

*“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>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>FOUNDATIONAL PERSPECTIVES OF CHRISTIAN COUNSELLING</b>
<b>Course Code</b>	<b>COUN 0574 1S</b>
<b>Date</b>	From September 10, 2025 to December 3, 2025 <b>Every Wednesday</b>
<b>Time</b>	From 8:15 to 11:05 AM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be LIVESTREAMED on Wednesdays from 8:15 to 11:05am.
<b>Instructor</b>	<b>NATHAN SZETO, PhD (Cand.)</b> Email: nszeto@tyndale.ca
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course is 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. Identify the essential elements of Affective, Relational, Cognitive, and Behavioural therapy as they apply to the highest standards of therapeutic process.
5. 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.

Tyndale recommends [STEPBible](#) – 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. ASSIGNMENTS AND GRADING

### 1. Philosophy of Counselling Paper: Due Start of class on October 8 - 40% of final grade.

- Submission Due Date: End of day on October 8 – *Submit to appropriate assignment folder on course page at [classes.tyndale.ca](http://classes.tyndale.ca)*
- This assignment is related to learning outcomes: #1, 3, 4 & 5.

#### 1.1 Paper Description and Requirements

Write a 10-page (not including title and reference pages, which are in addition to paper length) 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: End of day on November 25 – Submit to appropriate assignment folder on class page on [classes.tyndale.ca](http://classes.tyndale.ca)
- This assignment is related to learning outcomes: #1, 2, 3 & 5.

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

Write a 10-page (not including title and reference pages, which are in addition to paper length) 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:

1. Your own life experiences
2. The course readings
3. The class lectures
4. 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: #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:

- a. Johnson, E.L. (Ed.). (2010). [\*Psychology and Christianity: Five Views\*](#) (2<sup>nd</sup> ed.). InterVarsity Press (ISBN 978-0-8308-7661-7)
- b. 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: November 26	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: #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 at [classes.tyndale.ca](https://classes.tyndale.ca) by the due date.

#### **D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

<b>Assignment</b>	<b>Due Dates</b>	<b>% final grade</b>
1. Philosophy of Christian Counselling Paper	October 8	40 %
2. Perspectives on Integration Paper	November 26	40 %
3. Discussion Group Participation	December 3	10 %
4. Required Reading and Class Participation	December 3	10 %
<b>Total Grade</b>		<b>100 %</b>

#### **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

##### **Week 1: September 10– What is Christian Counselling?**

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

##### **Week 2: September 17 – Epistemology & Worldview**

Reading: Jones & Butman (2011) Chapter 1



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

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

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

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

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

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

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

Reading: Jones & Butman (2011) Chapter 2

**October 21-24 – Reading Break – No Class**

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

Reading: Johnson (2010) Chapters 5 & 6

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

Reading: Johnson (2010) Chapters 7

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

Reading: Carlson (1976)

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

Reading: Jones & Butman (2011), Chapter 12

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

Reading: Collins (2007)

**Week 12: December 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.

## **VI. GENERAL REQUIREMENTS FOR ALL COURSES**

### **A. 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.

### **B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)**

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### **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](https://classes.tyndale.ca).

### **D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

#### **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

## **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 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.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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.

## **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](https://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

## **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 ([seminaryoffice@tyndale.ca](mailto:seminaryoffice@tyndale.ca)) before proceeding.

## **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of

two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

## **E. 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.

## **F. LIBRARY RESOURCES**

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

## **G. GRADING SYSTEM & SCALE**

For each course's grading rubric, please refer to your course syllabus or [classes.tyndale.ca](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).