Course Syllabus

Instructor: Christopher Cook, MA, MDiv  
Class Times: Fri: 6:30p-9:30p; Sat: 8:30a-4:30p  
Class Room: TBD  
Office: Office 214  
Phone: (704) 940-5835  
Class Dates: Jan 22-23; Feb 19-20; Mar 18-19  
Email: ccook2@gordonconwell.edu  
Office Hours: Upon Request

Course Description: 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. Co-requisite: CO 869

Gordon Conwell Mission:

Article 1: To encourage students to become knowledgeable of God's inerrant Word, competent in its interpretation, proclamation and application in the contemporary world. Because the teaching of God's Word is indispensable to the well-being and vitality of God's people, the seminary has a fundamental responsibility to encourage in its students a love for Scripture. The seminary is to teach exegetical skills by which they will be able to apply Scripture effectively.

Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and attitudes integrated in the person who ministers. Both in traditional degree programs and in continuing education, a combination of careful training and supervised experience in ministry are educational practices essential to achieving that goal.

Article 5: To provide leadership and educational resources for shaping an effective evangelical presence in Church and society. Gordon-Conwell's academic and institutional resources are to be put into the service of the Christian community to provide...
careful research on and informed understanding of critical issues, as well as in exercising leadership in learned societies, in movements of renewal and reform and in a variety of off-campus ministries in order to develop a more informed understanding of what the lordship of Christ means in our contemporary world.

Article 6: To develop in students a vision for God's redemptive work throughout the world and to formulate the strategies that will lead to effective missions, evangelism and discipleship. The central mission of the Triune God is the creation of a fellowship of men and women who are mature in Christ and who will love and serve Him forever. This mission is realized evangelistically through the proclamation of the biblical gospel by those who embody the message they proclaim and who seek to make disciples from all peoples.

MACC Department Mission: The aim of the Master of Arts in Christian Counseling Program at Gordon-Conwell Theological Seminary-Charlotte is to advance Christ’s kingdom in various clinical, educational, and ministry settings by equipping counselors to think theologically, live biblically, and engage globally. Students who think theologically will develop a professional counselor identity that is grounded in orthodox Christian theology and sound clinical practice. Students who live biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation. Students who engage globally will fulfill their call to serve others by being sensitive and responsive to the needs of diverse cultural, ethnic, and socioeconomic populations.

Relation to the Curriculum:

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

Much of the integration in our curriculum occurs within the context of other courses. 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:
- Sin, guilt, and forgiveness
- Salvation and conversion
- Sanctification, self-esteem, and spiritual maturity

Objectives (Knowledge and Skills Outcomes):

CMHC Standards
A.3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
A.4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
A.8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
C.9. Understands professional issues relevant to the practice of clinical mental health counseling.
D.3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

Course Content: Students will:

A. Critique existing therapeutic 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 in the theory and technique implementation of that theory
E. Synthesize coursework, clinical experiences, and theological tenants into a final personal philosophy of integration
F. Describe the differences and similarities between the concepts of psychopathology, sin, addiction, etc.
G. Articulate the similarities and differences between spiritual maturity (Christlikeness) and psychological maturity (“mental health”)
H. Transition successfully from advanced student to new professional

Methods of Instruction: Course objectives will be met through a combination of lecture, videotapes, experiential exercises, reading, assignment completion, and classroom discussions.

Required Text(s):


Additional journal articles will be assigned as well as reading in the student’s chosen counseling modality.

Recommended Readings: Refer to resources document on Sakai for recommended reading resources.

Course Topics: Topics in this course, addressed via readings, resources, class discussions, lectures, seminars, guest lectures, and presentations, will include:

1. Integration of Christian theology and counseling theory
2. Professional identity development (CMHC A.4, C.9)
3. Transitioning from advanced student to novice professional (CMHC A.3, A.8)
4. Stages of counselor development (CMHC C.9)
5. Bloom’s taxonomy and learning engagement
6. Functioning as a professional in a mental health system (CMHC A.3)
7. Alternative roles of mental health professional (CMHC D.3)

A proposed schedule will be posted on Sakai prior to the beginning of the semester.

Course Requirements/Assignments:

1. Application Papers: Students will write six papers on topics of theological application to clinical practice. Each paper will begin with a brief statement that summarizes your understanding of doctrine of topic. The bulk of the paper will then be used to describe how the doctrine shapes your understanding of what counseling is and aspires to do, integrates with your personal theoretical approach to counseling, and influences your practice of counseling. Each paper will be 3-4 pages in length (APA style).
   - The doctrine of God
     - To be submitted to Sakai before 11:59 pm, January 21, 2016.
   - The doctrine of anthropology
     - To be submitted to Sakai before 11:59 pm, January 21, 2016.
   - The doctrine of revelation
     - To be submitted to Sakai before 11:59 pm, February 18, 2016.
   - The doctrine of pneumatology
     - To be submitted to Sakai before 11:59 pm, February 18, 2016.
   - The doctrine of hamartiology
     - To be submitted to Sakai before 11:59 pm, March 17, 2016.
   - The doctrine of sanctification
     - To be submitted to Sakai before 11:59 pm, March 17, 2016.

2. Final Philosophy of Integration Paper: Students will write a final paper that reflects and incorporates the following components:
   a. A broad view of the student’s understanding of theology as related to counseling, utilizing, but not limited to, the above six papers.
   b. A clearly defined philosophy of integration. This can be chosen from among the integration models discussed in the reading and in class, based on several components of the models discussed in the reading and in class, or it can be a philosophy that the student has developed from his or her own thinking and from reflecting on other fields of study.
   c. A model of counseling (basis of practice), including integration of theology, and an illustration of this model through a case conceptualization with a current or recently terminated client that incorporates the following:
      i. Identifying information
      ii. Reason for referral
      iii. Presenting problem/s
      iv. Psychospiritual and psychosocial dynamics
      v. Diagnostic impressions
vi. Modality used and corresponding interventions
vii. Treatment in a mental health community (referral, triage, interdisciplinary treatment, etc.)
viii. Termination or resolution of case
ix. Rationale for using chosen modality, including client and clinician characteristics
x. Integrated theological material

This paper should be 15-20 pages (APA style), not including the title pages or references. Paper project to be submitted to Sakai before **11:59pm, May 2, 2016.**

CMHC A.3

3. **Topical Engagement Seminar:** In small groups selected at the beginning of the course, students will choose a topic of integration related to counseling and lead the class in a 90 minute seminar-style engagement period with the topic. Engagement seminars should not have more than ¼ of the allotted time dedicated to teaching or lecturing, but rather should include carefully crafted discussion questions, learning activities, case studies/conceptualizations, role plays, problem-based learning experience, or other activities or methods designed to help students engage with and learn how to integrate the topic. Topics can include, but are not limited to:

   a. The Imago Dei (what is it, can it be clearly defined from scripture, how does it influence counseling, etc.)
   b. Sin and psychopathology (what are the differences/similarities between sin and psychopathology, how does addiction fit into the sin/psychopathology construct, is psychopathology a proper way to conceptualize the kinds of problems that counseling seeks to help, etc.)
   c. Guilt and constructive sorrow (what is the difference, how are they the same, what is the use of each, how should guilt and constructive sorrow be addressed or utilized in counseling, etc.)
   d. Therapy and evangelism (when is evangelism appropriate with clients, is evangelism every appropriate with clients, are therapists obligated to share the gospel in some way with clients, etc.)
   e. Psychological and spiritual maturity (are they the same, are they different, what comprises each, how do similarities/differences influence the practice of counseling, how do we address the differences with unbelieving clients, etc.)
   f. Responsibility for change (who is responsible for client change, what is the therapeutic role in client change, what does it mean for unbelieving clients to change, etc.)

Groups will be formed at the beginning of the semester, and a time slot for your engagement period will be assigned. Each group will assign the rest of the class approximately 100-150 pages of resource material (or the approximate equivalent) that will help the rest of the class prepare for that group’s engagement seminar. Students who are assigned an engagement seminar on the second weekend should have their resource material ready to give to the class on **January 30,** and students assigned to an engagement seminar on the third weekend should have their resource material ready to give the class on **February 27.** Engagement seminars will take place on **February 20** and **March 19.**
4. Professional Portfolio: Students will put together a professional portfolio containing professional information, advertising material, background training, referral sources, description of practice location, an ideal treatment team, mental health programs and services, a rudimentary business plan, and philosophy of counseling articulated in lay terms. Details will be discussed at the first class meeting. Your professional portfolio should be submitted before **11:59pm, May 2, 2016.** CMHC A.3, A.4, A.8, C.9, D.3.

5. Attendance: Class will meet on Fridays from 6:30pm to 9:30pm, and on Saturdays from 8:30am to 4:30pm. Attendance and full participation are expected during all class meetings. If you are going to miss any portion of class for any reason please consult with the instructor as soon as possible. Make up assignments that are relevant to the missed class portion will be required in the case of any absences. Make up assignments will be crafted by the student and approved by the instructor.

**Grading:** Final letter grades will be assigned based on the following distribution:

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**Evaluation:**

- Application Papers (5 pts. each) 30 pts.
- Final *Philosophy of Integration* Papers 30 pts.
- Engagement Seminar 20 pts.
- Professional Portfolio 20 pts.

**Syllabus Addendum**

**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 online 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

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.
Virtual Writing Center

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.