DMN 9925 Special Issues in Developmental Formational Counseling  
September 21-25, 2015- Ashland Campus  
ASHLAND THEOLOGICAL SEMINARY  
Fall 2015  
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I. Course Description

Formational counseling seeks to integrate pastoral care, spiritual direction, Spirit-directed counseling primarily focused on the use of formational prayers. Providing care to broken people in this way will bring the caregiver into contact with persons of deep woundedness. It is therefore crucial that the Formational counselor have at least a rudimentary understanding of the empirical clinical literature regarding the common syndromes which they will most often encounter. In this course students will learn from the integration of clinical information about Personality Disorders and Mood and Anxiety Disorders with the practice of Formational Counseling. An intentional focus will be maintenance of a scope of practice within the ethical and legal standards of state and local statues. In addition general diagnostic categories, and functional use of Spiritual Disciplines in the application of Formational Counseling will be topics of discussion.

This course is an introduction for integration and exploration of the role of core longings, attachment security and the development of relationship with God, self and others.

The issues of attachment, addiction, spiritual formation, traumatic wounding and interpersonal engagements will be introduced within the context of core longing deficits, feeling identification, neurobiological experience and growth.

The concepts of freedom, love, growth in Christ and spiritual formation will be reviewed and evaluated using a developmental model that includes the neurological, spiritual, physiological and emotional journey beginning with preverbal experiences of each child.

Although this class contains introductory material its content will build upon the previous doctoral classes and texts.

II. Student Learning Outcomes

The student will be able to

1. Identify Core Identity rooted in relationship with Christ, as the source from which life and ministry flow.
   A. Understand the importance of core longing experiences deficits as the potential source of wounds that can that can create barriers to a healthy and holy experience of God, self and others.
   B. Become aware of the Presence of Jesus at all times.
   C. Practice the Presence of Jesus in the Present Moment

2. Identify a Character that reflects maturity in Christ.
   A. Become familiar with the role of core longings in the neurobiological and emotional developmental stages of childhood that provides
opportunity to anticipate, recognize and grow in the experience of the
love of Jesus.
B. Become familiar with the importance of empathy, early brain
development in response to core longing deficits.
C. Begin to develop personal understanding of how trust and love have
been developed in their own lives.
D. Calling that is foundational for servant leadership in the church,
community and world.
E. Allow personal growth, call and ministry to be more deeply influenced
by an understanding of core longings and neurobiological development
in the spiritual formation of the child and adult.

3. Develop Competence in the disciplines and skills relevant to Christian
ministry.
   A. Begin to explore, personalize and integrate the theological,
      neurobiological, Scriptural, developmental and prayerful interventions
      foundational to a developmental formational prayer model.
   B. Understand and integrate core longings as foundational for
      development of rich community with God, self and others.
   C. Become familiar with specific practices of prayer and empathic
      listening that can foster an emotional and spiritual connection with a
      wounded person in relationship with God, self and others.
   D. Become familiar with the concepts of identifying feelings, emotional
      triggers and being in the Presence of Jesus.

III. Course Requirements
   A. Textbooks and Other Readings.

   *Required reading prior to class

   Clark, Jean Illsley and Dawson, Connie. 1998. *Growing Up Again; Parent
   Ourselves, Parenting Our Children.* Center City MINN: Hazeldon. ISBN
   13:978-1-56838-190-9
   *The material on stage development (at end of book) is required
   reading prior to class

   *Required reading prior to class

   978-1-57075-806-5.
   *Required reading prior to class

   The Message and New Living Translation of the Bible will be used in class.
*The following books are NOT REQUIRED as texts but strongly suggested as important reading and reference for professionals who are interested in going deeper.


Students are asked to bring the texts to class on first day.

B. Attendance
According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of 6 clock hours for a 30 hour course or 20% of a half course, will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor.

C. Assignments/Assessment of Student Learning
Note: Students must place their student mailbox number on the cover page on all papers. Students without a mailbox - provide the professor with a self-addressed stamped envelope (if this is not provided, the final papers will be at the seminary in a designated location).
Please include an email address and phone number on the cover page.
Please include name on each page of final paper.
Email assignments not accepted

1. Class Participation – 30% of grade
   a. Each day, there will be class community prayer and process, class content discussions and experiential discussion/sharing. Any level of participation, discussion, processing will be considered. Tardiness for class or missing class will result in lowered grade
   b. Students will be expected to maintain the confidentiality of other students at all times. No personal information, except that shared by Dr. Halley about herself, may be shared outside the class. A violation of this will result in the grade being lowered and could result in dismissal from the class.
   c. Students are expected to respond to one another with courtesy and kindness. Personal issues or concerns about another student or self should be written about in the daily reflection papers along with suggestions or plan about how this could be resolved. Dr. Halley will assist if necessary.
d. Dr. Halley reserves the right to interrupt, change direction, make comment at any time during class or in response on reflection papers (when permission was obtained), when the goals of empathic engagement are at risk.

2. READING Texts Reports– 20% of grade
   a. Text reports will be required on all assigned readings.
   b. These must be typed and 1-2 pages in length. Each text report paper should include the following reflection:
      - Describe how you personally reacted to the material presented. Use feeling words as well as cognitive perspectives.
      - How could you personally incorporate the concepts FIRST into your life with God, self and AND THEN others?
      - This is not a theological report of the texts. A theological report will be not be accepted as fulfillment of requirement.

*Text reports not required for suggested readings or Growing Up Again

3. Daily Class Reflection Paper 35% of final grade (Due each day at the beginning of class)
   a. Each class reflection paper should include:
      - Your feelings and reactions about being in class.
      - Write in the first person.
      - These reflection papers must be 1-2 pages in length and may be handwritten.
   b. Content will be evaluated on honesty in responding to feelings and thoughts. The reflection papers will be returned as soon as possible following day at the beginning of each class. Students may refer to them during class or small group discussion or make additional reference notes, helpful for the final paper. It is also helpful to keep these reflection papers in your class binder for use when writing final paper.
   c. The reflection paper is not a context for re-teaching, re-stating class material or personal theology or review of a previous experience.
      - The reflection paper is to be a deeply personal and honest chronicle to include some of the following: Use your feeling wheel and core longing hand.
      - How do I experience myself in class?
      - What feelings arise for me during class?
        - Do I feel angry, numb, anxious, afraid, happy, safe, understood?
        - Do I want to hide, confront, and talk more or less?
      - What do I need from/for myself tomorrow?
      - How will I engage tomorrow to address this?

4. Final Paper - 25% of grade
   THE FINAL PAPER WILL BE ASSIGNED AT END OF CLASS.
   - Dr. Halley will assign one class experience or one class day to be used as the foundation for the final paper.
D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Student Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>1,2,3,4</td>
<td>30%</td>
</tr>
<tr>
<td>Text Reports</td>
<td>1,2,3,4</td>
<td>20%</td>
</tr>
<tr>
<td>Daily Reflection Papers</td>
<td>1,2,3,4</td>
<td>35%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1,2,3,4</td>
<td>25%</td>
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</table>

IV. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Day #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 21</td>
<td>Review of syllabus and course requirements</td>
<td>Reflection paper due</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to the definitions and concepts of Developmental Formational Prayer, core longings and feeling wheel</td>
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<tr>
<td>2</td>
<td>September 22</td>
<td>The Fall and lost awareness of Love</td>
<td>Reflection paper due</td>
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<tr>
<td></td>
<td></td>
<td>The heart/hand of God</td>
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<tr>
<td></td>
<td></td>
<td>Core longings</td>
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<tr>
<td></td>
<td></td>
<td>The brain, attachment, memory, trauma</td>
<td></td>
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<tr>
<td>3</td>
<td>September 23</td>
<td>Attachment, developmental wounding, Spiritual warfare</td>
<td>Reflection paper due</td>
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<tr>
<td></td>
<td></td>
<td>The brain, spiritual development, community</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Restoring neural pathways, healing strategies for childhood wounds</td>
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<td></td>
<td></td>
<td>Demonstration of attachment interview</td>
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<tr>
<td>4</td>
<td>September 24</td>
<td>The call, the ministry, the need</td>
<td>Reflection paper due</td>
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<td></td>
<td></td>
<td>PM chapel and integrative prayer</td>
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<tr>
<td>5</td>
<td>September 25</td>
<td>Review of concepts and process of chapel.</td>
<td>Reflection paper due</td>
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<td></td>
<td></td>
<td>Discussion of final paper</td>
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</table>

V. Other Course Instructions

A. Please bring a three ring binder on the first day of class, as you will receive the Developmental Formational Healing Workbook Notes at that time.

B. Computers and cell phones are not permitted to be used in class.
C. Bring a copy of the syllabus for discussion. You will need the binder to keep class notes for yourself.
D. Wear comfortable clothing- bring a blanket as the temperature is not always stable.
E. Dr Halley will not be available for personal ministry.
   o There will be three to five intercessors in class. They are skilled in developmental prayer and intercession and will be helping with the many experiential and class prayer times.
F. The class does not break out into small groups but there is ample time for questions and discussions.
   o This is purposeful, to develop a community that sees, feels and expresses together. Questions and comments as well as the answers are heard by all.

IF YOU ARE UNCOMFORTABLE ABOUT ANY ASPECT OF THE EXPERIENTIAL COMPONENTS, PLEASE DO NOT HESITATE TO MAKE THIS KNOWN, PRIVATELY TO DR. HALLEY. YOU WILL BE EXCUSED FROM THE EXPERIENTIAL BUT EXPECTED TO STAY IN CLASS AND WRITE ABOUT THE FEELINGS.

VI. Recommendations for Lifelong Learning

Recognize that competency includes the need to continue to engage in personal spiritual formation that includes healing. It also includes the necessity to continue to develop in the understanding of clinical concepts, research and development of a new understanding of how the human being develops, grows and flourishes into relationship with God and others.
Suggestions:
- Read a variety of sources, such as the ones listed in the bibliography for ongoing growth and development.
- Attend meetings; take courses that offer speakers who are well known in the fields of spiritual formation, healing prayer, psychological and neurobiological engagement with human beings who have experienced trauma, neglect or abuse.
- Stay connected and accountable to others who share your passion and call.
- Remain faithful to your own Present Moment Experiences with Jesus, spiritual development and Scripture experiences, such as Lectio Divina, that position one for transformation and increased intimacy with God.
- Remain dedicated to a life long path of healing and loving, personally and within the context of spiritual community.
- Remain faithful to the understanding that the Holy Spirit can use your healed wounds as a transforming source of healing for others. Likewise, when left unattended, personal wounds can become a source of pain and confusion for others and a barrier to intimacy with God.

VII. Seminary Guidelines

A. ATS Academic Integrity Policy
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. For further details of Academic Integrity Policy, please see the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu. While DMin students have access to the writing center for papers within all of their courses, DMin students must hire an editor for the proposal and the dissertation, as the writing center will not edit proposals or dissertations.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material,</td>
</tr>
</tbody>
</table>
positive contributions verbalized in class, consistency and thoroughness of work completed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
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</table>

Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.

Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.

Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VIII. **Selected Bibliography or References**

Will be given in class