

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2026
Course Title	FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING
Course Code	COUN 0574 1S
Date	From September 14 to December 11, 2026 Every Wednesday
Time	From 8:15 am to 11:05 am
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Wednesdays from 8:15 to 11:05am.
Instructor Contact Information	NOHA-CHRISTINE GUORGUI, PHD Email: nguorgui@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Foundational for subsequent counselling courses. Topics: the integration of psychology and theology, the study of the self, the nature of Christian counselling, approaches to Christian counselling, resources in Christian counselling. Prerequisite: COUN majors only or by permission of program coordinator.

II. LEARNING OUTCOMES

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

1. Describe from their own perspective, what it is that makes Christian counselling, Christian.
2. Articulate various contemporary options in the “integration of psychology and theology” and competently present their own position.
3. Articulate and value 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. Identify the essential elements of Affective, Relational, Cognitive, and Behavioural therapy as they apply to the highest standards of therapeutic process.
5. Demonstrate the therapeutic application of Scripture and Prayer in the counselling process.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Aist, C.S. (2012). [The Recovery of Religious and Spiritual Significance in American Psychiatry.](#) *Journal of Religion and Health*, 51(3), 615-629.

Alva, M. H., Antony, S. P., & Kataria, K. (2025). Exploring the Use of the Therapist's Self in Therapy: A Systematic Review. *Indian Journal of Psychological Medicine*, 47(1), 17–24.
<https://doi.org/10.1177/02537176241252363>

Collins, G.R. (2007) [Christian Counseling: A Comprehensive Guide \(3rd ed.\)](#). Thomas Nelson. (978-1-4185-0329-1) p. 100-115.

Johnson, E.L. (Ed.). (2010). [Psychology and Christianity: Five Views](#) (2nd ed.) InterVarsity Press. (ISBN 978-0-8308-7661-7)

Jones, S.L. & Butman, R.E. (Eds.) (2011) [Modern Psychotherapies: A Comprehensive Christian Appraisal \(2nd ed.\)](#). InterVarsity Press. (ISBN 978-0-8308-2852-4)

Kirwan, W.T. (1984). [Biblical Concepts for Christian Counselling](#). Baker Book House. (ISBN 0 8010 5454 0). p. 27-31

Malony, H.N. & Augsburger, D. (2007). [Christian Counseling: An Introduction](#). Abingdon Press. (ISBN 9780687332830)

McMinn, M.R. (2012). [Psychology, Theology and Spirituality in Christian Counseling](#). Tyndale House. (ISBN 9781414349237) (Chapters 1 & 2)

McMinn, M.R., Staley, R.C., Webb, K.C., & Seegobin, W. (2010). [Just what is Christian counseling anyway?](#) *Faculty Publications – Grad School of Clinical Psychology*. Paper 113.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Carter, J.D., & Narramore, B. (2018). [The Integration of Psychology and Theology: An Introduction](#). Zondervan. (ISBN 0310080908)

Crabb, L.J. (1977). [Effective Biblical Counseling](#). Zondervan. (ISBN 0-310-22570-1) Chapter 2.

Powlison, D. (1992). Integration or inundation? In M.S. Horton (Ed.), [Power Religion: The Selling Out of the Evangelical Church?](#) (p. 191-218). Moody Press.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

ASSIGNMENT 1: Philosophy of Counselling Paper (40%)

Due: October 14 (by 11:59 pm)

Submit: Upload to the appropriate assignment folder on Moodle

Length: 10 pages (excluding title page and references)

Learning Outcomes: 1, 3, 4 & 5

Assignment Overview

Write a research and reflection paper examining the philosophical assumptions of one established psychotherapy model (e.g., Cognitive Behavioural Therapy, Emotion-Focused Therapy, Relational Therapy, Sensorimotor Psychotherapy, or another approved model).

Your paper should be organized into two parts:

Part A: Research (20%)

Describe the model's underlying philosophical assumptions by addressing the following questions:

- How does the model understand human nature (e.g., personhood, nature vs. nurture, body, soul, spirit)?
- How does the model explain the cause of psychological distress or pathology?
- How does the model define health and wholeness?
- How does the model understand the process of change?
- What role, if any, does spirituality or God play in healing?

Note: If you are unsure whether your chosen psychotherapy model is appropriate, please consult the instructor before beginning your paper.

Part B: Reflection (20%)

From your current Christian perspective, reflect on the psychotherapy model by addressing the following:

- How consistent is the model with Christian teaching?
- Can a Christian therapist use this model? Why or why not?
- If so, under what circumstances?
- Which aspects of the model could be readily integrated into Christian counselling? Explain why.
- Which aspects would require modification or should not be adopted? Explain why.

Evaluation

- Your paper will be assessed based on:
- Accuracy and depth of research
- Critical reflection from a Christian Perspective
- Integration of course concepts
- Organization and clarity
- APA style and scholarly writing

ASSIGNMENT #2: Perspectives on Integration Paper (40%)

Due: December 2 (by 11:59 pm)

Submit: Upload to the appropriate assignment folder on Moodle

Length: 10 pages (excluding title page and reference list)

Learning Outcomes: 1,2,3, and 5

Assignment Overview

Write a paper that articulates your current perspective on the relationship between Christianity and psychology.

Your paper should be organized into the following three sections:

Part A: Articulation of Your View (25%)

Present and defend your current perspective on the integration of Christianity and psychology. Support your position by drawing from:

- Your personal experiences
- Course readings
- Class lectures
- Interviews with two Christian therapists or counselling pastors

The strength of this section will depend on how clearly and thoughtfully you explain the rationale for your perspective.

Part B: View Closest to Your Perspective (5%)

Identify which of the Five Views presented by Johnson (2010) most closely aligns with your current perspective.

Discuss:

- Why this view best represents your thinking
- Why you would advocate for this perspective

Part C: View Farthest from Your Perspective (5%)

Identify which of the Five Views presented by Johnson (2010) is least consistent with your perspective.

Discuss:

- Why you disagree with this view
- Why you would reject this perspective

Interview Requirement (5%)

Interview two Christian therapists or counselling pastors (one interviewee may be a pastor).

- ◇ Obtain a signed consent form from each interviewee (available on course page)
- ◇ Submit the signed consent forms with your paper
- ◇ Cite the interviews in your paper and reference list using APA format

Each interview should be approximately one hour and explore the following questions:

- What is the person's attitude toward psychology and counselling?
- What informs that perspective?
- How do they integrate Christianity and counselling in their work with individuals, couples, and families?

Please note:

- You are **not** expected to describe each of the Five Views in detail, as these are presented in Johnson (2010).
- Your paper should demonstrate critical engagement with the course material rather than simply summarizing it.
- Your perspective does **not** need to be final or fully developed. Instead, this assignment provides an opportunity to thoughtfully articulate your current understanding of the relationship between Christianity and psychology.

ASSIGNMENT 3: Discussion Groups & Peer Feedback (10%)

Learning Outcomes: 1, 2, and 5

Due: December 9 (by 11:59 pm)

Submit: Complete Group Feedback Form on Moodle

Purpose

Throughout the semester, you will participate in small discussion groups based on the assigned course readings. These discussions are intended to:

- Help students build relationships with classmates
- Provide students with the opportunity to share thoughts & ideas while critically engaging with course material
- Facilitate an interactive learning class community

Groups will be assigned by the instructor during the first two weeks of the course

Discussion Preparation

Come prepared to discuss the assigned reading and contribute respectfully to your group conversation. Each discussion will focus on the following questions:

1. What aspects of this reading were most helpful to you personally and professionally?
2. How does the author's perspective differ from your own?
3. How might this reading influence your future counselling practice?

Discussion Schedule

Discussion	Date	Reading
Discussion 1	September 30	Johnson (2010), Chapters 1-2
Discussion 2	October 7	Johnson (2010), Chapters 3-4
Discussion 3	October 14	Aist (2012)
Discussion 4	November 4	Johnson (2010), Chapters 5-6
Discussion 5	November 11	Jones & Butman (2011), Chapters 3, 4 & 6
Discussion 6	December 9	Group Peer Feedback

Discussion groups will meet for approximately 45 minutes. Groups may organize their discussions in a manner that works best for their members.

Students are expected to demonstrate professionalism through consistent attendance, punctuality, preparation, and respectful participation.

Final Peer Feedback

The Final discussion meeting will be dedicated to peer feedback. Attendance is mandatory. Each student's grade for this assignment will be the average of the peer evaluations they receive.

ASSIGNMENT 4: Reading & Class Participation (10%)

Due: December 9 (by 11:59 pm)

Submit: Complete the Reading & Class Participation Self-Assessment Form on Moodle

Learning Outcomes: 1, 2, 3, 4, and 5

Assignment Overview

Throughout the semester, you are expected to complete all required course readings and actively participate in class discussions. This assignment provides an opportunity to reflect on your engagement with the course and evaluate your own learning.

Reading (5%)

By the end of the semester, complete the Reading & Class Participation Self-Assessment Form by indicating that you have completed the required course readings. You are expected to read the assigned material thoughtfully and engage with it throughout the semester.

Class Participation (5%)

Reflect on your participation throughout the course, considering the quality of your engagement in class discussions rather than attendance alone.

Meaningful participation may include:

- Contributing thoughtfully to class discussions
- Engaging respectfully with classmates and the instructor
- Demonstrating preparation through familiarity with the assigned readings
- Asking questions and contributing to a collaborative learning environment

*Students are expected to complete this self-assessment honestly and with integrity.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Dates	% final grade
1. Philosophy of Christian Counselling Paper	October 14	40%
2. Perspectives on Integration Paper	December 2	40%
3. Discussion Group Participation	December 9	10%
4. Required Reading and Class Participation	December 9	10%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: September 16 – What is Christian Counselling?

Reading: Malony & Augsburger (2007), Chapters 1-4; McMinn et al. (2010)

Week 2: September 23 – Epistemology & Worldview

Reading: Jones & Butman (2011) Chapter 1

Week 3: September 30 – Integration: The Rift

Reading: Johnson (2010) Chapters 1 & 2; Kirwan (1984)

Week 4: October 7 – Integration: The Steps Toward Modernity

Reading: Johnson (2010) Chapter 3 & 4; McMinn (2012) Chapters 1 & 2

Week 5: October 14 – Integration: The Steps Toward Postmodernity

Reading: Aist (2012); Malony & Augsburger (2007), Chapter 14

*Assignment Due: Philosophy of Christian Counselling Paper

Week 6: October 21 – Nature of Personhood, Health & Psychopathology

Reading: Jones & Butman (2011) Chapter 2

October 25-31 – Reading Break – No Class

Week 7: November 4 – Approaches to Counselling: Christian Counselling

Reading: Johnson (2010) Chapters 5 & 6

Week 8: November 11 – Approaches to Counselling: Cognitive Theoretical Framework & Psychoanalytic Influence

Reading: Jones & Butman (2011) Chapters 3, 4 & 6

Week 9: November 18 – Approaches to Counselling: Affective, Relational and Emotional Theories and Therapies

Reading: Jones & Butman (2011) Chapters 7, 8 & 9

Week 10: November 25 – Self of the Therapist; Safe & Effective Use of Self

Reading: Jones & Butman (2011) Chapter 12; Alva et al. (2025)

Week 11: December 2 – Culture and Context

Reading: Collins (2007) p.100-115

*Assignment Due: Perspectives on Integration Paper

Week 12: December 9 – Integrative Perspectives on Common Counselling Themes

Readings: Collins (2007) *Please see Moodle for your individually assigned reading

*Assignments Due:

- Discussion Group Participation
- Required Reading and Class Participation

V. SELECTED BIBLIOGRAPHY

- Carter, J.D., & Narramore, B. (2018). [*The Integration of Psychology and Theology: An Introduction*](#). Zondervan. (ISBN 0310080908)
- Crabb, L.J. (1977). [*Effective Biblical Counseling*](#). Zondervan. (ISBN 0-310-22570-1) Chapter 2.
- Powlison, D. (1992). Integration or inundation? In M.S. Horton (Ed.), [*Power Religion: The Selling Out of the Evangelical Church?*](#) (p. 191-218). Moody Press.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also 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.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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 link can also be found in the left column on the course page. 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.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).