

Syllabus for  
**PRM 571—Theology of Counseling**  
3 Credit Hours  
Fall 2011

I. COURSE DESCRIPTION

A course designed to provide a biblical and theological framework for the work of the Christian counselor. Integrates theological truth and psychological principles by exploring such topics as epistemology, empowerment, and whole-person healing within the Pentecostal/charismatic traditions.

Prerequisites: PRM 528; GTHE 507 and 518.

II. COURSE GOALS

The purpose of this course is to enable the student to develop and articulate a theology of counseling that draws from different disciplines that have inherent difficulties in integrating truth claims because each has different methods of obtaining truth, criteria of measurement/evaluation, and realms of application in actual clinical settings.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Articulate in writing the theological assumptions necessary for such a course.
- B. Discuss the importance of identifying the biblical foundations of a theology of counseling from a Pentecostal/charismatic perspective.
- C. Communicate intelligently about and demonstrate in writing a Pentecostal/charismatic theology of the divine/human interaction.
- D. Discuss the importance of successfully integrating a Pentecostal/charismatic theological perspective in the clinical practice of counseling.
- E. Express a cohesive theology of counseling with theological reflection on the complexities of the counseling process, emphasizing Spirit-directed change.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Jones, Ian F. *The Counsel of Heaven on Earth: Foundations for Biblical Christian Counseling*. Nashville, TN: Broadman and Holman, 2006.  
ISBN: 9780805443431

McMinn, Mark R., and Timothy Phillips (Eds). *Cure for the Soul: Exploring the Intersection of Psychology and Theology*. Downers Grove, IL: InterVarsity Press, 2001. ISBN: 9780830815531

Stevenson, Daryl H., Brian E. Eck, and Peter C. Hill. *Psychology and Christianity Integration: Seminal Works That Shaped the Movement*. Batavia, IL: Christian Association for Psychological Studies, 2007. ISBN: 9780979223709

2. Other  
None

B. Optional Materials

1. Textbooks  
Carter, J. D., and B. Naramore. *The Integration of Psychology and Theology: An Introduction*. Grand Rapids, MI: Zondervan Publishing House, 1979. ISBN: 9780310303411

Collins, Gary G. *Biblical Basis of Christian Counseling for People Helpers*. Colorado Springs, CO: NavPress, 1993. ISBN: 9781576830819

McMinn, Mark R. *Psychology, Theology, and Spirituality in Christian Counseling*. Wheaton, IL: The American Association of Christian Counseling and Tyndale House, 1996. ISBN: 9780842352529

2. Other  
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology and Missions Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Missions. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.

- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions results in a grade reduction of **two letter** grades. Missing **12** class sessions automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.
- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to [www.studentresources.oru.edu](http://www.studentresources.oru.edu).

C. **Course Policies and Procedures**

1. **Evaluation Procedures**

- a. Grading:

Two Terminal Exams (100 pts. each)	200 points
Final Exam	100 points
Critique of a Journal Article	100 points
Integration Project	125 points
Class Participation	<u>50 points</u>
Total	575 points
- b. Grading scale:

A=517.5-575 points
B=460-517 points
C=402.5-459 points
D=345-402 points
F=344 points and below

2. **Whole Person Assessment Requirements**

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.

- b. WPA requirements for this course:
      - (1) The Integration Project for PRM 571 must be uploaded to the student's ePortfolio.
      - (2) The Integration Project for PRM 571 may be used as a required artifact for the M. A. Christian Counseling degree program.
  - 3. Other Policies and/or Procedures
    - a. Reading:
 

Required reading is to be completed **prior** to the discussion of the work as listed on the schedule. Students are to come prepared to enter into active discussion of the assigned material. Questions on the reading assignment may be asked, and individual students may be called upon at random to present their understanding of the assigned material. Exams may cover any of the assigned material.
    - b. Critique of Journal Article:
 

This assignment requires a written critique of an article from the *Journal of Psychology and Christianity* (JPL), the *Journal of Psychology and Theology* (JPT), the *Journal of Biblical Counseling* (JBC), or other peer-reviewed academic journal.

      - (1) Select an appropriate article, and submit the complete reference **in advance** to the course Web page. The article does not need to address integration explicitly. Chosen articles posted on the course Web page are no longer available for review by other students.
      - (2) Write a critique of 6 to 8 typed pages (APA style with no abstract). Identify the underlying integration position of the author. Support your position using ideas from course readings and class presentation as well as evidence from the article.
      - (3) If the article you selected is not readily available in our own library, please provide a copy of the article with your critique.
      - (4) Be prepared to discuss your critique in class on the assigned date, and anticipate that class engagement will impact your grade for this activity.
    - c. Integration Project:
 

Each student will choose a topic from a list of topics and write an APA-style academic paper that defines his or her basic doctrinal positions with an emphasis on biblical anthropology and approach to integration (10- to 12-double-spaced, typewritten pages). The paper will have three sections: (1) alliance with a doctrinal statement with an explicit statement on biblical anthropology; (2) position on integration approach; (3) overview of intention on how to blend, implement, and maintain your views in a lifelong people-helping practice. Following are some additional details to guide the preparation of this paper.

      - (1) The paper will begin with a statement regarding your basic Christian convictions. Provide an **existing** statement of faith in the appendix. In the opening section of the paper, state why you have selected this particular statement. In the text of the paper, state your agreement with this statement of faith and offer any qualifications or clarifications. Since most doctrinal statements are typically brief on anthropology, be sure to amplify this area to make your view explicit. A student may choose to use a doctrinal statement from his or her church denomination.

Agreement with the doctrinal statement will not be part of the grading criteria, but stating your position clearly, biblically, and thoughtfully is indeed expected. In the paper, once you have aligned yourself with a particular doctrinal statement, it is **not** necessary to rehearse or review each doctrinal area. Provide comments and citations to support your unique views, defining your understanding of the doctrinal statement. In addition, lay the ground work for your biblical anthropology and any other theological matters that will support your position regarding integration.

- (2) Selecting the viewpoints introduced in this course, state your perspective and relate your selection to your doctrinal statement. Demonstrate how your position on integration flows from your doctrinal position. In the third section of the paper, discuss how you expect to implement your integration view into your life and clinical work. Mention spiritual disciplines or practices that you currently employ or expect to use to refine and/or maintain your position in the years ahead. For example, how will a regular routine in the life of the Christian counselor for meditating on the Word of God help support a healthy spiritual life while engaging in clinical practice? Show how your theological views and spiritual life will shape your approach to counseling as well as clinical practice.
- (3) The paper must be uploaded to ePortfolio.

## VI. COURSE CALENDAR

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
8/18/11	Introduction to Theology of Counseling	Jones, 3-13 McMinn & Phillips, 9
8/23/11	Creation: The Starting Place for Biblical Christian Counseling Lostness: The Human Location	Jones, 15-29 Jones, 31, 57
8/25/11	Characteristics of Biblical Christian Counseling The Guiding Commandment in Biblical Christian Counseling	Jones, 59-71 Jones, 73-92
8/30/11	Communication and Biblical Christian Counseling Extracting the Precious from the Worthless <b>Critique of Journal Article Due</b>	Jones, 123-137 Jones, 139-156
9/1/11	Holy Spirit and Spiritual Gifts in Biblical Christian Counseling Biblical Traits and the Spiritual Disciplines in Counseling	Jones, 157-177 Jones, 179-204
9/6/11	Establishing the Location of Counselors	Jones, 205-233
9/13/11	<b>First Terminal Exam</b>	
9/15/11	Questions at the Crossroads An Apologia for the Integration of Psychology and Theology	McMinn & Phillips, 23 McMinn & Phillips, 62

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
9/20/11	Leaving Development Behind & Beginning our Pilgrimage Self-Concept: In Defense of the Word Soul	McMinn & Phillips, 78 McMinn & Phillips, 102
9/22/11	Theology after Psychology Outline of Pauline Psychotherapy	McMinn & Phillips, 118 McMinn & Phillips, 134
9/27/11	To Vent or Not To Vent? Integration of Psychoanalytic Psych. & Contemp. Theology	McMinn & Phillips, 164 McMinn & Phillips, 187
9/29/11	Exploring Client's Personal Sin in the Therapeutic Context An Interdisciplinary Map for Christian Counselors	McMinn & Phillips, 202 McMinn & Phillips, 218
10/4/11	Healing the Wounds of Memory Responsible Hermeneutics for Wisdom Literature	McMinn & Phillips, 241 McMinn & Phillips, 254
10/6/11	Biblical Hermeneutics & Christian Psychology When the Wounding Runs Deep	McMinn & Phillips, 276 McMinn & Phillips, 294
10/11/11	Thinking of Ourselves More Highly than We Ought Knowing as Participation Family Brokenness	McMinn & Phillips, 309 McMinn & Phillips, 332 McMinn & Phillips, 346
10/13/11	<b>Second Terminal Exam</b>	
10/25-10/27	Historical and Theoretical Integration	Stevenson et al., 17-91 <b>Student Presentations</b>
11/1-11/3	Science and Faith Reconciliation	Stevenson et. al., 93-154 <b>Student Presentations</b>
11/8-11/10	Perspectives on Personhood	Stevenson et. al., 155-175 <b>Student Presentations</b>
11/15-11/17	Levels and Types of Integration	Stevenson et. al., 177-203 <b>Student Presentations</b>
11/22/11	Models of Integration	Stevenson et. al., 205-237 <b>Student Presentations</b>
11/29-12/1	Applied Integration	Stevenson et. al., 239-325 <b>Student Presentations</b>
12/6-12/8	Integrative Research	Stevenson et. al., 336-374 <b>Student Presentations</b>
12/10-12/16	<b>Final Exams</b>	

**Inventory for Student Learning Outcomes  
School of Theology and Missions**

**M. A. Christian Counseling**

**PRM 571 Theology of Counseling**

**Dr. James Norwood, Instructor**

**Fall 2011**

This course contributes to student learning outcomes for the M.A. Christian Counseling degree as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>Theology/Philosophy of Counseling</b>				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.	<b>X</b>			
<b>Assessment Techniques</b>				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.			<b>X</b>	
<b>Clinical/Theoretical Diagnostic Appraisal</b>				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.			<b>X</b>	
<b>Treatment Plans in Response to Diagnosis</b>				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.		<b>X</b>		
<b>Research Skills and Methodologies</b>				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.			<b>X</b>	
<b>Professional Code of Ethics</b>				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.	<b>X</b>			