



COU 535 Integration Overview

COHORT 21 (Spring 2022)

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Office hours: Tuesday & Thursday 10am - 5pm; Wednesday 9am - 2pm

Section Information: Travis-Lovitt 112 **Date/Time:** Fri, 01/14/21 6-9pm; Sat, 01/15/21, 9am-4pm

THE MISSION OF MULTNOMAH UNIVERSITY

“To educate, equip, and enrich Christian students through accessible undergraduate and graduate education to become biblically competent, academically proficient, spiritually formed, and culturally engaged servant leaders, shaped to be a transforming force for their church, community, and the world.”

MASTER OF ARTS IN COUNSELING MISSION

The Masters of Arts in Counseling (MAC) program strives to create a Christ-centered community where students can excel as professional counselors. To achieve this, we infuse the following core values throughout the program:

Spiritual integration

Healing presence

Advocacy & diversity

Professional identity

Educational excellence

GENERAL COURSE DESCRIPTION

Investigates the integration of psychology and theology, examining a number of theories for integration and discussing the pros and cons of each. Emphasis is also placed on how integration plays out both clinically (i.e., in the room with clients) and personally (i.e., in the life of the therapist). One credit.

For more information: [MAC Course Catalogue](#)

COMMITMENT TO DIVERSITY

Multnomah University's Graduate School of Counseling is committed to treat all people with love, respect, dignity, and fairness with the desire to be a program where all students flourish, possessing equal opportunity for success. We acknowledge and honor the uniqueness of each person regardless of evangelical background, race, ethnicity, nationality, sexual orientation, socioeconomic status, ability or gender.

For more information: [Multnomah University Diversity Mission Statement](#)

CONFIDENTIALITY

While staff and faculty in the MAC program desire to support students in their ongoing development, they cannot ensure confidentiality of student material or conversations-- whether via class sessions, class

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assignments or conversations outside of the classroom. Material that is deemed as related to professional development may need to be shared with the MAC Director or others in consideration of the student's ongoing process of development. In addition, material that is related to discrimination, sexual assault, child abuse, elder abuse, disabled person abuse or mental health abuse (present or past, if the victim is still a minor or other children may be at risk) may be reported to appropriate institutional or community authorities. Please see Multnomah University's Title IX information in the Student Handbook and Oregon's Revised Statute 419B.005 Reporting of Child Abuse for more information.

For more information: [Title IX Notebook of Policies and Procedures](#)

COURSE TEXTBOOK AND MATERIALS

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed). Washington, DC. ISBN-13: 978-1433805615

Cashwell, C. S., & Young, J. S. (Eds.) (2020). *Integrating spirituality and religion into counseling: A guide to competent practice*, 3rd ed. American Counseling Association. - ***Students will read chapters 1-5 in this course and complete the rest of the book in their summer, COU515 Spiritual Formation course.***

Choose one book on spiritual formation from the following list (or propose another to the professor), and read at least half of the book:

- *For those unfamiliar with the field/idea of spiritual formation and wanting a foundation, this book is recommended:* Mulholland, M. R. (2016). *Invitation to a journey: A road map for spiritual formation*. Downers Grove, IL: IVP Books
- *For those wanting to lean into longing in the context of specific spiritual disciplines, this book is recommended:* Barton, R. H. (2006). *Sacred rhythms: Arranging our lives for spiritual transformation*. InterVarsity Press.
- *For those wanting to intentionally cultivate hearing the voice of God, this book is recommended:* Smith, G. T. (2003). *The voice of Jesus: Discernment, prayer, and the witness of the Spirit*. InterVarsity Press.

Articles on integration—posted in MU Learn.

COURSE OBJECTIVES, STANDARDS AND OUTCOMES

	COURSE OBJECTIVES: It is intended that as a result of this course the student will be able to:	LEARNING ACTIVITY	CODE
1	Articulate a view of human nature and transformation that integrates counseling theory and Christian theology, while recognizing the impact of these spiritual beliefs on the counselors' worldview and engaging them in an ethical and professional manner.	<ul style="list-style-type: none"> • <i>Reading:</i> Integration articles; Cashwell and Young, Part I: "Integrating Spirituality and Religion into Counseling" and Part II: "Competencies for Spiritual Integration" • <i>Learning activities:</i> In-class lecture and discussion of "Conceptual Integration" and "Practical Integration" • <i>Assignment(s):</i> Conceptual Integration Paper; Discussion Forum 	MAC S1; CACREP Section 2: F.2.g

2	Practice spiritual assessment and clinical integration in an ethical and professional manner.	<ul style="list-style-type: none"> • <i>Reading:</i> Cashwell and Young, Part I: “Integrating Spirituality and Religion into Counseling” and Part II: “Competencies for Spiritual Integration” • <i>Learning activities:</i> In-class lecture and discussion of “Practical Integration”; in-class role-plays with HOPE assessment • <i>Assignment(s):</i> Discussion Forum 	MAC S2; CACREP Section 5: C.2.j
3	Pursue ongoing personal and spiritual development, demonstrating self-care strategies appropriate to the counselor role.	<ul style="list-style-type: none"> • <i>Reading:</i> Spiritual formation book of student’s choosing (see options above) • <i>Learning activities:</i> In-class lecture and discussion of “Personal Integration” • <i>Assignment(s):</i> Personal Integration Activity 	MAC S3; CACREP Section 2: F.1.1.
4	Understand and utilize multicultural counseling competencies, such as providing culturally inclusive services with people from diverse backgrounds.	<ul style="list-style-type: none"> • <i>Reading:</i> Cashwell and Young, ch. 4 “Culture & Worldview” • <i>Learning activities:</i> In-class lecture and discussion of “Practical Integration” • <i>Assignment(s):</i> Discussion Forum 	MAC A1; CACREP Section 2: F.2.c.

TEACHING METHODS

Lecture, case vignettes, reading, class discussion, presentations, role play, writing, etc.

CLASS POLICIES

Professionalism- Student Professional Disposition is assessed after each course and in the mid-program evaluation. All students receive feedback after the mid-program evaluation (i.e., end of the third semester). They will also receive feedback earlier or later if there are significant issues that need to be addressed outside of this window.

- Factors considered in **Professional Disposition** include but are not limited to student ability and demonstration of being positive, responsible, open and approachable, flexible, emotionally grounded, spiritually minded, self aware, integrous, oriented towards the profession, non-defensive, articulate and loving.
- Students may lose class participation points if they are not showing expected professionalism during class.

For more information: [MAC Handbook](#)

Attendance- Students are expected to attend all 10 hours of instruction as in accordance with the MAC attendance policy. Students are expected to be in class on time. Excessive absence and tardiness are unprofessional. Please contact the instructor via email if there are conflicts with arriving on time or attendance. Points will be deducted. Students cannot miss more than 15% of class. Any time beyond 15%, including tardiness, may result in automatic failure of the course.

- If a student is absent, they are responsible for knowing the material and for turning in any assignments for that day. MAC recommends that students exchange phone numbers and emails with several classmates so they can move forward successfully. They are also encouraged to reach out to professors

before absences (or as soon as possible after if they are unexpected), with questions and any class-related needs.

Class Credit	Hours of Class Time (approximately)	15% of class (approximately)
1	9 hours	1 hours
2	15 hours	2 hours
3	24 hours	3 hours

Class Participation- Active participation is critical to student learning. Each student is expected to share reactions and thoughts. Active participation can include the following:

- Attempts to answer questions asked of the class (answers need not be correct; genuine and serious attempts to answer questions is encouraged);
 - Asks thoughtful questions about the material being discussed;
 - Shares with the class/small group and instructor relevant information found outside of class;
 - Contributes positively to the class discussion and small group activity.
- **The Personal Challenge-** MAC courses do not solely require the use of the “intellect.” Student are challenged to learn in both the “cognitive” (thinking) and “affective” (feeling) domains – each being central to how humans make meaning in the world. Students may struggle to let go of the need to impose their views, to tell their “truths,” to direct others, and to attempt to quickly solve problems. Students are also encouraged to seek a balance between listening and speaking in class, which may necessitate some to practice being more vocal and explicitly engaged, while others may need to practice pausing before speaking. Skills all students will be developing are patience, intensive listening, and the ability to respond to ongoing demands of experiences in graduate school and outside life in a manner that is professional and leads towards flexibility and self-regulation. Mature and professional conduct is expected at all times. The hope is for all students to have a greater empathic interest in others’ experiences while honoring the clinical relationship and Christ’s love, grace and hope.

Assignment Expectations- All readings/ media are expected to be completed prior to class meetings, unless otherwise stated by your instructor. Initial discussion posts are typically due 72 hours after class (i.e., Friday night for Tuesday cohorts and Sunday night for Thursday cohorts); additional posts and other assignments are typically due by 5pm before specified class times. All assignments should be submitted to MU Learn, unless your professor outlines alternative arrangements in the Course Assignments section due to the nature of the assignment (e.g., creative assignment, confidential content).

- **Late Assignments-** The completion of assignments in a timely manner is a professional skill; therefore it is in the student’s best interest to stay up to date with their work. Discussion forums and quizzes must be submitted on-time, unless worked out in advance with the professor. Papers, creative projects, and other assignments will be accepted up to 48 hours late, with a 10% grade deduction per day. After two days, the assignment will not be accepted for grading unless arranged in advanced with the professor.
- **Extensions** are only given in extenuating circumstances and in advance of the due date (e.g., extended illness, accident, or family emergency).

Technology- Any device that whistles, rings, trembles or dings should be silenced. If a student is expecting a call that will cause them to leave class, they are responsible for informing the instructor at the beginning of

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class. The use of technology is permitted as long as it pertains to the discussion at hand (i.e., social media can wait). Points will be deducted for the use of technology that does not pertain to the course, including texting.

The **use of technologies for audio and video recording of lectures and other classroom activities** is allowed only with the express permission of the instructor. In cases where recordings are allowed, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and by other classroom participants, including other students. Personal use is defined as use by an individual student for the purpose of studying or completing course assignments.

APA Standards: Students are expected to meet APA requirements. Students may ask the instructor if there are specific requirements or questions for assignment formatting. Writing help and academic support is available through the Academic Support Center on the second-floor of the JCA.

- APA Format Online Assistance:
 - [APA formatting \(General\)](#) and [APA formatting \(Video\)](#)

Plagiarism- Plagiarism is the use of someone else's work, words, or ideas as if they were your own. Students will not claim the words and ideas of another as their own (APA Ethics Code Standard 8.11, Plagiarism). Any form of plagiarism will result in an automatic F.

For more information: [APA Ethical Principles of Psychologists and Code of Conduct](#)

OTHER RESOURCES

Disabilities Services- Any student who has a disability that may reduce her/ his ability to be successful in the classroom is encouraged to speak with the office of Disabilities Services. Review of their website will provide more information and offer instruction about how to initiate resources.

For more information and details: [Disability Services](#) or call 503.251.5311

Mitchell Library- Via Primo, current students, faculty and staff can search the 95,000-volume MU collection, 500,000+ additional volumes through partner libraries, and digital content available via numerous research databases.

For more information and details: [Library](#), [Primo](#) or call 503.251.5322

Academic Advisors- Each MAC student is assigned a Faculty advisor. Students are encouraged to schedule a meeting with their advisor regarding program questions, support, prayer and any life circumstance that may impact academic or clinical performance.

For more information and details: [MAC Faculty and Staff](#) and [MAC Handbook](#)

COURSE ASSIGNMENTS**1. Attendance & Participation****(200 points possible)**

Directions: Students are asked to come to class on-time and be fully present and engaged, offering reflective, insightful, and/or thought-provoking comments/questions that contribute to the richness of the discussions. Students will often be asked to participate in a number of in-class activities and are expected to demonstrate professionalism and engagement. Some of these activities will be summarized on a worksheet, which will be submitted for credit at the end of class. Students will also complete a self-assessment at the end of the course.

Submission Guidelines: Submit the worksheet and self-assessment in person at the end of class. Students may also submit their mind map for review and comment if completed.

2. Reading & Discussion Forum**(200 points possible)**

Directions: After class, students are asked to complete one discussion forum on their reading related to practical integration (i.e., Cashwell and Young, chapters 1-5). Specifically, they will be asked to discuss:

- At least two key take-aways regarding practicing spiritual assessment and clinical integration in an ethical and professional manner; AND
- At least one key take-away regarding how this applies to providing services to those with different beliefs and backgrounds than the counselor.

Students are asked to reference/cite their text and indicate (either in their post or a private correspondence with the professor) what percentage of chapters 1-5 they read.

Students will also be asked to complete at least two substantive replies to peers. These posts typically include thoughts, questions, examples, or resources that add insight or take the conversation to new places; they are often at least 3-4 sentences and include more than simply "I like what you said" or "I agree."

Formatting: While students do not need to use thorough APA formatting, they should continue to cite sources when the ideas are not their own. Students are welcome to complete their posts and replies via writing OR videos.

Submission Guidelines: The discussion forums will be posted directly into MU Learn.

3. Conceptual Integration Paper**(300 points possible)**

Directions: After class, students are asked to practice conceptual integration using "the scientific method" process discussed in class. Specifically, they will address the question: *What is counseling?* from an integrative perspective. Students are asked to write a 3-4 page paper (with headers) that follows these sections:

- Introduction:** Discuss your beginning definition of counseling, most likely drawn from your Professional Orientation class, as well as an overview/introduction to the idea of conceptual integration (1/2 page);
- Counseling Theory:** Define and describe what counseling is from the perspective of a single counseling model (e.g., Rogerian) (1/2 page)
- Biblical View:** Define and describe what counseling is from a Biblical view, ideally utilizing the articles provided in class that correspond to a specific faith tradition (1 page);
- Exploration:** Offer some reflections about how the counseling theory and Biblical view overlap, support, diverge, and/or challenge one another (1/2-1 page);
- Conclusion:** Provide a conclusion with a final answer to the question "what is counseling?" that integrates both your counseling theory and Biblical view (1/2 page).

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Students may use any existing resources from this class and others; they are also asked to find 1-2 additional resources—ideally, one that supports their counseling theory view and one that supports their theological perspective. For example, students might use their Basic or Counseling Theories textbooks to explain a theoretical view of therapy and the book *Created for Community* by Stanley Grenz and Jay Smith to explain their theological position. Final papers should include citations in sections B and C (at minimum) and be 3-4 pages, in APA-format.

Formatting: While students have the opportunity to practice using APA formatting for this paper, an abstract is not required.

Submission Guidelines: The paper can be submitted as a doc, docx, or pdf format into MU Learn.

4. Personal Integration Activity (300 points possible)

Directions: After class, students are asked to choose one book on spiritual formation to read as well as one, new spiritual discipline to practice. They are asked to practice this discipline at least 5 days a week for 3-4 weeks and then complete a reflection assignment on their experience. The reflection should ideally be a creative expression related to their experience (e.g., a painting, a poem, a Pinterest page), although papers will be accepted. The final assignment should focus on the student's experience of the practice, but will also include a few key take-aways from the reading.

Submission Guidelines: The assignment can be submitted as a doc, docx, or pdf format into MU Learn. Students may submit their actual work (e.g., a poem), a link (e.g., a webpage), or a picture of their work (e.g., of a painting). In addition to the reflection on their experience, students are asked to include:

- What percentage of the required practice (i.e., 5 days/week for 3-4 weeks) they actually completed;
- What book they read and what percentage of it they completed.

SUMMARY OF ASSIGNMENTS

Assignment	Due Date	Point Value
Attendance and Participation	01/14/22 & 01/15/22	200 points
Conceptual Integration Paper	01/30/22 by 11:59pm	300 Points
Reading & Discussion Forum	02/13/22 by 11:59pm	200 Points
Personal Integration Activity	02/27/22 by 11:59pm	300 Points
Total		1,000 points

GRADING

GRADING PROCEDURES

Grades for written work are typically based on completeness and accuracy of assigned work, scholarship, grammar, spelling, appearance, adherence to the use of APA formatting, and promptness. Grades are typically posted through MUEarn. Students are encouraged to check their grades regularly and contact the professor promptly with questions.

GRADING SCALE AND RUBRIC

Letter Grade	Percentage	Points	Rubric
A	93% to 100%	930 - 1000	Student work, professionalism and competency exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts and/or process.
A-	90% to 92%	900 - 929	Student articulates concepts and communicates ideas thoughtfully and clearly.
B+	87% to 89%	870 - 899	Student work, professionalism and competency meets expectations. The work completed shows evidence of some creative thought and reflection. Student adequately addresses every component of the task(s), and provides sufficient depth and reflection.
B	83% to 86%	830 - 869	
B-	80% to 82%	800 - 829	Student work, professionalism and competency occasionally meet expectations. Student work does not address all components of the task(s) and/or provides insufficient depth and reflection. Student will have a required meeting with course instructor and/or Academic Advisor.
C+	77% to 79%	770 - 799	Student work, professionalism and competency are below expectations. Remediation plan is assigned. Student will have a required meeting with course instructor and/or Academic Advisor as well as an individualized remediation plan to ensure competency in the course material.
C	73% to 76%	730 - 769	
C-	70% to 72%	700 - 729	

*A grade in the D or F range will result in a meeting with the student's advisor as well as the student retaking the class at his or her own expense.

COURSE SCHEDULE

	Reading (can be completed after class)	Assignments	Accomplished Course Objectives
Session 1 (Friday evening)	Spiritual formation book of student's choosing (see options above)	Attendance & Participation, inc. In-Class Activities; Personal Integration Activity	Foundation for Integration; Personal Integration Objectives 1, 2, 3
Session 2 (Saturday morning)	Integration articles (as outlined in assignment criteria)	Attendance & Participation, inc. In-Class Activities; Conceptual Integration Paper	Conceptual Integration Objectives 1, 2, 4
Session 3 (Saturday afternoon)	Cashwell & Young, chs. 1-5	Attendance & Participation, inc. In-Class Activities; Reading & Discussion Forum	Practical Integration Objectives 1, 2, 4

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Recommended Resources for Further Reading

- Barton, R. H. (2006). *Sacred rhythms: Arranging our lives for spiritual transformation*. Downers Grove, IL: IVP Books.
- Carter, J. D., & Narramore, B. (1979). *The integration of psychology and theology*. Grand Rapids, MI: Zondervan. ISBN-13: 978-0310303411
- Calhoun, A. A. (2015). *Spiritual disciplines handbook: Practices that transform us*. Downers Grove, IL: Intervarsity Press.
- Coe, J. H. (2004). *Healing the heart's deep beliefs in the Spirit: Intentionalizing spiritual formation through openness to God*. La Mirada, CA: Biola University.
- Holeman, V. T. (2012). *Theology for better counseling: Trinitarian reflections for healing and formation*. InterVarsity Press
- Johnson, E. L. (Ed.). (2010). *Psychology & Christianity: Five views*. Downers Grove, IL: Intervarsity Press.
- Jones, R. S. (2019). *Spirit in session: Working with your client's spirituality (and your own) in psychotherapy*. West Conshohocken, PA: Templeton Press.
- McMinn, M. R. (2011). *Psychology, theology, and spirituality in Christian Counseling*. Carol Stream, IL: Tyndale.
- Mulholland, M. R. (2016). *Invitation to a journey: A road map for spiritual formation*. Downers Grove, IL: IVP Books.
- Seamands, S. (2005). *Ministry in the Image of God: The Trinitarian shape of Christian service*. InterVarsity Press
- Wiederkehr, M. (2008). *Seven sacred pauses: Living mindfully through the hours of the day*. Notre Dame, IN: Sorin Books.