

Course: CO245 D & N-D History of Psychological Systems
Credit: 3 credit hours
Semester: Spring 2022 (Mar. 14-May 6)
Time: Wed. 8:00am-11:00am.
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I. DESCRIPTION

An evaluative survey of major psychological systems, analyzing the concepts of principles of each system's theory of personality development. Emphasis is placed on providing a strong foundation of biblical truth, response to these theories, and guidance for recognizing and evaluating future theories. (**Prerequisites: CO244 Introduction to Biblical Counseling**).

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. The student will clearly understand what distinguishes secular from biblical counseling (PLO 1, 2, 6).
2. The student will understand the differences between the science of psychology and the theories of psychology (PLO 1, 2, 6).
3. The student will become acquainted with the background of popular theorists and the principles and concepts that underlay their theories (PLO 1, 2, 6).
4. The student will demonstrate the ability to articulate and communicate a psychological system, its assumptions about the nature of man, and the theoretical implications for counseling (PLO 1, 2, 6).

B. Specific competencies to be achieved. The student will:

1. The student will understand how to analyze psychological systems through a biblical grid (PLO 1, 2, 3).

2. The student will demonstrate the ability to use biblical principles in case study observations and discussions (PLO 3).
3. The student will be able to present and discuss the influences that psychological systems have had and are having on the Christ's church (PLO 1, 6).
4. The student will be able to discern issues contemporary society is embracing and decide how God would have us respond when counselees are confronting those issues (PLO 3).
5. The student will develop a gospel-focused biblical counseling directory with Bible verses that will be useful to the student in their present and future counseling ministry(s)(PLO 3).

III. REQUIREMENTS

A. Reading Assignments

1. **Reading Journals:** (Two (2) pages each) the student will write a **two (2) page Journal** following **each class** period that demonstrates a mastery of the reading assignment and class material and the student's personal reflection on what they read from the chapters in the book. The student will also need to demonstrate an ability to compare and contrast this information. Each journal will be due according to the course schedule. There will be a **total of six (6) journals**. Each journal will be worth 30 points (GC 1, 2, 3, 4; SC 1, 2, 3, 4, 5).
2. **History of Psych Discussion video:** **Note: You must have a webcam in order to complete this assignment.** Student will post a 5–10-minute response video with a discussion that is supplied by the instructor on Canvas. Each reflection and discussion will come from the information from the book and how it is related to the lectures covered in class. Each student will post a 3–5-minute reply video to at least two of their classmates. There will be a **total of six (6) discussions**. Each one will be worth 25 points (GC 1, 2, 3, 4; SC 1, 2, 3, 4, 5).

B. Written Assignments

1. **History of Psychological System Paper** –The student will write a History of Psychological Systems paper in which they will examine a model of counseling and examine the core beliefs of the Psychological System, the history of the system, and the philosophy that governs the system. The theology in this model, and the source of authority, will then be examined to the theology found in the Bible, and student will note the similarities and differences between the theologies. The paper will be 8-10 pages in length, which does not include the cover page and the bibliography. The paper is worth 200 points (GC 1, 2, 3, 4; SC 1, 2, 3, 4, 5).

- C. **Quizzes:** There will be seven quizzes to prepare for. The quizzes will cover information from the lectures from the previous week. They will consist of true/false multiple choice. **There will be a total of seven (7) quizzes.** Each quiz is worth 10 points each (GC 1, 2, 3, 4; SC 1, 2, 3, 4).
- D. **Final Exam:** The final exam will consist of 50 questions and will cover information presented and discussed in class. The exam questions will not be taken from the textbooks unless the information was also covered in class. The final will include true/false; fill in the blank, and multiple choice (or guess) (GC 1, 2, 3, 4; SC 1, 2, 3, 4).
- E. **Class Behavior**
Students are expected to maintain classroom decorum that includes respect for other students and the professor, prompt and excellent attendance, and an attitude that seeks to take full advantage of the educational opportunity. Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session. In addition, the student will be expected to contribute to class discussions in a positive manner which shows respect for the views of others. Failure to maintain this standard may result in a **full letter grade deduction from their overall grade.**
- F. **Class Participation**
Campus Students: Students are expected to attend all scheduled meetings of courses for which they are registered. An Intensive lasts for 8 weeks. If a student begins a course and is unable to attend a class, he/she will not receive the points for that class session. No skips will be provided for this course. In addition, students who are late **two (2)** times or more in the course will receive a **full letter grade deduction** from their overall grade in the course.
Online Students: The blended student is to watch the recording and answer the questions provided by his/her professor. They are to be completed and uploaded on CANVAS before the next class session. If a student fails to complete this assignment within the due date, they will not receive the points for the class session.

IV. **METHODS**

- A. Teaching
1. Lectures by the instructor
 2. Large group discussion
 3. Research and writing
 4. Quizzes on the lectures

B. Grading

1. Weight given to course assignments.

6 Journals (completed according to schedule) <i>30pts</i>	180 pts	18%
6 History of Psych Discussion Videos <i>25pts</i>	150 pts	15%
7 Quizzes on Lectures <i>10pts</i>	70 pts	7%
History of Psych System Paper	200 pts	20%
Final Exam	100 pts	10%
Class Participation <i>25pts</i>	200pts	20%

2. Letter/Numerical Grade Scale

Grading Scale

Grade Value Grade Point Value
 Per Semester Hour

A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

V. COURSE SUPPLEMENTAL INFORMATION

Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session.

VI. MATERIALS

A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Required Textbooks

Tautges, P. (2016). *Counseling One Another*. Shepherd Press. ISBN: 978-1633420946. \$14.95. Kindle version available.

Carter J & Narramore, B. (1979). *The Integration of Psychology and Theology*. Acadmie Books. ISBN: 0310303419. \$16.49 No kindle version available.

Note: It is your responsibility as a student at Calvary University to have your textbooks *before* class begins so that you are able to complete all of the readings assigned. Please make sure that you have all of your assigned textbooks prior to the start of class. Failure to have your assigned textbooks at the start of the class will result in receiving a zero for every assignment that must completed.

C. Selected Readings, which will be passed out by the instructor.

VII. CLASS POLICIES

Academic Dishonesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

Writing Style

All class papers must follow the APA style according to *the Publication Manual of the American Psychological Association 6th edition*.

Late Work

Papers, projects, etc. are due at the class period assigned. Unless under an emergency or an extreme circumstance, which will be determined at the discretion of the instructor, **no late work will be accepted.**

Disabilities Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Learning Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VIII. TENTATIVE CLASS SCHEDULE

Week/Date	Class Topics	Assignments
Week 1	Introduction to Course Overview of syllabus Lecture 1: A Philosophical Primer/Psychology: A Field of Study or a Worldview?	Read <i>Counseling One Another</i> (chap. 1) Read <i>Caring For Souls</i> (chap. 4) History of Psych System journal reading #1 DUE
Week 2	Review of last week's lecture Lecture #2: From the Reformation to Psychoanalytic Theory	Read <i>Counseling One Another</i> (chap. 2) History of Psych Canvas Discussion #1 DUE History of Psych System journal reading #2 DUE History of Psych Systems Quiz #1 DUE
Week 3	Review of last week's lecture Lecture #3: From Psychodynamic to Adlerian Therapy	Read <i>Counseling One Another</i> (chap. 3) Read <i>Caring For Souls</i> (chap. 6) History of Psych Discussion #2 DUE History of Psych System journal reading #3 DUE History of Psych System Quiz #2 DUE
Week 4	Review of last week's lecture Lecture #4: Existential Psychological Therapy	Read <i>Counseling One Another</i> (chap. 4) Read <i>Caring For Souls</i> (chap. 7) History of Psych System Discussion #3 DUE History of Psych System journal reading #3 DUE History of Psych System Quiz #3 DUE
Week 5	Review of last week's lecture Lecture #5: Person-Centered and Gestalt Therapy	Read <i>Counseling One Another</i> (chap. 5) History of Psych System Discussion #4 DUE History of Psych System journal reading #4 DUE History of Psych System Quiz #4 DUE
Week 6	Review of last week's lecture Lecture #6: Behavior and Cognitive Behavior Therapy	Read <i>Counseling One Another</i> (chap. 6) Read <i>Caring For Souls</i> (chaps. 5-6) History of Psych System Discussion #5 DUE History of Psych System journal reading #5 DUE History of Psych System Quiz #5 DUE
Week 7	Review of last week's lecture Lecture #7: Reality Therapy and Feminist Therapy	Read <i>Counseling One Another</i> (chap. 8) Read <i>Caring For Souls</i> (chap. 8) History of Psych. Systems Discussion #6 DUE History of Psych System Quiz #6 DUE WRITING PROJECT DUE NEXT WEEK!

Week 8

Presentations from students
Lecture #8: Post-modern Approaches
and Reformed Counseling

Quiz #7 DUE
Writing project DUE
Final Exam DUE