

# **PSY633 Application of Counseling and Theology Reformed Theological Seminary – Jackson campus**

Spring 2019  
1 credit hour

## **Instructor**

Guy Richardson, EdD

### **Contact Information**

(O) 601-923-1650

grichardson@rts.edu

### **Office Hours**

By appointment

### **Class meeting time:**

January 31

1:00 - 2:00 pm

February 28, March 7, 21, 28

1:00 – 4:00 pm

## **Course Description**

This course is designed to help students demonstrate their ability to integrate and consolidate their thinking and positions on a variety of issues related to counseling. It will also familiarize students with critical topics, questions and issues and with the identity and role of key professionals in arenas of both Christian and non-Christian counseling. The intent is to prepare students to be able to respond to commonly asked questions they may have to answer in job interviews, from referral sources, churches, or clients.

## **Course Objectives**

Upon completion of this course, the student will:

- CO1. Have organized their thinking and responses to issues and common questions often raised from within the church or from those within the field of professional counseling.
- CO2. Be familiar with well-known professionals in the Christian counseling world.
- CO3. Be able to state their positions on counseling-related issues in a concise and understandable manner.
- CO4. Be able to engage respectfully with other students on positions relating to topics and people in the field of counseling.
- CO5. Have gained confidence in their ability to articulate their personal philosophy of counseling.

## **Methods of Instruction**

This course will be conducted in a seminar format. Class meetings will be used for the presentation and discussion of various counseling topics as they relate both to the church and the field of professional counseling. All students will participate in the research and writing of short summary papers on assigned topics or people. It is expected that all students will participate actively in order to help each other sharpen their understanding and ability to articulate relevant information on each topic or person presented.

## Assignments

### A.1 Class attendance (10%)

In order to address the many issues and questions that will be covered over the semester, it is critical that all students be in class on time and ready for discussion at 1:00 sharp. Anyone late for class without previous approval will lose one point off of their final grade. An unexcused absence will result in losing 3 points off their final grade.

### A.2 Participation in roundtable discussions (10%)

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, churches, or clients. Students are expected to contribute a minimum of three significant thoughts per class period. Students will earn up to 3 participation points per class period for their contributions to the discussions.

### A.3 Counseling issue papers and counseling topic paper (30%)

Each student will be assigned an equal number of questions from the list of Christian counseling and mental health counseling issues and topics that will be distributed the first day of class (January 31<sup>st</sup>). For each of the topics assigned, you will research and write brief paper to clarify and inform as to the topic's contributions, value, and/or limitations (approximately 2 double-spaced pages, 12 pt. type). These papers should be concise, thoughtful, and informed by reading/research. In-text citations and a minimum of two references are required for all papers. The papers should reflect your integrated thoughts in writing, and should not simply be cited quotes (ie do not over-use quoted material) or simply copy and paste material from other writers (aka plagiarism). You will be assigned specific dates as to when you will lead a class discussion for each of the papers you have written.

You will be expected to upload your papers to Canvas **by Monday** at 11:59 p.m. **before** the date you are assigned to use your paper to lead a class discussion. Use the question number (the number only) as the title of your paper when submitting it to Canvas and on the cover page of the paper and at the top of the first page (e.g., "Question 8"). Use the issue/topic/question as the first line of text at the beginning of your paper. Indent this line like you would a paragraph. Use APA 6<sup>th</sup> 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.

### A.4 Counseling professional summary (10%)

Each student will be *assigned* the name of one prominent counseling professional. You will research and write a brief summary paper (approximately 2 double-spaced pages) about this person.

Include the following information in this summary:

1. Educational background (degrees and institutions of study), and license(s) (e.g., psychologist, mental health counselor), if applicable.
2. Vocational history (professional or ministry) (e.g., Professor of psychology, Wheaton College, 1995-present; senior pastor, Redeemer Community Church, 1995-present).
3. List the unique emphases in the person's counseling perspective and/or writings (e.g., "has done extensive research on the issue of forgiveness," "has written books on, and developed a manual for, training lay counselors," "emphasizes a Christianized form of CBT in her writing.")
4. List two books and/or significant articles you would recommend to someone that is interested in learning more about this counselor's unique emphases or counseling perspective. Explain the benefit of these resources to your readers. Do not provide a full reference list of the professional's writings.

This paper should be a summary of your research on the professional and not a copied and pasted biography from a website or book cover (again, this is plagiarism). Provide a reference list of your sources at the end of your paper. You will be assigned a specific date when your write-up will be due. This paper will not be discussed in class, but you will present the person to the class and answer questions from your classmates. Upload your paper to Canvas **by Monday** at 11:59 p.m. **before** the date of the next class so that your classmates have time to read it before the class. Use the question number (the number only) as the title of your paper when submitting it to Canvas and on the cover page of the paper and at the top of the first page (e.g., "Question 8"). Use the professional's name as the first line of text at the beginning of your paper. Indent this line like you would a paragraph. Use APA 6<sup>th</sup> 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 25 points (23 points for content and 2 points for APA style). 5 points will be deducted for each day a paper is late.

#### **A.5 Reading (20%)**

Students will read the weekly papers 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 9:00 a.m., each Thursday that the class meets.

#### **A.6 Oral exams (20%)**

For the final exam, students will be divided into groups and be examined orally by faculty members, local professional counselors, and pastors. This will be on a day and time determined by the faculty (with student input) at the end of the semester. Students will be asked to give verbal responses to random questions from any of the issues, topics, or professional persons presented in class during the semester. The assumed setting for the exams will be that of a job interview. You will be graded on the quality and thoughtfulness of your responses.

*Note: The list of topics, issues, and professionals to study and report will be handed out on the first day of class, January 31<sup>st</sup>. These will cover topics such as Christian Counseling Issues; Mental Health Counseling Issues; as well as other topics and well-known professionals in the field of counseling, both Christians and non-Christians. Dates for presentation of individual assignments will also be made on January 31<sup>st</sup>.*

## Student Performance Evaluation

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

Class attendance	10%
Class participation	10%
Reading	20%
Issue/topic papers	30%
Counseling professional summary	10%
<u>Oral exams</u>	<u>20%</u>
Total	100%

## Course Process and Schedule

Lecture ID	Date	Topic	Group Work	Assignments Due
L1	Jan 31	Introduction: Syllabus Course overview and class assignments ( <i>Select A.3 &amp; A.4 due dates</i> )		
L2	Feb 28	Presentations	Class Discussion	Peer papers (A.5)
L3	Mar 7	Presentations	Class Discussion	Peer papers (A.5)
		Spring Break		
L4	Mar 21	Presentations	Class Discussion	Peer papers (A.5)
L5	Mar 28	Presentations	Class Discussion	Peer papers (A.5)
	TBD			Oral Examinations (A.6)

## Policies and Important Information

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/>). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Grading Scale:**

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+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

**Course Objectives Related to MAC Student Learning Outcomes**

Course: PSY632    Application of Counseling and Theology

Professor: Dr. Guy Richardson

Campus: Jackson    Spring 2019

<p style="text-align: center;"><b><u>MAC Student Learning Outcomes</u></b></p> <p><i>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.</i></p>	<p style="text-align: center;"><b><u>Rubric</u></b></p> <ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	<p style="text-align: center;"><b><u>Mini-Justification</u></b></p>
<p><b><u>FOUNDATIONS</u></b> 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.</p>	<p>Moderate</p>	<p>Students write position papers and take oral exams demonstrating their understanding of a variety of counseling models and techniques.</p>
<p><b><u>COUNSELING, PREVENTION, AND INTERVENTION</u></b> 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.</p>	<p>Moderate</p>	<p>Students write position papers and take oral exams demonstrating their knowledge of intervention models and skills.</p>
<p><b><u>DIVERSITY AND ADVOCACY</u></b> 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.</p>	<p>Moderate</p>	<p>Students write position papers and take oral exams demonstrating their understanding of racial, ethnic, and cultural issues.</p>
<p><b><u>ASSESSMENT</u></b> 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.</p>	<p>Minimal</p>	<p>Students write position papers and take oral exams demonstrating their awareness of commonly used assessment tools.</p>
<p><b><u>RESEARCH AND EVALUATION</u></b> Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview.</p>	<p>Minimal</p>	<p>Students write position papers and take oral exams demonstrating their understanding of the application of evidence-based practice in counseling.</p>
<p><b><u>DIAGNOSIS</u></b> 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 <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>, and evaluates them through a biblical and theological framework.</p>	<p>Moderate</p>	<p>Students write position papers and take oral exams demonstrating their understanding of DSM.</p>
<p><b><u>INTEGRATION</u></b> Integration of biblical &amp; theological concepts with counseling practices.</p>	<p>Strong</p>	<p>Students write position papers and take oral exams demonstrating their integration skills.</p>
<p><b><u>SANCTIFICATION</u></b> Demonstrates a love for Triune God</p>	<p>Moderate</p>	<p>Students apply their biblical and theological knowledge</p>

