



# SCHOOL OF COUNSELING

## PHT 523 MORAL CHARACTER AND SPIRITUAL FLOURISHING

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**Term/Credits**

Spring 2023 Term 2  
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 523 Moral Character and Spiritual Flourishing** examines the Catholic-Christian vision of personal and interpersonal flourishing in terms of vocations and virtues, and human and spiritual resources. The importance of a multidimensional model of vocation and virtue for everyday life and counseling will be explored. Students will consider how Catholic-Christian practices can be sources of relationship, support, growth, healing, and flourishing. Students will develop skills for achieving personal growth and freedom through building up their practical reasoning, moral character, and spiritual life of faith, hope, and charity, which have an impact on one's life narrative, everyday living, mental health counseling, and vocational commitments. Students will reinforce their human, moral, and spiritual formation, through personal reflections, and a cohort community of spiritual practice and interaction, with the goal of learning how to support others of diverse backgrounds in their human, moral, and spiritual journey.

## II. COURSE OBJECTIVES

#	Course Outcomes	Measures of Outcome	SOC Program Objectives and CACREP Standards*
1.	Compare models of moral character and spiritual transformation in the context of professional development.	<p>Mod#1 Assignment: Reflection: Spiritual Histories and Spiritual Lifemaps or Timelines</p> <p>Mod#2 Assignment: CCMMP Integrative Case Conceptualization: The Case of Shoelaces</p> <p>Mod#4 Assignment: CCMMP Integrative Case Conceptualization: The Case of Ms. Trentino Charity, Caring, and Change</p> <p>Mod#7 Assignment: Relationality and Morality</p> <p>Mod#7 Assignment: Personal and Professional Development Project</p> <p>Mod#8 Assignment: CCMMP Integrative Case Conceptualization: The Case of Henry: Fear, Courage, and Relationship</p>	<p><b>SOC: 1, 2, 3, 4, 5</b></p> <p><b>CACREP</b> Section 2: F.5.d.</p>
2.	Appraise the mutual influence of the different types of knowledge of and confidence in God, others, and oneself.	<p>Mod#1 Discussion: Just Anger</p> <p>Mod#2 Assignment: CCMMP Integrative Case Conceptualization: The Case of Shoelaces</p> <p>Mod#3 Discussion: Hoping for the Best</p> <p>Mod#4 Assignment: CCMMP Integrative Case Conceptualization: The Case of Ms. Trentino Charity, Caring, and Change</p> <p>Mod#5 Discussion: Prudent Choices</p> <p>Mod#5 Assignment: Reflection Essay: Practical Reason, Transformational Practices, and Vocations</p> <p>Mod#7 Discussion: Emotions in Relation to the Virtue of Fortitude or Courage</p>	<p><b>SOC: 1, 2, 3, 4, 5</b></p> <p><b>CACREP</b> Section 2: F.6.e. F.5.d.</p>

		<p>Mod#7 Assignment: Relationality and Morality</p> <p>Mod#7 Assignment: Personal and Professional Development Project</p> <p>Mod#8 Assignment: CCMMP Integrative Case Conceptualization: The Case of Henry: Fear, Courage, and Relationship</p>	
3.	Demonstrate the use of goal-setting, self-awareness and motivation, and personal and spiritual resources in the context of professional development.	<p>Mod#3 Assignment: Reflection: Genogram</p> <p>Mod#5 Assignment: Reflection Essay: Practical Reason, Transformational Practices, and Vocations</p> <p>Mod#7 Assignment: Relationality and Morality</p> <p>Mod#7 Assignment: Personal and Professional Development Project</p>	<p><b>SOC: 1, 5</b></p> <p><b>CACREP</b> Section 2: F.5.d.</p>
4.	Demonstrate how one's personal life experience, culture, moral character, and spiritual gifts contribute to professional development and clinical impact.	<p>Mod#1 Assignment: Reflection: Spiritual Histories and Spiritual Lifemaps or Timelines</p> <p>Mod#2 Assignment: CCMMP Integrative Case Conceptualization: The Case of Shoelaces</p> <p>Mod#3 Discussion: Hoping for the Best</p> <p>Mod#3 Assignment: Reflection: Genogram</p> <p>Mod#4 Assignment: CCMMP Integrative Case Conceptualization: The Case of Ms. Trentino Charity, Caring, and Change</p> <p>Mod#5 Discussion: Prudent Choices</p> <p>Mod#5 Assignment: Reflection Essay: Practical Reason, Transformational Practices, and Vocations</p> <p>Mod#7 Assignment: Personal and Professional Development Project</p> <p>Mod#8 Assignment: CCMMP Integrative Case Conceptualization:</p>	<p><b>SOC:1, 3</b></p> <p><b>CACREP</b> Section 2: F.1.d.</p>

		The Case of Henry: Fear, Courage, and Relationship	
5.	Demonstrate one's ability to support other people's pursuit of moral character and spiritual development, in the context of professional counseling.	<p>Mod#2 Small Group Synchronous Discussion: Spiritual Lifemap or Timeline</p> <p>Mod#2 Assignment: CCMMP Integrative Case Conceptualization: The Case of Shoelaces</p> <p>Mod#3 Discussion: Hoping for the Best</p> <p>Mod#4 Small Group Synchronous Discussion: Genogram</p> <p>Mod#4 Assignment: CCMMP Integrative Case Conceptualization: The Case of Ms. Trentino Charity, Caring, and Change</p> <p>Mod#5 Discussion: Prudent Choices</p> <p>Mod#6 Small Group Synchronous Discussion: Practical Reason, Transformational Practices, and Vocations</p> <p>Mod#7 Discussion: Emotions in Relation to the Virtue of Fortitude or Courage</p> <p>Mod#8 Small Group Synchronous Discussion: Relationality and Morality</p> <p>Mod#8 Assignment: CCMMP Integrative Case Conceptualization: The Case of Henry: Fear, Courage, and Relationship</p>	<p><b>SOC: 1, 2, 3, 4, 5</b></p> <p><b>CACREP</b> Section 2: F.1.d. F.6.e.</p>
6.	Appraise how one's emotional life contributes to flourishing at the personal, moral, social, and spiritual levels.	<p>Mod#1 Discussion: Just Anger</p> <p>Mod#3 Discussion: Hoping for the Best</p> <p>Mod#3 Assignment: Reflection: Genogram</p> <p>Mod#5 Discussion: Prudent Choices</p> <p>Mod#5 Assignment: Reflection Essay: Practical Reason,</p>	<p><b>SOC: 1, 2, 3, 4, 5</b></p> <p><b>CACREP</b></p>

		<p>Transformational Practices, and Vocations</p> <p>Mod#7 Discussion: Emotions in Relation to the Virtue of Fortitude or Courage</p> <p>Mod#7 Assignment: Personal and Professional Development Project</p> <p>Mod#8 Assignment: CCMMP Integrative Case Conceptualization: The Case of Henry: Fear, Courage, and Relationship</p>	
7.	Demonstrate a commitment to caring for oneself (through self-regulation, spiritual practices, healthy relationships and work patterns) by setting and maintaining self-care goals.	<p>Mod#5 Assignment: Reflection Essay: Practical Reason, Transformational Practices, and Vocations</p> <p>Mod#7 Assignment: Relationality and Morality</p> <p>Mod#7 Assignment: Personal and Professional Development Project</p>	<p><b>SOC: 1</b></p> <p><b>CACREP</b> Section 2: F.1.d.</p>
<b>KPI</b>	#6 Apply theoretical and experiential group approaches in all aspects of professional practice with diverse clients.	95% of students will achieve a Mastery score on the PHT 523 Synchronous Small Group Meeting rubric in engagement in the group meeting [Disposition]	<b>Section 2.F.6.b.</b> dynamics associated with group process and development
<b>KPI</b>	#7 Apply multiculturally competent psychological measurement theories and concepts in the assessment and evaluation of diverse clients.	80% of students will achieve a Proficient or above score on the PHT 523 on the rubric section Part 1: Spiritual Ecogram of the Personal and Professional Development Project rubric [Skills, Disposition]	<b>Section 2.F.7.m.</b> ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

\*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

### ***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

Balthasar, H. U. von. (2000). *The Christian and anxiety*. San Francisco, CA: Ignatius Press.

Gallagher, T. M. (2006). *The examen prayer: Ignatian wisdom for our lives today*. New York, NY: Crossroad Pub. Co.

Pieper, J. (1997). *Faith, hope, and love*. San Francisco, CA: Ignatius Press.

Pieper, J. (1990). *The four cardinal virtues*. Notre Dame, IN: University of Notre Dame.

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

#### B. Recommended

There are no recommended textbooks for this course.

### 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. Whole Group Asynchronous Discussions:** Participation in asynchronous discussions with your course colleagues is required in Modules 1, 3, 5, and 7. 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. 12 points Personal Application (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application is reflective and substantive.
- iii. 8 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. Small Group Synchronous Meetings:** In Modules 2, 4, 6, and 8 you will participate in a synchronous meeting using Zoom. A facilitator will lead these meetings and activities will focus on various course concepts. Each small group synchronous meeting is worth 40 points.
- i. 25 points Contribution (Mastery) – Contributes to the group discussion by sharing information from the completed reflective essay (e.g., spiritual lifemap, genogram, etc.) or by answering designated questions. Provides a thoughtful explanation for their contribution, including a high level of personal reflection to ideas raised within the group. Contributes to a productive and supportive group environment through sharing of personal mood and experiences.
  - ii. 15 points Responses to Colleagues (Mastery) – Demonstrates clear engagement with both discussion topic and peer contributions. Brings a new dimension to the learning of the group through thoughtful consideration of peer’s experiences.
- E. Synchronous Class Discussions** take place in Modules 1, 3, 5, and 7. You will participate in a synchronous class discussion activity using Zoom. The instructor will lead these discussions and discussion activities will focus on the assigned readings. These sessions are mandatory; however, if you are unable to attend a synchronous meeting, you may view the recorded session instead. There are no points associated with this activity.
- F. Journaling Assignments** are assigned in each module. To ensure that the intellectual and spiritual dimensions of the course are well-integrated, each week students will take time to reflect. They are encouraged to set aside some time daily to engage in reflection; however, at a minimum, students should dedicate time once a week to reflect and complete the journal activity. The Gallagher readings can serve as a foundation for the reflections. Each journal assignment is worth 7 points.
- i. 5 points Main Idea (Mastery) – Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment. Journaling demonstrates a superior introspection regarding the application of the concepts to the spiritual and personal self and one’s relationship with God. Personal reflection illustrates a high level of engagement and is substantive in content.
  - ii. 2 points Grammar (Mastery) – No grammar errors (spelling, punctuation, etc.). Proper APA citations with no more than 1 error
- G. Reflection Essay Assignments (for synchronous group meetings)** are assigned in Modules 1, 3, 5, and 7 in preparation for participation in the synchronous small group meetings. In Module 1, students reflect on their spiritual journey and develop a spiritual lifemap; in Module 3, students reflect on past relationships from the perspective of developing in moral character and develop a spiritual genogram; in Module 5, students reflect on the nature of practical reason and transformational practices; and in Module 7, students reflect on the interconnection of the virtues. Each reflection essay is worth 50 points.
- i. 25 points Main Idea (Mastery) - Provides a thoughtful and thorough reflection addressing all of the questions presented in the assignment. Clearly ties the

reflection to the concepts presented in the course. Reflection demonstrates deep thinking on the topic.

- ii. 20 points Personal Application (Mastery) - Reflective essay demonstrates a superior introspection and competence in applying the concepts to the personal self and the personhood of the counselor. Personal application illustrates a high level of critical reflection and is substantive in content.
- iii. 10 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**H. Catholic-Christian Meta-Model of the Person Integrative Case Conceptualizations** are assigned in Modules 2, 4, and 8. Students are presented with a case study and develop an integrated analysis of the client from the optic of the Catholic-Christian meta-model of the person. Students then write an essay summarizing their analysis. This assignment is worth 90 points.

- i. 45 points Main Idea (Mastery) - Thorough response to the assigned prompts regarding the client's background and spiritual life narrative. Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what is known about the client). Is substantive and scholarly and includes a thoughtful discussion of the client as viewed through the lens of the meta-model.
- 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 Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**I. Personal and Professional Development Project** is introduced in Module 1 and due in Module 7. For this project, students reflect on their growth in self-knowledge concerning their moral development and spiritual flourishing in connection with their role of the professional counselor. They integrate their reflection assignments and create a spiritual ecogram. Students will also draft an action-oriented proposal which describes how they hope to realize personal and professional goals in connection with growth in moral character and spiritual flourishing. This assignment is worth 210 points

- i. 84 points Main Idea – Part 1: Spiritual Ecogram (Mastery) - Provides a comprehensive and thoughtful diagram of past and present spiritual events, influences and relationships. Clearly illustrates the connections between spiritual influences and spiritual relationships in a meaningful way. Spiritual ecogram demonstrates deep and critical understanding of important spiritual events (lifemap), past relationships (genogram), and present relationships (ecomap).
- ii. 105 points Main Idea – Part 2: Personal and Professional Development Plan (Mastery) - Development plan demonstrates a superior introspection regarding a vision for the future of personal and professional development, including moral character and spiritual flourishing. Plan is highly reflective and insightful on the impact of spiritual influences on the ability to envision the future. Plan demonstrates deep critical awareness of role of spiritual relationships and transformational and virtuous practices in supporting future development.



- iii. 21 points Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

**V. GRADING POLICY**

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>42.1</b>
1	Readings (see Class Schedule)	32			38.2
2	Viewing course media	7			3.9
<b>Written Assignments</b>				<b>1000</b>	<b>91.0</b>
1	Discussions	4	40	160	20.0
2	Synchronous Small Group Meetings	4	40	160	8.0
3	Synchronous Class Discussions	4			4.0
4	Journaling Assignment	8	7	56	7.0
5	Reflection Essay (Lead to Group Discussions)	4	36	144	14.4
6	Case Conceptualizations	3	90	270	18.0
7	Personal and Professional Development	1	210	210	10.0
<b>Totals</b>				<b>1000</b>	<b>133.1</b>

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

<b>METHODS OF INSTRUCTION</b>
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 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 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:**

Balthasar, H. U. von. (2000). *The Christian and anxiety*. San Francisco, CA: Ignatius Press.

Gallagher, T. M. (2006). *The examen prayer: Ignatian wisdom for our lives today*. New York, NY: Crossroad Pub. Co.

Pieper, J. (1997). *Faith, hope, and love*. San Francisco, CA: Ignatius Press.

Pieper, J. (1990). *The four cardinal virtues*. Notre Dame, IN: University of Notre Dame.

Module / Week	Topic	Author	Reading	Graded Assignments
1	Flourish or Languish: Development of Virtue and Vice	SOC Gallagher, T. M. (2006).  Hodge, D. R. & Holtrop, C. R. (2002).  Hodge, D. (2005).  Titus, C. S., Vitz, P. & Nordling, W. (2016).  SOC SOC  SOC  McWhorter, M. (2017).  Payne, H. (2017).  Payne, H. (2017).	Syllabus  Introduction Part One DESIRE, #1 and #2 Part Two PRACTICE, #3, #4  Spiritual assessment: A review of complementary assessment models.  Developing a spiritual assessment toolbox: A discussion of the strengths and limitations of five different assessment methods  Fulfilled in virtue  Group informed consent  Personal and professional development plan template  Personal and professional development plan exemplar  Personal and professional development plan project  Journaling assignment  PHT 523 Synchronous small group meetings overview	<b>Synchronous Class Meeting:</b> The Human Person's Development in Moral Virtue and Vice  <b>Discussion:</b> Just Anger  <b>Journaling Assignment</b>  <b>Major Assessment:</b> Reflection Essay: Spiritual Lifemap and History  <b>Looking Ahead: Major Assessment:</b> Personal and Professional Development Project (due in Module 7)

Module / Week	Topic	Author	Reading	Graded Assignments
		Payne, H.(2017).	PHT 523 Synchronous small group meetings participation guidelines	
		McWhorter, M. (2017).	<i>Welcome to the course</i> (video)	
		McWhorter, M., & Titus, C. S. (2017)	<i>How the virtues and vocations can enrich case conceptualization</i> (video)	
		Payne, H., McWhorter, M., Lee, S., & Titus, C. S.	<i>Understanding moral development: Part 1: Flourishing and languishing</i> (video)	
		Payne, H., McWhorter, M., Lee, S., & Titus, C. S.	<i>Understanding moral development: Part 2: Flourishing through virtue</i> (video)	
		Vitz, P. (2017)	<i>Virtue as a key to human fulfillment</i> (video)	

Module / Week	Topic	Author	Reading	Graded Assignments
2	Seeking Meaning: Journey of Faith	Gallagher, T. M. (2006).	Part Two PRACTICE, #5, #6, #7, #8	<b>Synchronous Small Group Meeting:</b> Spiritual Lifemapand History
		Cessario, R. (1996).	The harvest of your faith, the salvation of your soul	<b>Journaling Assignment</b>
		Francis. (2013).	<i>Lumen fidei</i> (Encyclical on the light of faith)	<b>Major Assessment:</b> CCMMP Integrative Case Conceptualization: The Case of Shoelaces (George)
		Pieper, J. (1997).	On faith: A philosophical treatise	
		Barnhill, J. W. (Ed.). (2014). <i>DSM-5 clinical cases</i> . Washington, DC: American Psychiatric Publishing.	“Shoelaces” (p. 326)	
		Catholic Church. (1994).	<i>Catechism of the Catholic Church</i> . ● n. 2280-2283	
		SOC	Basic Case Conceptualization Guide	

Module / Week	Topic	Author	Reading	Graded Assignments
		Payne, H. (2017).  Payne, H., McWhorter, M. & Titus, C. S. (2017).  McWhorter, M. (2017).	Journaling assignment  <i>Joy comes in the mourning</i> (video)  <i>An overview of ethical reductionisms</i> (video)	

Module / Week	Topic	Author	Reading	Graded Assignments
3	Onward Bound: Vantage Point of Hope	Gallagher, T. M. (2006).  Pieper, J. (1997).  Benedict XVI. (2007).  Rand, K. L. & Cheavens, J. S. (2009).  Hodge, D. R. & Holtrop, C. R. (2002).  Hodge, D. (2005).  Michigan State University, School of Social Work. (n.d.).  Michigan State University, School of Social Work. (n.d.).  Payne, H. (2017).  Nordling, W., & Payne, H. (2017)	Part Three CONDITIONS, #9, #10  On hope (pp. 89-138).  <i>Spesalvi</i> [Hope that saves].  Hope theory.  Spiritual assessment: A review of complementary assessment models.  Developing a spiritual assessment toolbox: A discussion of the strengths and limitations of five different assessment methods.  Genogram and emotional relationships.  Spirituality genogram  Journaling assignment.  <i>When a couple is distressed</i> (video)  <i>Understanding the person in front of you:</i>	<b>Synchronous Class Meeting:</b> Hope  <b>Discussion:</b> Hoping for the Best  <b>Journaling Assignment</b>  <b>Major Assessment:</b> Reflection Essay: Spiritual Genogram and Explanation

Module / Week	Topic	Author	Reading	Graded Assignments
		Payne, H., Titus, C. S., McWhorter, M., &Klewicki, L. (2016).  McWhorter, M. (2017).	<i>Scenario 2: A person feeling guilty</i> (video)  <i>Everyday and ultimate hope</i> (video)	

Module / Week	Topic	Author	Reading	Graded Assignments
4	Communion of Self-Giving: No End to Love	Gallagher, T. M. (2006).  Pieper, J. (1997).     Aquinas, T. (1981).  Benedict XVI. (2005).  Titus, C. S., &Scrofani, P. (2012).  Payne H. (2017).   Barnhill, J. W. (Ed.). (2016).  Payne, H. (2017).  Titus, C. S. (2017).  Titus, C. S. (2017).   Payne, H. P., Lee, S. L., Titus, C. S., & McWhorter, M. (2017).	Part Four COURAGE, #11, #12  On Love (pp. 233 – 281)  1 John 4:7-21  John 15  <i>Summa theologiae</i> • Of Charity, considered in itself  <i>Deus caritas est</i> [God is love] (Par 1, nn. 1-18)  The art of love: A Roman Catholic psychology of love.  Basic case study conceptualization guide PHT 523.  <i>DSM-5 Clinical cases</i> • The case of Ms. Trentino (pp. 156-157)  Journaling assignment  <i>The virtues related to love and charity: Part 1</i> (video)  <i>The virtues related to love and charity: Part 2</i> (video)  <i>Loving kindness as being present to the client</i> (video)	<b>Synchronous Small Group Discussion:</b> Spiritual Genogram and Explanation  <b>Journaling Assignment</b>  <b>Major Assessment:</b> CCMMP Integrative Case Conceptualization: The Case of Ms. Trentino - Charity, Caring, and Change

Module / Week	Topic	Author	Reading	Graded Assignments
5	Ready, Set, Go: Practical Wisdom for Action	<p>Gallagher, T. M. (2006).</p> <p>Pieper, J. (1965).</p> <p>Aristotle. (2001).</p> <p>Hodge, D. R. (2000).</p> <p>Newman, J. H. (1875).</p> <p>Peterson, C. &amp; Seligman, M. (2004).</p> <p>Pinckaers, S. (2005).</p> <p>McWhorter, M. &amp; Titus, C. S. (2017). Titus, C. S. (2017).</p> <p>Payne, H. (2017).</p> <p>Payne, H. P., Titus, C. S., &amp; McWhorter, M. (2017)</p> <p>Payne, H. P., Titus, C. S., &amp; McWhorter, M. (2017)</p>	<p>Part Five FRUIT, #13, #14</p> <p><i>The four cardinal virtues: prudence, justice, fortitude, temperance</i></p> <ul style="list-style-type: none"> <li>• Prudence (pp. 3-40)</li> </ul> <p><i>Nicomachean ethics.</i></p> <p>Spiritual ecomaps: A new diagrammatic tool for assessing marital and family spirituality.</p> <p>Letter to the Duke of Norfolk</p> <p><i>Character strengths and virtues</i></p> <ul style="list-style-type: none"> <li>• Chapter 4, "Creativity" (pp. 109-123)</li> <li>• Chapter 7, "Love of learning" (pp. 161-178)</li> </ul> <p>Conscience and the virtue of prudence.</p> <p>Personal and professional development project.</p> <p>Journaling assignment</p> <p><i>Practical wisdom and transformational practices</i>(video)</p> <p><i>Practical wisdom: Developing good judgment in counseling</i> (video)</p>	<p><b>Synchronous Class Meeting:</b> The virtue of practical wisdom</p> <p><b>Discussion:</b> Prudent Choices</p> <p><b>Journaling Assignment</b></p> <p><b>Major Assessment:</b> Reflection Essay: Practical Reason, Transformational Practices, and Vocations</p>



Module / Week	Topic	Author	Reading	Graded Assignments
6	Do What is Due and More: Justice and Mercy	<p>Pieper, J. (1965).</p> <p>Benedict XVI. (2009).</p> <p>Congregation for the Doctrine of the Faith. (2008).</p> <p>John Paul II. (1995).</p> <p>Catechism of the Catholic Church</p> <p>Francis. (2016).</p> <p>McWhorter, M. &amp; Titus, C. S. (2017).</p> <p>Payne, H. (2017).</p> <p>Payne, H., Titus, C. S., McWhorter, M., &amp; Klewicki, L. (2016).</p> <p>McWhorter, M. (2017).</p> <p>Payne, H. P., Titus, C. S., &amp; McWhorter, M. (2017).</p>	<p><i>The four cardinal virtues: prudence, justice, fortitude, temperance</i></p> <ul style="list-style-type: none"> <li>Justice (pp. 43-113)</li> </ul> <p>Human development in our time. In <i>Caritas in veritate</i> [Charity in truth].</p> <p><i>Dignitas personae</i> [The dignity of the person].</p> <p><i>Evangelium vitae</i> [The Gospel of Life] (Chapter 1).</p> <p>CCC 1422, 1829, 2447-8</p> <p><i>Misericordia et misera</i> [Apostolic letter, Mercy and misery]</p> <p>Personal and professional development project</p> <p>Journaling Assignment</p> <p><i>Understanding the person in front of you: Scenario 1: A person with a conflict of values</i> (video)</p> <p><i>Social teaching of the church</i> (video)</p> <p><i>Forgiveness and mercy</i> (video)</p>	<p><b>Synchronous Small Group Meeting:</b> Practical Reason, Transformational Practices, and Vocations</p> <p><b>Journaling Assignment</b></p> <p><b>Looking Ahead: Major Assessment:</b> Personal and Professional Development Project is due by Tuesday in Module 7.</p>

Module / Week	Topic	Author	Reading	Graded Assignments
7	Emotions to Stay or Go: Courage to Be	<p>Balthasar, H. U. von. (2000).</p> <p>Pieper, J. (1965).</p>	<p>God's word and anxiety (pp. 39-80). In <i>The Christian and Anxiety</i>.</p> <p><i>The four cardinal virtues: prudence, justice, fortitude, temperance</i></p> <ul style="list-style-type: none"> <li>Fortitude (pp. 117-141)</li> </ul>	<p><b>Synchronous Class Meeting:</b> Human emotions and growth in the moral virtue of fortitude or courage</p> <p><b>Discussion:</b> Emotions in Relation to the Virtue of Fortitude or Courage</p>

Module / Week	Topic	Author	Reading	Graded Assignments
		McInerney, D. (2013).	Enduring strength. In Cessario, R., Titus, C. S., & Vitz, P. C. (eds.). <i>Philosophical virtues and psychological strengths: Building the bridge</i> (pp. 201-223).	<b>Journaling Assignment</b>  <b>Major Assessment:</b> Reflection Essay: The Interconnection of the Virtues
		Hodge, D. (2005).	Spiritual ecograms: A new assessment instrument for identifying clients' strengths in space and across time.	<b>Major Assessment:</b> Personal and Professional Development Project
		Pinckaers, S. T. (1995).	Sources of Christian ethics <ul style="list-style-type: none"> <li>Chapter 15, "Freedom for Excellence"</li> </ul>	
		University of Pennsylvania. (2017).	12-item grit scale.	
		McWhorter, M. & Titus, C. S. (2017).	Personal and professional development project.	
		Payne, H. (2017).	Journaling assignment	
		McWhorter, M. (2017).	<i>Emotions, virtues, and courage</i> (video)	
		Payne, H., McWhorter, M., Lee, S. L., & Titus, C. S. (2017).	<i>Emotions: Goodness and growth</i> (video)	
		Duckworth, A. L. (2013).	<i>Grit: The power of passion and perseverance</i> (video)	

Module / Week	Topic	Author	Reading	Graded Assignments
8	Tempered Desire: Freedom for the Good	Pieper, J. (1965)	<i>The four cardinal virtues: prudence, justice, fortitude, temperance</i> <ul style="list-style-type: none"> <li>Temperance (pp. 145-206)</li> </ul>	<b>Synchronous Small Group Discussion:</b> Relationality and Morality  <b>Journaling Assignment</b>
		Franks, D. (2013).	Tempered desire. In Cessario, R., Titus, C. S., & Vitz, P. C. (eds.). <i>Philosophical virtues</i>	<b>Major Assessment:</b> CCMMP Integrative Case Conceptualization: The Case of Henry: Fear,

Module / Week	Topic	Author	Reading	Graded Assignments
			<p><i>and psychological strengths: Building the bridge</i> (pp. 224-257). Manchester, NH: Sophia Institute Press.</p> <p>McClure, F. H., &amp; Teyber, E. (2003). <i>Casebook in child and adolescent treatment: Cultural and familial contexts.</i></p> <ul style="list-style-type: none"> <li>Henry: A Latino Child with School and Family Issues</li> </ul> <p>Payne, H. (2017). Basic case study conceptualization guide PHT 523.</p> <p>Titus, C. S. (2017). <i>The virtue of tempered desire</i> (video)</p> <p>Payne, H., Titus, C. S., McWhorter, M., &amp; Klewicki, L. (2016). <i>Understanding the person in front of you: Scenario 5: A person struggling with same-sex attraction</i>(video)</p> <p>Payne, H., Titus, C. S., McWhorter, M., &amp; Lee, S. L. (2017). <i>Helping your client discover the underlying good within disordered inclinations and behaviors</i>(video)</p>	Courage, and Relationship

## VIII. REFERENCE LIST

### Required Reading:

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Aquinas, T. (1981). Of Charity, considered in itself (II-II, question 23, articles 1-8). *Summa theologiae*. (English Dominicans, Trans.). Westminster, MD: Christian Classics. (original work published 1273).

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- Austriaco, Nicanor Pier Giorgio. (2011). Bioethics at the end of life. *Biomedicine and Beatitude: An Introduction to Catholic Bioethics*. (ch. 5, pp. 135-169). Washington, DC: Catholic University of America Press
- Balthasar, H. U. von (2000). God's Word and anxiety (pp. 39-80). *The Christian and anxiety*. San Francisco, CA: Ignatius Press. (Original work published 1952).
- Benedict XVI. (2005). *Deus caritas est*[God is love] (Part 1, nn. 1-18). Vatican, VA: Libreria Editrice Vaticana.
- Benedict XVI. (2007). *Spessalvi* [Hope that saves]. Vatican, VA: Libreria Editrice Vaticana.
- Benedict XVI. (2009). *Caritas in veritate* [Charity in truth]. Vatican, VA: Libreria Editrice Vaticana.
- Catechism of the Catholic Church*. (1997). Paragraphs 2280 – 2283. Retrieved from <http://www.scborromeo.org/ccc/p3s2c2a5.htm#2280>
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- Dickerman, A., & Barnhill, J. W. (2016). The case of Ms. Trentino. In *DSM-5 Casebook* (pp. ). Washington, DC. APA Press.
- Francis. (2013). *Lumen fidei* (Encyclical on the light of faith). Retrieved from [www.vatican.va/phome\\_en.htm](http://www.vatican.va/phome_en.htm)
- Franks, D. (2013). Tempered desire. In Cessario, R., Titus, C. S., & Vitz, P. C. (eds.). *Philosophical virtues and psychological strengths: Building the bridge* (pp. 224-257). Manchester, NH: Sophia Institute Press.
- Henry: A Latino child with school and family issues [PDF]. Adapted from McClure, F. H., & Teyber, E. (2003). *Casebook in child and adolescent treatment: Cultural and familial contexts*. Pacific Grove, CA:
- Hodge, D. (2005). Developing a spiritual assessment toolbox: A discussion of the strengths and limitations of five different assessment methods. *Health & Social Work, 30*(4), 314-323.
- Hodge, D. R. & Holtrop, C. R. (2002). Spiritual assessment: A review of complementary assessment models. In B. Huguenot & T. L. Scales (Eds.), *Social work and Christianity: Readings on the integration of Christian faith and social work practice* (2nd ed., pp. 167-192). Botsford, CT: NACSW Press.
- Hodge, D. R., & Limb, G. E. (2009). Establishing the preliminary validity of spiritual eco-maps with Native Americans. *Clinical Social Work Journal, 37*(4), 320-331.

John Paul II. (1995). *Evangelium vitae* [The Gospel of life] (Chapter 1). Vatican, VA: Libreria Editrice Vaticana.

John Paul II. (1994). *Veritatis splendor* [Encyclical, The splendor of truth]. Retrieved from [http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf\\_jp-ii\\_enc\\_06081993\\_veritatis-splendor.html](http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_06081993_veritatis-splendor.html)

Lewis, C. S. (1960). *The four loves*. New York, NY: Harcourt, Brace and Company.

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Newman, J. H. (1875). Letter to the Duke of Norfolk. In Author, *Newman reader* (2001 revised edition). (pp. 246-260). Retrieved from <http://www.newmanreader.org>.

Peterson, C. & Seligman, M. (2004). *Character strengths and virtues*. New York, NY: Oxford University Press.

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Pieper, J. (1997). *Faith, hope, and love*. San Francisco, CA: Ignatius Press.

Rand, K. L. & Cheavens, J. S. (2009). Hope theory. In Lopez, S. J., and Snyder, C. R. (Eds.) *Oxford Handbook of Positive Psychology* (2nd ed.). Oxford: UK, Oxford University Press.

Titus, C. S., Vitz, P., & Nordling, W. (2016) *Fulfilled in virtue*. Unpublished manuscript. Arlington, VA: Divine Mercy University. (pp. 76).

### **Required Media:**

Divine Mercy University (Producer). (2016). *Discovering the underlying positive in disordered inclinations* [Video file]. Washington, DC: Author.

Divine Mercy University (Producer). (2017). *How growth in virtue gradually transforms the emotions* [Video file]. Washington, DC: Author.

Divine Mercy University (Producer). (2017). *Strong foundations: The virtues of courage and tempered desire* [Video file]. Washington, DC: Author.

Divine Mercy University (Producer). (2016). *Understanding the person in front of you: Scenario 1: A person with a conflict of values* [Video file]. Washington, DC: Author.

Divine Mercy University (Producer). (2016). *Understanding the person in front of you: Meet the round table participants* [Video file]. Washington, DC: Author.

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- McWhorter, M. or Titus, C. S. (2017). *Welcome to the course* [Video file]. Washington, DC: Divine Mercy University.
- Payne, H. (2017). *The fundamental goodness of emotions* [Video file]. Divine Mercy University (Producer). Washington, DC: Author.
- Titus, C. S. (2017). *An overview of ethical reductionism* [Video file]. Washington, DC: Divine Mercy University.
- Titus, C. S. (2017). *How the virtues and vocations can enrich case conceptualization* [Video file]. Washington, DC: Divine Mercy University.
- Titus, C. S. (2017). (2015). *Practical reason and prudence* [Video file]. Divine Mercy University (Producer): Washington, DC: Author.
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