

# WESTERN SEMINARY SACRAMENTO

## *ADVANCED INTEGRATION*

CNS 509M: 2 Credit Hours

**Tim Dakin. MFT, MAT**

Adjunct Faculty

(916) 965-8642

[Timdakin@aol.com](mailto:Timdakin@aol.com)

Syllabus – Summer – 2010

Dates: Thursdays, 4/29, 5/13, 5/27, 6/10, 6/24, 7/8. ; 6pm-9:55pm. An additional 6 hours of group project time will be established during class.

**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.

**Course Contribution to Stated Degree Outcomes:** The objectives of this course are tied directly to the desired outcomes constructed specifically for the degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry. (CNS 506, DBS 506, SFS 501, SFS 502, SFS 503, SFS 504, THS 501, THS 502, THS 503, overarching)

BE a person who experiences interdependency with others so that the interests of the whole group are best served. (CNS 508, CNS 509, CNS 512, MFM 500, PRA 530, SFS 501, SFS 502, SFS 504)

- appropriately ecumenical in advancing God's kingdom. (CNS 508, CNS 509)

KNOW significant themes and developments within biblical history to understand the "bigger picture" of God's redemptive program. (BLS 501, BLS 502, BLS 503, CNS 501, CNS 508, CNS 509, DBS 506, MFM 500, THS 510, THS 502, THS 503)

- articulate a personal theology; (CNS 508, CNS 509)

KNOW HOW to effectively integrate his/her understanding of theology, spirituality, and human behavior. (CNS 504, CNS 505, CNS 508, CNS 509, CNS 513, CNS 523, THS 501, THS 502, Practicum)

- understands their personal theology and spirituality; (CNS 508, CNS 509, THS 501, THS 502, THS 503, Practicum)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (CNS 508, CNS 509, DBS 506, THS 501, THS 502, THS 503; CNS 513, Practicum, overarching).

- awareness of world view components and can articulate their own beliefs; (CNS 508, CNS 509, DBS 506, THS 501, THS 502, THS 503, Practicum)

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence. (CNS 501, CNS 502, CNS 514, Practicum, overarching)

KNOW HOW to build upon his/her seminary training to be a true life-long learner. (Practicum, overarching)

### **Textbooks, Reading List for CNS 509M, Advanced Integration**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary.* Click [here](#) to order texts and other products.

- Doherty, William J. (1995) *Soul Searching*. New York, NY. Basic Books. ISBN-13: 978-0465009459.
- Jones, Stanton L., and Butman, Richard E., (1991). *Modern Psychotherapies*. Downers Grove, IL: Inter-Varsity Press. ISBN-13: 978-0830817757.
- McMinn, Mark. (1996). *Psychology, Theology and Spirituality in Christian Counseling*. ISBN-13: 978-0842352529.
- Miller, Donald. (2003) *Blue Like Jazz*. Nashville, TN: Thomas Nelson Publishers. ISBN-13: 978-0785263708.
- Vitz, Paul C. (1994). *Psychology as Religion*. (2nd ed.). Grand Rapids, Michigan: Eerdmans. ISBN-13: 978-0802807250.

### **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 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.
  - 3) 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
  - 4) 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

Reading assignments are detailed in the course outline below. Readings are to be completed prior to the class session for which they are assigned. Participation in class discussion with knowledge of the material is expected.

In addition to other assigned readings, you will be responsible to present an individual appraisal of a modern model of psychotherapy. We will all discuss its benefits and liabilities for the Christian therapist. I will assign your chapter in class to you specifically. Your main reference will be Jones and Butman.

#### ◆ Reflection Journals

Reflection journals are a significant part of this course, and are to be completed once 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?

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

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

Entry #6: Describe your journey of integration in this class.

◆ Group Project.

Using Miller’s book as a template, choose a significant, well-known figure (current or historical) and create a storyboard depiction of his or her journey of integration in the spiritual and developmental dimensions of his or her life.

◆ Model of Integration Paper

Working from your theory of choice, present your model of integration. 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 approximately 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 he/she will assign himself/herself 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 that is challenging for you personally. Your participation should be significant and unique.
- ◆ **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
April 29	<input type="checkbox"/> Course Introduction <input type="checkbox"/> Foundational Concepts <input type="checkbox"/> Goals of Integration <input type="checkbox"/> Therapy Appraisal assignment (Jones and Butman reading TBA)	Please read <u>Soul Searching</u> prior to the class start.  Jones/Butman p.9-38  Journal Entry #1
May 13	<input type="checkbox"/> Models of Integration <input type="checkbox"/> Psychological and Spiritual Health <input type="checkbox"/> Therapy Appraisal discussion	McMinn p.1-60  Kilpatrick: "Why Secular Psychology is Not Enough" Alcorn: "Psychology and the Bible"  Journal Entry #2
May 27	<input type="checkbox"/> Mental Health: A Christian View  The Role of Scripture Therapy Appraisal Discussion, cont.	McMinn p.125-162  Journal Entry #3
June 10	<input type="checkbox"/> Developing a Concept of the Self  The Problem of Self  Project Presentations #1	Journal Entry #4
June 24	Spirituality in Treatment  How change Happens  Project Presentations #2	McMinn p.61-124, 163-272  Journal Entry #5
July 8	<input type="checkbox"/> The Role of Suffering  A Personal Model of Integration  Toward Christian Psychotherapy	Jones/Butman p.92-118, 278-302  Jones/Butman p.379-417  Journal Entry #6

	Final Paper Due	
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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.

- Participation 20%
- Attendance: 10%
- Reflection Journals: 20%
- Appraisal assignment 10%
- Integration Group Project: 20%
- Integration Paper: 20%

**GRADING**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99- 100%	95- 98%	93- 94%	91- 92%	88- 90%	86- 87%	84- 85%	81- 83%	79- 80%	77- 78%	74- 76%	70- 73%

**STANDARDS FOR WRITTEN WORK (APA)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 6<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/>
- <http://www.cws.illinois.edu/workshop/writers/citation/>

A good website with footnote/bibliography entries is:  
<http://writing.wisc.edu/Handbook/Documentation.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## CLASS POLICIES

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend three class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor so that the absence can be considered excused, which will allow the student to turn in work a session late with no loss of grade. Students who miss two or more classes will not pass the course without completing additional assignments beyond what is listed in this syllabus. Assignments submitted after the due date and time (unexcused) constitutes a drop in the student's letter grade for that assignment.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 9/18/10**. (This allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

## **LIBRARY AND INTERNET RESEARCH- SACRAMENTO**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu/sacramento](http://www.westernseminary.edu/sacramento)
- Click the link “Library Services” in the right navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

### **Periodical & Research Databases**

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

### **Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)