

Course Syllabus

[Jump to Today](#) [Edit](#)

PSY601:

Issues in Psychotherapy – Theology Integration

Dates: 8/28/17 - 12/17/17

Meeting Day/Time:

Thursdays, 6:00 p.m. - 9:00 p.m.

Location: Mission Valley Campus

Credit Hours: 3

Session: Fall 2017

COURSE DESCRIPTION

The University catalogue 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. It introduces specific issues that arise in conducting therapy with religious persons, including criteria for evaluating healthy and unhealthy forms of religious belief.

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.

RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe.
2. Learning is experiential and active.
3. Communication is open . . . opposing viewpoints are welcomed.
4. All are learners and all are teachers . . . we will learn from each other.
5. Mistakes are okay . . . this is a no-guilt, no-blame zone.
6. The point is to learn and grow . . . grades are a by-product and not the goal.
7. Integrity and honesty are expected.

Please jot down some of your expectations for this course.

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

INSTRUCTOR INFORMATION



Faculty: Donald Welch, Ph.D., LMFT

Office Phone: (619) 865-4447

Email: donaldwelch@pointloma.edu
(<mailto:donaldwelch@pointloma.edu>)

COURSE LEARNING OUTCOMES

1. You will be able to differentiate the many different types of Christian counseling and be able to make ethical and appropriate referrals based on a person's desires, religious/spiritual backgrounds, and their counseling needs.
2. You will be able to describe several possible relationships between counseling and religious institutions, including how to integrate your clinical skills within various religious institutions.
3. You will be able to describe differences between various religious (sub)traditions and how those differences impact your approach to the therapeutic endeavor.
4. You will be able to incorporate your own and your clients' religious and spiritual backgrounds into your assessment and therapy work with clients, and be able to navigate similarities and differences in your and your clients' backgrounds.
5. You will be able to make explicit how your religious and spiritual history influences your approach to therapy, how you use that in your therapeutic work (implicitly or explicitly), and how to best honor the diverse religious and spiritual backgrounds of your clients.
6. You will be able to compare and contrast various historical and theoretical traditions of various schools of therapy, including how they compare and contrast with how various religious traditions understand people, their problems, how they change, and towards what end they intend to change.
7. You will be able to demonstrate clinical wisdom in how and when to conceptualize, assess, and treat along various religious/spiritual and clinical dimensions (e.g., differentiating between psychosis and spiritual experience; when to use a religious or nonreligious intervention and why, differentiating between implicit and explicit integration and when to apply one or the other, etc.).

REQUIRED READING AND RECOMMENDED RESOURCES

1. Holeman, V. T. (2012). *Theology for better counseling: Trinitarian reflections for healing and forgiveness*. Downers Grove, IL: Intervarsity Press. ISBN-13: 978-0830839728.
2. Strawn, B. D. & Wright, R. W. (Eds.). (2014). Traditioning Integration [Special Issue]. *Journal of Psychology & Christianity*, 33(4), 299-389.

3. Thompson, C. (2010). *Anatomy of the soul: Surprising connections between neuroscience and spiritual practices that can transform your life and relationships*. Carol Stream, IL: Tyndale House Publishers. ISBN-13: 978-1414334158.
4. Wolterstorff, N. (1987). *Lament for a Son*. Grand Rapids, MI: Eerdmans Publishing Co. ISBN-13: 978-0802802941.
5. Additional academic articles (an average of one per class) will be provided in digital form. Please let me know at the beginning of the class if you have an article or topic area that you want included in this supplemental list.

Recommended Reading/Resources for Further Study

1. Beck, R. (2012). *The Authenticity of Faith: The Varieties and Illusions of Religious Experience*.
2. Benner, D. (2011). *Soulful Spirituality: Becoming Fully Alive and Deeply Human*.
3. Bland, E. & Strawn, B. (2014). *Christianity & Psychoanalysis: A New Conversation*.
4. Brown, W. & Strawn, B. (2012). *Physical Nature of the Christian Life: Neuroscience, Psychology, and the Church*.
5. Browning, D. (1987). *Religious Thought and the Modern Psychotherapies: A Critical Conversation in the Theology of Culture*.
6. Dueck, A. (2009). *A Peaceable Psychology: Christian Therapy in a World of Many Culture*.
7. Dueck, A. (2013). *Between Jerusalem & Athens: Ethical Perspectives on Culture, Religion, and Psychotherapy*.
8. Freud, S. (1989). *The Future of an Illusion*.
9. Greggo, S. & Sisemore, T. (2012). *Counseling & Christianity: Five Approaches*.
10. Hoffman, M. (2011). *Toward Mutual Recognition: Relational Psychoanalysis and the Christian Narrative*.
11. Johnson, E. (2010). *Psychology & Christianity: Five Views*.
12. Jones, J. (1991). *Contemporary Psychoanalysis and Religion: Transference & Transcendence*.
13. Jones, J. (1996). *In the Middle of this Road we Call our Life*.
14. McMinn, M. (1996). *Psychology, Theology, and Spirituality in Christian Counseling*.
15. Moriarty, G. (2010). *Integrating Faith and Psychology: Twelve Psychologists Tell Their Stories*.
16. Orange, D. (2010). *Thinking for Clinicians: Philosophical Resources for Contemporary Psychoanalysis and the Humanistic Psychotherapies*.
17. Griffith, J. & Griffith, M. (2003). *Encountering the Sacred in Psychotherapy: How to Talk with People about Their Spiritual Lives*.

Supplemental Articles to be added:

- Leffel - Prevenient Grace and the Re-enchantment of Nature
- Strawn - Slouching Towards Integration
- Dueck & Reimer - Retrieving the Virtues in Psychotherapy
- Cushman - Why the Self is Empty

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

Absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. If more than 20 percent of the classes are reported as missed, the faculty member may initiate the student's de-enrollment from the course without advance notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed.

A student who registers late must therefore be exceptionally careful about regular attendance during the remainder of the course. Registered students who neither attend the first class session nor inform the instructor of record of their desire to remain in the class may, at the request of the instructor, be removed from the class roster.

Exceptions to the foregoing attendance regulations due to extenuating circumstances beyond the student's control may be granted only by appeal to the Vice Provost for Academic Administration. Students should consult the syllabus of each course for specific applications of and elaborations on the above attendance policy.

If a student misses a class for a University excused absence the student must provide the appropriate documentation to the professor. No penalty will be assessed for an approved University excused absence from class. Any work, assignments, class notes, or other information presented during the class during which the student is absent is the sole responsibility of the student. Please seek this information from fellow students who attended that class session before contacting the professor.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoids dominating discussions
- Class participation demonstrates understanding of learned theory

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/) (<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>)
- Downloadable APA Style Helper: [APA for Psychology](http://www.docstyles.com/apaguide.html) (<http://www.docstyles.com/apaguide.html>)
- [Psychology with Style: A Hypertext Writing Guide](http://www.uwsp.edu/psych/APA4b.htm) (<http://www.uwsp.edu/psych/APA4b.htm>)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/) (<https://owl.english.purdue.edu/owl/section/2/10/>)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

CREDIT HOUR INFORMATION It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

REQUIREMENTS	TOTAL COURSE HOURS
Required Reading	33
Reflections	25
Essays	10
Face-to-Face Sessions	45
TOTAL	113

GRADING

The final grade will be computed on the following basis:

ASSIGNMENTS	POINT VALUE
10% - Attendance and Participation	100
25% - Pre-Class Reflections	250
25% - Post-Class Reflections	250
10% - Traditioning Integration Outline & Presentation	100
5% - Spiritual Practice or Church Application Paper	50
20% - Final Integration Paper	200
5% - Final Integration Paper Presentation	50
Total Percentage: 100%	Total Points: 1,000

GRADE SCALE

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

- Only grades of C- or better will count toward program GPA.
- A cumulative program GPA of 3.0 or higher is required to graduate

ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

1. Participation and Attendance (10%)

I believe truth emerges through dialogue; learning happens when we converse and connect with each other. Therefore, I want class sessions to be a relational experience, characterized by personal conversation, rather than passive reception of a list of facts that you will have to regurgitate later. I expect you to take ownership of your learning process and to be intentional about reflecting on and talking about what matters to you. When I or others are talking, I encourage you to be thinking the following and to respond accordingly: *Do I agree? Do I disagree? What are the implications of what they are saying, for me, for the church, for therapy? What else do I need to ask to better understand what they are saying? What else is important for me to know about this?* I want you to use your pre- and post-class reflection assignments to catalyze class discussions and bridge the gap between the readings and our daily lives/relationships. And finally, since you can't talk if you aren't there, I expect you to come to class. The assessment of participation will be given based on the above criteria.

2. Pre-Class Reading Reflections (25%)

In order to learn, active engagement is required. Reflection on what was read and what was learned is an important part of consolidating that information into your daily life and relationships. It's also an important part of being able to dialogue together. So I want you to think while you read, notice what stands out for you, what you find yourself thinking or wondering about, what you'll want to talk more about together, and jot a few things down. I ask for at least 1 response (associated with a particular quote or section) and 1 question associated with *each* of the assigned readings for that day. Please copy the template below for the reflections and turn them in on Canvas by 11:59pm on the Wednesday before Thursday's class. That way, your peers will be able to review your reflections before class if desired. Full credit will be given to reflections which are completed on time and are characterized by thoughtful responses, questions that have personal importance, and high-rated engagement with the reading. Due to the sequential nature of the course material, credit will not be given for late reading reflections. Because the reflections are intended to promote discussion, credit will also not be given in the event of an absence.

Name: _____ Week/Day: _____

Note: *Copy and fill out this form for each class session (except on your presentation days), and turn it in before the beginning of each class.*

1. Briefly describe an **idea(s)** of particular interest to you, including a reference of what quote from the reading inspired the idea (e.g., page number and paragraph). Why is this important to you?
2. Briefly describe a **question(s)** you want to follow-up on in class. What would you like to discuss with your other classmates?
3. Please give yourself a single score on a scale of 1-10 how thoroughly (in terms of time), reflectively (in terms of depth of thought), and comprehensively (in terms of # of pages) you read (10 = most thorough, reflective, and comprehensive):

3. Post-Class Reflections (25%)

Think over this weeks readings and class discussions. *What were the most significant things you learned? What would you like to stick with you? How did this make a difference for you? For your relationships? How will you be changed by this new realization? What related pieces of information would you still like to know to grow in this area? What further questions do you have?* Spend some time in reflection, and then jot down whatever comes to mind for about **0.5-1 double-spaced pages**. Then post on Canvas by Friday at 11:59pm of that week so that your peers can review your reflections. You are welcome, but not required, to comment on each other's reflections. **For the final week**, please answer the following: *What was the most beneficial part(s) of the class to you? What would you change and how? What other suggestions do you have for the class? How are you different because of the class? How has your understanding of the integration of psychotherapy and theology changed since I asked you the first day? What is the most important thing you will take with you?*

4. Traditioning Integration Outline & Presentation (10%)

A primary goal of this class is to help you think about your theology and its associated *theological anthropology* (what one's theology says about what people are, where they are going, and how they change), as well as how that impacts the nature of therapeutic engagement. Consequently, as a class, we will read 6 articles from 6 different Christian subtraditions which will discuss how the specifics of their tradition impact how they engage with psychology/psychotherapy. We will split the 6 articles up, and your group's job will be to present on the article that you read. *In place of the daily reading reflection for that day*, you will each create an outline of the article which discusses how the author has responded to Strawn & Jones' 6 questions:

1. Who are the main theologians in your tradition?
2. What is the nature/character of God?
3. What is the nature of human persons?
4. What is the nature of divine/human interaction?
5. Is there anything unique to your tradition that we are leaving off?
6. How does your tradition impact your understanding and practice of psychology?

Your outlines will be due the Tuesday before class at 11:59pm. As with the reading reflections, you will be able to review others' outlines before class on Thursday if desired. Then, on the day of the presentations, your group will meet together and develop a final outline from each of your outlines which highlights the most important points. You will upload this version to Canvas for others to be able to view and download if desired. Your group will then make an informal presentation of your article to the rest of the class that day. Grading assessment will be based around the following items: a) Demonstrated understanding of the reading, b) Outlines provided to class and emailed to the professor, c) Logical and coherent flow of outline, covering each of Strawn & Jones' questions, d) Outline written in "your own words" (a few quotes are fine), e) Professionalism, f) Ability to lead the discussion (e.g., making connections, asking questions, etc), and g) Preparation.

5. Spiritual Practice Paper OR Church Application Paper (Choose Only One) (5%)

OPTION 1: Spend intentional, set-apart time engaging in at least one of the spiritual practices that are listed

in Thompson's book (e.g., pgs 143, 173, or 231), and notice how this experience is like for you. In **1-2 double-spaced pages**, discuss how the practice went--*what you noticed, what came naturally, what was difficult, how it impacted you, how it allowed you to experience (or not) what Thompson has been writing about, how this will impact your relationships (therapeutic or otherwise), and how you will incorporate this into your daily life (or not) and why (or why not).*

OPTION 2: For this assignment, I want you to reflect on the things that we have been learning together and decide what of it you feel would be most important in sharing with your congregation (or one you are familiar with) if you had a limited amount of time. *What would want to you say? How would you say it? And why did you decide to say that and not something else?* In **1-2 double spaced pages**, write about the context of why you chose your topic(s), what you would say, and the impact you hope it would have on the congregation (relationally, spiritually, emotionally, how it would impact church practices, etc.). This can take the form of a letter to a church pastor, (you can decide on your own whether you want to actually send this letter or not) a letter to the whole congregation, or a description of a short presentation that you would offer to people of the church (i.e., what you would say, what you would ask, and what impact you hope the presentation would have on the people who attended).

OPTION 3: Attend a worship service from a theological tradition that is different than your own. In 1-2 double spaced pages, reflect on your experience of the service: What surprised you? What did you resonate with? What did you have a hard time with? How was it similar or different than worship services from your faith tradition? What will stick with you about this experience? What did this experience teach you about working with therapy clients from this tradition?

6. Final Integration Paper (20%)

This final paper will be your chance to consolidate material from the class and your personal life into a single synthesis. It should be **6-7 pages** (excluding title page and references), formatted in **APA-style** (1" margins, double-spaced, 12-pt Times New Roman font, with title and reference pages, etc.), and should include a **minimum of 4 academic references**. This paper is due at the beginning of class on the date of your presentation. A letter grade will be deducted from this assignment for each 24-hour period that the assignment is late. Grading assessment will be based on quality of writing, depth of engagement with the topic, adherence to APA style, and thoroughness in addressing the following elements of the paper:

1. Briefly describe a faith tradition (preferably your own) and describe how you identify with that tradition (or how you do not). For example, say how you have participated in that tradition, whether it is your family's tradition, whether you have attended congregational gatherings of that tradition, how you have been educated and/or enculturated into that tradition, etc.
2. Describe how that faith tradition thinks about:
 - A. People (theological anthropology)
 - B. Their problems ("sin?")
 - C. Their ultimate destination (telos)
 - D. How they get there (theory of change, practices/virtues)

3. In light of this, describe the therapy/counseling/mentoring process as if you were the therapist/counselor /mentor. Create a case (it can be you, someone in your family, a friend, or someone completely made up). Describe the problems the person is bringing to you. Describe your assessment of the problem(s) in light of your tradition, and specific examples (in quotes) of how you would engage with the person to bring them to the desired destination.
4. Finally, describe how you would find out about their tradition. Is it the same? Different? How would you go about therapy if it was the same? And if it was different? How would you find out about their assessment of their problems? And how they think they should address them? And toward what end they are going?

7. Final Integration Paper Presentation (5%)

You'll have worked hard on your final paper; this is your chance to show that off. You will have a chance to share your paper with others, talk about what you've learned, and converse together about how and why you ended up where you did. The grading assessment will be similar to the traditioning integration outline presentation, and will be based on: a) Demonstrated understanding of the reading, b) Outlines provided to class and emailed to the professor, c) Logical and coherent flow of outline, d) Outline written in "your own words" (a few quotes are fine), e) Professionalism, f) Ability to lead the discussion (e.g., making connections, asking questions, etc.), and g) Preparation. *Successful completion of the course depends upon completion of the Final Integration Paper and its presentation on the day it is due.*

8. Supplemental Class/Assignment

In order to makeup for the missed class on 11/23, you will be required to attend a worship service from a theological tradition that is different than your own and to write a 1-2 page reflection paper about your experience. This will be graded on a pass/fail basis for attendance/participation credit. Reflection questions to guide your paper: Describe your experience at the service. What surprised you? What did you resonate with? What did you have a hard time with? How was it similar or different than worship services from your faith tradition? What will stick with you about this experience? What did this experience teach you about working with therapy clients from this tradition?

POLICIES

ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact the Disability Services Representative within the first two weeks of class to demonstrate need and to register for accommodations by email at drc@pointloma.edu (<mailto:drc@pointloma.edu>).

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 \(http://www.pointloma.edu/experience/academics/class-schedules\)](http://www.pointloma.edu/experience/academics/class-schedules) site. No requests for early examinations will be approved.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and

collaboration. In this course, we will rely on Canvas for accessing course materials, submitting assignments, and collaborating in discussion boards and blogs. We will also use cell phone polling when it enhances our in-class activities. You'll want to make sure you are comfortable with these tools, so take advantage of our computer LabTechs to answer questions and help you with any technology issues. You may also call the Help Desk at x2222.

You are welcome to bring your laptop, iPad, and/or cell phone to class, which we will utilize during many class sessions—but please make sure you use them appropriately and responsibly. **If a tech tool becomes a distraction or disruption while class is in session, I will simply invite you to no longer bring it to class.**

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "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. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course." See [Academic Policies \(http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies\)](http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies) for full text.

SPIRITUAL CARE

A cornerstone of a PLNU education is helping students realize their mental, physical, social, moral, and spiritual ideals. Understanding and living out a personal commitment to faith and our Wesleyan heritage are means for achieving self-worth and understanding, the motivation for building a just social order. Students receive support to build skills and habits in spiritual formation that motivate a life of service which is lifetime. PLNU encourages community engagement among students, faculty, and staff that honors service to others as an expression of that commitment. There are resources for your Christian faith journey available at [Graduate and Professional Student Spiritual Life \(https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life\)](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).

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.

COURSE SCHEDULE

Note: The Professor reserves the right to modify the syllabus throughout the semester to accomplish the learning objectives of the course. Schedule changes will be noted in class and posted in Canvas.









WEEK	DATE	DAY	READING DUE







1	8/31/17	TH	Overview of course; Introductions; Questions; Experiential Faith Integration Exercise
2	9/7/17	TH	<i>McMinn et al., 2010: Just What is Christian Counseling Anyway?</i> Strawn, Wright, & Jones, 2014: <i>Tradition-Based Integration</i>
3	9/14/17	TH	Strawn & Wright: Traditioning Integration (Part II) <i>PRESENTATION OF YOUR ARTICLE</i>
4	9/21/17	TH	Holeman Chs. Preface/1-2 Dueck - Sin/Pathology
5	9/28/17	TH	Holeman Chs. 3-4 Tan - Spiritually Oriented CBT
6	10/5/17	TH	Holeman Chs. 5-6 Dueck - Thick Patients, Thin Therapy, and a Prozac God
7	10/12/17	TH	Holeman Chs. 7/Postscript Strawn - Restoring Moral Affections of the Heart
8	10/19/17	TH	Jarvinen - The Relational Cost of Moralism Jarvinen - Self-Regulation, Neuroscience, and Religious Participation
9	10/26/17	TH	Thompson Part I (Intro, Ch. 1-4)
10	11/2/17	TH	Thompson Part II, (Ch. 5-7)
11	11/9/17	TH	Thompson Part III, (Ch. 8-10)
12	11/16/17	TH	Thompson Part IV, (Ch. 11-13, Epilogue) <i>SPIRITUAL PRACTICE OR CHURCH APPLICATION PAPER DUE</i>
13	11/23/17	TH	THANKSGIVING BREAK - NO CLASS THIS WEEK



14	11/30/17	TH	Wolterstorff Part I, (pp. 5-42)
15	12/7/17	TH	Wolterstorff Part II, (pp. 43-75) <i>FINAL PAPER PRESENTATIONS</i>
16	12/14/17	TH	Wolterstorff Part III, (Pgs. 70-111) <i>FINAL PAPER PRESENTATIONS</i> <i>FINAL WEEKLY RESPONSE</i>

Note: Remainder of Syllabus to be distributed as semester develops.

Course Summary:

Date	Details	
Wed Sep 6, 2017	 WK 2: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/216944)	due by 11:59pm
Fri Sep 8, 2017	 WK 2: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/216943)	due by 11:59pm
Wed Sep 13, 2017	 WK 3: Traditioning Integration Outline: Main Discussion Board (https://canvas.pointloma.edu/courses/36344/assignments/216942)	due by 11:59pm
Fri Sep 15, 2017	 WK 3: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/216941)	due by 11:59pm
Wed Sep 20, 2017	 WK 4: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229307)	due by 11:59pm
Fri Sep 22, 2017	 WK 4: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229308)	due by 11:59pm
Wed Sep 27, 2017	 WK 5: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229309)	due by 11:59pm
Fri Sep 29, 2017	 WK 5: Post-Class Reflection (https://canvas.pointloma.edu)	due by 11:59pm

Date	Details	
	/courses/36344/assignments/229310	
Wed Oct 4, 2017	 WK 6: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229311)	due by 11:59pm
Fri Oct 6, 2017	 WK 6: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229312)	due by 11:59pm
Wed Oct 11, 2017	 WK 7: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229317)	due by 11:59pm
Fri Oct 13, 2017	 WK 7: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229318)	due by 11:59pm
Wed Oct 18, 2017	 WK 8: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229319)	due by 11:59pm
Fri Oct 20, 2017	 WK 8: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229321)	due by 11:59pm
Sun Oct 22, 2017	 Mid-Course Evaluation Survey (https://canvas.pointloma.edu/courses/36344/assignments/216918)	due by 11:59pm
Wed Oct 25, 2017	 WK 9: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229324)	due by 11:59pm
Fri Oct 27, 2017	 WK 9: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229326)	due by 11:59pm
Wed Nov 1, 2017	 WK 10: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229327)	due by 11:59pm
Fri Nov 3, 2017	 WK 10: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229328)	due by 11:59pm
Wed Nov 8, 2017	 WK 11: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229330)	due by 11:59pm
Fri Nov 10, 2017	 WK 11: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229331)	due by 11:59pm
Wed Nov 15, 2017	 WK 12: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229332)	due by 11:59pm

Date	Details	
Thu Nov 16, 2017	 WK 12: Turn in Spiritual Practice Paper OR Church Application Paper (https://canvas.pointloma.edu/courses/36344/assignments/216950)	due by 5:59pm
Fri Nov 17, 2017	 WK 12: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229333)	due by 11:59pm
Mon Nov 27, 2017	 Make-up Assignment for Thanksgiving (https://canvas.pointloma.edu/courses/36344/assignments/216949)	due by 11:59pm
Wed Nov 29, 2017	 WK 14: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229334)	due by 11:59pm
Fri Dec 1, 2017	 WK 14: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229335)	due by 11:59pm
Wed Dec 6, 2017	 WK 15: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229336)	due by 11:59pm
Fri Dec 8, 2017	 WK 15: Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229337)	due by 11:59pm
Wed Dec 13, 2017	 WK 16: Pre-Class Reading Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229338)	due by 11:59pm
Thu Dec 14, 2017	 WK 16: Final Integration Paper Due (https://canvas.pointloma.edu/courses/36344/assignments/216951)	due by 11:59pm
	 WK 16: Final Integration Paper Presentation (https://canvas.pointloma.edu/courses/36344/assignments/216952)	due by 11:59pm
Fri Dec 15, 2017	 WK 16: Final Post-Class Reflection (https://canvas.pointloma.edu/courses/36344/assignments/229339)	due by 11:59pm
Sun Dec 17, 2017	 Attendance and Participation (https://canvas.pointloma.edu/courses/36344/assignments/216947)	due by 11:59pm
	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/36344/assignments/216948)	due by 11:59pm

