CO 515 Forgiveness in the Counseling Process

Virginia Todd Holeman

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CO515: Forgiveness in the Counseling Process
January 2004
January 5, 6, 7, 8, 9 and January 13, 14, 15, 16 ** 8:30 – 11:30 am
January 6, 7, 12, 13, 14 ** 1 – 4 pm

DRAFT SYLLABUS: Created December 23, 2003

Instructor: Virginia Todd Holeman, Ph.D. Credit: 3 hours
E: Toddy_Holeman@asburyseminary.edu O: 859-858-2212
Class Enrollment: 30 Office hours by appointment
Location: Distance Learning Classroom (BC 157)
Portions of this class will be video taped for educational purposes.

Course Description:
This course explores the theological, psychological, and clinical components of forgiveness and reconciliation. Interpersonal and intrapersonal elements of forgiveness receive particular emphasis. Procedures for implementing forgiveness in pastoral and clinical counseling settings are reviewed.

Course Goals
At the completion of this course you will:
1. Articulate your integration of forgiveness, repentance, and reconciliation from personal experience.
2. Explicate forgiving, repenting, and reconciling processes from biblical contexts and theological perspectives.
3. Describe the psychological foundations of forgiving, repenting, and reconciling.
4. Apply counseling strategies to your own situations and to case studies.
5. Participate in class through discussions, activities, and devotionals.

Required Course Texts:
NOTE: While there may be some adjustment to assignments. The text books for this class are set.

Course Readings Packet and class handout packet– purchase at Cokesbury Bookstore before class starts.
Classroom “Community Life” Assignments

**Snack.** Each week a different group of students will provide a snack that we will share during the class break. [non-graded activity!]

**Devotionals.** We will begin each session with a brief devotional. Noweun’s text is the basis for our meditations. On the first day of class I will ask for volunteers to sign up and lead our devotional time together. Devotionals will run no longer than 10 minutes. I invite you to use all of the technological support that ATS has to offer to lead us into the Lord’s presence. [non-graded activity]

Course Requirements:

1. **Preparation for Class Discussion 25%**
   Students will be assigned to small groups of 5 persons per group. Once during the course each student will present a “summary paper” (key concepts summary of approximately 900-1000 words in length) of the materials introduced in the readings for that session. Although everyone is assigned the readings, only one person is responsible for creation, duplication, and distribution of the session’s summary paper.

   The purpose of the paper is to invite the rest of your team into a dialogue. A well-written white paper will:
   - Engage the material accurately in a substantive way
   - Challenge people to think
   - Give them food for thought
   - Will conclude with three or four critical thinking questions for your team to discuss

   Your white paper should be:
   - Typed with a 12-point font like New Times Roman
   - Duplicated, and ready for distribution to your team mates
   - I will also get a copy of your white paper for grading purposes

   A different student will assume responsibility for leading the discussion of the summary paper. At the conclusion of the round of discussion and class conversation, each student will write a summary & reflection paper. This will be submitted to me and graded.

2. **Theological Comparison and Position Paper – 25%**
   **Due Monday, January 12, 2004, 1:00 p.m.**

   The purpose of this paper is to document the depth of your understanding of the theological assumptions that support our practices of repentance, forgiveness, and reconciliation. Your paper will include a discussion and comparison of the theologies presented by Worthington, Jones, and Shults. You may bring other theologians, but your paper must deal with the arguments presented by Worthington, Jones, and Shults in a substantive way. You will also summarize your current theological assumptions and commitments in this paper.
   - Length – 2500-3000 words
   - Format – APA or MLS with reference list
   - Type – 12 cpi font, double spaced
   - Due – January 12, 2004
3. Theoretical Comparison and Position Paper – 25%
Due Tuesday, January 20, 2004, 12:00 Noon.
The purpose of this paper is to document the depth of your understanding of the key psychological models of repentance, forgiveness, and reconciliation that we will discuss in class. Your paper will include a discussion and comparison of the psychological models of repentance, forgiveness, and reconciliation. You will also summarize your current therapeutic assumptions and commitments in this paper.
- Length – 2500-3000 words
- Format – APA or MLA with reference list
- Type – 12 cpi font, double spaced
- Due – Tuesday, January 20, 2004, 12 Noon at the Counseling and Pastoral Care Office
- Papers submitted AFTER 12:00 NOON will be considered late (that is beginning at 12:01 pm).

4. Research Paper – 25%
Due Friday, January 30, 2004, 12 Noon
The purpose of this paper is to allow you to explore a particular area of forgiveness in more depth. This scholarly research paper can focus on any of the following areas: pastoral care and counseling; theology; biblical studies; ethics; multicultural dimension. I have provided you with a working bibliography to help launch your literature search. Students who wish to explore counseling dimensions of forgiveness, repentance, and/or reconciliation will best be served by using the UK Library system. Many authors with “in press” papers are pleased to send electronic copies of their papers to you. You can find their contact information by locating a recent publication.
- Submit topic and working reference list on January 12, 2004 at 1:00 p.m.
- Length – 3500 words (excluding references)
- Format – APA or MLA
- Type – 12 cpi, font, double spaced
- Final paper due – Friday, January 30, 2004, 12 Noon at the Counseling and Pastoral Care Office
- Papers submitted AFTER 12:00 Noon will be considered late (that is, beginning at 12:01 pm).

Community Practices in Class
I use many different active learning strategies in this course – in other words this is not a lecture-based class. All classes require your preparation for a serious class discussion about the readings.

There is nothing neutral about forgiveness conversation. They tend to generate some intensity because we are talking about painful things. Several ground rules will help us become a conversational community of care:
- No one needs to “fix” any one else in class. Everyone needs to be “heard” and feel that they have been “understood.”
- We will protect one another’s stories by agreeing to keep class conversations confidential.
- We will respect one another’s wisdom to refrain from disclosing some personal information that is too sensitive or too painful for class-level discussion.
We will recognize that stuff about “forgiveness” isn’t necessarily set in stone. We will listen respectfully when others have a differing experience or understanding from our own.

Grading Policies:

Attendance Policy -- If you miss more than 2 classes, you will not receive a passing grade. Students who attend all classes [arrives before class starts, and do not leave any classes early] will have one point added to their final grade.

Asbury Seminary defines grades using the following criteria (catalog, p. 24):

A= Exceptional work: outstanding or surpassing achievement of course objectives
B= Good work: strong, significant achievement of course objectives
C= Acceptable work: essential achievement of course objectives
D= Marginal work: minimal or inadequate achievement of course objectives
F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

When all is said and done and all the grades are averaged together, here is the final scale of measurement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-96</td>
</tr>
<tr>
<td>A-</td>
<td>95-93</td>
</tr>
<tr>
<td>B+</td>
<td>92-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-81</td>
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<tr>
<td>C+</td>
<td>80-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-71</td>
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<tr>
<td>D+</td>
<td>70-67</td>
</tr>
<tr>
<td>D</td>
<td>66-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-61</td>
</tr>
<tr>
<td>F</td>
<td>60 and below</td>
</tr>
</tbody>
</table>

Grading Process
The Asbury Seminary School of Theology faculty has adopted the following standards for faculty grading of papers:

- **Timely feedback**: For assessment of student work during the course of the academic term, the expectation of “timely” feedback is met when students have their work marked, graded, and returned within one week of its submission…Moreover, when assignment “B” builds on assignment “A,” assignment “A” should be returned before assignment “B” falls due. Longer assignments are often due at the end of the term, and are not subject to this definition.
Substantive feedback: For assessments of student work during the course of the academic term, the expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Grading Rubrics
A grading rubric will accompany every assignment that I grade. If you review the rubric before you begin your assignment then you will know the standards that I am setting to evaluate your work.

Late Assignments and Papers
A paper or assignment that is late without prior permission from the instructor receives a grade but no written comments. Students who submit ALL of their ASSIGNMENTS on time will receive one extra point on their final course grade.

Incomplete Policy
A grade of "I" denotes course work has not been completed due to an unavoidable emergency, which does not include failure to turn in course work or attending to church work or other employment. A request for an incomplete requires not only my approval, but also the approval of the Dean of the School of Theology. See the Asbury Seminary Catalog for further clarification.
Bibliography


Counseling/Therapy:


Health Outcome/Well-being:


Interpersonal Relationship:


Psychology, 84, 540-557.

Intrapsych Theories:


Measures:

Adolescence, 18, 641-655.


Religion/Spirituality:


Reviews/Models:


