



PSYC9302: Biblical & Theological Foundations of Counseling
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Fall 2017

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Mission Statement

The mission of 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.

Mission Statement of the Counseling Program (CACREP 1.N, 2.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

Syllabus Distribution (CACREP II.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description (CACREP 2.D.1):

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 Learning Outcomes (CACREP 2.D.2):

Upon completion of this course, students will:

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 (CACREP 2.D.4):

- 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 (CACREP 2.D.4):

- Anderson, Bill (2013). *Walking alongside: A theology for people-helpers*. Eugene, OR: Wipf & Stock.
- 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.
- Schwarz, Hans (2013). *The human being: A theological anthropology*. Grand Rapids, MI: Wm. B. Eerdmans.
- 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 (CACREP 2.D.4):

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*.

Course Teaching Methodology (CACREP 2.D.3):

The course will involve the following methods of instruction: lectures, class discussion, readings, written assignments, and classroom presentations.

Course Requirements (CACREP 2.D.1; 2.D.3; and 2.D.5)

(All Assignment Due Dates listed on Course Schedule)

Preparation for Seminar and First Meeting:

Reading Assignments (CACREP 2.D.4):

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

Resources (CACREP 1.F):

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:

Discussion Board will be available for posting information. You may use it to 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 2017:

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

First Meeting:

Friday, September 15 - Time: 1pm - 6 pm

Saturday, September 16 - Time: 8am - 11am

Second Meeting:

Friday, October 13 - Time: 1pm - 6pm

Saturday, October 14 - Time: 8am - 11am

Third Meeting:

Friday, December 1 - Time: 1pm - 6pm

Saturday, December 2 - Time: 8am - 11am

Seminar Paper Assignment (CACREP 2.D.E; 6.A.2.a-d; 6.B.1.a-f)

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: (CACREP 2.D.1; 2.D.2; 6.B.1.a; 6.B.1.b; 6.B.1.c; 6.B.1.d; 6.B.1.e; 6.B.1.f)

- 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; Jeeves, Malcolm, & Brown, Warren S. (2009). *Neuroscience, psychology, and religion: Illusions, delusions, and realities about human nature (Templeton Science and Religion Series)*. West Cohshohocken, PA: Templeton Foundation Press.
- **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.

Evaluation of Grade (CACREP II.D.5)

The student's grade will be computed as follows:

1. Readings:	10%
2. Position Paper:	15%
3. Seminar Paper:	50%
4. Client Theology Assessment:	15%
5. Class Prep. & Participation:	10%

Grading Scale:

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100	D: 70-76
B: 85-92	F: Below 70
C: 77-84	

Course Policies, Academic Conduct, and Professional Conduct (CACREP I,J, G, O; II.D.6)

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.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Disabilities and Accommodations (CACREP 2.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP 1.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professional Conduct (CACREP 1.O)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Policy on Late Assignments

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. 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.

Technical Assistance (CACREP 1.G)

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.

4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments. For additional assistance with APA writing style, see the APA blog at <http://blog.apastyle.org/>

Student Services (CACREP I.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	ladminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counselingservices.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Seminar Schedule Fall 2017 (CACREP 2.D.1, 3, 4)

1st Meeting (Friday, September 15, 1-6 p.m. & Saturday, September 16, 8-11 a.m.)

Primary Theme: The Historical Development and Significant Theological Positions and Issues in Christian Counseling (CACREP 6.B.1.a-f)

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 (Friday, October 13, 1-6 p.m. & Saturday, October 14, 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. (CACREP 6.A.1.a-f)

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 (Friday, December 1, 1-6 p.m. & Saturday, December 2, 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 (CACREP 2.E)

- Adams, J. E. (1970). *Competent to counsel*. Nutley, NJ: Presbyterian and Reformed Publishing Company.
- Adams, J. E. (1979). *More than redemption: A theology of Christian counseling*. Grand Rapids, Michigan: Baker Book House.
- Aden, L., & Benner, D. G. (Eds.). (1989). *Counseling and the human predicament: A study of sin, guilt, and forgiveness*. Grand Rapids, Michigan: Baker Book House.
- Allport, G. W. (1955). *Becoming: Basic considerations for a psychology of personality*. New Haven, Connecticut: Yale University Press.
- Allport, G. W. (1937). *Personality: A psychological interpretation*. New York: Henry Holt and Company.
- Anderson, Bill (2013). *Walking alongside: A theology for people-helpers*. Eugene, OR: Wipf & Stock.
- Aten, J. D., & Leach, M. M. (Eds.) (2009). *Spirituality and the therapeutic process: A comprehensive resource from intake to termination*. Washington, DC: American Psychological Association.
- Aten, J. D., McMinn, M. R., & Worthington, Jr. E. L. (Eds.) (2011). *Spiritually oriented interventions for counseling and psychotherapy*. Washington, DC: American Psychological Association.
- Bakan, D. (1958). *Sigmund Freud and the Jewish mystical tradition*. Boston: Beacon Press.
- Baldwin, J. M. (1913). *History of psychology: A sketch and an interpretation*. London: Watts.
- Balserak, J. (2006). *Divinity compromised: A study of divine accommodation in the thought of John Calvin*. Dordrecht, The Netherlands: Springer.
- Baxter, R. (1956). *The Reformed Pastor* (H. Martin, Ed.). Richmond, Va.: John Knox Press.
- Beck, H. G. J. (1950). *The pastoral care of souls in south-east France during the sixth century*. Rome: Apud Aedes Universitatis Gregoriana.

- Beck, J. R. (1999). *Jesus and personality theory: Exploring the five-factor model*. Downers Grove, IL: InterVarsity Press.
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Related articles can be found in:

Edification: The Newsletter of the Society for Christian Psychology (2003-2006)
Edification: Journal of the Society for Christian Psychology (2007-Pres.)
Journal of Biblical Counseling
Journal of Psychology and Christianity
Journal of Psychology and Theology

NOTE:

The *Journal of Psychology and Theology* dedicated two issues to *Foundations for the Next Era of Integration: Twenty-Five Years of 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
 The subject of the Spring 1998, Vol. 26 (1) issue of the journal is *Special Issue: Perspectives on the Self/Soul*.

Resource Sites

<http://www.the-orb.net/>
<http://www.fordham.edu/halsall/sbook.html>
<http://www.fordham.edu/halsall/medweb/>
<http://www.reformed.org/documents/index.html>
<http://www.ccel.org/index/author-A.html>
<http://onlinebooks.library.upenn.edu/>
<http://onlinebooks.library.upenn.edu/webbin/book/lookupname?key=Luther%2c%20Martin%2c%201483%2d1546> (Luther)
<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/>
 European Movement for Christian Anthropology, Psychology and Psychotherapy (EMCAPP)
<http://www.emcapp.eu/> (Download the e-journals Christian Psychology Around the World)
 Christian Association for Psychological Studies: <http://www.caps.net/>
 American Association of Christian Counselors: <http://www.aacc.net/>

Hope for the Heart: <http://www.hopefortheheart.org>
Association of Certified Biblical Counselors (ACBC) (www.biblicalcounseling.com/) (formerly
known as the National Association of Nouthetic Counselors [NANC])
Association of Biblical Counselors (<http://christiancounseling.com/>)
Christian Counseling and Educational Foundation: www.ccef.org