

Horizon College and Seminary

Models of Psychology

Fall 2009

Instructor: R. Kadyschuk

3 credit hours

Introduction

Models of Psychology fulfills part of the General Studies requirement towards your degree from Horizon. This course deals with four areas:

1. An overview of the history of psychology and the involvement of Christian thinkers in the development of theory and practice in psychology;
2. Selected topics within an introductory study of the field of psychology;
3. An analysis of four different Christian approaches to psychology and its relationship to Christianity; and
4. An overview of models of Christian counseling that are based on these diverse views.

Our class meets on Tuesdays and Thursdays from 1:00 to 2:15 p.m.

Course Objectives

Cognitive - You will be challenged to know and understand:

- Introductory topics, methods, principles, and problems associated with study in psychology.
- The contributions of key figures in the history of psychology, in different schools of secular psychology, and in diverse Christian models of psychology and counseling.
- Basic terminology associated with the discussion of various topics in psychology.
- The relationship between secular schools of psychology and Christian approaches to the explanation of these topics.
- The theoretical basis for divergent Christian models of counseling.

Affective - You will be challenged to feel and value:

- The common goal of most psychological systems to explain and improve everyday human life.
- The contemporary value of the Bible and its relevance to the discussion and interpretation of the subject matter of psychology.
- The uniqueness and complexity of God's highest creation, the human being, particularly in areas related to topics studied in psychology.

- The diverse and, at times, contradictory approaches which Christians may take in their pursuit of Christian models both to study human behavior and to help people cope with life.

Conative - With this knowledge, attitude, and skills, you will be challenged to demonstrate:

- A growing awareness of the relationship between psychology and everyday living.
- An ability to read literature in psychology and assess more critically how it relates to a Christian worldview.
- An ability to distinguish between different Christian approaches to psychology and counseling.
- The practical input of Scripture towards an understanding and explanation of the human condition.

Text Material

Eric Johnson and Stanton Jones, Psychology and Christianity. Downers Grove: InterVarsity Press, 2000.

Paul Meier, Frank Minirth, et.al., Introduction to Psychology and Counseling. Second edition. Grand Rapids: Baker Books, 1991.

Web-based material and handouts in class.

Content Of Course

Unit One: An Introduction to the Study of Psychology

From each of the following chapters, prepare adequate personal notes to serves as a study guide for the midterm and final exams.

1-1 General Introduction

- Assignment due on _____

1-2 A History of Christians in Psychology

- Assignment due on _____

Unit Two: Selected Topics in Psychology

2-1 Sensation and Perception

- Assignment due on _____

2-2 Emotions

- Assignment due on _____

2-3 Motivation

2-4 Learning

- Assignment due on _____

2-5 Intelligence, Memory, Cognition and Self-Esteem

2-6 Child Development

2-7 Adolescent and Adult Development

2-8 Personality

- Assignment due on _____

2-9 Psychological Therapy and Personal Counseling

Unit Three: Psychology and Christianity - Four Views

- Assignment: Group presentation of one chapter:
 - a. Levels-of-Explanation view
 - b. Integration view
 - c. Christian Psychology view
 - d. Biblical Counseling view
 - e. 'Finding One Truth in Four Views' view

Unit Four: A Closer Look at Models for Christian Counseling

- As time permits, a review of popular 20th century approaches to secular psychology and counseling with implications for the Christian context.

The sequence of the above material follows the flow of content in the two course textbooks. Supplementary reading for the course will be provided in class and/or assigned for access via the internet.

Requirements For Completion Of Course

1. Reading

a) Text: Psychology and Christianity

pages	TOPIC	no. of pages
11-44	Ch.1 – A History of Christians in Psychology	34
54-80	Ch.2 – A Levels-of-Explanation View	26
84-101	Responses	16

102-126	Ch.3 – An Integration View	24
130-147	Responses	16
148-172	Ch.4 – A Christian Psychology View	24
178-195	Responses	16
196-224	Ch.5 – A Biblical Counseling View	28
226-242	Responses	16
243-263	Ch.6 – Finding One Truth in Four Views	20
	Total pages to read:	220

The 'Responses' sections at the end of each of the four views provide excellent insight into differences amongst the views. Each of the four authors was given the chapters from the other three authors in advance to comment on each of the other three views. These sections are helpful for your personal reflection in sorting out how the four views relate to each other.

b) Text: Introduction to Psychology and Counseling

pages	TOPIC	no. of pages
15-16	Preface	2
17-37	Introduction to Psychology	16
39-55	Chapter 2 – omit	--
57-71	Chapter 3 – Sensation and Perception	9
85-100	Chapter 5 – Motivation	14
103-124	Chapter 6 – Learning	21
125-146	Chapter 7 – Memory, Cognition, and Self-Esteem	20
147-160	Chapter 8 – Intelligence	14
163-172	Chapter 9 – omit	--
173-182	Chapter 10 – Child Development	10
201-212	Chapter 11 – Adolescent and Adult Development	12
225-241	Chapter 12 – Personality	16
243-263	Chapter 13 – omit	--
265-296	Chapter 14 – omit	--
297-320	Chapter 15 – Psychotherapy and Personal Counseling	22
321-340	Chapter 16 – omit	--
	Total pages to read:	166

c) Handouts and web-based material on the internet.

2. Written Assignments

a) Unit Questions

These questions will be posted on a course website or handed out for each assigned unit. Your written responses serve several purposes:

- preparation for class discussion
- handing in to confirm completion of assignment

- study notes for exams

b) Miscellaneous Exercises

There will be a number of in-class writing exercises, for example, your personal reflections on the topics: “My first response to psychology” and “My attitude towards the relationship between psychology and Christianity.”

3. Small Group Presentation

As part of a small group, you will prepare and share a formal class presentation on one of the chapters in Psychology and Christianity.

4. Exams

There will be a mid-term test (in class) and a final exam.

Evaluation

Class attendance is governed by the Academic Policies as stated in the college’s Community Living Guidelines.

Final grades for this course are calculated from the following items:

25% Completion of unit assignments/written exercises
20% Group presentation
20% Mid-term test
35% Final exam
100%

Time Estimates For Course Workload

This course requires the following work from each student:

Reading:

<u>Name of Text</u>	<u>No. of Pages</u>	<u>Estimated Time</u>
<u>Introduction to Psychology and Counseling</u>	166	15 hours
<u>Psychology and Christianity</u>	220	22 hours
Web-based materials	---	3 hours

Written Assignments:

<u>Type of Assignment</u>	<u>Estimated Time</u>
Unit questions and miscellaneous exercises	20 hours

Other:

<u>Type of Assignment</u>	<u>Estimated Time</u>
Group presentation	5 hours

Examinations:

- midterm exam study time (average is 5-6 hours) - 5 hours
- final exam study time is outside the framework of these estimates

Total estimated hours for this course: 70 hours

Note:

The Academic Policies (as published in the 'Community Living Guidelines' handbook) allow a maximum of 72 hours for a 3 credit hour course (in addition to class time).

Horizon College Assessment of Student Work

(based on University of Saskatchewan guidelines)

90-100% [Exceptional] – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89% [Excellent] – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

70-79% [Good] – a good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69% [Satisfactory] – a generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59% [Minimal Pass] – a barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

Under 50% [Failure] – an unacceptable performance