

In the article *Teaching Christian Integration in Psychology and Counseling: Current Status and Future Directions* psychologists Fernando L. Garzon and M. Elizabeth Hall explore the contemporary position of research and theory on teaching Christian integration in counseling and psychology. Evolving changes in the traits of students, advancements in technology and shifts in the disciplines assert the growing opportunities and obstacles that lie ahead in moving forward. Authors Garzon and Hall take note of the route of integration learning theory and pedagogics must consider in the quest for further knowledge. Students are the beneficiaries from such endeavors of continued research in fertile areas of the subject of teaching integration of faith and psychology.

Current theories presupposed by Randall Sorenson emphasize attachment standards correlate both to emotional health and student learning of integration theory and skills that are applied. Sorenson posits that the quality of bonding and attachment with professors serves as the integral pathway that allows purposeful integration comprehending to occur (Sorenson, Derflinger, Bufford, & McMinn, 2004). Essentially academics must have a bonding connection with students. Students need to be able to intuitively feel the personal relationship with their professor and God. Sorenson suggests that only minimal integration learning will take place without student/faculty attachment. Counseling programs hold great potential for attachment to coexist from supervisors, mentors, instructors, and chairpersons. Faculty and student relationships serve in promoting a safe space and secure base for encouragement and support.

The task of teaching integration of psychology and christianity has evolved due in part to a changing world, altered student populations and transforming opportunities and challenges in the academic environment. Various traits of faith among student populations, worldviews and demographics has presented challenges in teaching integration. Students come from multi-blended families including single parent and divorced households. Students are more mature in age and changing their professions also. Therefore, integration must consider expanding to encompass increased emotional support asserted by the ideas of Randall Sorenson.

Thus, several important directions will influence teaching integration of counseling and psychology to include advancement of the theory of learning integration, developing resources in specific subject specialities, non-Christian settings for the study of integration, and the exploration of how to utilize the most advanced technology to nurture attachment based learning of integration in both hybrid and online teaching modalities.

## References

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Sorenson, R., Derflinger, K., Bufford, R., & McMinn, M. (2004). National collaborative research on how students learn integration: Final report. *Journal of Psychology and Christianity*, 23, 355-365.