Integrative Courses in the MFTC Program

The whole curriculum of the MFTC program is designed to prepare students to practice biblically-faithful, research informed counseling. Within the curriculum, a core set of nine carefully structured courses spread throughout the curriculum focuses on the relation of Scripture, theology, psychology and counseling.

- 1PSY622 (first semester of the program) addresses the theological basis for an integrative use of theological and psychological studies, fundamental stances of various Christian traditions regarding the relationship of Christianity and culture, and considers the implications of the transition from pre-modern to modern to post-modern epistemologies (supernaturalism, empiricism, corporate subjectivism) as they relate to psychology and theology.

- 1OT500 Biblical Theology (first semester of the program) exegetically investigates the covenantal nature of the Christian Bible from a biblical-theological perspective, allowing students to see the covenantal nature of the Bible and the relationship of the Old and New Testament from a biblical theological perspective. This course provides MFTC students an exegetical perspective to guide their use of Scripture in a counseling context.

- 1PSY624, (second semester of the program) pays special attention to a biblical understanding of mankind, to a framework for understanding the life situation of fallen humanity between the first and second coming of Christ and the process of change in the Scripture. Biblical teaching about relationships of men and women in the family, society and the church and the church as a therapeutic community receive attention. The latter part of the second course examines crucial passages in Romans regarding the process and goals of change and the handling of difference and conflict in Christian life.

- 1ST601 Covenant Theology (second semester of the first year) An examination of covenant theology from exegetical and historical perspectives. This course adds depth to the students’ grasp of the covenantal nature of Scripture and prepares them to evaluate various theological approaches to the relationship of the Old and New testaments.

- 1PSY570A Neuroscience and Neuroscience-Informed Therapies A (first semester of clinical practice), examines general revelation knowledge in the area of neuroscience and relates it to biblical teaching and therapeutic process with particular attention to Emotion Focused Therapy and Pragmatic Experiential Therapy.

- 1NT613 (first semester of clinical practice), examines Pauline teaching on personal relationships in connection with the general revelation neuroscience and clinical materials from 1PSY569 and in preparation for the protocols to be studied in 1PSY572.

- 1PSY 570B Neuroscience and Neuroscience-Informed Therapies B (second semester of clinical practice) examines a variety of major contemporary evidenced-based and research-informed treatment approaches, evaluates them in the light of previous work in theology and psychology, helps students develop skill employing the approaches in a clinical setting and helps students actively to develop and to implement biblically-faithful and psychologically informed treatment processes.
1OT513 Old Testament Wisdom Literature for Christian Counseling (third semester of clinical practice) allows students with significant clinical experience to explore the Old Testament wisdom literature (Psalms, Proverbs, Ecclesiastes) and to relate it to their actual clinical practice.

1PSY626 (final semester of the program) This course is taken after approximately 500 hours of supervised clinical experience and calls on students to prepare two seminar presentations drawn from their actual clinical practice. One presents samples of their actual clinical practice in which they are dealing with Scripture and realities of Christian life as they work with clients. The second is a comprehensive presentation of a specific case, in which they have carefully studied the range of theologically-based and research-based approaches to issues involved in the case and then developed and applied the resultant integrative treatment process with the clients.

Course Objectives:

Upon completion of the first integrative course students will have an understanding of
CO1 The relation of theology and psychology, of general and special revelation
CO2 The stances of various major Christian traditions regarding the relation of Christianity and culture
CO3 The intellectual frameworks within which psychology has developed and currently functions.

Course Process:

Note that the course meets four consecutive weeks in the same time slot as 1PSY564. The reading list is not very long, but you have some reflective papers to complete by the end of the term. Some of them require the class lectures before they can be completed. Please allow yourselves time in your academic schedule at the end of term for the papers.

Meetings 1 and 2 will examine the relation of Scripture, theology and psychology with an eye to the relation of special revelation, general revelation and common grace. Students will read the four articles by Welsh/Powlison and Hurley/Berry in JPC, Winter, 1997.

Meeting 3 and 4 will examine the relationship of Christianity and culture in major Christian traditions and the philosophical transitions from pre-modern to modern to post-modern epistemology. Alongside the lectures, students will be considering the implications of various worldviews common to our day (cf. Sire reading).

<table>
<thead>
<tr>
<th>†</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/5/15</td>
<td>Note: DPS is due a week before the lectures to prepare you and to prepare the prof for lectures</td>
<td>DPS (Documentation/Preparation Sheet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1</td>
<td>10/12/15</td>
<td>Theology and Psychology – Biblical Text</td>
<td>All save Sire; especially Hurley/Berry/Powlison/Welsh</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>10/19/15</td>
<td>Theology and Psychology – Systematic Theology</td>
<td>All save Sire; especially Hurley/Berry/Powlison/Welsh</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>10/26/15</td>
<td>Philosophical Transitions</td>
<td>Entwistle/Hurley/Berry/Worthington</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>---------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>L4</td>
<td>11/2/15</td>
<td>Christianity and Culture</td>
<td>Entwistle/Sire/Class notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/5/15</td>
<td>Scripture Use Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/23/15</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/30/15</td>
<td>Interview Paper Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12/8/15</td>
<td>Comparing Positions Paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES about submitting assignments**

Where to submit your work: All written work is to be submitted digitally to jhurleyrts@gmail.com. NEVER, EVER give materials directly to Dr. Hurley. If it is an item to be handed in, hand it in at the office. ALWAYS keep a physical or digital copy.

Anonymity: All written assignments and exams should be identified by the last five digits of your Self-Service id number in the top header of each page and NOT by your name. Anonymity permits more objectivity in grading. The only exception is your genogram, which may have actual names.

Text formatting: Items should be in Georgia Font, 12 points, double spaced. (Georgia font has been selected because research indicates it gets the best grades.)

Submission time and date: Items are due by midnight of the due date. The date stamp on the email will be considered the submission time and date of the item.

Scanning as PDFs: Some items may need to be scanned and emailed as PDF files. If you have a problem achieving a scan, chat with someone. Many smart phone apps can do the scan for you.

Naming emails and files: Each submission must have the assigned assignment ID on the email title and on the attached assignment. Please match the capitalization and underscores of the assignment name exactly as that will allow them to sort properly in the computer. Assignment IDs have the form: Course_Year_Item_SSID5_SSID5, for instance: 1PSY564_2014_Paper_12345_56789. SSID5 means the last 5 digits of a Self-Service ID. If there are multiple authors, list all SSID5s at the end of the assignment ID.

Late work: A penalty of 1/2 letter grade will be assessed for each late day. After three days, an assignment may be unacceptable.

**Assignments (by date)**

Note: Turning in all assignments is a necessary but insufficient condition of passing the course. A penalty will be assessed for lateness in assignments.

**Pre-class: Reading Assignments (Due 9/30/15) (10%)**

Completing a Documentation/Preparation Sheet (DPS)

In order to document that you have read the materials and to ensure that your professor has an idea of your questions (thus making it MUCH more likely they will be answered in lecture/discussion times), you are assigned to complete a Documentation/Preparation
Sheet (DPS: Available online in the Section Media area of Self-Service) on which you will record questions and comments on each reading by recording the source read, the location of the item and your question or comment. This is perhaps tedious, but it will ensure that you engage with the material and that your professor is informed. The process is explained below.

How many questions/comments?

- 1:5 - The standard, default rate for Questions/Comments is at least one (1) per five (5) pages of reading assignments or one (1) per five minutes of video assignments
- 1:10 - Some items can be reviewed rather than studied. For them, one (1) question/comment per ten (10) pages is adequate. The syllabus will specify when this ratio is OK.

Identifying each reading

- Each reading has an Assignment ID before it (A5, A6, A7, etc.). Use that in the Source column.

Discussing the questions on your DPS

- Select a classmate to be your study partner
- When both you and your study partner have completed your DPSs,
  - Meet together for at least an hour to discuss the questions/comments on your DPSs.
  - On your DPS, use ReadDisc to identify your discussion, enter the minutes of the discussion in the 'Location' column and enter the start, stop time and your partner's name in the 'Question/Comment' column.

Submitting your work. Title BOTH your email and DPS attachment: 1PSY622_2015_Ind_DPSSSID5

A1. Evaluative report: Scripture references (10%) November 5

The Scripture will be drawn upon throughout your time at RTS. Some portions, such as individual verses in Proverbs and Ecclesiastes, are intended to be read over and reflected on as pithy sayings and then brought to bear in appropriate contexts. Other portions must be read carefully in their context, such as portions of Acts or Paul’s letters (You would not want to lay the words of the sons of Sceva on a client without thinking carefully about their relevance). At this stage in the program, it is valuable to become acquainted with passages often used by pastors and counselors.

- Kruis offers a brief text that gathers passages that he believes are relevant to topics such as depression, loss and anxiety.
- Hurley’s protocol is a clinical tool to shape a treatment process relevant to couples. It’s use of scripture is much more narrowly aimed.

In both texts, the texts are not like pills to be dumped on people as they face problems. As you do your biblical studies and work through your courses, your wisdom at exegesis and contextual application of Scripture will develop. Your assignment, for this course, comes in two portions:

1. Kruis
   a. Reading: Take time to read over Kruis’ text, from cover to cover, reflecting on the texts, how they might speak constructively to a life situation and how they might be used in a destructive way. Reflective reading means slowly reading the biblical verse, thinking about what it means and then how it might be brought to bear in a real life situation. As you enter the clinic, you will make more detailed use of Kruis!
b. Evaluative pages: Kruis’ verse selection for each chapter reflects his understanding of and guidance for the topic of the chapter. Pick one chapter as your focus. Read over the verses that he gathers and write a no-more-than-two-pages summary of the basic understanding of and approach to the problem that Kruis is advocating by his selection of verses, i.e. when you boil it down, what do the verses selected advocate as a problem definition and solution(s). This is a thought exercise. Take some time to think it out and explain your conclusions carefully, being as explicit as you can. Include on the cover of your paper a statement indicating what portion of Kruis’ book you have reflectively read (Note: your assignment is 100%).

2. Read over the Hurley Protocol, thinking through how the texts cited relate to the item being discusses.

a. Evaluative page: Write a one page comment on your eyeball assessment the usefulness or non-usefulness of the texts Hurley uses for making his points. Some of the texts are more simply applied than others. In your evaluation, be sure to explain your conclusions and to illustrate them with reference to specific texts used by Hurley.
NOTE: You are under NO obligation to like Hurley’s use of text. Every effort will be made to grade your reflective process rather than your stance toward the texts selected.

b. Your idea: Select two of the Hurley check sheet items and, for each one, identify a scripture passage (other than those used by Hurley) that you might use to help a client see that Scripture leads them toward the skill/behavior/attitude in the item. Write up a brief explanation of the points that you would like to make to help the client understand. Your prof understands that you are not yet in clinic.

You may also hold the view that Scripture does NOT point you in one of the directions that Hurley advocates. You are certainly free to take that stance. If you do, write your own item and present text to support your point.

Assignment ID: 1PSY622_2014_Ind_Kruis_SSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

A2. Interview report: Interview about theology and psychology (10%) Nov. 26

Meet with a member (not minister) of a church representing a markedly different Christian tradition or different religion entirely (such as Jewish or Islamic or Buddhist) than your own. This is your chance to reach across usual boundaries! Ask them to explain to you their view of how they would want their religious beliefs to come in if they were to go to someone for counseling. It would probably be helpful to you to know about things such as how they might choose their counselor, for which kinds of problems (could be different persons for different problems), exactly how their religion would come in, how important it would be that the counselor share the interviewee’s faith, that the counselor have a faith of their own, use religious texts from their faith (if their faith has any), what role they would want God to play in their counseling or the outcome of it.

Write a paper of less than 10 pages presenting the view of your interviewee and evaluating their view in relation to the lecture and reading materials presented in this course. Classify your interviewee in terms of Niebuhr’s and/or Entwhistle’s categories.

Assignment ID: 1PSY622_2014_Ind_Interview_SSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

A3. Intellectual history/Worldview Exam: (25%) Date Nov. 23
Worldviews have consequences. Jim Sire looks at a variety of worldviews from a Christian perspective. Students will become familiar with the basic worldviews presented by Sire and with the flow of intellectual history presented in class by Dr. Hurley. The exam will ask students to demonstrate an ability to identify worldviews from statements, to compare worldviews and to discuss the implications of those worldviews. Students are urged to prepare for the exam by working in study groups, developing brief summaries/outlines of Sire’s worldviews based on his chapter outlines and by discussing them to become familiar with them.

A4. Paper: Comparing positions (45%) Dec. 8

The relation of faith and learning has been a subject of discussion for a very long time. The respective roles of psychology/counseling (learning) and faith with respect to how to live life and how to change are the subjects of much debate in the evangelical world. Many perceive counseling as a secular substitute for sanctification and psychological theories as substitutes for biblical instruction. Others see them as essentially separate. Worthington’s text, Entwhistle’s book on Psychology and Christianity, together with the Powlison/Welsh/Hurley/Berry readings and class lectures offer you a couple of frameworks by which to describe positions on the relationship of theology and therapy. For this assignment, each student should pick two contrasting positions regarding the relation of theology and therapy, as represented by associations or individuals (not including Hurley, Berry or Entwhistle). The student should then review literature by the selected representatives and prepare a paper of not more than 15 pages presenting, comparing, contrasting and critiquing the respective positions in relation to one another and to the frameworks presented in this course. Conceptual clarity is more important than length in your paper.

Assignment ID: 1PSY622_2014_Ind_Positions_SSID5. Email to jhurleyrts@gmail.com. Both the email and the paper should be named by the assignment ID.

Readings

A6 Annual Covenant of ACBC (Association of Certified Biblical Counselors) (online: http://www.biblicalcounseling.com/about/)
A11 Passantino, B. and G., Psychology and the church (Four parts), (online: equip.org/free/DP220-1.htm
10/numi/scipione_crabb_payne_the
Christian_worldview_of_psychology_and_counseling.php)
A13 Sire, James (1997), The Universe Next Door, IVP