

### **03CO5300 Theology & Secular Psychology**

Summer 2022

July 25 – July 28

Monday to Thursday 8:00am – 5:00pm

#### **PROFESSOR INFORMATION**

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#### **COURSE DESCRIPTION**

Theology & Secular Psychology analyses the theological basis of secular systems of counseling. Students will explore the origins and major tenets of various secular theories. A biblical understanding of the human person and the process of transformation will be developed.

#### **COURSE OBJECTIVES**

There are three primary course objectives for Theology & Secular Psychology:

1. Students will be able to articulate and analyze three major aspects of the field of psychology
2. Students will be able to identify and evaluate the philosophical presuppositions of major schools of psychotherapeutic thought.
3. Students will be able to develop and apply an understanding of the comprehensive resources of the Christian faith for soul care and counseling.

#### **COURSE MATERIALS**

##### Books

Bruce Wampold, *The Basics of Psychotherapy: An Introduction to Theory and Practice*, 2<sup>nd</sup> ed., Theories of Psychotherapy Series (Washington, D.C.: APA, 2019), 125pp.

***Wampold provides an introduction to secular psychotherapy as a discipline. He provides a brief historical survey, discusses key questions in therapy, and analyzes the effectiveness of therapy on the whole. Focus your attention in this book on the way worldview and epistemology impact the discipline of secular***

**psychology. (Don't get bogged down in the individual research studies – focus on the main points.) I highly recommend that you read this book first.**

Stanley B. Messer and Nadine J. Kaslow, ed, *Essential Psychotherapies: Theory and Practice*, 4<sup>th</sup> ed. (New York: Guilford, 2020), pp 36-406

***This work is a standard graduate-level book surveying various psychological theories and therapies. Pay close attention to the method of change section in each chapter. I highly recommend you read this book after reading Wampold. Please note that you do not have to read the entire book – only pp36-406. It is important that you purchase the 4<sup>th</sup> edition.***

Heath Lambert, *A Theology of Biblical Counseling: The Doctrinal Foundations of Counseling Ministry* (Grand Rapids: Zondervan, 2014), 319pp.

***Lambert's work provides the foundation for considering counseling as primarily a biblical-theological ministry. This book is particularly helpful in weaving together theological categories and case studies, demonstrating how Christian doctrine is central to change.***

Michael Emler, *Descriptions and Prescriptions: A Biblical Perspective on Psychiatric Diagnoses and Medications* (Greensboro: New Growth, 2017). 100pp.

***Emler is a counselor with CCEF and a medical doctor. This book helpfully discusses the nature of the Diagnostic and Statistical Manual (DSM) and disorder categories. He helpfully articulates how to understand what is and is not meant when someone is diagnosed with a psychological disorder.***

#### Journal Articles

David Powlison, "How Does Scripture Teach Us to Redeem Psychology?" *JBC* 26 no. 3 (2012), 18-27

David Powlison, "Biological Psychiatry" *JBC* 17 no. 3 (1999), 1-8

David Powlison, "How Do You Help a Psychologized Counselee?" *JBC* 15 no. 1 (1996), 2-7

David Powlison, "The Therapeutic Gospel" (2007) *JBC* 2-7.

David Powlison, "Cure of Souls (and the Modern Psychotherapies)" (2007), *JBC* 5-36.

David Powlison, "Is the Adonis Complex in *Your Bible*?" *JBC* (2004), 42-58.

David Powlison, "Answers for the Human Condition: Why I Chose Seminary for Training in Counseling" *JBC* (2001), 46-54.

David Powlison, "Modern Therapies and the Church's Faith," *JBC* 15 no. 1 (1996), 32-41.

Robert Roberts, "Psychology and the Life of the Spirit" *JBC* 15 no. 1 (1996), 26-31

Jeffrey H. Boyd, "An Insider's Effort to Blow Up Psychiatry" *JBC* 15 no. 3 (1997), 21-31

Joanna Jackson, "How Christian Faith Compares and Conflicts with Mindfulness" *JBC* 33 no. 1 (2019), 25-45

***All journal articles will be provided through Canvas.***

## COURSE WORK

(1) Reading Report

Students are to read the assigned books and fill out the reading report available under “Files” in Canvas. Your books are grouped into two sections.

<b>Group 1:</b> Wampold Messer & Kaslow	Due Saturday, August 6
<b>Group 2:</b> Journal Articles Emlet	Due Saturday, August 13
<b>Group 3:</b> Lambert	Due Saturday, August 20

Please upload your completed reading report to Canvas by the due dates.

(2) Therapeutic System Quick Guides

Students are to compose a single-spaced 3-page introductory guide to two separate therapeutic systems. (For clarity, that’s 2 3-page assignments for a total of 6 pages of writing). Each guide must cover the following categories:

- Brief History (including major figures, dates of popularity)
- Clinical Applications (i.e. who is the therapy directed towards)
- Overview of Theory
- Method(s) of Change
- Major Presuppositions (anthropological, hamartiological, soteriological, etc.)

This assignment is not focused on analyzing the system, but rather identifying the major philosophical presuppositions of the theory.

(3) Research Paper

Students are to select a particular school of psychotherapeutic thought and compose a research paper that articulates and analyzes its method of change. Sections of this paper must include:

- (1) Description of system/method of change
- (2) Theological analysis of system/method of change
- (3) Significance of theological analysis for counseling

Your paper is a minimum of 12 pages and a maximum of 15 pages long and must cite at least 12 academic sources. At least 4 sources must be primary sources from within the school of thought you have selected (i.e. a paper on person-centered psychotherapy must

have at least 4 sources from PCP theorists). Messer and Kaslow will be helpful for identifying primary sources. Thorough research is essential, especially given that the topic of this course is less familiar to most seminary students. You may write your research paper on one of the systems you have analyzed in a Therapeutic System Quick Guide.

(4) Final Exam

Your final exam will be taken through Canvas (and thus LockDown Browser). It is closed-notes, open Bible. You will be given a prompt and asked to evaluate through a biblical-theological lens.

**COURSE GRADING**

Reading Report	20%
Quick Guides (10% each)	20%
Final Exam	25%
Research Paper	35%

**NUTS AND BOLTS**

Classroom Policies

1. Please follow all RTS classroom policies, including policies for internet use (appended below).
2. Papers should be formatted according to Chicago/Turabian standards.
3. Students are required to cite all sources consulted for a written assignment. Students who plagiarize or cheat in any other manner are guilty of academic misconduct and will be reported to the Dean of Students. This will result in disciplinary action up to and including failure of the course and academic dismissal.
4. Laptops are welcome in class for note taking only. Only word processing programs may be open during class; no browsers, email programs, social media feeds, or any other program is to be used. Please silence cell phones and do not text, Facebook, Snapchat, Instagram, or whatever else desperately beckons for your attention during class.
5. The professor reserves the right to modify any student's grade who is absent for a significant portion of the class.

Assignment Schedule

There is significant work for this class, I encourage you to plan accordingly!

Reading Group I	August 8
Quick Guide I	August 8
Reading Group II	August 15
Quick Guide II	August 15
Reading Group III	August 22
Research Paper	August 29
Final Exam	August 29

## **Student Instructions for Exams (LockDown Browser)**

Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link: <http://www.respondus.com/lockdown/download.php?id=998253613>

- This link is ONLY for RTS students and covers Mac and Windows applications.
- Be sure that you are able to login to your Canvas account from the LockDown Browser before scheduling a time to take your exam.
- The LockDown Browser application is already installed on the computers in the RTS Charlotte

library. (Note that if you elect to use the library computers, your proctor must still be present throughout the duration of the exam.)

If you use internet filtering software (for example, Covenant Eyes) you should disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>

2. Make arrangements with a proctor to supervise the exam within the date timeframe set by the professor. The proctor cannot be a family member, current RTS student (current = taken a class within the past year but not yet graduated), or member of the library staff. Typical proctors are pastors or church staff members.

For your convenience, there will be several on-campus proctor blocks where a proctor will be available to supervise your exam. Dates and times will be posted on Canvas and announced in the weekly Semper.

3. The proctor must observe student taking exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the date window specified for that midterm:
  1. Start the LockDown Browser application using a wired or known reliable WIFI connection. We do not recommend using restaurant or coffee shop WIFI to take exams.
  2. Have your student ID number available to input into the exam.
  3. If you use internet filtering software, you should disable it before beginning an exam with LockDown Browser.
  4. Login to your Canvas account using your Self-Service username and password. If you need to reset your Self-Service password, you may do so at <https://selfservice.rts.edu>.
  5. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF).
  6. Time clock will begin once you open the exam.
  7. Exam must be completed in one sitting. You may not exit and return to exam later.
  8. The exam will contain questions requiring the proctor contact information, an honor pledge, and certification that your proctor was present during the entire exam period.
5. Proctors may be contacted to verify information regarding exam administration.
6. In the rare case of a technical issue (for example, if internet service goes out during exam), the proctor should contact the course TA. While the TA's may not be immediately available, the date and time of the email will document when the issue was reported. Please have your TA's contact information available for your proctor before opening the exam. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computers.

**Please also adhere to the following RTS internet usage protocol:**

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

## Course Objectives Related to MACC Student Learning Outcomes

Course: Theology & Secular Psychology  
 Professor: Nate Brooks  
 Campus: Charlotte  
 Date: Winter 2021

<b><u>MACC Student Learning Outcomes</u></b> <i>In order to measure the success of the MACC 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>	<b><u>Rubric</u></b> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<b><u>Mini-Justification</u></b>
<b><u>COUNSELING KNOWLEDGE</u></b> Demonstrate knowledge of counseling theories and modern anthropology.	Strong	Course surveys and evaluates counseling theories and their underlying anthropologies
<b><u>COUNSELING SKILL</u></b> Ability to apply biblical truths and common-grace insights in a variety of counseling settings.	Moderate	Counseling skill will be developed through analyzing secular counseling theories.
<b><u>SCRIPTURE</u></b> Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.	Moderate	This course focuses more on understanding secular psychology. Scripture is applied in the analysis of secular psychology.
<b><u>REFORMED THEOLOGY</u></b> Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.	Strong	This course analyzes systems of psychology from the Reformed tradition.
<b><u>SANCTIFICATION</u></b> Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Understanding biblical anthropology and the means of grace will naturally develop a love for God and sanctification.
<b><u>WINSOMELY REFORMED</u></b> Embraces a winsomely Reformed ethos.	Strong	This course emphasizes winsome critique through the understanding of rival points of view.