

SYLLABUS

COURSE DESCRIPTION:

The course is an exploration of the fundamental components of a biblically based spiritually focused, culturally and psychologically informed practice of Christian Counselling. Particular attention will be placed on such issues as the personhood of the counsellor, counselling as a calling and professional practice, theological anthropology, human suffering, and the explication of the different curative aspects of therapy.

COURSE OBJECTIVES:

- ❑ Explore the biblical, spiritual-theological, cultural and psychological foundations of Christian Counseling.
- ❑ Explore images of God and human beings and the impact of these images in the theory and practice of Christian Counseling.
- ❑ Explore the nature of human suffering and redemption (theodicy), the defense of God's goodness in the face of obvious evil, within the context of the counseling relationship.
- ❑ Explore "what it means to be a therapist."
- ❑ Explore "what works" in therapy along with those things that are less helpful.

COURSE TEXTS:

REQUIRED:

- ❑ Maloney, H. Newton; Augsburger, David. (2007). *Christian Counseling: An Introduction*. Abingdon Press: TN.
- ❑ Hubble, Mark A; Duncan, Barry L. (2003). *The Heart and Soul of Change: What works in Therapy*. American Psychological Association: DC
- ❑ Capuzzi, David; Gross, Douglas R. (2009). *Introduction to the Counseling Profession 5/E*. Merrill: New Jersey. (Note this text requires a special order through Providence Bookstore).
- ❑ Harris Sam. (2006) *Letter To A Christian Nation*, Knopf New York

Suggested Reading:

- ❑ Nouwen, Henry. (1979). *The Wounded Healer: Ministry in Contemporary Society*
Image: MD
- ❑ Miller, W. & Delaney, H. (Eds.) (2005). *Judeo-Christian Perspectives on Psychology*. American Psychological Association. Washington:

METHODOLOGY:

Lectures, reading and reflection on texts and other assigned readings or media. Discussion with peers and professor, interviews with professional therapist. Use of case studies and tests.

THE WEEKLY CYCLE

Read the topical outline and any related critical questions
Read the assigned pages in the text books
Listen to the lecture and view the Power Point presentation
Participate in the on-line class thread discussion
Check the what's new section of the home page.
Check e-mail and drop box for new "stuff"
Check the Student Lounge to chat with your cohort of peers on this journey
Check the syllabus to make certain that you don't miss anything.
Check Document Sharing to see what has been uploaded
Send me your documents or source info that you want uploaded to Doc Sharing
Post your journal entry for the week

COURSE REQUIREMENTS:

In all written work, please use gender inclusive language according to the current conventions of Canadian usage. If your intention is to refer to both men and women in a statement, the language used should make this clear. Please do not use "man," "men," "mankind" or masculine pronouns generically. The use of gender accurate Bible translation is recommended but not required. Examples would be Today's new International version, the New Revised Standard version and the New Living Translation.

For counselling students, the papers must be typewritten, according to the *Publication Manual of the American Psychological Association* – fifth edition. **For non-counselling students**, Chicago style as described in Kate L. Turabian's. *A Manual for Writers of Term Papers, Theses, and Dissertations*, sixth edition Chicago: University of Chicago Press. 1996.

Course Policies and Procedures

Distance Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log in to the course regularly to check announcements, participate in discussions and access course content. At a minimum every week students are responsible for completing the following tasks: Attend all on-line class activities, including participation in weekly threaded discussion, and any small group discussions assigned for the week. And, timely submission of assignments, submitted as instructed.

Attendance. Failure to "show up" for the weekly assignments or threaded discussions will be considered an equivalent of two class-time absences. I will keep track of attendance weekly. Repeated absences of three weeks or more will result in a failing final course grade. No communication for two weeks may result in a lower grade for the course.

Threaded Discussion You must make three threaded discussion entries throughout the week, not at the end of the week. You should post your first thread response by Wednesday of the Unit week, and by Saturday, you must respond to at least 3 classmates' threads.

Netiquette Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and other forms of communication.

Turning Work In All assignments should be turned in via Dropbox unless otherwise specified.

Deadlines. Odd things happen in cyberspace—emails get lost, servers disconnect temporarily, and logins fail. Do not wait for the last minute to do your work. Allow time to meet deadlines. I will respond to your e-mails and reply when I receive assignments in your Dropbox. Please let me know when you have received my comments on your assignments.

Late Work. Each week's work must be completed by Friday of every week. Late work will not receive credit unless you have contacted me beforehand and explained a special circumstance.

Help Desk For technical problems like not being able to view a page, slowness issues, problems viewing video or hearing audio, things not working as they should, please contact Bob Wiebe our On Line Course Administrator.

Email Policies and Procedures I check my mail on a regular schedule, usually daily. If I am going to be away for more than 48 hours I will inform the class. I will be informing you that I have received your e-mails once I have opened it. I will respond to course related questions within 24–48 hours. Comments on formal assignments may take up to two weeks but probably less than that. I ask that you notify me when you have received critiques from me on your various assignments. In all email sent to me and/or other members of our class, it will help if you identify yourself fully by name and class, not simply by an email address. .

Email attachments. All formal assignments must be saved in *Microsoft Word* so that I can read them. Most modern word processing systems can save in *Microsoft Word*. (You can save in your own word processing program, but when you email me, you need to copy that file and save it in *Microsoft Word* before you attach it. Or, save the file as .rtf.

Safeguards. Back up your work on disk and make a hard copy. If you experience computer difficulties, you are responsible for solving your own technical problems. Helpdesk is available from Providence services. (See Course Homepage for link and phone number.) Heavy Internet use typically occurs in the evening, so you might want to log on at other times if possible.

Academic Dishonesty

The following are forms of academic dishonesty. These practices will not be tolerated.

Plagiarism: Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

Falsification: Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

Multiple submission: If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

Grading Policies: How you will be evaluated

Online Participation

Grade	Skills
A	Contributions are prompt, timely, relevant, self-initiated; remarks are posted freely on all assignments throughout the course; there is no attempt to dominate conversation.
B	Student generally keeps up with the discussion; needs an occasional prompting to contribute; might participate in some discussions more than others
C	Participation is spotty; picks and chooses topics to get involved in; offers short, perfunctory postings when prompted; takes limited initiative.
D or F	Student rarely participates freely; makes short, irrelevant remarks.

Homework and Projects

Grade	Skills
A	Demonstrates excellence in grasping key concepts; critiques the work of others; provides ample evidence of support for opinions; readily offers new interpretations of discussion material.
B	Shows evidence of understanding most of the major concepts; is able to agree or disagree when prompted; is skilled in basic level of support for opinions; offers an occasional divergent viewpoint.
C	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.
D or F	Shows no significant understanding of material.

Seminary Overall Grading Criteria.

- A **Outstanding** work: superior achievement of course objectives. This grade in effect says that the work could not be improved by any great margin (A+ would say that it could not be improved by **any** margin).

- B Designates **good work**, commendable achievement of course objectives. This is the standard grade for work that is well done.
- C Designates **acceptable** work, satisfactory achievement of course objective.

Assignments:

1. Paper; On Being a Therapist

Write a 10-15 page paper on the theme “**On Being a Therapist**” culled from your interview, your research, and your personal reflection-analysis. This is a two-stage process:

Stage I: Keep an on-going diary of your thoughts, feelings, reflections and analysis on your evolving awareness and understanding of who you are as a person and Therapist-in-training. Begin your diary by responding to Questions as outlined in Stage II.

Stage II: Interview an “active-practicing clinician” regarding issues outlined below.

- What motivated her to be a therapist?
- Describe early experiences as a beginning therapist.
- What does he do to prepare himself for the task of meeting and working with clients?
- Challenges she has encountered in the consulting room and ways she has responded to these challenges.
- How does he understand what it means to be a therapist?
- How does this understanding shape his/her clinical and personal presence in the consulting room in terms of assessment, diagnosis, and treatment planning?

Analyze these responses, along with your own personal take on the questions above in light of the required texts. The weaving together of these sources of data (interview, research, and journal) will hopefully provide students with a reflective and informed understanding of the personhood of the therapist. Citations from your literature review-interview and course readings must be distributed evenly throughout the paper. Include a bibliography. Due Date: TBA

2. Integrative essay

Write a 15-20 page **integrative essay** that addresses the following questions:

- What is Christian Counseling?
- How does Christian Counseling heal?
- What are the curative aspects of Therapy according to Hubble etc., and how might these formulations inform our theory and practice of Christian Counseling?
- What does it mean to conceive of Christian Counseling as a form of “Soul Care?”
- Citations from your literature review and course readings (e.g. Maloney’s Christian Counseling: An Introduction and Hubble’s The Heart and Soul of Change) must be distributed evenly throughout the paper. Include a bibliography. Due Date: TBA

3. Letter of reply to Sam Harris

- ❑ Read Sam Harris's *A Letter to a Christian Nation*
 - ❑ Write a 10-15 page first person account of your response to Sam Harris's letter to *A Christian Nation*.
 - ❑ Write from a position that is inviting, warm and open. Write as if you want to have Sam Harris re think his position and write in a way that might help convince him that not all Christian's hold to the same views.
 - ❑ Try to not argue against Atheism, but rather argue for Theism.
 - ❑ These letters will be gathered by me and the key points and themes will be compiled and placed in one document and I will return it to all contributors..
- Due Date: TBA

4. Attendance and Participation

Attend class weekly and review the presented material and discussion. Maintain involvement in the discussion thread as per the weekly question or statements keeping in mind that you are expected to make 3 of your own contributions to the discussion and that you are expected to respond to a minimum of 3 of your peers' replies to the statement. Your first contribution is expected by Wed of the week and your final comments by Sat midnight. Weekly class material will be released by midnight Sunday. Due date. Weekly.

GRADING:

❑ On Being a Therapist	25 marks
❑ Integrative Essay	25 marks
❑ Letter of Reply to Sam Harris	20 marks
❑ Attendance and Participation	30 marks
❑ Total	100 marks

PLEASE NOTE:

- ❑ **Use the Drop Box for submitting assignments and picking up graded assignments.**
- ❑ All counseling students must use the APA format for citing resources.
http://webster.commnet.edu/apa/apa_index.htm
- ❑ Other students should follow the guidelines of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertation*, 6th Edition, or those set forth by the seminary.
- ❑ **Papers are due on the DATE they are DUE.** Any paper submitted after the due date will incur a 1-point deduction for every day it is turned in late unless there are extenuating circumstances.

<u>Class Meeting</u>	<u>Date</u>	<u>Class Topic</u>	<u>Assigned reading</u>	<u>Other</u>
1		Syllabus, Orientation & Human Nature: Intro to a Biblical-Theological Anthropology		When “winter” comes Audio, John Ortberg
2		The nature of Christian counseling; the counselor; and the client	Malony & Augsburger Chapters 1 & 2; Miller & Delaney Chapt. 1 & 2 Shebib Chap 1	
3		Self and the perception of Self; Interpersonal and transcendent communion and agentic motivations	Malony & Augsburger Chapters 3 & 4 Shebib Chap 2	
4		The Client in therapy	Hubble et al. Intro, Chapters 1-4; Malony & Augsburger Chapt. 5 Shebib Chap 3 & 4	
5		Self in Narrative and Story-telling in Therapy; Therapeutic Processes	Hubble Chapter. 5 Shebib Chap 5 & 6	What’s your Story? How do you tell your story.
6		The client in relation to God, Forgiveness	Hubble et al. Chapter 6 Shebib Chap 7	Article Loving our Enemies; Allender
7		Addressing and managing Existential Issues in therapy	Hubble et al. Chapter 6 Shebib Chap 8	
8		Suffering, pain, and psychopathology	Hubble et al. Chapters 7, 8 Shebib Chap 9	
9		Sexual Issues in Christian counselling	Malony & Augsburger Chapter. 12;	
10		The process of change in counselling	Hubble Chapters. 9-12 Shebib Chap 10	
		Summary and concluding matters	Hubble et al. Chapters 13, 14	