



SCHOOL OF COUNSELING

PHT 533 FLOURISHING IN RELATIONSHIPS

Term/Credits

Spring 2023 Term 1
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 533 Flourishing in Relationships introduces students to the nature and discernment of diverse vocational states of being single, married, ordained, or religious (consecrated) and each person's calling to self-giving love and friendship. Emphasis is placed on marriage, which is understood as a natural and divine institution that serves the flourishing and protection of individuals, families, and society. Students will examine the continuity and development of Catholic-Christian teaching on marriage and family in the biological-psychological, social-cultural, and philosophical-theological contexts. Students will analyze several issues that are especially pertinent to clinical mental health counseling—including not only disorders and difficulties but also supporting strengths and transformational practices—related to singleness, engagement, marriage, and family life.

II. COURSE OBJECTIVES

#	Course Objectives	Measures of Outcome	SOC Program Objectives and CACREP Standards*
1.	Analyze the essential relationality of human nature, as expressed in: classic notions of 'social animal' and friendship; biblical teaching on the image of God and self-giving love; and modern notions: 'I-Thou' relationality, empathy, and care.	<p>Mod#1 Assignment: Reflection Essay: Social Relationships</p> <p>Mod#2 Discussion: Revisiting the Case of Henry</p> <p>Mod#4 Discussion: Transformational Practices</p> <p>Mod#5 Discussion: Sexual Practices, Disorders, and Addictions</p> <p>Mod#7 Discussion: Singleness as a Vocational State</p> <p>Mod#7 Assignment: Research Paper</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 2: F.2.g. F.2.h. F.5.h. F.5.j.</p>
2.	Evaluate how the discernment of and response to vocation structure a person's life, relationships, and flourishing as found in the three areas of callings: (1) a person's call to relationship with God and with others—through truth, goodness, and holiness; (2) a person's vocational states—single, married, consecrated (religious), or ordained; and (3) a person's life work, service, and meaningful leisure.	<p>Mod#1 Discussion: Callings</p> <p>Mod#2 Discussion: Revisiting the Case of Henry</p> <p>Mod#4 Discussion: Transformational Practices</p> <p>Mod#4 Assignment: Integrative Case Conceptualization: The Case of David and Tristen</p> <p>Mod#5 Assignment: Integrative Case Conceptualization: The Case of Mr. & Mrs. B.</p> <p>Mod#7 Discussion: Singleness as a Vocational State</p> <p>Mod#7 Assignment: Research Paper</p>	<p>SOC: 1, 2, 4, 5</p> <p>CACREP Section 2: F.2.g. F.2.h. F.5.g. F.5.j.</p>

		<p>Mod#8 Discussion: Human Work and Meaningful Leisure</p> <p>Mod#8 Discussion: Integrative Case Conceptualization: The Case of Hubert</p>	
3.	Analyze the equality and differences of the sexes, as well as the meaning of their complementarity.	<p>Mod#3 Discussion: Responding to an Ideology of Gender</p> <p>Mod#4 Discussion: Transformational Practices</p> <p>Mod#4 Assignment: Integrative Case Conceptualization: The Case of David and Tristen</p> <p>Mod#5 Discussion: Sexual Practices, Disorders, and Addictions</p> <p>Mod#5 Assignment: Integrative Case Conceptualization: The Case of Mr. & Mrs. B.</p> <p>Mod#7 Assignment: Research Paper</p>	<p>SOC: 1, 4, 5</p> <p>CACREP Section 2: F.2.h. F.5.h.</p>
4.	Examine the relationship of attachment, attraction, friendship, and romance to the complementarity of the sexes and to a virtue approach to flourishing.	<p>Mod#4 Discussion: Transformational Practices</p> <p>Mod#4 Assignment: Integrative Case Conceptualization: The Case of David and Tristen</p> <p>Mod#5 Discussion: Sexual Practices, Disorders, and Addictions</p> <p>Mod#5 Assignment: Integrative Case Conceptualization: The Case of Mr. & Mrs. B.</p> <p>Mod#7 Assignment: Research Paper</p>	<p>SOC:1, 2, 4, 5</p> <p>CACREP Section 2: F.2.g F.2.h. F.5.h. F.7.c.</p>

5.	Compare diverse models of marriage and family through the lens of the Catholic-Christian Meta-Model with respect to their influence on the flourishing of family members and society.	<p>Mod#4 Assignment: Integrative Case Conceptualization: The Case of David and Tristen</p> <p>Mod#5 Assignment: Integrative Case Conceptualization: The Case of Mr. & Mrs. B.</p> <p>Mod#6 Discussion: Responsible Parenthood</p> <p>Mod#7 Assignment: Research Paper</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 2: F.2.g. F.2.h. F.5.g. F.5.j. F.5.l</p>
6.	Examine Catholic-Christian marriage and family as unique vocations to realize spousal and familial self-giving love.	<p>Mod#2 Discussion: Revisiting the Case of Henry</p> <p>Mod#4 Assignment: Integrative Case Conceptualization: The Case of David and Tristen</p> <p>Mod#5 Discussion: Sexual Practices, Disorders, and Addictions</p> <p>Mod#5 Assignment: Integrative Case Conceptualization: The Case of Mr. & Mrs. B.</p> <p>Mod#6 Discussion: Responsible Parenthood</p> <p>Mod#7 Assignment: Research Paper</p>	<p>SOC: 1, 2, 3, 4, 5</p> <p>CACREP Section 2: F.2.g. F.5.g. F.5.j.</p>

*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

Bachiochi, E. (Ed.). (2010). *Women, sex, and the church: A case for Catholic teaching*. New York, NY: Pauline Books.

Eberstadt, M., & Layden, M. A. (2010). *The social cost of pornography: A statement of findings and recommendations* (pp. 7–53). Princeton, NJ: Witherspoon Institute.

Pieper, J. (2009). *Leisure: The basis of culture* (A. Dru, Trans.). San Francisco, CA: Ignatius Press. (Original work published 1952)

Wojtyla, K. (2013). *Love & responsibility* (G. Ignatik, Trans.). Boston, MA: Pauline Books & Media.

I. 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. Discussions

Participation in asynchronous discussions with your course colleagues is required in Modules 1-8. 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 the topic of the discussion. Integrates multiple assigned readings and/or media resources related to the topic in an original or advanced way. Demonstrates a depth of thought or high level of critical thinking.
- ii. **12 points** – Responses to Colleagues’ Posts (Mastery) – Responses show a strong understanding of colleagues’ posts; Clear and succinct response. Integrates multiple assigned readings and/or media resources related to the topic in an original or advanced way. Brings a new dimension to the learning of the community.

- iii. **8 points** – Personal Application to Discussion Prompt (Mastery) – Initial post demonstrates a superior synthesis and personal reaction or analysis of the topic being discussed. Personal application illustrates a high level of critical reflection and is substantive in content.
 - 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. **Reflective Essay** assignment is introduced in Module 1 and due in Module 2. For this assignment, students reflect on a current key relationship and how they view this relationship through the lens of the CCMMP, especially the vocation to goodness, justice, and holiness. Students consider how their own life illustrates humans’ social nature and thriving in a communal context. In addition, students consider how human fallen-ness has affected our natural inclination to live in community and our relationships in a social setting. Finally, students reflect on how peer pressure influences social relationships in the context of a calling to goodness, justice, and holiness. This assignment is worth 70 points.
- i. **35 points** – Main Idea (Mastery) – Provides a thoughtful and thorough reflection 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. **28 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 counselor. 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
- E. **Research Plan and Annotated Bibliography** is assigned in Module 1 and due in Module 3. The research plan will include clearly identified research question; specified method for answering this question; thesis (your answer to the research question); draft of an abstract (around 150 words); draft outline for your paper; basic bibliography or reference list (5 to 10 references), including annotations (a one sentence description of the pertinence of each source for your topic). The research plan is worth 90 points.
- i. **45 points** – Main Idea (Mastery) - Thorough research plan. 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.
 - ii. **36 points** – Personal Application (Mastery) - 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. **9 points** – Grammar (Mastery) - Proper length; no grammar errors (spelling, punctuation, etc.); proper APA citations with no more than 1 error.

- A. **Integration Case Essays** are assigned in Modules 4 and 5. 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. 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 thorough discussion of the client as viewed through 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** – Grammar (Mastery) – Proper length; No grammar errors (spelling, punctuation, etc.); Proper APA citations with no more than 1 error
- F. **Integrative Case Conceptualization Presentation: The Case of Hubert** is assigned in Module 7 and due in Module 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 create a 10-minute PowerPoint presentation with narration to present their analysis. The presentation must be 7–20 slides in length (excluding the title and reference slides). This assignment is worth 90 points.
- i. **54 points** – Presentation Content (Mastery) – The presentation content was logically organized, held the audience’s attention in a significant way, and incorporated frequent, effect visual aids, such as graphics and pictures. The presentation content addressed 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 on reference slide with no more than 1 error. The presentation was made available on Google Drive and a weblink was posted for the class to access the presentation.
- G. **Research Paper** is assigned in Module 1 and due in Module 7. Students are required to develop research skills as a professional counselor. The research paper should abide by the criteria specified in the *Guide to the Research Paper* document provided in the Module / Week 1 resources. This assignment is worth 210 points.
- i. **105 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.

Illustrates an advanced competence with the method employed to answer the research question and/or with the sources cited.

- ii. **63 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 impressively 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. **21 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).

II. 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
Assigned Readings					46.3
1	Readings (see Class Schedule)	54			41.4
2	Viewing course media	35			4.9
Written Assignments					98
1	Discussions	9	40	360	41
2	Reflective Essay	1	70	70	4
3	Whole Class Discussions	4			4
4	Research Plan and Annotated Bibliography	1	90	90	10
4	Integration Case Essays	2	90	180	12
5	Research Paper	1	210	210	17
6	Integrated Case Conceptualization Presentation	1	90	90	10
Totals				1000	144.3

III. 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 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@divinemeracy.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.

I. CLASS SCHEDULE AND ASSIGNMENTS

Week Module	Topic	Author	Reading	Graded Assignments
1	Flourishing in Relationships: The Call to Goodness,	SOC Titus, C. S. (2017).	Syllabus <i>Welcome to the course</i> (Video)	Discussion: Callings

Justice, and Holiness	<p>Titus, C. S. (2017).</p> <p>Titus, C. S. (2017).</p> <p>Payne, H., Titus, C. S., Lee, S. L., & Klewicki, L. (2017).</p> <p>Payne, H., Lee, S. L., Titus, C. S., & Klewicki, L. (2017).</p> <p>Green, T. (2014).</p> <p>Wojtyla, K. (2013).</p> <p>Ashley, B. (2013).</p> <p>McWhorter, M., & Titus, C. S. (2017).</p> <p>McQuilkin, R. (n.d.).</p> <p>Ryan, P. (2007).</p>	<p><i>Flourishing Through Vocations: Part 1</i> (Video)</p> <p><i>Flourishing Through Vocations: Part 2</i> (Video)</p> <p><i>Flourishing in Relationship</i> (Video)</p> <p><i>Person in Front of You: Scenario #1: Conflict in Values (continued)</i> (Video)</p> <p><i>Robertson McQuilkin: She Sacrificed for Me</i> (Video)</p> <p>The problem of vocation. In K. Wojtyla, <i>Love and responsibility</i></p> <p>Seeking God. In <i>Healing for freedom: A Christian perspective on personhood and psychotherapy</i> (pp. 304–315).</p> <p><i>Guide to the research paper.</i></p> <p><i>Living by vows</i></p> <p>How to discern the elements of your personal vocation. Fellowship of Catholic Scholars</p>	
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		<p>Titus, C. S., Nordling, W. J., & Vitz, P. C. (2017).</p> <p>Vatican Council II. (1964).</p> <p>Waldstein, M. (2006).</p> <p>Augustine. (1955).</p> <p>Burke, C. (2015).</p> <p>Burke, C. (2015).</p> <p>Grabowski, J. S. (2003).</p>	<p><i>Quarterly</i>, 30(2), 11–18.</p> <p><i>Fulfilled through vocations</i> (pp. 1–21).</p> <p><i>Lumen Gentium</i></p> <p>Introduction (pp. 77–128).</p> <p>The good of marriage. (C.T. Wilcox, Trans.). In R.J. Deferrari (Ed.), <i>Treatises on marriage and other subjects</i> (pp. 1–51).</p> <p>St. Augustine and conjugal sexuality. In <i>The theology of marriage: Personalism, doctrine, and canon law</i> (pp. 140–144).</p> <p>The inseparability of the unitive and procreative aspects of the Conjugal Act. In <i>The theology of marriage: Personalism, doctrine, and Canon Law</i>.</p> <p>Covenant and sacrament. In <i>Sex and virtue: An introduction to sexual ethics</i> (pp. 23–48).</p> <p>Covenant fidelity, fertility, and the gift</p>	
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		<p>Grabowski, J. S. (2003).</p> <p>Kleponis, P. (2014).</p> <p>Shivanandan, Mary. (1999).</p> <p>Thomas, R., & Parker, S. (2004).</p>	<p>of self. In <i>Sex and virtue: An introduction to sexual ethics</i> (pp. 127–154).</p> <p><i>Integrity restored: Helping Catholic families win the battle against pornography</i> (Chapter 13).</p> <p>Eros and agape in marriage. In <i>Crossing the threshold of love: A new vision of marriage</i> (pp. 136–138).</p> <p>Toward a theological understanding of shame. <i>Journal of Psychology and Christianity</i>, 23, 176–182.</p>	
2	Vocational States: Marriage and Family	<p>Payne, H., Titus, C. S., Klewicki, L., & Lee, S. L. (2017).</p> <p>McWhorter, M. (2017).</p> <p>McWhorter, M. (2017).</p> <p>Vitz, P. (2017).</p> <p>Morse, J. R. (2010).</p>	<p><i>Scenario #7: Couple Disagreeing About First Child</i> (Video)</p> <p><i>Made for marriage</i> (Video)</p> <p><i>The Catholic-Christian Vision of Marriage</i> (Video)</p> <p><i>Romantic Love, Commitment, and the Perfect Partner</i> (Video)</p> <p>The liberation of lifelong love: Church teaching on marriage. In E. Bachiochi (Ed.),</p>	<p>Discussion: Revisiting the Case of Henry</p> <p>Assignment: Reflection Essay: Social Relationships</p> <p>Major Assessment: Research Paper Plan (Meet with instructor: Plan due Tuesday of Module 3).</p>

			<p><i>Women, sex, and the church: A case for Catholic teaching</i> (pp. 79–96).</p> <p>Wojtyla, K. (2013). The person and the sexual urge. In K. Wojtyla, <i>Love and responsibility</i></p> <p>Bielski, Z. (2013). <i>The power of monogamy: 10 surprising claims regarding modern love.</i></p> <p><i>Catechism of the Catholic Church.</i> (2000). (2nd ed., nn. 1601–1666).</p> <p>John Paul II. (2006). The words of Christ. In John Paul II, <i>Man and woman he created them: A theology of the body</i> (pp. 131–223).</p> <p>Johnson, S. (2017). Monogamy: A myth or a possibility?</p> <p>Johnson, S. (2014). The case for monogamy</p> <p>Leo XIII. (1880). <i>Arcanum divinae sapientiae</i></p> <p>McClure, F. H., & Teyber, E. (2003). Henry: A Latino child with school and family issues (Adapted from the original). <i>Casebook in child and adolescent treatment: Cultural and familial contexts.</i></p> <p><i>Guide to the research paper</i></p>	
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		<p>McWhorter, M., & Titus, C. S. (2017).</p> <p>Paul VI. (1968).</p> <p>Pius XI. (1930).</p>	<p><i>Humanae vitae</i></p> <p><i>Casti connubii</i></p>	
3	Male and Female: Equality, Difference, and Complementarity	<p>Titus, C. S. (2016).</p> <p>Payne, H. (2016).</p> <p>Payne, H., Klewicki, L., Titus, C. S., & Lee, S. L. (2017).</p> <p>Payne, H., Titus, C. S., Lee, S. L., & Klewicki, L. (2017).</p> <p>Bachiochi, E. (2013).</p> <p>Burggraf, J. (2006).</p> <p>Congregation for the Doctrine of the Faith. (2004).</p>	<p><i>Male and Female God Created Them</i> (Video)</p> <p><i>The Science of Sex Differences</i> (Video)</p> <p>Round-table Case Study: <i>“I don’t feel man enough...”</i></p> <p>Round-table Case Study: <i>“I don’t feel feminine enough...”</i></p> <p>Women, sexual asymmetry, and Catholic teaching. <i>Christian Bioethics</i>, 19(2), 150–171.</p> <p>Gender. In Pontifical Council for the Family (Ed.), <i>Lexicon: Ambiguous and debatable terms regarding family life and ethical questions</i> (pp. 399–408).</p> <p><i>Letter to the bishops of the Catholic Church on the</i></p>	<p>Discussion: Responding to an Ideology of Gender</p> <p>Major Assessment: Research plan</p>

			<p><i>collaboration of men and women in the Church.</i></p> <p>Francis. (2016). <i>Amoris laetitia</i> (§56).</p> <p>Francis. (2016). <i>Meeting with the Polish bishops</i> (Response to Bishop Zadarko).</p> <p>Garcia, L. (2010). Authentic freedom and equality in difference. E. Bachiochi (Ed.). <i>Women, sex, and the church: A case for Catholic teaching</i> (pp. 15–33).</p> <p>Revised standard version, Catholic version; New American bible; or Jerusalem bible</p> <p>Genesis, Ch. 1–3.</p> <p>Kline, K. K., & Wilcox, W. B. (Principle Investigators) (2014). <i>Mother bodies, father bodies: How parenthood changes us from the inside out.</i></p> <p>-Section 1: (pp. 10-12): Motherhood and the Female Body</p> <p>-Section 2 (pp. 13-15: Fatherhood and the Male Body</p> <p>-Section 5 (pp. 25-26): Similarities of Human Mothers and Fathers</p> <p>-Section 6 (pp 27-36): Differences of Human Mothers and Fathers</p>	
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		<p>McWhorter, M., & Titus, C. S. (2017).</p> <p>Stein, E. (1996).</p>	<p><i>Guide to the research paper.</i></p> <p>The separate vocations of man and woman according to nature and grace. Essays on woman (2nd ed.). <i>The collected works of Edith Stein.</i> (F. M. Oben, Trans.) (pp. 59–85).</p>	
4	Friendship, Love, and Sexual Desire	<p>McWhorter, M. (2017).</p> <p>McWhorter, M. (2017).</p> <p>Payne, H., Titus, C. S., Lee, S. L., & Klewicki, L. (2017).</p> <p>Wojtyla, K. (2013).</p> <p>Hough, C. (2010).</p>	<p><i>Models of Friendship, Love, and Temperance</i> (Video)</p> <p><i>Romantic Love, Courtship, and Engagement</i> (Video)</p> <p><i>Rediscovering Friendship</i> (Video)</p> <p>Betrothed love: The person and chastity. In K. Wojtyla (Ed.), <i>Love and responsibility.</i> (G. Ignatik, Trans.)</p> <p>The fullness of sexuality: Church teaching on premarital sex. In E. Bachiochi (Ed.), <i>Women, sex, and the church: A case for Catholic teaching</i> (pp. 57–77).</p> <p><i>The case of Tristen and David</i></p>	<p>Discussion: Transformational Practices</p> <p>Integrative Case Conceptualization Essay: The Case of David and Tristen</p> <p>Looking Ahead: Research Paper (due Module 7)</p>

		<p>McWhorter, M. (2017).</p> <p>Revised standard version, Catholic version; New American bible; or Jerusalem bible</p> <p>Kline, K. K., & Wilcox, W. B. (Principle Investigators) (2014).</p>	<p>Song of Songs</p> <p>Mother bodies, father bodies: How parenthood changes us from the inside out (pp. 4–15).</p>	
5	Sexual Desire and the Path to Flourishing	<p>Payne, H., Titus, C. S., McWhorter, M., & Klewicki, L. (2016).</p> <p>Payne, H., Titus, C. S., McWhorter, M., & Klewicki. (2016).</p> <p>Payne, H., Titus, C. S., Lee, S. L., & Klewicki, L. (2017).</p> <p>McWhorter, M. (2017).</p> <p>Eberstadt, M., & Layden, M. A. (2010).</p> <p>Wojtyla, K. (2013).</p>	<p><i>Understanding the Person in Front of You: Scenario 3: A Husband Not Attracted to His Wife</i> (Video)</p> <p><i>Understanding the Person in Front of You: Scenario 1: A Person with a Conflict of Values</i> (Video)</p> <p><i>Sexual Beings</i> (Video)</p> <p><i>Barriers to Chastity and Courtship</i> (Video)</p> <p><i>The social cost of pornography: A statement of findings and recommendations</i> (pp. 7–53).</p> <p>Love and responsibility (pp. 40–44). (G. Ignatik, Trans.)</p>	<p>Discussion: Sexual Practices, Disorders, and Addictions</p> <p>Assignment: Integrative Case Conceptualization Essay: The Case of Mr. & Mrs. B.</p>

		<p><i>Catechism of the Catholic Church.</i></p> <p><i>Code of Canon Law</i> (1983).</p> <p>Congregation for the Doctrine of the Faith. (1986).</p> <p>Franks, A. (2010).</p> <p>John Paul II. (2006).</p> <p>Paul VI. (1968).</p> <p>Spitzer, R. L., Gibbon, M., Skodol, A. E., Williams, J. B. W., & First, M. B. (2002).</p>	<p>2nd ed., nn. 1646–1654; 2360–2372</p> <p>Canons 1055–1165, esp. canon 1095</p> <p><i>Homosexualitas problema</i> [The problem of homosexuality].</p> <p>The gift of female fertility: Church teaching on contraception. In E. Bachiochi (Ed.), <i>Women, sex, and the church: A case for Catholic teaching</i> (pp. 97–119).</p> <p><i>Man and woman he created them: A theology of the body.</i> (M. Waldstein, Trans.).</p> <ul style="list-style-type: none"> • Pp. 225–227 • Pp. 232–233 • Pp. 297–301 <p><i>Humanae vitae</i> [Human life].</p> <p><i>DSM-IV-TR case book: A learning companion to the Diagnostic and statistic manual of mental disorders</i> (4th ed.).</p> <ul style="list-style-type: none"> • The Case of Mr. & Mrs. B. (p. 251) 	
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6	The Role of Family in the Flourishing of Society	<p>Payne, H., Lee, S. L., Titus, C. S., & Klewicki, L. (2017).</p> <p>McWhorter, M. (2017).</p> <p>Bachiochi, E. (2010).</p> <p>Atkinson, J. C. (2014).</p> <p>Grizzle Fischer, M. (2013).</p> <p>John Paul II. (1981).</p> <p>John Paul II. (2006).</p>	<p><i>Adoption: Societal Pressure or Lack Thereof</i> (Video)</p> <p><i>The Christian Vision of the Family</i> (Video)</p> <p>Conclusion: Reflections on the kinship between Catholic sexual and social teaching. In E. Bachiochi (Ed.), <i>Women, sex, and the church: A case for Catholic teaching</i> (pp. 179–192).</p> <p><i>Biblical and theological foundations of the family: The domestic church.</i> (Ch. 10. pp. 301–325).</p> <p><i>The case for FEMM: Executive summary</i> (iii–v).</p> <p><i>Familiaris consortio</i> [On the role of the Christian family in the modern world].</p> <p>He gave them the law of life as their inheritance. In John Paul II, <i>Man and woman he created them: A theology of the body</i> (pp. 617–658).</p>	<p>Discussion: Responsible Parenthood</p> <p>Looking Ahead: Major Assessment: Research Paper</p>
7	Vocational States: Singleness, Consecrated, and Ordained	Titus, C. S. (2017).	<i>The Call to the Single Life: Part 1</i> (Video)	Discussion: Singleness as a Vocational State

		<p>Titus, C. S. (2017).</p> <p>Presutti, R. (2017).</p> <p>Presutti, R. (2017).</p> <p>Butler, S. (2010).</p> <p>John Paul II. (1992).</p> <p>John Paul II. (1996).</p> <p>Titus, C. S., Nordling, W. J., & Vitz, P. C., & the IPS Group. (2017).</p>	<p><i>The Call to the Single Life: Part 2</i> (Video)</p> <p><i>Discerning Vocational States</i> (Video)</p> <p><i>Vocational States: Every Life as a Gift</i> (Video)</p> <p>Embodied ecclesiology: Church, teaching on the priesthood. In E. Bachiochi (Ed.), <i>Women, sex, and the church: A case for Catholic teaching</i> (pp. 143–159).</p> <p><i>Pastores dabo vobis</i> [Post-synodal apostolic exhortation on the formation of priests]. (nn. 42–59).</p> <p><i>Vita consecrata</i> [Consecrated life]. (nn. 14–22 and 87–95).</p> <p>Fulfilled through vocations (pp. 23–45).</p>	<p>Major Assessment: Research Paper</p> <p>Looking Ahead: Integrative Case Conceptualization Presentation: The Case of Hubert (due Module 8)</p>
8	Work, Service, and Meaningful Leisure	<p>Payne, H. (2017).</p> <p>Payne, H., Lee, S. L., Titus, C. S., & Klewicki, L. (2017).</p> <p>McWhorter, M. (2017).</p>	<p><i>Self-Care at the Service of Your Vocations</i> (Video)</p> <p><i>Making Meaning in Life and Work</i> (Video)</p> <p><i>The Relationship Between Work as a</i></p>	<p>Discussion 1: Human Work and Meaningful Leisure</p> <p>Discussion 2: Integrative Case Conceptualization Presentation: The Case of Hubert</p>

			<i>Vocation and Vocational States</i> (Video)	Assignment: Integration Case Presentation
		Bakas, K., Burke, R. E., & Payne, H. (2017).	<i>Career Success Stories Roundtable: Part 1: Difficulties at Work</i> (Video)	
		Bakas, K., Burke, R. E., & Payne, H. (2017).	<i>Career Success Stories Roundtable: Part 2: Mid-life Transitions</i> (Video)	
		Bakas, K., Burke, R. E., & Payne, H. (2017).	<i>Career Success Stories Roundtable: Part 3: The Cost of Poor-fit Work</i> (Video)	
		Bakas, K., Burke, R. E., & Payne, H. (2017).	<i>Career Success Stories Roundtable: Part 4: The Work You Were Made For</i> (Video)	
		Duffy, R., Bott, E., Allan, B., Torrey, C., & Dik, B. (2012).	Perceiving a calling, living a calling, and job satisfaction: Testing a moderated, multiple mediator model. <i>Journal of Counseling Psychology, 59</i> (1), 50–59.	
		John Paul II. (1981).	<i>Laborem exercens</i> [Encyclical, on human labor]. (nn. 1–10)	
		McWhorter, M. (2017).	<i>The case of Hubert</i>	
		Pieper, J. (2009).	<i>Leisure: The basis of culture</i> (A. Dru, Trans.). • Part I,	

			Leisure: The basis of culture (pp. 3–60)	
		Titus, C. S., Nordling, W. J., & Vitz, P. C., & (2017).	<i>Fulfilled through vocations</i> (pp. 45–61).	

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