



**PCP/THE 529 Theology, Psychology
and Moral Behavior
SYLLABUS**

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Spring 2010
Mondays 2:00 to 4:45 pm

COURSE DESCRIPTION

This course is an interdisciplinary investigation into the history of integration attempts between the fields of theology and psychology. Integration has received renewed interest in the light of the growth of the impact of APA Division 36, Psychology of Religion. The course will investigate the concept of mental health from a biblical perspective, drawing from an understanding that normal discipleship, reflecting the teachings of Jesus, should logically lead to a healthy personality. Breakthroughs in the understanding of a Christian approach to cognitive-behavioral therapy have made it possible to consider and evaluate the possibilities of a distinctly Christian approach to psychotherapy. The moral and ethical implications for such a course of action will also be explored.

STUDENT LEARNING OUTCOMES: MA IN COUNSELING

Upon completion of the MA in Counseling degree the program participants will be able to:

Objective One

- *Identify* appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Objective Two

- *Demonstrate* competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.

Objective Three

- *Explain* the interface between therapist responsibility and the professional, spiritual, social and political context of treatment.

COURSE OBJECTIVES

Pursuant to the stated learning outcomes of the MA in Counseling degree, this course will address elements in Objective One and Objective Three. Upon successful completion of this course students should be able to:

1. Function effectively as Christian counselors in a secular context while still feeling confident that they are fulfilling their Biblical mandate

2. Construct a biblical theology which explores the nature of human beings and their ultimate purpose and potential, creating a framework for counseling practice
3. Formulate therapeutic goals for their clients to promote their mental health and not just concentrate on resolving their psychopathologies
4. Create biblically congruent interventions for a local church's discipleship/mentoring program that would promote principles of mental and psychological health
5. Adapt their outcomes-based CBT skills and interventions to ethically utilize spiritually-based methodologies such as prayer, scriptures, and inner healing prayer with Christian clients
6. Develop a biblically sensitive moral framework within which they can evaluate such interdisciplinary issues such as cultic abuse, forms of meditation, neurotic guilt, toxic shame, compassion fatigue, religious delusions, et al.

REQUIRED TEXTBOOKS

Entwistle, D.N. (2004). *Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations, and models of integration*. Wipf and Stock Publishers: Eugene, OR. ISBN-10: 1592447996. ISBN-13: 978-1592447992.

Richards, P.S. & Bergin, A.E. (2005). *Spiritual strategy for counseling and psychotherapy (2nd Edition)*. American Psychological Association. ISBN-10: 1591472547. ISBN-13: 978-1591472544.

RECOMMENDED TEXTBOOKS

Clinton, T. and Ohlschlager, G. (Eds.) (2002). *Competent Christian Counseling (Volume One): Foundations and practice of compassionate soul care*. Waterbrook Press: Colorado Springs, CO. ISBN: 1578565170.

McMinn, M.R. & Campbell, C.D. (2007). *Integrative psychotherapy: Toward a comprehensive Christian approach*. InterVarsity Press: Downers Grove, IL. ISBN: 0830828303.

Willard, D. (2002). *Renovation of the heart: Putting on the character of Christ*. Navpress: Colorado Springs, CO. ISBN: 1576832961.

METHODOLOGY

The format of the course will consist of lectures, guest speakers, class discussions, case studies, multi-media presentations, assignments, and a final comprehensive examination.

COURSE REQUIREMENTS

1. Professionalism and courtesy in regard to class attendance is expected.
2. Active participation in class discussions is expected and will account for 10% of the overall grade for the class. The quality of these participations will also be evaluated when the grade is determined. In the second half of the semester, class presentations will be made on subjects to be determined. Participation in these presentations will also contribute to the participation grade.
3. A report on a book in the field of integration between the spiritual and theological disciplines. This can be a book written either within the discipline or theology or psychology (examples will be provided on the first day of class). The report on the book will not exceed 5 pages and will include the main themes of the book, a critique on the book and a personal reflection on the subject matter that is presented in the book. The report will be due on February 8th and it will account for a further 15% of the course grade.
4. A final comprehensive examination covering all text, lecture, class discussions, speakers, and multi-media presentations will account for a further 30% of the overall grade for the class.
5. A 12 to 15 page research paper on a topic approved by the professor will be submitted during the course of the semester on one of four different submission dates.

Papers will be typed, double-spaced and properly referenced using the guidelines of the current APA style manual.

- All documents and assignments must be submitted electronically by email, double-spaced, in a Word format and written in New Times Roman (12 points). ***No paper copies will be marked.***
- The document should be saved on your memory device using the following name “PCP/THE 529 Research Report/your name”.
- The subject line of your email must include the words “PCP/THE 529 Theology Psychology Moral Behavior/your name”. Nothing else should be written in the subject line.
- The email address to which the professor must reply must be included on the front page of the document. Failure to do so will result in the paper not being returned to the student.
- The reference list will consist of at least 12 resources (the vast majority less than 10 years old) and at least 8 being professional, peer-reviewed journal articles. Unless it can be substantiated, none of these resources will be internet-based resources

The paper will account for 30% of the overall grade for the class. The grade will be based on the correct use of APA guidelines, for the readability of the document (including spelling, vocabulary, syntax, logical presentation of ideas and

paragraph structure) and the utility of the information that is presented in the document. A rubric that will be used to mark this paper is included as an addendum to this syllabus.

6. Students will make a presentation on their research the week following their date of submission. The class presentation need not be more than 15 minutes and should provide the students in the class a summary of their research results (in the form of an abstract) which will indicate the issues involved, the various positions that have been taken on the issue and some guidelines on dealing with the issue in counseling practice. The use of a case study for this purpose is encouraged. The quality of the class presentation will account for a further 15% of the class grade.

GRADING PROCEDURES

Here is a summary of the weighted distribution of each element that will contribute to the overall class grade:

Spontaneous classroom participation	10%
Book report	15%
Final examination	30%
Research Paper	30%
Class presentation on research	15%

GRADE BREAKDOWN

The following grade breakdown will be used in the course:

- A+= Work is publishable
- A = 94-100% (Excellent Work)
- A- = 90-93% (Excellent, but...)
- B+ = 87-89% (Very good work)
- B = 84-86% (Good work)
- B- = 80-83% (Good work, but...)
- C+ = 77-79% (Fair, but almost good enough)
- C = 74-76% (Fair work)
- C- = 70-73% (Just passable)
- D+ = 67-69% (Poor but almost made it)
- D = 64% -66% (Poor)
- D- = 60% -63% (Highly questionable)

Provisional Class Planning

Date	Content	Readings & Due Dates
January 4	Intro, story APA Division 36 Overview of Clinton & Ohlschlager	
January 11	Faith and science	Entwistle chapters 1, 2 and 3
January 18	Martin Luther King Holiday	
January 25	Worldviews and epistemology	Entwistle chapters 4 & 5
February 1	Cosmology and philosophical anthropology Two books theory	Entwistle chapters 6 & 7; 12
February 8	Richards & Bergin (2005)	Book report due
February 15	Richards & Bergin (2005)	
February 23	Spring break	
March 1	Richards & Bergin (2005)	
March 8	Integration Models Science of psychotherapy	Entwistle chapters 9 to 11 Research Papers: Group 1
March 15	Specific integrative issues: 5 presentations	Research Papers: Group 2
March 22	Specific integrative issues: 5 presentations	Research Papers: Group 3
March 29	Chapel: Passion Week (2:00 to 3:15) Specific integrative issues: 5 presentations	Research Papers: Group 4
April 5	Specific integrative issues: 5 presentations	
April 12	Overflow	
April 19	Final exam	

AGTS Rubric for the Evaluation of the Quality of Student Writing

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

	5	4	3	2	1
A. TOPIC SELECTION/RATIONALE FOR STUDY					
1. The student gives a clear, cogent rationale for the choice of the subject					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field					
3. The research goals are clearly stated (what data or information they intend to acquire)					
4. There's evidence that the student has read widely enough to identify the major issues					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic					
B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC					
1. The student has chosen a research methodology that is adequate to the stated goals of the study					
2. The outline of the paper reveals that the investigation of the topic is comprehensive enough and covers the topic adequately					
3. The outline of the paper is coherent and provides a logical development from concept to concept					
C. CRITICAL THINKING SKILLS					
1. The student has engaged a broad spectrum of views related to the chosen topic					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position					
D. BASIC WRITING SKILLS					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar					
2. The appropriate style format was used (Turabian or APA)					
3. The writing style is clear, straightforward, and easily understood					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought					

This syllabus was prepared by Dr. Johan Mostert on October 1, 2009. The professor reserves the right to expand, change, or otherwise alter this syllabus as may be necessary as the class progresses.