

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING</b> COUN 0574 1P
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 10 – DECEMBER 3, 2024 TUESDAYS, 6:45 – 9:35PM IN PERSON
<b>Instructor</b>	<b>NATHAN SZETO, PhD (Cand.), RP</b> Email: <a href="mailto:nszeto@tyndale.ca">nszeto@tyndale.ca</a>
<b>Class Information</b>	The class will be livestreamed online on Wednesdays from 8:15 – 11:05 AM.  Office hours: Mondays from 5:00pm-7:00pm (online), Thursdays from 5:00pm-7:00pm (online) or by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

*\* Course outline, materials, and assignments are borrowed/modified from Dr. Kern Stanberry and Dr. Aaron Smith (2022).*

## I. COURSE DESCRIPTION

Foundational for subsequent counselling courses. Topics: the integration of psychology and theology, the study of the self, the nature of Christian counselling, approaches to Christian counselling, resources in Christian counselling.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe from their own perspective, what it is that makes Christian Counselling, Christian.

2. Articulate various contemporary options in the “integration of psychology and theology” and to competently present their own position.
3. Articulate and value a Christian understanding of the nature of personhood, pathology and health with particular emphasis on the safe and effective use of self; supported by spirit, mind and body competence in accordance with ethical practice and effective resource acquisition.
4. Begin to identify the essential elements of Affective, Relational, Cognitive, and Behavioural therapy as they apply to the highest standards of therapeutic process.
5. Begin to demonstrate the therapeutic application of Scripture and Prayer in the counselling process.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Aist, C.S. (2012). [\*The Recovery of Religious and Spiritual Significance in American Psychiatry\*](#). *Journal of Religion and Health*, 51(3), 615-629.

Carlson, D. (1976). [\*Jesus' style of relating: The search for a biblical view of counseling\*](#). *Journal of Psychology and Theology*, 4, 181-192.

Collins, G.R. (2007) [\*Christian Counseling: A Comprehensive Guide \(3<sup>rd</sup> ed.\)\*](#). Thomas Nelson. (978-1-4185-0329-1) p. 100-115.

Johnson, E.L. (Ed.). (2010). [\*Psychology and Christianity: Five Views\*](#) (2<sup>nd</sup> ed.) InterVarsity Press. (ISBN 978-0-8308-7661-7)

Jones, S.L. & Butman, R.E. (Eds.) (2011) [\*Modern Psychotherapies: A Comprehensive Christian Appraisal \(2<sup>nd</sup> ed.\)\*](#). InterVarsity Press. (ISBN 978-0-8308-2852-4) (Chapters 1, 2, 11 & 12)

Kirwan, W.T. (1984). [\*Biblical Concepts for Christian Counselling\*](#). Baker Book House. (ISBN 0 8010 5454 0). p. 27-31

Malony, H.N. & Augsburger, D. (2007). [\*Christian Counseling: An Introduction\*](#). Abingdon Press. (ISBN 9780687332830)

McMinn, M.R. (2012). [\*Psychology, Theology and Spirituality in Christian Counseling\*](#). Tyndale House. (ISBN 9781414349237) (Chapters 1 & 2)

McMinn, M.R., Staley, R.C., Webb, K.C., & Seegobin, W. (2010). [Just what is Christian counseling anyway?](#) *Faculty Publications – Grad School of Clinical Psychology*. Paper 113.

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Carter, J.D., & Narramore, B. (2018). [The Integration of Psychology and Theology: An Introduction](#). Zondervan. (ISBN 0310080908)

Crabb, L.J. (1977). [Effective Biblical Counseling](#). Zondervan. (ISBN 0-310-22570-1) Chapter 2.

Powlison, D. (1992). Integration or inundation? In M.S. Horton (Ed.), [Power Religion: The Selling Out of the Evangelical Church?](#) (p. 191-218). Moody Press.

*\*\* Note: Additional readings and resources may be added throughout the course to supplement classroom discussion and learning. See class portal for details and announcements.*

*Individuals planning a career as a clinical counsellor are strongly encouraged to access some of the following resources in order to increase the depth and breadth of their understanding of the importance of healthy spirit, mind and body in ethical therapeutic practice:*

- Olthuis, J.H. (2006). [The Beautiful Risk: A New Psychology of Loving and Being Loved. Wipf and Stock](#). (ISBN 1-59752-586-3)
- Myers, D.G. and Jeeves, M.A. (1987). [Psychology Through the Eyes of Faith](#). Harper Collins. (ISBN 0-06-065557-7)
- Barton, R.H. (2006). [Sacred Rhythms: Arranging Our Lives for Spiritual Transformation](#). Inter-Varsity Press. (ISBN 13-9780830833337)
- Woody, R.H. and J.V., (Eds.). (2001), [Ethics in Marriage and Family Therapy. The American Association for Marriage and Family Therapy](#). [www.aamft.org](http://www.aamft.org).

*A number of journals (in our library and/or online) are devoted to the area of counselling:*

- [Journal of Marital and Family Therapy](#)
- [Journal of Pastoral Care and Counseling](#)
- [Journal of Psychology and Christianity](#)
- [Journal of Psychology and Theology](#)
- [Psychotherapy Networker](#)

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## D. ASSIGNMENTS AND GRADING

*\*All grading rubrics are available in class portal.*

**1. Philosophy of Counselling Paper:** Due Start of class on October 15 - 40% of final grade.

- Submission Due Date: Start of class on October 16 – *Submit to appropriate assignment folder on class page on [classes.tyndale.ca](http://classes.tyndale.ca)*
- This assignment is related to learning outcomes #'s: 1, 3, 4 & 5.

### 1.1 Paper Description and Requirements

Write a 10-page (including title and reference pages) research and reflection paper consisting of these two parts:

#### **Part A: Research (15pts)**

Conduct research on one of the current models (or methods) of psychotherapy (for example, Cognitive Behavioral, Affective or Relational, Sensorimotor, Emotion Focused, etc. You may pick one of these examples or any other psychotherapy model you want to, provided it is an established, recognized model. Please contact your instructor if you are unsure whether a particular model will work for this assignment). The outcome of your research is to present a clear description of the model's underlying philosophical assumptions of each of the following:

- How does the model view human personhood – are we good? Evil? Does it depend on nature? nurture? What is the relationship between body, soul, spirit?
- How does the model view the etiology of pathology?
- How does the model view the nature of health and wholeness?
- How does the model view the nature of the process of change?
- How does the model view Spirituality and the place of God in the healing process?

#### **Part B: Reflection (20pts)**

From a Christian perspective (based on your *current* understanding and convictions), reflect on the model's underlying philosophical assumptions (as you described in Part A above) and discuss your views of the following:

- How consistent is the model with Christian teachings?
- Your assessment of whether a Christian therapist can use this model, and if so, under what circumstances - you must include how the Christian therapist would interpret the model's underlying philosophical assumptions, what aspects of the model could be readily implemented and why, and what aspects may not be implemented and why.

### **1.2 Paper Format and Writing Style (5pts)**

Your paper must be written in APA style format, using Times New Roman 12pt. font and double spaced. For clarity, in addition to your introduction and conclusion paragraph(s), you are required to organize your paper using the outline in Section 1.1 above (i.e., Part A: Research and Part B: Reflection and the respective bullet points) as subheadings.

### **1.3 Professor's Review**

The professor will read and grade each paper based on the assignment description and requirements and assign the grade merited, up to 40% of the final course grade.

Dependent on class size, a marker may be employed to assist with the paper evaluation and grading.

## **2. Perspectives on Integration paper: Due Start of class on November 26 – 40% of final grade.**

- Submission Due Date: Start of class on November 27 – *Submit to appropriate assignment folder on class page on [classes.tyndale.ca](http://classes.tyndale.ca)*
- This assignment is related to learning outcomes #'s: 1, 2, 3 & 5.

### **2.1 Paper Description and Requirement**

Write a 10-page (including title and reference pages) paper consisting of the following three parts:

#### **Part A: Articulation of your View (25pts)**

Articulate a clear perspective of your view of the integration of theology/Christianity and psychology. The strength of your paper will be based on how thoroughly you present the rationale for supporting your perspectives. In doing so, you will draw from your critical reflections on:

- a. Your own life experiences
- b. The course readings
- c. The class lectures
- d. Your learning from interviews with two professional therapist or counselling pastor

**Part B: View Closest to Your View (5pts)**

State which one of the “Five views” (Johnson, 2010) most closely resembles your view on the relationship between theology/Christianity and psychology and discuss the reasons why you would advocate for that perspective.

**Part C: View Farthest from Your View (5pts)**

State which one of the “Five views” (Johnson, 2010) is farthest away from your view on the relationship between theology/Christianity and psychology and discuss the reasons why you would reject that perspective.

**2.2 Paper Format and Writing Style (5pts)**

Your paper must be written in APA style format, in Times New Roman and 12pt. fonts and double spaced. For clarity, in addition to your introduction and conclusion paragraph(s), you are required to organize your paper using the outline in Section 2.1 above (i.e., Part A, Part B and Part C as subheadings).

**Please note:**

- a. You are not required to spend time describing the actual views themselves, as this is already done in the (Johnson, 2010) text. A paper that simply regurgitates the course and text material will not be considered to have fulfilled the requirements of the assignment. Your personal critical interaction with all elements of the course material and your own experiences, values and perspectives are expected to be articulated in your paper.
- b. As you interact with the lecture material, textbooks, journal articles and assignments in this class, your own integration position will start to become more clearly articulated in your mind. This paper gives you the opportunity to clarify your current perspective on this issue in writing. This does not presume that your position is “carved in stone” and will never change, nor does it assume that you have a very elaborate position worked out at this point. It does mean that you have a statement that is at least somewhat developed at this point in time.

**2.3 Conduct two interviews:**

Select two Christian therapists (one could be a pastor) who are currently providing counselling services in their work context. Prepare a list of questions, quotes and/or comments that will form the basis of a minimum one-hour interview with each person. The interview must address the following questions:

- What is the person’s attitude toward the field of psychology/counselling?
- What do they base that attitude on?

- How does this counsellor/pastor integrate counselling and psychology, if at all, into their ministry with individuals, couples and families?

The purpose of this assignment is also for skills development and community building. Be sure to *ask the interviewees to sign the consent form* before the interview begins and list your interviewees on your references/sources page and annotate their comments in your paper as per APA style format. The consent form must be submitted with your paper.

### 2.4 Professor's Review

The professor will read and grade each paper based on the assignment description and requirements and assign the grade merited, up to 40% of the final course grade. Dependent on class size, a marker may be employed to assist with the paper evaluation and grading.

### 3. Discussion Group: 10% of final grade.

This assignment is related to learning outcomes #'s: 1, 2 & 5.

Throughout the semester you will be divided up into small groups for discussion. The group discussion will be focused on respective chapters/article of:

- Johnson, E.L. (Ed.). (2010). [\*Psychology and Christianity: Five Views\*](#) (2<sup>nd</sup> ed.). InterVarsity Press (ISBN 978-0-8308-7661-7)
- Aist, C.S. (2012). [\*The Recovery of Religious and Spiritual Significance in American Psychiatry\*](#). *Journal of Religion and Health* 51, no. 3, 615-629.

The professor will determine the composition of these groups in the first week of class and create the respective group schedule. You will be advised which group you are in by the second week of class.

The discussion groups have a three-fold purpose: they help students connect with one another at a more personal level, share thoughts/ideas on relevant issues topics treated in the course, and facilitate an interactive learning class community.

### 3.1 Discussion Group Tasks

Each participant shall demonstrate a thorough understanding of the content and applicability of Johnson's (2010) book/Aist's (2012) article and will be ready to participate in a collegial discussion in a manner that is open and honest in relation to one's own perspective and respectful of the perspective of others. Colleague evaluations will be clear and honest and will be presented in a way that encourages the other in relation to their

personal and professional growth. Your discussion will be focused on the following questions:

- a) What are some of the most helpful aspects in this section of the book/article for you personally and professionally?
- b) How does the author's perspective in this section differ from your own perspective?
- c) What difference will this information make in your counselling practice going forward?

### 3.2 Group Discussion Schedule Dates

The formal discussion groups will be approximately 45 minutes in length, take place on the following dates and focused on the respective readings indicated:

Discussion #1: September 24	Johnson (2010) Chapter 1 and 2
Discussion #2: October 1	Johnson (2010) Chapter 3 and 4
Discussion #3: October 8	Aist (2012)
Discussion #4: October 29	Johnson (2010) Chapter 5 and 6
Discussion #5: November 5	Johnson (2010) Chapter 7
Discussion #6: December 3	GROUP FEEDBACK

Each group is free to organize itself in any way it wishes. It is very important that you show respect to your colleagues regarding your attendance, punctuality and preparation.

The last group discussion time will be used for the group feedback process. Each group will decide how it will conduct this process before the last group discussion period. The only criteria are:

- Each person must receive a feedback form from each of the other individuals in the group;
- An opportunity for verbal interaction must be provided for each individual;
- All evaluations must be completed by the assigned group discussion time.
- The written evaluation should be written **to** the person not **about** them and will be given directly to the person by the last discussion group (you may use your Tyndale e-mails or share the file in Teams).
- At the bottom of the form is a space for you to assign a mark out of 100 for each member of the group. Each individual's mark for this section of the course will be the average of all the assessments. An assessment form has been included at the end of this syllabus.
- When you have received an assessment form from each person, read it, note and discuss whatever is significant for you, then initial each evaluation form in the space provided at the bottom.



NOTE: EVERYONE MUST BE PRESENT AND ON TIME FOR THE FINAL GROUP FEEDBACK!!

**Each Student must submit all the Group Feedback forms received from your group members. Due December 3 by 11:59pm – 10% of final grade.**

**4. Reading and class participation: Due December 3 by 11:59pm – 10% of final grade.**

This assignment is related to learning outcomes #'s: 1, 2, 3, 4 & 5.

It is important that you read all of the required reading with diligence and understanding. This is best done in chunks, throughout the course, on a weekly basis. In this way you will be able to assimilate material systematically and not find yourself cramming at the end. You may wish to coordinate your reading according to the content of the lectures and/or the assignments.

On the due date you will be required to hand in a sheet on which you will have checked off both all the material that you have read from the required readings and also your self-assessment in terms of your class participation, not just attendance but contribution. The ideal is that you will have read with diligence and understanding, although that will not mean that you have committed everything to memory. There will be an opportunity for you to give yourself a mark out of 5 for each of the reading and class participation categories at the end of the semester and, assuming your own integrity in the completion of all the required reading and your faithful attendance and meaningful engagement in classes, you will give yourself a mark of 10.

Please submit this reading and class participation evaluation sheet to the appropriate assignment folder on the course page on [classes.tyndale.ca](http://classes.tyndale.ca) by the due date.

## E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Description	% final grade	Due Dates
Philosophy of Christian Counselling Paper	40 %	October 15

Perspectives on Integration Paper	40 %	November 26
Discussion Group Participation	10 %	December 3
Required Reading and Class Participation	10 %	December 3
<b>Total Grade</b>	<b>100 %</b>	

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Deadlines: Papers are due at the beginning of class as per the respective assignments' due dates. Grades for papers handed in late without an approved extension will be reduced by 2/3 of a grade per week or part thereof (e.g. "A+" to "A-," or "B" to "C+"). For further details and information to request permission for an extension, please refer to Tyndale's Seminary [Academic Calendar](#). All assignments must be completed and submitted in order to receive a credit in this course.

NOTE: Each student is responsible to read the document "Guidelines for Evaluation and Submission of Academic Papers" in order to understand the evaluation standards for this course. **All assignments are to be written in [APA format](#), Times New Roman 12 pt. double spaced and typed.**

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including the improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#) citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Given the nature of the material and the size of the class, the primary method of instruction in this class will be lecture. However, there will be ample time for dialogue, questions, small group discussions, and discussion of practical examples.

Many of the lectures will focus on topics beyond those found in the required readings. If talking about these readings is helpful to you, you are encouraged to pair off with someone in class to do this. Regular attendance in, and punctuality for, all classes is expected for all students. Absence from more than 3 classes may result in the loss of credit.

**Week 1: Sep 10** – What is Christian Counselling?

Reading: Malony & Augsburger (2007), Chapters 1-4; McMinn et al. (2010)

**Week 2: Sep 17** – Epistemology & Worldview

Reading: Jones & Butman (2011) Chapter 1

**Week 3: Sep 24** – Integration: The Rift

Reading: Johnson (2010) Chapters 1 & 2; Kirwan (1984)

**Week 4: Oct 1** – Integration: The Steps Toward Modernity

Reading: Johnson (2010) Chapters 3 & 4; McMinn (2012) Chapters 1 & 2

**Week 5: Oct 8** – Integration: The Steps Toward Postmodernity

Reading: Aist (2012); Malony & Augsburger (2007), Chapter 14

**Week 6: Oct 15** – Nature of Personhood, Health & Psychopathology

Reading: Jones & Butman (2011) Chapter 2

**Oct 22-25 – Reading Break – No Class**

**Week 7: Oct 29** – Approaches to Counselling: Christian Counselling

Reading: Johnson (2010) Chapters 5 & 6

**Week 8: Nov 5** – Approaches to Counselling: Cognitive Theoretical Framework & Psychoanalytic Influence

Reading: Johnson (2010) Chapters 7

**Week 9: Nov 12** – Approaches to Counselling: Affective, Relational and Emotional Theories and Therapies

Reading: Carlson (1976)

**Week 10: Nov 19** – Self of the Therapist; Safe & Effective Use of Self

Reading: Jones & Butman (2011), Chapter 12

**Week 11: Nov 26** – Culture and Context

Reading: Collins (2007)

**Week 12: Dec 3** – Common Themes and Resources

Reading: Jones & Butman (2011) Chapter 11

## V. SELECTED BIBLIOGRAPHY

Carter, J.D., & Narramore, B. (2018). [\*The Integration of Psychology and Theology: An Introduction\*](#). Zondervan. (ISBN 0310080908)

Crabb, L.J. (1977). [\*Effective Biblical Counseling\*](#). Zondervan. (ISBN 0-310-22570-1) Chapter 2.

Powlison, D. (1992). Integration or inundation? In M.S. Horton (Ed.), [\*Power Religion: The Selling Out of the Evangelical Church?\*](#) (p. 191-218). Moody Press.

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).