



**COUN5320-01 Personality Development (Online)  
New Orleans Baptist Theological Seminary  
Spring Semester–2019**

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**Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity.

**Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: interpersonal skills, servant leadership, and spiritual/character formation.

**Syllabus Distribution**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on Blackboard.

**Course Description**

In this course students are presented an overview of the major theories, concepts, and research methods of the psychology of personality. Students will relate theorists and theories to the field of the counseling ministry. A biblical and theological understanding of the development of humans is reviewed.

**Syllabus Distribution**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on Blackboard.

**Program Objectives:** 2. Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling.

**Student Learning Outcomes**

Course Objectives	Learning Experiences	Assessments
Students will demonstrate knowledge and understanding of the history and the major contributors, concepts, and common terms associated with major personality development	<i>Instruction</i> Online lecture and readings Discussion Board  <i>Readings</i> O&H: Chapters 1-16	<i>Course Assignments</i> Book Review Discussion Board Assignments Personality Theory Paper Midterm Exam Final Exam

paradigms. (2.F.3.c, 2.F.5.a)	Book Review Reading	
Students will demonstrate knowledge and understanding of models in assessment of personality and application to counseling ministry (2.F.5.a)	<i>Instruction</i> Online lecture and readings Discussion Board  <i>Readings</i> O&H: Chapters 1-16 Readings for Personality Paper	<i>Course Assignments</i> Book Review Discussion Board Assignments Personality Theory Paper Midterm Exam Final Exam
Students will demonstrate knowledge and understanding of a Biblical view of personality development by integrating ideas from Biblical theology, counseling, and scientific research perspectives into a theory of personality development (2.F.2.g)	<i>Instruction</i> Online lecture and readings  <i>Reading</i> O&H: Chapters 1-16 Readings for Personality Paper	<i>Course Assignments</i> Personality Theory Paper

### Course Requirements and Evaluation of Grades

Assignment & Description	Percentage	Due Date
<b>Reading</b> Students are required to read all of the material according to the assignments schedule in this syllabus. Read <i>An Introduction to Theories of Personality</i> carefully, as it will help you to prepare for participation in Discussion Board assignments, and it will provide information for your midterm and final exams. All reading must be completed by the date assigned in the Student Course Schedule (below).		
<b>Discussion Board:</b> Students will be required to participate in weekly discussion on Blackboard. Questions and activities will be posted throughout the semester. Each student will be responsible for (1) one primary post in response to the posted assignment, and (2) a minimum of two responses to primary posts from other students.  Posts will be graded for content quality and synthesis of course reading materials. Major or primary posts must demonstrate an understanding of the reading, presentation, or assigned activity, with a normal expectation of approximately one paragraph in length. Responses to the posts of others may be shorter, but demonstrate evidence of quality and informed reflection on the subject.  A new discussion board will be posted at the beginning of each section within a unit (usually on a Sunday of each week). Students must post a response to each assignment initiated by the instructor sometime during the week. In order to facilitate better discussion, students are encouraged to post their primary responses as early as possible in the week. <b>Discussion boards will be closed on Saturday at 11:59 p.m. (CST) each week.</b> Unless there are extenuating circumstances, discussion boards will not be reopened once they are closed.	20%	Weekly postings as listed in Black Board
<b>Midterm Exam</b> The midterm exam is based on the reading from the course text, lectures, and discussion covered in the first half of the semester. The exam consists of multiple choice, true/false, matching, fill-in-the-blank, short answer, and essay questions designed to prepare students for objective counseling licensure and certification tests.	20%	10/11
<b>Book Review</b> Each student will write a book review on his/her selected text. The review will be approximately 5 pages, double-spaced, APA Style. See Course Schedule below for due date. The book review should include a full citation (following the form in the style guide),	15%	

<p>identification of the author, the intended purpose or objectives of the book, the intended audience, and a description of the structure of the book and how its organization supports the purpose and argument of the author. In addition, the strengths of the book should be identified, along with any limitations or weaknesses. The first part of the review should be objective and communicate the basic nature of the book, while the second part should reflect carefully considered evaluation and assessment that addresses how and in what ways the author was either successful or unconvincing in achieving the stated purpose. The review should conclude with a summary recommendation that may be qualified, or a failure to recommend, along with a brief explanation.</p> <p><b>Choose One of the Following Texts for Book Review:</b></p> <ul style="list-style-type: none"> <li>• Balswick, J. O., Ebstyn King, P., &amp; Reimer, K. S. (2016). <i>The reciprocating self: Human development in theological perspective</i> (2<sup>nd</sup> ed.). Downers Grove, IL: IVP Academic.</li> <li>• Beck, J. 2002. <i>The psychology of Paul</i>. Grand Rapids, MI: Kregel Publications</li> <li>• Beck, James R., &amp; Demarest, Bruce. (2005). <i>The human person in theology and psychology: A Biblical anthropology for the Twenty-First Century</i>. Grand Rapids, Michigan: Kregel Publications.</li> <li>• Boa, K. (2004). <i>Augustine to Freud: What theologians &amp; psychologists tell us about human nature (and why it matters)</i>. Nashville: Broadman &amp; Holman Publishers.</li> <li>• Beck, J. (1999). <i>Jesus &amp; personality theory: Exploring the five-factor model</i>. Downers Grove, IL: InterVarsity Press.</li> </ul> <p>Note: Some of these texts are out of print; although, you can find copies online. You may submit an alternative text to the instructor for approval.</p>		
<p><b>Personality Theory Paper</b></p> <p>Each student will write a paper on his/her proposed integrated model for personality development based on textbooks and related literature, class lecture and class discussions, and any additional Biblical/ theological and psychological resources. The paper should include an understanding of a biblical perspective and model of personality along with engagement with contemporary research in the field. Consequently, your discussion should include an awareness of major theories with an indication of your level of agreement or disagreement, along with research on a biblical anthropology and a biblical psychology that addresses such terms and concepts as image and likeness of God, body, soul, spirit, heart, mind, sin, guilt, social relationships and responsibility, etc. Your resources in this area should not be limited to counseling texts, journals, and authors, but should also include information from commentaries, word studies, and theological dictionaries, lexicons, and Bible encyclopedias. Be sure to acknowledge differing views and interpretations. The paper should include a bibliography with a minimum of ten references other than the texts for this course. Papers will be scanned for plagiarism. (See the seminary statement in the Student Handbook under General Policies [p. 9] at <a href="http://www.nobts.edu/resources/pdf/StudentHandbook.pdf">http://www.nobts.edu/resources/pdf/StudentHandbook.pdf</a>.) The paper must double-spaced, APA Style, with a length around 12-15 pages. For additional assistance with APA writing style, see the APA blog at <a href="http://blog.apastyle.org/">http://blog.apastyle.org/</a>.</p>	25%	11/6
<p><b>Final Exam</b></p> <p>The final exam is based on the reading from the course text, lectures, and discussion covered after the midterm exam. The exam consists of multiple choice, true/false, matching, fill-in-the-blank, short answer, and essay questions designed to prepare students for objective counseling licensure and certification tests.</p>	20%	12/11

**Textbooks**

**Required**

Olson, Matthew H., & Hergenbahn, B. R. (2011). *An introduction to theories of personality* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-13: 978-0205798780

## Course Teaching Methodology

As this course is being taught on the Internet, its primary learning activity is interaction with required readings and material posted to the course's website. Each week you will be asked to interact with different types of materials, including lecture notes, PowerPoint presentations, class texts, exercises or practical activities, and responses from other students. Students will participate in a weekly threaded discussion on Blackboard.

## Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2<sup>nd</sup> floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is available free to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

## Evaluation of Grade

The student's grade will be computed as follows:

Mid-Term Exam	20%
Final Exam	20%
Discussion Board	20%
Book Review	15%
Research Paper	<u>25%</u>
<b>Total</b>	<b>100%</b>

## Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

## Course Policies, Academic Conduct, and Professional Conduct

### Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

### **Classroom Parameters**

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

### **Classroom Participation/Active Dialogue**

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

### **Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

### **Extra Credit**

No extra credit is available in this course.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs

through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

### **Professional Conduct**

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

### **Reading Assignments**

Students are responsible for completing all reading assignments.

### **Technical Assistance**

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Writing Center**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

### **Writing Style**

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

## Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

<b>Need</b>	<b>Email</b>	<b>Phone</b>	<b>Web Page</b>
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/nobts)  
 [INSTAGRAM.COM/NOBTS](https://www.instagram.com/nobts)  
 [FACEBOOK.COM/NOBTS](https://www.facebook.com/nobts)

## Student Course Schedule, Spring 2019

O&H = *An Introduction to Theories of Personality*

Thursdays, 12:30-3:20 p.m.

Week #	Date	Reading & Assignments Schedule	Learning Experiences
1	1/20	O&H: Ch. 1 What is Personality	Lecture & Discussion: Value of Personality Development Theory (Purpose of the Course) Biblical & Historical Perspectives on Personality Development
2	1/27		Lecture & Discussion: Freud
3	2/3	O&H: Ch. 2 Sigmund Freud	Lecture & Discussion: Freud
4	2/10	O&H: Ch. 3 Carl Jung O&H: Ch. 4 Alfred Adler	Lecture & Discussion: Jung & Adler
5	2/17	O&H: Ch. 5 Karen Horney O&H: Ch. 6 Erik H. Erikson <b>Book Review Selection Due</b>	Lecture & Discussion: Horney & Erikson
6	2/24	O&H: Ch. 7 Gordon Allport O&H: Ch. 8 Raymond B. Cattell & Hans J. Eysenck	Lecture & Discussion: Allport and Cattell & Eysenck
7	3/3	Biblical Perspectives on Personality Development	Lecture and Discussion
8	3/10	Prepare for Midterm Exam	<b>Midterm Exam</b>
<b>SPRING BREAK</b> 3/18-22			
9	3/24	O&H: Ch. 9 B. F. Skinner <b>Book Review Due</b>	Lecture & Discussion: Skinner
10	3/31	O&H: Ch. 10 John Dollard & Neal Miller	Lecture & Discussion: Dollard & Miller
11	4/7	O&H: Ch. 11 Albert Bandura & Walter Mischel O&H: Ch. 12 David M. Buss	Lecture & Discussion Bandura & Mischel and Buss
12	4/14	O&H: Ch. 13 George Kelly O&H: Ch. 14 Carl Rogers	Lecture & Discussion: Kelly & Rogers
13	4/21	O&H Ch. 15 Abraham Maslow O&H: Ch. 16 Rollo Reese May <b>Integrated Personality Theory Paper Due</b> <b>(11:59 p.m., Saturday, April 27)</b>	Lecture and Discussion: Maslow & May
14	4/28	Review	Final Exam Review
15	5/5	The Final Exam will be administered on Blackboard and will be available online from Friday, May 3 from 12:00 AM (CST) to 11:59 PM (CST) on Monday, May 5.	<b>Final Exam</b>

### Selected Bibliography

The following books are representative of the field and some will be mentioned in class presentations. The list should be consulted as a point of departure for gathering resources for your personality paper.

- Aden, L., & Benner, D. G. (Eds.). (1989). *Counseling and the Human Predicament: A Study of Sin, Guilt, and Forgiveness*. Grand Rapids, Michigan: Baker Book House.
- Adler, A. (1956). *The Individual Psychology of Alfred Adler*. Edited by H. Ansbacher & R. Ansbacher. New York: HarperPerennial.



- Allport, Gordon W. (1955). *Becoming: Basic Considerations for a Psychology of Personality*. New Haven, Connecticut: Yale University Press.
- Allport, Gordon W. (1937). *Personality: A Psychological Interpretation*. New York: Henry Holt and Company.
- Bakan, David. (1958). *Sigmund Freud and the Jewish Mystical Tradition*. Boston: Beacon Press.
- Bandura, A. (1977). *Social Learning Theory*. New Jersey: Prentice Hall.
- Beck, J. (2002). *The Psychology of Paul*. Grand Rapids, MI: Kregel Publications.
- Beck, J. (1999). *Jesus & Personality Theory: Exploring the Five-Factor Model*. Downers Grove, IL: InterVarsity Press.
- Beck, J. T. (1877). *Outlines of Biblical Psychology* (Translated from the Third Enlarged and Corrected German Edition, 1877.) Edinburgh: T. and T. Clark. (First German Edition, 1843).
- Beck, James R., & Demarest, Bruce. (2005). *The Human Person in Theology and Psychology: A Biblical Anthropology for the Twenty-First Century*. Grand Rapids, Michigan: Kregel Publications.
- Belgum, David. (1970). *Guilt: Where Religion and Psychology Meet*. Minneapolis, Minn.: Augsburg Publishing House.
- Benner, D. (1998). *Care of Souls: Revisioning Christian Nurture and Counsel*. Grand Rapids: Baker Books.
- Bettelheim, Bruno. (1983). *Freud and Man's Soul*. New York: Alfred A. Knopf.
- Boa, K. (2004). *Augustine to Freud: What Theologians & Psychologists Tell Us About Human Nature (And Why It Matters)*. Nashville: Broadman & Holman Publishers.
- Brennan, R. E, (O.P.). (1952). *General Psychology. A Study of Man Based on St. Thomas Aquinas*. Rev. ed.). New York: The Macmillan Company.
- Brennan, R. E, (O.P.). (1948). *The Image of His Maker: A Study of the Nature of Man*. Milwaukee: Bruce Publishing Co.
- Brennan, R. E, (O.P.). (1941). *Thomistic Psychology: A Philosophic Analysis of the Nature of Man*. New York: Macmillan Co.
- Brown, W. S., Murphy, N., & Malony, H. N. (Eds.). (1998). *Whatever Happened to the Soul? Scientific and Theological Portraits of Human Nature*. Minneapolis: Fortress Press.
- Brush, Nigel. (2005). *The Limitations of Scientific Truth: Why Science Can't Answer Life's Ultimate Questions*. Grand Rapids, MI: Kregel.
- Bufford, Rodger K. (1981). *The Human Reflex: Behavioral Psychology in Biblical Perspective*. San Francisco: Harper/CAPS.
- Capps, Donald, (Ed.). (2001). *Freud and Freudians on Religion*. New Haven: Yale University Press.
- Carter, J. D., & Narramore, B. (1979). *The Integration of Psychology and Theology: An Introduction*. Grand Rapids: Zondervan.
- Clinton, Timothy, & Ohlschlager, George. (Eds.). (2002). *Competent Christian Counseling, Volume One: Foundations & Practice of Compassionate Soul Care*. Colorado Springs, Colorado: WaterBrook Press.
- Collins, Gary. (1993). *The Biblical Basis of Christian Counseling for People Helpers*. Colorado Springs, Colorado: NavPress.
- Collins, Gary. (2007). *Christian Counseling: A Comprehensive Guide*. Revised and Updated Third Edition. Nashville: Thomas Nelson.
- Cooper, John W. (1989, 2000). *Body, Soul & Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
- Crabb, Lawrence J., Jr. (1975). *Basic Principles of Biblical Counseling*. Grand Rapids, Mich.: Zondervan Publishing House.
- \_\_\_\_\_. (1997). *Connecting: Healing for Ourselves and Our Relationships. A Radical New Vision*. Nashville, Tennessee: Word.
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## WEBSITES

- Society for Christian Psychology: <http://www.christianpsych.org/>,
- Christian Association for Psychological Studies: <http://www.caps.net/>
- American Association of Christian Counselors: <http://www.aacc.net/>
- American Counseling Association: <https://www.counseling.org/>
- Christian Counseling & Educational Foundation (CCEF) (<http://www.ccef.org/>)
- Hope for the Heart: <http://www.hopefortheheart.org>
- Association of Certified Biblical Counselors (ACBC) ([www.biblicalcounseling.com/](http://www.biblicalcounseling.com/)) (formerly known as the National Association of Nouthetic Counselors [NANC])
- Association of Biblical Counselors (<http://christiancounseling.com/>)
- RPM Ministries (<http://www.rpministries.org/writing/equipping-counselors-for-your-church/>)

Journal of Personality: <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-6494/issues>

Journal of Personality and Social Psychology: <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=psp>

Journal of Research in Personality: <http://www.sciencedirect.com/science/journal/00926566>

Personality and Individual Differences: <http://www.sciencedirect.com/science/journal/01918869>

European Journal of Personality: <http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291099-0984/issues>

Personality and Social Psychology Review: <http://psr.sagepub.com/content/by/year>

The EMCAPP (European Movement for Christian Anthropology, Psychology and Psychotherapy) Journal: Christian Psychology Around The World: <http://emcapp.ignis.de>

## Resource Networking and Clearinghouses

### **Chosen Families** (<http://chosenfamilies.org/>)

A non-profit, charitable organization, providing information to parents, family members, religious leaders and the general public on effective solutions to living in families with hidden disabilities, such as Anxiety, Asperger, ADHD, Autism, Bipolar disorder, Depression, Epilepsy, Learning disabilities, Obsessive Compulsive Disorder, Schizophrenia, Sensory Processing Disorders, and Tourette syndrome.

Purpose & Mission: The purpose of *ChosenFamilies.org* is to help families living with hidden disabilities become fully included in the body of Christ. Our mission is to provide resources, connections and encouragement to families with hidden disabilities and to educate and provide resources to religious leaders as they minister to families with these needs.

### **The Biblical Counseling Coalition** (<http://biblicalcounselingcoalition.org/>)

Mission: The BCC exists to multiply the ministry of the biblical counseling movement by strengthening churches, para-church organizations, and educational institutions through promoting unity and excellence in biblical counseling.

The Coalition seeks to foster collaborative relationships and to provide robust, relevant biblical resources that equip the Body of Christ to change lives with Christ's changeless truth through the personal ministry of the Word.

### **New Life Christian Counseling Network** (<http://newlife.com/counselors>) (Part of New Life Ministries)

A large network of professional, Christian counselors located throughout the country. The network counselors have gone through an extensive application and credentials verification process. They agree with the New Life Statement of Faith and meet specific professional standards set for members in the counseling network.

### **Minds Renewed (formerly Transformed Minds): The Consortium for a Christlike Response to Mental Health**

([transformedmindsinfo.wordpress.com](http://transformedmindsinfo.wordpress.com))

Formed in 2013, the consortium works primarily through the internet to "inspire those needing help; inform them of resources available; and provide the connections needed to reach those resources."