

# **Blanton-Peale**

## **Institute & Counseling Center**

### **Care & Counseling Program-English**

**Handbook**

**Policies, Procedures, and Course Catalogue**

**2024-2025**

**7 West 30th Street, 9th & 10<sup>th</sup> Floor**

**New York, New York 10001**

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Blanton-Peale Institute (BPI) is a multi-faith, non-sectarian service organization founded in 1937 by the Rev. Dr. Norman Vincent Peale and the eminent psychiatrist Dr. Smiley Blanton. BPI is one of the first institutions to combine the psychiatric and behavioral sciences with the wisdom of religious traditions to serve the therapeutic process and the care of the whole person.

The Blanton-Peale Care & Counseling Program-English (BPCCP-E) comprises a two-year Basic and four-year Advanced program. BPCCP-E strives to equip people with leadership qualities to offer informed and compassionate care and counseling to those they serve. The program creates an intentional learning environment that addresses human needs holistically, underscoring the manifold needs of mind, body, and soul. It also helps caregivers attain higher personal, professional, and spiritual development as leaders serving their larger communities.

Students are required to engage in care or counseling activities in settings outside of Blanton-Peale Institute.

Each year, the program graduates leaders who are awarded Certificates of Completion, with some pursuing further advanced degrees. The program's alums operate in various settings, including religious institutions, community centers, social service agencies, and the business sector.

This handbook explains the policies and procedures of the BPCCP-E and outlines current course offerings at Blanton-Peale Institute. It is also meant to communicate as clearly as possible the educational mandate and mission of the BPCCP-E.

## I. Academic Schedule

The academic year runs from September through May and the regular number of credits each semester is 9. Each student must take 9 credits each semester or 18 credits each academic year. While course meetings for the program are concentrated on one weekday, Saturday all students are expected to demonstrate a wholehearted commitment that extends to the rest of their lives, including care & counseling activities.

## II. Application Process and Admission

### A. Application Qualifications for Basic and Advanced Programs

1. Permanent residents and citizens of the United States and international students:  
International students will receive an I-20 when admitted into the program.
2. Level of Education: Completion of a bachelor's degree or its equivalent with at least a 2.5 GPA.
3. Age: No limit.
4. Other  
-Self-reflective person

- Strong commitment to the strengthened practice of supportive caregiving and counseling
- Ability to work in a group setting with persons from diverse backgrounds such as religious traditions, cultures, and ethnic backgrounds
- Capacity to integrate theory and practice grounded in personal maturity

B. Submission of application form and other required documents

1. Application form, self-narrative, copies of official transcript and graduation certificate of the highest level of education, one recommendation letter, and one passport photo taken within the last three months should be submitted.
2. Request for application packet from and completed application materials (pdf) should be sent to [ason@blantonpeale.org](mailto:ason@blantonpeale.org)
3. International Students: Copies of I-20, VISA, passports of students and their dependents, proof of address and a copy of the student's bank statement or guarantee statement of sponsor and the sponsor's bank statement

C. Deadline of Application: 15<sup>th</sup> of August and January for the fall and spring semesters, respectively

D. International students must have an interview with the director.

E. Notice of admission will be communicated by email within a week.

F. Contact for questions: Dr. Angella Son, Director (212-725-7850-ext 405 or 201-919-1809, [ason@blantonpeale.org](mailto:ason@blantonpeale.org))

### III. Program Requirements

Students must receive credit in each one of their courses to receive credit for a given semester. Both semesters must be finished for the student to complete an academic year. Students are granted a Certificate of Completion after the completion of the Basic and again at the completion of the Advanced Programs.

Full-time enrollment in Basic & Advanced programs requires that the student carry 9 credit hours per semester, including two didactic courses, peer group, group supervision and care & counseling activity. The care & counseling activity should be a minimum of 40 hours of work, including preparation time per semester.

- A. Basic Program: To complete the Basic Program, students must complete 36 credits of courses (9 credits per semester for two years), including Peer Group, Group Supervision and Care & Counseling Activity each semester.

- B. Advanced Program: To complete the Advanced Program, students must complete 72 credits of courses (9 credits per semester for four years), including Peer Group, Group Supervision and Care & Counseling Activity each semester. Students can only be admitted to the Advanced program if they have completed the Basic Program or its equivalent or hold an appropriate graduate degree. The goal of the Advanced Studies Program is to expand the theoretical work begun in the Basic Program and to support the continued individual integration of spirituality and counseling in each student.
- C. Continuing Education: Individual and intensive courses can be taken for continuing education credits, professional development or personal enrichment. Anyone wishing to address training needs in care and counseling skills or other specific topics of interest may take individual courses only with the approval of the program director. Part-time students who have enrolled for continuing education credits or professional development may later apply to CCP-E as regular, full-time students, with credit being provided for previously completed coursework. Such students should discuss this possibility with the program director.

#### IV. Tuition and Fees

- A. Tuition for each credit is \$225.00 and the registration fee is \$70.00, i.e., the tuition for the academic year is \$4,050.00 for 18 credits. The cost of textbooks for each semester is usually \$200.00. The application and graduation fees are \$55.00 and \$30.00, respectively. The fee for issuance of I-20s is \$100.00. The fee for each official document is \$10.00 (\$100 for re-issuance of a graduation diploma). *Any returned check or declined credit card will incur a cost of \$50.00.*
- B. Part-time or special students will be charged \$225.00 for each credit hour.
- C. All tuition and fees are payable before the deadline, usually two weeks prior to the first day of class for the fall and spring semesters. *A late fee of \$100.00 will be charged if tuition is unpaid before the deadline.* Only those who have paid fully for the prior semester can register for the following semester.
- D. A student may withdraw before the semester starts and receive a full refund for the term, less the \$70.00 registration fee. If withdrawal occurs on or after the first day of classes, then the student is responsible for the entire semester's tuition and no refund will be given. A withdrawal must be stated in writing and sent to the director before the specified dates.
- E. Student coordinators for each class will receive \$200.00 per semester in scholarship.

V. Curriculum of the Blanton-Peale Care & Counseling Program-English (see VII below for course descriptions):

A. Basic Program Years 1-2, 9 Cr/Semester (Total: 36 Credits)

1. Appraisal, Evaluation & Diagnostic Procedures, 2 Cr
2. Communication, 2 Cr
3. Counseling and Diversity, 2 Cr
4. Counseling and Psychotherapy: Theory and Techniques, 2 Cr
5. Children & Youth Counseling, 2 Cr
6. Crisis Interventions, 2 Cr
7. Elderly Counseling, 2 Cr
8. Grief and Loss, 2 Cr
9. Group Therapy, 2 Cr
10. Human Growth & Development, 2 Cr
11. Leadership, 2 Cr
12. Narrative Therapy, 2 Cr
13. Positive Psychology, 2 Cr
14. Substance Abuse and Addiction, 2 Cr
15. Trauma, 2 Cr

B. Advanced Class Years 3-6, 9 Cr/Semester (Total: 72 Credits)

16. Adlerian Therapy 2 Cr
17. Anger Management, 2 Cr
18. Cognitive Behavioral Therapy, 2 Cr
19. Family Therapy, 2 Cr
20. Family Therapy: Systems Approach, 2 Cr
21. Group Dynamics: Theory and Techniques, 2 Cr
22. Object Relations Theory, 2 Cr
23. Personality Disorders in Movies and Therapy, 2 Cr
24. Play Therapy, 2 Cr
25. Psychology and Religion, 2 Cr
26. Religion, Resilience, and Healing, 2 Cr
27. Self Psychology, 2 Cr
28. Spiritual Discernment and Psychopathology, 2 Cr
29. Spiritual Formation, 2 Cr
30. Spirituality of Joy, 2 Cr
31. Supportive Counseling, 2 Cr
32. The Function of Ethics of Professional Identity as a Counselor, 2 Cr
33. Capstone Project (Optional), 3 Cr
34. Reading Course (Optional), 1 Cr

C. Courses Taken Each Semester

35. Care & Counseling Activity, 1 Cr

36. Group Supervision, 2 Cr

37. Peer Process Group, 2 Cr

D. Courses may be offered as online courses to non-international students. Due to Student and Exchange Visitor Program requirements, international students are limited in their ability to take online courses.

E. BPCCP-E curriculum serves to equip the student with the skills needed to respond to others in an informed and responsible manner, as well as to deepen the student's listening ability and enhance a capacity to make appropriate referrals. Students must participate actively in groups formed through the Peer Process Group and Group Supervision. Such groups provide students with a confidential milieu in which to process feelings and reactions, explore personal and professional issues, and gain valuable feedback.

F. The CPT internship must have direct relevance to the studies at BPCCP-E. The student must submit an application form and employment letter and be approved after an interview with the Director.

G. For additional information about program requirements, students should consult with the program director.

VI. Program Policy and Procedures

A. Code of Conduct

BPCCP-E students are expected to maintain ethical standards in words and actions and relate to other students, faculty, and administrative staff with openness and respect.

Unethical behaviors such as cheating, deception, delinquent behavior or drinking or drugs are never tolerated. If there is any serious conflict, the Director may intervene to resolve the conflict. Any violence, both verbal and physical, will not be tolerated and will lead to termination from the program.

B. Teacher-Student Relations

BPCCP-E encourages its faculty to mentor their students to help them achieve their full academic, professional, and personal potential. In their mentoring of students, they must not violate their students' trust in them. BPCCP-E thus prohibits faculty or staff from engaging in amorous or sexual relations with a BPCCP-E student, defined as anyone taking a course at BPCCP-E. Violations of the BPCCP-E by faculty or administrative staff will generally lead to appropriate disciplinary action.

C. Payment of Tuition and Fees

Students will not be eligible for graduation and transcripts and other official documents will not be issued until all tuition and fees are paid.

D. Attendance

BPCCP-E takes attendance very seriously. Students are encouraged to attend all classes and actively participate in class discussions. Students will usually be subject to probation in the following semesters if absent more than twice a semester. The student will be released from probation status if the absence is less than twice the following semester. Students are generally subject to suspension or termination from the program if they are absent more than twice during two consecutive semesters. When international students are terminated from the program, SEVIS will be notified as such. In cases of emergency or long-term absence, students must contact the Director and submit appropriate documents for evidence.

E. Tardiness

Being on time for each class is a basic etiquette that allows for effective learning for everyone in the class.

F. Coursework

Students must prepare for each class with course readings and assignments on time. Assignments turned in late will be penalized with lower grades. Since students are performing academic work at the graduate level, they should expect to do a fair amount of reading, sometimes from a number of different textbooks. It is the student's responsibility to have access to all of the required reading.

G. Plagiarism

Plagiarism is prohibited under any circumstance, and students may be subject to failing the class or suspension or termination from the program.

H. Grades

1. Grading scales are as follows:

A+ 4.2    A 4.0    A- 3.8            B+ 3.2 B 3.0    B- 2.8  
C+ 2.2    C 2.0    C- 1.8 F 0

2. Students must submit a written request to the Registrar to obtain a copy of either official or unofficial transcripts.

3. Grade Submission: Faculty must inform the students of their grades and submit them to the director before December 15 for the fall semester and May 15 for the spring semester. Transcripts will be kept in the BPCCP-E academic files.

I. Evaluation

To foster students' skills in self-awareness, caring, social relationships and vocation, evaluation of students is done in each class by the faculty members, in a Peer Process

Group by peers and faculty, during Group Supervision faculty, and in an annual faculty evaluation of students.

J. Graduation

Students must complete all the coursework and maintain a GPA of 2.0 or above, pay all the tuition and fees, pass the faculty evaluation of graduates, and submit a graduation essay.

K. Reference Bibliography

Students should purchase or borrow textbooks for each semester. The following book is also recommended for writing:

Hacker, D. (2006). *A Writers Reference* (6th ed.). New York: Bedford/St. Martin's Press.

Students are encouraged to use APA style but are permitted to use MLA style. They must use one consistent style for each paper.

L. Student Record

BPCCP-E will retain the following student records as applicable in each student file, and students have the right to request to see their file.

1. completed application form and accompanying documents (including copies of the past I-20s for international students)
2. copies of I-20s for international students
2. current contact information
3. signed and dated registration forms
4. care & counseling activity report
5. transfer documents
6. copies of certificates
7. transcripts\*
8. course evaluations\*
9. attendance forms

Information with an asterisk is filed separately for all students. All the student records, both hard and digital copies, are accessible to faculty and administrative staff. Any information about international students and SEVIS should be directed to the Director. Students must inform the Director if their addresses are changed.

M International Students

Every student must check and sign the attendance forms, which are filed in the BPCCP-E academic files. Copies of these attendance forms will be submitted to SEVIS as requested. International students can take online courses up to 3 credits per semester.

N. Individual Counseling

BPCCP-E encourages students to receive individual therapy for self-development. Please contact the director if any student would like help in finding appropriate therapy.

## O. Course Syllabus

Students will receive a course syllabus for each course and course schedules for Group Supervision and Peer Group. Each syllabus will include the course title and description, contact information of the faculty, required and recommended readings, course requirements, course schedule with weekly reading and homework, and course assignments. All the faculty members are required to submit copies of syllabi to the Director one month before the start of the class and copies of the syllabi and course schedules are filed in BPCCP-E academic files.

## VII. Course Descriptions

### A. Basic Program

#### 1. Appraisal, Evaluation & Diagnostic Procedures, 2 Cr

This course will explore clinical appraisal, evaluation, and diagnostic procedures to help heal those experiencing psychological difficulties as an individual, a family, or a community/institution. The course will introduce various mental disorders to students and help them develop understanding and skills by allowing students to practice diagnosis through movies, dramas, and case studies.

#### 2. Communication, 2 Cr

The course explores various factors and styles in communication and examines modes of effective communication and obstacles to effective communication. Students will practice clear and direct expressions and develop their skills in effective communication. Students will make their manuals of effective communication.

#### 3. Counseling and Diversity, 2 Cr

This course deals with various cultural and psychological issues pertaining to diversity. Students will learn how to perceive cultural differences and increase their understanding of others' views on certain socio-cultural issues. By increasing understanding of cultural differences, students will be able to engage in constructive discussions, tending to their own implicit bias and with growing intercultural competence. Issues such as social justice and the psychological well-being of the culturally marginalized will be discussed in this course.

#### 4. Counseling and Psychotherapy: Theory and Techniques, 2 Cr

The course will explore diverse theories of counseling and psychotherapy, including psychoanalytic, humanistic, existential, rationalistic, cognitive, and behavioral psychotherapeutic theories. The course will help students develop competence in theoretical basis and clinical approaches and techniques through lectures, discussions, case studies, etc. Through this course, students will grow professionally to provide counseling and psychotherapy to those with mental health issues. Students will read papers and articles introducing various theories and techniques and expand their expertise in psychotherapy through lectures and discussions.

5. **Counseling with Children and Youth, 2 Cr**  
The course explores basic theories and techniques in counseling children and youth. The course will involve lectures providing theoretical understanding and approaches to counseling children and youth. Through case studies and discussions, students will practice applying theories to specific situations of children and youth. The course will help students to nurture spiritual health in children and youth based on their understanding of psychological health in children and youth.
6. **Crisis and Conflict Interventions, 2 Cr**  
This introductory course will offer a variety of practical approaches to better deal with the typical crises and "turning points" that a pastoral caregiver may encounter in diverse ministry settings. Students will be introduced to a range of crisis intervention strategies that emphasize a strong comprehension of psychological responses to threatening situations. Crises of faith will also be addressed. In addition, the class will help students openly recognize and accept the emergence of conflict and identify their conflict management styles, as well as how their conflict management styles compare and contrast with others' styles. They will develop a fuller understanding of what sort of strategies can contain, resolve, transform and sometimes even further conflict. Such conflict will be considered across a range of personal situations, organizational settings, and faith communities.
7. **Elderly Counseling, 2 Cr**  
All human beings will eventually become old. With the development of medicine, the average lifespan of humans is also increasing rapidly. However, how many of us are mentally prepared to enter old age? Despite the rapidly progressing extension of life expectancy and the increase in the elderly population, understanding the elderly and social consideration for their various difficulties is lacking. In this course, we will learn to understand older people deeply, recognize the necessity of counseling for them to provide psychological and emotional support and study and discuss the specific process and methods of counseling for older people.
8. **Grief and Loss, 2 Cr**  
Dying and death are not "the enemy," although they are perceived to be. This course will look at the dying process, death and the various grief and loss issues that arise for individuals who are dying and for their families and loved ones. We will delve into our issues and fears around dying and death, as well as explore various kinds of grief and how they manifest. Skills will be developed to help those who are dying and those who are grieving.
9. **Group Therapy, 2 Cr**  
The course will explore theories of group therapy, paying attention to the dynamics of transferences and counter-transferences occurring in group dynamics. The course will

examine the differences between individual and group therapy. The students will develop skills to analyze group dynamics and evaluate appropriate approaches to group therapy in specific situations.

10. Human Growth & Development, 2 Cr

This foundational course will trace the stages of human development from infancy through adolescence and into late adulthood, examining not only the biological and psychological but also the spiritual growth of humans as they evolve and devolve throughout their lifespan. Given larger cultural contexts, these dynamic stages of growth will also be considered.

11. Leadership, 2 Cr

Leadership, at its core, focuses on one's ability to inspire, mobilize and influence in the process of making significant decisions that impact a group's future. In this course, students will learn about the evolution of different leadership styles and the appropriateness of applying different leadership styles to different contexts. Effective leadership stands on the ground of a bond of commonly recognized empathy and building on personal relationships. In this course, students will discover effective ways to build trusting rapport with others, communicate clearly, help delineate common goals, and establish strategic steps to accomplish them.

12. Narrative Therapy, 2 Cr

The course explores the role and function of narrative in individual identity, religious traditions and religious institutional identity. The course evaluates helpful and harmful narratives to individual and religious life and factors as to how narratives influence individual identity formation. The course helps students to develop skills to re-narrate for psychological and spiritual health.

13. Positive Psychology, 2 Cr

Students in this course will learn about the basic theoretical foundation of positive psychology. To develop the character strengths and behaviors that allow individuals to build a life of meaning and purpose, the insights of positive psychology will direct students to learn how to apply them in their lives to move beyond mere survival to a flourishing journey. This course also discusses the constitutive elements of a good life as well as proposes practices for improving life satisfaction and well-being.

14. Substance Abuse and Addiction, 2 Cr

This survey course will explore the wide range of addictions and compulsions that manifest themselves through unhealthy relationships with alcohol, drugs, food, spending, sex, gambling, and other relational and behavioral problems. We will examine the range of physical, psychological, and spiritual forces that contribute to the formation of these disorders. Discussion of intervention options will introduce an

assortment of treatment approaches that include the medical model and peer-support groups that use the Twelve Steps.

15. Trauma, 2 Cr

The course explores basic theories and techniques in counseling those with trauma. The course will engage in (1) theoretical understanding of trauma causes and symptoms concerning socio-psychological, physical, cognitive, mental, and behavioral aspects, (2) various approaches to counseling trauma victims such as cognitive behavioral therapy, relationship psychotherapy, psychoanalytic approach, sensorimotor therapy, EMDR, and Reciprocal Resilience, and (3) application of theoretical understandings through case studies.

B. Advanced Program

16. Adlerian Therapy, 2 Cr

Adler assumes that human beings are an indivisible whole, striving to achieve their own goals in society. The course explores the Adlerian notion of personal psychology (inferiority, the pursuit of depression, sense of belonging and existence, cognitive error, self-defense, personal vs. public viewpoints) to understand reasons for behaviors and motivating factors and apply them to counseling and educational contexts.

17. Anger Management, 2 Cr

Anger is the most potent and uncontrollable emotion among human emotions. Depending on how you manage your anger, it has an important effect on your mental health. The purpose of this study is to learn the source of anger emotion and to learn to manage it in a healthy way.

18. Cognitive Behavior Therapy, 2 Cr

Cognitive Behavioral Therapy (CBT), developed by A Beck in 1960, has become one of the major therapeutic treatments. It helps people learn how to identify and change destructive or disturbing thought patterns that have a negative influence on behavior and emotions. In comparison with psychoanalytic theories, CBT focuses on automatic negative thoughts that cause emotional difficulties, depression, and anxiety. The focus of this course will be on learning the basic concepts, theory, principles and procedures appropriate to the assessment and effective CBT and its application to depression and anxiety disorders.

19. Family Therapy, 2 Cr

Systems theory provides an invaluable conceptual framework for understanding the dynamics of congregations and faith-based organizations. Students will be taught these concepts and explore different theoretical approaches to dealing with issues of power,

- control, and aggression. Students will present relevant situations from their experiences to demonstrate the themes, patterns, and dynamics within their faith systems.
20. Family Therapy: Systems Approach, 2 Cr  
A critical appraisal of basic theoretical concepts in Family Systems Theory. Topics include (1) the historical and conceptual development of Family Systems Theory, (2) an introduction to General Systems Theory, (3) family rules, roles, structure and interaction patterns, (4) functional and dysfunctional family systems and (5) life cycle issues in marriage and family and ethnicity and family therapy.
21. Group Dynamics: Theory and Techniques, 2 Cr  
The course explores the development of group dynamics, the relationship between group dynamics and individual member's thinking and behaviors, the relationship between group leaders and members, diverse leadership styles and approaches, ethical and legal issues in group life, etc. The course helps students analyze group dynamics, evaluate appropriate approaches to group issues, and develop skills in the formation of healing-oriented groups.
22. Object Relations Theory, 2 Cr  
The course will explore object relations theory by examining theories by theorists such as Douglas Fairbairn, Melanie Klein, Donald Winnicott, Margaret Mahler, etc. Students will learn about the birth of object relations theory to address the limitations of Freudian theory and the basic tenets and development of object relations theory, which addresses both inner psychic dynamics and the significance of primary caregivers in early life.
23. Personality Disorders in Movies and Therapy, 2 Cr  
This class will provide the methods and processes of clinical assessment and diagnosis to better understand the symptoms and causes of personality disorders using films. Furthermore, the students will learn how to engage with them in a healthy way. To understand and evaluate the symptoms and causes of various personality disorders, the students will learn various perspectives, such as psychiatry and psychoanalysis.
24. Play Therapy, 2 Cr  
This course explores play therapy theories and practice, providing an alternative approach to therapy from talk therapy, which is usually used for adults who employ primarily reason and thinking faculty. The course focuses on helping students understand children's behaviors and develop approaches to effectively communicate with children within the context of their faith community, society, and families.

25. Psychology and Religion, 2 Cr

The course explores both classical and contemporary developments in the psychology of religion, emphasizing the uses of psychological theory for interpreting religious experience. Included thinkers are Sigmund Freud, Carl Jung, Erik Erikson, William James, Donald W. Winnicott, Ana-Marie Rizzuto, W. W. Meissner, Paul Pruyser, James Jones, Julia Kristeva, and Heinz Kohut.

26. Religion, Resilience, and Healing, 2 Cr

Recent research has pointed out a reliable connection between strong religious faith and improved recovery and increased resilience. This course will explore spiritual tools to assist people in accessing the religious resources available to them to improve their outcomes and deepen their lives of faith.

27. Self Psychology, 2 Cr

The course examines the psychological understanding of narcissism by surveying the progress of the theory of the psychology of the self that Heinz Kohut developed. It engages in a psychological understanding of narcissistic phenomena in a developmental, rather than pathological, perspective. It thus proposes that individual and societal health is achieved by the transformation through empathy (psychological) or compassion (theological), and not the elimination of narcissistic behaviors, i.e., the transformation of an immature into a more mature narcissism characterized by creativity, a sense of humor, a sense of finitude, empathy, and wisdom.

28. Spiritual Discernment and Psychopathology, 2 Cr

The course explores various critical factors in spiritual discernment and desolation and will examine differences between spiritual discernment and psychopathology. The course will help students develop sensitivity to their spiritual dynamic and discipline in assessing their spiritual state so that they are equipped to lead others in spiritual discipline.

29. Spiritual Formation, 2 Cr

This course provides spiritual direction for students to develop spiritual formation. Students will learn various approaches to developing a deep relationship with God. The course will involve understanding the differences between counseling and spiritual direction, the identity of spiritual directors, relational dynamics between the spiritual director and their trainees, the theology of spiritual formation, etc.

30. Spirituality of Joy, 2 Cr

This course explores the biblical, theological and psychological analysis of joy and develops a spirituality of joy. It surveys the understandings of the Bible and other

sacred texts, examines the theological insights on the joy of John Wesley, Karl Barth, and Jurgen Moltmann, and investigates the psychological conception of joy by Heinz Kohut. In addition, the course engages in self-reflection, demonstrating a practice of a spirituality of joy.

31. Supportive Counseling Methods, 2 Cr

This course will present methods and approaches in counseling. There will be readings from various practitioners in the field of care and counseling, as well as case studies to explore. Throughout each term, there will be discussions about personal case experiences as well as role-playing.

32. The Function of Ethics of Professional Identity as a Counselor, 2 Cr

Students will be provided with an overview of factors involved in providing competent care with ethical values. The course will touch on the nuances of religious traditions, family traditions, and the meanings of various rites of passage and life circumstances (i.e., death, puberty, marriage, illness, etc.). It will also provide students with a framework for providing care that is ethically sound.

33. Capstone Project, 2 Cr (Optional)

Topics for the Capstone Project would be determined in student consultation with the program director. The study would culminate in a final project of considerable significance that would ultimately be shared with either the Blanton-Peale learning community or the students' outside faith community. Extensive reading and research is required. Only students in their sixth year can enroll in this course.

34. Reading Course, 1 Cr (Optional)

This course is for students to enhance their knowledge in their interested areas by reading books and scholarly articles of their choice.

C. Courses Taken Each Semester

35. Care & Counseling Activity, 1 Cr

Care & Counseling activity is a requirement for students enrolled in the program, either in a paid or volunteer position, for at least four and eight semesters during the basic and advanced programs respectively. Students will be expected to have a minimum of forty hours of care & counseling activity, including preparation time. Students will have to satisfactorily account for their hours, as well as demonstrate learnings from their experiences. Students will also have opportunities to present these activity cases in classes.

36. Group Supervision, 2 Cr

This course aims to help students develop their skills in theoretical and clinical aspects as caregivers and counselors. Students will develop their identity as caregivers and counselors to serve their community with their skills and expertise. In

this course, students will present their case studies and the faculty and other students will share their feedback for the students to reflect on their care and counseling approaches, counseling dynamics, counselees' needs and healing processes along with the students' own psychological issues.

#### 37. Peer Process Group, 8+ Cr

This interactive course will allow students an intimate and confidential context for fully processing the factors influencing their pastoral formation. The use of peer support, collegial practices, help-seeking and mentoring will all be explored in depth to discern a stronger sense of vocational calling among students. It will also provide a valuable opportunity for students to explore options for continuing education, advanced study, and areas of personal growth.

### VIII. Administrative Staff

Angella Son, Director ([ason@blantonpeale.org](mailto:ason@blantonpeale.org))

Miyeong Kang, Assistant Director and Administration & Tech Coordinator

### X. Announcement

This Handbook provides information about application procedures, curriculum, and policies. The information may not be current, and those who want the most updated information should contact the Director. Blanton-Peale Institute may change its procedures and policies, including tuition, fees and curriculum or cancel courses as it sees fit. Students are expected to read and follow procedures and policies noted in this Handbook and all the updated information. Blanton-Peale Institute respects and practices equality in admission procedures regardless of one's race, faith, belief, nationality, sex, sexual orientation, physical disability, ethnic background, lifestyle, culture, religion, economic status, or age.