CO850: ADVANCED CHRISTIAN COUNSELING MODELS AND PRACTICE
GORDON-CONWELL THEOLOGICAL SEMINARY-CHARLOTTE

Spring, 2015
January 23-24, February 20-21, March 20-21

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COURSE SYLLABUS

Course Description and Purpose:
The purpose of this course is to facilitate graduating students’ synthesis and culmination
of their coursework and clinical experiences. Students will reflect upon, demonstrate
competency in and gain exposure to advanced therapeutic techniques. Students will also
write a final paper of their personal philosophy of integration and how this philosophy
impacts their counseling endeavors.

Gordon-Conwell Mission

Co850 relates to the mission of Gordon-Conwell by equipping the student to apply a
biblical integrative approach in their counseling practices. Regardless of setting, be it
either secular or Christian, the student will operate from principles that are based on a
biblically based world view integrated into their philosophy of counseling as well as in
their chosen modality of therapy.

Course Relation to the Curriculum

The counseling curriculum at Gordon-Conwell Charlotte has integration at its core.
Quality therapeutic intervention demands from Christian practitioners a solid foundation
of integrative work. The counseling faculty at Gordon-Conwell Charlotte desires that
each counseling graduate of Gordon-Conwell Charlotte be known for his/her personal
commitment to integration.

Much of the integration in our curriculum occurs within the context of other courses (i.e.
personality theory, theology etc.). However this particular course is designed to provide a
framework for the integration of psychology and theology. Hopefully this course will
stimulate a vigorous integration of the student’s growing knowledge of counseling with
the closely related issues of faith surrounding such issues but not limited to:
A. Critique existing models and discuss current issues in integration as well as practical dilemmas faced by Christian counselors practicing within the larger secular culture

B. Articulate beliefs regarding specific doctrinal statements and how said beliefs influence their counseling ministry

C. Demonstrate familiarity with and competency in chosen modality, clinical skills and case conceptualization along with biblical integration of said modality

D. Gain additional training in chosen modality as well as feedback modality’s theory and technique implementation

E. Synthesize coursework, clinical experiences and theological tenants into a final personal philosophy of integration document

F. Describe the differences between the concepts of psychopathology and sin as well as the similarities.

G. Articulate the similarities and differences between spiritual maturity (Christlikeness) and psychological maturity (“mental health”)

COURSE REQUIREMENTS:

Achievement of the course objectives will be measured through a variety of assignments and activities described below.
Course Material

Required Reading:


   a. Additional journal articles will be assigned as well as reading in the student’s chosen counseling modality
   b. (Refer to final pages of syllabus for recommended reading resources)

2. Written Assignments:
   a. Series of six three-page papers
      Each of these papers will include a summary of your understanding of the following doctrines covered in TH 501 and 502 and how they specifically relate to and impact your own counseling theory and practice:
      - The doctrine of God and Biblical anthropology.
        o Due: First weekend of the course
      - Revelation and pneumatology
        o Due: Second weekend
      - Harmartiology and Sanctification
        o Due: Third weekend
   
   b. Final Philosophy of Integration Paper
      Students will write a final paper that reflects and incorporates the three following components:
      i. A broad view of the student’s understanding of theology as related to counseling, utilizing but not limited to the above three papers.
      ii. Their own model of counseling (basis of practice), integration of theology with this model, as illustrated with a current or recently terminated case incorporating the following information:
         - Identifying information
         - Reason for referral
         - Presenting problem/s
         - Psychospiritual and psychosocial dynamics
         - Five axial diagnosis
         - Modality utilized and corresponding interventions
         - Termination/Resolution
         - Rationale for utilizing chosen modality, including client and counselor characteristics
      iii. Length of the paper should be approximately 15-20 pages, double-spaced written in APA style, with references as appropriate. Due: April 20th, 2015
3. Presentation

There will be six presentations on critical issues in counseling. Each presentation will last for 30 minutes. Each team will be graded on clarity of each position and their final conclusion. Each team member will produce a one page single-spaced paper summarizing their arguments with biblical support for their position. Due at the time of the debate.

The presentation topics will be covered in the last weekend. The topics are:

1. The Imago Dei can be clearly defined from the Bible
   The Imago Dei cannot be clearly defined from the Bible
2. The essence of sin contains psychological factors
   The essence of sin is purely spiritual
3. The distinction between guilt and constructive sorrow is artificial
   The distinction between guilt and constructive sorrow is artificial
4. It is unethical for a Christian therapist to do therapy and not give the gospel
   It is not unethical for a Christian therapist to NOT give the gospel
5. Psychological and Spiritual maturity is the same
   Psychological and Spiritual maturity is not the same
6. The therapist is completely responsible for change in the client
   The therapist is not at all responsible for change in the client

3. Attendance:

Class will meet on Fridays from 6:30 to 9:30 and Saturdays from 9:00 to 4:00 on the following weekends: January 23-24, February 20-21 and March 20-21. Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can either choose to 1. Have five points deducted from your final course grade or 2. Submit an annotation for an additional 500 pages of reading pertaining to course content as well as making up any pertinent assignments related to missed content to be decided by professor.
EVALUATION:

Theology and Counseling integration papers (10% each): 60%
Final Philosophy of Integration paper: 20%
Presentation: 20%
Proposed Agenda

Each weekend, we will discuss the two doctrines addressed in the paper due that weekend

First weekend:
- Discuss first assignment
- World View Issues and Integration
- Critiquing models and methods of integration
- Professional development issues (licensing, insurance panels, creating a CV, obtaining employment, etc.)

Second weekend:
- Discuss second assignment
- Advanced clinical issues
- Each student will submit a transcription of one session of a current client, and come prepared to present this clinical material. Transcription will be a verbatim transcript of full session. There should be evidence that interventions are congruent with stated modality. Transcription should also include evidence of fundamental counseling skills, such as reflective listening and empathic attunement. Transcription should reflect a clinical experience that is relevant to the discussion of integration.
  - If applicable, student should also present tangible therapeutic artifacts. For example,
    - Child client’s art work for Play Therapy
    - Activity Scheduling worksheet for Behavior Therapy
    - Thought Records worksheet for Cognitive Therapy
    - Curriculum created and utilized in psychoeducational group therapy
    - Mindfulness exercises used in Dialectical Behavior Therapy
- Student will be asked to consider and receive feedback regarding
  - Effectiveness of modality
  - Other outcomes of therapy
  - Other modalities appropriate for student’s client or population served
  - Fit between student’s style/ability/temperament and model’s

Third weekend:
Discuss third assignment
PRESENTATIONS
Reading resources for integration


Reading resources for counseling modalities


Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancellation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.
Grades
Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

Returned Work
Submitted course work will be returned to the student provided s/he provides a self addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.