

PSYC9402: Theological Foundations of 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 2011-2012 academic year is Characteristic Excellence. We will do all that we do in order to glorify God and edify His people. Throughout this course students will be encouraged to consider how the core value of characteristic excellence 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.

Seminar Description:

Recognizing the need for personal integration of Christian theology and the Bible into the counselor's own life, this seminar is designed to examine and express the connections between humans and God as defined in Scripture. Models of integrating Scripture and counseling will be examined. Students are challenged to learn effective, therapeutic methods of sharing biblical passages, principles, theology, and historical contexts with counselees. God's Word is presented as the truth, which permeates the presence of the Christian counseling environment.

Student Outcomes:

Students who complete this course will be able to:

1. Demonstrate their knowledge of theological foundations to their own religious context by
 - a. Developing a biblically-based concept of the effects of theological foundations of counseling upon Christian belief and practice,
 - b. Developing a biblically-based foundation of counseling that incorporates psychology and theology.
2. Demonstrate an understanding of the significance of the client's personal theology or spiritual belief system by
 - a. Developing an assessment template for identifying significant points in a client's personal theology.
3. Demonstrate an understanding of the historical development of, and current issues in theological foundations of counseling by
 - a. Describing the psychological and theological issues involved in the study of theological foundations of counseling,
 - b. Presenting a Christian perspective of the use of the theological foundations of counseling in professional settings.

Required Texts:

Boa, K. (2004). *Augustine to Freud: What theologians and psychologists tell us about human nature (and why it matters)*. Nashville, TN: Broadman and Holman Publishers.

Johnson, E. L. (Ed.). (2010). *Psychology & Christianity: Five views*. Downers Grove, IL: InterVarsity Press.

McMinn, M. (2008). *Sin and grace in Christian counseling: An integrative paradigm*. Downers Grove, IL: IVP Academic.

McMinn, M. R., & Phillips, T. R. (Eds.). (2001). *Care for the soul: Exploring the intersection of psychology & theology*. Downers Grove, IL: Intervarsity Press.

Powlison, D. (2010). *The biblical counseling movement: History and context*. Greensboro, NC: New Growth Press.

Plummer, K. W. (2008). *Canonically Competent to Counsel: An analysis of the use of the Bible in integration, biblical counseling, and Christian psychology with a canonical-linguistic proposal for reclaiming counseling as a theological discipline*. Unpublished doctoral dissertation, Trinity Evangelical Divinity School, Deerfield, IL. Accessed on ProQuest Religion through the NOBTS Library webpage. (Can be downloaded for free.)

Stevenson, D. H., Eck, B. E., & Hill, P. C. (Eds.). (2007). *Psychology & Christianity integration: Seminal works that shaped the movement*. Batavia, IL: Christian Association for Psychological Studies, Inc.

Additional Resources (Students should have some familiarity with the following works):

Beck, J. R., & Demarest, B. (2005). *The human person in theology and psychology: A biblical anthropology for the twenty-first century*. Grand Rapids, MI: Kregel.

Brown, W. S., Murphy, N., & Malony, H. N. (Eds.). (1998). *Whatever happened to the soul? Scientific and theological portraits of human nature*. Minneapolis: Fortress Press.

Carter, J. D., & Narramore, B. (1979). *The integration of psychology and theology: An introduction*. Grand Rapids, MI: The Zondervan Corporation.

Johnson, Eric L. (2007). *Foundations for soul care: A Christian psychology proposal*. Downers Grove, Illinois: IVP Academic.

McMinn, M. (1996). *Psychology, theology, and spirituality in Christian counseling*. Wheaton, Illinois: Tyndale.

McMinn, M. & Campbell, C. D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. Downers Grove, IL: IVP Academic.

McMinn, M. R. (2004). *Why sin matters: The surprising relationship between our sin and God's grace*. Wheaton, IL: Tyndale House Publishers, Inc.

Moriarty, G. (Ed.). (2010). *Integrating faith and psychology: Twelve psychologists tell their stories*. Downers Grove, IL: InterVarsity Press.

Worthington Jr., E. L. (2010). *Coming to peace with psychology: What Christians can learn from psychological science*. Downers Grove, IL: IVP Academic.

Be familiar with the journals that address integration issues, particularly *The Journal of Psychology and Theology* Spring 1997, Vol. 25 (1): Part 1: Theoretical and Clinical Integration; Summer 1997, Vol. 25 (2): Part 2: Integration in Research and Academic Training; and Spring 1998, Vol. 26 (1) *Special Issue: Perspectives on the Self/Soul*.

Preparation for Seminar and First Meeting

Reading Assignments:

1. Read the syllabus thoroughly.
2. Examine the bibliography in the syllabus and become familiar with the resources. Search websites related to the field of study.

Resources:

Connect on-line to the NOBTS Library and become familiar with the on-line services, interlibrary loan, and other resources (e.g., EBSCOhost, ProQuest Religion, and Christian Periodicals Index). Plan your visits to the NOBTS Library. If you are unable to visit the library on-site on a regular basis, then begin developing a strategy for accessing resources, particularly books and journals. You will need access to articles in, for example, the *Journal of Biblical Counseling*, *Journal of Psychology and Christianity*, and the *Journal of Psychology and Theology*.

Seminar Paper:

Select a topic for your seminar paper. See the Seminar Paper Assignment section in the syllabus for possible topics and expectations for the paper. Begin research for the paper.

Discussion Board:

Post weekly on the “Weekly Report and General Discussion” site on Discussion Board. Report and update your readings and research. Post comments on your readings, and on any books, articles, references, or information that might be helpful or of interest for other class members. Read other posts and respond when appropriate.

Weekly Time Requirements:

Be prepared to average around 20 hours per week on work for the seminar.

Although there is no set amount of time required for research, a general guide is that students need to allocate about twenty hours of research time per week for each seminar. Thus, students taking a full load (two seminars and one supervised reading colloquium) should plan to be engaged in research a minimum of forty hours per week. (“Weekly Time Requirements,” Policies and Procedures, G-2, *NOBTS Manual for Research Doctoral Programs*, 2010, p. II-3.)

Seminar On-Site Dates for Fall 2011:

According to the ReDoc schedule on the website, your Seminar schedule is as follows:

First Meeting:

Friday, September 16 - Time: 1pm - 9pm

Saturday, September 17 - Time: 8am - 11am

Second Meeting:

Friday, November 4 - Time: 1pm - 9pm

Saturday, November 5 - Time: 8am - 11am

Third Meeting:

Friday, December 2 - Time: 1pm - 9pm

Saturday, December 3 - Time: 8am - 11am

Seminar Paper Assignment

Students will write a seminar paper on a topic related to theological foundations for counseling. Possible topic areas are identified below. Paper topics and assignment dates (the second or third meeting in the semester) will be accepted by the instructor on a first-come, first-serve basis.

Structure of paper: The paper will be written in APA style, following the academic expectations for content and form (see below). The paper will follow the structure of a journal article (see the *Journal of Psychology and Christianity* or the *Journal of Psychology and Theology* for representative examples). As such, the body of the paper should be approximately 20-25 pages in length. It should begin with an introduction to the topic, along with a thesis and review the literature, followed by a development of the argument and discussion. Open the paper with a brief abstract and conclude with references that reflect a comprehensive and up-to-date knowledge of the issue addressed. References must include journal articles. Any internet information, outside of accessed professional resources, should be used with caution.

Expectations for Content and Form in a Doctoral-Level Seminar Paper

Content:

- Demonstrate the ability to research a topic in journals and books
- Demonstrate knowledge of all relevant sources
- Demonstrate the ability to distinguish between experts and non experts (academic and popular)
- Demonstrate the ability to research and understand the philosophies and theologies that underlie various expert points of view
- Demonstrate the ability to evaluate critically all the possible points of view
- Demonstrate the ability to understand various perspectives within some historical context

- Demonstrate the ability to evaluate critically all the possible points of view (e.g., to distinguish between sound argument and mere rhetoric)
- Demonstrate the ability to evaluate various points of view objectively (not reactively)
- Demonstrate the ability to evaluate various points of view with balance, considering the strengths and weaknesses of each perspective (not selectively)
- Demonstrate the ability to come to judiciously stated conclusions that are supported by the literature, the data, and logic (not superficial, global statements like those that one hears in popular literature)

Form:

- Carefully constructed paper to demonstrate the above
- Adequate length to demonstrate the above
- Adequate bibliography to demonstrate the above
- Adequate review of the literature to demonstrate the above

Students may select a paper topic from the following areas:

- **The Nature of Human Nature and implications for Christian Counseling** (Papers here can address issues of mind and brain and soul and body, including monism, dualism, trichotomy, nonreductive physicalism, and embodiment theology. See, e.g., Beck, J. R., & Demarest, B. (2005). *The human person in theology and psychology: A biblical anthropology for the twenty-first century*. Grand Rapids, MI.: Kregel; Brown, W. S., Murphy, N., & Malony, H. N. (Eds.). (1998). *Whatever happened to the soul? Scientific and theological portraits of human nature*. Minneapolis: Fortress Press.)
 - **Related Issue: Neurobiology, Spirituality, and the Soul: Research implications for Christian Counseling** (See, e.g., Jeeves, M. A. (Ed.). (2004). *From cells to souls—and beyond: Changing portraits of human nature*. Grand Rapids, MI: William B. Eerdmans Publishing Company.)
- **Hermeneutics and its importance to Christian Counseling.** See, e.g., works by Kevin Vanhoozer; Plummer, Keith W. (2008). *Canonically Competent to Counsel: An analysis of the use of the Bible in integration, biblical counseling, and Christian psychology with a canonical-linguistic proposal for reclaiming counseling as a theological discipline*. Unpublished doctoral dissertation, Trinity Evangelical Divinity School, Deerfield, IL.
- **Theological Issues and Implications for Christian Counseling** (e.g., Sufficiency of Scripture, sin, common grace, general revelation and special revelation, presuppositionalism, coherence vs. correspondence views, evil, temptation, forgiveness)
- **Worldviews and Christian Counseling** (naturalistic vs. biblical worldviews)
 - **Related Issue: Biblical and theological assessment of selected secular counseling models** (e.g., depth therapies, behavioral therapies, humanistic and existential therapies, moral therapies, cognitive therapies, systems models, postmodern and social constructionist therapies)
- **Comparison or Assessment of Christian Counseling Approaches** (e.g., Nouthetic counseling models, integration approaches, Christian psychology)
- **Historical Psychologies and Understandings of Psychology and Implications for Christian Counseling** (e.g., Beck, Delitzsch, Forster, Mercier)
 - **Related Issue: Study of Biblical Psychologies and Implications for Christian Counseling** (Including historical church approaches to soul care and counseling) For

a list of resources, see Vande Kempe, H. (1984). *Psychology and theology in western thought, 1672-1965: A historical and annotated bibliography*. White Plains, NY: Kraus International Publications.

- **Additional Areas:** May be selected in consultation with the instructor.

These topics represent broad areas of study in the field. Papers will need to be narrowed down, with specific issues identified for research. Consequently, more than one paper may be presented on a particular area.

Paper Submission and Presentation:

Papers must be submitted on Blackboard no later than one week before they are to be presented in the seminar. Post your paper as an attachment on the assigned area in Discussion Board. Be prepared to present and lead discussion on your paper topic, as assigned, during either the second or third meetings of the seminar.

Department Policies

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

Papers or Assignments	<p>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.</p> <p>Assignments will be turned in at the beginning of the class on the date due. Papers or assignments turned in after this time will be considered late. Late assignments will result in a deduction of four points per class period for classes that meet 2 times per week (an equivalent deduction will be determined for one and three day classes).</p> <p>Assignments must be turned in to the professor, grader, or departmental secretary. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p>All counseling students will write papers in accordance to standards set in the APA Publication Manual.</p>
Quizzes	<p>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.</p>
Exams	<p>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.</p>
Study Guide	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
Cellular Phones/Pagers	<p>Certain electronic devices are not permitted in psychology and counseling classrooms. These devices include: cellular/digital telephones, two-way radios, radios, or other devices that distract from the learning environment. These devices should be turned off or left outside of the classroom.</p>

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> . Although anything cited in three sources is considered public domain, we require that all sources be cited. ANY INFRACTION WILL RESULT IN FAILING THE COURSE. ANY INFRACTION WILL BE REPORTED TO THE DEAN OF STUDENTS FOR FURTHER ACTION!
Class Participation	Working on assignments for other classes or playing games 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.

Seminar Schedule (Fall 2011)

1st Meeting (Fri., September 16, 1-9 p.m. & Sat., September 17, 8-11 a.m.)

Primary Theme: The Historical Development and Significant Theological Positions and Issues in Christian Counseling

We will explore the development of Christian counseling, particularly in the twentieth century, along with the important theological issues and positions. Each seminar participant will identify his or her personal theological framework along with a succinct apologetic for the foundational Christian doctrines relevant to the practice of mental health counseling.

Assignments:

1. Read Powlison, D. (2010). *The biblical counseling movement: History and context*. Greensboro, NC: New Growth Press; Stevenson, D. H., Eck, B. E., & Hill, P. C. (Eds.). (2007). *Psychology & Christianity integration: Seminal works that shaped the movement*. Batavia, IL: Christian Association for Psychological Studies, Inc.; and Johnson, E. L. (Ed.). (2010). *Psychology & Christianity: Five views*. Downers Grove, IL: InterVarsity Press.
 - a. Summarize each book in a way that will allow you to lead a discussion on any of the chapters or topics in each of the books.
 - b. Be prepared to lead a discussion on a chapter or topic in the three books.
2. Write a brief (5-6 pages double-spaced, APA-style), personal, biblically and theologically-informed position paper on Christian counseling. Provide your personal views on the nature of counseling, its purpose, and its relationship to psychology and theology. Document the major influences that contributed to your current understanding of the nature of God, the nature of man, the problem of sin, the mechanism of salvation, the purpose of your life on earth, and the eternal destiny of man.

2nd Meeting (Fri., November 4, 1-9 p.m. & Sat., November 5, 8-11 a.m.)

Primary Theme: The Study of Human Nature with Application to the Theology of the Counselee

We will examine approaches to the study of human nature and discuss ways to examine the overt and underlying theological belief system of counselees.

Assignments:

1. Read Boa, K. (2004). *Augustine to Freud: What theologians and psychologists tell us about human nature (and why it matters)*. Nashville, TN: Broadman and Holman Publishers; and McMinn, M. (2008). *Sin and grace in Christian counseling: An integrative paradigm*. Downers Grove, IL: IVP Academic. Participants will be chosen at random to lead a critical response discussion for each book.
2. Construct an assessment of client theology, designed to identify significant points in a client's theological and spiritual belief system (e.g., views of sin, redemption, forgiveness and personal responsibility). The purpose of the assignment is to identify an effective means of determining and assessing a counselee's biblical and theological frame of reference. The assessment can be in the form of a questionnaire or survey. Post your proposal on Blackboard before the second meeting. Evaluate the posted assessments in terms of biblical validity, comprehensiveness, and application. There is no set length for the assessment, but longer and more complicated appraisals are likely to be less effective.
3. Read the seminar papers posted for presentation. Be prepared, if you are assigned, to present your paper.

3rd Meeting (Fri., December 2, 1-9 p.m. & Sat., December 3, 8-11 a.m.)

Primary Theme: Biblical theology as a foundation for understanding psychology, the role of hermeneutics in developing counseling theory.

Assignments:

1. Read McMinn, M. R., & Phillips, T. R. (Eds.). (2001). *Care for the soul: Exploring the intersection of psychology & theology*. Downers Grove, IL: Intervarsity Press; and Plummer, K. W. (2008). *Canonically Competent to Counsel: An analysis of the use of the Bible in integration, biblical counseling, and Christian psychology with a canonical-linguistic proposal for reclaiming counseling as a theological discipline*. Unpublished doctoral dissertation, Trinity Evangelical Divinity School, Deerfield, IL. Accessed on ProQuest Religion through the NOBTS Library webpage. (Can be downloaded for free.)
2. Read the seminar papers posted for presentation. Be prepared, if you are assigned, to present your paper.
3. Come prepared to engage in a productive discussion of the process by which we might begin with theology and proceed to psychological theories, models and methods.

Reference Bibliography

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- Baldwin, J. M. (1913). *History of psychology: A sketch and an interpretation*. London: Watts.
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- Baxter, R. (1956). *The Reformed Pastor* (H. Martin, Ed.). Richmond, Va.: John Knox Press.
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- Beck, J. R. (1999). *Jesus and personality theory: Exploring the five-factor model*. Downers Grove, IL: InterVarsity Press.
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- Beck, J. R., & Demarest, B. (2005). *The human person in theology and psychology: A biblical anthropology for the twenty-first century*. Grand Rapids, MI.: Kregel.
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<http://kierkegaardonline.blogspot.com/> and <http://www.religion-online.org/listbycategory.asp?Cat=110> (Kierkegaard)

<http://biblicalcounselingcoalition.org/>

Society for Christian Psychology: <http://www.christianpsych.org/>, (Note posts by Dr. Mike McGuire)

Christian Association for Psychological Studies: <http://www.caps.net/>

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