

CNS 5501 SPIRITUAL THEMES IN COUNSELING
ASHLAND THEOLOGICAL SEMINARY
DETROIT COUNSELING PROGRAM
SUMMER TERM, 2017
MAY 25-27 & JUNE 22-24 (THURSDAYS - SATURDAYS)
THURSDAYS AND FRIDAYS - 6:00PM-9:00PM
SATURDAYS - 9:00AM-4:00PM

2 credits

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COURSE DESCRIPTION

This course will provide students with an overview of counseling and spiritual direction through the lens of Christianity. Special attention will be given to the notion of self-concept, perceptions of human identity, the universal experience of suffering, and the ever-present human desire for *shalom*. In addition, ethical issues related to the use of spiritual interventions will be explored.

STUDENT LEARNING OUTCOMES (SLO)

Students will be able to:

1. Evaluate integrative models of Psychology & Christianity. (DLO Knowledge 1.)
2. Articulate a Christian worldview and understand the ways in which it informs both counseling theory and practice. (DLO Knowledge 9.)
3. Define norms, understand problems, and offer guidance using a theologically derived psychology. (DLO Professional Skills 2.)
4. Describe the hermeneutical nature of counseling and spiritual direction and articulate a personal philosophy of counseling and spiritual direction. (Professional Skills 4.)

KNOWLEDGE BASE

Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure – This course meets the Michigan Administrative Code (SOHAR) requirement for Counseling Philosophy – R 338.1753 Rule 3 (1)(c)(v).

COURSE REQUIREMENTS

Required Textbooks:

Entwistle, D. (2015). Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations, and models of integration. 3rd Edition. Eugene, OR: Cascade Books. ISBN: 1498223486 (IA)

Johnson, E.L. (2010). Psychology & Christianity: Five views. 2nd Edition. Downers Grove, IL: InterVarsity Press. ISBN: 0830828487 (PC)

Todd-Holeman, V. (2010). Theology for Better Counseling: Trinitarian Reflections for Healing and Formation. Downers Grove, IL: InterVarsity Press. ISBN: 0830839720 (TBC)

Students are responsible for obtaining copies of the required textbooks before the first class begins.

ATTENDANCE

The handbook states that attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of three class hours will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor. This policy also includes tardiness. Please note that regular attendance at all class meetings is a necessary prerequisite for success in graduate level studies; therefore, you are expected to attend class regularly and on time. Class attendance provides an index of your interest and ability to act responsibly, and gives you a practical opportunity for self-management.

ASSIGNMENTS/ASSESSMENT OF STUDENT LEARNING

Case Studies & General Assignments

Your active participation in this course demonstrates to others that you have wrestled with the ideas and viewpoints presented in the required and supplemental readings, as well as the classroom lectures. In light of this, informal, in-class case studies will be assigned so that you may describe and interpret problems, as well as explore spiritual interventions using a theologically derived psychology.

In addition, general assignment activities (GA) will be assigned in order to enhance your critical and reflective thinking skills. The GA activities will provide experiences in logical reasoning; analyzing, interpreting, and reporting information; applying theological ideas to problems in living; communicating about and through theology; and connecting theological ideas and concepts to the discipline of counseling psychology. GA activities typically include: formal reading reports; individual and collaborative in-class and take-home assignments; in class and take-home writing assignments; and in class oral presentations. Additional information regarding CS and GA activities will be provided in class. 40% of grade; SLO # 1-4

Counseling Position Paper & Presentation

You will articulate a philosophy of counseling and spiritual direction in an 8-10 page paper. In particular, you will describe how your theological commitments shape (1) your controlling images of and purposes for counseling and spiritual direction; (2) your conceptual framework for defining norms, understanding problems, and crafting interventions; and (3) your use of specific methodologies for alleviating stress and/or promoting growth. This paper will also be presented in class. Additional submission guidelines will be provided in class. 60% of grade; SLO # 1-4

Calculation of Grade and Connection with Learning Outcomes

Assignments	Learning Outcomes	Percent of Final Grade
Case Studies & General Assignments	1,2,3,4	40%
Counseling Position Paper & Presentation	1,2,3,4	60%

LATE SUBMISSION POLICY

No late work will be accepted unless an extenuating circumstance, as determined by the instructor, occurs. If an extension request is granted, then the assignment will be subject to a 25% late penalty.

READING SCHEDULE

A reading schedule for the summer will be provided to students on the first day of class.

LIFELONG LEARNING COMPONENT

If this class motivates you to pursue additional studies in the integration of psychology and Christianity, then you should consult the starred texts that are listed in the bibliography. In addition, if you are interested in honing your ability to critically and constructively engage scholarly articles, then you should consult several professional journals, including *The Journal of Psychology and Christianity*, *The Journal of Psychology and Theology*, *Pastoral Psychology*, *The Journal of Biblical Counseling*, *The Journal of Pastoral Care*, *The Journal of Pastoral Care and Counseling*, and *The Journal of Pastoral Counseling*.

SEMINARY GUIDELINES

ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the *Student Handbook*.

Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters-qualified Consultants can advise you online or in person. E-mail your request for assistance to swc_group@ashland.edu

Include the following information: Your name, the course # & professor's name, a brief description of the assignment, and your timeline.

For more information, visit: <http://seminary.ashland.edu/services/student-services/seminary-writing-consultation-services>

Students with Disabilities

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact Disability Services at 419-289-5904, or send an email to dservices@ashland.edu. The Disability Services office and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

ATS Grading Scale

Grade	Percent	Grade Points	Description
A	97-100	4.0	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	3.7	
B+	89-91	3.3	
B	86-88	3.0	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	2.7	
C+	80-82	2.3	
C	77-79	2.0	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	1.7	
D+	71-73	1.3	
D	68-70	1.0	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	0.7	
F	Below 65	0	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

EXTENSIONS AND INCOMPLETE

Requests for an “incomplete” or an “extension” will be granted only in accordance with the stated ATS policy (see Student Handbook).

ELECTRONIC EQUIPMENT

Electronic equipment and technology can enhance the learning process. However, it can also interfere with the learning environment. No video or audio recordings are permitted without the instructor’s consent. Cell phones and pagers must be turned off during class. Games, DVD’s, web-surfing, chat room visits, etc. are prohibited during class. Laptops, PDAs and other devices are to be used only for note-taking purposes. Violation of this policy could result in removal from class and/or a reduction in grade.

SELECTED BIBLIOGRAPHY

Carter, J. D. & Narramore (1979). *The Integration of Psychology and Theology*. Grand Rapids, MI: Zondervan.

Collins, G. (1993). *Biblical Basis for Christian Counseling for Helpers*. Colorado Springs, CO: NavPress.

Dueck, A. & Lee, C. (2005). *Why Psychology Needs Theology*. Grand Rapids, MI: Eerdmans.

- Entwistle, D. (2010). *Integrative Approaches to Psychology and Christianity: An Introduction to Worldview Issues, Philosophical Foundations, and Models of Integration*. Eugene, OR: Cascade Books.
- Evans, C (1996). *Wisdom and Humanness in Psychology. Prospects for a Christian Approach*. Grand Rapids, MI: Baker.
- Jeeves, M. (2006). *Human Nature: Reflections on the Integration of Psychology and Christianity*. West Conshohocken, PA: Templeton Press.
- Johnson, E. (2010). *Foundations for Soul Care: A Christian Psychology Proposal*. Downers Grove, IL: InterVarsity Press.
- Johnson, E. L. (2010). *Psychology & Christianity: Five views*. Downers Grove, IL: InterVarsity Press.
- McMinn, M. R. (1996). *Psychology, Theology, and Spirituality in Christian Counseling*. Carol Stream, IL: Tyndale House Publishing.
- McMinn, M & Phillips, T. (2001). *Care for the Soul: Exploring the Intersection of Psychology & Theology*. Downers Grove, IL: InterVarsity Press.
- Kirwin, W. (1984). *Biblical Concepts for Christian Counseling: A Case for Integrating Psychology and Theology*. Grand Rapids, MI: Zondervan.
- Powlinson, D. (2003). *Seeing With New Eyes: Counseling and the Human Condition through the Lens of Scripture*. Phillipsburg, NJ: P & R Publishing.
- Powlinson, D. (2005). *Speaking the Truth in Love*. Phillipsburg, NJ: P & R Publishing.
- Powlinson, D. (2010). *The Biblical Counseling Movement: History and Context*. Greensboro, NC: New Growth Press.
- Stephenson, D., Eck, B., & Hill, P. (2007). *Psychology and Christianity Integration: Seminal Works That Shaped the Movement*. CAPS.