarly references are utilized.	/35 pts.
How the two codes address the issue of competence.	How the two codes address the issue of competence is logically discussed? Scholarly references are utilized in support.	/35 pts.
Identify how the differences between these codes of ethics influenced your model of identity in your system of psychology and counseling.	How the differences between these codes of ethics influenced your model of identity in your system of psychology and counseling is clearly discussed.	/35 pts.

	Scholarly references are utilized in support.	
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/20 pts.
Total		/160 pts.

Week 4:

Required Assignment 2 (RA2): The Role of Religion and Culture in Diagnosis [160 pts.]

Description: The DSM-5 supports the consideration of the effects of cultural variables on the diagnostic process. In this assignment, you will identify and describe potential cross-cultural issues affecting diagnosis and provide culturally and religious sensitive treatment recommendations and risk assessment. In addition, in your response, you will provide an accurate diagnostic profile, which includes your diagnostic rationale.

Case Scenario:

John is a 42-year-old, Hispanic male who has been referred to you by his psychiatrist for counseling. During the initial session, John reports he experiences overwhelming anxiety. He currently takes the following psychotropic medications: Tegretol, Wellbutrin, Vistaril, and Elavil. According to John, he was diagnosed with Type I diabetes two years ago for which he takes medication. John says gender identity is an important topic for him because he feels he is a female, although he is a biological male. He reports becoming aware of his feelings approximately 15 years ago but states he has not begun hormone replacement therapy due to his family’s negative response to him feeling he is female. There is no discussion of this topic in the family, or with others in the community leaving John feeling like an “outcast”.

John also reports feeling uncomfortable around others, particularly in one-to-one situations. He describes himself as feeling “pretty good” with small groups of people. When he feels anxious he feels his heart pounding, believes others are watching him because they can tell he is anxious, sweats, his mind races, he cannot organize his thoughts, and he perceives events as occurring “in a dream”. He is afraid he may have one of these “attacks”; therefore, he tries to avoid going places without a family member or a very close friend. He tends to spend much of his time at home because of his symptoms, the family’s limited financial resources and lack of transportation. He relies on public transportation or church members to go to appointments and complete necessary shopping. However, he often becomes very anxious when using public

transportation. The only way he has found to alleviate his anxiety in these types of situations is to listen to music he has downloaded on his cell phone.

In addition, John spends 6-10 hours a day on the computer. Most of this time is spent in science fiction role play with others. John became very verbal and enthusiastic when he discussed this aspect of his life. He explains he is a “captain” on one of the spaceships and enjoys creating various scenarios and challenges for him and other “crews” to resolve. He communicates with a number of people in the U.S. and other countries who have similar interests, and this is the way he met his fiancée.

John denies current suicidal intent, but reports experiencing intermittent suicidal ideation. He does not believe he could harm himself because of his parents and his religious beliefs, but states sometimes he wishes he would die, so he does not have to “live a lie”.

Relevant Psychosocial History:

John has always lived in the same town where he was born, where his father is a minister in the Evangelical church. Due to financial difficulties, John had to move in with his parents two years ago. John and his parents are very active in the small local church. John reports he is in charge of the technical aspects of the services, where he spends Sunday morning, Sunday evening, and Wednesday evening each week.

John reports he got married when he was 20 years old when he was in the military. His wife was unable to accompany him overseas, and he reports becoming “severely depressed” because of this and experiencing suicidal ideation. He received an honorable discharge from the military due to his depression. After two years of marriage, he and his wife divorced. John is currently engaged to a woman who lives in Germany. They met face-to-face one time when he visited her, but they talk every day by phone. She is aware of and reportedly accepting of his gender identity. She plans on visiting the United States next year when they will marry. After the marriage, John plans to move overseas and live with her. John is concerned his parents will not approve of his marriage; therefore, he has not shared his plans with his parents. John reports he does not have any children or plan on having children in the future.

After his discharge from the military, John was employed in a number of different jobs including long-distance truck driving. At the time of his intake, John reports he was unemployed for three years. His last job was in telephone customer service for a large electronics company where he had worked for nine years. He believes he was fired from this job because he sometimes wore women’s clothing to work. He also reports he became increasingly anxious at work, to the point where he would “freeze” when talking to customers even though he had the knowledge to assist them. He reports this anxiety was not new stating this “freezing” behavior first began at the age of 13, when he had to speak in front of the class, and then later he was in the military during performance-based evaluations.

He further denies a history or current use of alcohol or other substances. He would like to find a job where he can work out of his home on his computer. He believes he has the technical ability to do this and that he will be able to continue this type of work after he marries his fiancée and

move overseas. However, he is fearful he may be unable to complete any type of job where he has to interact with the public or be monitored for quality control.

Directions:

Provide a summary of the relevant diagnostic information that could be included in the Cultural Formulation Interview. Within your summary:

- Explain why you should, as a counselor consider cultural variables as a part of the intake process.
- Describe how culture and religion can influence diagnosis and treatment. Discuss the role of spirituality in clinical mental health counseling. From your Christian point of view, what are the best three spiritually oriented interventions you would apply in a professional counseling setting and why?
- Explain how you would address the issue of not understanding aspects of a client’s culture during the intake assessment.

Finally, create a comprehensive diagnostic profile with treatment recommendations. Be sure to also address any ethical considerations pertaining to risk assessment.

You can find a copy of the Cultural Formulation Interview (CFI) in Section III of your DSM-5.

Your final product should be in a **Word document, 4-5 page paper** in length plus title page, reference page (**APA style**); **utilizing a minimum of 3 scholarly sources**. Your paper should be written in a clear, concise, and organized manner. Demonstrated ethical scholarship in accurate representation and attribution of sources, and display accurate spelling, grammar, punctuation, and reference page.

Upload RA 2 in Moodle by Sunday 09/22/19 by 11:59 PM (EST).

RA 2 Grading Criteria:

CACREP Core: 2.F1.a; 2.F2.b; 2.F2.d; 2.F5.n

Assignment Components	Proficient	Max Points
Provide a summary of the relevant diagnostic information that could be included in the Cultural Formulation Interview (CFI).	Summary provided all relevant diagnostic information to include within the Cultural Formulation Interview (CFI).	/28 pts.
Explain why you should, as a counselor, consider cultural variables as a part of the intake process.	The effect of considering cultural variables in the intake process is explained. Benefits of considering cultural variables are described.	/28 pts.
Describe how culture and religion can influence diagnosis and treatment.	The effect of culture and religion to diagnosis and treatment clearly described. The description is supported by examples of how culture and religion have affected a client’s diagnosis and/or treatment.	/28 pts.
Explain how you would address the issue of not understanding aspects of a client’s culture during the intake assessment. From your Christian point	Explanation of how to further understand specific aspects of a client’s culture during the intake assessment is clear. Specific steps to take are described. From the Christian point of	/28 pts.

of view (if applicable) what are the best three spiritually oriented interventions you would apply in a professional counseling setting?	view (if applicable), the three spiritually oriented interventions that he/she would apply in a professional counseling setting were described.	
Create a comprehensive diagnostic profile with treatment recommendations.	Diagnostic profile is complete. Profile accounts for cultural considerations. Appropriate treatment recommendations are included.	/28 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/20 pts.
Total		/160pts.

Week 5:

Required Assignment 3 (RA3): Prayer in Counseling [160 pts.]

Description: This is a very significant time for followers of Jesus to consider deeply what it means to be a Christian in the field of Counseling and psychotherapy. In this assignment, you will discuss the following:

- The effects of prayer.
- Prayer in counseling.
- Types of prayer.
- The challenges of integration of prayer in the counseling session.

Directions: Using your textbook and other relevant scholarly resources, discuss the above-the-listed components of the assignment. Use APA style for proper citations and references. Your final product will be in a **Word document** and be **approximately 4-5 pages in length plus title page, reference page (APA style); utilizing 3-4 different scholarly sources.** Your paper should be written in a clear, concise and organized manner; demonstrated ethical scholarship in accurate representation and attribution of sources; a display accurate spelling, grammar, and punctuation.

RA3 Grading Criteria:

CACREP Core: 2.F2.g
CMHC Standards: 5.C2.a

Assignment Components	Proficient	Max pts.
The effects of prayer.	Thorough description; demonstrates proficient in the understanding of the effects of prayer.	/35 pts.

Prayer in counseling.	Thorough description; demonstrates proficient in the understanding of prayer in counseling.	/35 pts.
Types of prayer.	Thorough description; demonstrates proficient in the understanding of types of prayer.	/35 pts.
The challenges of integration of prayer in the counseling session.	Thorough description; demonstrates proficient in the understanding of the challenges of integration of prayer in the counseling session.	/35 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/20 pts.
Total		/160 pts.

Week 7:

3. LASA [Counseling Model Paper]: [300 pts.]

A LASA is a signature assessment intended to measure student performance against selected course objectives and/or program outcomes within a course. These signature assessments contribute to a significant portion of the overall course grade and are assessed by faculty using the rubric designed for that assessment. These are individual assignments, and students earn individual grades.

Description: The primary objective of this paper is to identify and give a rationale for your praxes, especially your counseling model.

Directions: In this paper, use the following elements to structure your argument:

1. Your understanding of **human nature and human development**. What is your understanding of the nature of persons and how they develop and mature? Distinguish between healthy and unhealthy individuals and discuss how maladaptive conditions develop (etiology).
2. Your understanding of **the goals of therapy, and how clients' change**. What are the goals of change in your philosophy of counseling? What do clients do to bring about the desired change?
3. Your understanding of **how the therapist and client work together to bring about the desired change**. What is the role of the therapist and the client to bring about your goals? What methods and techniques would you use to bring these changes about?

4. The relationship of your theory to both Psychology/Counseling and Christianity.
Write about your metasytem from the five views/approaches and defend your view/approach.

Your final product will be in a **Word** and be approximately **10-12 pages**. Utilize approximately **6-8 scholarly sources** in your research. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation. APA style must be used (title page, running head, abstract, correct citations, reference page). Use headings for each major section (use the bold text above) of your paper. For the peer-reviewed journals visit Huntington University online library. For the APA style see APA Format Template in Moodle Portal.

Due date: Upload LASA in Moodle by Sunday 10/13/19 by 11:59 PM (EST).

**LASA [Counseling Model Paper] Grading Rubric
(300 points total)**

Assignment Components	Proficient	Max Points
Understanding of human nature and human development.	Understanding of human nature and human development is correctly presented. Scholarly resources are utilized in support.	/51 pts.
Understanding of the goals of therapy, and how clients' change.	Understanding of the goals of therapy, and how clients' change is clearly given. Scholarly resources are utilized in support.	/59 pts.
Understanding of how the therapist and client work together to bring about the desired change.	Understanding of how the therapist and client work together to bring about desired change is outlined in detail. Scholarly resources are utilized in support.	/80 pts.
The relationship of your theory to both Psychology/Counseling and Christianity.	The relationship of your theory to both Psychology/Counseling and Christianity is profoundly elaborated. Many details are given. Scholarly resources are utilized in support.	/80 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly	/30 pts.

	sources aligns with specified assignment requirements.	
Total		/300 pts.

LASA Grading Rubric – CN609

Assignment Components	Unsatisfactory	Emerging	Proficient	Exemplary	Max Points
Understanding of human nature and human development.	Understanding of human nature and human development is not correctly identified.	Understanding of human nature and human development is somehow correctly identified.	Understanding of human nature and human development is correctly identified.	Understanding of human nature and human development is correctly identified. Many nuances are included. He/she clearly defined a distinction between healthy and unhealthy individuals.	/51 pts.
Understanding of the goals of therapy, and how clients' change.	A very vague and/or inaccurate summary of understanding of the goals of therapy, and how clients' change is given. Very few, if any, scholarly resources are included.	Understanding of the goals of therapy, and how clients' change is either partially inaccurate or lacking in detail. Some relevant scholarly resources are included.	Understanding of the goals of therapy, and how clients' change is clearly given. Relevant scholarly resources are included.	A highly detailed and intriguing summary of the goals of therapy, and how clients' change is clearly given. Relevant scholarly resources are included. Research is both relevant and up to date, addressing current critical issues in the field.	/59 pts.
Understanding of how the therapist and client work together to bring about a desired change.	Understanding of how the therapist and client work together to bring about desired change is outlined in a very illogical and/or underdeveloped manner. Comprehensive description of the desired change is lacking.	Understanding of how the therapist and client work together to bring about desired change is either somewhat illogical and/or underdeveloped. Comprehensive description of the desired change is somewhat underdeveloped. Some scholarly resources are utilized in support.	Understanding of how the therapist and client work together to bring about desired change is outlined in detail. Comprehensive description of the desired change is included. Scholarly resources are utilized in support.	Understanding of how the therapist and client work together to bring about desired change is outlined in a logical and very comprehensive manner. Many relevant details are included. Comprehensive description of the desired change is included. Recent scholarly sources are utilized in support.	/80 pts.
The relationship of your theory to both Psychology/Counseling and Christianity.	An illogical description of the relationship of your theory to Psychology/Counseling and Christianity	Some logical description of the relationship of your theory to Psychology/Counseling and Christianity	A logical description of the relationship of your theory to Psychology/Counseling and Christianity is included. Many	A logical description of the relationship of your theory to Psychology/Counseling and Christianity is included. Several	/80 pts.

	is included. Very few, if any, scholarly resources are utilized in support.	is included. Some scholarly resources are utilized in support.	details are given. Scholarly resources are utilized in support.	critical details are given. Many recent scholarly resources are utilized in support.	
Academic Writing					
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.	Writing is unclear and disorganized and rereading to solidify understanding is frequently necessary. Although an attempt at ethical scholarship is demonstrated, it is sloppy or incomplete throughout. Spelling, grammar, or punctuation errors severely interfere with readers' comprehension. Citations in text and at the end of the document are not in the correct APA format.	Writing is somewhat clear and somewhat organized, although rereading to solidify understanding is occasionally necessary. It demonstrates an attempt at ethical scholarship in accurate representation and attribution of sources, but errors are occasional or minor. Writing has good spelling, grammar, and punctuation, but errors somewhat interfere with readers' comprehension. Citations in text and at the end of the document are mostly in the correct APA format.	Writing is generally clear and in an organized manner. It demonstrates ethical scholarship in accurate representation and attribution of sources; and generally displays accurate spelling, grammar, and punctuation. Errors are few, isolated, and do not interfere with readers' comprehension. Citations in text and at the end of the document are mostly in the correct APA format. Many useful ideas are present.	Writing is in clear, concise, and in an organized manner; demonstrates ethical scholarship in accurate representation and attribution of sources; and displays accurate spelling, grammar, and punctuation. Citations in text and at the end of the document are mostly in the correct APA format. Many useful ideas are present.	/30 pts.
Total					/300 pts.

LASA Alignment Table

Assignment	CACREP Core	CACREP CMHC Standards	Assessment Type	Scoring Tool
Counseling Model Paper	2.F2.b; 2.F5.c; 2.F5.g; 2.F5.j	5.C1.b	Written Analysis	Rubrics

Student Performance Evaluation Criteria and Procedures

Discussion Questions (8x15)	120 pts.	13.33 % of the final grade
Required Assignment 1	160 pts.	17.78 % of the final grade
Required Assignment 2	160 pts.	17.78 % of the final grade
Required Assignment 3	160 pts.	17.78 % of the final grade
LASA [Counseling Model Paper]	300 pts.	33.33 % of the final grade
	900 pts.	100 %

Grading Scale:

Your grade will be determined by the points you earn in the course. You are not in competition with one another—quite the opposite. Your grade will be updated in Moodle on a regular basis, but you will also need to keep track of your own progress.

A	95-100%	C	75-78 %
A-	92-94 %	C-	72-74 %
B+	89-91 %	D+	69-71 %
B	85-88 %	D	65-68 %
B-	82-84 %	D -	62-64 %
C+	79-81 %	F	61 %

Final course grades of 74.9% or less are considered “Unsatisfactory” and the course will need to be repeated.

Student Learning Outcomes	SLO Instruction/Activity (When, How, Where Covered)
History and philosophy of the counseling profession and its specialty areas. (CACREP II.F1.a)	Discussion Forums Required Assignment 2
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP II.F1.i)	Required Assignment 1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (CACREP II.F2.b)	Counseling Model Paper (LASA) Required Assignment 2
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. (CACREP II.F2.d)	Required Assignment 2
The impact of spiritual beliefs on clients’ and counselors’ worldviews. (CACREP II.F2.g)	Required Assignment 3
Theories, models, and strategies for understanding and practicing consultation. (CACREP II.F5.c)	Counseling Model Paper (LASA)
Essential interviewing, counseling, and case conceptualization skills. (CACREP II.F5.g)	Required Assignment 3
Evidence-based counseling strategies and techniques for prevention and intervention. (CACREP II.F5.j)	Counseling Model Paper (LASA) Discussion Forums
Processes for aiding students in developing a personal model of counseling. (CACREP II.F5.n)	Required Assignment 2
History and development of clinical mental health counseling. (CACREP 5.C1.a)	Discussion Forums
Theories and models related to clinical mental health counseling. (CACREP 5.C1.b)	Counseling Model Paper (LASA)
Roles and settings of clinical mental health counselors. (CACREP 5.C2.a)	Required Assignment 3

Techniques and interventions for prevention and treatment of a broad range of mental health illnesses. (CACREP 5.C3.b)	Discussion Forums
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The table below maps the course assignments to the student learning outcomes listed above.

	II.F1.a	II.F1.i	II.F2.b	II.F2.d	II.F2.g	II.F5.c	II.F5.g	II.F5.j	II.F5.n	5.C1.a	5.C1.b	5.C2.a	5.C3.b
DQ	x							x		x			x
RA1		x											
RA2	x		x	x					x				
RA3					x							x	
LASA			x			x	x	x			x		

MACMHC Program Comprehensive Assessment Plan (CAP):

Progress in the MACMHC program requires a combination of satisfactory academic achievement, demonstration of adequate clinical skills, and professional and personal development appropriate to the profession of counseling. Students are evaluated in these areas throughout their time in the program.

Students must demonstrate competency on student learning outcomes. Faculty recognizes the importance of assessing a candidate's progress according to national standards and departmental goals. The MACMHC Department has developed and maintains an assessment system that collects and analyzes data at multiple checkpoints. For students, the assessment of program SLOs (student learning outcomes) provides regular feedback of progress and maintains a record of growth which is evidence that students have met CACREP standards at initial and advanced preparation levels. Each student will receive a communication from the Program Director that summarizes the results of the annual review process. If any remediation is indicated, the communication will explain what is expected of the student based on a remediation plan. Students will work with their Faculty Advisor to accomplish remediation plan.

As part of the continuous assessment plan, all students in this course will be assessed on the following rubric:

Counseling Model Paper Grading Rubric

Students not receiving a satisfactory score on an assessment will receive some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem.

Class Policies

Instructor's General Availability to Students:

I am available most frequently by email. I check my emails regularly and will respond within a reasonable time.

Confidentiality Concerns: These assignments will be graded by your professor. I agree to confidentiality regarding anything you disclose in your papers. However, certain limits to

confidentiality do apply. By law and ethics, we are required to break confidentiality in any of these conditions:

- You indicate that you are at risk to harm yourself or someone else.
- You are involved in either child or elder abuse (either as victim or perpetrator).
- You are involved in a lawsuit and the court subpoenas disclosure.
- You sue the University and the material is relevant to the University's defense.

In the event of any of the above conditions, I will still make every effort to honor confidentiality by restricting disclosure to only those who need to know. If you have any concerns, please feel free to discuss it with me.

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in his/her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Zoom Video Conferencing: During the first week of the course, you will meet with your professor and classmates synchronously via Zoom to be oriented to the course and connect with them.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course

Writing Papers: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill-based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in the paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Late DQ Policy: Discussion questions and responses are expected to be submitted by the proposed due date. For every day the discussion question is late after the discussion question is due, 30% will be deducted from the discussion question maximum score. However, your professor reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

Late Assignment Policy: Assignments (RA, LASA, journaling, etc.) are expected to be submitted by the proposed due date. For every day the assignment is late after the assignment is due, 40% will be deducted from the assignment maximum score. However, your professor

reserves the right to exempt this policy due to extenuating circumstances (extenuating circumstances must be documented).

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name. This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the professor should include the course number and the name of the student (e.g., SUBJECT: CN 609 – Student name: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Due to the concentrated scheduling and the emphasis upon participatory learning, students are expected to be in attendance every week. Students who are unable to attend a class or meet a deadline should notify the instructor or the Professional Programs office if the instructor isn't available. Assignments should be sent through the Moodle course website. Students should contact their instructor regarding submission of any missed course work. Students participating in an online classroom are expected to participate weekly. Failure to participate in the first 7 days of a course will result in automatic withdrawal from the course. Students missing one additional class session will be withdrawn from the class. The student will retake the course the next time it is offered. Students who do not officially withdraw from a class by the stated deadlines will receive an F for the class. Please refer to the Refunds section for more information please, visit <http://my.huntington.edu>

Plagiarism and Cheating: Plagiarism is the use of the ideas; information or wording of another without proper acknowledgment, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places a high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or concerns with Moodle, Zoom, or other technology, you can email to the HU Helpdesk at huhelpdesk@huntington.edu or 1-260-359-HELP (4357) and leave a message if necessary. They are available Mon – Fri from 8:00 am – 5:00 pm.

Library Services: At your student portal, you will see a Library Guide that will connect you to all the library services available to you from Huntington University. If you have questions or concerns about books, scholarly articles, journals, APA style, etc., please contact Huntington University Library at (260) 359-4060.

Disability and Accessibility: In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University. Any student who has a learning, orthopedic, a sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at ace@huntington.edu for more information.

CN 603 - Models & Application of Integration of Christianity & Counseling Course Schedule

Week 1	Topics & SLO Covered	Academic Resources	Learning Activities and Assessments
<p>Date: 08/26/19 – 09/01/19</p>	<ul style="list-style-type: none"> • Disciplinary Background. • A Brief History of Christians in Psychology. • Augustinian framework. • Religion in the Counseling Office. <p>(II.F1.a)</p>	<p><i>Chapter 1:</i> Johnson, E. L. (2010). A brief history of Christians in psychology. In E. L. Johnson (Ed.), <i>Psychology and Christianity</i> (2nd ed., pp. 9-47).</p> <p>Augustine, <i>City of God</i>, Excerpt.</p> <p>Mattox, J. M. (n.a.). <i>Augustine: Political and social philosophy</i>. Retrieved from https://www.iep.utm.edu/aug-poso/</p> <p><i>Chapter 1:</i> McMinn, M. (2011). <i>Psychology, theology, and spirituality in Christian counseling</i>. Wheaton, IL., Tyndale House Publishers. (pp. 3-33).</p> <p>YouTube Video: Mark McMinn, Ph.D. Interview-Integration of Psychology & Theology Perspective (36:29). https://www.youtube.com/watch?v=8hNEGglg9ws</p>	<p>DQ1: Discuss the relevance of an Augustinian framework to your approach to relating Christianity, psychology, and counseling. (300-400 words)</p> <p>Utilize at least 2-3 different academic sources. 15 pts.</p> <p style="text-align: right;"><u>Due date: 08/29/19 by 11:59 PM (EST).</u></p> <p style="text-align: right;"><u>Respond to one peer by 09/01/19 by 11:59 PM (EST).</u></p> <p>DQ2: What are the personal and professional challenges faced by Christian counselors as they confront this new frontier of interdisciplinary integration? (300-400 words)</p> <p>Utilize at least 2-3 different academic sources. 15 pts.</p> <p style="text-align: right;"><u>Due date: 08/29/19 by 11:59 PM (EST).</u></p> <p style="text-align: right;"><u>Respond to one peer by 09/01/19 by 11:59 PM (EST).</u></p>
Week 2	Topic & SLO Covered	Academic Resources	Learning Activities and Assessments

<p>Date: 09/02/19- 09/08/19</p>	<ul style="list-style-type: none"> • Metanarrative • Metaphysics • Anthropology • Levels of Explanation View. <p>(5.C1.a)</p>	<p><i>Chapter 2:</i></p> <p>Mayers, D. G. (2010). A Levels of Explanation View. In E. L. Johnson (Ed.), <i>Psychology and Christianity</i> (2nd ed., pp. 50-100).</p> <p>YouTube Video: Eric Johson, Ph.D. Christianity, and Psychology (35:03). https://www.youtube.com/watch?v=F7BVP_fyiGQ</p> <p>Bergin, A. (1980). Psychotherapy and religious values. <i>Journal of Consulting and Clinical Psychology</i>, 48, 95-105.</p> <p>Ellis, A. (1980). Psychotherapy and atheistic values. <i>Journal of Consulting and Clinical Psychology</i>, 48, 635-639.</p> <p>Jones, S. L., Miguélez L., and Butman, R. E. (2011). A Christian View of Persons. In S. L. Jones and R. E. Butman (Eds.), <i>Modern psychotherapies: An comprehensive Christian appraisal</i>. (2nd ed.) (pp. 60-93). Downers Grove, IL: InterVarsity.</p>	<p>DQ3: Discuss a Christian worldview as foundational for your approach to relating Christianity, psychology, and counseling.</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p>15 pts.</p> <p><u>Due date: 09/05/19 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 09/08/19 by 11:59 PM (EST).</u></p>
<p>Week 3</p>	<p>Topic & SLO Covered</p>	<p>Academic Resources</p>	<p>Learning Activities and Assessments</p>
<p>Date: 09/09/19 – 09/15/19</p>	<ul style="list-style-type: none"> • Epistemology • Ethical Philosophy • Model of Identity • Ethical Field <p>(II.F1.i)</p>	<p>Johnson, E.L. (2004). Towards a philosophy of science for Christian psychology. <i>Edification: Journal of the Society for Christian Psychology</i>, 7, 5-20.</p> <p>YouTube Video: Eric Johnson, Ph.D. Interview-A Christian Psychology Perspective (50:42). https://www.youtube.com/watch?v=F_nI3LIFk_w</p> <p>Tjeltveit, A. C. (2013). Psychotherapy and Christian Ethics. In R.K. Sanders (Ed.),</p>	<p>DQ4: Discuss a Christian moral vision as your model of identity in your system of psychology and counseling.</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic resources.</p> <p>15 pts.</p> <p><u>Due date: 09/12/19 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 09/15/19 by 11:59 PM (EST).</u></p> <p>RA1: Compare and contrast the ACA Code of Ethics (2014) and AACC Code of Ethics (2014).</p>

		<p><i>Christian Counseling Ethics: A handbook for psychologists, therapist, and pastors</i> (2nd ed.), (pp.33-58). Downers Grove, IL: Intervarsity.</p> <p>American Counseling Association. (2014). <i>ACA code of ethics</i>.</p> <p>American Association of Christian Counselors (2014). <i>AACC code of ethics</i>.</p> <p>Chappelle, W. (2000). A series of progressive legal and ethical decision-making steps for using Christian spiritual interventions in psychotherapy. <i>Journal of Psychology & Theology</i>, 28, 43-53.</p> <p>Tan, S. Y. (1996). Religion in clinical practice. In E. Shafranske (Ed.), <i>Religion and the clinical practice of psychology</i> (pp. 365-387). Washington, D.C.: APA.</p>	<p style="text-align: right;">160 pts.</p> <p><u>Due date: 09/15/19 by 11:59 PM (EST).</u></p>
Week 4	Topic & SLO Covered	Academic Resources	Learning Activities and Assessments
<p>Date: 09/16/19 – 09/22/19</p>	<ul style="list-style-type: none"> • An Integration View. • A Christian Psychology View. • A Transformational Psychology View. • A Biblical Counseling View. • Gaining Understanding Through Five Views. <p>(II.F1.a; II.F2.b; II.F2.d; II.F5.n)</p>	<p><i>Chapters 3-7:</i></p> <p>Johnson, E. L. (2010). <i>Psychology and Christianity: Five Views</i>. Downers Grove, IL: InterVarsity.</p> <p>McMinn, M.R., Staley, R.C., Webb, K. C., and Seegobin, W. (2010). Just what is Christian counseling anyway? <i>Professional Psychology: Research and Practice</i>, 41, 391- 397. Retrieved from https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1121&context=gscpfac</p> <p>YouTube Video: Can Psychology be Christian? [CCT Conversations // Eric Johnson & Siang-Yang Tan] (32:15).</p>	<p>DQ5: Compare and contrast Biblical counseling and Christian counseling? Is there any difference between the two of them? Why or why not?</p> <p style="text-align: right;">(300-400 words)</p> <p>Utilize at least 2-3 different academic resources.</p> <p style="text-align: right;">15 pts.</p> <p><u>Due date: 09/19/19 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 09/22/19 by 11:59 PM (EST).</u></p> <p>RA2: The Role of Religion and Culture in Diagnosis.</p> <p style="text-align: right;">160 pts.</p> <p><u>Due date: 09/22/19 by 11:59 PM (EST).</u></p>

		https://www.youtube.com/watch?v=bHFW_tOkaA4 American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.). APA_DSM5_Cultural Formulation Interview (CFI).	
Week 5	Topic & SLO Covered	Academic Resources	Learning Activities and Assessments
Date: 09/23/19-09/29/19	<ul style="list-style-type: none"> Counseling Model Inclusive Counseling Approaches (II.F2.g; 5.C2.a)	Christopher, J. C. (1996). Counseling's inescapable moral vision. <i>Journal of Counseling & Development</i> , 75, 17-25. <i>Chapter 2:</i> McMinn, M. (2011). <i>Psychology, theology, and spirituality in Christian counseling</i> (pp. 37-73). McMinn, M. R., and Campbell, C. D. (2007). Integrative psychotherapy and domains of intervention. In M. R. McMinn and C. D. Campbell, <i>Integrative psychotherapy: Toward a comprehensive Christian approach</i> (pp. 113 – 143). Downers Grove, IL: InterVarsity Press. (Google books).	DQ6: Discuss your counseling model that is consistent with your philosophical approach and how does it relate to your relational paradigm. (300-400 words) Utilize at least 2-3 different academic resources. 15 pts. <u>Due date: 09/26/19 by 11:59 PM (EST).</u> <u>Respond to one peer by 09/29/19 by 11:59 PM (EST).</u> RA3: Prayer in Counseling. 160 pts. <u>Due date: 09/29/19 by 11:59 PM (EST).</u> Begin working on your final LASA assignment.
Week 6	Topic & SLO Covered	Academic Resources	Learning Activities and Assessments
Date: 09/30/19 – 10/06/19	<ul style="list-style-type: none"> Scripture Prayer (II.F5.j; 5.C3.b)	Garzon, F. (2005). Intervention that apply scripture in psychotherapy. <i>Journal of Psychology and Theology</i> , 33, 113 -121. Monroe, P. (2008). Guidelines for effective use of the Bible in counseling. <i>Edification: Journal of the Society for Christian Psychology</i> , 2, 53-61. <i>Chapters 3-4:</i>	DQ7: Discuss Christian strategies, interventions, and techniques consistent with your inclusive counseling model. (300-400 words) Utilize at least 2-3 different academic resources. 15 pts. <u>Due date: 10/03/19 by 11:59 PM (EST).</u>

		<p>McMinn, M. (2011). <i>Psychology, theology, and spirituality in Christian counseling</i>. Wheaton, IL., Tyndale House Publishers. (pp. 75-153).</p> <p>Tan, S.Y. (2003). Inner healing prayer. <i>Christian Counseling Today</i>, 11, 20-22.</p>	<p><u>Respond to one peer by 10/06/19 by 11:59 PM (EST).</u></p> <p>Keep working on your final LASA assignment.</p>
Week 7	Topic & SLO Covered	Academic Resources	Learning Activities and Assessments
<p>Date: 10/07/19 – 10/13/19</p>	<ul style="list-style-type: none"> • Forgiveness & Reconciliation • Spiritual Warfare <p>(II.F2.b; II.F5.c; II.F5.g; 5.C1.b)</p>	<p>Worthington, E., Jennings, D., and DiBlasio, F. (2010). Interventions to promote forgiveness in couple and family contexts: Conceptualization, review, and analysis. <i>Journal of Psychology and Theology</i>, 38, 231 – 245.</p> <p><i>Chapters 6-8:</i></p> <p>McMinn, M. (2011). <i>Psychology, theology, and spirituality in Christian counseling</i>. Wheaton, IL., Tyndale House Publishers. (pp. 201-323).</p> <p>Page, S. (1989). The role of exorcism in clinical practice and pastoral care. <i>Journal of Psychology and Theology</i>, 17, 121-131.</p>	<p>DQ8: Discuss your approach to forgiveness, reconciliation, and spiritual warfare. What the other Christian and non-Christian authors say about forgiveness, reconciliation, and spiritual warfare?</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic resources.</p> <p style="text-align: right;">15 pts.</p> <p><u>Due date: 10/10/19 by 11:59 PM (EST).</u></p> <p><u>Respond to one peer by 10/13/19 by 11:59 PM (EST).</u></p> <p>LASA: Counseling Model Paper.</p> <p style="text-align: right;">300 pts.</p> <p><u>Due date: 10/13/19 by 11:59 PM (EST).</u></p>