Course Syllabus

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![Point Loma Nazarene University logo 1902]	**College of Extended Learning**
	MA in Clinical Counseling
	PSY6001: Issues in Psychotherapy - Theology Integration
	3 Units

Spring 2024, Quad 1

January 8 - March 3, 2024

Meeting days/times: Tuesdays and Thursdays, 5:30 p.m. - 8:15 p.m.	**Instructor:** Dr. Kelsy Richardson; **krichar1@pointloma.edu (mailto:krichar1@pointloma.edu)**
Meeting location: Mission Valley Campus	**Phone:** By appointment

COURSE DESCRIPTION

The University catalog describes this course as: A more detailed study of issues in the integration of theological insights and psychotherapy approaches within the therapeutic setting. Includes an overview of the historical relationship between religion and psychotherapy, differing models of the therapeutic relationship, and various models for integrating psychotherapeutic theory with theological issues. 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 re ideas. Students are responsible for all assigned readings, whether or not discussed in class. A "graduate style" discussion format wi

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: Dr. Kelsy Richardson

Email: **krichar1@pointloma.edu** (mailto:krichar1@pointloma.edu)

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. **Learning, Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, In a Christ-Centered Faith Community**

   Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. **Serving, In a Context of Christian Faith**

   Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

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

Griffith, J. & Griffith, M. (2003). *Encountering the Sacred in Psychotherapy: How to Talk with People about Their Spiritual Lives*.

Wolterstorff, N. (1987). *Lament for a Son.* Grand Rapids, MI: Eerdmans Publishing Co. ISBN-13: 978-0802802941.

Recommended Reading/Resources for Further Study

Beck, R. (2012). *The Authenticity of Faith: The Varieties and Illusions of Religious Experience*.

Benner, D. (2011). *Soulful Spirituality: Becoming Fully Alive and Deeply Human*.

Bland, E. & Strawn, B. (2014). *Christianity & Psychoanalysis: A New Conversation*.

Brown, W. & Strawn, B. (2012). *Physical Nature of the Christian Life: Neuroscience, Psychology, and the Church*.

Browning, D. (1987). *Religious Thought and the Modern Psychotherapies: A Critical Conversation in the Theology of Culture*.

Dueck, A. (2009). *A Peaceable Psychology: Christian Therapy in a World of Many Culture*.

Dueck, A. (2013). *Between Jerusalem & Athens: Ethical Perspectives on Culture, Religion, and Psychotherapy*.

Freud, S. (1989). *The Future of an Illusion*.

Greggo, S. & Sisemore, T. (2012). *Counseling & Christianity: Five Approaches*.

Hoffman, M. (2011). *Toward Mutual Recognition: Relational Psychoanalysis and the Christian Narrative*.

Johnson, E. (2010). *Psychology & Christianity: Five Views*.

Jones, J. (1991). *Contemporary Psychoanalysis and Religion: Transference & Transcendence*.

Jones, J. (1996). *In the Middle of this Road we Call our Life*.

McMinn, M. (1996). *Psychology, Theology, and Spirituality in Christian Counseling*.

Moriarty, G. (2010). *Integrating Faith and Psychology: Twelve Psychologists Tell Their Stories*.

Orange, D. (2010). *Thinking for Clinicians: Philosophical Resources for Contemporary Psychoanalysis and the Humanistic Psychotherapie*s.

APA Papers

<u>All</u> 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/)**
- Downloadable APA Style Helper: **APA for Psychology** ⤷ **(http://www.docstyles.com/apaguide.html)**
- **Psychology with Style: A Hypertext Writing Guide** ⤷ **(http://www.uwsp.edu/psych/APA4b.htm)**
- **The OWL at Purdue: APA Style** ⤷ **(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:

Distribution of Course Hours

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 with Percentages

ASSIGNMENTS	POINTS	Percentage
Attendance and Participation	50	11%
Assignments	20	4%
Pre-Class Reflections	80	18%
Post-Class Reflections	80	18%
Personal Integration Paper	100	22%
Spiritually-Based Intervention Paper	125	27%
Total	455	100%

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	

Students must achieve a minimum grade of B- to pass this class.

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. **Academic Honesty Verification**

   Students must complete the verification before gaining access to the rest of the content.

2. **Participation and Attendance (11%-- 50 points)**

   Overall Attendance/Participation (20 points) 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. Every missed class will result in an 6pt deduction (30%) from your total participation & attendance grade.

   Group Leader Discussion Prompts (20 points) Each student will be assigned to facilitate a group discussion. This includes creating and submitting discussion prompts, and leading the discussion. They will be rated by both the professor and their group peers based on their performance and thoughtfulness.

   Group Participant Score (10 points) At the end of each discussion group, groups peers will anonymously rank their group members from 1 to 10 based on their level of engagement and thoughtful participation. The final score will reflect an average of the peer ratings from each week.

3. **Pre-Class Reflections (80 points—18%)**

   You will be required to complete 8 Pre-Class Reading Reflections 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. 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*.

4. **End of Week Reflections (80 points—18%)**

   At the end of every week, students will reflect on what they learned. This can be a reflection from reading material, lecture, small group discussion, role-plays, or other ways students are integrating the material in their personal life. Full credit will be given to reflections which are completed on time and are characterized by thoughtful responses, applications that have personal importance, and high-rated engagement with the week's activities.

5. **Personal Integration Paper (22%-- 100 points)**
   This paper will be your chance to consolidate material you have learned from the class so far and your personal life into a single synthesis. It should be 5-6 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 3 academic references.

6. **Spiritually-Based Intervention Paper (27%-- 125 points)**
   Using the Wolterstoff text as a case study, you will conceptualize treatment for the author utilizing interventions learned in class and from your readings. You will briefly discuss how you might feel working with this particular client/issue (explore countertransference), describe a spiritually-based intervention you would use with the client; and finally, you will provide a 2 page, single-spaced transcript of how you imagine yourself using that interventions in a therapy session with the client. Including the 2 pages of transcript, it should be 7-8 pages (excluding title page and references), formatted in APA-style (1" margins, double-spaced[excluding transcript], 12-pt Times New Roman font, with title and reference pages, etc.), and should include at least 3 academic references.

7. **End-of-Course Evaluation Survey**
   Students are requested to complete the end-of-course survey and submit it by the last day of class.

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 10% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 20% of the grade. Assignments submitted up to 72 hours past the due date will be deducted 30% of the grade. Any assignment turned in after 72 hours past the due date will receive no credit.

COURSE POLICIES

1. **Academic Honesty**

   Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. 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 following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the **current PLNU catalog (https://catalog.pointloma.edu/)** for further information.

2. **Identity Fraud**

   Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. **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)** site. No requests for early examinations will be approved.

4. **Participation**

   Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

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

   Participation in discussions and Practicum

- 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 concepts reviewed

5. **Attendance**

PLNU Attendance and Participation Policy: 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. If the student is absent for more than 10 percent of class sessions, 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 withdrawal date or, after that date, receive an "F" grade. Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements. Refer to **Academic Policies.** ⬈ **(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)**

Synchronous Attendance/Participation Definition: For synchronous courses which have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

6. **Classroom Etiquette**

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and d

by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

7. **Withdrawal**

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

8. **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 Requirement (https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349)** s page. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

9. **University Catalog**

For additional Point Loma policy items, review the latest **Point Loma Nazarene University Catalog (https://catalog.pointloma.edu/index.php)** .

10. **Accessibility of Historical Data in Point Loma Classes**

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

11. **Confidentiality of Course Discussion and Assignments**

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

12. **Academic Accommodations**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

13. **Spiritual Care**

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Degree Completion students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request please email mvchaplain@pointloma.edu or gordonwong@pointloma.edu. In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

14. **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 on eclass.

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

DATE	TOPIC	READING	ASSIGNMENT
Week 1 Tues 1/9 Thurs 1/11	*Light Week* Spirituality, Religion & Self Care		- Spiritual Practice Assignment (1/12)
Week 2 Tues 1/16	Intro to Psychotherapy-Theology Integration		-Personal Theology Questionnaire (1/15)
Thurs 1/18		*McMinn et al., 2010: Just What is Christian Counseling Anyway?*	-McMinn Reading Reflection (1/17)
Week 3 Tues 1/23	Spiritual Assessment & Interviews	Griffith & Griffith Ch. 1 & 2	-Pre-Class Reading Reflection # 1 (1/22)
Thurs 1/25	Discussion & Role Play		-End of Week Reflection # 1 (1/26)

Week 4 Tues 1/30	Metaphor & Narrative	Griffith & Griffith Ch. 3 & 4	-Pre-Class Reading Reflection # 2 (1/29)
Thurs 2/1	Discussion & Role Play		-End of Week Reflection # 2 (2/2)
Week 5 Tues 2/6	God Attachment & Belief	Griffith & Griffith Ch. 5 & 6	-Pre-Class Reading Reflection # 3 (2/5)
Thurs 2/8	Discussion & Role Play		-End of Week Reflection # 3 (2/9) *-Personal Integration Paper (2/10)*
Week 6 Tues 2/13	Ritual, Ceremony & Community	Griffith & Griffith Ch. 7 & 8	-Pre-Class Reading Reflection #4 (2/12)
Thurs 2/15	Discussion & Role Play		-End of Week Reflection # 4 (2/16)
Week 7 Tues 2/20	Lament for a Son	Lament for a Son	-Pre-Class Reading Reflection #5 (2/19)
Thurs 2/22	Discussion & Role Play		-End of Week Reflection #5 (2/23)

Week 8 Tues 2/27	Destructive Spirituality & Illness	Griffith & Griffith Ch. 9 & 10	-Pre-Class Reading Reflection #6 (2/26)
Thurs 2/29	Discussion & Role Play		-End of Week Reflection #6 (3/1) *- Spiritually-Based Intervention Paper (3/1)*

Course Summary:

Date	Details	Due
Mon Jan 8, 2024	🚀 **Academic Honesty Verification Statement** (https://canvas.pointloma.edu/courses/73161/assignments/988679)	due by 11:59pm
Tue Jan 9, 2024	📄 **Session 1 Class Agenda: NO CLASS (Light Week)**	to do: 5:30pm
	🗨 **Introduce Yourself Discussion** (https://canvas.pointloma.edu/courses/73161/assignments/988680)	due by 11:59pm
Thu Jan 11, 2024	📄 **Session 2 Class Agenda: NO CLASS (Light Week)**	to do: 5:30pm
Fri Jan 12, 2024	📝 **Spiritual Practice Assignment** (https://canvas.pointloma.edu/courses/73161/assignments/988700)	due by 11:59pm
Tue Jan 16, 2024	📄 **Session 3 Class Agenda**	to do⬤pm

Date	Details	Due
Wed Jan 17, 2024	📝 **Personal Theology Questionnaire** **(https://canvas.pointloma.edu/courses/73161/assignments/988693)**	due by 11:59pm
Thu Jan 18, 2024	📝 **McMinn Reflection & Questions** **(https://canvas.pointloma.edu/courses/73161/assignments/988691)**	due by 11:59am
	📄 **Session 4 Class Agenda**	to do: 5:30pm
Mon Jan 22, 2024	📝 **Pre-Class Reflection & Questions #1** **(https://canvas.pointloma.edu/courses/73161/assignments/988694)**	due by 11:59pm
Tue Jan 23, 2024	📄 **Session 5 Class Agenda**	to do: 5:30pm
Thu Jan 25, 2024	📄 **Session 6 Class Agenda**	to do: 5:30pm
Fri Jan 26, 2024	📝 **End of Week Reflection #1** **(https://canvas.pointloma.edu/courses/73161/assignments/988682)**	due by 11:59pm
Mon Jan 29, 2024	📝 **Pre-Class Reflection & Questions #2** **(https://canvas.pointloma.edu/courses/73161/assignments/988695)**	due by 11:59pm
Tue Jan 30, 2024	📄 **Session 7 Class Agenda**	to do: 5:30pm
Thu Feb 1, 2024	📄 **Session 8 Class Agenda**	to do: 5:30pm
Fri Feb 2, 2024	📝 **End of Week Reflection #2** **(https://canvas.pointloma.edu/courses/73161/assignments/988683)**	due by 11:59pm
Sun Feb 4, 2024	🚀 **Mid-Course Survey**	due

Date	Details	Due
	(https://canvas.pointloma.edu/courses/73161/assignments/988678)	
Mon Feb 5, 2024	📝 **Pre-Class Reflection & Questions #3** (https://canvas.pointloma.edu/courses/73161/assignments/988696)	due by 11:59pm
Tue Feb 6, 2024	📄 **Session 9 Class Agenda**	to do: 5:30pm
Thu Feb 8, 2024	📄 **Session 10 Class Agenda**	to do: 5:30pm
Fri Feb 9, 2024	📝 **End of Week Reflection #3** (https://canvas.pointloma.edu/courses/73161/assignments/988684)	due by 11:59pm
Sat Feb 10, 2024	📝 **Personal Integration Paper (Turnitin)** (https://canvas.pointloma.edu/courses/73161/assignments/988692)	due by 11:59pm
Mon Feb 12, 2024	📝 **Pre-Class Reflection & Questions #4** (https://canvas.pointloma.edu/courses/73161/assignments/988697)	due by 11:59pm
Tue Feb 13, 2024	📄 **Session 11 Class Agenda**	to do: 5:30pm
Thu Feb 15, 2024	📄 **Session 12 Class Agenda**	to do: 5:30pm
Fri Feb 16, 2024	📝 **End of Week Reflection #4** (https://canvas.pointloma.edu/courses/73161/assignments/988685)	due by 11:59pm
Mon Feb 19, 2024	📝 **Pre-Class Reflection & Questions #5** (https://canvas.pointloma.edu/courses/73161/assignments/988698)	due by 11:59pm
Tue Feb 20, 2024	📄 **Session 13 Class Agenda**	to do: m

Date	Details	Due
Thu Feb 22, 2024	📄 **Session 14 Class Agenda**	to do: 5:30pm
Fri Feb 23, 2024	📝 **End of Week Reflection #5** **(https://canvas.pointloma.edu/courses/73161/assignments/988686)**	due by 11:59pm
Mon Feb 26, 2024	📝 **Pre-Class Reflection & Questions #6** **(https://canvas.pointloma.edu/courses/73161/assignments/988699)**	due by 11:59pm
Tue Feb 27, 2024	📄 **Session 15 Class Agenda**	to do: 5:30pm
Thu Feb 29, 2024	📄 **Session 16 Class Agenda**	to do: 5:30pm
Fri Mar 1, 2024	📝 **End of Week Reflection #6** **(https://canvas.pointloma.edu/courses/73161/assignments/988687)**	due by 11:59pm
	📝 **Spiritually-Based Intervention Paper (Turnitin)** **(https://canvas.pointloma.edu/courses/73161/assignments/988701)**	due by 11:59pm
Sun Mar 3, 2024	📝 **Attendance and Participation** **(https://canvas.pointloma.edu/courses/73161/assignments/988681)**	due by 11:59pm
	📝 **End-of-Course Evaluation** **(https://canvas.pointloma.edu/courses/73161/assignments/988688)**	due by 11:59pm
	📝 **Group Leader Discussion Prompts** **(https://canvas.pointloma.edu/courses/73161/assignments/988689)**	
	📝 **Group Participant Score** **(https://canvas.pointloma.edu/courses/73161/assignments/988690)**	