

**Point Loma Nazarene University  
Master of Arts in Clinical Counseling (MACC) Program  
Course Syllabus**



**PSY626: COUNSELING THEORIES AND FAITH INTEGRATION II**

Faculty:	Tom Paulus, Psy.D.
Semester:	Spring, 2018
Semester Units:	3
Schedule:	Wednesdays 6 – 9pm
Final Day:	5/4/2018
Class Location:	Mission Valley, Room xxx
Office Info:	No office hours. Please email me to set up a time to talk before or after class.
Contact Info:	t.paulus@boldhealthinc.com; 626.720.4497

**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.

**Course Description and Design**

The University catalogue describes this course as Continuing exploration of psychological therapies and techniques with emphasis on the adoption of a theoretical orientation for explaining the etiology and treatment of various mental disorders. This course is a preparation course for practicum, with specific instruction in case management, from intake to termination. Close attention is paid to available systems of care and community resources for the severely mentally ill.

Course design: Each student will be asked to pick a case from their current case load at practicum. We will look carefully at your patient using the material covered in class. At the end of the course you should have a hypothetical or mock clinical documentation of the entire course of treatment (e.g., Treatment Plan, Psycho-social History, Diagnosis, Case Formulation, Summary of Treatment, and Termination). We will highlight selected topics from the required readings, demonstrate clinical concepts through role-play/case review, and together discuss, study, and explore relevant ideas. *Students are responsible for all assigned readings*, whether or not discussed in class. Students are expected to read and digest all assignments prior to the class date for which they are assigned.

**Course Learning Objectives**

1. You should be able to think clinically about a case every step of the way (intake to termination) using a particular modality.

2. You will be able to articulate your own ideas about the therapeutic task for a given case, including identifying key interventions, barriers to progress, indicators of therapeutic progress, etc.
3. You will become familiar with working with an intrapsychic approach.
4. You should be able to compare and contrast relational and intrapsychic metapsychologies.
5. You should be able to identify the major concerns about human anthropology from a theological perspective, including concerns such as monism vs. dualism, sin and human motivation, and the relationship between nature and grace.
6. You will learn to understand and identify treatment destructive defenses, somatic pathways of anxiety discharge, and core feeling states in your patients.
7. You will have starting knowledge of how to work experientially with your patient's will, emotions, and unconscious psychodynamics.

### **Required Reading**

1. Frederickson, J. (2013). *Co-creating change: Effective dynamic therapy techniques*. Kansas City, MO: Seven Leaves Press.
2. Fosha, D. (2000). *The transforming power of affect: A model for accelerated change*. New York, NY: Basic Books.
3. Frederickson, J. (2017). *The lies we tell ourselves*. Kansas City, MO: Seven Leaves Press.
4. Additional academic articles and readings 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.

### **Optional Integrative Readings**

1. Richard Beck - 2012 - The Authenticity of Faith: The Varieties and Illusions of Religious Experience
2. David Benner - 2011 - Soulful Spirituality: Becoming Fully Alive and Deeply Human
3. Earl Bland & Brad Strawn - 2014 - Christianity & Psychoanalysis: A New Conversation
4. Warren Brown & Brad Strawn - 2012 - Physical Nature of the Christian Life: Neuroscience, Psychology, and the Church
5. Don Browning - 1987 - Religious Thought and the Modern Psychotherapies: A Critical Conversation in the Theology of Culture
6. Alvin Dueck - 2009 - A Peaceable Psychology: Christian Therapy in a World of Many Cultures
7. Erik Erickson – 1962 – Young Man Luther
8. Sigmund Freud - 1989 - The Future of an Illusion
9. William James – 1902 - The Varieties of Religious Experience
10. Eric Johnson - 2010 - Psychology & Christianity: Five Views
11. John Paul II – Man and Woman He Created Them: A Theology of the Body
12. Alasdair MacIntyre - 2001 - Dependent Rational Animals
13. James K. A. Smith – 2009 & 2013 - Desiring the Kingdom or Imagining the Kingdom
14. Marie Hoffman - 2011 - Toward Mutual Recognition: Relational Psychoanalysis and the Christian Narrative
15. Philip Rieff – 1968 - The Triumph of the Therapeutic

## PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If a student anticipates a need to miss class for any reason, they should notify me during the first week of classes (or as far in advance as possible) to develop an appropriate plan for keeping up with the course requirements and learning process. Routine medical appointments are not considered excused absences and should be scheduled around course meeting times. If an illness prevents attendance a medical note documenting the need to miss class is expected. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. *Given that we meet for 3 hours per class, this would occur with only 2 unexcused absences.* If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

### Assessment and Grading

The final grade will be computed on the following basis:

1. 10% - 75 points - Attendance and Participation
  2. 50% - 375 points - Pre-Class Reflections
  3. 15% - 112.5 points – Book Review of Fosha or Integration
  4. 25% - 187.5 points – Clinical Paper
- 100% - 750 points total

Percentage Score

A =	93-100%	C	73-76%
A -	90-92%	C -	70-72%
B +	87-89%	D +	67-69%
B	83-86%	D	63-66%
B -	80-82%	D -	60-62%
C +	77-79%	F	0-59%

A minimum of 60% (450 points) is needed to pass the course. Assignments will be weighted in accordance with their total percentages.

### 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:

Assignments	Total Course Hours
Required Reading	33
Reflections	25
Papers	10
Face-to-Face Sessions	45

<b>TOTAL</b>	<b>113</b>
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## Assignments

### **Participation and Attendance (10%)**

To receive attendance credit, come to class and be prepared to discuss the reading. Each class you will be assigned to a group FOSHA or FREDERICKSON. Your group will be given a few minutes to organize and then be asked to briefly present the material in your chapter to the rest of the class. Then you will compare, contrast, debate, discuss, etc. based on what group you are in. Arguing for the perspective of the author you read will help your retention by giving you the opportunity to engage emotionally, intellectually, and relationally with and through the material.

### **Reading Reflections (50%)**

Reading and discussion are the foundation of this course. In this class you will read multiple assignments each week. You must read everything assigned. You will be required to write a weekly reflection on your reading. You will submit this reflection to Canvas before class begins. In your reflection a.) summarize key points of the reading to demonstrate reading and comprehension and b.) provide two questions that arose during your reading. You will also give yourself a grade (0, 1, or 2 points per assignment) based on how much of the assigned material you read to comprehension. These reflections should be as long as you need them to be to demonstrate reading and comprehension of each assignment. 300 – 500 words would be reasonable. Include your grade at the top of your paper. I will randomly pick reflections for careful review and feedback each week. Others I will barely skim.

### **Book Review of Fosha or Faith Integration Text (15%)**

Since we will be spending a large amount of our energy on the Frederickson books and his approach to psychotherapy it is necessary for us to create space for engagement with other materials. Choose one of the following options for this assignment.

*OPTION 1:* Write a thorough, intelligent 8 – 10-page review of Fosha's *Transforming Power of Affect*. Show me that you read this book and understand the ideas, techniques, and theories presented. Pretend that I am extremely skeptical of this approach to psychotherapy and help me believe it is credible. Even if you have a critique of this approach, help me appreciate it before you critique it. A truly excellent paper will demonstrate familiarity with the intellectual and theoretical context of this book and some recognition and emerging understanding of the relevant issues. If you'd like to use this opportunity to think about faith integration, feel free to frame this paper theologically and philosophically in terms of things like human nature/motivation, how God works in the world, etc.

*OPTION 2:* If you are more interested in faith integration you can use this paper as an opportunity to engage one of the texts listed above. You may also request to use any texts you might be interested in, just submit them to me for approval in plenty of time. Show me that you read this book and understand the ideas presented and the important issues it addresses. Help me understand how this directly or indirectly contributes to the development of your thinking about theology or psychology. Critique the book, even if you agree with it. A truly excellent paper will demonstrate familiarity with the intellectual and theoretical context of this book along with some recognition and emerging understanding of the relevant issues it engages.

### **Final Clinical Paper (25%)**

Throughout the course you will be asked “go deep” with one modality and apply Frederickson to one of your patients. By the end of the course you will have a full-clinical write up including: an intake summary, psychosocial history and case formulation, diagnosis and treatment plan, a sample session note, and a termination and treatment summary. Each of these individual pieces (worth 5%) will be turned in separately. Then at the end of the course you will be asked to turn these all in together.

### **Electronics Policy**

I want electronics to be used to facilitate our dialogue and learning. Therefore, I ask you to consent to the following: “I will silence my cell phone before coming to class, and will refrain from using it during class time for anything other than the *direct support of my engagement with the class material*. In my use of computers or tablets, I will refrain from accessing my personal email, social media accounts, or any other material that does not directly support my engagement with the class material.” If for some reason you cannot consent to these statements, please let me know.

### **PLNU Academic Accommodations Policy**

If you have a diagnosed disability, please contact Jean Moncada in the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodation by phone at (619) 563-2849 or by e-mail at [jmoncada@pointloma.edu](mailto:jmoncada@pointloma.edu). Ask your academic advisor or program director for any additional accommodation information.

### **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 in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

### **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.

### **Spiritual Care**

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Mission Valley campus we have an onsite chaplain, Rev. Nancy Pitts who is available during class break times across the week. If students have questions, a desire to meet with Rev Pitts or prayer requests you can contact her directly at [gradchaplainmissionvalley@pointloma.edu](mailto:gradchaplainmissionvalley@pointloma.edu). In addition

there are resources for your Christian faith journey available at  
<http://www.pointloma.edu/experience/faith/graduate-student-spiritual-life>

### 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 on eclass.

Week	Date	Day	Reading Due
1	1/10/18	W	Overview of course; Introductions; Questions; The Triangle Frederickson Introduction; Paulus <i>Nature and Grace</i> PDF in Canvas
2	1/17/18	W	Framing the Therapeutic Task, Projection of Will, and Focusing on Feelings. Frederickson Ch. 1; Fosha Ch. 1
3	1/24/18	W	Anxiety Frederickson Ch. 2; Fosha Ch. 2
4	1/31/18	W	Defense Frederickson Ch. 3; Fosha Ch. 3; McWilliams PDF 1 (Defenses) in Canvas
5	2/7/18	W	Tactical and Repressive Defenses Frederickson Ch. 4; Fosha Ch. 4 <b>**Intake Summary Due**</b>
6	2/14/18	W	Psychodiagnosis: Co-Creating an Effective Focus Frederickson Ch. 5; Fosha Ch. 5; McWilliams PDF 2 (Character Structure) in Canvas
7	2/21/18	W	Conscious and Unconscious Alliance Frederickson Ch. 6; Fosha Ch. 6; Abbass Ch. 4, 8, & 9
8	2/28/18	W	Treating Fragile Ego Function Frederickson Ch. 7; McWilliams PDF 3 <b>**Psychosocial History &amp; Case Formulation Due**</b>
9	3/7/18	W	<b>NO CLASS (Spring Break)</b>
10	3/14/18	W	Building Capacity Frederickson Ch. 8; Fosha Ch. 7 & 8; Abbass Ch. 16
11	3/21/18	W	Regressive Defenses Frederickson Ch. 9; Fosha Ch. 9; Abbass Ch. 17 <b>**Diagnosis and Treatment Plan**</b>
12	3/28/18	W	Defensive Affects Frederickson Ch. 10; Fosha Ch. 10; Frederickson: <i>The Lies We Tell Ourselves</i> <b>**Session Note Due**</b>
13	4/4/18	W	Highly Resistant Patients and Character Defenses Frederickson Ch. 11-12; Fosha Ch. 11; Abbass Article
14	4/11/18	W	Superego Pathology and Transference Resistance Frederickson Ch. 13; Fosha Ch. 12 <b>**Treatment Summary and Termination**</b>
15	4/18/18	W	Breakthrough to the Unconscious Frederickson Ch. 14; Fosha Ch. 13 <b>**Book Review**</b>

16	4/25/18	W	Consolidation and Termination Frederickson Ch. 15 – 16 <b>**<i>Final Clinical Paper Due</i>**</b>
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