



**On-Campus Course Syllabus**  
**PSY 410 L00.A**  
**Integration of Theology and Psychology**  
**Fall 2019**

### **Class Information**

**Day and Time:** Thursdays 4:15 to 6:45pm  
**Room Number:** E205

### **Contact Information**

**Instructor Name:** Steve Hunter Ed.D., D.Min., LPC-S, NCC  
**Instructor Email:** shunter@criswell.edu  
**Instructor Phone:** 214-232-3251  
**Instructor Office Hours:** Tuesdays 10-10:30am, 2 to 4pm; Thursdays 2 to 4pm

### **Course Description and Prerequisites**

A survey of the basic concepts and methods for integrating psychology with theology. It is highly recommended this course be taken after at least 9 hours of psychology and 6 hours of systematic theology. (Prerequisite may be taken concurrently: PSY 101).

### **Course Objectives**

At the end of the course, students should be able to:

- Articulate and defend the values of a Christian worldview in relationship to the disciplines of Counseling and Psychology.
- Examine, analyze, and synthesize the predominant theories of the Integration of Theology and Psychology from experts in the field of Christian Counseling and Psychology.
- Critique each of these theories identifying their strengths and weaknesses.
- Create a personal theory of the Integration of Theology and Psychology.
- Understand the value of this personal Theory of Integration and Psychology in the biblical, practical, professional, and effective application of Counseling and Psychological Theory and Techniques.

### **Required Textbooks**

Johnson, E. (2010). *Psychology and Christianity: Five views* (2<sup>nd</sup> Ed.). Downers Grove, IL: InterVarsity Press. ISBN 9780830828487

### **Recommended Reading**

Anderson, N., Zuehlke, T., & Zuehlke, J. (2000). *Christ-centered therapy: The practical integration of theology and psychology*. Grand Rapids, MI: Zondervan. ISBN 9780310231134

Anderson, N. (2017). *The steps to freedom in Christ: A biblical guide to help you resolve personal and spiritual conflicts and become a fruitful disciple of Jesus*. Ada, MI: Baker Publishing Group. ISBN 9780764219429

Estep, J., & Kim, J. (2010). *Christian formation: Integrating theology and human development*. Nashville, TN: B and H Academic. ISBN 9780805448382

## Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Mid-Term exam. The first section of the exam will test knowledge of psychological terms and definitions. The second section of the exam will test understanding and synthesis.
2. Twenty-five percent (25%) of the student's grade will depend upon the completion of a Comprehensive Final Exam. The first section of the exam will test knowledge of psychological terms and definitions. The second section of the exam will test understanding and synthesis.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Project consisting of a Research Paper and an associated Class Presentation. First, the student will write a Research Paper on the student's "Integration Theory of Choice". Students must choose a Theory of Integration either presented in class, or an alternative Theory of Integration approved by the Professor. In addition to the textbook and recommended textbooks assigned for the class, the research paper should have a minimum of 3 additional sources. These sources are to be books and reputable journal articles (as opposed to "research" retrieved from the internet). The paper should be approximately eight to 10 double-spaced pages, according to APA Style and Format. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style. Hence, the following structure and associated questions are important to keep in mind:

- Introduction: \_\_\_\_\_ (10 pts.) Does the paper have a clear introduction? Does the paper address the main purpose and objectives for the written work? Does the introduction address statistics, current events, and/or current research regarding the student's "Integration Theory of Choice" in order to introduce the topic and grab the reader's attention?
- Body of the Text: \_\_\_\_\_ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the student's selected Theory of Integration? Are these resources cited throughout the body of the paper according to APA style? Does the student link together the author's thoughts in a clear manner without using first person? Does the student use substantive research/resources from at least 3 additional sources—either books or journal articles (not "research" cut and pasted from online)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- Understanding and Synthesis (20 pts.) Does the student synthesize the research into his or her own original, creative, unique Theory of Integrating Theology and Psychology?
- Conclusion and Implications for the Profession: \_\_\_\_\_ (20 pts.) Did the student provide a summary of the main points, and practical suggestions for counselors, teachers, and/or ministers to keep in mind when serving individuals, couples and/or families? Did the student summarize the key insights, principles, and practical steps? In other words, does the student adequately, and effectively answer the "So what?" question for this Research Project?

- Grammar and Style \_\_\_\_ (10 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3<sup>rd</sup> person? Is the paper according to APA style?
- Presentation \_\_\_\_ (20 Pts.) Did the student hit the highlights for the topic? Was the presentation interesting and creative? Did the presentation finish and end in a timely fashion (20 to 30 minutes with a time for questions)? Was there a PowerPoint and handout? Did the presenter handle the questions from the class in an effective manner? Was the written portion of this Research Project presentation submitted to the professor before the time of the presentation?

The following two rubrics will also be used to score the research paper:

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

4. Twenty five percent (25%) of the student's grade will depend on regular class attendance, class participation, and attendance and participation in field trips scheduled throughout the course of the semester. This subjective grade, on behalf of the Professor, will be assessed at the conclusion of the semester. Hence, in order for students to receive full credit for this significant requirement for the course, students must not only attend class, but also participate in class.
5. Finally, it is important to note that no late work, or excuses, will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

## Course/Classroom Policies and Information

Students in this class will be allowed 2 absences. A third absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade, "F" for the course. As mentioned earlier, no late work will be accepted for any reason. It is the responsibility of the student to ensure all required work is turned in on time. Scores on the Quizzes, the Midterm and Final Exam, and the Research Paper will not be accepted after the due dates in the Syllabus.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

|    |        |                                    |
|----|--------|------------------------------------|
| A  | 93-100 | 4.0 grade points per semester hour |
| A- | 90-92  | 3.7 grade points per semester hour |

|    |       |                                    |
|----|-------|------------------------------------|
| B+ | 87-89 | 3.3 grade points per semester hour |
| B  | 83-86 | 3.0 grade points per semester hour |
| B- | 80-82 | 2.7 grade points per semester hour |
| C+ | 77-79 | 2.3 grade points per semester hour |
| C  | 73-76 | 2.0 grade points per semester hour |
| C- | 70-72 | 1.7 grade points per semester hour |
| D+ | 67-69 | 1.3 grade points per semester hour |
| D  | 63-66 | 1.0 grade point per semester hour  |
| D- | 60-62 | 0.7 grade points per semester hour |
| F  | 0-59  | 0.0 grade points per semester hour |

### **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

### **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

### **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without

assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

| Week | Dates                     | Learning Opportunities   |
|------|---------------------------|--|
| 1    | Aug. 19—23<br>Aug. 22     | Introductions, Syllabus Review<br>An Introduction to the Course  |
| 2    | Aug. 26—30<br>Aug. 29     | Spiritual Formation (Estep, <i>Christian Formation</i> , Chapter 8)<br>Last Day to Drop this Course (Friday August 30) |
| 2    | Sept. 2—6<br>Sept. 5      | Neil Anderson<br>Christ-Centered Therapy: A Practical Integration<br>Steps to Freedom in Christ                        |
| 4    | Sept. 9—13<br>Sept. 12    | David Meyers: A Scientific Point of View<br>One Extreme  |
| 5    | Sept. 16-20<br>Sept. 19   | David Powlison: A Pastoral Approach<br>Anther Extreme  |
| 6    | Sept. 23—27<br>Sept. 26   | Stanton Jones and Gary Collins: An Integrationist Point of View<br>The Middle Ground                                   |
| 6    | Sept. 30—Oct. 4<br>Oct. 3 | Mark McMinn: The Nitty Gritty<br>Prayer, Scripture, and Addressing Sin in our Ministry to Others                       |
| 6    | Oct. 7—11<br>Oct. 10      | A Summary of Perspectives<br>Review for Mid-Term Exam  |
| 7    | Oct. 14—18<br>Oct. 17     | Mid Term Exam  |
| 8    | Oct. 21—25<br>Oct. 24     | Guest Presenter<br>TBD   |
| 9    | Oct. 28—Nov. 1<br>Oct. 31 | Class Field Trip<br>TBD  |
| 10   | Nov. 4—8<br>Nov. 7        | Research and Writing   |
| 11   | Nov. 11—15<br>Nov. 14     | Student Presentations  |
| 12   | Nov. 18—22<br>Nov. 21     | Student Presentations  |
| 13   | Nov. 25—29                | Fall Break   |
| 14   | Dec. 2—6<br>Dec. 5        | Student Presentations<br>Review for Final Exam   |
| 14   | Dec. 9-13<br>Dec 12       | Final Exam   |

## Selected Bibliography

Benner, D. G. (1987). *Psychotherapy in Christian perspective*. Grand Rapids, MI: Baker Book House.

- Blazer, D. (1998). *Freud vs. God: How psychiatry lost its soul and Christianity lost its mind*. Downers Grove, IN: InterVarsity.
- Boyd, J. (1996). *Reclaiming the soul: The search for meaning in a self-centered culture*, Cleveland, OH: Pilgrim Press.
- Cosgrove, M. P. (1987). *The amazing body human: God's design for personhood*, Grand Rapids, MI: Baker Book House.
- Dilman, I. (1993). *Freud and human nature*, New York, NY: Basil Blackwell.
- Evans, C. S. (1994). *Preserving the person: A look at the human sciences*, Vancouver, Canada: Regent College, 1994.
- Evans, C. S. (1989). *Wisdom and humanness in psychology: Prospects for a Christian approach*. Grand Rapids, MI: Baker Book House.
- Farnsworth, K. E. (1985). *Whole hearted integration: Harmonizing psychology and Christianity through word and deed*. Grand Rapids, MI: Baker Book House.
- Gorsuch, R. (2002). *Integrating psychology and spirituality?* Westport, CT: Praeger.
- Jeeves, M. (1988). *Behavioural sciences: A Christian perspective*, Leicester, UK: Inter-Varsity Press.
- Jones, S. L. (1986). *Psychology and the Christian faith: An introductory reader*, Grand Rapids, MI: Baker House.
- Jones, S. L. & Butman, R. E. (1998). *Modern psychotherapies: A comprehensive Christian appraisal*, Downers Grove, IL: InterVarsity Press.
- Moreland, J. P. & Ciochi, D. M. (1993). *Christian perspectives on being human*, Grand Rapids, MI: Baker House.
- Moseley, R. M. (1991). *Becoming a self before God: Critical transformations*, Nashville, TN: Abingdon Press.
- Myers, D. G. & Jeeves, M. A. (1989). *Psychology through the eyes of faith*, San Francisco, CA: Harper & Row.
- Narramore, S. B. (1984). *No condemnation: Rethinking guilt motivation in counseling, preaching and parenting*. Grand Rapids, MI: Zondervan.
- Swinburne, R. (1986). *The evolution of the soul*. Oxford, England: Clarendon.
- Swinton, J. (2000). *Resurrecting the person: Friendship and the care of people with mental health problems*. Nashville, TN: Abingdon Press.
- Van Leeuwen, M. S. (1985). *The person in psychology*. Grand Rapids, MI: Eerdmans.
- Vitz, P. C. (1994). *Psychology as religion: The cult of self-worship* (2nd ed.), Grand Rapids, MI: Eerdmans.