

## ST510 Theological Foundations for Counseling Reformed Theological Seminary

Fall 2018

2 Credit Hours

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### Class meeting time

Days: Time

### Office Hours

By appointment

### Course Description

This is the first of five courses exploring the biblical and theological foundations of Christian psychology and counseling theory and practice. This course focuses on different approaches that contemporary Christians take to the relation of Scripture and theology to psychological studies and counseling; how worldview affects these disciplines; and the development of a biblical, theological, and holistic framework to guide Christian counseling theory, research, and practice.

### Course Objectives (Knowledge and Skill Outcomes)

After successful completion of the course, students will demonstrate ability to:

- CO 1. Contrast the major approaches evangelical Christians take to psychology and counseling
- CO 2. Identify some of the challenges of a Christian approach to counseling in the contemporary world due to worldview differences
- CO 3. Articulate a biblical and theological framework for understanding the Christian life and counseling process.
- CO 4. Understand key Scriptural themes and passages relevant to Christian counseling
- CO 5. Develop a holistic framework for counseling in Christian and public health settings consistent with the Reformed faith

### Course Objectives (Knowledge and Skill Outcomes)

After successful completion of the course, students will demonstrate ability to:

- CO 6. Contrast the major approaches evangelical Christians take to psychology and counseling
- CO 7. Identify some of the challenges of a Christian approach to counseling in the contemporary world
- CO 8. Articulate a biblical framework for understanding the Christian life and counseling process.
- CO 9. Understand key Scriptural themes and passages relevant to Christian counseling

### Assignments (Student Performance Evaluation Criteria)

#### A1. Group Learning by Outlines and Discussions (50%)

**Group learning.** Research shows that wrestling with concepts, organizing them for yourself and verbalizing them to others increases the effectiveness of learning. This course has a good deal of complex reading material in areas unfamiliar to many of the students. Not all of it will be covered in lectures. Nor will all of it be covered in exams or

papers. Course Assignment A1 is designed to promote student learning through small group processing of the readings.

**Triads.** Form triadic study groups. Depending on the number of students in the course, there may need to be groups with four members. That will reduce your load but increase confusion.

**Schedule carefully.** The work in this course is heavily weighted to the first half. That will be nice when you reach the end of the semester. Examine your work load and schedule your work carefully.

**Cooperation evaluations.** It is important that each student 'pull their weight' by preparing for and participating in their study group. Students will complete a 'Cooperation Evaluation' (Available in Canvas) for each member of their study group (self included). These are to be turned in to the Program Office between the last lecture and the end of term. Failure to participate fully in your study group may affect your grade.

**Study group tasks.** This course examines a variety of positions on the relation of the Scriptures and psychology and a number of key biblical themes crucial for counseling. The assigned materials are relevant to class lectures, your paper and your worldview exam. Your group assignment is designed to promote a more adequate grasp of the content and readings in this course. Each study group will prepare summary outlines of the materials for the course and engage in discussion of them.

You will engage with original works by proponents of a number of positions, several of which are represented by faculty at RTS. You are invited to consider each and to form your own conclusions!

**Task 1 Read individually.** Each student will individually read through each reading. Marking and writing in the text as you read is encouraged as a way of engaging with it and for 'cues' when doing the writing portions of your assignments.

**Task 2 Prepare annotated outlines.** The group will prepare an annotated outline of each reading. The list of Reading and Materials for this course (below) includes 'Write up' instructions for each item. The course schedule gives you due dates for each item in your outlines (Read them carefully as different chapters and items may have different due dates.)

**Bold text headings are the guides your outlines.** Most of the readings have **bold** headings introducing their sections. Authors use these to cue readers to their train of thought. Study groups should to use the bold heading for their outlines. You may choose to add more.

**Summarize the sections.** Where the author has a bold heading introducing a section, students will write a summary of the gist (take-away) of the section. The summary may be a single sentence or even several paragraphs. I suggest conceptualizing the summary as a response to a question from someone in your study group who asks 'So, what is this section saying?'

**Share writing the summaries.** Members of the study group may share in the burden of preparing summaries. That reduces your individual work.

**Task 3 Discuss the material.** Once you have assembled your summaries of a reading, meet together to discuss the material and your outlines. Discussion does not guarantee effective learning, but it is likely to enhance it! You may want to do several at once to reduce the hassle of finding a common time to meet.

**Minimum discussion time:** 50 pages of material gets at least 10 minutes of discussion (5:1 ratio). The ratio must be 5:1 or less. The material is worth much more time than this, but you have other things to do in your life! You may spend more time.

**Documenting discussion time.** Each reading outline must have the discussion ratio (ratio of discussion time to pages) at the top of the first page. Put the both the discussion ratio and the actual

discussion time: page count at the top of the first page when you submit it (e.g. Discussion ratio: 4.6:1 - 92 pages:20 minutes discussion).

**Task 4 Submit each Outline** before the lecture on the date in the course schedule below.

**Assemble your outlines.** Once you have finished writing your outlines for an item, assemble them into a single .doc file. **Each assignment should be in a separate .doc file.** Title both the email and the doc file exactly as instructed in the list of materials. Email them to hurleypapers@gmail.com.

- A2. Individual Paper (25%)** Course materials expose you to a range of positions regarding the relation of Scripture and psychology. This assignment asks you (individually) to organize and to present an evaluative description of your understanding of them and the present state of your own thinking about the subject. Start from Johnson's taxonomy of positions (Foundations, ch. 3 and Three Faces of Integration). Draw on material from the course and other materials. Your paper should 1. Clearly identify, compare, contrast and evaluate what you see as the core stances regarding the relation of Scripture and psychology and 2. At the end, briefly present the state of your own thinking in these areas. Your paper should be of up to 15 pages (excluding title page and bibliography) double spaced, 12 pt Times New Roman font and in APA format. Include a bibliography of no less than 15 items.

Note that this is a brief paper. A significant challenge will be to achieve sufficient mastery of your material to present it briefly, fairly and effectively. (You will face this challenge myriad times in your practice as a Christian in the area of counseling.)

Email your paper to [hurleypapers@gmail.com](mailto:hurleypapers@gmail.com). Title both the email and the doc file ST510\_2018\_Paper\_SSID6.

- A3. Worldview Exam (25%):** Jim Sire examines nine worldviews, systematically addressing key aspects of each. Worldviews have consequences! As you read his work, gain the ability to describe each worldview with respect to each key dimension addressed by Sire. Perhaps creating a table would help you. Practice discussing them in your study group. This exam will ask you to demonstrate your ability to describe the worldviews and to recognize their consequences. It could be as simple as filling in a table or as complex as evaluating worldview positions in a vignette.
- A4. Attendance and Active Participation:** This course is taught in a concentrated format over nine weeks. Prompt attendance at each class meeting is mandatory and participation related to academic content is expected. Final grades will be reduced by one third of a letter grade for each lateness and a full letter grade for each class missed without prior email approval. Students will sign in for each class period.

## Methods of Instruction

Teaching will include reading, lecture, and discussion.

## Required Materials (Texts, Readings, and Videos)

**NOTE:** SSID6 means The last 6 digits of your Self-Service ID (**NOT Social Security**)

- M1 Arms, D., (2008) Book Review: Foundations for Soul Care - Institute for Nouthetic Studies – [www.nouthetic.org/blog/](http://www.nouthetic.org/blog/) - retrieved online 7/27/18  
(Write up: 1 Brief summary- ST510\_2018\_Arms\_SSID6\_SSID6\_SSID6 Due date: Before lecture 4)
- M2 Association of Certified Biblical Counselors, Annual Covenant <https://biblicalcounseling.com/certification/covenant/> - retrieved 7/27/018  
(Write up: 1 Brief summary - ST510\_2018\_ACBC\_SSID6\_SSID6\_SSID6. Due date: Before lecture 3)
- M3 Beck, Spilka, Welsh/Powlison and Hurley/Berry on the Relationship of Scripture, theology and psychology (Journal of Psychology and Christianity (1997), Vol. 16:4, pp. 293-371)  
(Write up: 78 pages: 6 Outlines: Outline each of the six articles between pp. 293 and 371. Submit

- as a single .doc file ST510\_2018\_Beck\_SSID6\_SSID6\_SSID6. Due date: Before lecture 3)
- M4 Discerning Reader Book review: Foundations for Soul Care –  
<https://discerningreader.com/foundations-for-soul-care/> - retrieved online 7/27/18  
 (Write up: 1 Brief summary ST510\_2018\_DR\_SSID6\_SSID6\_SSID6. Due date: Before lecture 4)
- M5 Hurley, J. Forgiveness (On Canvas) (Write up: No outline required. Due date: lecture 8)
- M6 Hurley, J. (1981). Man and Woman in Biblical Perspective. Wipf and Stock, Chs. 1-5. (Write up: 161 pages: 5 Outlines: Outline by chapter Submit as a single doc file ST510\_2018\_Hurley\_SSID6\_SSID6\_SSID6. Due date: Before lecture 5)
- M7 Hurley J. Theology and Counseling 1: Biblical Studies (on Canvas) (Write up: No outline required. Due date: Lecture 2)
- M8 Hurley, J. Theology and Counseling 2: Systematic Theology (on Canvas) (Write up: No outline required. Due date : lecture 2)
- M9 Johnson, E. (2007) Foundations of Soul Care IVP, PO Box 1400, Downers Grove, IL ISBN 978-0-2567-78308- chs. 3-7, 10,11  
 (Write up: 224 pages: 7 Outlines: Outline by chapter. Due dates:  
 ch.3 Before lecture 2 ST510\_2018\_John3\_SSID6\_SSID6\_SSID6  
 chs. 4,5 Before lecture 3 ST510\_2018\_John45\_SSID6\_SSID6\_SSID6  
 chs. 6, 7, 11 Before lecture 4 ST510\_2018\_John6711\_SSID6\_SSID6\_SSID6)
- M10 Johnson, E. (2013) Three Faces of Integration, Journal of Psychology and Christianity, Vol. 30:4, pp. 339-355 (Write up: Outline by Bold headings. ST510\_2018\_Faces\_SSID6\_SSID6\_SSID6. Due date: Before Lecture 2)
- M11 Newheiser, J, What is Biblical Counseling, Institute for Biblical Counseling and Discipleship, <http://vimeo.com/69595555> retrieved online 7/27/18 (Write up: List of central points made ST510\_2018\_Newh\_SSID6\_SSID6\_SSID6). Due date: Before lecture 3)
- M12 Powlison, D. (2007), Cure of Souls (and the modern psychotherapies), Journal of Biblical Counseling, Vol 25:2 pp. 55-64 (Write up: 1 Write up of Bold headings ST510\_2018\_Powl\_SSID6\_SSID6\_SSID6. Due date: Before lecture 3)
- M13 Sire, James (1997), The Universe Next Door, IVP, PO Box 1400, Downers Grove, IL. ISBN-13: 978-0830838509 ISBN-10: 0830 38503  
 (Write up: 272 pages: 11 chapters: Outline by chapter. ST510\_2018\_Sire\_SSID6\_SSID6\_SSID6. Due date: Before lecture 8)

### Optional Materials:

- M1 Smith, C. (2003). Introduction: Rethinking the secularization of American public life. In C. Smith (Ed.). *The secular revolution: Power, interests, and conflict in the secularization of American public life* (pp. 1-96). Berkeley, CA: University of California Press. (96 pages:

## Course Process and Schedule

The course will meet on the following dates (and times):

Lecture ID	Date	Topic	M/O =Reading/Outline Due A = Assignment Due	CACREP 2016 Standards
L1	8/27/18	Introduction Biblical and Theological Foundations for Psychology and Counseling 1	M 7 Hurley, Theology and Counseling 1: Biblical Studies M8 Hurley, Theology and Counseling 2: Systematic Theology	CO 1, 3, 4 2.F.2.d 2.F.2.g 2.F.5.a
	9/3/18	Labor Day Holiday – NO CLASS		
L2	9/10/18	Biblical and Theological Foundations for Psychology and Counseling 2	M/O 5 Johnson, Foundations, Ch. 3 M/O 10 Johnson Three Faces M/O 3 Beck et al., Sola Scriptura M8 Hurley, Theology and Counseling 2: Systematic Theology	CO 1,3, 4 2.F.2.d 2.F.2.g 2.F.5.a
L3	9/17/18	Philosophical Transitions: Approaches to Psych and Counseling 1. The Secular Revolution and Modern Psychology 2. Christian responses to modern psychology	M/O 1 Arms M/O 2 ACBC, Annual Covenant M/O 9 Johnson, Foundations, Ch. 4, 5 M/O 11 Newheiser video M/O 12 Powlison	CO 1,2, 3
L4	9/24/18	Christian Psychology Orders Parallel Integration, strategic, maximal	M/O 9 Johnson, Foundations Ch. 6,7, 11	CO 1, 3 2.F.2.a
	10/1/18	Reading Week – NO CLASS		
L5	10/8/18	The Meaningfulness of Human Beings 1. Biblical Anthropology 2. Gender Relations	M/O 6 Hurley, Man and Woman,	CO 1, 3, 4 2.F.2.d 2.F.2.g
L6	10/15/18	Motive and process of Christian change 1. Thankful transformation 2. Secure Base and Strength		CO 3, 4
L7	10/22/18	Motive and process of Christian change 3. Loving enactment	A2 Paper due	CO 3, 4
L8	10/29/18	Motive and process of Christian change 4. Repairing wounds	M 5 Hurley, Forgiveness	CO 3, 4
L9	11/5/18	Motive and process of Christian change 5. Respecting real differences	M/O13 Sire	CO3, 4 2.F.2.d 2.F.2.g
	11/12/18	Worldview Exam	A3 Worldview Exam	

## Policies and Important Information

As noted, class attendance and participation is required. Please be on time. Absences for illness or personal emergency may be excused.

All written work must conform to American Psychological Association (APA) style. If a student does not have a

copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. <https://owl.english.purdue.edu/owl/resource/560/01/>). Materials should be in 12pt Times New Roman font and double spaced. Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Submission of work.** Written assignments are to be emailed to the instructor for this course ([hurleypapers@gmail.com](mailto:hurleypapers@gmail.com)) **before** the lecture begins on the due date. Keep a digital copy of your work. Be sure to title BOTH your email and the attached doc file EXACTLY as indicated in the assignment (Note the underscores ‘\_’.)

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be reduced 1/3 letter grade for each late day. Items graded by the ‘Expectations’ scale (below) will be reduced one category for each late day.

**Anonymity.** All written assignments, quizzes and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work.** All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:** The institutional grading scale is below, with a 12 point adaptation format for letter grades (A = 12, etc.).

A 12 (97-100)	B- 8 (86-87)	D+ 4 (75-77)
A- 11 (94-96)	C+ 7 (83-85)	D 3 (72-74)
B+ 10 (91-93)	C 6 (80-82)	D- 2 (70-71)
B 9 (88-90)	C- 5 (78-79)	F 0 (Below 70)

#### **Attendance Policy:**

This course is taught in a concentrated format over nine weeks. Prompt attendance at each class meeting is mandatory and participation related to academic content is expected. Final grades will be reduced by one third of a letter grade for each lateness and a full letter grade for each class missed without prior email approval. Students will sign in for each class period. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

#### **Class Participation:**

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials for their study group discussion in advance of each class and to be prepared to contribute to the class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

### **Student Learning Outcome Table**

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

<b>CACREP Standard(s)</b>	<b>Course Objective</b>	<b>Reading(s)*</b>	<b>Lecture(s)</b>	<b>Assignment(s)</b>
2.F.2.d 2.F.5.a	CO1 Christian approaches	M4 Johnson chs. (3), (4), (5) M9 Hurley	L1, 2, 3, 4	A1 Outlines
	CO 2 Challenges	M5 Johnson ch. (3) M11 Powlison	L3, 4	A1 Outlines
2.F.7.g	CO3 Framework	M12 Sire M6 Hurley M9 Hurley	L5, 8, 9	A1 Outlines A2 Exam
2.F.7.g	CO 4 Themes	M6 Hurley M9 Hurley	L5, 6,7, 8, 9	A1 Outlines

\* Textbook chapters are denoted in parenthesis

To provide students with a better idea of how items are evaluated, see the following 'Expectation' categories:

<b>Item</b>	<b>Inadequate Grasp</b>	<b>Fails to Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Outlines	Demonstrates inadequate or inaccurate ability to conceptualize, substantial inconsistencies/errors; inaccurate summary; poor presentation	Demonstrates weak or inaccurate ability to conceptualize, significant inconsistencies/errors; inaccurate summary; poor presentation	Demonstrates substantial ability to conceptualize, minimal inconsistencies/errors; competent summary; effective presentation	Demonstrates strong ability to conceptualize, no inconsistencies/errors; incisive summary; highly effective presentation
Paper	Demonstrates inadequate or inaccurate grasp of material; inadequate bibliography; poor presentation; failure to use APA format	Demonstrates weak or inaccurate grasp of material; inadequate bibliography; poor presentation; failure to use APA format	Demonstrates substantial grasp of material; adequate bibliography; effective presentation; uses APA format	Demonstrates strong grasp of material; superior bibliography; highly effective presentation; uses APA format
Worldview exam	Demonstrates inadequate or inaccurate ability to identify/grasp components of worldviews; poor presentation	Demonstrates weak or inaccurate ability to identify/grasp components of worldviews; poor presentation	Demonstrates substantial ability to identify/grasp components of worldviews; effective presentation	Demonstrates strong ability to identify/grasp components of worldviews; highly effective presentation