COURSE DESCRIPTION

An investigation and critique of metaphor in its broad definition as symbol, image, story and myth; the application of metaphor as a tool for approaching clients’ issues in living. Includes metaphors as they relate to issues of thinking, feeling, and the experience of spirituality. Class includes lecture, discussion, role play, demonstrations by students and instructor. Major emphasis is on analyzing and synthesizing self-awareness and the unique entity known as client.

RELATIONSHIP OF COURSE TO THE COUNSELOR TRAINING PROGRAM

The course includes readings and the gathering of new information. The course includes the use of metaphors as a technique or an intervention, however, the major purpose of HEALING METAPHORS is to sharpen awareness and skills already in place; to underscore the part being played by metaphoric processes in both clients and in counselors.

COURSE GOALS

1. Students will experientially become more aware of their own metaphoric packaging of past and present experiences and the consequent perceptions of past and present experiences.

2. Students will apply their growing perceptions of the metaphoric process to their counseling as this process is both reigned in and urged onward by empirical evidence and by sound theory, as well as by their own self-ordered course correction. In short, to know and to apply a process of analyzing and of synthesizing metaphoric communication in the service of client growth.

COURSE OBJECTIVES

1. To analyze metaphors in literature and in non-religious literature, and to work experientially with some of these identified metaphors.

2. To define, compare, and contrast various kinds of metaphors.

3. To experience and to conceptualize the force of metaphoric language and forms in the language of philosophy and of theology.

4. To experience and to conceptualize the significance of client-generated metaphors.
5. To develop guidelines for using metaphors in the counseling or treatment process.

6. To recognize, encourage, and utilize client-generated metaphors as roads to changes in client perceiving and behaving.

**EVALUATION**

Evaluation is based largely on student participation in class, and on written feed-back as assigned.

**BIBLIOGRAPHY FOR METAPHOR COURSE**


Hurnard, H. (1993). *Hinds’ feet on high places: An allegory dramatizing the journey each of us must take before we can live in “high places”.* Wheaton, IL: Tyndale House.


