

Course Syllabus
PSY 4010
Issues in Psychotherapy–Theology Integration

Fall 2020

Wednesday's 4:00-7:50pm

Semester Units: 3

Instructor: *G. Michael Leffel, Ph.D., Professor of Psychology*

Office hours by appointment

Office Phone: (619) 849-2278

E-mail: michaelleffel@pointloma.edu

COURSE DESCRIPTION AND DESIGN

The catalog describes this course as follows: *This foundational course clarifies key issues in human nature and prepares the student for developing a worldview that is consistent with their theological and spiritual orientation. It is a detailed study of issues in the integration of theological insights and psychotherapy approaches within the therapeutic setting.*

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 readings for class discussion (course Schedule below), and be prepared to think together about the readings in class.*

COURSE REQUIREMENTS AND EVALUATION

A. Weekly Attendance 50 pts

Each week's attendance is worth (approx.) 3 pts.

B. Weekly Reading Reflections 180 pts

Graded 0-10 on completeness and thoughtfulness of your reflection. This is a substantial portion of your grade. Please follow directions on Reading Reflections for when and how to submit for full credit.

C. Essay Mid-Term Exam 150 pts

Take home Mid-Term Type-as-You-Read Exam (discussed in class).

D. Final Project (Exam) 60 pts

You will submit to CANVAS your final project (exam) after Thanksgiving Break.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

2.

E. Attendance Policy and Contribution to Grade

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

1. Following two unexcused absences, beginning with the third 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 ten percent of classes (equivalent to one and one-half weeks of 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" (PLNU Catalog). *That would be after two (2) unexcused absences in this class.*

PLNU Attendance Policy and Reporting

1. Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. 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. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

2. Asynchronous Attendance/Participation Definition

3. A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

OFFICE HOURS

To schedule an appointment with me, either: (i) arrange a time with me before/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.

Office phone: (619) 849-2278 (main PLNU campus)

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

3.

COURSE READING

Supplemental

1. C.S. Lewis, *The Great Divorce*
2. *University Reader*

PLNU COPYRIGHT POLICY

PLNU, as a non-profit educational institution, is entitled by laws 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 HONESTLY 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, examination, or the course, depending on the seriousness of the offense. 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.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

4.

PSY 4010
Indwelling Goodness:
Spirituality and Psychotherapy in the Age of Relational Neuroscience

Unit 1

“The End is in the Beginning”

Toward a Spiritual Vision of the Psychotherapeutic Process

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: How relational neuroscience is changing how we think about therapy; the distinction between implicit and explicit memory and multiple “levels” of personality; why develop a spiritual vision of therapy; the problem of “reductionism” in contemporary therapeutic and spirituality theory; the ambiguity of spirituality; the concept of spiritually integrative therapy; distinctions between the *medical* and *relational* models of therapy; the meaning and significance of psychotherapy-theology “integration” (clinical integration); Christian theology as a resource for developing a spiritual vision of therapeutic activity.

Unit 2

Implicit Spirituality

Integrating Morality in Spirituality and Psychotherapy

The spiritual quest is, at one level, a psychological quest, and every psychological quest in some way reflects the basic spiritual quest.

-D. Benner, *Psychotherapy and the Spiritual Quest*, p. 108

Themes to Develop: The missing “moral” vision of S-I therapy; limitations of the presently-dominant “dimensional” model of integration; the moral project of psychotherapy; the “psycho-spiritual unity” of personality; implicit spirituality as alternative model of spiritual integration; clinical moral science and *triune ethics theory*; the concepts of *relational deep structure* and *implicit moral self*.

Unit 3

Changing for “Good”

Transformational Change in the Paradigm of Clinical Moral Neuroscience

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/she becomes more like the therapist.

-Lewis, Amini, & Lannon, (2000). *A General Theory of Love*

Themes to Develop: A meta-model of “common factors” in transformational change; the difference between “counteractive” vs. “regulatory” vs. “memory reconsolidation” therapies; the meaning of “corrective” relational experience; principles of relationally-oriented, experientially-focused therapies; illustrations of models of memory reconsolidation therapy.

5.

Indwelling Goodness
Spirituality and Psychotherapy in the Age of Relational Neuroscience

Week 1 (Aug 19)

Introduction and Overview of the Course

A Story about a Prince Who Became a Turkey

Unit 1

“The End is in the Beginning”

Toward a Spiritual Vision of the Psychotherapeutic Process

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 (Aug 26)

Contrasting Visions of Therapy and the Question of “Spiritual” Integration

Write BOTH reflections, Submit to CANVAS by Wed 4:00 – and bring copies to class.

Topic 2.1 “The Ties That Bind”
(Module A) *Introduction to the Relational Neuroscience Paradigm*
Reader: Vaughn, Ch. 5 (Half Empty, Half Full)

Topic 2.2 Swimming Pool or Quest?
(Module B) *Two Contrasting Visions of Therapy*
Reader: Frattaroli (Healing the Soul in the Age of the Brain)

Topic 2.3 Contrasting Visions of the Ultimate Concern of Christian Spirituality
(Module C) *The “Triangle of Ultimate Concerns”*
(Class Handout)

The Quest: Theology “Integration” Principle #1:
The Ultimate Concern of Spirituality
(Class Handout)

Video Resource: Transformation Series, Dr. Tori Olds (U-Tube)

Reminder:

Module A = Relational Neuroscience and/or Psychotherapy

Module B = Spirituality and Clinical Moral Theory

Module C = Spiritual Theology and Theology “Integration” Principles (TIPs)

6.

Week 3 (Sept 2)

What Do We Mean by “Spirituality” and Spiritual Transformation?

Write 3.2 and Submit to CANVAS by Wed 4:00 – bring copy to class – and submit 3.1 to CANVAS by Sunday, 5:00.

Topic 3.1 The “Medical” vs. “Relational” Visions of Therapy
(Module A) *Principles of Relational Neuroscience-Informed Therapy*
Reader: Elkins (The Human Elements of Psychotherapy)

Topic 3.2 The Ambiguity of “Spirituality”
(Module B) *How Shall We Conceptualize Spirituality?*
Reader: Vieten & Schammell (Spiritual and Religious Competencies)

Topic 3.3 The Quest: Theology “Integration” Principle #2:
Healing and Forgiveness Are Not the Same Things
(Class Handout)

Video Resource: Transformation Series, Dr. Tori Olds

Semester “Integration” Questions (Mid-Term) Distributed in Class

Week 4 (Sept 9)

How Relational Neuroscience is Changing Our View of Spiritual Transformation

Write 4.2 and Submit to CANVAS by WED 4:00 - bring copy to class - submit 4.1 to CANVAS by Sunday, 5:00.

Topic 4.1 “Those Things We Don’t Remember Yet Never Forget”
(Module A) *The Difference Between Explicit and Implicit Memory*
Reader: Cozolino, Ch 5. (Why Therapy Works)

Topic 4.2 Attachment and “Relationship with God”
(Module B) *Your Two Gods*
Reader: Hall, Ch. 12 (Psychology in the Spirit)

Topic 4.3 Why “Minds” and “Hearts” Are Not the Same Things
(Module C) *Dual Systems of Moral Goodness*
(Class Handout)

The Quest: Principle #3:
Changing the Mind and Transforming the Heart Are Not the Same Things
(Class Handout)

Video Resource: Transformation Series, Dr. Tori Olds

7.

Week 5 (Sept 16)

Special Focus: The “Coherence” Model of Psychotherapy

Note: Write 5.1 and Submit to CANVAS by Wed 4:00 – bring copy to class.

Topic 5.1 “Unlocking the Emotional Brain”
Coherence Therapy: Illustration of RNS Therapy
Reader: Ecker et al. (Psychotherapy Networker)

The Quest: Principle #4:
Healing as Transformational Not Decisionist Change
(Class Handout)

Video Resource: Transformation Series, Dr. Tori Olds

Unit 2

Implicit Spirituality

Integrating “Morality” in Spirituality and Psychotherapy

*The spiritual quest is, at one level, a psychological quest,
and every psychological quest in some way reflects the basic spiritual quest.*
-D. Benner, *Psychotherapy and the Spiritual Quest*, p. 108

Week 6 (Sept 23)

“Lost” Moral Vision of Spirituality and Psychotherapy

Write 6.2 and Submit to CANVAS by Wed 4:00 – bring copy to class - submit 6.1 to CANVAS by Sunday, 5:00.

Topic 6.1 Whatever Happened to “Goodness”?
The Dimensional Model and the Neglect of Morality
Reader: Sperry, *Dimensional Perspectives on Spiritual Development*

Topic 6.2 Who Says “Spirituality” is About Love?
The Moral “Heart” of Mature Religion
Reader: Armstrong, *Wish for a Better World*

Topic 6.3 “Capacities of Mind and Heart” That Make Us Good
Integration with Relational Neuroscience
(Class Handout)

The Quest: Principle #5:
Transformational Change for “Goodness” Sake
(Class Handout)

8.

Week 7 (Sept 30)

Healing as Restoration of the “Freedom” and “Capacity” to Love

Write 7.1 and Submit to CANVAS by WED 4:00 – bring copy to class.

Topic 7.1 The Psycho-Spiritual “Unity” of Personality
Why the Dimensional Model Misses the (Implicit) Point
Reader: Benner, Ch. 5 (Psychotherapy and the Spiritual Quest)

Topic 7.2 Love as “Emergent” Psychological Capacity
Freedom For, Freedom From
(Class Handout)

Topic 7.3 Implicit Spirituality
A New Approach to Spiritual Integration
(Class Handout)

The Quest: Principle #6:
Healing as Restoration of the “Freedom” and “Capacity” to Love
(Class Handout)

Week 8 (Oct 7)

The Capacity to Love and “Relational Deep Structure”

Write 8.1 and Submit to CANVAS by Wed 4:00 - and bring copy to class.

Topic 8.1 Who Says Therapy is about Love?
Perspectives from Two Grand “Therapy Masters”
Reader: Chessick, Goals and Termination, Ch. 14, *Intensive Psychotherapy*

Topic 8.2 The Concept of “Relational Deep Structure
Presences and Absences of Others Past
(Class Handout)

Topic 8.3 Where Does the Capacity to Love Come From?
The Great “Love Debate” in Spiritual Theology
(Class Handout)

The Quest: Principle #7:
The Dual “Additive” and “Subtractive” Actions of Transformational Healing
(Class Handout)

Due: Rough Draft of Semester “Integration” Questions 1-7 (Submit to Canvas)

Note: Pick-up articles for next several weeks in class

9.

Week 9 (Oct 14)

“Wooing Nature”: The Body’s “Architecture” of Moral Goodness and Selfishness (Part 1)

Write 9.1 and Submit to CANVAS by Wed 4:00 – bring copy to class – and submit 9.2 to CANVAS by Sunday.

Topic 9.1 Clinical Moral Science and “Triune Ethics Meta-Theory”
How Moral Psychology Can Inform Spirituality and Psychotherapy
Distributed last week: Narvaez (Wikipedia)

Topic 9.2 Two Ways to “Be Good”
How Moral Psychology Can Help Spirituality and Therapeutic Theory
Distributed last week: Leffel (*Brief Report*)

Topic 9.3 The Quest: Principle #8:
“Doing” Good and “Being” Good Are Not the Same Things
(Class Handout)

Week 10 (Oct 21)

“Wooing Nature”: The Body’s “Architecture” of Moral Goodness and Selfishness (Part 2)

Write 10.2 and Submit to CANVAS by Wed 4:00 – bring copy to class.

Topic 10.1 Our Nurturing Nature
Neurobiological “Root” System of Social Engagement
Distributed last class: Narvaez (Neurobiology and Moral Mindset)

Topic 10.2 The Dilemma of “Life Below the Waterline”
Contrasting Visions of the “Way” of Christian Spirituality
Reader: Crabb (Inside-Out)

Topic 10.3 The Quest: Principle #9:
A “Cooperant” Model of Divine-human Interaction
(Class Handout)

Week 11 (Oct 28)

“Wooing Nature”: The Body’s “Architecture” of Moral Goodness and Selfishness (Part 3)

Write 11.1 and Submit to CANVAS by Wed 4:00 – bring copy to class.

Topic 11.1 The “Diminished” and “Damaged” Capacity to Love
Neurobiological “Root” System of Self-Protection (Part 3)
Distributed last class: Narvaez (Neurobiology and Moral Mindset)

Topic 11.3 The Quest: Principle #10:
A Relational-Developmental Model of Selfishness and Sin
(Class Handout)

11.

Week 14 (Nov 18)

Special Focus: Theosis and Individuation

***Assignment of Final Project Due Wed, Dec 2 by 5:00**

Due: Final "Integration" Questions Submitted to CANVAS by next Monday 5:00 (after Thanksgiving Day).