ST510 Theological Foundations for Counseling

Reformed Theological Seminary

Fall 2018

2 Credit Hours

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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 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 send 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
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 if 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. 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)

(Write up: 1 Brief summary- ST510_2018_Arms_SSId6_SSId6_SSId6 Due date: Before lecture 4)

M2  Association of Certified Biblical Counselors, Annual Covenant
(Write up: 1 Brief summary - ST510_2018_ACBC_SSId6_SSId6_SSId6. Due date: Before lecture 3)

(Write up: 78 pages: 6 Outlines: Outline each of the six articles between pp. 293 and 371. Submit

(Hit 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)


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)


(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


(Write up: 272 pages: 11 chapters: Outline by chapter. ST510_2018_Sire_SSID6_SSID6_SSID6. Due date: Before lecture 8)

Optional Materials:

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

<table>
<thead>
<tr>
<th>Lecture ID</th>
<th>Date</th>
<th>Topic</th>
<th>M/O = Reading/Outline Due</th>
<th>CACREP 2016 Standards</th>
</tr>
</thead>
</table>
| 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.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 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       | M/O 1 Arms  
M/O 2 ACBC, Annual Covenant  
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 | CO 3, 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) 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.).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>94-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>91-93</td>
<td></td>
</tr>
<tr>
<td>B 9</td>
<td>88-90</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>88-87</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C 6</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C 5</td>
<td>78-79</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>75-77</td>
<td></td>
</tr>
<tr>
<td>D 3</td>
<td>72-74</td>
<td></td>
</tr>
<tr>
<td>D 2</td>
<td>70-71</td>
<td></td>
</tr>
<tr>
<td>F 0</td>
<td>Below 70</td>
<td></td>
</tr>
</tbody>
</table>

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

* Textbook chapters are denoted in parenthesis

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

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