

CNS 508 Course Outline
Integrative Issues

Summer 2007

Portland Campus
2 Semester Hour Credits

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Course Description: This course is part two of the required integration classes. It will explore the dynamics of the integration process. Focus points will include issues surrounding the person of the counselor in the integrative task, in addition to the assessment of paradigms utilized in cross-disciplinary integration. Topics include (but are not limited to) the history of integration, evaluation of models of integration, addressing objections to integration, the sufficiency of Scripture, the role of the Holy Spirit in counseling, mental health from a Christian World View, God in the treatment process, and the role of suffering and hope. A base understanding of theology and psychology is assumed. Pre-requisites: CNS 508, CNS 530, DBS 506, THS 501.

Getting in Touch. Contact Portland CNS administrative assistant Julie or myself at 503.517.1856. My home phone is 503.668.8720 and may be used between 8:00 a.m. and 9:30 p.m. for more urgent concerns. Use of e-mail is encouraged, e-mail address is:

dwenzel@westernseminary.edu

Integrative classmates for fellowship (get name, phone, email of classmates you don't know)

Person 1: _____

Person 2: _____

Textbooks, Reading and Viewing List for CNS 508 Integration Issues

- Vitz, Paul C. (1994). Psychology as Religion (2nd ed.). Grand Rapids, Michigan: Eerdmans.
- Doherty, William J. (1995) Soul Searching New York, NY. Basic Books
- Jones, Stanton L., and Butman, Richard E., (1991). Modern Psychotherapies. Downers Grove, IL: Inter-Varsity Press.
- Sire, James w. (1988). The Universe Next Door (Updated Edition). Downers Grove: InterVarsity Press.
- McMinn, Mark., (1996). Psychology, Theology and Spirituality in Christian Counseling

- Wright, N.T., (2006) Simply Christian San Francisco, HarperCollins.
- View the Movies “Spitfire Grill” “Toy Story” “Toy Story 2” and “Life as a House”

Course Goals and Objectives:

- 1) The learner will understand the questions and concepts that guide the development of an integrative model. We will accomplish this by:
 - a. Participating in class lectures and discussions
 - b. Reading assigned materials
 - c. Reviewing the history of integration, identifying themes
 - d. Evaluating objections to integration
 - e. Evaluating models presented in class
- 2) The learner will have basic knowledge of the components of a world view, and gain an appreciation for how world view affects a theoretical model. We will accomplish this by:
 - a. Studying several major world view alternatives
 - b. Participating in class lecture and discussion
 - c. Participating in a “virtual” visit on Hawthorne Street
 - d. Completing associated journal entry
- 3) The learner will examine key concepts in integration and develop their skill in THINKING about these concepts. (Concepts include the following: a model of self; the sufficiency of Scripture; models of mental health; the role of the Holy Spirit in Counseling; the role of spirituality in treatment; the process of change; and the role of suffering). This will be accomplished by:
 - a. Studying the concepts through reading, reflection, and lecture;
 - b. Participating in class discussions;
 - c. Articulating an understanding of selected concepts.
- 4) The learner will develop a substantive personal model of integration which will provide a framework for their current and future study and practice of theory, theology and spirituality. We will accomplish this by:
 - a. Reviewing and evaluating current models of integration
 - b. Evaluating and critiquing models presented in class
 - c. Responding to objections to integration
 - d. Consider what the sufficiency of Scripture means in relationship to counseling
 - d. Developing, and presenting (written, visually and orally) a personal model of integration
- 5) The learner will be inspired to better prepare themselves for the helping profession through increased personal integration.
 - a) Recognizing your call to this work.
 - b) Conceptualizing the role of counseling in seeking contentment.
 - c) Pursuing excellence in skills and work..

Course Requirements:

- ◆ Reading (900 pages @ 30 pages per hour, 30 hours)

Reading assignments are detailed in the course outline below. Readings are to be completed prior to the class session for which they are assigned. Reading assignments are to be done at 30 pages per hour, or two minutes per page. Grading will be based on student report of quantity and timeliness of reading assignments.

- ◆ WorldView Projects (choose two, either 1 & 2 or 1 & 3, 7 hours)

Requirement #1: Read *The Universe Next Door* and think through your own responses to the seven basic questions presented by Sire on page 18.

Alternative #2: After developing your positions to the seven basic questions presented by Sire on page 18 of *The Universe Next Door*, present your positions on 1,3 & 6 to a friend or acquaintance of yours *who does not subscribe to a Christian Theistic world view*. The goal is to discuss the topics with them until they understand your view, NOT that they must agree. Report how the conversation went in a one-page paper.

Alternative #3: View the movie, *Spitfire Grill*. Spitfire Grill has a theme of redemption (religiously played out, though the film is not religious) through an emphasis on sin, self-sacrifice, a "baptism" unto death, confession, and reconciliation. Select a character and discuss their worldview in a two or three page paper. Present your discussion to one of your integrative persons explaining your understanding of a world view, and where the characters you selected are with regard to world view and why.

- ◆ Self-Esteem Project (5 hours)

View the movie *Toy Story and Toy Story 2*. Write a two/three page paper discussing the self-concept of the main character, "Woody."

Discuss each of the following:
basis of his self-esteem,
how it was challenged,
how he tried to adjust and compensate,
and how the challenge was resolved.

Grade your paper with red ink. Rate yourself with regard to addressing the topics listed, organization, neatness, grammar and effort.

- ◆ Reflection Journals (6 entries @ 60 minutes ea., 6 hours)

Reflection journals are a significant part of this course, and are to be completed two times

weekly. They are to be written on the topics as assigned below. Each journal entry should be at least one written page. Grading will be based upon attention to topic, effort, thoughtfulness, and clarity of expression.

Entry #1: What differentiates a Christian counselor from a counselor who is operating primarily from a naturalistic world view?

Entry #2: Why should people come to me (you) for counseling? And “My greatest fear as a counselor.”

Entry #3: How and Why do people change: discuss change in “Life as a House.”

Entry #4: The role suffering has played in my life.

Entry #5: What is the relationship between salvation and mental health?

Entry #6: Respond to the assertion that nothing is needed for healing outside of Scripture.

◆ Model of Integration Drawing & Paper (11 hours)

Working from your theory of choice present your model of integration. Utilize the “Map” developed in CNS 508. The model should account for the following (choose the ones you feel are the most significant):

- your theological presuppositions
- view of human nature
- view of mental health
- why people change
- role of suffering
- role of spirituality
- role of prayer and scripture
- relationship between salvation and mental health
- answering one or two key objections to your model
- your personality.

Include a drawing, diagram or other visual object which represents your model.

Paper should be written according to APA style with appropriate references and bibliography and 10-12 pages in length.

◆ Attendance/Participation

At the end of the class each student will turn in a single sheet of paper on which they will assign themselves a grade for participation. Use the following criteria:

- ◆ **Participation:** Recognizing that individual learners participate differently, what is expected of you is that you push yourself to participate at a level which is challenging for you personally. You should assign your grade on the scale of 1-100 for how you feel you have done.

- ◆ **Attendance:** The teaching format for this course relies heavily on the classroom experience. Thus it is to your advantage to be present. Please note that attendance at less than 80% of class sessions may result in a failing grade for the class.

Course Dates and *TENTATIVE* Outline:

(tentative means I like stories so don't get uptight if we aren't right on schedule)

Date	Topics	Reading & Assignments Due
July 2nd	<input type="checkbox"/> Course Introduction <input type="checkbox"/> Peer Letters <input type="checkbox"/> Key Questions <input type="checkbox"/> Common Errors <input type="checkbox"/> Foundational Concepts	Articles listed below will be distributed in class.
July 3rd	<input type="checkbox"/> Goals of Integration	<input type="checkbox"/> Jones and Butman 9-36
July 9th	<input type="checkbox"/> Historical Phases of Integration	<input type="checkbox"/> <u>Soul Searching</u> reading is due.
July 10th	<input type="checkbox"/> Models of Integration	<input type="checkbox"/> Journal Entry #1 <input type="checkbox"/>
July 11th	<input type="checkbox"/> Objections to Integration	<input type="checkbox"/> McMinn 1-60 <input type="checkbox"/> Kilpatrick: Why Secular Psychology is Not Enough
July 16th	<input type="checkbox"/> The Sufficiency of Scripture	<input type="checkbox"/>
July 17th	<input type="checkbox"/> World View Components <ul style="list-style-type: none"> <input type="checkbox"/> Theism <input type="checkbox"/> Deism <input type="checkbox"/> Naturalism <input type="checkbox"/> Nihilism <input type="checkbox"/> Existentialism 	<input type="checkbox"/> Sire 1-200 <input type="checkbox"/> Journal Entry #2
	<input type="checkbox"/> Spitfire Grill Discussion	<input type="checkbox"/> <u>Simply Christian</u> Reading due
July 18th	<input type="checkbox"/> Mental Health Based in a Christian World View	<input type="checkbox"/> McMinn 125-162 <input type="checkbox"/> World View Project
July 23rd	<input type="checkbox"/> Developing a Concept of the Self	<input type="checkbox"/> Journal Entry #3 <input type="checkbox"/> Jones & Butman 39-60 <input type="checkbox"/> Vitz 1-168
July 24th	<input type="checkbox"/> The Role of the Holy Spirit in Counseling	<input type="checkbox"/> Journal Entry #4
July 25th	<input type="checkbox"/> The Role of Spirituality in Treatment: God Needs to Be in Therapy	<input type="checkbox"/> Self Esteem Project
July 30th	<input type="checkbox"/> Change: How, Why, Who, What, When, Where?	<input type="checkbox"/> McMinn 61-124 and 163-272 <input type="checkbox"/> Life as a House
	<input type="checkbox"/> The Role of Suffering	<input type="checkbox"/> Jones & Butman 278-302 <input type="checkbox"/> Journal Entry #5
July 31st	<input type="checkbox"/> A Personal Model of integration: Dr. Wenzel	<input type="checkbox"/> Journal Entry #6 <input type="checkbox"/> Butman 226-250 <input type="checkbox"/>
August 1st	<input type="checkbox"/> Course Summary: A Look	<input type="checkbox"/> Participation Report

	Back <input type="checkbox"/> Collins, Moving through the Jungle <input type="checkbox"/> Class Evaluations <input type="checkbox"/> Letters to Peers <input type="checkbox"/> Integration Model Paper and Drawings	<input type="checkbox"/> Reading Report <input type="checkbox"/> Model of Integration Paper and Drawing/visual project
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Grading Policy:

Assignments are due according to the course outline and dates schedule. Late assignments will be dropped one letter grade. Incompletes will be granted according to policy stated in catalog.

Reading Report: 10%

Participation 15%

Attendance: 10%

Reflection Journals: 15%

Self Esteem Project 15%

World View Project 15%

Integration Paper & drawing: 20%

Grading Scale

95-100	A
93-94	A-
91-92	B+
88-90	B
86-87	B-
84-85	C+
81-83	C
79-80	C-