

PSY633 Application of Counseling and Theology
Reformed Theological Seminary – Orlando
Spring Semester, 2020
1 credit hour

Instructors

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Class meeting time

Thursdays, 10:00 a.m. – 11:00 a.m.
Faculty will be available for course discussion 11:00 a.m. – 12:00 p.m.

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 in arenas of both Christian worldview informed and nonfaith-based counseling settings. 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, or clients.

Course Objectives

Students will demonstrate comprehension of the following standards:

- 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 able to state their positions on counseling-related issues in a concise and understandable manner in language that will be understood by the church and the academy.
- CO3.** Be able to engage respectfully with other students on positions relating to topics and people in the field of counseling.
- CO4.** Have gained confidence in their ability to articulate their personal philosophy of counseling.

Method of Instruction

This course will be conducted in a seminar format. Class meetings will be used for the presentation and discussion of various counseling questions 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 question. 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 (Student Performance Evaluation Criteria)

A1. Class attendance. 10% of grade

In order to address the 60 unique issues and questions that will be covered over the 13 weeks of class, it is imperative that students be in class and ready to engage in conversation promptly at 10:00 a.m. Students will earn 3 attendance points per class if they are on time for class (this means in a seat, computer on, and ready to talk). Students will earn 1 attendance point per class if they arrive to class after 10:00 a.m. Students will earn 0 attendance points if they miss class without an excused absence.

A2. Participation in roundtable discussions. 10% of grade

The course format is completely dialogue-based. Interactive discussion of the assigned questions 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 questions, 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 contribute a minimum of three significant comments per class period.** Students will earn up to 3 participation points per class period for their contributions to the discussions.

A3. Counseling question papers. 30% of grade

Each student will be assigned a total of four questions from the list below of Christian worldview informed counseling and mental health counseling questions (see the addendum at the end of the syllabus). The schedule for assigned questions is available on Canvas. For each of these you will research and write brief, 1-2 page, position papers. 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 (do not over use quoted material) or copy and paste material (this is plagiarism) from other writers. **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 question as the first line of text at the beginning of your paper. Indent this line like you would a paragraph. Use APA 6th edition formatting for your papers (use the APA template for this course provided on Canvas). **It is critical that these are submitted on time because your classmates are required to read these prior to attending class.** One letter grade will be deducted for each day a paper is late.

A4. Reading. 20% of grade

Students will read the weekly papers (4-5 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 10:00 a.m., each Thursday that the class meets.

A5. Oral exams. 30% of grade

Students will be put into groups of 5 students for the two oral exams the will be given on May 16 and May 21. On May 16th 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 1-30). On May 21nd 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 (questions 30-60), 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.

Required Course Materials

The only assigned reading for this course is that of assignment 4 above. However, students will obtain whatever reading resources they need on their own as part of their research in writing their papers and studying for the oral exams.

Course Process and Schedule

Date	Topic	Assignment Due	Reading Quiz Due
2/6	Class introduction		
2/10		Yanan Bai, Q. 1 John Bricker, Q. 2 Mary Carr-DeVries, Q. 3 Heather Carothers, Q. 4 Heidi Collins, Q. 5	
2/13	Class discussion of question papers		Papers 1 through 5
2/17		Jarett Hall, Q. 6 Stephanie Hopkins, Q. 7 Elisa Horning, Q. 8 Julianna Jackson, Q. 9 Emma Killian, Q. 10	
2/20	Class discussion of question papers		Papers 6 through 10
2/24		Ashlen Moss, Q. 11 Karrah Rinehart, Q. 12 Kyle Sanchez, Q. 13 Kate Volkman, Q. 14 Farrann Wilkinson, Q. 15	
2/27	Class discussion of question papers		Papers 11 through 15
3/2		Yanan Bai, Q. 16 John Bricker, Q. 17 Mary Carr-DeVries, Q. 18 Heather Carothers. Q. 19 Heidi Collins, Q. 20	
3/5	Class discussion of question papers		Papers 16 through 20
3/9		Jarett Hall, Q. 21 Stephanie Hopkins, Q. 22 Elisa Horning, Q. 23 Julianna Jackson, Q. 24 Emma Killian, Q. 25	

3/12	Class discussion of question papers		Papers 21 through 25
3/16		Ashlen Moss, Q. 26 Karrah Rinehart, Q. 27 Kyle Sanchez, Q. 28 Kate Volkman, Q. 29 Farrann Wilkinson, Q. 30	
3/19	Class discussion of question papers		Papers 26 through 30
3/26	Spring break, no class		
3/30		Yanan Bai, Q. 31 John Bricker, Q. 32 Mary Carr-DeVries, Q. 33 Heather Carothers, Q. 34 Heidi Collins, Q. 35	
4/2	Class discussion of question papers		Papers 31 through 35
4/6		Jarett Hall, Q. 36 Stephanie Hopkins, Q. 37 Elisa Horning, Q. 38 Julianna Jackson, Q. 39 Emma Killian, Q. 40	
4/9	Class discussion of question papers		Papers 36 through 40
4/13		Ashlen Moss, Q. 41 Karrah Rinehart, Q. 42 Kyle Sanchez, Q. 43 Kate Volkman, Q. 44 Farrann Wilkinson, Q. 45	
4/16	Class discussion of question papers		Papers 41 through 45
4/20		Yanan Bai, Q. 46 John Bricker, Q. 47 Mary Carr-DeVries, Q. 48 Heather Carothers, Q. 49 Heidi Collins, Q. 50	
4/23	Class discussion of question papers		Papers 46 through 50
4/27		Jarett Hall, Q. 51 Stephanie Hopkins, Q. 52 Elisa Horning, Q. 53 Julianna Jackson, Q. 54 Emma Killian, Q. 55	
4/30	Class discussion of question papers		Papers 51 through 55
5/4		Ashlen Moss, Q. 56 Karrah Rinehart, Q. 57 Kyle Sanchez, Q. 58 Kate Volkman, Q. 59 Farrann Wilkinson, Q. 60	
5/7	Class discussion of question papers		Papers 56 through 60
5/14		Oral exam, Christian worldview informed counseling questions	
5/19		Oral exam, mental health counseling questions	

Policies and Important Information

Writing style. 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/>

Submission of work. All assignments are to be completed on the Canvas course webpage. 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 deducted 1/3 letter grade for each late day.

Return of work. All work will be graded on Canvas.

Grading 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)

Attendance Policy. Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. 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 made available in Canvas or presented during the missed class from a classmate.

Class Participation. Students are expected to participate in all components of the class. Each student is expected to read all of the assigned materials in advance for each class and engage in class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Addendum

Christian Worldview Informed Counseling Questions

1. What is Christian counseling? How does your Christian faith inform what you do in the counseling room practically?
2. What is your understanding of the sufficiency of scripture, particularly as it relates to counseling?
3. Explain the concepts of common grace and general revelation? What is the significance of these to the counseling process?
4. Why do people need to deal with their pasts 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.”?
5. Doesn't much of psychology simply justify people's sin instead of calling sin “sin”? When is mental illness sin and when is it not?
6. Why do Christian counselors focus so much on feelings or emotions, when scripture seems to focus more on truth, repentance, and obedience?
7. Do people need to forgive themselves? Do people need to love themselves?
8. Conceptually and practically speaking, how is counseling a non-Christian different from counseling a Christian? What does evangelism look like in the context of counseling a non-Christian?
9. 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?
10. How can a Christian counselor justify charging so much money for discipling someone?
11. 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?
12. How can John Frame's triperspectival framework of knowledge aid you in dealing with cases of marital separation, divorce, and remarriage?
13. 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.”
14. 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?
15. The ordinary means of grace are the Word of God, fellowship (including the sacraments of baptism and the Lord's Supper), and prayer. How do you incorporate the means of grace into your counseling?
16. How would you define emotional health and spiritual health? Justify biblically/theologically how these are the same or different?
17. What is the significance of understanding humanity's dignity and depravity in counseling?
18. What are the important elements of your theology of change in the context of counseling?
19. What is the significance of grieving/lament/mourning in a Christian view of healing?

20. A person who has been faithfully following Christ for 20 years yet still struggles with “X” sin asks you, “Do people ever really change?” What is your response? What hinders or stops people from changing?
21. What is the role of the Holy Spirit in the counseling process?
22. What are your larger counseling goals in working with a person struggling with same sex attraction?
23. 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? What safe guards could church-based counselors take to prevent “all appearances of evil.”
24. 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?
25. What is the role of forgiveness in counseling? What does forgiveness look like? What is the relationship between forgiveness and reconciliation?
26. What is your understanding of shame and guilt? What is the relationship of shame to idolatry?
27. A person at your church says, “Someone in my church said I should go through “Theophostic Prayer Ministry” to heal my childhood trauma. How would you respond?
28. Name three strengths and three concerns about “Biblical Counseling” (CCEF)?
29. From a Christian perspective evaluate the role of 12-step programs in healing from addictions. For Christian clients would you recommend AA/NA or Celebrate Recovery?
30. A pastor asks you if you, as a counselor, are an integrationist. How would you respond?

Mental Health Counseling Questions

31. How does your religion inform what you do in the counseling room?
32. Describe your theory of counseling.
33. How would the theory and/or techniques of short-term/brief counseling approaches (e.g., CBT, solution-focused therapy) fit within your model of counseling?
34. What does it mean to have an eclectic approach to counseling?
35. What do research findings indicate about the importance of common factors across various approaches to counseling as related to the effectiveness of treatment?
36. Does a person need to deal with their past history? Why or why not?
37. Explain the key features of a scientifically informed, biopsychosocial approach to assessment and case conceptualization.
38. What are the important elements of a treatment plan? How does it continue to inform your ongoing work?
39. How does crisis counseling differ from typical counseling?
40. If a client told you that he or she was romantically attracted to you, how would you respond? If you found yourself romantically attracted to a client, how would you address this?
41. 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?
42. 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.
43. What makes a counselor culturally competent? How have you sought to improve your cultural competence?

44. Discuss your perspective on whether counselors from a particular ethnic/racial group can be effective with clients from different ethnic/racial groups?
45. 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.
46. What is a gender and sexual minority (GSM)? How do you work with gays, lesbians, or other gender or sexual minorities seeking help in their partner/spousal relationships?
47. How do social justice and client advocacy come fit into your role as a counselor?
48. 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?
49. How would you counsel a woman that reports a history of having had one or more abortions, or presents with an unwanted pregnancy?
50. 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?
51. What are the benefits of and problems with making DSM-5 diagnoses?
52. Why is medication important for some clients to progress in their counseling?
53. 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.
54. 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?
55. 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?
56. 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?
57. A woman that was raped seeks your counsel to deal with her wounds from this sexual violation. She tells you that she feels guilty because in the process of being raped she did not fight back or say anything. How could your knowledge regarding the neuroscience of trauma help to alleviate her guilt?
58. 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?
59. 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.
60. Give two examples of how you have used mindfulness techniques to help someone struggling with anxiety. What empirical evidence supports your use of these mindfulness techniques?

Course Objectives Related to MAC Student Learning Outcomes

Course: PSY633 Psychology in Relation to Theology II
 Professor: Scott Coupland, Ph.D. and Elizabeth Pennock, M.A.
 Campus: Orlando
 Date: Spring 2020

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