PSY632 Psychology in Relation to Theology II

Reformed Theological Seminary - Orlando
Thursday, 9:30 a.m. – 11:30 a.m., 2 credit hours total
Spring Semester, 2015
Instructors: Jim Coffield, Ph.D. Scott Coupland, Ph.D.
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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 critical issues and counseling 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 dialogic discussions regarding personal positions on counseling-related topics.
5. Gain confidence in their ability to articulate their philosophy of counseling.

COURSE FORMAT
The format of this class is unlike other counseling courses. Rather than a lecture format a seminar approach will be used. Class meetings consist of roundtable discussions of students’ papers written on various counseling related topics. An active exchange of ideas and opinions between all class members is the intent of this learning format.

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Feb. 5</td>
<td>Allender Conference</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Presentations and class discussion</td>
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<tr>
<td>Feb. 19</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Feb. 26</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 5</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 12</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 19</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Mar. 26</td>
<td>Spring break, no class</td>
</tr>
<tr>
<td>Apr. 2</td>
<td>Presentations and class discussion</td>
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<tr>
<td>Apr. 9</td>
<td>Presentations and class discussion</td>
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<tr>
<td>Apr. 16</td>
<td>Presentations and class discussion</td>
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<tr>
<td>Apr. 23</td>
<td>Presentations and class discussion</td>
</tr>
<tr>
<td>Apr. 30</td>
<td>Presentations and class discussion</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS

1. Class attendance
In order to address the 95 unique issues and questions that will be covered over the 12 weeks of class, it is imperative that students be in class and ready to engage in conversation at 9:30 a.m. Students will earn 3 points per class if they are on time for class (this means in a seat, computer on, and ready to talk).

2. Participation in roundtable discussions
The course format is completely dialogue-based. Interactive discussion of the assigned topics is the purpose of the class so all students are expected to participate in the conversations. These discussions will help students: 1) consolidate their positions on the various topics, 2) be prepared for the oral exams during finals week, and more importantly, 3) be able to give cogent answers to questions they will likely face from employers, referral sources, and clients. Students are expected to offer a minimum of three significant thoughts per class period. Students will earn up to 3 points per class period for their contributions to the discussions.

3. Position papers
Each student will be assigned two Christian counseling and two mental health counseling issues. For each of these you will research and write brief position papers (1-2 double-spaced pages). For all of your papers a reference list of your sources is required, if applicable. You will be assigned specific dates when you will use your write-up to briefly share your responses and then lead a discussion on your issue during the class. Upload your papers to Canvas by Monday at midnight before the date you are assigned to use your paper to lead a class discussion. Use the question number as the title of your paper when submitting it to Canvas and on the cover page of the paper (Ex., “Question 8”). Include the issue at the top of the first page of your paper. Use APA 6th edition formatting for your papers. It is critical that these are submitted on time because your classmates are required to read these prior to attending class. Each paper is worth a maximum of 20 points. 5 points will be deducted for each day a paper is late.

4. Topic paper
Each student will be assigned one topic from a list of Christian or mental health counseling topics. For this topic you will research and write a brief position paper (1-2 double-spaced pages). Provide a reference list of your sources, if applicable. You will be assigned a specific date when you will use your write-up to briefly share your response and then lead a discussion on your topic during the class. Upload your paper to Canvas by Monday at midnight before the date you are assigned to use your paper to lead a class discussion. Use the question number as the title of your paper when submitting it to Canvas and on the cover page of the paper (Ex., “Question 8”). Include the topic at the top of the first page of your paper. Use APA 6th edition formatting for your papers. It is critical that this is submitted on time because your classmates are required to read these prior to attending class. The paper is worth a maximum of 20 points. 5 points will be deducted for each day a paper is late.
5. Counseling professional summary
Each student will be assigned the name of one prominent counseling professional. You will research and write a brief summary paper (1-2 double-spaced pages) about this counselor. Include the following information in this summary:
   a. Educational background (degrees and institutions of study), and license(s) (e.g., psychologist, mental health counselor), if applicable.
   b. Vocational history (professional or ministry) (e.g., Professor of psychology, Wheaton College, 1995-present; senior pastor, Redeemer Community Church, 1995-present).
   c. List any unique emphases in the person’s counseling perspective.
   d. List two books you would recommend to someone that is interested in learning more about this counselor’s unique emphases or counseling perspective.
Provide a reference list of your sources. You will be assigned a specific date when that your write-up will be due. This paper will not be discussed in class. Upload your paper to Canvas by Monday at midnight before the date of the next class so that your classmates have time to read it before the class. Use the question number as the title of your paper when submitting it to Canvas and on the cover page of the paper (Ex., “Question 8”). Include the counseling professional’s name at the top of the first page of your paper. Use APA 6th edition formatting for your papers. The paper is worth a maximum of 20 points. 5 points will be deducted for each day the paper is late.

3. Reading
Students will read the weekly papers (9-10 papers per week) written by classmates prior to attending class. The intention of this is to promote thoughtful discussion during class. Students are required to go onto their Canvas account and record the total percent of reading they completed of all the papers for that week no later than 9:00am, each Thursday.

4. Oral exams
Students will be put into groups of 6-7 students for the two oral exams the will be given on May 12th and May 17th. On May 12th each group will appear for one hour before a local pastor and your professors and be asked to give verbal responds to random questions from the Christian counseling section of the issues and topics listed on this syllabus (questions 1-38, 87-95). On May 17th 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 (question 38-86), and the panel will consist of a local counseling professional and your professors. The assumed setting for both exams will be that of job interview. You will be graded on the quality and thoughtfulness of your responses. Each exam will be worth 100 points.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class attendance</td>
<td>7%</td>
<td>36 points</td>
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<tr>
<td>Class participation</td>
<td>7%</td>
<td>36 points</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>22% or 108 points</td>
</tr>
<tr>
<td>Position papers</td>
<td>16%</td>
<td>80 points</td>
</tr>
<tr>
<td>Topic paper</td>
<td>4%</td>
<td>20 points</td>
</tr>
<tr>
<td>Counseling professional summary</td>
<td>4%</td>
<td>20 points</td>
</tr>
<tr>
<td>Oral exams</td>
<td>40%</td>
<td>200 points</td>
</tr>
<tr>
<td>Total possible points</td>
<td></td>
<td>500 points</td>
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</table>
Course grades will be determined by adding percentages from the all the assignments. Grades will be based on the following scale:

A = 97-100%  B- = 86-87%  D+ = 75-77%
A- = 94-96%  C+ = 83-85%  D = 72-74%
B+ = 93-91%  C = 80-82%  D- = 70-71%
B = 88-92%  C- = 78-79%  F = below 70%

Christian Counseling Issues
1. What is Christian counseling?
2. How does your Christian faith inform what you do in the counseling room, both theoretically and practically?
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. 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?)
5. 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?
6. The high majority of counseling theories have been developed by unbelievers or persons opposed to Christianity. How can such humanistic theories ever be incorporated into a Christian/biblical understanding of counseling?
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. Doesn’t much of psychology simply justify people’s sin instead of calling sin “sin”?
10. Why do Christian counselors focus so much on feelings or emotions, when scripture seems to focus more on truth? Doesn’t Paul say that you are to be “transformed by the renewal of your mind.”?
11. Jesus died on the cross for the forgiveness of sin, not to make us feel better, but it seems like Christian counselors focus on the latter (feeling better). Shouldn’t we just trust and obey? The fourth Gospel reports Jesus’ saying, “If you love me, you will keep my commandments,”
12. When is mental illness sin and when is it not?
13. How do you reconcile Christian approaches to counseling with evidence-based approaches to counseling?
14. Do people need to forgive themselves? Do people need to love themselves?
15. How and why would you counsel a non-Christian?
16. What does evangelism look like in the context of counseling a non-Christian?
17. 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 of authority of the pastor or church leadership?
18. How can a Christian counselor justify charging so much money for discipling someone?
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 counsel persons seeking marital separation and/or 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. A person asserts: “It seems like Christian counselors are more concerned with state requirements for licensure and secularly defined ethical roles than truly biblical ethics of care.” How would you respond?
23. The means of grace are the Word of God, fellowship (including the sacraments of baptism and the Lord’s Supper), and prayer. Some pastors would say all a person needs to be equipped to carry out the tasks of the church and the Great Commission are the means of grace; therefore, professional counseling is unnecessary. How do you respond to this?
24. How do you incorporate the means of grace into your counseling?
25. Contrast the difference between emotional and spiritual health. Justify biblically how these are the same or different?
26. How do the concepts of the imperative and indicative inform your counseling?
27. What is your theology of change in the context of counseling?
28. What are your larger counseling goals in working with a person struggling with same sex attraction?
29. 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?
30. 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?
31. What is the role of forgiveness in counseling? What does forgiveness look like? What is the relationship between forgiveness and reconciliation?
32. What is your understanding of shame and guilt?
33. Do people ever really change? What hinders or stops people from changing?
34. What is the role of the Holy Spirit in the counseling process?
35. What is your opinion of closed door counseling, particularly when working with the opposite sex?
36. How does reflecting “the character of Christ” guide the practice of the counselor and the overall helping relationship?
37. Some would say that true help and change can only occur as the client comes to know, trust, and embrace who God really is as depicted in Scripture. Respond to this assertion and discuss its implications for the counseling process.
38. Some would say true help and change can only occur as the client comes to know and embrace who he or she really is in Christ. Respond to this assertion and discuss its implications for the counseling process.

Mental Health Counseling Issues
39. How does your religion inform what you do in the counseling room?
40. You did your counseling training at a seminary. What was your rational for doing so?
41. Describe your theory of counseling.
42. Is your theory of counseling evidence based? How do dynamically-based approaches to counseling (i.e., those that emphasize the interpersonal process aspect of counseling) find support from empirical data?

43. According to the American Journal of Psychiatry, studies show that the majority of clients in psychotherapy have a relatively small number of therapy sessions. The average is between five and eight sessions. How does a dynamically oriented counselor address this reality given their relatively long-term approach to counseling?

44. What are the theoretical roots of a dynamically-based approach to counseling?

45. What does it mean to have an eclectic approach to counseling?

46. How would the theory and/or techniques of CBT fit within your model of counseling?

47. Does a person need to deal with their past history? Why or why not?

48. Discuss a current research issue or a counseling-related book that you have read and how it has impacted your counseling.

49. What kind of client problems/populations do you feel drawn to? Why? Are there are client problems/populations that would be more difficult for you to work with? Why?

50. Explain the key features of a scientifically informed, biopsychosocial approach to assessment and case conceptualization.

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

52. 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?

53. How does crisis counseling differ from typical counseling?

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

55. What, if any, ethical or legal concerns do you have about using Skype or FaceTime to conduct counseling sessions? List two (or more) secure, HIPPA compliant video streaming software programs and provide guidelines for their use within individual states, across state lines, and internationally.

56. What makes a counselor culturally competent? How have you sought to improve your cultural competence?

57. Discuss your perspective on whether counselors from a particular cultural/ethnic/racial group can be effective with clients from different cultural/ethnic/racial groups?

58. Exposing without imposing clients to the counselor’s values is an ethical cornerstone of counseling. Choose an example and share how you have addressed a value conflict with a client (e.g., race/ethnicity, sexual orientation, etc.).

59. How do social justice and client advocacy come fit into your role as a counselor?

60. What is a sexual minority? How do you deal with gays, lesbians, or other sexual minorities seeking help in their spousal/partner relationships?

61. You have a client that needs help coming out to his/her family as a sexual minority. How do you help this person come out to his/her family?

62. How would you counsel a woman with an unwanted pregnancy?

63. How would you deal with a woman that reports a history of having had one or more abortions?

64. You are assigned a client that works with your spouse/partner. What issues would you consider as to whether you should see this person for counseling? If you decided to meet with the person for counseling, would you address his/her connection to your spouse/partner? If so, how?

65. What are the benefits of and problems with making DSM-5 diagnoses?

66. What is the role of medications in treating psychological disorders?
67. Regarding assessment tools, what is your rationale for their use, when do you use them, and what are your guidelines for offering feedback of results.

68. List two commonly used measurement instruments used to assess personality, psychopathology, depression, anxiety, substance abuse, ADHD, eating disorders, and career counseling? Also, identify two symptom check lists measurements. Provide a brief description of each. For example, The X assessment contains 30 items that describe the symptoms of X. Each item uses a 5-point Likert scale. Clients mark the level of severity for each symptom that best describes how they have been feeling over “the past 2 weeks, including today.” Most clients complete the X assessment in 8-12 minutes. The X assessment yields a total score together with scores on five factors: A, B, C, D, E.

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

70. What are guidelines for assessing the neglect or abuse of child or vulnerable adult and the procedures for reporting neglect or abuse to the abuse hotline?

71. What questions would you ask to assess a client’s level of suicide ideation, and what procedures would you follow given a report of passive or active suicidality?

72. 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? What immediate steps would you take to help her?

73. How does your understanding of neurobiology affect the way you address trauma-related and addiction issues?

74. How does your understanding of developmental and neurobiological issues affect the way you counsel adolescents.

75. A couples 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?

76. What are the reasons for being a member of a professional counseling organization? Select two of them that you would consider joining and explain why you would pick them specifically.

Mental Health Counseling Topics
(Provide a brief overview of the perspective and associated techniques [if applicable] along with the primary persons associated with these perspectives.

77. EMDR
78. Motivational interviewing
79. Positive psychology
80. Mindfulness
81. Acceptance and commitment therapy
82. Dialectic behavioral therapy
83. Life coaching
84. Internal family systems therapy
85. Emotionally focused couples therapy
86. The Gottman method of couples counseling

Christian Counseling Topics
(Provide a brief overview of the perspective and associated techniques [if applicable] along with the primary persons associated with these perspectives.

87. Healing prayer (e.g., Leanne Payne) and deliverance-oriented counseling (e.g., Neil Anderson, McNutt)
88. Sonship theology and ministry
89. Theophostic prayer ministry
90. Biblical counseling (CCEF)
91. Levels of explanation approach
92. Christian psychology approach
93. Reparative therapy
94. The Institute for the Study of Sexual Identity perspective on same-sex attraction and therapy
95. Describe the continuum of approaches to Christian counseling based on how the proponents of them value general versus special revelation.

Counseling Professionals
96. David Powlison
97. Paul Tripp
98. Ed Welch
99. Larry Crabb
100. Dan Allender
101. Tim Clinton
102. Henry Cloud and John Townsend
103. Steve Arterburn
104. Mark Laaser
105. Diane Langberg
106. Doug Rosenau
107. Mark McMinn
108. Everett Worthington
109. Siang-yang Tan
110. Les and Leslie Parrot
111. Archibald Hart
112. David Benner
113. Mark Yarhouse
114. Chuck DeGroat
Course Objectives Related to MAC Student Learning Outcomes

Course: PSY632  Psychology in Relation to Theology II  Professor: Drs. Coupland and Coffield  Campus: Orlando  Date: 10/1/13

<table>
<thead>
<tr>
<th>MAC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></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>
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<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>
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<tr>
<td><strong>COUNSELING, PREVENTION, AND INTERVENTION</strong></td>
<td>Moderate</td>
<td>Students write position papers and take oral exams demonstrating their knowledge of intervention models and skills.</td>
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<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>
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<tr>
<td><strong>DIVERSITY AND ADVOCACY</strong></td>
<td>Moderate</td>
<td>Students write position papers and take oral exams demonstrating their understanding of racial, ethnic, and cultural issues.</td>
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<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>
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<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Minimal</td>
<td>Students write position papers and take oral exams demonstrating their awareness of commonly used assessment tools.</td>
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<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>
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<tr>
<td><strong>RESEARCH AND EVALUATION</strong></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>
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<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>
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<tr>
<td><strong>DIAGNOSIS</strong></td>
<td>Moderate</td>
<td>Students write position papers and take oral exams demonstrating their understanding of DSM.</td>
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<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 Diagnostic and Statistical Manual of Mental Disorders (DSM), and evaluates them through a biblical and theological framework.</td>
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<tr>
<td><strong>INTEGRATION</strong></td>
<td>Strong</td>
<td>Students write position papers and take oral exams demonstrating their integration skills.</td>
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<tr>
<td>Integration of biblical &amp; theological concepts with counseling practices.</td>
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<tr>
<td><strong>SANCTIFICATION</strong></td>
<td>Moderate</td>
<td>Students apply their biblical and theological knowledge.</td>
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<tr>
<td>Demonstrates a love for Triune God</td>
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