



On-Campus Course Syllabus

PSY 410

Integration of Theology and Psychology

Spring 2024

Class Information

Day and Time: M/W 9:30 to 10:45

Room Number: Video Recording Room 3rd Floor

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-232-3251

Instructor Office Hours: Thursdays 10 to 12; 2 to 4

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

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

Recommended Reading

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

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

Course Requirements and Assignments

1. Thirty percent (30%) of the student's grade will consist of 5 written reflection papers and associated presentations due on five selected class times throughout the semester. For each writing assignment, students will focus on five selected Theories of Integration. Students will identify and explain the main points of the theory, associated terms, and identify at least two strengths and weaknesses of the theory. In addition, students are expected to write about their reflections upon each theory in comparison and contrast with their own personal viewpoint. The written assignment should be approximately four double-spaced pages in length to thoughtfully consider the main points of the Integration Theory and explore the student's own personal thoughts and reactions. Students are encouraged to use two additional sources to supplement their thoughts and reflections. The paper will be in APA Style and Format. Students will then be expected to present their reflections in an open discussion followed by a time for questions and answers.
2. Forty percent (40%) of the student's grade will depend on the completion of a "Research Project" consisting of a Research Paper, Interview with a Professional Mental Health Provider in the field and an associated Class Presentation.

The first phase of the Research Project will consist of the student writing about his/her "Integration Theory of Choice" according to the research. Students must choose a Theory of Integration that was presented in class, or a combination of theories. The textbook and recommended readings can be used as sources for the written part of the research project. In addition, students will use at least four additional sources for the written part of the Research Paper.

Phase 2 of the "Research Project" will include an Interview with a Licensed Mental Health Professional currently practicing in the field. The heart of this phase of the Project will focus upon the Theory of Integration of your Interviewee. Interview questions will focus upon the Theory of Integration, the reasons behind this selection as opposed to other approaches, the associated interventions and techniques, what this theoretical orientation looks like in practice, greatest rewards, greatest challenges of holding to this theory of integration in the past, present, and potentially in the future. The student should add other interview questions according to his/her choosing. The information from the Interview will be included and integrated into the student's paper.

Phase 3 of the "Research Project" will be a time to summarize and synthesize the research and reflections over the course of the semester to create a personal theory/philosophy/perspective regarding the Integration of Theology and Psychology. This is the heart and main objective of the entire course. In this section, students will also address the benefits and practical application of their own perspective of integration. In other words, what does your newly created Theory of Integration mean for you personally, for your ministry, for your future ministry, for your relationships, and future relationships, etc.

As mentioned earlier, students will include at least three to five additional sources above and beyond the assigned text and recommended readings for the class. These sources are to be books and reputable

journal articles (as opposed to “research” retrieved from the internet). The Interview with a Practicing Mental Health Professional will also be referenced as a source on the Reference Page. The paper should be approximately seven to nine double-spaced pages, according to APA Style and Format.

Finally, students will share their research and reflections in a 20 to 25-minute presentation followed by a time for questions and answers. Students will present the highlights of their research and interview. However, the main focus of the presentation will be the student’s own perspective related to the integration of theology and psychology.

A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

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)

3. Thirty percent (30%) of the student's grade will depend on 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 must prepare and openly participate in class.
4. 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.

Course/Classroom Policies and Information

Student services will be contacted in the case of two unexcused absences. A third unexcused absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of "F" for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,

- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	1/15 & 17	1/15 Martin Luther King Holiday 1/17 Introduction to Integration
2	1/22 & 24	1/22 The Continuum (Larry Crab and Neil Anderson) <ul style="list-style-type: none"> Review CANVAS Notes 1/24 David Meyers: A Levels-of-Explanation View (One Extreme) <ul style="list-style-type: none"> Review CANVAS Notes Read Chapter
3	1/29 & 31	1/29 David Meyers Group Discussion Q and A (ZOOM) <ul style="list-style-type: none"> Reflection Paper #1 is due before class 1/31 Stanton Jones An Integrationist View <ul style="list-style-type: none"> Read Chapter Review Notes in CANVAS
4	2/5 & 7	2/5 Stanton Jones Group Discussion, Q and A (ZOOM) <ul style="list-style-type: none"> Reflection Paper #2 due before class 2/7 Robert Roberts A Christian Psychology View <ul style="list-style-type: none"> Read Chapter Review Notes in CANVAS
5	2/12 & 14	2/12 Robert Roberts A Christian Psychology Group Discussion Q & A (ZOOM) <ul style="list-style-type: none"> Reflection Paper #3 Due before class 2/14 A time to Review, Discuss and Ask Questions (ZOOM)
6	2/19 & 21	2/19 John Coe A Transformational Psychology View <ul style="list-style-type: none"> Read Chapter Review Notes in CANVAS 2/21 John Coe A Transformational Psychology View Discussion (ZOOM) <ul style="list-style-type: none"> Reflection Paper #4 due before class
7	2/26 & 28	2/26 David Powlison: A Biblical View (The Other Extreme) <ul style="list-style-type: none"> Read Chapter

		<ul style="list-style-type: none"> Review CANVAS Notes 2/28 David Powlison Group Discussion Q and A (ZOOM) <ul style="list-style-type: none"> Reflection Paper #4 is due before class
8	3/4 & 6	Midterm Exam
9	3/11 & 13	Spring Break
10	3/18 & 20	Research and Writing Week
11	3/25 & 27	3/25 Eric Johnson Soul Care (Off the Grid) <ul style="list-style-type: none"> Review Notes in CANVAS 3/27 Eric Johnson Soul Care Group Discussion, Q & A (ZOOM)
12	4/1 & 3	4/1 A Time to Review, Discuss, and Ask Questions (ZOOM) 4/3 Guest Presenter (TBD)
13	4/8 & 10	4/8 Guest Presenter (TBD) 4/10 My Research and Reflections
14	4/15 & 17	4/15 My Research and Reflections 4/17 My Research and Reflections
15	4/22 & 24	4/22 Research and Writing Day (outside of class) 4/24 Research Papers are due and Student Presentations (ZOOM) <ul style="list-style-type: none"> Arely Tinajero Gail Miller
16	4/29 & 5/1	4/29 Research Papers are due and Student Presentations (ZOOM) <ul style="list-style-type: none"> Eliana Massey Irma Gasper 5/1 All Research Papers due and last Student Presentation (ZOOM) <ul style="list-style-type: none"> Jenna Coombs Review for Final Exam
17	5/6 & 8	Final Exam Week

Selected Bibliography

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

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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.

- Evans, C. S. (1994). *Preserving the person: A look at the human sciences*, Vancouver, Canada: Regent College, 1994.
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- 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.
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- Vitz, P. C. (1994). *Psychology as religion: The cult of self-worship (2nd ed.)*, Grand Rapids, MI: Eerdmans.