

1-1-2008

CO 515 Forgiveness in the Counseling Process

Virginia Todd Holeman

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Holeman, Virginia Todd, "CO 515 Forgiveness in the Counseling Process" (2008). *Syllabi*. Book 2284.
<http://place.asburyseminary.edu/syllabi/2284>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

CO515: Forgiveness in the Counseling Process
Fall 2008 -- Version 16 July 2008

This is a Distance Learning Course with students on both geophysical campuses.
Dr. Holeman is planning to teach from the Orlando campus on the following dates:
Sept. 22, Oct. 20, and Nov. 17.

Instructor: Virginia Todd Holeman, Ph.D.
 E: Toddy_Holeman@asburyseminary.edu
 Class Enrollment: 30
 BC157 in Wilmore and FC 208

Credit: 3 hours
 O: 859-858-2212
 Office hours: tba
 5:30pm-8:15pm

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 for All Students:

- Enright, R. D. (2001). *Forgiveness is a choice: A step-by-step process for resolving anger and restoring hope*. Washington, DC: American Psychological Association.
- Holeman, V. T. (2004). *Reconcilable differences: Hope and healing for troubled marriages*. Downers Grove, IL: InterVarsity Press.
- Jones, G. (1995). *Embodying forgiveness*. Grand Rapids, MI: Wm. B. Eerdmans.
- Nowuen, H. J.M. (1992). *The return of the prodigal son*. New York: Image Books.
- Volf, M. (1996). *Exclusion and Embrace*. Nashville, TN: Abingdon Press.
- Worthington, E.L. (2003). *Forgiving and reconciling: Bridges to wholeness and hope*. Downers Grove, IL: InterVarsity Press.

OPTIONAL Articles available on-line through Academic Search Premier

- Jones, L. G. (2000). Crafting communities of forgiveness. *Interpretation : A Journal of Bible and Theology*, 54(2), 121-134.
- Volf, M. (2000). The social meaning of reconciliation. *Interpretation : A Journal of Bible and Theology*, 54, 158-171.

Classroom “Community Life” Assignments

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 students will sign up to lead our devotional time based on Noweun’s text. 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]

Class Snacks. During the first week of class, students will sign up to bring snacks for our class break.

Course Requirements:

1. **Take Home Exam 1 – 35%**

2. **Take Home Exam 2 – 35%**

3. **Integrative Assignment – 30%**

Analysis of Forgiveness Event: Select one book from the list of approved books below. You may also submit a text title to me for approval. Analyze the story from theological and psychological perspectives, integrating the material from the course and your own independent research into forgiveness. Paper length 10 pages.

- Conrow, P. (1986). *The prince of tides*. New York: Bantam Books.
 Gobodo-Madikizela, P. (2003). New York: Houghton Mifflin.
 Hosseine, K. (2003). *The kite runner*. New York: Riverhead Books.
 Howatch, S. (1987). *Glittering images*. New York: LeafTree Limited.
 McEwan, I. (2001). *Atonement*. New York: Anchor Books.
 Morris, D. (1998). *Forgiving the dead man walking*. Grand Rapids, MI: Zondervan.
 Raybon, P. (1996). *My first white friend*. New York: Penguin Books.
 Tutu, D. (1999). *No future without forgiveness*. New York: Image Books.

Book Reviews: Select one book from the theological list **and** one book from the psychological list below. Review each book for its own value and include a section that integrates each review with class reading and material. Each review should be no shorter than 5 pages.

THEOLOGICAL:

- Battle, M. (1997). *Reconciliation: The Ubuntu theology of Desmond Tutu*. Cleveland, OH: Pilgrim Press.
 Crysdale, C. (1999). *Embracing Travail: Retrieving the cross today*. New York: Continuum.
 Shults, L. & Sandage, S. J. (2003). *The faces of forgiveness : Searching for wholeness and salvation*. Grand Rapids, MI: Baker Books.

Volf, M. (2006). *The end of memory: Remembering rightly in a violent world*. Grand Rapids, MI: Eerdmans

PSYCHOLOGICAL:

- Augsburger, D. (1996). *Helping people forgive*. Louisville, KY: Westminster John Knox Press.
- Augsburger, D. (2004). *Hate-work: Working through the pain and pleasures of hate*. Louisville, KY: Westminster John Knox Press.
- Hargrave, T. (1994). *Families and forgiveness: Healing wounds in the intergenerational family*. New York: Brunner/Mazel.
- Malcolm, W., DeCourville, N., & Belicki, K. (2008). *Women's reflections on the complexities of forgiveness*. New York: Routledge. [edited book]
- McCullough, M. E. (2008). *Beyond revenge: The evolution of the forgiveness instinct*. San Francisco: Jossey-Bass.
- Worthington, E. L. (2006). *Forgiveness and reconciliation: Theory and application*. New York: Routledge.

Research Paper: 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; racial reconciliation; forgiveness and criminal justice system.

- Length – 10 pages
- Format – APA or MLA
- Type – 12 cpi, font, double spaced

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.

Attendance Policy -- If you miss more than 3 classes, you will not receive a passing 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:

100-96 = A

95-90 = A-

89-87 = B+

86-84 = B

83-81 = B-

80-77 = C+

76-74 = C

73-71 = C-

70-67 = D+

66-64 = D

63-61 = D-

60 and below = F

Late Assignments and Papers

A paper or assignment that is late *without prior permission from the instructor* receives a grade but no written comments. Late papers are penalize with a 1/3 letter grade reduction for **each week** that the paper is late. No late Theoretical papers will be accepted.

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. See the Asbury Seminary Catalog for further clarification.