



# TYNDALE

• SEMINARY •

## Course Syllabus

FALL 2019  
FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING  
COUN 0574

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

**INSTRUCTOR: KERN STANBERRY, M.Div., RP, RMFT**  
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Office Hours: Available for consultation **by appointment only** on

Tuesdays 10am – 3pm

Wednesdays 9am – 10am & 4:00pm – 5:00pm

Thursdays 1pm – 3pm

Access course material at <http://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.](#)

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.

## 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. (accessed via Tyndale library here: <https://www.tyndale.ca/library/eresources/jstor>)

#### B. SUPPLEMENTARY/RECOMMENDED READING AND TOOLS

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) 3

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](http://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](http://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](http://www.psychotherapynetworker.org))

Tyndale recommends [www.stepbible.org](http://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. ASSIGNMENTS AND GRADING

**1. Philosophy of Counselling Paper:** Due October 10, 2019/8:15 am; 40% of final grade.

Exchange Date: Tuesday, October 10, 2019 8:15 am

Interaction Date: Tuesday, October 17, 2018 8:15 am

Submission Date: Tuesday, October 17, 2018 8:15 am

### 1.1 Focus of Paper

Each student will analyze one of the current methods of psychotherapy (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.

### 1.2 Format of Paper

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

### 1.3 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.

#### 1.4 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.

#### 1.5 Self-evaluation

Once you have completed your discussion you will then critique your own work.

**You will staple and hand in: (a) your paper, (b) your partner's feedback and (c) your own feedback**

#### 1.6 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. Dependent on class size, a marker may be employed to assist with evaluation and grading.

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

Exchange Date: Thursday, November 21, 2019 8:15 am

Interaction Date: Thursday, November 28, 2019 8:15 am

Submission Date: Thursday, November 28, 2019 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.

### 2.1 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.

### 2.2 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.

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

### 2.3 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 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 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.

### 2.4 Write an Academic Paper

You will prepare a 10-page (including 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 meet the requirements.

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 capacity 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.

## 2.5 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.

## 2.6 Self-evaluation

Once you have completed your discussion you will then critique your own paper. **You will staple and hand in a) your paper, b) your partner's feedback and c) your own feedback.**

## 2.7 Professor's Review

The professor will read all papers after the colleague review has been completed and assign a mark out of 100% which will comprise 40% of your final mark for this class. Dependent on class size a marker may be assigned to assist with evaluation and grading.

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

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.

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 be approximately 45 minutes in length, take place on the following dates and focused on the respective chapters indicted:

Discussion #1: Thursday, September 19	Johnson 2011; Chapter 1 and 2
Discussion #2: Thursday, October 3	Johnson 2011; Chapter 3 and 4
Discussion #3: Thursday, October 17	Johnson 2011; Chapter 5
Discussion #4: Thursday, November 7	Johnson 2011; Chapter 6 and 7
Discussion #5: Thursday, November 21	Aist 2012
Discussion #6: Thursday, December 5	GROUP FEEDBACK

The group will have two major tasks in these discussions:

- 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?

b) What difference will this information make in your 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:

- a) To connect with other people, potential colleagues, in the class at a more personal level.
- b) To share some of your thoughts/ideas on relevant issues for the benefit of others.
- c) 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:

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

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

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.

**4. Reading and class participation:** Due on Thursday December 5<sup>th</sup>, 2019 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 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 Policy (<https://www.tyndale.ca/registrar/seminary/calendar>). 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 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.

**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 [The Centre for Academic Excellence](#) which is available to support your academic success and excellence.** Students are encouraged to consult [writing resources](#).

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **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:

Required Reading and Class Participation	10 %
Discussion Group Participation	10 %
Philosophy of Christian Counselling Paper	40 %
Perspectives on Integration Paper	40 %
Total Grade	100 %

## G. 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 (Note complete class listings, reading assignments and assignment deadlines are listed on the COUN 0574 class page)

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 AND RESOURCES 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)

## V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

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? In 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.

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

**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?)



## READING REPORT

NAME: (please print) \_\_\_\_\_  
(Last Name) (First Name)

Please evaluate your engagement with 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:

Psychology and Christianity: Five Views 1 2 3 4 5

Christian Counselling - An Introduction 1 2 3 4 5

Psychology, Theology and Spirituality in Christian counselling 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 AND CLASS PARTICIPATION**

**REQUIREMENTS FOR THIS COURSE OUT OF A POSSIBLE 10 POINTS IS: \_\_\_\_\_**



**SMALL GROUP FEEDBACK FORM (Continued)**

SUGGESTIONS FOR INCREASED PARTICIPATION AND EFFECTIVENESS:

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SOME SUGGESTIONS FOR PERSONAL/PROFESSIONAL DEVELOPMENT:

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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

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

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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: \_\_\_\_\_