



# SCHOOL OF COUNSELING

PHT 513 THE FLOURISHING PERSON

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**Term/Credits**

Spring Term 2 / 2023

3 semester hours

**Instructor**

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**Vision:** The vision of the School of Counseling is to inspire global training of transformational leaders and social justice advocates who use counseling as an instrument of healing.

**Mission:** The mission of the Clinical Mental Health Counseling program is to teach and train graduates for community practice as competent, culturally sensitive, ethical, and morally sound professional counselors prepared to provide diagnosis and treatment of mental disorders and to effectively facilitate flourishing and personal transformation. Clinical Mental Health Counseling graduates are prepared to serve in their communities as advocates for social justice, and as service-oriented facilitators of mental health and wellness with a focus on the respect, dignity, and diversity of the person.

**NOTE: KEEP A HARD COPY SYLLABUS!** Many states require that students submit a copy of each course syllabus in order to document the completed educational content needed for licensure. Each syllabus submitted must be for the same course year in which the course was taken.

## I. COURSE DESCRIPTION

**PHT 513 The Flourishing Person** introduces students to a Catholic-Christian integrative vision of personal and interpersonal flourishing through vocations and the virtues and its application to counseling. This course explores how the vision of human flourishing that one adopts is crucial for understanding and promoting human development and addressing human problems. The course addresses the theory and implications of: the human person's dignity in the light of being created in the image of God as male and female; the effects of sin and redeeming grace; a vocation and virtue approach; a personalist and natural law approach; the person as a spiritual unity of body and soul that is relational, emotional, rational, and free. Students will learn how to take a holistic and transformative approach, which integrates Biblical/theological, philosophical, and bio-psycho-social-cultural perspectives into a global understanding of the human person and flourishing. Students will develop the mindset and competencies needed to understand and assess the integrative potential of different models of the person. (3 credits)

## II. COURSE OUTCOMES

#	Course Outcomes	Measures of Outcome	SOC Program Objectives and CACREP Standards*
1.	Analyze the essential way in which reason (experience, dialectic, human sciences, and philosophy) informs a Catholic-Christian meta-model (view) of the flourishing person.	Mod#2 Assignment: Client Essay Mod#3 Discussion: Male and Female God Created Them: Equality, Differences, and Complementarity Mod#7 Assignment 1: Research Paper	<b>SOC: 3, 5</b>  <b>CACREP Section 5</b> C.1. b.  <b>Section 2</b> F.5. b
2.	Articulate the essential way in which faith (Christian living, narrative revelation, and tradition) informs a Catholic-Christian view of the flourishing person.	Mod#6 Assignment: Reflective Essay Mod#7 Assignment 1: Research Paper	<b>SOC: 3, 5</b>  <b>CACREP Section 2</b> F.2.g.
3.	Appraise how theories and models of counseling and personality make a particular contribution to a vision and narrative of the flourishing person.	Mod#1 Discussion: The Catholic- Christian Faith-Based Vision of the Person Mod#2 Discussion: Flourishing, Natural Law, Personalism, and Reductionism Mod#7 Assignment 1: Research Paper Mod#8 Discussion 1: Redeeming Loves: Overcoming Disorderedness	<b>SOC: 3</b>  <b>CACREP Section 2</b> F.5.b.  <b>Section 5</b> C.1.b.
4.	Appraise how the Catholic-Christian authoritative sources make a particular contribution to a vision and narrative of the flourishing person.	Mod#2 Assignment: Client Essay Mod#4 Assignment: Client Essay Mod#7 Assignment 1: Research Paper	<b>SOC: 2, 5</b>  <b>CACREP Section 2</b> F.2.d.
5.	Evaluate the strengths and weaknesses of current models of the person and change in relation to a	Mod#2 Discussion: Flourishing, Natural Law, Personalism, and Reductionism	<b>SOC: 3</b>  <b>CACREP</b>

	Catholic-Christian of the flourishing person.	Mod#3 Discussion: Male and Female God Created Them: Equality, Differences, and Complementarity Mod#7 Assignment 1: Research Paper Mod#8 Discussion 2: Meta-Model Client Case Conceptualization	<b>Section 2</b> F.2.h.  <b>Section 5</b> C.1.b.
6.	Articulate the theological premises (principles) of a Catholic-Christian meta- model of the flourishing person: created, fallen, and redeemed and beautified.	Mod#4 Assignment: Client Essay Mod#7 Discussion: Recognizing Both Fundamental Goodness and the Consequences of Sin Mod#7 Assignment 1: Research Paper Mod#8 Discussion 1: Redeeming Loves: Overcoming Disorderedness Mod#8 Discussion 2: Meta-Model Client Case Conceptualization	<b>SOC: 3, 5</b>  <b>CACREP Section 2</b> F.2.g. F.3.g.
7.	Analyze the philosophical premises of a Catholic-Christian meta-model of the flourishing person as: a unified (body-soul), interpersonal, flourishing through vocations, flourishing in virtues, sensory-perceptual, emotional, rational, volitional, and free nature.	Mod#4 Discussion: Personal Unity Mod#5 Discussion: Emotion, Action, and Virtue Mod#6 Discussion: Free to Respond with Good Even in the Midst of Evil Mod#7 Assignment: Research Paper Mod#8 Discussion 2: Meta-Model Client Case Conceptualization	<b>SOC: 3</b>  <b>CACREP Section 2</b> F.1.i. F.2.a., b., c. F.3.e., f. F.4.b.  <b>Section 5</b> C.2.j., l.
8.	Examine one's personal life practices and spiritual journey in light of a Catholic-Christian view of the flourishing person.	Mod#6 Assignment: Reflective Essay Mod#8 Discussion 2: Meta-Model Client Case Conceptualization	<b>SOC: 5</b>  <b>CACREP Section 2</b> F.1.k. F.2.h. F.5.f., n.

<b>KPI</b>	#4 Apply career development theories and models to all aspects of educational and career counseling in a global economy.	80% of students will achieve a Proficient or above score on the PHT 513 Reflective Essay on understanding the concept of vocation for one's own and clients' career path [Knowledge]	<b>Section 2.F.4.g.</b> strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
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\*SOC = School of Counseling Program Objectives, listed below; CACREP = Council for Accreditation of Counseling and Related Educational Programs standards, Section 2, eight common core areas of all entry-level counselor education graduates, and Section 5, entry-level specialty area, Clinical Mental Health Counseling, and Marriage, Couple, and Family Counseling.

### ***Program Objectives***

**Graduates of the DMU School of Counseling Clinical Mental Health Counseling program will be able to:**

1. Exhibit a vibrant professional counselor identity with the foundational knowledge and skills of the profession.
2. Enter the client's life narrative with compassion and respect.
3. Develop person-centered, comprehensive case conceptualization for effective treatment planning.
4. Employ basic social and behavioral sciences, a habit of evidential reasoning, and the multiple roles of professional counseling to promote human flourishing.
5. Embody a vision of the flourishing person that inspires them, as professional counselors, and their clients to have courage to trust, hope and love.

### **III. COURSE TEXTBOOKS AND MATERIALS**

#### **A. Required**

1. Vitz, P. C., Nordling, W. J., & Titus, C. S. (Eds.). (2020). *A Catholic Christian meta-model of the person: integration with psychology and mental health practice*. Divine Mercy University Press.
2. *Bible: Revised standard version 2<sup>nd</sup> Catholic edition*. San Francisco, CA: Ignatius.

Required readings will be assigned in each module / week and are listed in the Class Schedule and Assignments and Reference List.

#### **B. Recommended**

1. Ashley, B. M. (2013). *Healing for freedom: A Christian perspective on personhood and psychotherapy*. Arlington, VA: The Institute for the Psychological Sciences Press.
2. *Catechism of the Catholic Church* (2000). (2<sup>nd</sup> ed). Washington DC: USCCB Publishing.
3. Cessario, R., Titus, C. S., & Vitz, P. C. (2013). *Philosophical virtues and psychological strengths: Building the bridge*. Manchester, NH: Sophia Institute Press.

## IV. COURSE REQUIREMENTS

### A. Class Attendance and Participation

1. The DMU CMHC program is delivered to students primarily in an online, asynchronous modality; however, portions of this program require synchronous interaction, and additional in-person residency attendance.
2. Attendance in the online classroom is required. Students must post as directed in the online classroom each week. Assignments must be posted on or before due dates.

### B. Assigned Readings

1. Readings must be read as assigned on the reading schedule in order for the class to “be on the same page” and to facilitate discussions.
2. Additional readings may be given out in class to be read for the next class.

### C. Discussion participation in weekly asynchronous discussions is required. Discussion activities include crafting a thoughtful and scholarly response to a prompt, including the personal application of the information to the role of the professional counselor, and responding to at least two colleagues’ posting. Each discussion assignment is worth 40 points.

- i. 16 points Main Idea of Post (Mastery) – Shows superior knowledge and understanding of course material related to the question asked or topic of the discussion. Seamlessly integrates assigned readings and resources related to the topic. Demonstrates a depth of thought or high level of critical thinking.
- ii. 16 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal response or reaction to the topic being discussed. Personal application is reflective and substantive.
- iii. 4 points Responses to Colleagues’ Posts (Mastery) – Responses show a strong understanding of colleagues’ posts; clear and succinct response. Integrates assigned readings and resources related to the topic into the response. Brings a new dimension to the learning of the community.
- iv. 4 points Grammar: Coherent Logical (Mastery) – Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

### D. Meta-Model Client Essays are assigned in Modules 1 and 3, and are due in Modules 2 and 4. Students write an integrated client essay based on the provided case studies. Each essay will focus on integrated aspects of the client from the optic provided by the meta-model (an integrated theological and philosophical approach to vocations, virtues, notably seen in moral character and spiritual life). Each essay is worth 90 points.

- i. 45 points Main Idea (Mastery) - Provides a thorough response to the assigned prompts while going beyond what is required in some meaningful way (e.g.,

ideas contribute a new dimension to what is known about the client). Essay is substantive and scholarly and includes a thorough discussion of the client as viewed through the lens of the meta-model. Connects client essay to the course content in a professionally meaningful way.

- ii. 36 points Personal Application (Mastery) - Essay demonstrates a superior understanding of the client's life narrative in light of the CCMMP. Personal application illustrates a high level of critical reflection with respect to the integration of the CCMMP with counseling practice.
- iii. 9 points Criteria: Correct: Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error as appropriate.

**E. Research Plan and Annotated Bibliography** is introduced in Module 2 and due in Module 3. Students will provide a document detailing their research plan, a draft outline for their paper, a basic annotated bibliography with 5 to 10 references and one sentence description of the pertinence of each source to their topic, and a draft abstract for their research paper. This assignment is worth 70 points.

- i. 35 points Main Idea (Mastery) – Research plan is thorough and goes beyond what is required in some meaningful way (for example, ideas contribute a new dimension to what is known about the topic). Each element (outline, bibliography, and abstract) is substantive and scholarly and includes enough detail to demonstrate critical thinking and in-depth exploration of the selected topic. Each element clearly connects to the course content in a professional meaningful way. Articles chosen support the topic well, are scholarly, and current. Annotations clearly articulate the pertinence of each source to the topic. The abstract demonstrates critical thinking, a clear understanding of the topic, and outlines the direction of the research paper.
- ii. 28 points Personal Application (Mastery) – Elements of the assignment (research question, outline, bibliography, and abstract) demonstrate a superior understanding of the selected topic. Personal application illustrates a high level of critical reflection and is substantive in content.
- iii. 7 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**F. Reflective Essay** is introduced in Module 5 and due in Module 6. Students will reflect on the role and impact of the Catholic-Christian meta-model of the human person in developing their vocation to be a better professional counselor. The essay will cover the student's understanding of the model as a tool for ethical, spiritual, and professional considerations for attending to the needs of future clients. This assignment is worth 90 points and should address the following questions:

- How could the Catholic-Christian meta-model of the human person help you to understand better your vocation to become a professional counselor?
- How could the model assist you to think in an ethical and spiritual way about the needs of your future clients and how you will cultivate an interpersonal

dialogue with them? (If it is helpful for the purposes of visualizing your work with a particular client, please refer to the case of Chris in Week 2).

- How was your original understanding of your vocation (which you had prior to beginning your studies) transformed in light of the meta-model?
  - What aspects of the model do you find most helpful for understanding your role as a professional counselor?
  - Are there any elements of the model you struggle to understand or value?
  - Finally, what personal strengths do you discern in yourself which will contribute to your vocation as a healer?
- i. 45 points Main Idea (Mastery) – Reflection is thoughtful and thorough, addressing all of the questions presented in the assignment. Clearly and frequently ties the reflection to the concepts presented in the course. Reflection demonstrates deep and critical thinking on the topic.
  - ii. 36 points Personal Application (Mastery) – Reflective essay demonstrates a superior introspection regarding the application of the concepts to the spiritual and personal self and the personhood of the counseling. Personal application illustrated a high level of critical reflection and is substantive in content.
  - iii. 9 points Grammar (Mastery) - Proper length. No grammar errors (spelling, punctuation, etc.) Proper APA citations with no more than 1 error.

**G. Research Paper: The Catholic-Christian Vision of the Flourishing Person** is introduced in Module 1 and due in Module 7. For this assignment, students will write an 8- to 10-page research paper written in APA style. Students will choose from a provided list of topics, as well as utilize feedback provided from the Research Plan and Annotated Bibliography assignment. This assignment is worth 250 points and will include the following elements:

- Title page
  - Abstract (around 150 words)
  - Introduction (theme, research question, and method)
  - Body of the paper (structured according to the nature of the theme, using appropriate literature to support arguments and employing subheadings to outline the development of the narrative)
  - Conclusion
  - List of References
- i. 125 points Substantive Elements (Mastery) - Clearly exhibits depth of understanding and original critical thinking about the selected topic. Makes a significant contribution to the larger dialogue concerning the selected topic. Research paper illustrates an advanced competence with the method employed to answer the research question and/or with the sources cited.
  - ii. 75 points Argumentative Elements (Mastery) – The paper involves an advanced use of language which is not only articulate and concise, but exhibits accomplishment with writing. The paper is impressive organized and the arguments are very persuasive. The paper not only avoids argumentative fallacies, but evokes great interest on the part of the reader.

- iii. 50 points Linguistic and Stylistic Elements (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error. The paper meets the expected length requirements and overall format requirements (font, margins, spacing).

**H. Meta-Model Case Conceptualization Presentation** is introduced in Module 7 and due in Module 8. Students will reflect on changes of their thinking based on client cases reviewed in previous weeks, including how they would respond differently to clients with new knowledge and perspectives gained within the course. Students will address the case of Nick from a meta-model perspective by creating a narrated PowerPoint presentation with a total time limit of 10 minutes, a minimum of 7 slides, and a maximum of 20 slides. This assignment is worth 90 points and will address the following points:

- Describe the significant aspects of Nick’s life as they relate to his strengths, weaknesses, and flourishing
  - How does your understanding of the human person in light of the meta-model serve your understanding of Nick on his path toward flourishing, toward realizing his vocations and goals?
  - How might Nick understand his past personal tragedies and painful experiences in a different way, so to bring forth goodness and facilitate his personal renewal?
  - Employ one or several of the required readings as a meta-model lens to enrich your account of Nick’s life.
  - In your presentation, include reflections on the ethical and spiritual dimensions of his life.
  - Identify two or three open-ended questions that you might ask to situate better the narrative of his life and his state of flourishing.
- i. 54 points Presentation Content (Mastery) – The presentation content was logically organized, held the audience’s attention in a significant way, and incorporate frequent effective visual aids such as graphics and pictures. The presentation content addresses the issues of the client’s narrative in an expert and advanced manner (vocations, state of flourishing, strengths, weaknesses, renewal). The presentation integrated three or more course readings to enrich the discussion and identified three key open-ended questions to ask the client.
  - ii. 22.5 points Audio Narration (Mastery) – The presenter was clear and understandable. The presenter exhibited advanced word choice with consistent command of a graduate level vocabulary.
  - iii. 13.5 points Presentation Format and Accessibility (Mastery) - Proper length (7-20 slides plus title and reference slides, audio narration not longer than 10 minutes); no grammar errors on slides (spelling, punctuation, etc.); proper APA citations with no more than 1 error. The presentation was uploaded into the Google Drive and was posted for the class to access the presentation.

## V. GRADING

The following scale is used by the School of Counseling as the established criteria for grading assignments.

*Final course grade for passing is 86%, B.*

A	A-	B+	B	B-	C+	C
940 to 1000	920 to 939	900 to 919	860 to 899	840 to 859	820 to 839	780 to 819

C-	D+	D	D-	F	W	I
760 to 779	740 to 759	700 to 739	680 to 699	0 to 679	Withdrawal	Incomplete

Requirement	Items	Item Points	Total Points	Hours
<b>Assigned Readings</b>			<b>660</b>	<b>23.2</b>
1	See Materials section			11.45
<b>Written Assignments</b>			<b>660</b>	<b>83.3</b>
1	Discussions	8	40	14.00
2	Meta-Model Client Essays	2	90	4.00
3	Research Plan and Annotated Bibliography	1	70	5.25
4	Reflective Essay	1	90	12.50
<b>Assessments / Exams</b>			<b>340</b>	<b>35</b>
1	Research Paper	1	250	250
2	Meta-Model Case Conceptualization Presentations	1	90	90
<b>Totals</b>			<b>1000</b>	<b>141.5</b>

**VI. SCHOOL OF COUNSELING POLICIES (Please review your Program Handbook for all policies. These are only listed to highlight key policies for this course)**

**METHODS OF INSTRUCTION**

The SOC CMHC program curriculum is delivered mostly online with both asynchronous and synchronous components. The following methods of instruction may be employed:

- Synchronous Instruction: students and faculty will engage in “real-time” using a variety of technology such as chat rooms, web-based conferencing, telephone and during in-person residencies.
- Asynchronous Instruction: student-centered, student-managed facilitation of exchanging information and instructional materials outside of the constraints of “real-time” meetings between students and faculty.
- Reading assignments
- Lecture
- Academic Class Discussion
- Video/Audio Material: students are required to review video material as assigned.
- Demonstration of Skills
- Role Play
- Written Assignments/Papers
- Research Activities
- Quizzes, examinations, and assessment of student learning
- Learning Activities: students are required to engage in critical thinking activities.
- Group Work
- Presentations
- Residencies: Residencies are embedded in three courses across the program.
- Interactive Multimedia
- Clinical Placement in Practicum and Internship courses only.

**ACADEMIC INTEGRITY**

“Integrity” is a character quality of holding ourselves to strong moral principles and simply maintaining honesty. Academic integrity is synonymous with academic honesty. Academic honesty is expected of all students at DMU in all papers, examinations, transcripts, record keeping, and documentation of clinical experience. Possible sanctions for academic dishonesty include, but are not limited to: grade penalties including course failure, loss of registration privileges, disqualification and dismissal from the institution.

Academic integrity entails a respect and reverence for knowledge as a human good and for the whole academic process, by which that knowledge is pursued and transmitted. Specifically, it entails honesty in all of one’s academic dealings. Students at DMU therefore, shall not engage in or tolerate acts of academic dishonesty. These acts include, but are not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act or attempt to commit an act

## ACADEMIC INTEGRITY

designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment).

## LATE ASSIGNMENT ACCEPTANCE POLICY

In an effort to develop high professional standards, no late work **without deductions** will be accepted unless prior arrangements have been made with the instructor. All requests and approvals for extensions must be documented via email at least one week prior to the due date for the work. Outside of this, no late work will be accepted **without deductions** unless the circumstances are dire and unusual.

If you miss an online course meeting or session of a residency, you must notify the instructor as soon as possible and you are responsible for finding out from the course schedule/syllabus, or a classmate what material was covered and what homework was assigned. You cannot submit assignments late because you missed the online course meeting or session of a residency when the assignment was given or when the assignment was due.

Online assigned work is due at 11:59 pm Eastern USA Time or at the beginning of the session of a residency on the date due. Primary discussion posts are due Saturdays at 3:00 pm Eastern USA Time.

- Assignments: (quiz, vignette, recordings, papers, etc.): No make-ups, no late work accepted **without deductions** unless pre-arranged as noted above.
- Exams: Make-ups only when scheduled/approved in advance.
- Discussion posts: If primary discussion posts (due on Saturdays at 3:00 pm Eastern USA Time) are submitted after the due date, they will receive the 10% per day late deduction for up to four days. No discussion responses will be graded after their due date (Monday, 11:59 pm Eastern USA Time).

Please see the M.S in Counseling Clinical Mental Health Counseling Program Student Program Handbook for more details.

## STUDENTS WITH SPECIAL NEEDS

If you are a student who has or thinks you may have special needs, you are encouraged to contact the Disability Support Services, located in the Enrollment Services Office (DSS@divinemercury.edu, ext. 114), regarding accommodations. This office welcomes the

## STUDENTS WITH SPECIAL NEEDS

opportunity to talk with students about their individual situation so students can make an informed decision about whether or not to seek accommodations. In compliance with the Americans with Disabilities Act (ADA) the University is committed to providing reasonable accommodation to any student who has a disability. Any student who has a documented disability must provide supporting documentation to the Disability Support Services at the beginning of the first semester. Once documentation is complete, the student should inform the instructor directly during the first week of classes about accommodations made for each class.

## SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.

## VII. CLASS SCHEDULE AND ASSIGNMENTS

Textbooks:

1. Vitz, P. C., Nordling, W. J., & Titus, C. S. (Eds.). (2020). *A Catholic Christian meta-model of the person: integration with psychology and mental health practice*. Divine Mercy University Press.
2. *Bible: Revised standard version 2<sup>nd</sup> Catholic edition*. San Francisco, CA: Ignatius.

Module / Week	Topic	Author	Reading	Graded Assignments
1	What Do Faith and Reason Bring to Our Understanding of Each Person?	SOC  Nordling, W.J., Vitz, P. C., & Titus, C.S. (2020)  Nordling, W.J., Vitz, P. C., & Titus, C.S. (2020)	Syllabus  Introduction to a Catholic Christian Meta-Model of the Person for Mental Health Practice  The Methodology and Presuppositions of the Catholic Christian Meta-Model of the Person	<b>Discussion:</b> The Catholic-Christian Faith-Based Vision of the Person  <b>Assignment 1:</b> Meta-Model Client Essay: Chris (due Module 2)  <b>Assignment 2:</b> Research Paper: The Catholic-Christian Vision of the Flourishing Person (due Module 7)

Module / Week	Topic	Author	Reading	Graded Assignments
		McWhorter, M. (2016)	How to Read the <i>Summa Theologiae</i> of St. Thomas Aquinas	
		Divine Mercy University. (2016)	Basic Case Conceptualization Guide	
		Stevens, N. (2016)	The Case of Chris	
		Titus, C. S. (2016)	A Catholic-Christian Meta-Model of the Person (CCMMP) Image 1: Basic (Color)	
		Titus, C. S. (2016)	A Catholic-Christian Meta-Model of the Person (CCMMP) Image 1: Basic (Grayscale)	
		Titus, C. S. (2016)	A Catholic-Christian Meta-Model of the Person (CCMMP) Image 2: Faith (Color)	
		Titus, C. S. (2016)	A Catholic-Christian Meta-Model of the Person (CCMMP) Image 2: Faith (Grayscale)	
		Titus, C. S., & McWhorter, M. (2020)	Guide to the Research Paper	
		McWhorter, M. (2016)	<i>Welcome!</i> [Video file]	
		Payne, H. (2016)	<i>Preface to the Catholic-Christian meta-model of the</i>	

Module / Week	Topic	Author	Reading	Graded Assignments
		Payne, H. (2016)	<i>person (CCMMP): models and meta-models, part 1</i> [Video file]	
		Titus, C. & Payne, H. (2016)	<i>Preface to the Catholic-Christian meta-model of the person (CCMMP): models and meta-models, part 2</i> [Video file]	
		McWhorter, M. (2016)	<i>Overview of the Catholic-Christian meta-model of the person (CCMMP): part 1: fundamentally good</i> [Video file]	
		McWhorter, M. (2016)	<i>Worldviews, value systems, and the helping professional, part 1</i> [Video file]	
		McWhorter, M. (2016)	<i>Worldviews, value systems, and the helping professional, part 2</i> [Video file]	
		McWhorter, M. (2016)	<i>Reading the bible</i> [Video file]	
		McWhorter, M. (2016)	<i>Reading the Church's Magisterium</i> [Video file]	
		McWhorter, M. (2016)	<i>Reading classical philosophical sources</i> [Video file]	
		McWhorter, M. (2016)		

Module / Week	Topic	Author	Reading	Graded Assignments
		Payne, H., Titus, C., McWhorter, M., & Klewicki, L. (2016)	<i>Reading classical theological sources</i> [Video file]	
		Payne, H., Titus, C., McWhorter, M. & Klewicki, L	<i>Understanding the person in front of you: Meet the roundtable participants</i> [Video file]	
			<i>Understanding the person in front of you: Scenario 1: A person with a conflict of values</i> [Video file]	

Module / Week	Topic	Author	Reading	Graded Assignments
2	How Does a Person Flourish?	Aquinas, T. (1981)	<i>Summa Theologiae</i> (First Part of the Second Part ( <i>Prima Secundae</i> ), Question 94, Article 2)	<b>Discussion:</b> Flourishing, Natural Law, Personalism, and Reductionism
		Aquinas, T. (1981)	<i>Summa Theologiae</i> (First Part of the Second Part ( <i>Prima Secundae</i> ), Question 3, Article 8)	<b>Assignment:</b> Meta-Model Client Essay: Chris
		Bible	The Letter to the Romans, Chapters 1 and 2	
		Titus, C. S., Vitz, P.C., Nordling, W.J., & the DMU Group. (2020)	Theological, Philosophical, and Psychological Premises for a Catholic	

Module / Week	Topic	Author	Reading	Graded Assignments
			<p>Christian Meta-model of the Person</p> <p>Wojtyla, K. (1993) <i>Love and responsibility</i> - Chap. 1, "Analysis of the Verb 'To Use'"</p> <p>Stevens, N. (2014) The case of Chris</p> <p>Titus, C. S., &amp; McWhorter, M. (2020) Guide to the research paper</p> <p>Titus, C. (2016) <i>Focusing on the whole person</i> [Video file]</p> <p>Titus, C. &amp; McWhorter, M. (2016) <i>The truths and traps of reductionism</i> [Video file]</p> <p><i>Body, changes, and materialism</i> [Video file]</p> <p><i>Behavior, purposes, and behaviorism</i> [Video file]</p> <p><i>Free will, causality, and determinism</i> [Video file]</p> <p><i>Person, experience, and subjectivism</i> [Video file]</p> <p><i>Truths, moral standards, and relativism</i> [Video file]</p> <p><i>Emotions, the will, and emotivism</i> [Video file]</p>	

Module / Week	Topic	Author	Reading	Graded Assignments
3	Created in the Image of God	<p>Bible</p> <p>Gross, C., Klewicki, L.L., Vitz, P.C., &amp; Titus, C. S. (2020)</p> <p>Nolen- Hoeksema, S. (2004)</p> <p>Titus, C. S., Vitz, P.C., &amp; Nordling, W. J., (2020)</p> <p>Divine Mercy University. (2016)</p> <p>Stevens, N. (2016)</p> <p>Stevens, N. (2016)</p> <p>Titus, C. S. (2016)</p> <p>Titus, C. S., &amp; McWhorter, M. (2020)</p>	<p>Genesis: 1–3, Romans 5</p> <p>Man and Woman: Equality, Differences, and Complementarity, with Application to Vocations and Virtues, Especially Courage</p> <p>Gender Differences in Risk Factors and Consequences for Alcohol Use and Problems</p> <p>Created in the Image of God</p> <p>Basic Case Conceptualization Guide</p> <p>The Case of Chris</p> <p>The Case of Christine</p> <p>Theological, Philosophical, and Psychological Premises for a Catholic Christian Meta-model of the Person Guide to the Research Paper</p> <p>Guide to the Research Paper</p>	<p><b>Discussion:</b> Male and Female God Created Them: Equality, Differences, and Complementarity</p> <p><b>Assignment 1:</b> Meta-Model Client Essay: Raul (due Module 4)</p> <p><b>Assignment 2:</b> Research Paper: Research Plan and Annotated Bibliography</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		Titus, C. & Payne, H. (2016)	<i>Overview of the Catholic-Christian meta-model of the person (CCMMP), part 1: fundamentally good</i> [Video file]	
		Titus, C. & Payne, H. (2016)	<i>Overview of the Catholic-Christian meta-model of the person (CCMMP), part 2: created, fallen, redeemed</i> [Video file]	
		Titus, C. (2016)	<i>Male and female God created them</i> [Video file]	
		Payne, H. (2016)	<i>The science of sex differences</i> [Video file]	
		Payne, H., Titus, C., McWhorter, M., & Klewicki, L. (2016)	<i>Understanding the person in front of you: Scenario 3: A husband not attracted to his wife</i> [Video file]	
		Payne, H., Titus, C., McWhorter, M., & Klewicki, L. (2016)	<i>Understanding the person in front of you: Scenario 5: A person struggling with same-sex attraction</i> [Video file]	

Module / Week	Topic	Author	Reading	Graded Assignments
4	Finding Wholeness in Relationships and Freedom	Pinckaers, S. T. (1995)  Titus, C. S., Vitz, P.C., & Nordling, W. J. (2020).  Titus, C. S., Vitz, P.C., & Nordling, W. J. (2020).  Divine Mercy University. (2015)  Divine Mercy University. (2016)  Payne, H., Titus, C., McWhorter, M., & Klewicki, L. (2016).	<i>Sources of Christian ethics</i> - Chap 15, “Freedom for Excellence”  A Personal Wholeness (Unity)  Interpersonally Relational  The case of Maggie  The case of Raul  <i>Understanding the person in front of you: Scenario 4: A person feeling anxious</i> [Video file]	<b>Discussion:</b> Personal Unity  <b>Assignment:</b> Meta-Model Client Essay: Raul

Module / Week	Topic	Author	Reading	Graded Assignments
5	Knowing the World and Ourselves Through Sensory-Perceptions and Emotions	Gross, C., Titus, C. S., Vitz, P.C., & Nordling, W. J. (2020)  McWhorter, M., Vitz, P.C., Titus, C. S., & Nordling, W. J. (2020)  Titus, C., & Payne, H. (2016).	Emotional  Sensory-Perceptual-Cognitive  <i>Overview of the Catholic-Christian</i>	<b>Discussion:</b> Emotions, Action, and Virtue  <b>Assignment:</b> Reflective Essay (due by Module 6)

Module / Week	Topic	Author	Reading	Graded Assignments
		Payne, H., Titus, C., McWhorter, M., & Klewicki, L. (2016).	<p><i>meta-model of the person (CCMMP): part 3: personal unity</i> [Video file]</p> <p><i>Understanding the person in front of you: Scenario 3: A husband not attracted to his wife</i> [Video file]</p>	

Module / Week	Topic	Author	Reading	Graded Assignments
6	Engaging the World and Ourselves by Knowledge and Love	<p>Titus, C. S., Vitz, P.C., &amp; Nordling, W. J., (2020)</p> <p>Titus, C. S., Nordling, W. J., &amp; Vitz, P.C. (2020)</p> <p>Titus, C., &amp; Payne, H. (2016).</p> <p>Titus, C. (2016).</p> <p>Payne, H., Titus, C., McWhorter, M., &amp; Klewicki, L. (2016).</p>	<p>Rational</p> <p>Volitional and Free</p> <p><i>Overview of the Catholic-Christian meta-model of the person (CCMMP): part 3: personal unity</i> [Video file]</p> <p><i>Sources of morality</i> [Video file]</p> <p><i>Understanding the person in front of you: Scenario 6: A person suffering from trauma</i> [Video file]</p>	<p><b>Discussion:</b> Free to Respond with Good Even in the Midst of Evil</p> <p><b>Assignment:</b> Reflective Essay</p>

Module / Week	Topic	Author	Reading	Graded Assignments
7	Influenced by Sin	<p>Bible</p> <p>DeYoung, R. K. (2009)</p> <p>Titus, C. S., M. McWhorter, M. &amp; Gross, C. (2020)</p> <p>Divine Mercy University. (2016)</p> <p>Stevens, N. (2016)</p> <p>Titus, C. S., &amp; McWhorter, M. (2020)</p> <p>Titus, C., &amp; Payne, H. (2016)</p> <p>Payne, H., Titus, C., McWhorter, M., &amp; Klewicki, L. (2016)</p> <p>Payne, H., Titus, C., McWhorter, M., &amp; Klewicki, L. (2016)</p>	<p>Genesis: 1-3</p> <p><i>Glittering vices: A New look at the seven deadly sins and their remedies.</i> - Chap 4, “Sloth: Resistance to the Demands of Love”</p> <p>Fallen</p> <p>The Case of Ursula and Aspen</p> <p>The Case of Nick</p> <p>Guide to the Research Paper</p> <p><i>Overview of the Catholic-Christian meta-model of the person (CCMMP): part 2: created, fallen, redeemed [Video file]</i></p> <p><i>Understanding the person in front of you: Scenario 2: A person feeling guilty [Video file]</i></p> <p><i>Understanding the person in front of you: Scenario 1: A person</i></p>	<p><b>Discussion:</b> Recognizing Both Fundamental Goodness and the Consequences of Sin</p> <p><b>Assignment 1:</b> Research Paper: The Catholic-Christian Vision of the Flourishing Person</p> <p><b>Assignment:</b> Meta-Model Client Case Conceptualization Presentation (due Module 8)</p>

Module / Week	Topic	Author	Reading	Graded Assignments
			<i>with a conflict of values</i> [Video file]	

Module / Week	Topic	Author	Reading	Graded Assignments
8	Redeemed through Grace	<p>Bible</p> <p>McWhorter, M. &amp; Titus, C. S. (2020)</p> <p>Pieper, J. (1997)</p> <p>Stevens, N. (2016)</p> <p>Stevens, N. (2016)</p> <p>Titus, C., &amp; Payne, H. (2016).</p> <p>Payne, H., Titus, C., McWhorter, M., &amp; Klewicki, L. (2016).</p>	<p>Genesis: 1-2</p> <p>Romans: 5, 8</p> <p>Redeemed</p> <p><i>Faith, hope, love</i> - “On Love”</p> <p>The Case of Chris</p> <p>The Case of Nick</p> <p><i>Overview of the Catholic-Christian meta-model of the person (CCMMP): part 2: created, fallen, redeemed</i> [Video file]</p> <p><i>Understanding the person in front of you: Scenario 6: A person suffering from trauma</i> [Video file]</p>	<p><b>Discussion 1:</b> Redeeming Loves: Overcoming Disorderedness</p> <p><b>Discussion 2:</b> Meta-Model Client Case Conceptualization Presentation</p>

## VIII. REFERENCE LIST

### Required Reading:

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- Aquinas, T. (1981). *Summa theologiae* (First part of the second part (Prima secundae), question 3, article 8) [PDF]. Retrieved from <http://newadvent.org/summa/2003.htm#article8>
- Aristotle. (2001). *Nicomachean ethics*. In R. McKeon (Ed.), *The basic works of Aristotle*. New York, NY: Modern Library.
- Bible, Decalogue (Exodus, chapter 20; Deuteronomy, chapter 5). (Revised Standard Version of the Bible, Catholic Edition)
- Bible, Romans (Chapters 1, 2, 5, and 8). (Revised Standard Version of the Bible, Catholic Edition)
- Bible, The Book of Genesis (Chapter 1-3). (Revised Standard Version of the Bible, Catholic Edition)
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- Gross, C., Klewicki, L.L., Vitz, P.C., & Titus, C. S. (2020). Man and Woman: Equality, Differences, and Complementarity, with Application to Vocations and Virtues, especially Courage. In P. C. Vitz, W. J. Nordling, & C. S. Titus (Eds.). *A Catholic Christian Meta-Model of the person: Integration with psychology and mental health practice* (pp. 169-209). Sterling VA: Divine Mercy University Press.
- Gross, C., Titus, C. S., Vitz, P.C., & Nordling, W. J. (2020). Emotional. In P. C. Vitz, W. Nordling, & C. S. Titus (Eds.). *A Catholic Christian Meta-Model of the person: Integration with psychology and mental health practice* (pp. 355-370). Sterling VA: Divine Mercy University Press.
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- McWhorter, M. & Titus, C. S. (2020). Redeemed. In P. C. Vitz, W. J. Nordling, & C. S. Titus (Eds.). *A Catholic Christian Meta-Model of the person: Integration with psychology and mental health practice* (pp. 513-541). Sterling VA: Divine Mercy University Press.
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Pieper, J. (1997). *Faith, hope, love*. San Francisco: Ignatius Press.

Pinckaers, S. T. (1995). *Sources of Christian ethics*. Washington, DC: The CUA Press.

Sherwin, M. S. (2005). *By knowledge and by love: Charity and knowledge in the moral theology of St. Thomas Aquinas*. Washington, DC: The Catholic University of America Press.

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