

Course Syllabus
PSY 4010 Section 1
Issues in Psychotherapy–Theology Integration

Spring 2022

Tu/Thrs 2:30, Taylor Hall 314

Semester Units: 3

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

E-mail: michaelleffel@pointloma.edu

COURSE DESCRIPTION AND DESIGN

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

COURSE REQUIREMENTS AND EVALUATION

A. Weekly Reflections (40%)

Each class session (both Tues and Thrs) you will turn in a Reading Reflection. Discussed in class. Each class we will use your personal reflections and questions as the guide for our discussion. Graded 0-10 on completeness and thoughtfulness of your reflection.

B. Essay Mid-Term and Final Exams (60%)

Take home Mid-Term Essay Exam (format and topics TBD). There will be an in-class essay Final Exam.

C. Attendance Policy and Contribution to Grade

Please come to class. When you are not present and participating, the chemistry of class 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.*

2.

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 before/after class, or (ii) write me a note with your available times and telephone number. *Making an appointment* will assure that you have the uninterrupted amount of time you wish to speak with me.

COURSE READING

Texts

Cozolino, L. *Why Therapy Works*

Lewis, C.S. *The Great Divorce*

Additional Articles

University Reader

4.

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.

PLNU COPYRIGHT POLICY

PLNU, 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 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

"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."

Note: This syllabus is not a contract. The Professor reserves the right to modify the syllabus to accomplish the learning objectives of the course.

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.

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.

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.

5.

Course Synopsis

“Indwelling” Goodness *Psychotherapy and Spirituality 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: Why a spiritual vision of therapy is important; how relational neuroscience is changing how we think about therapy and spirituality; the distinction between implicit and explicit memory and multiple “levels” of personality; the problem of “reductionism” in contemporary therapeutic and spirituality theory; the ambiguity of spirituality; the concept of spiritually integrative 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

Ancient, New Vision of Spirituality for 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.

Unit 3

Transforming Goodness

Therapeutic Change in the Paradigm of Relational 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; the new “memory reconsolidation” paradigm in psychotherapy.

6.

Class Discussion and Reading Schedule

Psychology 4010

Issues in Psychotherapy-Theology Integration

Week 1 (Day 1, Th, Jan 13)

(Online) Orientation to the Course

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

“Citizens of Two Worlds”

Contrasting Visions of Therapy and the Concept of Spiritual Integration

Reminder: Write Assigned Reading Reflections and bring to class. Reading Reflections are in your packet distributed in class.

Introduction and Overview of the Course

A Story about a Prince Who Became a Turkey

(Class Notes)

Day 2

Topic 2.1 Swimming Pool or Quest?

(Tues Jan 18) *Contrasting Visions of Therapy*

Reader: Frattaroli (*Healing the Soul in the Age of the Brain*)

(Read and Write Reading Reflection in packet)

Day 3

Topic 2.2 Where Are We Now?

(Thrs Jan 20) *The Vanishing Vision of “Quest” in Contemporary Psychotherapy*

(No Reading, but Write Reflection Question in packet)

Topic 2.3

(Thrs)

“Quest” Spirituality: Toward a Spiritual Theology for Psychotherapy

(Class Notes)

The Quest: A Story about Transformational Change

Book: *Great Divorce*, Preface

(All Read and Write – every week for the *Great Divorce*)

7.

Week 3

The New Conversation in Therapy and Spirituality

The Emerging Paradigm in Psychotherapy (And Why it Matters for Spirituality)

Reminder: Write Assigned Reading Reflections and bring to class

Day 4

Topic 3.1 Are We Forever Captives to Our Past?

(Tues Jan 25) *Introduction to the Relational Neuroscience Paradigm*

Reader: Ecker (*Unlocking the Emotional Brain*)

(All Read and Write)

Day 5

Topic 3.2 Can You Hear the Music?

(Thrs Jan 27) *Five Meanings of Spirituality*

(Class Notes)

Topic 3.3 Theology “Integration” Principle #1:

(Thrs) *Forgiveness and Healing Are Not the Same Things*
(Class Notes)

The Quest: A Story about Transformational Change
Book: *Great Divorce*, Chs. 1-2
(All Read and Write)

Mid-Term Essay Exam Distributed in Class

Unit 2 **Implicit Spirituality** *Ancient, New Vision of Spirituality for 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 4

Where Brain and “Soul” Connect

Why Relational Neuroscience is Changing Our View of Therapy and Spirituality

Write Assigned Reading Reflection and bring to class

Day 6

Topic 4.1 Why Humans Need Therapy
(Tues Feb 1) *Core Principles of the Relational Neuroscience Paradigm*
Text: Cozolino, *Why Therapy Works*, Preface and Ch. 1
(A-M Write)

8.

Day 7

Topic 4.2 The Psycho-Spiritual “Unity” of the Personality
(Thrs Feb 3) **Reader:** Benner (*Psychotherapy and the Spiritual Quest*)
(N-Y Write)

Topic 4.3 Theology “Integration” Principle #2:
(Thrs) *Moral Likeness as the “Ultimate Concern” of the Healing Quest*
(Class Notes)

The Quest: A Story about Transformational Change
Book: *Great Divorce*, Chs. 3-4
(All Read and Write)

Week 5

The Healing Relationship

The Relational Foundation of Transformational Change

Write Assigned Reading Reflections and bring to class

Day 8

Topic 5.1 Why Therapy Works
(Tues, Feb 8) *Core Processes in Therapeutic Healing*
Text: Cozolino, *Why Therapy Works*, Ch. 2
(N-Y Write)

Day 9

Topic 5.2 How Therapy Transforms “Images” of God
(Thrs, Feb 10) *Transference and the Therapeutic Relationship*
Reader: Jones (Contemporary Psychoanalysis and Religion)
(A-M Write)

Topic 5.3 Theology “Integration” Principle #3:
(Thrs) *Relational Problems Are Healed Relationally*
(Class Notes)

The Quest: A Story about Transformational Change
Book: *Great Divorce*, Ch. 5
(All Read and Write)

Week 6

The “Coherence” Model of Psychological Problems ***The Whole Truth About Symptoms and Their Underlying Problems***

Write Assigned Reading Reflections and bring to class

Day 10

Topic 6.1 The Non-presenting Problem
(Tues Feb 15) *How Symptoms Are Unsuccessful Attempts to Heal*
Text: Cozolino, *Why Therapy Works*, Ch. 3
(All Read and Write)

9.

Day 11

Topic 6.2 Types of Therapeutic Change
(Thrs Feb 17) *The Great Debate*
(Class Notes)

Topic 6.3 Theology “Integration” Principle #4:
(Thrs) *Healing as “Transformational” Not Counteractive (Decisionist) Change*
(Class Notes)

The Quest: A Story about Transformational Change
Book: *Great Divorce*, Chs. 6-7
(All Read and Write)

Week 7

The Elephant and Its Rider

The New View of the Divided and “Dynamic” Mind

Write Assigned Reading Reflections and bring to class

Day 12

Topic 7.1 “Those Things We Don’t Remember Yet Never Forget”
(Tues Feb 22) *The Difference Between Explicit and Implicit Memory*
Text: Cozolino, *Why Therapy Works*, Ch. 5 (skip Ch. 4)
(All Read and Write)

Day 13

Topic 7.2 The Concept of Implicit Spirituality
(Thrs Feb 24) *The Hidden “Heart” of Psychotherapy*
(Class Notes)

Topic 7.3 Theology “Integration” Principle #5:
(Thrs) *Changing “Minds” and Transforming “Hearts” Are Not the Same Things*
(Class Notes)

The Quest: A Story about Transformational Change
Book: *Great Divorce*, Ch. 8
(All Read and Write)

Week 8

“Loved into Loving”

How Attachment Shapes Our Capacity to Love

Write Assigned Reading Reflections and bring to class

Day 14

Topic 8.1 Attachment and the Capacity to Love
(Tues Mar 1) *Three Implicit Patterns of Relationship with Others*
Text: Cozolino, Ch 7 (skip Ch. 6)
(Read, but don’t Write)

10.

Day 15

Topic 8.2 Your Two Gods
(Thrs Mar 3) *Attachment and “Relationship with God”*
Reader: Hall, Ch. 12 (Psychology in the Spirit)
(All Read and Write)

Topic 8.3 Theology “Integration: Principle #6:
(Thrs) *Healing as Restoration of the “Freedom” and “Capacity” to Love*

(Class Notes)

The Quest: A Story about Transformational Change

Book: *Great Divorce*, Ch. 9

(All Read and Write)

March 7-11 *Happy Spring Break!*

Week 9

Lost “Heart” of Psychotherapy

The Vanishing Vision of Psychotherapy and Spirituality

Write Assigned Reading Reflections and bring to class

Day 16

Topic 9.1 Who Says Therapy is about Love?

(Tues Mar 15) *Surprising Lost Wisdom from Two Grand Therapy Masters*

Reader: Chessick, Goals and Termination, Ch. 14, *Intensive Psychotherapy*

(All Read and Write)

Day 17

Topic 9.2 The Relation Between the Moral and the Spiritual

(Thrs Mar 17) *The Moral “Heart” of Mature Spirituality*

Reader: Symington (Emotion and Spirit, Ch. 6)

(Read, but don’t Write)

Topic 9.3 Theology Integration Principle #7:

(Thrs) *Love as a Socially Constructed “Emergent” Property*

(Class Notes)

The Quest: A Story about Transformational Change

Book: *Great Divorce*, Ch. 10

(All Read and Write)

Week 10

The “Emergent” Capacity to Love

Why Psychotherapy Restores the Freedom and Capacity to Love

Write Assigned Reading Reflections and bring to class

Day 18

Topic 10.1 Where Does “How You Love” Come From?

(Tues Mar 22) **Reader:** Lewis, Amini, & Lannon, *A General Theory of Love*, Ch. 5

(All Read and Write)

11.

Day 19

Topic 10.2 “Caritatis” or Agape Love

(Thrs Mar 24) *The Great Love Debate*

(Class Notes)

Topic 10.3 Theology “Integration” Principle #8:
(Thrs) *A “Cooperant” Model of Divine-human Interaction*
 (Class Notes)

The Quest: A Story about Transformational Change
Book: *Great Divorce*, Ch. 11(stop before the Red Lizard)
(All Read and Write)

Note: Remainder of Syllabus to be Distributed according to class discussion and interest.

11.

Week 13

No Class – Easter Recess

Week 14

Healing the Implicit Heart

The “Process” of Transformational Change

Write Assigned Reading Reflections and bring to class

Topic 14.1 Healing the Heart

(Tues Apr 19) *Three Processes of Transformational Change*

Reader: Lewis, Amini, & Lannon (A General Theory of Love, Ch. 8)

(All Read and Write)

Topic 14.2 “The Ties That Bind”

(Thrs Apr 21) *Three Case Studies*

Reader: Vaughn (Half Empty, Half Full, Ch. 5)

(Read, but don’t Write)

Topic 14.3 The Quest: A Story about Transformational Change

(Thrs) **Book:** *Great Divorce*, Ch. 13

(All Read and Write)

Week 15

Changing the Brain to Transform the Heart

The Memory Reconsolidation Framework of Transformational Change

Write Assigned Reading Reflection and bring to class

Topic 15.1 “The Brain’s Rules of Change”

(Tues Apr 26) *The Coherence Model of Memory Reconsolidation*

Reader: Ecker et al. (Psychotherapy Networker)

(All Read and Write)

Topic 15.2

(Thrs Apr 28) (Watch U-Tube) Transformational Series (Dr. Tori Olds)

Topic 15.3 The Quest: A Story about Transformational Change

(Thrs) **Book:** *Great Divorce*, Ch. 14

(All Read and Write)

May 2-6 *Final Exam Week* (To be discussed)

NOT USED

The Gravity of Love

How Absences and Presences of Relationships Past Shape Present Relationships

Topic “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 Attachment and “Relationship with God”
(Module B) *Your Two Gods (Or, Why Nobody is Really Monotheistic)*
Reader: Hall, Ch. 12 (Psychology in the Spirit)

Topic The Difference Between Explicit “Mind” and Implicit “Heart”
(Module C) *Dual “Systems” of Moral Goodness*
(Class Handout)

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

Watch on U-Tube: Transformational Series (Dr. Tori Olds)

Week 6 (Sept 23)

Are We Forever “Captives” of Our Pasts?

Note: Write 6.1 and Submit to CANVAS by Wed 4:00 – bring copy to class.

Topic 6.1 The Memory Reconsolidation Framework of Therapeutic Change
“The Brain’s Rules of Change”
Reader: Ecker et al. (Psychotherapy Networker)

The Quest: Theology Integration Principle #4

Healing as “Transformational” (Subtractive) Not Decisionist (Additive) Change
(Class Handout)

Week 7

Special Focus: Internal Family Systems Therapy

“Welcoming the Stranger”

Reader: B. Van der Kolk, *The Body Keeps the Score*, Ch. 17

Unit 2

Implicit Spirituality and “Second Nature”
An Old, New Vision of Spirituality in 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 8

“Lost” Moral Vision of Spirituality and Psychotherapy

Write 8.2 and Submit to CANVAS by Wed 4:00 – bring copy to class - submit 7.1 to CANVAS by Sunday, 5:00.

Topic 8.1 Whatever Happened to “Goodness”?
The Neglect of Morality
Reader: Sperry, *Dimensional Perspectives on Spiritual Development*

Topic 8.2 Who Says “Spirituality” is About Love?
The Moral “Heart” of Mature Religion
Reader: Armstrong, *Wish for a Better World*

Topic 8.3 **Love as “Emergent” Psychological Capacity**
Freedom For, Freedom From
(Class Handout)

The Quest: Theology Integration Principle #5

Transformational Change for “Goodness” Sake

Week 9

Healing as Restoration of the Latent Capacity to Love

Write 9.1 and Submit to CANVAS by WED 4:00 – bring copy to class.

- Topic 9.1** Who Says Therapy is about Love?
Perspectives from Two Grand “Therapy Masters”
Reader: Chessick, Goals and Termination, Ch. 14, *Intensive Psychotherapy*
- Topic 9.2** Love and “Capacities of Mind and Heart”
A Model from Virtue Science
(Class Handout)
- Topic 9.3** Implicit Spirituality
Ancient, New Approach to Spiritual Integration
(Class Handout)
- The Quest: Principle #6:
Healing as Restoration of Love
(Class Handout)

Week 10

Changing the Heart and the Concept of “Relational Deep Structure”

Write 10.1 and Submit to CANVAS by Wed 4:00 - and bring copy to class.

- Topic 10.1** What Can Be Done to Heal Hearts Gone Astray?
The 3 “Rs” in Relational Neuroscience Therapy
Reader: Lewis, Amini, Lannon, *General Theory of Love*, Ch. 8
- Topic 10.2** The Concept of “Relational Deep Structure”
Presences and Absences of Others Past
(Class Handout)
- Topic 10.3** Where Does the Capacity to Love Come From?
The Great “Love Debate” in Spiritual Theology
(Class Handout)
- The Quest: Principle #7:
Love as Socially-Constructed “Emergent” Capacity
(Class Handout)

Week 11

Special Focus: Individuation and Theosis

Carl Jung Meets the Christian “Quest”

No Reading: Continue working on your “Type-as-You-Read” Mid-Term

Unit 3

Changing for “Good”

Transformational Change in the Paradigm of Clinical Moral Science

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 RNS-informed therapy; 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 memory reconsolidation models of therapy.

Week 12

Ancient Spiritual Theory Meets Contemporary Clinical Moral Science

Write 12.2 and bring to class.

Topic 12.1 Crafts of Change

A Process Meta-Model of Transformational Change
(Class Handout)

Topic 12.2 The Relational Foundation of Transformational Change
The Therapeutic Relationship
Reader: Jones (Transference and the Dynamics of Religion)

Topic 12.3 The Quest: Principle #11:
The Capacity to Love is Repaired Relationally
(Class Handout)

Week 13 (Nov 11)

Special Focus: Transformational Change in the Coherence Framework

Note: Write 13.1 and Submit to CANVAS – bring copy to class.

Topic 13.1 Memory Reconsolidation as a Core Process of Profound Change
Transformational Change in Coherence Therapy
Reader: Ecker et al.

Note: Final “Integration Questions” Final distributed in class

Week 14

*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).

OMITTED Fall ‘20

“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 11 (Oct 28)

“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 12 (Nov 4)

“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)

Unit 3

Changing for “Good”

Transformational Change in the Paradigm of Clinical Moral Science

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 RNS-informed therapy; 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 memory reconsolidation models of therapy.

Week 13 (Nov 11)

Ancient Spiritual Theory Meets Contemporary Clinical Moral Science

Write 12.2 and bring to class.

- Topic 12.1** Crafts of Change
A Process Meta-Model of Transformational Change
(Class Handout)
- Topic 12.2** The Relational Foundation of Transformational Change
The Therapeutic Relationship
Reader: Jones (Transference and the Dynamics of Religion)
- Topic 12.3** The Quest: Principle #11:
The Capacity to Love is Repaired Relationally
(Class Handout)

Week 13 (Nov 11)

Special Focus: Transformational Change in Coherence Therapy

Note: Write 13.1 and Submit to CANVAS – bring copy to class.

- Topic 13.1** Memory Reconsolidation as a Core Process of Profound Change
Transformational Change in Coherence Therapy
Reader: Ecker et al.

Note: Final “Integration Questions” Final distributed in class

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).

7.

Revised

Week 5 (Sept 16)

No Class

Write 5.1 and submit to CANVAS by Sun 4:00

Watch on U-Tube: Transformational Series (Dr. Tori Olds)

Week 6 (Sept 23)

Are We Forever “Captives” of Our Pasts?

Note: Write 6.1 and Submit to CANVAS by Wed 4:00 – bring copy to class.

Topic 6.1 The Memory Reconsolidation Framework of Therapeutic Change
 “The Brain’s Rules of Change”
 Reader: Ecker et al. (Psychotherapy Networker)

The Quest: Theology Integration Principle #4
Healing as “Transformational” (Subtractive) Not Decisionist (Additive) Change
(Class Handout)

Week 7

Special Focus: Internal Family Systems Therapy

“Welcoming the Stranger”

Reader: B. Van der Kolk, *The Body Keeps the Score*, Ch. 17

Unit 2

“Implicit Spirituality”

An Old, New Vision of Spirituality in 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 8

“Lost” Moral Vision of Spirituality and Psychotherapy

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Topic 8.1 Whatever Happened to “Goodness”?
The Neglect of Morality
Reader: Sperry, *Dimensional Perspectives on Spiritual Development*

Topic 8.2 Who Says “Spirituality” is About Love?
The Moral “Heart” of Mature Religion
Reader: Armstrong, *Wish for a Better World*

Topic 7.3 “Capacities of Mind and Heart” That Make Us Good
Integration with Relational Neuroscience
(Class Handout)

The Quest: Theology Integration Principle #5
Transformational Change for “Goodness” Sake

Week 9

Healing as Restoration of the Latent Capacity to Love

Write 9.1 and Submit to CANVAS by WED 4:00 – bring copy to class.

Topic 9.1 Who Says Therapy is about Love?
Perspectives from Two Grand “Therapy Masters”
Reader: Chessick, Goals and Termination, Ch. 14, *Intensive Psychotherapy*

Topic 9.2 Love as “Emergent” Psychological Capacity
Freedom For, Freedom From
(Class Handout)

Topic 9.3 “Second Nature” and Implicit Spirituality
Ancient, New Approach to Spiritual Integration
(Class Handout)

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

Week 10

“Relational Deep Structure”

Write 10.1 and Submit to CANVAS by Wed 4:00 - and bring copy to class.

Topic 10.1

Topic 10.2 The Concept of “Relational Deep Structure
Presences and Absences of Others Past
(Class Handout)

Topic 10.3 Where Does the Capacity to Love Come From?
The Great “Love Debate” in Spiritual Theology
(Class Handout)

The Quest: Principle #7:
Love as Socially-Constructed “Emergent” Capacity
(Class Handout)

Week 11

Special Focus: Individuation and Theosis **Carl Jung Meets the Christian “Quest”**

No Reading: Continue working on your “Type-as-You-Read” Mid-Term

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

Unit 3

“Changing for Good”

Models of Spiritually-Integrative Therapy

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 RNS-informed therapy; 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 memory reconsolidation models of therapy.

Week 12

“Ancient” Spiritual Theory Meets Contemporary Psychotherapy

Topic 11.1 Crafts of Change
A Process Meta-Model of Transformational Change
(Class Handout)

Topic 11.2 The Relational Foundation of Transformational Change
The Therapeutic Relationship
Reader: Jones (Transference and the Dynamics of Religion)

Topic 11.3 The Quest: Principle # 8:
The Capacity to Love is Repaired Relationally
(Class Handout)

Week 13

Special Focus: Therapeutic Process in the “Coherence” Framework

Note: Write 12.1 and Submit to CANVAS – bring copy to class.

Topic 12.1 The “Brain’s Rules” of Change
Memory Reconsolidation as “Core Process” of Profound Change
Reader: Ecker et al.

Week 13

Week 14 (Nov 18)

Final Discussion

(No Reading or Reflection)

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

Special Focus: Accelerated Experiential-Dynamic Therapy (AEDP)

“Harnessing the Wind”

Reading Distributed to CANVAS: D. Fosha, *The Transforming Power of Affect*, Ch. 1