



On-Campus Course Syllabus

PSY 410

Integration of Theology and Psychology

Fall 2022

Class Information

Day and Time: Mondays 12:15 to 3:00pm

Room Number: E209

Contact Information

Instructor Name: Dr. Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: M/W 9:00 to 11:00am and by appointment

Course Description and Prerequisites

A survey of historical and contemporary concepts emphasizing the intersection of psychology and theology.
(Only open to Senior students)

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

Balswick, J., King, P., & Reimer, K. (2016). *The reciprocating self: Human development in theological perspective*. Downer's Grove, IL: Intersivity Press. ISBN 978-0830851430

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

Recommended Reading

Coe, J., & Hall, T. (2010). *Psychology in the Spirit: Contours of a transformational psychology*. Downer's Grove, IL: Intersivity Press ISBN 9780830828135

Course Requirements and Assignments

1. Twenty percent (20%) 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 the various theories of integration. The second section of the exam will test understanding, critical thinking and synthesis.
2. Twenty percent (20%) 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 the various theories of integration covered in the second half of the course. The second section of the exam will test understanding, critical thinking and synthesis.
3. Twenty percent (20%) of the student's grade will consist of 4 written reflection papers and associated presentations due throughout the semester. For each assignment, students will focus on a select Theory of Integration. Students will identify and explain the main points of the theory, associated terms, and identify strengths and weaknesses of the theory. In addition, students are expected to spend time exploring the theoretical components in comparison and contrast to their own personal viewpoint. The written assignment should be approximately 4 pages in length in order to thoughtfully consider the main points of the Integration Theory and explore one's own personal thoughts and reactions. The presentation of the student's reflections should be approximately 15 to 20 minutes with a time for questions and answers.
4. Twenty percent (20%) 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 his/her "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 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 7 to 9 double-spaced pages, according to APA Style and Format. The presentation should be approximately 30 minutes with a time for Q and A at the end.

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 his/her 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 3rd 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)

5. Fifteen percent (15%) of the student’s grade will depend on regular class attendance and class participation 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.
6. 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. All assignments are to be submitted into CANVAS before class on the day they are due.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	8/15	Introductions and Syllabus Review
2	8/22	An Introduction to Integration Spiritual Disciplines A Spiritual Discipline’s Survey
3	8/29	Spiritual Formation (Estep, <i>Christian Formation</i> , Chapter 8) Spiritual Gifts Survey The Integration Continuum Neil Anderson and Larry Crabb

		A 30,000-foot view
4	9/5	Labor Day
5	9/12	Spiritual Disciplines Self-Care/Self-Stewardship
6	9/19	David Meyers: A Scientific Point of View One Extreme Reflection Paper #1 and Presentation are Due
7	9/26	David Powlison: A Pastoral Approach Another Extreme Reflection Paper #2 and Presentation are Due Review for Midterm Exam
8	10/3	Midterm Exam
9	10/10-10/14	Student Development Week
10	10/17	Stanton Jones and Gary Collins: An Integrationist Point of View The Middle Ground Reflection Paper #3 and Presentation are Due
11	10/24	Mark McMinn: The Nitty Gritty Prayer, Scripture, and Addressing Sin in our Ministry to Others
12	10/31	Field Trip (TBD)
13	11/7	Eric Johnson Christian Psychology (Soul Care)
14	11/14	The Reciprocating Self Guest Presenter (TBD) Reflection Paper #4 and Presentation are Due
15	11/21-11/25	Fall Break
16	11/28	Research Papers are due Student Presentations Review for Final Exam
17	12/5-12/9	Final Exam Week

Selected Bibliography

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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.

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- Narramore, S. B. (1984). No condemnation: Rethinking guilt motivation in counseling, preaching and parenting. Grand Rapids, MI: Zondervan.
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- Vitz, P. C. (1994). Psychology as religion: The cult of self-worship (2nd ed.), Grand Rapids, MI: Eerdmans.