PSY632 Psychology in Relation to Theology II

Reformed Theological Seminary - Orlando
Thursday, 8:30 a.m. – 10:30 a.m., 2 credit hours total
Spring Semester, 2013
Instructors: Jim Coffield, Ph.D.    Scott Coupland, Ph.D.
Office Hours: By appointment     Office Hours: By appointment
Telephone: (407) 278-8828     Telephone: (407) 278-4466
E-mail: jcoffield@rts.edu      E-mail: scoupland@rts.edu

PURPOSE
This course is designed to help students integrate and consolidate their thinking and positions on a variety of issues related to counseling. It will also familiarize students with popular issues and professionals in the Christian and secular counseling worlds. The intent is to prepare students to be able to respond to commonly asked questions they may have to field in job interviewers, and from referral sources or clients.

COURSE OBJECTIVES
Upon completion of this course, the student will:
1. Organize their thinking and responses to popular issues and questions often raised by job interviewers, and from referral sources or clients.
2. Familiarize themselves with well-known professionals in the Christian counseling world.
3. Be able to state their positions on counseling related issues in a concise, verbal manner.
4. Challenge students to engage each other professionally and respectfully in a roundtable dialogue format.
5. Gain confidence in their ability to articulate their philosophy of counseling.

COURSE FORMAT
Roundtable dialogue and student presentations.

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 6</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 6</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 13</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 27</td>
<td>Spring break, no class</td>
</tr>
<tr>
<td>Apr. 3</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Apr. 10</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Apr. 17</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Apr. 24</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>May 1</td>
<td>Oral exams, Christian counseling</td>
</tr>
<tr>
<td>May 8</td>
<td>Oral exams, mental health counseling</td>
</tr>
</tbody>
</table>

May 8 Oral exams, mental health counseling
COURSE REQUIREMENTS

1. Class attendance and participation in roundtable discussions
   The course format is dialogue-based, and students are expected to participate in the class discussions. Lack of participation, being late to class (class begins at 8:30am), and/or missing class will result in a deduction in your grade.

2. Position papers and informational summaries
   Each student will be assigned four issues from the Christian counseling and mental health counseling perspective, one counseling topic, and one counseling professional from the list below. For each of these you will write a brief response (1-2 double-spaced pages). For the four issues you will write position papers. For the topics you will write informational summaries. For the counseling professionals you will write what the person is known for and a bibliography. For all of your issues and topics papers, include a reference list of your sources. You will be assigned a day when you will use your write-up to briefly share your responses and then lead a discussion on your issue or topic during the class. Submit an electronic copy of your papers to Dr. Coupland’s, Dr. Coffield’s, and your classmate’s emails by 9:00am the Wednesday before the date you are assigned to use your paper to lead a class discussion. Late papers will receive a grade deduction.

3. Oral exams
   The last two days of class the students will be put into groups of 6 students. On May 1st each group will appear for one hour before a local pastor and your professors and be asked to orally respond to random questions from the Christian counseling section of the issues and topics listed on this syllabus. Each student will have approximately 10 minutes where he or she will answer questions. During the remainder of the hour, the student will listen to the responses of the other members. On May 8th the same procedure will occur, expect that the questions will come from the mental health counseling section of the issues and topics listed on the syllabus, and the panel will consist of a local counseling professional and your professors. You will be graded on the quality and thoughtfulness of your responses.

GRADING SCALE

Listed below are the assignments that will determine your final course grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>50</td>
</tr>
<tr>
<td>Position, topic, and biography papers</td>
<td>120</td>
</tr>
<tr>
<td>Oral exams</td>
<td>100</td>
</tr>
<tr>
<td>Total possible points</td>
<td>270</td>
</tr>
</tbody>
</table>

Course grades will be determined by adding points from all the assignments. Grades will be based on the following scale:

- A = 262-270 points
- A- = 254-261 points
- B+ = 246-253 points
- B = 238-245 points
- B- = 232-237 points
- C+ = 224-231 points
- C = 216-223 points
- C- = 211-215 points
- D+ = 203-210 points
- D = 194-202 points
- D- = 189-193 points
- F = 188 points and below
Christian Counseling Issues
1. What is Christian counseling?
2. How does your Christian faith inform what you do in the counseling room?
3. After two sessions with a client she asks you why you, as a Christian counselor, haven’t quoted any scripture during your counseling. How do you respond?
4. Practically speaking, how do you use the bible in the counseling room? For example, when do you quote or reference scripture, or have clients study or memorize scripture?
5. What is your understanding of the sufficiency of scripture, particularly as it relates to counseling? (Some other ways to ask the same question: 2 Timothy 3:16-17 says, “All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so the servant of God may thoroughly equipped for every good work.” Given this passage, why would you need anything but scripture in your counseling of others? Why would you use words, concepts, phrases that are not found in scripture in the counseling process?)
6. Is using the bible in a proof texting manner appropriate in counseling? A pastor said that a counselor said that he doesn’t do proof texting of scripture. What does this mean?
7. Explain the concept of common grace? How is this applied to the counseling process?
8. Why does a person need to deal with the past especially considering a passage like Philippians 3:13-14 that says “But one thing I do: Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.”?
9. So many of theories of counseling were developed by unbelievers and many were anti-faith. How can such humanistic theories ever be incorporated into a biblical understanding of counseling? Psychology is only 150 years old. How can it possibly be an important part of understanding soul care? The saints of old never had psychology. Why is this so important now?
10. Doesn’t much of psychology simply justify people’s sin instead of calling sin “sin”?
11. Why do Christian counselors focus so much on feelings or emotions, when scripture seems to focus more on fact and faith?
12. When is mental illness sin and when is it not?
13. Jesus died on the cross for the forgiveness of sin, not to make us feel better. So, why is so much Christian counseling focused on helping people feel better?
14. How do you reconcile Christian approaches to counseling with evidence-based approaches to counseling?
15. Do people need to forgive themselves? Do people need to love themselves?
16. How and why would you counsel a non-Christian?
17. What does evangelism look like in the context of counseling a non-Christian?
18. How do you justify counseling outside of the church; that is, outside the authority of a pastor or elder board? Aren’t counselors just circumventing the role or authority of the pastor?
19. The counseling concept of confidentiality seems to go against the authority of the church and church discipline. How do you justify keeping information away from the very body of leaders God ordained to deal with it?
20. How do you deal with separation and divorce?
21. How would you respond to a client that says “I’m depressed and praying against a demon of depression,” and then quotes Ephesians 6:12 “For our struggle is not against flesh and blood, but against the rulers, against the authorities, against the powers of this dark world and against the spiritual forces of evil in the heavenly realms.”
22. How can a Christian counselor justify charging so much money for discipling someone?
23. It seems like Christian counselors are more concerned with state requirements for licensure and secularly defined ethical roles than truly biblical ethics of care?
24. The means of grace are the preached Word, baptism, and the Lord’s supper. How does counseling sometimes get elevated to a means of grace?
25. How do you incorporate the means of grace into your counseling?
26. Contrast the difference between emotional and spiritual health. Justify biblically how these are the same or different?
27. How do the concepts of the imperative and indicative inform your counseling?
28. What is your theology of change in the context of counseling?
29. What are your larger counseling goals in working with a person struggling with same sex attraction?
30. In the context of a counseling session an adult female client reports being lured into a sexual relationship with your pastor or elder in your church. What would you do?
31. A client is struggling with abuse from her past. She feels guilty because she feels angry with God but thinks this is sinful. How do you respond to her concern?
32. What is the role of forgiveness in counseling? What does forgiveness look like? What is the relationship between forgiveness and reconciliation?
33. What is your understanding of shame and guilt?
34. How do we grow in wisdom?
35. Do we ever really change? What stops us from changing?
36. What basic truths do people need to hear from the pulpit that will help you help others?
37. What is the role of the Holy Spirit in the counseling process?
38. What is your opinion of closed door counseling, particularly when working with the opposite sex?

Mental Health Counseling Issues
39. How does your religion inform what you do in the counseling room?
40. Describe your theory of counseling.
41. What does it mean to have an eclectic approach to counseling?
42. You did your counseling training at a seminary. What was your rational for doing so?
43. What is a sexual minority? How will you deal with gays, lesbians, or other sexual minorities seeking support in their relationships?
44. You have a client that needs help coming out to his family as a gay man. How do you help him come out to his family?
45. How would you counsel a woman with an unwanted pregnancy?
46. How would you deal with a woman that reports having had abortions?
47. Discuss a current research issue or a counseling-related book that you have read and that you how it/they has/have impacted your counseling.
48. Are you a member of a professional organization? If so, which ones?
49. How would the theory and/or techniques of CBT fit within your model of counseling?
50. Does a person need to deal with the past? Why or why not?
51. What is the role of assessment and screening tools?
52. What is the role of medications in treating psychological disorders?
53. How does your understanding of neurobiology affect the way you address trauma and addictions?
54. What makes a counselor culturally competent? How do you as a counselor address your own cultural incompetence (i.e., lack of knowledge, skills, and attitudes)?
55. How does your understanding of multiculturalism affect your diagnosis?
56. Suppose you are counseling a family that consists of two parents and they are 9 and 11 year olds. Based on your counseling over a few sessions you suspect there is a history of physical abuse by the parents. However, all the family members report the counseling has been helpful in significantly improving the communication between the parents and the children, and the parents are now working together as a team in parenting, and the children are not acting. You fear that reporting abuse at this point would interfere with their progress. What would you do?

57. Would you use social media websites (e.g., Facebook, Twitter, LinkIn, Google+) to (1) communicate with clients, or (2) advertise your counseling practice? Why or why not?

58. What, if any, ethical or legal concerns do you have about using Skype or FaceTime to conduct counseling sessions?

59. How might a counselor assess problematic and/or compulsive/addictive on-line activities?

60. A couple counseling client pair tells you they were told by another counselor to use pornography to enhance their sexual intimacy. How would respond to this recommendation?

61. How would counseling a teenage person differ from counseling a middle-aged person in terms of addiction?

62. A woman reports to you that her husband has been physically beating her, and, in fact, has a bruise on her face from a fight she had with him that morning. Should you report this to the abuse hotline? How would you help her?

63. How does crisis counseling differ from typical counseling?

64. Where does social justice and client advocacy come into your work?

65. Can counselors from one cultural group really hope to be effective with clients from another cultural group?

66. How are remembering conversations (practices) different from conventional grief counseling?

67. If you want to assess a client’s suicide potential, what questions would you ask him?

68. What kind of client problems/populations do you feel drawn to? Why?

69. Exposing without imposing values is an ethical cornerstone of counseling. Choose an example and share how you would address a value conflict with a client (e.g., race, ethnicity, sexual orientation, etc.).

70. Some scholars (e.g., Allen Ivey, Professor Emeritus at the University of Massachusetts) argue that providing clients with a diagnosis (using DSM terminology) is antithetical to counseling’s philosophy of empathy, congruence, and unconditional positive regard as well as collaborative nature of the therapeutic encounter. How do you as a counselor address this concern in your practice?

71. What concerns do you have about the DSM-5?

72. Provide an overview of what is new in the DSM-5.

73. What are the important elements of a treatment plan?

74. A client presents saying they are depressed. What information do you need in order confirm the diagnosis, and what would be your short-term and long-term treatment goals?

75. How would you address issues of abuse in brief therapy (8 sessions or less)?

76. You are assigned a client that works with your spouse. You have heard stories concerning their relationship. How should you proceed given that there will be informal and formal contact with this person. What are your concerns. How should you proceed?

77. Is your theory of counseling empirically- or evidence based? How does a relationally-based approach to therapy find support from empirical data?

78. What are the theoretical roots of a relationally-based approach to counseling?

79. What are the most common assessment instruments used with depression, anxiety, substance abuse, psychopathology, and career counseling?
80. When is it appropriate to use an personality assessment like the MMPI II, and what are some alternative personality assessments to the MMPI II?

**Mental Health Counseling Topics**

81. EMDR
82. Motivational interviewing
83. Positive psychology
84. Mindfulness (mentioned in question above. Know specific techniques)
85. Acceptance and commitment therapy
86. Solution focused therapy
87. Dialectic behavioral therapy
88. Life coaching
89. Repressed memories
90. Internal family systems
91. Attachment theory as it relates to counseling adolescents and adults
92. Body-centered (sensorimotor) psychotherapies
93. Describe the influence of CACREP and professional organizations on counseling programs.

**Christian Counseling Topics**

94. Healing prayer
95. Christ-Centered therapy (deliverance-oriented counseling)
96. Sonship theology and ministry
97. Theophostic therapy
98. Biblical counseling (CCEF)
99. Reparative therapy
100. Institute for the Study of Sexual Identity perspective on same-sex attraction

**Counseling Professionals**

101. David Powlison,
102. Tedd Tripp
103. Ed Welch
104. Leanne Payne
105. Larry Crabb
106. Dan Allender
107. Tim Clinton
108. John Townsend,
109. Henry Cloud
110. Diane Langberg
111. Steve Arterburn
112. Mark Laaser
113. Eric Johnson
114. Everett Worthington
115. Doug Rosenau
116. Mark McMinn
117. Archibald Hart
118. Siang-yang Tan
119. Les and Leslie Parrot
120. Mark Yarhouse
## Course Objectives Related to MAC Student Learning Outcomes

### Course: PSY632 Psychology in Relation to Theology I

Professor: Drs. Coupland and Coffield  
Campus: Orlando  
Date: 10/1/13

### MAC Student Learning Outcomes

*In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.*

<table>
<thead>
<tr>
<th>FOUNDATIONS</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care.</td>
<td>Moderate</td>
<td>Students write position papers and take oral exams demonstrating their understanding of a variety of counseling models and techniques.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNSELING, PREVENTION, AND INTERVENTION</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society.</td>
<td>Moderate</td>
<td>Students write position papers and take oral exams demonstrating their knowledge of intervention models and skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIVERSITY AND ADVOCACY</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
<td>Moderate</td>
<td>Students write position papers and take oral exams demonstrating their understanding of racial, ethnic, and cultural issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.</td>
<td>Minimal</td>
<td>Students write position papers and take oral exams demonstrating their awareness of commonly used assessment tools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH AND EVALUATION</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</td>
<td>Minimal</td>
<td>Students write position papers and take oral exams demonstrating their understanding of the application of evidence-based practice in counseling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIAGNOSIS</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em>, and evaluates them through a biblical and theological framework.</td>
<td>Moderate</td>
<td>Students write position papers and take oral exams demonstrating their understanding of DSM.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATION</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
<td>Strong</td>
<td>Students write position papers and take oral exams demonstrating their integration skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SANCTIFICATION</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a love for Triune God</td>
<td>Moderate</td>
<td>Students apply their biblical and theological knowledge</td>
</tr>
</tbody>
</table>

---