

“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.”

Course	FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING COUN 0574
Date and Time	SEPTEMBER 17 – DECEMBER 10 THURSDAYS, 8:15 – 11:05AM
Instructor	KERN STANBERRY, DMin (cand.), M.Div., RP, RMFT AAMFT/OAMFT Clinical Fellow & Approved Supervisor Telephone number: 416 226 6620 ext. 2106 Email: kstanberry@tyndale.ca
Class Information	The classes will be livestreamed on Thursdays 8:45 AM–11:05 AM. The time from 8:15AM – 8:45AM on Thursdays is designated for students to review the prerecorded class lecture outline, concepts and summaries posted on the Moodle page for each class session Livestream office hours: Available for consultation <u>by appointment only</u> on Tuesdays 10am – 1pm Thursdays 1pm – 3pm
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account ONLY. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Foundational for subsequent counselling courses; also open to those in other foci. 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.

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 to 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. Begin to identify the essential elements of Affective, Relational, Cognitive, and Behavioural therapy as they apply to the highest standards of therapeutic process.
5. Begin to demonstrate the therapeutic application of Scripture and Prayer in the counselling process.

III. COURSE REQUIREMENTS

A. REQUIRED READING

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)

Aist, Clark S. (2012). [*The Recovery of Religious and Spiritual Significance in American Psychiatry*](#). *Journal of Religion and Health* 51, no. 3 (September): 615-629.

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. (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, MI: Zondervan. (ISBN 0-310-22570-1) pg. 31-56.

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

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.

These texts are reserved in the library and can be checked out on a limited time basis.

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)

Tyndale recommends www.stepbible.org – 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. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at the prescribed 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

D. ASSIGNMENTS AND GRADING

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

- Submission Due Date: Thursday, October 8th 8:15 am – *Submit to appropriate Moodle assignment folder*
- Exchange Due Date: Thursday, October 8th, 8:15 am – *E-mail to partner (Tyndale email)*
- Interaction Due Date: Thursday, October 15th 8:15am – *Use emails and or MS Teams*

1.1 Paper Description and Requirements

Each student will analyze one of the current methods of psychotherapy (for example, Cognitive Behavioral; Affective or Relational, Sensorimotor, Emotion Focused). The aim is to evaluate the underlying philosophical assumptions of the therapeutic model from a Christian perspective. In doing so, you are required to present a clear description of the model by addressing 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?
- Your assessment of whether a Christian therapist might be able to use this model, and if so, under what circumstances.

1.2 Format of Paper

Your paper should be written in APA style format, in Times New Roman 12pt. fonts and should not exceed ten pages (including title page and bibliography). Please use the above bullet points as section headings in your paper.

1.3 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, or edit, your partner's paper!**

1.4 Partner Interaction and Self-evaluation Submission

By the **Interaction Due Date**, one week later, you will have interacted (*via Tyndale email or MS Team only*) with your partner, received their written feedback about your paper and had some dialogue about their evaluation. Following this interaction with your partner, you would have also critiqued your own paper using the self-evaluation form provided. **Papers cannot be altered or edited after it is evaluated by your partner and yourself.**

You will then **submit your partner's feedback and your own feedback** forms to the appropriate Moodle assignment page **by the Interaction Due Date**.

1.5 Professor's Review

The professor will read and grade each paper based on the assignment description and requirements and assign the grade merited, up to 40% of the final course grade. Dependent on class size, a marker may be employed to assist with the paper evaluation and grading.

This assignment is related to learning outcomes #'s: 1, 3, 4 & 5.

2. Perspectives on Integration Paper: Due November 19th, 8:15 am; 40% of final grade.

- Submission Due Date: Thursday, November 19th 8:15 am – *Submit to appropriate Moodle assignment folder*
- Exchange Due Date: Thursday, November 19th 8:15 am – *E-mail to partner (Tyndale email)*
- Interaction Due Date: November 26th 8:15am – *Use emails and/or MS Teams*

Your paper must be no more than 10 pages in length (including title page and bibliography), written in APA style format, with Times New Roman and 12pt. fonts. 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).

2.1 Paper Description and Requirement

You are required to:

1. Articulate a clear perspective of your view of the integration of theology/Christianity and psychology. The strength of your paper will be based on how thoroughly you present the rationale for supporting your perspectives. In doing so, you will draw from your reflections on:
 - a. Your own life experiences
 - b. The course readings

- c. The class lectures
 - d. Your learning from interviews with two professional therapist or counselling pastor
2. State which one of the “Five views” (Johnson), most closely resembles your view on the relationship between theology/Christianity and psychology and discuss the reasons why you would advocate for that perspective?
 3. State which one of the “Five views” is farthest away from your view on the relationship between theology/Christianity and psychology and discuss the reasons why you would reject that perspective.

Please note:

- a. You are not required to spend time describing the actual views themselves, as this is already done in the (Johnson’s) text. A paper that simply regurgitates the course and text material will not be considered to have fulfilled the requirements of the assignment. Your personal critical interaction with all elements of the course material and your own experiences, values and perspectives are expected to be articulated in your paper.
- b. 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.

2.2 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 do they base that attitude on?
- 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 also for skills development and community building. Be sure to *ask the interviewees to sign the consent form* (at the end of this syllabus) before the interview begins and list your interviewees on your references/sources page and annotate their comments in your paper as per APA style format. The consent form must be submitted with your paper.

2.3 Exchange of Papers Interaction with Partner

On the Exchange Date you will exchange (*via Tyndale email or MS Team only*) your paper with a pre-selected partner (you may use the same partner as for Paper 1) 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.**

2.4 Partner Interaction and Self-evaluation Submission

By the **Interaction Due Date**, one week later, you will have interacted (*via Tyndale email or MS Team only*) with your partner, received their written feedback about your paper and had some dialogue about their evaluation. Following this interaction with your partner, you would have also critiqued your own paper using the self-evaluation form provided. **Papers cannot be altered or edited after it is evaluated by your partner and yourself.**

You will then **submit your partner's feedback and your own feedback** forms to the appropriate Moodle assignment page **by the Interaction Due Date.**

2.5 Professor's Review

The professor will read and grade each paper based on the assignment description and requirements and assign the grade merited, up to 40% of the final course grade. Dependent on class size, a marker may be employed to assist with the paper evaluation and grading.

This assignment is related to learning outcomes #'s: 1, 2, 3 & 5.

3. Discussion Group Forums: Due by 11:59pm on the last day of class; 10% of final grade.

Throughout the semester you will be dividing up into small groups for discussion. The group discussion will be focused on respective chapters of:

- a. **Johnson, E. L. (Ed.). (2011). *Psychology and Christianity: Five Views*. Downers Grove: InterVarsity Press (ISBN 978-0-8308-2848-7)**
- b. **Aist, Clark S. (2012). The Recovery of Religious and Spiritual Significance in American Psychiatry. *Journal of Religion and Health* 51, no. 3 (September): 615-629.**

The professor will determine the composition of these groups in the first week of class and create the respective **Discussion Group Forums on the course Moodle page**. You will be advised which FORUM you are in by the second week of class.

The discussion group forums have a three-fold purpose: they help students connect with one another at a more personal level, share thoughts/ideas on relevant issues/topics treated in the course and facilitate an interactive learning class community.

3.1 Discussion Group Forum Tasks

Based on the following questions, each student must submit responses to your respective discussion group forum, by the due dates for each discussion chapters/section listed below:

- a) What are some of the most helpful aspects in this section of the book/article for you personally and professionally? *In your response, you must provide 1-3 quotes of no more than 100 words each.*
- b) How does the author's perspective in this section differ from your own perspective? *In your response, write 1-2 paragraphs (max 150 words each) showing your critical reflection on the views in the texts and on your own prior perspectives.*
- c) What difference will this information make in your counselling practice going forward? *In your response, write 1-2 paragraphs (max 150 words each) showing the relevance of your reflective conclusions, wonderings or uncertainties surrounding the views from the text to your (anticipated) practice of counselling.*

3.2 Group Discussion Forum Schedule Due Dates

Discussion #1: Thursday, September 24	Johnson 2011; Chapter 1 and 2
Discussion #2: Thursday, October 8	Johnson 2011; Chapter 3 and 4
Discussion #3: Thursday, October 22	Johnson 2011; Chapter 5
Discussion #4: Thursday, November 5	Johnson 2011; Chapter 6 and 7
Discussion #5: Thursday, November 19	Aist 2012
Discussion #6: Thursday, December 3	GROUP FEEDBACK

The last group discussion time will be given to the group feedback process. A portion of the livestream class time will be dedicated to this process. The criteria are:

- a) Each person must complete a group forum participation feedback form (see template at the end of this syllabus) for each of the other individuals in the group and e-mail (use your Tyndale email) this form to the individuals **by the last of day of class.**
- b) Use MS Team to have a "face-to-face" group discussion about your experience in the group forum. You may discuss aspects of the discussion forum which were helpful or not helpful, reading material that particularly stood out for you and in what ways these were significant and any acknowledgement that want to make to one another about strength and growth opportunities you observed. Please keep your expressions positive, respectful and helpful.

- c) All evaluations must be submitted to the respective Moodle assignment folder on the course page **by the last day of class.**

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

This assignment is related to learning outcomes #'s: 1, 2 & 5.

4. Reading and class participation: Due by 11:59pm on the last day of class; 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.

Please submit this reading and class participation evaluation sheet to the appropriate assignment folder on the course Moodle page by the due date.

This assignment is related to learning outcomes #'s: 1, 2, 3, 4 & 5.

FORUM DISCUSSION GRADING

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post

Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context
Promptness & quality of responses	Posting on time; responds to all group members' postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members' postings; responses not thoughtful

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments by the due dates:

Description	% Final Grade	Due Dates
Philosophy of Christian Counselling Paper	40 %	Oct 8th
Perspectives on Integration Paper	40 %	Nov 19th
Discussion Group Participation	10 %	Dec 10th
Required Reading and Class Participation	10 %	Dec 10th
Total Grade	100 %	

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Deadlines: Papers are due at the beginning of class as per the respective assignments' due dates. Grades for papers handed in late without an approved extension will be reduced by 2/3 of a grade per week or part thereof (e.g. "A+" to "A-," or "B" to "C+"). For further details and information to request permission for an extension, please refer to Tyndale's Seminary [Academic Calendar](#) for Academic. 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. double spaced and typed.**

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

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.

H. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

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, small group discussions and discussion of practical examples.

The lectures will focus on topics beyond 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. 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.

INTRODUCTION (Week 1 & 2)

Week # 1-What is Christian Counselling?

Week # 2-Epistemology & Worldview. Required Reading: Chapters 1, & 2: Johnson* (Group)

INTEGRATION OF PSYCHOLOGY & THEOLOGY (Week 3 & 4)

- the rift between psychology & theology
- the turnaround; the church's perspectives
- five views of the relationship between psychology and theology
- the power and place of God in Christian Counselling

Week # 3: Required Reading: The Integration of Psychology and Theology: An Introduction, Carter & Narramore; Integration or Inundation; Powlison, D.

Week # 4: Required Reading: Chapter 3: Johnson* (Group); Malony 1-4; McMinn: 1-2.

THE STUDY OF THE SELF (Week 5, 6, 7):

- structure of the self
- safe and effective use of self: spirit and body
- integration of person, theory and practice

Week # 5: Structure of Self. **Paper # 1 due.**

Week # 6: Safe & Effective Use of Self-Spirituality. Required Reading: Chapter 4: Johnson*(Group)

Week # 7: Safe & Effective Use of Self- Physiological. Required Reading: Effective Biblical Counselling; Crabb; Why All the Fuss About the Body; Caroline Bynum

APPROACHES TO CHRISTIAN COUNSELLING AND FUNCTIONS OF SELF (Week 8, 9, 10, 11)

- Cognitive
- Affective
- Behavioral
- Relational

Week # 8: Safe & Effective Use of Self -Psychological. Introduction to Cognitive Therapy. Required Reading: Chapter 5: Johnson* (Group)

Week # 9: Introduction to Affective Therapy. Required Reading: Jesus Style of Relating; Carlson

Week # 10: **Paper # 2 Due.** Introduction to Behavioral Therapy. Required Reading: Group Discussion: Chapter 6, 7: Johnson* (Group)

Week # 11: Introduction to Relational Therapy. Required Reading: Biblical Concepts for Christian Counselling; Kirwan. Introduction to Family Systems.

COMMON THEMES IN CHRISTIAN COUNSELLING (Week 12)

Due: Reading report, class participation report, group feedback forms

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

1. PHILOSOPHY OF COUNSELLING PAPER (#1)

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?)

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

Instruction: For each of the following questions, please indicate either "GOOD", "FAIR" or "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: _____

TYNDALE SEMINARY

COUN 0574 FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING

INSTRUCTOR: KERN STANBERRY

STATEMENT OF CONSENT TO PARTICIPATE IN EDUCATIONAL INTERVIEW
AS PART OF THE COURSE REQUIREMENTS

I/We, _____ hereby give my/our
consent to participate in the research interview carried out by (student)

as part of the course requirements for knowledge/skill development purposes only.

I/we recognize that anonymity and confidentiality will be respected and that any and all
information collected will be used solely for the intended purpose of the assignment.

Signature(s): _____

Date: _____