Department of Psychology

PSY 4010 Section 2

Issues in Psychotherapy Theology Integration

Spring, 2022

Meeting days: R **Instructor:** Jonathan Doctorian, MDiv, MA **Meeting times:**
3:00pm-5:30pm **Phone:** n/a

Meeting location: Zoom **E-mail:** jdoctor1@pointloma.edu **Credit Hours:** 3

Units **Office hours: Please email me Final Exam:** TBD **Office Location:** n/a

COURSE DESCRIPTION:

Students in this course discuss and critically evaluate the core ideas in the integration of psychology and the Christian faith, exploring the 4-5 established approaches for how to integrate what is known from psychological science and what is known from biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration, as well as identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. This writing-intensive course develops students' ability to think critically and construct complex arguments related to psychology and Christianity.

COURSE GOALS/OBJECTIVES

Knowledge Base in Psychology – Students will identify and define the core ideas from the scientific study of human behavior and mental processes in order to apply essential factual knowledge.

Scientific Inquiry – Students will be able to identify classic research studies in psychology and demonstrate knowledge of basic research methods of human behavior.

Critical Thinking – Students will critically analyze diverse principles and theories in psychology.

Ethical and Social Responsibility - Students will develop a response to psychological research and theory from a culturally sensitive and holistic Christian worldview. The student will have the opportunity to critically analyze psychological research and theory from a wide range of culturally sensitive Christian perspectives.

Communication - Students will demonstrate the ability to research current literature related to the integration of psychology and Christianity and present that research in APA written format and oral report.

Entwistle, D. (2015) Integrative Approaches to Psychology and Christianity, 3rd ed. Cascade Books.

Benner, David G. (2004). The Gift of Being Yourself: The Sacred Call to Self-Discovery. Downer's Grove, IL: InterVarsity Press.*

Brown, B. (2012). Daring Greatly. New York: Penguin.

Brown, W. S. (2004). Resonance: A Model for Relating Science, Psychology, and Faith. Journal of Psychology & Christianity, 23(2), 110-120.

Cone, J. (2011). The Cross and the Lynching Tree. Maryknoll, New York: Orbis.

Giberson, W. & Collins, F. (2011). The Language of Science and Faith. Downer's Grove, IL: InterVarsity Press.

Johnson, E. (2010). Psychology & Christianity: Five Views. Downers Grove, IL: InterVarsity Press.

McKnight, Scot. (2018). The Blue Parakeet. 2nd ed. Grand Rapids, MI: Zondervan.*

McNally, Richard. (2011). What is Mental Illness. Cambridge, MT: Belknap Press.*

Scazzero, Peter (2006). Emotionally Healthy Spirituality. Nashville, TN: Thomas Nelson Publishers.*

Note: Most texts will be provided on Canvas. However, a number of books marked with an asterisk (*) will need to be acquired by students.

Grading Criteria for Assignments and Final Grade

"A" work - Outstanding

> "Above and beyond the requirements of the assignment; outstanding effort, significant achievement, and personal improvement are clearly evident. Some measure of remarkable skill, creativity, or energy is also evident."

"B" work – Above Average

> "Fulfills all aspects of the assignment and goes a bit beyond minimum competence to demonstrate extra effort, extra achievement or extra improvement."

"C" work - Average

"Fulfills all aspects of the assignment with obvious competence and grace. Assignments are completed exactly as assigned."

"D" work – Below Average

"Below average either because some aspect of the assignment has not been fulfilled or because a preponderance of errors (more than one or two per page) interferes with clear communication. A "D" may also indicate failure to follow directions, failure to follow specific recommendations, or failure to demonstrate personal effort and improvement."

"F" work – Not Acceptable

"Not acceptable, either because the student did not complete the assignment as directed, or because the level of performance is below an acceptable level for college work.

Grading Scale for the Course

93-100=A 87-89=B+ 77-79=C+ 67-69=D+ 0-59=F   90-92=A- 83-86=B
73-76=C 63-66=D
80-82=B- 70-72=C- 60-62=D

Requirements/Assignments

1. **Assigned Readings**: assigned readings are to be completed by the date listed in this syllabus. Quizzes will be over the assigned readings.

2. **Reading Responses (13%):** The reading responses are intended to foster and guide your thoughts on the readings throughout the course; therefore, credit will be given for the responses being thoughtfully and competently completed. **Responses should be 2 pages double-spaced.**

Within each response, approximately 1 page should be a summary of the reading and the 2nd page should be your reaction and response to the reading. No title page or Reference page is necessary for reading responses. Do not use quotes. Try your best to summarize and synthesize the information. If you do need to use in text citation, make sure it is APA style citations. Summarize the readings on the first page and then spend the rest of the time responding to the readings on page 2. After you have given a very brief summary, give me your response to the reading. **In your response to the reading, I'm specifically interested in: what you learned that was new, why that concept made a difference for you, how you are affected by it, and how you might think about something differently because of the reading.**

No extensive heading is needed on these responses. Simply put your name, the date the response is due, and the reading response number—then start writing your response on the next line. For example:

Your Name-January 12, 2022 -Reading Response #1 (Entwistle, Chs. 1-3) 3

3. **Quizzes (11%):** There will be occasional quizzes during various weeks of the semester that cover the required reading assignments. These quizzes are all open note, and should be taken after you have done the required reading. All quizzes are on Canvas.

4. **Discussion Posts (32%):** Weekly discussion posts will be required and will help you stay engaged with the topic of the week, and engage with your fellow classmates. Discussion prompts will be given in the syllabus, on Canvas, and in class. You are expected to post an initial response and then comment on another classmate's post. The total expected word count for your initial post *and* your comment on another's post should be approximately 250 words. Rubric for discussion posts is given in Canvas. There will be time devoted in class to complete these discussion posts.

5. **Submissions of Sections of FI Paper (30%):** Your final paper will be written in 7 different sections that will be submitted throughout the course and then returned to you for revision. In addition to your other weekly assignments, throughout the course you will have research and writing to do for your final paper. For each section of the final paper, you will get credit for the work done on that particular section. At the end of the course you will submit the entire paper as the "Final Integration Paper" as mentioned below.

6. **Final Integration Paper (34%):** Each student will write a 6,000-7,500-word, typewritten paper in APA style presenting his or her beginning perspective on integration based on the material covered in this course. The goal of this paper is to provide you with an opportunity to: (1) critically examine the material presented in the readings and class time; and, (2) help you create a beginning approach to integration. This paper will be written in sections throughout the semester, but then submitted as the final paper at the end of the semester.

   Guidelines for Faith Integration Paper: See Appendix B for further instructions. Papers should be double-spaced, in Times New Roman Font, with one-inch margins and 12-point font size. Please include references of all sources consulted for the faith integration paper. The Reference Page is not counted as part of the length of the paper. The paper should contain references to all academic sources and be written in appropriate APA format. Please see APU Library's "Lib Guides for additional help. https://apu.libguides.com/c.php?g=9839&p=49153

Point Distribution						
Week	Discussion Posts	Quizzes	Reading Responses	Submissions of Sections for FI Paper	Final Submssion of FI Paper	Total

1	16	12	10			**38**
1	16	12	10			**38**
2	16	12	10	11		**49**
2	16	12	10	11		**49**
3	16	12				**28**
3	16		10	11		**37**
4	16	12	10			**38**
4	16		10	11		**37**
5		12	10			**22**
5	16			11		**27**
6	16					**16**
6	16			11		**27**
7	16					**16**
7	16		10	11		**37**
8	16		10			**26**
8	16				260	**276**
Total	**240**	**84**	**100**	**77**	**260**	**761**
	32%	**11%**	**13%**	**30%**	**34%**	**100%**

Grade Components	Percentage Points	Clock Hours
Assigned Readings		25
Discussion Posts	32	30*
Quizzes	11	15
Reading Responses	13	30

Submitted Sections of FI Paper	30	60
Final Integration Paper	34	20
Total Possible Points:	**100**	**180**

Syllabus Part B

Additional university and departmental policies and student resources can be found via the link below.

https://docs.google.com/document/d/ 1eGXDF775S8LPP2T_BJq033Tw4MCs6LpR8Xbx5WvBp-w/edit?usp=sharing

<u>Course Schedule</u>

Week	Topic	Readings Due	Assignments Due
Week 1	Foundations for Understanding the Integration of Psychology and the Christian Faith	Entwistle, Ch.1-3;	Discussion Post#1 Reading Response #1 Quiz #1
Week 2	A Brief History of Christians in Psychology and Developing Your Integrative Views	Johnson, Ch. 1	Discussion Post#2 Reading Response #2 Quiz #2

Week 3	The Relationship between Science and Faith	Giberson & Collins, Ch. 3	Discussion Post#3 Reading Response #3 Quiz #3 FI Paper: Intro and Working Thesis Due

Week 4	Developing Integration: Models of Integration and Church Tradition	Johnson (editor), Five Views, Ch. 2; Brown, W. S. (2004). Resonance: A Model for Relating Science, Psychology, and Faith. Journal of Psychology & Christianity, 23(2), 110– 120. Strawn: [Integration: With What and With Whom?](#)	Discussion Post#4 Reading Response #4 Quiz #4 FI Paper: Church Tradition and Mental Health Due
Week 5	Developing Integration: Culture, Context and Experience, Part I	Migliore, Faith Seeking Understanding, Ch. 9	Discussion Post#5

Week 6	Developing Integration: Culture, Context and Experience, Part II	Cone, The Cross and the Lynching Tree, Ch. 1-2	Discussion Post#6 Reading Response #5 FI Paper: Personal and Cultural Experiences w/Mental Health Due
Week 7	Developing Integration: Interpreting Scripture, Part I	McKnight, Blue Parakeet, Chs. 1-2	Discussion Post#7 Reading Response #6 Quiz #6
Week 8	Transformational Approach to Integration	Green, SBT, pp. 63-102	

Week 9	Developing Integration: Interpreting Scripture, Part II	McKnight, Blue Parakeet, Chs. 6-8	Discussion Post#8 Reading Response #7 FI Paper: Christian Theology and Mental Health Due

Week 10	Psychological Perspectives on Mental Health, Part I	McNally, What is Mental Illness? Ch. 1	Reading Response #8 Quiz #7
Week 11	Psychological Perspectives on Mental Health, Part II	McNally, What is Mental Illness? Ch. 4 & 8	Discussion Post #9 FI Paper: Psychologic al Perspectiv es on Mental Health Due
Week 12	Practical and Applied Integration, Part I	Scazzero, Emotionally Healthy Spirituality, Ch.	Discussion Post #10

		1-4	
Week 13	Practical and Applied Integration, Part II	Scazzero, Emotionally Healthy Spirituality, Ch. 5-8	Discussion Post #11 FI Paper: Practical and Applied Approaches to Mental Health
Week 14	Practical and Applied Integration, Part III	Benner, Gift of Being Yourself, Ch. 1-3	Discussion Post #12

Week 15	Practical and Applied Integration, Part IV	Benner, Gift of Being Yourself, Ch. 4-6	Discussion Post #13 Reading Response #9 FI Paper: Synthesis Section Due
Week 16	Practical and Applied Integration, Part V	Brown, Daring Greatly, Ch. 3	Discussion Post #14 Reading Response #10

Finals Week	Final Course Wrap-up		Discussion Post #15 **Final Submitted FI Paper Due**

<u>APPENDIX A – Bibliography</u>

<u>Introductory</u>

American Psychological Association. (2002*). Ethical principles of psychologists and code of conduct.* Retrieved from: http://www.apa.org/ethics/code2002.html#10_01

Browning, D. S. (1987). *Religious thought and the modern psychologies: A critical conversation in the theology of culture.* Philadelphia, PN: Fortress Press.

Carter, J.D. (1977). Secular and sacred models of psychology and religion. *Journal of Psychology and Theology, 5*(3)*,* 197-208.

Doherty, William J. (1995). *Soul Searching: Why Psychotherapy Must Promote Moral Responsibility*. New York: Basic Books.

Dueck, A. (1989). On living in Athens: Models of relating psychology, church, and culture. *Journal of Psychology and Christianity*, *8*(1), 5-18.

Eck, B. E. (1996). Integrating the integrators: An organizing framework for a multifaceted process of integration. *Journal of Psychology and Christianity, 15*(2), 101-115.

Eck, B. E. (2002). An exploration of the therapeutic use of spiritual disciplines in clinical practice. *Journal of Psychology and Christianity*, *21*(3), 266-280.

Jones, Stanton L. (2014) *Psychology: A Student's Guide*. Wheaton, Illinois: Crossway.

McMinn, Mark R. (2008). *Sin and grace in Christian Counseling: An Integrative Paradigm.* Downer's Grove, Illinois: InterVarsity Press.

Pearcey, N. R. & C.B. Thaxton (1994). *The soul of science: Christian faith and natural philosophy.* Wheaton, IL: Crossway.

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Plantinga, C., Jr. (2002). *Engaging God's World: A Christian Vision of Faith, Learning & Living.* Eerdmans.

Stone, Howard W. & James O. Duke. (1996). *How to Think Theologically.* Minneapolis: Fortress Press.

Intermediate

Bland, Earl D. and Brad D. Strawn, eds. (2014) *Christianity and Psychoanalysis: A New Conversation.* Downer's Grove, Illinois: InterVarsity Press.

Brown, Warren S. and Brad D. Strawn. (2012). *The Physical Nature of Christian Life: Neuroscience, Psychology, and the Church.* Cambridge: Cambridge University Press.

Dueck, Alvin and Cameron Lee, eds. (2005). *Why Psychology Needs Theology.* Grand Rapids, Michigan: Wm. B. Eerdmans.

Hart, Trevor. (1995). *Faith Thinking.* Downer's Grove, Illinois: InterVarsity Press.

Jeeves, Malcom A. (1997). *Human Nature at the Millennium: Reflections on the Integration of Psychology and Christianity.* Grand Rapids, Michigan: Baker Books.

Johnson, Eric L. (2007). *Foundations for Soul Care: A Christian Psychology Proposal*. Downer's Grove, Illinois: InterVarsity Press.

King, P.E., Whitney, W. (2015). What's the 'positive' in positive psychology? Teleological considerations of the doctrine of creation and the imago dei." *Journal of Psychology and Theology, 43*, 47-59.

Kung, Hans. (1979). *Freud and the Problem of God*. New York: Doubleday.

Martin, James. (2012). The Jesuit Guide to (Almost) Everything. New York: HarperCollins Publishers.

Whitney, W. (2019). Beginnings: Why the doctrine of creation matters for the integration of Psychology and Christianity. *Journal of Psychology and Theology*, 48 (1), 44-65.

Advanced

Green, Joel B. (2008). *Body, Soul and Human Life: The Nature of Humanity in the Bible.* Grand Rapids: Baker Academic.

Loder, James E. (1998). *The Logic of the Spirit: Human Development in Theological Perspective.* San Francisco: Jossey-Bass.

MacIntyre, Alisdair. (1988) *Whose Justice? Which Rationality?* Notre Dame, Indiana: Notre Dame Press, pp.1-12; 349-387

Volf, Miroslav. (1996). *Exclusion and Embrace.* Nashville: Abingdon Press.

APPENDIX B
Senior Seminar Capstone Assignment: Final Integration Paper

Topic: Mental Health from Psychological and Theological Perspectives.

Overview:
For this course, each student will write a 6,000-7,500-word paper (24-27 double-spaced pages, 12 point, Times New Roman Font). This typewritten paper will be submitted in Canvas, it will be in APA style, and will present your beginning perspective on integration based on the material covered in this course. While this paper will incorporate research into various topics, it will be a theoretical paper that incorporates material both from Christian theology and psychology. While this kind of theoretical paper might be new to you, this course will walk you through the various steps each week that you will need to accomplish in order to have a final integration paper by the end of the semester. Sections of the paper will be submitted almost every week of the class, and you will be given feedback. By the end of the term, your paper should be close to completion.

The goal of this paper is to help you create a beginning approach to integration, and to help you begin to reflect, from the standpoint of faith and psychology, on the topic of mental health. **Instead of picking an integrative topic for your paper, this course will help you develop your integrative skills as we all think about the topic of mental health together. As we move through the content of the course, you will form your integrative perspective on mental illness in light of your knowledge of what psychology and Christian theology says.**

Here is the basic structure of the paper. Almost every week you will be researching and writing one of these sections. These are the sections that should be reflected as titles (in proper APA format) within your paper.

- Introduction (1-page max.)
- How Personal Religious Experience/Church Tradition informs Mental Health (1.5 pages)
- How Personal and Cultural Experiences inform Mental Health (1.5 pages)
- How Christian Theology and Scripture informs Mental Health (5 pages) ●

How Psychology Informs views of Mental Health (4.5 pages)
● Practical and Applied Integrative Approaches to Mental Health (4.5 pages) ●
Synthesis: Towards a Holistic and Integrative View of Mental Health (6 pages) ●
Final Concluding Remarks (3 pages)

Within Canvas further instructions will be given each week on how to do research, and how to structure each of these sections.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point
Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting

information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions
(virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many

asynchronous attendance days are required each week.

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.