PSY630 Psychology in Relation to Theology I

Reformed Theological Seminary - Orlando
Fall semester, 2015, 1 credit hour
December 14-15, 9:00 a.m. – 4:00 p.m.
Instructor: Eric L. Johnson, Ph.D.
Telephone: 502-897-4223
E-mail: ejohnson@sbts.edu

PURPOSE
As the first course in a two-course track in psychological and theological integration, we focus on Scripture as the central text of the Christian counselor. Of special concern in this course is understanding a Scripture-based, theocentric model of how people change, grow, and mature.

OBJECTIVES
At the completion of this course, students will have a biblical framework for understanding the Christian life, particularly for people who struggle.

FORMAT
Teaching will include reading, media, lecture, and discussion.

REQUIRED READING
*Foundations of Soul Care* by Eric Johnson, before the class meets, if possible (but only Chapters 1-3, and 13-18)
*Transformative Encounters* edited by David Appleby & George Ohlschlager, after the class meets (but only Chapters 2-11, 15, & 19)

COURSE REQUIREMENTS
Students will strive to be present and participate actively throughout lectures and discussions. Differing perspectives and questions will not be ignored, but are encouraged to be shared with the whole class. Discussion will be a major component of the class. Students are expected to speak to the topic based on the class readings to foster a thoughtful discussion.

Assignments:
Reading –
Please read ALL of the assigned content prior to the course. By January 15, email me with the % of reading you completed for the course.

Writing –
1) Bring to class a 3-page (3 full pages, double-spaced) summary of inwardness in *Foundations*. In the final paragraph, address the different ways this model avoids promoting subjectivism.
2) Your pastor just wrote you an email asking, “How is the Bible relevant to your counseling?” and “How does Jesus Christ fit into your counseling?” You know that your pastor is slightly suspicious of “secular” psychology, but that he is also convinced that
mere proof-texting isn’t the way to help someone. Making reference to insights from both books, answer your pastor in 4 full pages, double-spaced, 2 pages for each question (APA format). Email this to me by January 15, 2016. You may work ahead prior to the course lectures and turn in the assignment as early as you wish.

**GRADING SCALE**
Listed below are the assignments that will determine your final course grade.

Class Participation 10 points (class attendance is crucial)
Reading 30 points
1st paper 30 pts
Final Paper 30 points
A (97-100), A- (94-96), B+ (91-93), B (88-90), B- (86-87), C+ (83-85), C (80-82), C- (78-79), D+ (75-77), D (72-74), D- (70-71), F (below 70)

**ACADEMIC STANDARDS**
If you should miss a class, you are expected to contact another student regarding the information covered.

APA format, 6th edition is required for all papers.
### Course Objectives Related to MAC Student Learning Outcomes

**Course:** PSY630 Psychology in Relation to Theology I  
**Professor:** Eric L. Johnson, Ph.D.  
**Campus:** Orlando  
**Date:** June 6, 2015

#### MAC Student Learning Outcomes

*In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.*

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong</strong></td>
<td>The readings and papers help students build a biblical &amp; theological foundation for counseling.</td>
</tr>
<tr>
<td><strong>Moderate</strong></td>
<td>Class discussions help students apply a biblical &amp; theological framework to counseling scenarios.</td>
</tr>
<tr>
<td><strong>Minimal</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>None</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **FOUNDATIONS** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling/soul care, a variety of counseling models and theories, ethics and professional standards of practice, and a psychological, biblical and theological framework for counseling/soul care. | Strong | The readings and papers help students build a biblical & theological foundation for counseling. |
| **COUNSELING, PREVENTION, AND INTERVENTION** | Able to describe and apply the principles of mental and spiritual health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a cultural/global society. | Moderate | Class discussions help students apply a biblical & theological framework to counseling scenarios. |
| **DIVERSITY AND ADVOCACY** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking clinical mental health counseling services, as well as the effects of sin such as racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client. | None |                                                                         |
| **ASSESSMENT** | Understands and applies various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation. | None |                                                                         |
| **RESEARCH AND EVALUATION** | Understands and demonstrates the ability to critically evaluate research relevant to the practice of clinical mental health counseling through a biblical worldview. | None |                                                                         |
| **DIAGNOSIS** | Knows and applies the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and evaluates them through a biblical and theological framework. | None |                                                                         |
| **INTEGRATION** | Integration of biblical & theological concepts with counseling practices. | Strong | All assignments strengthen the student’s ability to conceptualize counseling from a biblical & theological framework. |
| **SANCTIFICATION** | Demonstrates a love for Triune God | Strong | The inwardness assignment requires students to reflect on their relationship with God, self, and others. |