

Course Syllabus
Psychology 410-1
Issues in Psychotherapy-Theology Integration

Fall 2018

Wednesday 4:15-7:50 Taylor 105

Semester Units: 4

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COURSE DESCRIPTION AND DESIGN

The University catalog describes this course as: *A more detailed study of issues in the integration of theological insights and psychotherapy approaches within the therapeutic setting. Includes an overview of the historical relationship between religion and psychotherapy, differing models of the therapeutic relationship, and various models for integrating psychotherapeutic theory with theological issues.*

The purpose of each class session is to highlight selected topics from the required readings and to supplement this material with related ideas. *Students are responsible for all assigned readings, whether or not discussed in class.* A “graduate style” discussion format will be used in the course. *Each student is expected to have read the assigned reading for class discussion (course Schedule below), and be prepared to think together about the reading in class.*

COURSE REQUIREMENTS AND EVALUATION

A. Attendance and “Great Divorce” Reading Response (20%)

Each week you will complete and turn-in a Reading Response to one of our texts, *The Great Divorce* (explained in class). These Reading Responses help you prepare for class discussion, and they provide a record of your attendance. *Attendance* each time is 3 pts, and your Great Divorce reading response is graded 0-7 pts, for a total of 10 pts. each week. Please see Attendance Policy below.

B. Reading Discussion Guide Summary (30 %)

Additionally, *approximately every THIRD week* you will complete and turn-in a summary/response to this week’s reading. These Discussion Guide helps you prepare for class discussion, and for the Mid-term and Final Exams. We will use your summary as a guide to class discussion. Discussion Guide is graded 0-10 pts.

C. Mid-term(s) and Final (50%)

There will be two (2) in-class essay exams (15% each) and a take-home Final Exam (20%).

Exam 1: _____

Exam 2: _____

Final: _____

Attendance Policy and Contribution to Grade

Please come to class. When you are not present, the class dynamic changes. Inconsistent class attendance/tardiness impacts your final grade in the following way:

1. In a once-a-week course, following **ONE (1) unexcused** absence, *beginning with the second unexcused absence*, five (5) points will be deducted from your Final Total for each absence. In this class this deduction usually has a substantial impact on your grade.
2. In addition: "Whenever the number of accumulated absences in a class, **for any cause**, exceeds 10% percent of classes (equivalent to one and one-half weeks in a 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment" (Catalog, p. 37). **In this course, that would be after two (2) absences in this class.**

PLNU Attendance Policy and Reporting

What is an "Unexcused" Absence?

1. "There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost" (Catalog).
2. In addition, the Professor will excuse (legitimate) illness only with MD note. No exceptions please.
3. Medical (check-ups) and Dental appointments ARE NOT excused absences.

OFFICE HOURS

To schedule an appointment with me: Either (i) arrange a time with me after class, or (ii) write me a note with your available times and telephone number.

Making an appointment will insure that you have the uninterrupted amount of time you wish to speak with me. Please call me or ask me in class.

ACADEMIC ACCOMMODATIONS

"All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester."

Point Loma Nazarene University
Psychology Department
Academic Guides

DEPARTMENT FACULTY NORMAL CURVE GUIDES

Z Score

A	1.33	0.0918	9.2%	
A-	1	0.1587	6.7%	15.9%
B+	0.67	0.2514	9.3%	
B	0.33	0.3707	11.9%	
B-	0	0.5	12.9%	34.1%
C+	-0.33	0.6293	12.9%	
C	-1	0.8413	21.2%	
C-	-1.33	0.9082	6.7%	40.8%
D+	-1.67	0.9525	4.4%	
D	-2	0.9772	2.5%	
D-	-2.33	0.9901	1.3%	
F	<-2.33	1	1.0%	9.2%

Percentage Score

	Percentage	Total points
A =	93-100%	
A -	90-92%	
B +	88-89%	
B	84-87%	
B -	80-83%	
C +	77-79%	
C	70-76%	
C -	65-69%	
D +	62-64%	
D	55-61%	
D -	50-54%	
F	49% or below	

A minimum of 50 % is needed to pass the course.

DEPARTMENT FACULTY STUDY AND ATTENDANCE GUIDES

STUDY TIME: A faculty member should design courses with the expectation that a student would spend an average daily study time of two (2) hours outside class for each hour of time spent in classroom.

STUDY SCHEDULE: It is not the faculty member's responsibility to schedule the two hours of outside study. A student should learn to use this time without explicit direction nor coercion. It takes most students this much time to do regular assignments.

ATTENDANCE: Attendance is required for all classes. If a faculty member establishes the student as responsible for his/her attendance, it does not mean that absences are excused. The catalog lists the only excused absences.

PSY 410
Course-at-a-Glance
Indwelling Goodness: “Spiritually Integrative” Therapy
in the Age of Relational Neuroscience

Introduction

“Dis-Connected”: The Crisis in Contemporary Psychotherapy and “Spirituality”

There are metaphysical assumptions behind our personal theory of therapy, our view of the person, our view of the good life, the nature of good and evil, and our notion of psychological health . . . so it is important that the therapist be conscious of them.

-L. Corbett, *The Sacred Cauldron*

Themes to Develop: Healing, but to what “end”? How spirituality is relevant both to client and therapist; Multiple meanings of “spirituality”; Bio-psycho-social-spiritual unity of personality; developing a “spiritual vision” of therapeutic activity.

Unit 1

“Why Therapy Works”

Therapeutic Healing in the Age of Relational Neuroscience

The most reliable test of mental health is the capacity to exchange mature love with other persons.

-R. Chessick, *Intensive Psychotherapy*, p. 318

Themes to Develop: The meta-vision of contemporary relational neuroscience; the non-presenting “problem” in therapy; the concept of implicit and explicit memory and “levels” of personality; using new relational experience to change the impact of past negative experiences; the concept of implicit spirituality.

Unit 2

The Sacred Crucible

Varieties of “Spiritually Integrative” Therapy

Is there a line that separates the spiritual path from therapeutic progress? What actually takes place in psychotherapy when seen against the vision of human nature offered by sacred tradition? . . . Spiritual guides and psychotherapists, what do your names mean? Behind these names, which of you are the real spiritual guides and which the real psychotherapists? We need to know. I need to know.

-J. Needleman, *On the Way to Self-Knowledge*

Themes to Develop: The concept of “clinical integration”; contrasting models of “spiritually-integrative” therapy; the problem with the “spiritual dimensional” approach to S-I; dis-connect between the “moral” and spiritual in S-I therapy; features of a moral vision of S-I therapy; differences between “implicit” and “explicit” approaches to clinical integration.

Part 3***Implicit Spirituality*****Transforming the “Deep Structure” of Love and Relational Goodness**

A person cannot choose to desire a certain kind of relationship, any more than he can will himself to ride a unicycle, play the Goldberg Variations, or speak Swahili. The requisite neural framework for performing these activities does not coalesce on command . . . A patient doesn't become generically healthier; he becomes more like the therapist.
-Lewis, Amini, & Lannon, (2000) *A General Theory of Love*

Themes to Develop: Distinctions between the *relational* and *medical* conceptions of therapeutic healing; the importance of the therapeutic relationship in emotional healing; S-I therapy as transformation of the implicit deep structure of relational goodness; foundational theological principles of implicit spirituality.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PSY 410: Issues in Psychotherapy–Theology Integration
Indwelling Goodness: “Spiritually Integrative” Therapy
in the Age of Relational Neuroscience

Week 1 (Aug 29)

Introduction and Overview of the Course
A Story about a Prince Who Became a Turkey

Introduction

“Dis-Connected”: The Crisis in Contemporary Psychotherapy and “Spirituality”

There are metaphysical assumptions behind our personal theory of therapy, our view of the person, our view of the good life, the nature of good and evil, and our notion of psychological health . . . so it is important that the therapist be conscious of them.
 -L. Corbett, *The Sacred Cauldron*

Week 2 (Sept 5)

- Topic 2.1** How “Spirituality” Gets into the Therapist’s Office
Reading: (Reader) Corbett, *Psychotherapy as Spiritual Practice*
Discussants: All Read and Write
- Topic 2.2** So, How Does Therapy Work?
Reading: (Text) Cozolino, *Prologue*
- Topic 2.3** From Ghosts to Solid Persons
Introducing a “Myth” of the Spiritual Journey in Therapy
Reading: *Great Divorce*, Preface, Ch. 1, AND Ch. 2
Reminder: All Read and Write

Note: Pick-up BOTH readings for next week in class today (Chessick; May)

Week 3 (Sept 12)

- Topic 3.1** Therapy to What “End”?
The “Fading” Vision of Psychotherapy
Reading: (Distributed last class) Chessick, “*Goals and Termination*”
Discussants: A-G
- Topic 3.2** Disconnect #1: Lost “Spiritual” Vision of Therapy
Therapist as Spiritual Guide
Reading: (Distributed last class) May, “*The Therapist and the Journey into Hell*”
Discussants: H-Mc
- Topic 3.3** The Great Divorce: A “Myth” of the Spiritual Journey in Therapy
Reading: *Great Divorce*, Ch. 3

Unit 1
“Why Therapy Works”
Therapeutic Healing in the Age of Relational Neuroscience

The most reliable test of mental health is the capacity to exchange mature love with other persons.

-R. Chessick, *Intensive Psychotherapy*, p. 318

Week 4 (Sept 19)

- Topic 4.1** Why Therapy Works
The Meta-Vision of Contemporary Therapy
Text: Cozolino, Ch. 1 AND Ch. 2
Discussants: M-S
- Topic 4.2** The “Non-presenting Problem” in Therapy
You Can’t Say What You Don’t Know
Text: Cozolino, Ch. 3
Discussants: T-Z
- Topic 4.3** The Great Divorce: A “Myth” of the Spiritual Journey for Therapy
Text: *Great Divorce*, Ch. 4

Week 5 (Sept 26)

- Topic 5.1** “Those Things We Don’t Remember Yet Never Forget”
The Deep Structure of Love and Relational Goodness
Text: Cozolino, Ch. 5
Discussants: A-G
- Topic 5.2** “Unlocking the Emotional Brain”
The Case of Regina
Reader: Ecker, *Unlocking the Emotional Brain*
Discussants: H-Mc
- Topic 5.3** The Great Divorce: A “Myth” of the Spiritual Journey in Therapy
Text: *Great Divorce*, Ch. 5

Week 6 (Oct 3)

- Topic 6.1** “Hardwired to Connect”: What’s the Crisis?
Text: *Hardwired to Connect*, pp. 5-14
Discussants: M-S
- Topic 6.2** “Hardwired to Connect”: The Relation Between the Moral and the Spiritual
Text: *Hardwired to Connect*, pp. 15-32
Discussants: T-Z

- Topic 6.3** The Great Divorce: A “Myth” of the Spiritual Journey in Therapy
Text: Great Divorce, Ch. 6

Week 7 (Oct 10) In-Class Exam #1

Unit 2

The Sacred Crucible

Varieties of “Spiritually Integrative” Therapy

Is there a line that separates the spiritual path from therapeutic progress? What actually takes place in psychotherapy when seen against the vision of human nature offered by sacred tradition? . . . Spiritual guides and psychotherapists, what do your names mean? Behind these names, which of you are the real spiritual guides and which the real psychotherapists? We need to know. I need to know.

-J. Needleman, *On the Way to Self-Knowledge*

Week 8 (Oct 17)

- Topic 8.1** “Clinical Integration”: What is It, Why Does It Matter?
Reader: McMinn, Religion in the Counseling Office
Discussants: A-G
- Topic 8.2** Three “Spiritually Sensitive” Approaches to Counseling/Therapy
Reader: Sperry, The Spiritual Dimension in Clinical Practice
Discussants: H-Mc
- Topic 8.3** The Great Divorce: A “Myth” of the Spiritual Journey in Therapy
Text: Great Divorce, Ch. 7

Week 9 (Oct 24)

- Topic 9.1** An Example of “Spiritually Integrative” Therapy
Reader: Sperry, Ch. 13, Integrative Spiritually Oriented Psychotherapy
Discussants: M-S
- Topic 9.2** The Problem with the “Spiritual Dimension” View of S-I Therapy
 (TBD)
Discussants: T-Z
- Topic 9.3** The Great Divorce: A “Myth” of the Spiritual Journey in Therapy
Text: Great Divorce, Ch. 8

Week 10 (Oct 31)

- Topic 10.1** Disconnect #2: Lost “Moral” Vision of Spirituality
 (TBD)
Discussants: A-G

Topic 10.2 Re-Conceptualizing Spirituality: The Transformational Shift from “Selfishness” to the Capacity for Mature Love
Reader: Armstrong, *Wish for a Better World*
Discussants: H-Mc

Topic 10.3 The Great Divorce: A “Myth” of the Spiritual Journey in Therapy
Text: *Great Divorce*, Ch. 9

Week 11 (Nov 7)

Topic 11.1 Therapy in Search of a Theology: The Concept of “Implicit Spirituality”
Reader: Jones, *Transference and the Dynamics of Religion*
Discussants: M-S

Topic 11.2 Implicit Spirituality: Transforming the “Deep Structure” of Love and Relational Goodness
Reader: Hall, *Human Attachment and Relationality*
Discussants: T-Z

Topic 11.3 The Great Divorce: A Myth of the Spiritual Journey in Therapy
Text: *Great Divorce*, Ch. 10

Week 12 (Nov 14) In-Class Exam #2

Week 13 (Nov 21)
Thanksgiving Recess

NOTE: Reminder of Syllabus To Be Distributed