

# GCN618.OA: Theology in Mental Health Counseling

Fall 2021 Semester

Tuesday 6:15-8:15 (Zoom)

**COURSE INSTRUCTOR:** Dr. Julio A. Orozco, Assistant Professor  
**CONTACT INFORMATION:** Email: julio.orozco@nyack.edu (Best), Phone: 240-731-2820  
**APPOINTMENT INFORMATION:** Monday-Thursday by appointment  
Method: Zoom [Join Zoom Meeting](#)  
ID: 93169632473  
Passcode: DJ9zbrl0

## REQUIRED TEXTBOOKS:

1. Bird, M. (2016). *What Christians ought to believe: An introduction to Christian doctrine through the apostle's creed.* Grand Rapids, MI: Zondervan. [ISBN: 978-0-310-520924]
2. Holeman, V. (2012). *Theology for better counseling.* Downer's Grove, IL: Intervarsity Press. [ISBN 978-0-8308-3972-8].

## REQUIRED ARTICLES:

3. Entwistle, D. (2009). A holistic psychology of persons: Implications for theory and practice. *Journal of Psychology & Theology*, 28, 2, 141-148.
4. Garzon, F. (2005). Interventions that apply Scripture in psychotherapy. *Journal of Psychology & Theology*, 33, 2, 112-121.
5. Kim van Daalen, L. (2012). The Holy Spirit, common grace, and secular psychotherapy. *Journal of Psychology & Theology*, 40, 3, 229-239.
6. King & Whitney, (2015). What's the "positive" in positive psychology? Theological considerations based on creation and *imago* doctrines. *Journal of Psychology & Theology*, 43, 1, 47-59.
7. McMartin, J. (2015). The work of the Holy Spirit in natural psychological growth. *Journal of Psychology & Theology*, 34, 3, 216-227.
8. Porter, S. (2010). Theology as queen and psychology as handmaid: The authority of theology in integrative endeavors. *Journal of Psychology & Theology*, 29, 1, 3-14.

**OTHER RESOURCES:** Articles can be found online in E360 Resource Folder

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**CATALOG COURSE DESCRIPTION:** This course covers foundations of Christian theology, revelation, and Holy Scriptures. Emphasis will be on how these topics are processed in a clinical setting. (3 credits)

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

STUDENT LEARNING GOALS:	Assignment* Measuring Goal Attainment:	Other Alignments	
		Core / Skill	Dept / Prg
1. The student will be able to explain the theological and psychological nature of personhood.	Position Paper #1	1/1.1/1.3	

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	Discussion Boards		
2. The student will explore and articulate salient theological constructs and their clinical application	Position Paper #2 Case Study Discussion Boards	1.1/1.3	
3. The student will describe hermeneutical principles necessary for making clinical applications from Scripture	In class hermeneutics assignment Discussion Boards	1.1/1.3/1.7	
4. The student will demonstrate the use of critical thinking to understand spiritual and psychological issues in counseling	Position Paper #1 Position Paper #2 Discussion Boards	1.3/1.6	
5. The student will formulate a faith-informed perspective of clinical counseling	Position Paper #3 Discussion Boards	1.3/1.6/4	
6. The student will articulate how the ASERVIC competencies apply to faith-informed clinical counseling.	Position Paper #4 Discussion Boards	1.1/1.6/3	
<p>The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<a href="https://www.nyack.edu/site/nyack-catalog/">https://www.nyack.edu/site/nyack-catalog/</a>). Attainment of goals is evaluated by the identified assignments.</p> <p>*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.</p>			

**ASSIGNMENT DESCRIPTIONS:**

All due dates and times are listed in Eastern Standard Time (EST).

**1. Assignment**

Major methods of learning in this class are reading, lecture, discussion, and writing well-supported personal position papers. There will be ten (10) synchronous meetings on Tuesdays (6:15 – 8:15 p.m. EST) starting September 14th. Before the synchronous meetings, video lectures, PowerPoints, assignments, and/or chapter reading must be reviewed and completed. The time together will be used for discussions, and presentations. Therefore, everyone's attendance and participation are necessary. One excused absence (please send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will, however, be a loss of points). The second

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absence will constitute excessive absences and a non-passing grade. If the computer you are using does not have a working internal or external microphone and camera, at all times, by the first synchronous session you will need to drop this course.

- The grading criteria are attendance records and reading report.

## **2. Discussion Boards**

The purpose of this activity is to have each student be a part of the discussion for the specific weekly assignment/chapters. There will be weekly discussion questions. The purpose of the discussion questions is for students to have an intelligent dialog with their fellow classmates; you will post your response to the discussion question and incorporate the chapters' content or video content into your answers to demonstrate that you are learning the material. Your post should display significant importance, value, validity, coherence and independence of thought. Your response posts will add depth and breadth to the discussion. Posts will include proper grammar and spelling. They will directly address the question and will not "go off on a tangent." Posts begin by addressing the class and end with your name.

Quotes and references to course materials are strongly encouraged to allow other students to learn by your example. After posting your initial post, please comment on one of your classmate's post. (Your initial post and response post should be a **minimum of 150-200 words**. Please respond by making constructive responses. When I say respond to your classmates, I am looking for more than "That's true" or "I agree" types of responses. I want you to add depth to the discussion. Provide details or evidence of why you chose to respond the way you did. If you disagree, tell us why and how you developed this answer; feel free to incorporate information from the book, lecture and life experiences to support your answer.

Finally, your initial post is due by Friday at 11:59P.M. (EST) of the session in which the discussion is assigned. Response posts are due on Monday at 11:59 P.M. (EST). These are minimum requirements.

## **3. Written Assignments**

1. **Position Paper #1**- This is a 3-5-page paper (APA format) in which the student explores his/her perspective on Biblical anthropology and the *Imago Dei* and how this understanding informs their counseling approach. While this paper should include the student's personal position, it must be supported from their reading or research on the topic. (60 points).
2. **Position Paper #2** - This is a 3-5-page paper (APA format) in which the student will compare and contrast various ideas on the Fall's relationship to Psychopathology. Listen to Eric Johnson's video: "Towards a Christian Psychopathology" (posted on E360). Choose three of his main ideas and interact with them. You may compare and contrast them with your own ideas, but these must also be supported in the literature. You must incorporate class reading and citations from at least 3 peer-reviewed journal articles (60 points).
3. **Position Paper #3** - This is a 3-5-page paper (APA format) in which the student will reflect upon the process of change, sanctification, and the role of the Holy Spirit and clinical skills in facilitating change. Be sure to support your ideas theologically and clinically (60 points).
4. **Position Paper #4** - This is a 3-5-page paper in which the student will reflect upon and describe their understanding of a professional counselor identity and how their faith informs that identity (60 points).

The grading rubrics can be accessed on E360

## **GRADING COMPOSITION AND SCALE:**

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Grades for this class are calculated for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Class Participation ..... 5%
- Online Discussion Boards ..... 15%
- Position Papers 1-4 ..... 80%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

A	A-	B+	B	B-	C+	C	C-	F
93-100%	90-92%	88-89%	83-87%	80-82%	78-79%	73-77%	70-72%	0-69%

Care should be taken to perform at one’s best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

**CARNEGIE UNIT ACCOUNTABILITY**

The estimated instructional and homework hours for this course, by category, are as follows:

Type of Work	Hours
Course Presentations/“Lectures”	20
Required Reading	40
Discussion Threads/Posts	10
Research	20
Writing Assignments	30
Studying for Exams/Quizzes	
Other (required video’s)	20
Final Exam	
<b>Total Hours</b>	<b>140</b>

In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, “seat time” (instructional time), and outside work assigned. Standardized expectations are 45 hours of instructional and homework time per credit (**135 hours of instructional and homework time for a 3-credit course**). Accreditors

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and the US Department of Education have set these standards so as to assure that students receive a fair education.

**COURSE OUTLINE AND CALENDAR**

All dates and times are listed in Eastern Standard Time (EST).

<b>Week 1</b>	<b>Overview</b>
<b>9/14</b>	<ul style="list-style-type: none"> <li>● Is Theology Really Necessary for Counseling Students?</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read:</b> Holeman (2012) Chapter 1</li> <li>● <b>Read:</b> Bird (2016) Chapter 1 &amp; 2</li> </ul>
<b>Week 2</b>	<b>Overview</b>
<b>9/21</b>	<ul style="list-style-type: none"> <li>● Introduction to Worldviews (non—theistic and theistic) and how they inform Counseling practice</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read:</b> Bird: Chapter 3</li> <li>● <b>Read:</b> Holeman: Chapter 2</li> <li>● <b>View: (19 min. total): On Worldviews</b></li> <li>● <a href="https://www.youtube.com/watch?v=Txez9sJUtaE">https://www.youtube.com/watch?v=Txez9sJUtaE</a></li> <li>● <a href="https://www.youtube.com/watch?v=WzDygsn0Djs">https://www.youtube.com/watch?v=WzDygsn0Djs</a></li> </ul>
	<p><b>View:</b> Dallas Willard-The Nature &amp; Necessity of Worldviews (56min) <a href="https://www.youtube.com/watch?v=X6hwsG7AUZ0&amp;t=174s">https://www.youtube.com/watch?v=X6hwsG7AUZ0&amp;t=174s</a></p>
	<ul style="list-style-type: none"> <li>● Discussion Question #2 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>
<b>Week 3</b>	<b>Overview</b>
<b>9/28</b>	<ul style="list-style-type: none"> <li>● The Christian Worldview &amp; the Grand Narrative</li> <li>● Beginning with the Trinity</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read:</b> Bird: Chapter 4</li> <li>● <b>Read:</b> Holeman: Chapter 3</li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>Due:</b> Discussion Question #3 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>
<b>Week 4</b>	<b>Overview</b>
10/5	<ul style="list-style-type: none"> <li>● Mental Health Counseling &amp; Implications from the Creation Narrative, Part 1</li> <li>● Biblical Anthropology</li> </ul>
<b>NO SYNCHRONOUS CLASS TODAY</b>	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read:</b> Bird Chapter 5</li> <li>● <b>Read:</b> Holeman Chapter 4</li> <li>● <b>Due:</b> Discussion Question #4 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>
<b>Week 5</b>	<b>Overview</b>
10/12	<ul style="list-style-type: none"> <li>● Mental Health Counseling &amp; Implications from the Creation Narrative, Part 2</li> <li>● Personhood &amp; the Imago Dei</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read:</b> Bird Chapter 6</li> <li>● <b>Read:</b> King &amp; Whitney (2015)</li> <li>● <b>Read:</b> Entwistle (2009)</li> <li>● <b>Due:</b> Position Paper #1 on 10/12 by 11:59 pm</li> <li>● <b>Due:</b> Discussion Question #5 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>
<b>Week 6</b>	<b>Overview</b>
10/19	<ul style="list-style-type: none"> <li>● Psychological Well-Being &amp; Human Flourishing</li> </ul>
<b>NO SYNCHRONOUS CLASS TODAY</b>	<ul style="list-style-type: none"> <li>● Jesus As True Humanity</li> </ul>

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	<p style="text-align: center;"><b>Activities, Assignments and/or Exams</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> Bird Chapter 7</li> <li>● <b>View:</b> NT Wright: Why Your Character Matters (44 min.)</li> <li>● <a href="https://www.youtube.com/watch?v=ukyNU51OcnA">https://www.youtube.com/watch?v=ukyNU51OcnA</a></li> <li>● <b>View:</b> Curt Thompson (1:23 min)</li> <li style="padding-left: 20px;"><a href="https://www.youtube.com/watch?v=LYUi2RMMVSQ">https://www.youtube.com/watch?v=LYUi2RMMVSQ</a></li>   <li style="padding-left: 40px;"><b>VIEW:</b> Bruce Ware: (5: 51 min)</li> <li style="padding-left: 20px;"><a href="https://www.youtube.com/watch?v=cOvFFiZt-8">https://www.youtube.com/watch?v=cOvFFiZt-8</a></li>   <li>● <b>Due:</b> Discussion Question #6 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>
<b>Week 7</b>	<b>Overview</b>
<b>10/26</b>	<ul style="list-style-type: none"> <li>● Mental Health Counseling &amp; the Implications of the Fall, Part 1</li> <li>● Psychopathology and “dis-ease”</li> </ul>
	<p style="text-align: center;"><b>Activities, Assignments and/or Exams</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> Bird Chapter 8</li> <li>● <b>View:</b> Dr. Eric Johnson on Psychopathology (62 min.)</li> <li>● <a href="https://www.youtube.com/watch?v=90Z2DsXT8O8&amp;t=1923s">https://www.youtube.com/watch?v=90Z2DsXT8O8&amp;t=1923s</a></li>   <li><b>View:</b> Curt Thompson (60 min-beg. at 5:02)</li> <li style="padding-left: 20px;"><a href="https://www.youtube.com/watch?v=64w9POPGqKU">https://www.youtube.com/watch?v=64w9POPGqKU</a></li>   <li>● <b>Due:</b> Discussion Question #7 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>

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<b>Week 8</b>	<b>Overview</b>
<b>11/2</b>	<ul style="list-style-type: none"> <li>● Clinical Implications of the Fall, Part 2</li> <li>● The Hypostatic Union and Christ As the 2<sup>nd</sup> Adam</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read: Bird: Chapter 9</b></li> </ul> <p><b>View:</b> <a href="https://www.youtube.com/watch?v=-eUhVJEJqoQ">Ravi Zacharias</a> <a href="https://www.youtube.com/watch?v=-eUhVJEJqoQ">https://www.youtube.com/watch?v=-eUhVJEJqoQ</a></p> <ul style="list-style-type: none"> <li>● <b>Due:</b> Discussion Question #8 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> <li>● <b>DUE: Position Paper #2 on 11/2 by 11:59 pm</b></li> </ul>
<b>Week 9</b>	<b>Overview</b>
<b>11/9</b> <b>NO SYNCHRONOUS CLASS TODAY</b>	<ul style="list-style-type: none"> <li>• Clinical &amp; Counseling Implications from the Theology of Redemption</li> <li>• The Person &amp; Work of Christ in the Atonement</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read: Bird: Chapter 10-11</b></li> <li>● <b>View:</b> NT Wright on the Holy Spirit (30 min.)</li> <li>● <a href="https://www.youtube.com/watch?v=BywAf4iXT6Q">https://www.youtube.com/watch?v=BywAf4iXT6Q</a></li> <li>●</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Due:</b> Discussion Question #9 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>
<b>Week 10</b>	<b>Overview</b>
<b>11/16</b>	<ul style="list-style-type: none"> <li>● Clinical Implications of Redemption, Part 2</li> </ul>
	<ul style="list-style-type: none"> <li>● The Person &amp; Work of the Holy Spirit</li> </ul>
	<ul style="list-style-type: none"> <li>● The Process of Change &amp; Common Grace</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read: Bird Chapter 12</b></li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>Read:</b> Kim van Daalen, L. (2012)</li> <li>● <b>Read:</b> McMartin, J. (2015)</li> <li>● <b>View Dr. Karen Mason:</b> <a href="https://www.youtube.com/watch?v=aV-gRFrg78I">https://www.youtube.com/watch?v=aV-gRFrg78I</a>  (30 min.)</li> </ul> <p><b>Due:</b> Discussion Question #10 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</p>
<b>WEEK OF 11/21-11/28 NO CLASS</b>	<b>THANKSGIVING BREAK</b>
<b>Week 11 11/30 NO SYNCHRONOUS CLASS TODAY</b>	<ul style="list-style-type: none"> <li>● Counseling Implications of the Theology of Restoration</li> <li>● Social Justice</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read:</b> Bird Chapter 13</li> <li>● <b>Read:</b> Holeman Chapters 5-6</li> <li>● <b>View:</b> Tim Keller on Justice &amp; Mercy (43 min)  <a href="https://www.youtube.com/watch?v=u8Fn4vTTXHM&amp;t=647s">https://www.youtube.com/watch?v=u8Fn4vTTXHM&amp;t=647s</a></li> </ul> <p><b>Due:</b> Discussion Question #11 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</p> <p><b>Due:</b> Position Paper #3 tonight by 11:59</p>
<b>Week 12</b>	<b>Overview</b>
<b>12/07</b>	<ul style="list-style-type: none"> <li>● Theology, Scripture, &amp; Counseling</li> <li>● Basic Hermeneutics &amp; Exegesis</li> </ul>
	<b>Activities, Assignments and/or Exams</b>

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	<ul style="list-style-type: none"> <li>● <b>Read:</b> Garzon (2005)</li> <li>● <b>View:</b> R.C. Sproul on How to Study the Bible</li> <li>● <a href="https://www.youtube.com/watch?v=cRmWSB1c6L8">https://www.youtube.com/watch?v=cRmWSB1c6L8</a></li> <li>● In Class Exegesis Exercise</li> <li>● <b>Due:</b> Discussion Question #12 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</li> </ul>
<b>Week 13</b>	<b>Overview</b>
<b>12/14</b>	<ul style="list-style-type: none"> <li>● Clinical Implications of Eschatology &amp; Hope</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read:</b> Bird Chapter 14</li> <li style="padding-left: 20px;"><b>View:</b> Randy Alcorn on CS Lewis Heaven &amp; New Earth</li> <li>● <a href="https://www.youtube.com/watch?v=gs5VzPK8rw0&amp;t=1954s">https://www.youtube.com/watch?v=gs5VzPK8rw0&amp;t=1954s</a></li> <li>● <b>Read:</b> Holeman: Chapter 7</li> </ul> <p><b>Due:</b> Discussion Question #13 [your initial post is due Friday by 11:59 P.M. (EST) Response posts are due on Monday at 11:59 P.M. (EST)].</p> <p><b>Due: Position Paper #4 tonight by 11:59pm</b></p>
<b>Week 14</b>	<b>Overview</b>
<b>12/21</b>	<ul style="list-style-type: none"> <li>● Pulling It All Together</li> </ul>
	<ul style="list-style-type: none"> <li>● A Faith-Informed Professional Counselor Identity</li> </ul>
	<b>Activities, Assignments and/or Exams</b>
	<ul style="list-style-type: none"> <li>● <b>Read: Porter (2010)</b></li> </ul>

**COURSE POLICIES**

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360

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Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.

- **Attendance/Absence:** For online courses, instructors are to have 45 hours of instruction for every credit hour, which is demonstrated through the Carnegie Unit explanation in this syllabus. Attendance is taken once a week based on the student's interaction in the online course, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions. Attendance will be marked in the Faculty Portal for those students who have demonstrated participation based on that week's interaction in the course. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. Because this course is accelerated, there will only be ONE ABSENCE allowed for this course. A student must contact the professor via email or voice mail before the end of a missed class.
- **Late Assignments/Extensions:** Employers will not accept late work. Therefore, in preparation for your future successful career, every effort must be made to submit work on time. A deduction of a letter grade (e.g., A to A-, B+ to B) will be made in the gradebook for each business day the assignment is late, regardless of work quality. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar's Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written work should follow APA (6<sup>th</sup> Ed. ) style guidelines.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center's locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center's services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>

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- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. *See the full Grievance Procedure Policy posted in the college catalog.*
- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at [www.nyack.edu/safetyandsecurity](http://www.nyack.edu/safetyandsecurity). Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.
- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length (**11/05/2021**). Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.

**SELECTED BIBLIOGRAPHY AND WEB RESOURCES**

Beck, J. R., & Demarest, B. (2005). *The human person in psychology and theology: A biblical anthropology for the Twenty-First Century*. Grand Rapids, MI: Kregel.

Coe, J. H., & Hall, T. W. (2010). *Psychology in the Spirit: Contours of a transformational psychology*. Downers Grove, IL: InterVarsity Press.

Entwistle, D. N. (2004). *Integrative approaches to psychology and Christianity: An introduction to worldview issues, philosophical foundations, and models of integration*. Eugene, OR: Wipf & Stock.

Foster, R. J. (2001). *Streams of living water: Celebrating the great traditions of Christian faith*. New York, NY: HarperCollins.

Grenz, S. J. (2001). *The social God and the relational self: A trinitarian theology of the Imago Dei*. Louisville, KY: Westminster John Knox Press.

**Additional Resources**

**Primary Journals:**

*Journal of Psychology and Christianity* (CAPS)

*Journal of Psychology and Theology* (Rosemead)

*Counseling and Values* (ASERVIC-ACA)

**GCN6180A: Theology in Mental Health Counseling**  
**Fall 2021 Semester**

*Mental Health, Religion & Culture*

*Psychology of Religion and Spirituality (APA)*

*The International Journal for the Psychology of Religion*

*Journal of Religion & Health*

*Journal of Pastoral Care*

*Journal of Pastoral Counseling*

*Edification: Journal of the Society for Christian Psychology*

<http://www.psychwww.com/psyrelig/>