



TYNDALE
• SEMINARY •

Course Syllabus

WINTER 2017 FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING COUN 0574

SEPTEMBER 12 – DECEMBER 5, 2017
TUESDAYS, 8:15 – 11:05 AM

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Office Hours: By prior arrangement

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

I. COURSE DESCRIPTION

A foundational course for subsequent counselling courses; also open to those in other foci. Topics: the integration of psychology and theology, the study of the safe and effective use of self, the nature of Christian counselling, approaches to Christian counselling, resources in Christian counselling.

Note: this is a philosophical fundamentals course and doesn't address the acquisition of specific counselling techniques or skills.

II. LEARNING OUTCOMES

At the end of the course, students should be able to:

1. Describe from his/her own perspective, what it is that makes *Christian Counselling*,

Christian.

2. Articulate various contemporary options in the “integration of psychology and theology” and to ably present their own position in a paper displaying academic excellence.
3. Articulate a Christian understanding of the nature of personhood, pathology and health with particular emphasis on the safe and effective use of self; supported by spirit, mind and body competence in accordance with ethical practice and effective resource acquisition.
4. Understand the essential elements of Affective, Relational, Cognitive, and Behavioural therapy and their application to the highest standards of therapeutic process.
5. Understand the therapeutic application of Scripture and Prayer in the counselling process.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Johnson, E. L. (Ed.). (2011). *Psychology and Christianity: Five Views*. Downers Grove: InterVarsity Press (ISBN 978-0-8308-2848-7)

Malony, H. Newton & Augsburger, D. (2007). *Christian Counseling - An Introduction*. Nashville: Abingdon Press (ISBN 9780687332830)

McMinn, M.R. (1996). *Psychology, Theology and Spirituality in Christian Counseling*. Wheaton: Tyndale House. (ISBN 0 8423 5252 X)

B. SUPPLEMENTARY/RECOMMENDED READING

Carter, J.D., & Narramore, B. (1979). *The Integration of Psychology and Theology: An Introduction*. Grand Rapids: Zondervan. (ISBN 0 310 30341 9/0395)

Crabb, L. J. (1977). *Effective Biblical Counseling*. Grand Rapids: Zondervan. (ISBN 0-310-22570-1)

Kirwan, W.T. (1984). *Biblical concepts for Christian counseling*. Grand Rapids: Baker Book House. (ISBN 08010 5454 0)

Individuals planning a career as a clinical counsellor are strongly encouraged to access some of the following resources in order to increase the depth and breadth of their understanding of the importance of healthy spirit, mind and body in ethical therapeutic practice:

- Olthuis, J. H. (2006). *The Beautiful Risk: A New Psychology of Loving and Being Loved*. Eugene, OR: Wipf and Stock. (ISBN 1-59752-586-3)
- Myers, D.G. and Jeeves, M.A. (1987). *Psychology Through the Eyes of Faith*. San Francisco: Harper Collins. (ISBN 0-06-065557-7)
- Barton, R.H. (2006). *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation*. Downers Grove: Inter-Varsity Press. (ISBN 13-9780830833337)
- Woody, R.H. and J.V., (Eds.). (2001), *Ethics in Marriage and Family Therapy*, The American Association for Marriage and Family Therapy. Alexandria: www.aamft.org.

A number of journals (in our library and/or online) are devoted to the area of counselling:

Journal of Marital and Family Therapy (www.aamft.org)

Journal of Pastoral Care and Counseling (<http://jpcp.org/jpcc.htm>)

Journal of Psychology and Christianity (<http://caps.net/membership/publications/jpc>)

Journal of Psychology and Theology (<http://journals.biola.edu/jpt>)

Psychotherapy Networker (www.psychotherapynetworker.org)

C. ASSIGNMENTS AND GRADING

1. **Philosophy of Counselling Paper:** Due October 10, 2017/8:15 am; 40% of final grade.

Exchange Date: Tuesday, October 10, 2017 8:15 am

Interaction Date: Tuesday, October 17, 2017 8:15 am

Submission Date: Tuesday, October 17, 2017 8:15 am

1) **Focus of Paper**

Each student will analyze one of the current methods of psychotherapy (Cognitive or Behavioral, Affective or Relational, Sensorimotor, Emotion Focused). The aim is to evaluate the underlying philosophical assumptions of the therapeutic model from a Christian perspective.

2) **Format of Paper**

Your paper should be written in APA format and should not exceed ten pages (excluding title page and bibliography) in **Times New Roman 12pt**.

3) **Evaluation Process for Philosophy of Counselling paper:**

A critique of the philosophy of counselling should present a clear description of the perspective of the model on the following:

- How does the model view human personhood – are we good? Evil? Does it depend on nature? Nurture? What is the relationship between body, soul, spirit?
- How does the model view the etiology of pathology?
- How does the model view the nature of health and wholeness?
- How does the model view the nature of the process of change?
- How does the model view Spirituality and the place of God in the healing process?
- How consistent is the model with Christian teachings?

Provide a concise conclusion to your paper that assesses whether or not a Christian therapist might be able to use this model and under what circumstances.

4) Exchange of papers

On the Exchange Date, you will exchange your paper with a pre-selected partner. Note: For maximum benefit, choose a partner who you do not know well and who is different from you in as many ways as possible. You will then have one week to read your partner's paper and provide helpful feedback on both the style and the content of their paper. A feedback form has been provided for this purpose. **Please do not write on your partner's paper!**

One week later, on the Interaction Date you will meet with your partner, return the papers and exchange your written feedback. You will have an opportunity to discuss the feedback.

Papers may not be altered or edited after receiving the partner feedback.

5) Self-evaluation

Once you have completed your discussion you will then critique your own work. You will staple and hand in: your paper (1), your partner's feedback (2) your own feedback (3)

6) Professor's Review

The professor will read all papers after the colleague review has been completed. A mark out of 100 will be assigned, 40% of which will comprise a portion of your final mark.

2. Perspectives on Integration Paper: Due on Tuesday, November 21/8:15 am; 40% of final grade.

Exchange Date: Tuesday, November 21, 2017 8:15 am

Interaction Date: Tuesday, November 28, 2017 8:15 am

Submission Date: Tuesday, November 28, 2017 8:15 am

This assignment will help you to articulate your own perspective on the integration of psychology and theology through information acquired through the class lectures, course readings and two professional therapist or counselling pastor interviews.

As you interact with the lecture material, textbooks, journal articles and assignments in this class, your own integration position will start to become more clearly articulated in your mind. This paper will give you the opportunity to clarify your current perspective on this issue in writing. This does not presume that your position is “carved in stone” and will never change. Nor does it assume that you have a very elaborate position worked out at this point. It does mean that you have a statement that is at least somewhat developed at this point in time.

The best way to prepare for this paper is to be constantly reflecting on and thinking about the course material, the texts, etc. and how they all fit with, and shape, your particular perspective.

1) Reflect on the Course Lectures.

Much of the course lecture material relates, in various ways, to the issue of the integration of psychology and theology.

2) Reflect on the Course Readings.

All of the required reading relates to this issue in some way. The following list will provide additional resources. These will be on reserve in the library:

Carlson, D. (1976). Jesus' style of relating: The search for a biblical view of counseling. *Journal of Psychology and Theology*, 4, 181-192.

Powlison, D. (1992). Integration or Inundation? M.S. Horton (Ed.), *Power Religion: The Selling Out of the Evangelical Church?* Chicago: Moody Press Chapter 8 pp 191-218.

Crabb, L.J. (1977). *Effective Biblical Counseling*. Grand Rapids, Michigan: Zondervan. (ISBN 0-310-22570-1) pg. 31-56.

Kirwan, W.T. (1984). *Biblical Concepts for Christian Counselling*. Grand Rapids: Baker

Book House. (ISBN 0 8010 5454 0) pg. 27-31.

3) **Conduct two interviews**

Select two Christian Therapists, (one could be a pastor), who are currently providing counselling services in their work context. Prepare a list of questions, quotes and/or comments that will form the basis of a minimum one-hour interview with each person.

The interview must address the following questions:

- What is the person's attitude toward the field of psychology/counselling?
- What is the basis for their attitude?
- How does this counsellor/pastor integrate counselling and psychology, if at all, into their ministry with individuals, couples and families?

The purpose of this assignment is for skills development. **Be sure to list your interviewees on your references/sources page and annotate their comments in your paper.**

4) **Write an Academic Paper**

You will prepare a 10-page (excluding title page and bibliography) paper in APA format; **Times New Roman, 12pt**, in which you will present:

(a) Which one of the “Five views” (Johnson), most closely resembles your view on the relationship between Psychology and Theology and the reasons why you would advocate for that perspective?

(b) Which one of the “Five views” is farthest away from your view on the relationship between Psychology and Theology and the reasons why you would reject that perspective.

Your paper should include a proper introduction (not more than 1 page in length) and a proper conclusion (not more than 1 page in length).

The strength of your paper will be based on how thoroughly you present the rationale for supporting your perspectives. **You would be well advised not to spend time describing the actual views themselves, as this is already done in the text.**

A paper that simply regurgitates the course and text material will not be considered to have fulfilled the requirements of the assignment. However, someone who has grappled with the material, using Biblical and/or psychological data, as well as their own personal experience and convictions and engaged meaningfully with

practitioners, will have met the requirements of this assignment.

Learning Objectives:

- i. To expose the learner to current perspectives in the field of integration of psychology and theology,
- ii. To nurture the learner's ability to critically interact with the various approaches to integration in terms of their strengths and limitations,
- iii. To develop the ability to discern an author's often unstated perspective on integration through the reading of his/her books,
- iv. To express one's own perspective on the issue of integration, the rationale for that particular perspective, and a critical awareness of the strengths and limitations of that perspective.

Expected Standard:

The paper will demonstrate a thorough understanding of the various perspectives on the issue of integration of psychology and theology, along with their related philosophical and theological assumptions. The paper will clearly identify the writer's current perspective on this issue and a rationale for adopting that particular perspective.

5) Exchange of papers

On the Exchange Date you will exchange your paper with a **second** pre-selected partner at 8:15 am. You will then have one week to read your partner's paper and provide helpful feedback on both the style and the content of his/her paper. A feedback form has been provided for this purpose. **Please do not write comments on your partner's paper.**

One week later, on the Interaction Date you will meet with your partner, return the papers and exchange your written feedback. You will have an opportunity to discuss the feedback. Papers may not be altered or edited after receiving the partner feedback.

6) Self-evaluation

Once you have completed your discussion you will then critique your own paper. You will staple and hand in your paper (1), your partner's feedback (2) your own feedback (3).

7) Professor's Review

The professor will read all papers after the colleague review has been completed. A

mark will be assigned out of 100; 40% of which will comprise your final mark for the class.

3. Discussion Groups: 10% of final grade.

Throughout the semester you will be dividing up into small groups for discussion. I will determine the composition of these groups in the first few weeks of class.

At the end of the semester you will be asked to give written and verbal feedback (see feedback form at the end of this syllabus) to each member of the group in terms of her/his contribution to the group over the semester. The written evaluation should be written **to** the person not **about** him/her and will be given directly to the person during the last discussion group.

At the bottom of the form is a space for you to assign a mark out of 100 for each member of the group. Each individual's mark for this section of the course will be the average of all the assessments. An assessment form has been included at the end of this syllabus.

The formal discussion groups will take place on the following dates (each discussion period will be for approximately an hour):

Discussion #1:	Tuesday, September 26	Chapter 1 and 2*
Discussion #2:	Tuesday, October 10	Chapter 3*
Discussion #3:	Tuesday, October 31	Chapter 4*
Discussion #4:	Tuesday, November 14	Chapter 5*
Discussion #5:	Tuesday, November 28	Chapter 6 and 7*
Discussion #6:	Tuesday, December 5	GROUP FEEDBACK

**Psychology & Christianity, Five Views.* The group will have two major tasks in these discussions:

1. What were some of the most helpful aspects in this section of the book for you personally and professionally? How does the author's perspective in this section differ from your own perspective?
2. What difference will this information make in my counselling practice going forward?

Each group is free to organize itself in any way it wishes. It is very important that you show respect to your colleagues in regards to your attendance, punctuality and preparation.

All group discussions, both formal and informal, have a three-fold purpose:

1. To connect with some other people, potential colleagues, in the class at a more personal level.
2. To share some of your thoughts/ideas on relevant issues for the benefit of others.
3. To listen to the thoughts/ideas of others so you can benefit from them.

The last group discussion time will be given over to the group feedback process. Each group will decide how it will conduct this process before the last group discussion period. The only criteria are:

1. Each person must receive a feedback form from each of the other individuals;
2. An opportunity for verbal interaction must be provided for each individual;
3. All evaluations must be completed within the assigned group discussion time.

NOTE: EVERYONE MUST BE PRESENT AND ON TIME FOR THE FINAL GROUP FEEDBACK SESSION!!

When you have received an assessment form from each person, read it, note and discuss whatever is significant for you, then initial each evaluation form in the space provided at the bottom.

Your mark for this part of the course will consist of the simple average of all your individual assessments.

Expected Standard: Each participant shall demonstrate a thorough understanding of the content and applicability of Johnson's book and will be ready to participate in a collegial discussion in a manner that is open and honest in relation to one's own perspective and respectful of the perspective of others. Colleague evaluations will be clear and honest and will be presented in a way that encourages the other in relation to his/her personal and professional growth.

4. Reading and class participation: Due on Tuesday December 5, 2017 at 8:15am; 10% of final grade.

It is important that you read all of the required reading with diligence and understanding. This is best done in chunks, throughout the course, on a weekly basis. In this way you will be able to assimilate material systematically and not find yourself cramming at the end. You may wish to coordinate your reading according to the content of the lectures and/or the assignments.

On the due date you will be required to hand in a sheet (found at the end of this syllabus) on which you will have checked off both all the material that you have read from the required readings and also your self-assessment in terms of your class participation, not just attendance but contribution. The ideal is that you will have read with diligence and understanding, although that will not mean that you have committed everything to memory. There will be an opportunity for you to give yourself a mark out of 5 for each of the reading and class participation categories at the end of the semester and, assuming your own integrity in the completion of all the required reading and your faithful attendance and meaningful engagement in classes, you will give yourself a mark of 10.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Deadlines: Papers are due at the beginning of class. Papers handed in late will receive a **one percent deduction per day**. With the exception of “extreme and extenuating circumstances”, no papers will be accepted two weeks after the due date. No papers will be accepted after the final class date.

If there are some unusual circumstances, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form found at the end of this syllabus, specifying the nature of these circumstances and submit it to me **by the due date** for that assignment. All assignments must be completed and submitted in order to receive a credit in this course.

NOTE: Each student is responsible to read the document “Guidelines for Evaluation and Submission of Academic Papers” in order to understand the evaluation standards for this course. **All assignments are to be written in APA format, Times New Roman 12 pt. type.**

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating, (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information, (including false references to secondary sources), in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

Note: If it's been awhile since you have participated in a classroom setting, and are required

to make written submissions to support course completion, you may wish to consult with Tyndale's, *The Writing Centre* which is available to support your academic success and excellence: www.tyndale.ca/academic-excellence

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Philosophy of Christian Counselling	October 10	40%
Perspectives on Integration Paper	November 21	40%
Discussion Groups	December 5	10%
Readings and Class Participation	December 5	10%
Total grade		100%

F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND OUTLINE

Given the nature of the material and the size of the class, the primary method of instruction in this class will be lecture. However, there will be ample time for dialogue, questions, as well as small group discussions.

The lectures will focus on issues other than those found in the texts. If talking about the texts is helpful to you, we would encourage you to pair off with someone in class to do this. We would like to use the class time to deal with issues and material that it is not as easy to read about. In this sense it is like two different courses within the one course.

Regular attendance in and punctuality for all classes is expected for all students.

Absence from more than 3 classes may result in the loss of credit.

Week # 1-Introduction

Week # 2-What is Christian Counselling?

Week # 3-Epistemology & Worldview

Week # 4-Integration of Psychology & Theology

Week # 5-Approaches to Christian Counselling

Week # 6-Safe & Effective Use of Self (Cognitive-mind)

Week # 7-Safe & Effective Use of Self (Physiological-body)

Week # 8-Safe & Effective Use of Self (Spiritual-spirit)

Week # 9-Structure & Functions of Self (Behavioural)

Week # 10-Structure & Functions of Self (Affect)

Week # 11-Structure & Functions of Self (Relational)

Week # 12- Resources & Common Themes in Christian Counselling

1. PHILOSOPHY OF COUNSELLING PAPER

PARTNER FEEDBACK AND EVALUATION

Feedback for: _____

Peer Evaluator's Name: _____

Comments: Writing Style (spelling, grammar, punctuation)

Comments: Academic Style (proper citation of references, quotes, bibliography)

Creativity (degree of originality)

Comments: Development of thesis (how well does the paper make its point?)

1. PHILOSOPHY OF COUNSELLING
(PAPER (#1))
SELF CRITIQUE AND EVALUATION

Self Critique of: _____

Peer Evaluator's Name: _____

Comments: Writing Style (spelling, grammar, punctuation)

Comments: Academic Style (proper citation of references, quotes, bibliography)

Creativity (degree of originality)

Comments: Development of thesis (how well does the paper make its point?)

**2. PERSPECTIVES ON INTEGRATION PAPER
(#2)**
PARTNER FEEDBACK AND EVALUATION

Feedback for: _____

Peer Evaluator's Name: _____

Comments: Writing Style (spelling, grammar, punctuation)

Comments: Academic Style (proper citation of references, quotes, bibliography)

Comments: Research (use of related material, quotes, depth of research)

Comments: Creativity (degree of originality)

Comments: Development of thesis (how well does the paper make its point?)

**2. PERSPECTIVES ON INTEGRATION PAPER
(#2)
SELF-EVALUATION FORM**

Self Critique of: _____

Peer Evaluator's Name: _____

AFTER REFLECTING ON MY PAPER IN LIGHT OF MY COLLEAGUE'S COMMENTS I MAKE THE FOLLOWING COMMENTS:

Comments: Writing Style (spelling, grammar, punctuation)

Comments: Academic Style (proper citation of references, quotes, bibliography)

Comments: Research (use of related material, quotes, depth of research)

Comments: Creativity (degree of originality)

Comments: Development of thesis (how well does the paper make its point?)

READING REPORT

NAME: (please print) _____
(Last Name) (First Name)

Please evaluate your comprehension of the required texts for this course by circling the appropriate number according to the following scale:

1. I didn't read the text
2. I read parts of the text
3. I read most of the text
4. I read and understood most of the text
5. I read the text and feel confident in being able to apply what I read.

BOOKS:

Christian Counselling - An Introduction	1 2 3 4 5
Psychology, theology and spirituality in Christian counselling	1 2 3 4 5
Psychology and Christianity: Five Views	1 2 3 4 5

ARTICLES:

Jesus' style of relating	1 2 3 4 5
Integration or inundation?	1 2 3 4 5
Effective biblical counselling	1 2 3 4 5
Biblical concepts for Christian counselling	1 2 3 4 5

MY SELF-ASSIGNED MARK FOR THE READING REQUIREMENTS FOR THIS COURSE OUT OF A POSSIBLE 5 POINTS IS: _____ POINTS

CLASS PARTICIPATION REPORT

1. I missed several classes
2. I attended but hardly ever participated
3. I participated from time to time
4. I participated regularly
5. I made significant contributions to the class

MY SELF-ASSIGNED MARK FOR THE PARTICIPATION REQUIREMENTS FOR THIS COURSE OUT OF A POSSIBLE 5 POINTS IS: _____ POINTS

MY SELF-ASSIGNED MARK FOR THE COMBINED READING & PARTICIPATION REQUIREMENTS FOR

THIS COURSE OUT OF A POSSIBLE 10 POINTS IS: _____ POINTS

SMALL GROUP FEEDBACK FORM

(Please make sufficient photocopies of this form for each member of your small group).

Person being assessed:

(Print) LAST NAME

FIRST NAME

Person doing the assessment:

Last name

First Name

	GOOD	FAIR	POOR
Overall contributions to the discussions	_____	_____	_____
Ability to listen carefully to the opinions of other group members	_____	_____	_____
Willingness to participate verbally	_____	_____	_____
Attendance and punctuality at group discussions	_____	_____	_____
Disagrees sensitively and respectfully	_____	_____	_____
Seemed prepared for all group discussions	_____	_____	_____

GENERAL STRENGTHS THAT I OBSERVED:

SMALL GROUP FEEDBACK FORM (Continued)

SUGGESTIONS FOR INCREASED PARTICIPATION AND EFFECTIVENESS:

SOME SUGGESTIONS FOR PERSONAL/PROFESSIONAL DEVELOPMENT:

FINAL MARK OUT OF 100 _____ BASED ON THE ABOVE.

Initials of person being assessed _____

REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES

TYNDALE SEMINARY

FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING (COUN 0574-W17)

Professor: Dr. Marion Goertz

Date

_____ _____
Last name First name

Name of Assignment Due: _____

Due Date of Assignment: _____

Circumstances that Necessitate a Request for Extension:

Student's Suggested New Date: _____

NOTE: Any request for extension may not exceed four weeks from the scheduled due date of the assignment.

* * * *

FOR PROFESSOR'S USE ONLY:

Extension Request: Granted _____ New Due Date _____ Denied _____