



TYNDALE
Seminary

**Course Syllabus
FALL 2012**

**FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING
COUN 0574**

**September 13 to December 6, 2012
THURSDAYS 8:30-11:45 AM**

INSTRUCTOR: THE REV. DR. PAUL D. SCUSE

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Office Hours: Wednesdays 9:30 – 11:30 & Thursdays 1:00 – 3:00

To access your course materials at the start of the course, please go to
<https://www.mytyndale.ca>

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 self, the nature of Christian counselling, approaches to Christian counselling, resources in Christian counselling.

II. LEARNING OUTCOMES

Through this course, it is anticipated that students will achieve competencies in the following areas:

1. To be able to describe from his/her own perspective, what it is that makes *Christian Counselling*, Christian.
2. To be able to articulate various contemporary options in the “integration of psychology and theology” and to present their own position in a paper.
3. To be able to articulate a Christian understanding of the nature of personhood, pathology and health
4. To understand the essential elements of Affective, Relational, Cognitive, and Behavioural therapy and their application to the therapeutic process.

5. To understand the therapeutic application of Scripture and Prayer in the counselling process.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

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

Malony, H. Newton & Augsburger, David (2007). *Christian Counseling - An Introduction*. 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, Michigan: Zondervan. (ISBN 0-310-22570-1)

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

I would strongly encourage all of you who have an interest in the area of counselling to actively pursue some of the following resources. This is especially true for those of you who may already have some background in psychology/counselling. Rather than staying with the basic requirements of the course, requirements that you may have covered to some extent in the past, increase the depth and breadth of your understanding by “outside” reading.

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

- Journal of Marital and Family Therapy
- The Journal of Pastoral care
- Journal of Pastoral Counselling
- The Journal of Pastoral Practice
- Journal of Psychology and Christianity
- Journal of Psychology and Theology
- Pastoral Psychology
- Psychotherapy Networker

C. ASSIGNMENTS AND GRADING

1. **Philosophy of Counselling Paper:** Due on Thursday October 11, 2012 at 8:30 am; 40% of final grade.

Exchange Date: Thursday October 11, 2012 8:30 am
Interaction Date: Thursday October 18, 2012 8:30 am
Submission Date: Thursday October 18, 2012 8:30 am

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

Your paper should be written in APA format and should not exceed ten pages (excluding title page and bibliography).

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.

3) Exchange of papers

On the Exchange Date you will exchange your paper with a pre-assigned partner. 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.

4) Partner Feedback and Evaluation

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, with your partner's feedback on top to me on the Submission Date.

6) Professor's Review

I (or a course assistant) will read all papers after the colleague review has been completed.

2. Perspectives on Integration Paper: Due on Thursday November 15, 2012 at 8:30 am; 40% of final grade.

Exchange Date: Thursday November 15, 2012 8:30 am

Interaction Date: Thursday November 22, 2012 8:30 am

Submission Date: Thursday November 22, 2012 8:30 am

The thrust of this assignment will be to help you articulate your own perspective on the integration of psychology and theology through the class lectures, course readings and two pastoral 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 your particular perspective.

As part of the preparation for this assignment, your task will include the following:

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? Chapter 8 pp 191-218 in M.S. Horton (Ed.), *Power religion: The selling out of the evangelical church?* Chicago: Moody Press.

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 pastoral interviews

Select two Christian pastors (or Christian Counsellors) who are currently pastoring or counselling. 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 should address the following questions:

What is the person's attitude toward the field of psychology/counselling?

What is the basis for those attitudes?

How does this pastor/counsellor integrate, if at all, counselling and psychology into their ministry with individuals, couples and families?

4) Write an Academic Paper

You will present a 10-page (excluding title page and bibliography) paper in APA format in which you will present:

(a) Which one of the "Five views" 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 our 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. On the other hand, someone who has really grappled with the material, using Biblical and/or psychological data, as well as their own personal experience and convictions, will have met the requirements of this assignment.

Learning Outcomes:

- i. to be aware of current perspectives in the field of integration of psychology and theology,
- ii. to critically interact with the various approaches to integration in terms of their strengths and limitations,
- iii. 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 pre-assigned partner at 8:30 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.

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, with your partner's feedback and your own feedback.

7) Professor's Review

The professor (or course assistant) will read all papers after the colleague review has been completed. A mark will be assigned out of 100.

3. Discussion Groups: 10% of final grade.

Throughout the semester you will be divided 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:	Thursday, September 20	Chapter 1 and 2
Discussion #2:	Thursday, October 4	Chapter 3
Discussion #3:	Thursday, October 18	Chapter 4
Discussion #4:	Thursday, November 8	Chapter 5
Discussion #5:	Thursday, November 22	Chapter 6 and 7
Discussion #6:	Thursday, December 6	GROUP FEEDBACK

The first five discussions will correspond to the above chapters of Johnson's book, *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?
2. How does the author's perspective in this section differ from your own perspective?

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 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: IT IS ESSENTIAL THAT EVERYONE BE PRESENT AND ON TIME ON THE DAY OF THE GROUP FEEDBACK SESSION!

When you have received an assessment form from each person, read it, noted and discussed whatever is significant for you, you will 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 one's colleagues. 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 Thursday December 6, 2012 at 8:30 am; 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 all the material that you have read from the required readings. Our 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 10 at the end of the semester and, assuming your own integrity in the completion of all the required reading, 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.

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.

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://www.tyndale.ca/registrar/calendar/2012-2013>

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Philosophy of Christian Counselling	October 11	40%
Perspectives on Integration Paper	November 15	40%
Discussion Groups	December 6	10%
Readings and Class Participation	December 6	10%
Total grade		100%

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 lots of 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 2 classes may result in the loss of credit.

INTRODUCTION

- epistemology
- worldview

INTEGRATION OF PSYCHOLOGY AND THEOLOGY

- the rift between psychology and theology
- the turnaround
- Five views of the relationship between psychology and theology

THE STUDY OF THE SELF

- perceptions of the self
- structure of the self
- functions of the self
- direction of the self

APPROACHES TO CHRISTIAN COUNSELLING

- cognitive therapy
- behavioural therapy
- affective therapy
- relational therapy

RESOURCES IN CHRISTIAN COUNSELLING

- prayer
- scripture

COMMON THEMES IN CHRISTIAN COUNSELLING

- guilt
- forgiveness

**PHILOSOPHY OF COUNSELLING
PARTNER FEEDBACK AND EVALUATION**

Critique of: _____ Mail Box: _____

Peer Evaluator's Name: _____ Mail Box: _____

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?)

**PHILOSOPHY OF COUNSELLING
SELF CRITIQUE AND EVALUATION**

Self Critique of: _____ Mail Box: _____

Peer Evaluator's Name: _____ Mail Box: _____

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?)

**PERSPECTIVES ON INTEGRATION PAPER
PARTNER FEEDBACK AND EVALUATION**

Critique of: _____ Mail Box: _____

Peer Evaluator's Name: _____ Mail Box: _____

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?)

PERSPECTIVES ON INTEGRATION PAPER
SELF-EVALUATION FORM

Self Critique of: _____ Mail Box: _____

Peer Evaluator's Name: _____ Mail Box: _____

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) _____ Mail Box: _____
(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 A POSSIBLE 5 POINTS IS: _____ POINTS

Class Participation:

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 A POSSIBLE 5 POINTS IS: _____ POINTS

MY SELF ASSIGNED MARK FOR THE COMBINED READING & PARTICIPATION REQUIREMENTS FOR THIS COURSE OUT 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 Mail box number

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)

GENERAL LIMITATIONS THAT I OBSERVED:

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 0572)

Professor: Dr. Paul Scuse

Date

Surname

Given Name

Mail Box: _____

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 _____