**A Practical Integration of Psychology, Theology,
and Spirituality in the Counseling Setting**, **PSYC5310**
New Orleans Baptist Theological Seminary
Division of Pastoral Ministries/Department of Psychology and Counseling

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Mission Statement of the New Orleans Baptist Theological Seminary
*The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the
Great Commission and the Great Commandments through the local church and its ministries.*

Core Values and Curriculum Competencies

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal
Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant
Leadership. While all five core values are emphasized, the primary focus for the 2014-
2015 academic year is *Spiritual Vitality*, We are a worshiping community, with both
personal spirituality and gathering together as a Seminary for the praise and adoration of
God and instruction in His Word. Our confessional commitments are outlined in the
Articles of Religious Belief and the Baptist Faith and Message 2000. Throughout this
course students will be encouraged to consider how the core value of "Spiritual Vitality"
impacts their development as a Christian counselor called to operate in the local church.
This course will address the curriculum competency component of Christian Counseling
in both the M. Div. and MAMFC degrees.

Course Description

This course will address issues and practices related to the active integration of
psychology, theology, and spirituality in Christian counseling. The practical application
of these respective disciplines to a variety of counseling concerns will be emphasized.

Student Learning Outcomes (Objectives)

Students will be challenged to:
1. Apply psychological, theological, and spiritual resources to specific counseling
   concerns;
2. Understand how the professionalization of counseling can blur the essential
   relationship between a counselor's character/values and spiritually sensitive
   counseling;
3. Examine issues related to the relationship between the philosophical basis of
   selected counseling techniques and ones personal theology;
4. Recognize the role that both professional and personal training play in
   comprehensive counselor preparation;

5.   Identify and practice selected spiritual disciplines (i.e. - prayer, studying scripture, corporate worship, etc.) to promote both personal growth and integrity in counseling;
6.   Identify principles that will help guide the therapeutic use of prayer, scriptural resources, confession, forgiveness, etc.; and
7.   Work toward establishing a scientific base for spiritual-guidance techniques.

Course Teaching Methodology

Various teaching methodologies will be used. These include class lectures, video tape presentations, PowerPoint presentations, and role plays.

Required Textbooks

Tan, Siang-Yang. Counseling and Psychotherapy: A Christian Perspective. Grand Rapids, MI: Baker Academic, 2011.

Johnson, Eric L. ed. Psychology and Christianity: Five Views. Downers Grove, Illinois: InterVarsity, 2010.

Course Requirements and Evaluation

1.	Student Lead "Devotional Moment"(No longer than 3 min.)	10%
2.	Mid-Term Examination	20%
3.	Final Examination	20%
4.	Text/Devotional Reading and Class/Group Participation	20%
	Reading: Students are responsible for all assigned readings plus daily readings from the NOBTS wide semester Bible reading schedule (available in "Handouts" folder on class Blackboard page). Students will report the percentage of required reading completed at the time of the midterm and the final.	
5.	Student Lead "Integrative" Therapy Session	15%
6.	Collaborative Scripting	15%
		100%

Student Lead "Integrative" Therapy Session

On selected days, three students will be chosen to conduct a live, "integrative" session before the group. The three students will determine who will formally be the therapist, client, and consultant. The individual agreeing to serve as the client will be responsible for presenting a real problem or a convincing role play. The appointed students will be required to conduct a thirty to thirty-five minute session (no longer!). The therapist should meet with the team member for three to five minutes during the session to consult.

The student who serves as the consultant will be responsible for submitting a two to three page single-spaced treatment plan for the client using spiritual guidance principles outlined in class. Likewise, the therapist will be responsible for reflecting an "integrative" mind set throughout their session and their ability to utilize the "integrative" feedback provided by the consultant. Each student will be graded individually on their contribution

to the session. Interventions should reflect the creative use of techniques offered both in the text and in class. Ten to fifteen minutes should be allowed at the end of the session for class discussion and feedback. Students responsible for submitting a treatment plan should give careful attention to form, grammar, spelling, and content. Each student should complete feedback sheets for the therapist and submit this feedback to the therapist at the end of the class period. One feedback form will be provided for each student at the beginning of the semester. Please bring a copy of the form with you to class on scheduled role-play days.

Student Lead "Devotional Moment":(Intradisciplinary Integration)
A student will be responsible to lead the class in a 2-3 minute devotional moment at the beginning of each class period and according to a schedule established during the first week of class.

Using brief testimony, selected scriptures, and brief prayer, the selected individual is challenged to use this time to encourage the further development of various spiritual disciplines (prayer, bible study, corporate worship, etc) in the lives of those present.

Collaborative Scripting
The entire class will regularly work together on Collaborative Scripting exercises. Each student is expected to contribute to this process of identifying common counseling dilemmas and refining scripted responses for use in these dilemmas.

Course Agenda and Reading Schedule:

Week 1	Introduction A Brief Overview of Secular Psychotherapy The Uniqueness of Christian Counseling **(Tan – Chp. 1 and Critique and Biblical Perspective only in Chps. 4-13)**
Week 2	Theological Underpinnings for Christian Counseling The Challenges of Intradisciplinary Integration Spiritual and Psychological Health **(Tan-Chp. 14; Johnson-Chp. 1)**
Week 3	A Theology of Emotional and Relational Problems Key Characteristics/Qualifications of the Christian Counselor Pursuing Spiritual Wholeness - Intimacy with God, Self, and Others **(Tan - Chp. 2-3; Johnson-Chp. 2)**
Week 4	The Use of Forgiveness in the Counseling Setting **(Tan-Chp. 15; Johnson-Chp. 3-4)**
Week 5	FAT TUESDAY-*NO CLASS* 2/17
Week 6	Dr. Nave out for ICC Conference **(Johnson-Chp. 5)**

Week 7   The Use of Prayer in the Counseling Setting
                    (Tan - Chp. 16; Johnson-Chp. 6)

Week 8   **(MID-TERM - TUESDAY March 10)**

Week 9   The Use of Scripture in the Counseling Setting
                    (Johnson-Chp. 7)

Week 10   **SPRING BREAK-MARCH 23-27**

Week 11   Student Led "Integrative" Therapy Sessions
                    (Tan - Chp. 17)

Week 12   Student Lead "Integrative" Therapy Sessions

Week 13   The Use of Challenging and Confession in the Counseling Setting

Week 14   Collaborative Scripting

Week 15   Student Lead "Integrative" Therapy Sessions

Week 16   Student Lead "Integrative" Therapy Sessions

               FINAL EXAM (see Graduate Exam Schedule)

❖ **All questions relating to tests, absences, etc., should be directed to Laura Price.   If additional discussion is necessary, Dr. Nave, Ms. Price and the student will discuss the matter together.**

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

Papers or Assignments	All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late. Late assignments will result in a deduction of **eight points per class period.** Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval. All counseling students will write papers in accordance to standards set in the APA Publication Manual.
Quizzes	Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.
Exams	If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.
Study Guide	Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.
Plagiarism	A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden.</u> ***All sources must be cited.*** The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.
Class Participation	Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

 * Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

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