

BC102HO THEOLOGICAL & PSYCHOLOGICAL FOUNDATIONS

SYLLABUS

I. COURSE DESCRIPTION

An introduction to the foundations of Christian counseling, emphasizing the priority of a theological system for theory and practice. Special attention is given to models of integration, historical developments, current directions and collaborative models of Christian counseling for the local church and the professional Christian counselor.

II. COURSE OBJECTIVES AND RATIONALE

Cognitive:

- A. The student will begin to develop a theological foundation for understanding the Christian distinctives for the philosophy, theory and practice of Christian counseling.
- B. The student will be able to explain the significance of first developing their philosophy of Christian counseling, followed by their theory and then practice of Christian counseling.
- C. The student will interact with theological and psychological dimensions of change as applications are drawn from the individual, marriage & family, and the Christian community arenas.
- D. The student will be able to evaluate the validity of four foundational models for all forms of counseling as well as the five views of psychology and Christianity.
- E. The student will examine four different application models of Christian counseling and evaluate their potential for collaborative applications.

Behavioral:

- F. The student will explore the nature of change and engage in the process of changing a personal behavior that constricts their spiritual health and growth.

Affective:

- G. The student will develop an increased personal commitment and passion for a defined foundational and application model of Christian Counseling.

Rationale:

This is the foundational course in the curriculum for Christian counseling at Dallas Theological Seminary. The student completing this course should be able to give a thoughtful and informed response to the question, "Please explain your philosophy, theory and practice of Christian counseling." After taking this course, the student should be better equipped to build upon and refine their model of Christian counseling with additional courses from the curriculum.

III. COURSE TEXTBOOKS A. Required

Johnson, Eric & Jones, Stanton (Eds.), Psychology & Christianity: Five Views. Downers Grove: IVP, 2010, pp. 271.

McMinn, Mark & Campbell, Clark. Integrative Psychotherapy: Toward a Comprehensive Christian Approach. Downers Grove: IVP Academic, 2009, pp. 405.

McMinn, Mark. Psychology, Theology, and Spirituality in Christian Counseling. Wheaton: Tyndale, 2012, pp. 371.

Stevenson, Daryl, Eck, Brian & Hill, Peter (Eds.), Psychology & Christianity Integration: Seminal Works that Shaped the Movement. Batavia, IL: Christian Association for Psychological Studies, 2007, pp. 386.

B. Suggested

Benner, David. Care of Souls: Revisioning Christian Nurture and Counsel. Grand Rapids: Baker Books, 1998, pp. 252.

Clinton, Timothy & Ohlschlager, George (Eds.), Competent Christian Counseling: Foundations & Practice of Compassionate Soul Care, Vol. I. Colorado Springs: Waterbrook Press, 2002, pp.813.

C. Supplementary Bibliography

Benner, David & Hill, Peter (Eds.), Baker Encyclopedia of Psychology & Counseling, 2nd Edition. Grand Rapids: Baker Books, 1999, pp. 1275.

Hunter, Rodney (Ed.), Dictionary of Pastoral Care and Counseling. Nashville: Abingdon Press, 1990, pp. 1346.

IV. COURSE REQUIREMENTS

A. Reading Assignments: 25% of grade

Required reading for this course includes: 1) chapters 1 – 5 & 12 of Integrative Psychotherapy; 2) the entire text, Psychology, Theology and Spirituality; 3) the entire text, Psychology & Christianity: Five Views; and 4) seven articles (select one from each of the seven sections) from Psychology & Christianity Integration by Stevenson, Eck & Hill. **Report the percent of reading completed in a Word document at DTS Online. Due date: 12/17.**

B. Application Project: 25% of grade.

The student will explore the nature of change and engage in the process of changing personal choices that constrict their spiritual health and growth. This project will be a structured reflection on your involvement in a current change exercise that will be explained at the beginning of the course. The particular application may be in the area of your choosing. The application project should be experiential and interactional for a minimum of a one 1 hour of exercise or “change lab” per week, with a total of 10 “change labs” in the semester. Each weekly “change lab” may be divided into any combination of 60 minutes of individual reflection and interpersonal interaction. After engaging in this experience throughout the length of this course, write a reflection paper for yourself (do not turn in) with the following outline:

- 1) What did I gain from this structured change process;
- 2) What were my barriers to change during this process;
- 3) How would I improve my change process in the future;

Report only two things in a Word document at DTS Online:

- a) number of completed “change labs”
- b) did you write and read your 3 point paper. **Due date 12/17.**

C. Five Views Analysis: 25% of grade.

The student will complete a 10 page, double spaced position paper briefly evaluating each of the five views identified in the Johnson & Jones text, Psychology & Christianity: Five Views, and then select and support the one view that seems most valid. Guidelines for this paper will be provided in the class towards the middle of the course.
Due date 12/10.

D. Final Position Paper: 25% of grade.

The student will complete a 10 page, double spaced position paper on your philosophy, theory and approach to Christian counseling, with applications in one of the four application models using ideas from the entire course. In short, you will develop your position on "How individual change is facilitated in your own ministry/counseling model." Think of this as preparation for your future job interview question, “Tell me about your view of “Christian Counseling.” Guidelines for this paper will be provided in class towards the middle of the course.
 THIS IS NOT A RESEARCH PAPER. Evaluations will be made considering your demonstrated learning from the learning objectives of this course. **Due date: 12/11.**

V. COURSE POLICIES A. Weighing of Course Requirements for Grading

The final grade for this class will be assigned in the following manner:

- 25% - Reading
- 25% - Application Project
- 25 % - Five Views Analysis
- 25% - Final Position Paper

B. Class Participation

Students are encouraged to participate in class discussion. This participation will not be a part of the student’s evaluation for a course grade.

C. Late Assignments

Assignments will be expected by the due date. Exceptions should be addressed to the professor in advance of the due date. Late assignments are accepted and graded according to the student handbook guidelines.

E. Absences

Students are expected to attend and participate in all classes. Absences should be taken only for important and necessary reasons. Upon the fourth absence (justified or not) the student will be dropped from the course. Excessive absences indicate a lack of priority for the course at this time in the student’s life and should thus be repeated at a more appropriate time in the future for the student.

F. Letter/Numerical Grade Scale

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

VI. COURSE SUPPLEMENTAL INFORMATION

Please contact the course professor directly around class time or by appointment, by phone or email for any supplemental information needed. DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

WEEK	DATE	TOPIC	DUE DATES
I. Introduction of Christian Counseling			
1	8/27	I.A. Course Introduction I.B. Christian Counseling Explanation of the Application Project “Active-Dependent Foundations for Change”	
	9/3	LABOR DAY – NO CLASS	
II. Application Models of Christian Counseling & Change			
2	9/10	II.A. Pastoral Counseling Pastoral Model Overview (Chaplain Bill video) II.B. Christian Lay Counseling/Care: A Church & Hospital Models – “Stephen Ministry” and other “Deep in the Relational Funnel” Models	
III. Personal Application Project			
3	9/17	III.A-F. Explanation of the Application Project “Active-Dependent Strategies for Change” (continued from 1/11)	
4	9/24	IV.A. Theological Foundations: Four Foundational Anchors “Biblical Theology” “Systematic Theology” “Practical Theology” “Biblical Psychology”	
5	10/1	IV.B. Integration Foundations: Four Foundational Models “Against” “Of” “Parallels” “Integrates”	
6	10/8	IV.C. Integration Foundation: Interdisciplinary: “Theology & Psychology” Intradisciplinary: “Spirituality”	

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7	10/15	IV.D. Integration Foundations: interdisciplinary & Intradisciplinary through “Historical Developments”	
8	10/22	IV.E. Integration Foundations: Biblical View of Individuals Personality Theory & Research	
9	10/29	IV.F. Integration Foundations: Biblical view of Marriage Relationships & Research	
10	11/6	IV.G. Integration Foundations: Biblical View of Family Family System Theory & Research	
11/12		READING WEEK – NO CLASS	
11/19		THANKSGIVING BREAK – NO CLASS	
11	11/26	IV.H. Integration Foundations Biblical View of Church Christian Community & Research	
II. Application Models of Christian Counseling & Change			
12	12/3	II.C. Professional Expertise: A Christian Prevention/Growth Model “Aim for Success” II.D. Professional Clinical: Christian Psychiatry & Psychology Christian Applications	
V. Collaborative Models of Christian Counseling & Change			
13	12/10	V.A. Collaborative Application Models V.B. Course Review: Putting it all together	Five View Paper Final Position Paper
14	12/17	Submit all work at DTS online	Application Project Reading Report Report of Absences