PSY630 Psychology in Relation to Theology I  
December 15-16, 2014

Reformed Theological Seminary - Orlando  
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PURPOSE
As the first course in a three-course track in psychological and theological integration, we focus on Scripture as the central text of the Christian counselor. Of special concern in this course is understanding a Scripture-based, theocentric model of how people change, grow, and mature.

OBJECTIVES
At the completion of this course, students will have a biblical framework for understanding the Christian life, particularly for people who struggle.

FORMAT
Teaching will include reading, media, lecture, and discussion.

REQUIRED READING
Books:
*Foundations of Soul Care*, by Eric Johnson (only read Chapters 1-3, 10-11, and 12-18)
*Toughest People to Love* by Chuck DeGroat

Articles:
Dan Allender on sin and woundedness - http://www.leaderu.com/marshall/mhr04/wrong1.html

COURSE REQUIREMENTS
Students will strive to be present and participate actively throughout lectures and discussions. Differing perspectives and questions will not be ignored, but are encouraged to be shared with the whole class. Discussion will be a major component of the class. Students are expected to speak to the topic based on the class readings to foster a thoughtful discussion.

Assignments:
Reading –
Please read ALL of the assigned content prior to the course. By January 15, email me with the % of reading you completed for the course.

Writing –
1) Bring to class a 2-page summary (2 full pages) of what I say about the internalization of the Bible in *Foundations*. In a part of the paper, briefly address how this model avoids subjectivism.
2) Your pastor just wrote you an email saying, “How do you bring the Bible into the
counseling room?” You know that your pastor is slightly suspicious of “secular” psychology, but that he/she is also convinced that mere proof-texting isn’t the way to help someone. Using specific examples/quotes/insights from the course readings, answer your pastor in 2-3 pages, APA format. Email this to me by January 15, 2015. You may work ahead prior to the course lectures.

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

Class Participation 40 points (class attendance is crucial)
Reading 30 points
Final Paper 30 points
A (97-100), A- (94-96), B+ (91-93), B (88-90), B- (86-87), C+ (83-85), C (80-82), C- (78-79), D+ (75-77), D (72-74), D- (70-71), F (below 70)

ACADEMIC STANDARDS
If you should miss a class, you are expected to contact another student regarding the information covered.