



**CF527 Biology, Cognition, and Behavior**  
**FALL 2022**

**INSTRUCTOR**

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Office Hours:                      By Appointment

**DESCRIPTION (from Student Handbook)**

Study of biology, cognition, and behavior in counseling and the change process. Emphasis is on understanding cognitive-behavioral therapy and developing a coherent counseling approach to specific issues based upon bio-psycho-social-spiritual assessment and intervention.

*[3 hours. Instructor: Dr. William Mobley Frequency: Every Fall. Required for MAC. General elective for all other programs. Prerequisite: None.]*

**COURSE OUTCOMES**

At the end of the course, the student will demonstrate the ability to:

1. Articulate the principles, theory, techniques, and research behind cognitive-behavioral counseling.
2. Articulate the basic biological and neurological structures and dynamics underlying human behavior and cognitive functioning.
3. Articulate how cognitive-behavioral therapy is used to assess and treat common disorders such as depression, anxiety, and personality disorders.
4. Articulate how neurological structures are involved in common mental illnesses such as depression, anxiety, addictions, thought disorders, and personality disorders.
5. Access, utilize, and appropriately communicate current research on counseling interventions.
6. Articulate biblical and spiritual perspectives on the role of thoughts, feelings, and behavior in change.
7. Compare and contrast cognitive-behavioral therapy and the Scriptural view of thoughts, feelings, behavior, and change.

**Course Text(s)**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Author. ISBN: 978-1433832178 {MAC students only}

Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3<sup>rd</sup> ed.). Guilford Press. ISBN: 9781462544196

McMinn, M. R. & Campbell, C. D. (2007). *Integrative psychotherapy*. InterVarsity Press. ISBN: 9780830828302

*Students will be required to obtain and read selected readings. These will be available online, through the library, and/or from the instructor.*

**COURSE REQUIREMENTS**

<p><b>Participation and Exercises [10%]</b> 100 pts [Objectives 1-5]</p>	<p>Class attendance and participation is an important part of learning. There will be a number of exercises that the student should complete in class. It is the student's responsibility to find out what if any assignments were missed and to arrange makeup work should s/he miss a lecture. Typically, makeup assignments and quizzes must be completed before the original assignment is handed back.</p>
<p><b>Readings</b> [Objectives 1, &amp; 2]</p>	<p>The student is expected to master the Beck, Thompson, and the McMinn and Campbell readings. Selected readings are a mix of exercises, handouts, and psychoeducational tools. The readings will form the basis for quizzes, tests, research topics, and class discussion.</p>
<p><b>Biological Basis of Behavior Research &amp; Write Up [20%]</b> 200 pts.</p>	<p>Each week students will be given a series of research questions which they will have to answer. They should watch the lecture, research the questions online and in the library, write up the answers, and submit their responses by class time the following week.</p>
<p><b>Research Paper</b> Lit. Search: [5%] 50 pts Draft: [5%] 50 pts Final Paper: [20%] 200 pts [Objective 1, 2, 3, &amp; 5]</p>	<p>The student will demonstrate his or her knowledge of cognitive-behavioral therapy (CBT), and how to access, use, and communicate current research within the discipline of counseling through a major research paper. The paper will address a topic of the student's choice within the parameters of cognitive-behavioral assessment, treatment, and/or efficacy. The paper should be typed, double-spaced, in 10-12 point font, and must consistently follow the writing style of either Turabian/ SBL for M.Div. students or the American Psychological Association (APA) for MAC students. All papers should be proofread for spelling and grammatical errors before being handed in. Grading criteria include:</p> <ol style="list-style-type: none"> <li>A. A literature search with hypothesis and a draft must be submitted.</li> <li>B. Research papers should include CBT sources <i>in addition</i> to the course textbooks. Sources should be peer-review journal articles current within five (5) years.</li> <li>C. The paper should be approximately 10-12 pages in length (10 pages of text, an abstract page, reference page(s), and cover page).</li> <li>D. Grading will be based on:       <ol style="list-style-type: none"> <li>1. Demonstration of knowledge of cognitive-behavioral therapy theory and techniques,</li> <li>2. Knowledge of major research on topic; including breadth (differing opinions) and depth (multiple authors with the same or similar opinion),</li> <li>3. Use of research methodology and scholarship including accurate use of sources and demonstrated familiarity with major contributors to the topic.</li> <li>4. Clarity of thought and ability to persuasively introduce a topic, highlight its significance, and then argue a position,</li> <li>5. Adherence to format/writing style,</li> <li>6. Demonstration of knowledge and application of scripture in supporting and critiquing cognitive-behavioral therapy.</li> </ol> </li> </ol>

	To assist students with the expectations and standards of graduate writing and research papers a draft of the research hypothesis and a draft of the initial literature search will be handed in.
<b>Tests [40%]</b> 4x100pts=400 <i>[Objectives 1 &amp; 2]</i>	There will be four tests that cover both the readings and lecture.

### PROPOSED WORKLOAD:

The following is a breakdown of the number of hours the average student can expect to spend outside of class to complete the required assignments. These numbers may be higher or lower depending on your particular background and academic training.

Readings: 1047 @ 30 pg/hr	35 hours
Literature Review	6 hours
Biological Basis of Behavior research	25 hours
Research Paper (12 pages @ 1/2 pg/hr):	24 hours
<b>TOTAL</b>	<b>90 hours</b>

### GRADING INFORMATION

Letter Grade	Percentage	Grade Points	Description
A+	100–97	4.0	
A	96–93	4.0	Excellent; superior achievement.
A-	92–90	3.7	
B+	89–87	3.3	
B	86–83	3.0	Good; commendable achievement.
B-	82–80	2.7	
C+	79–77	2.3	
C	76–73	2.0	Satisfactory; acceptable achievement.
C-	72–70	1.7	
D+	69–67	1.3	
D	66–63	1.0	Poor; marginal achievement.
D-	62–60	0.7	
F	59–0	0.0	Failure to advance in the course. No credit earned. Computed in GPA.

### SEMINARY ACADEMIC POLICIES

All Seminary policies affecting student work, appeals, and grievances, as outlined in the Student Handbook and/or Seminary Catalog will apply, unless otherwise indicated in this syllabus. See the respective sections of the [Student Handbook](#).

### **Attendance Policy**

One of the strengths of Phoenix Seminary is the classroom interaction between instructors and students. Attendance and participation are essential components of the training process. **An absence is defined as when a student does not attend a class period whether it be for an on campus or an online course. Watching a recorded lecture in lieu of attending class does not constitute attendance.** When a student is going to be absent, it is important that the student consult with the instructor in advance about work to be missed. In the case of extenuating circumstances, students may request an exception to this policy by submitting a petition to the Academic Petition Committee.

Excessive absences may result in grade reduction or course failure as indicated on the following chart:

Course Format	Reduced Grade	Course Failure
15-week	2 <sup>nd</sup> missed class	4 <sup>th</sup> missed class

### **Courteous Use of Technology in the Classroom (phone, tablet, laptop)**

Phoenix Seminary considers a student's character to be evidenced in part by their respect for their classmates, professors, and their valuable time in class. Please consider *how not to be rude* in the use of your technology by bearing in mind the following:

- Laptops and tablets are welcome in class to take notes and to access readings we're discussing. Using them for anything else (social networking, accessing non-course related websites, checking email) is discourteous and distracting to others.
- Phones must be silenced in class and stowed. That includes turning off the vibrate function. (We can hear it buzzing.) Is texting ok? No. If an emergency situation exists out of which you feel you must use your phone you should quietly step out of class to do so.

### **PROFESSOR'S OTHER**

#### **Statement of Learning and Therapy**

Learning counseling skills and discussing counseling topics inevitably raises personal emotions, thoughts, and memories. In order to maintain a healthy learning environment it is necessary that students be able to ask questions and voice their opinions or discomfort in a classroom that is an emotionally safe setting. Students are expected to demonstrate patience and respect toward colleagues at all times. Consideration, kindness, humility, self-control, and confidentiality are required. The classroom is not intended to be group or individual therapy.

Students are expected to master the course content and skills despite personal reactions. The ability to focus on others regardless of whatever personal situations are occurring is a hallmark of counseling. Areas of personal growth and healing are often areas of our most effective ministry. Should a student experience acute or ongoing distress due to class material or exercises they are encouraged to speak individually with the professor, the Dean of Students, their mentor, a counselor, or the student may request a referral to a professional counselor.

## BIBLIOGRAPHY

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### **COURSE SCHEDULE: CF527 BIOLOGY, COGNITION & BEHAVIOR**

**Note:** Course content and/or structure may vary from this outline to accommodate the needs of the class or unforeseen circumstances.

{Due to ever changing challenges of the coronavirus, the Professor reserves the right to change teaching modalities, assignments, and any other aspect of the course.}

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>
<b>Week 1</b> Aug. 17	Introduction, research & Empirically Supported Treatments. Neurons & Genetics	
<b>Week 2</b> Aug. 24	Underpinnings of Cognition and Behavior; Action potential; 2 <i>Ti.</i> 3:14-17, <i>Ex.</i> 1	Beck Ch. 1-3; McMinn Intro., Ch. 1-2,
<b>Week 3</b> Aug. 31	Cognitive conceptualization & evaluation Neurotransmitters; 1 <i>Pe.</i> 1:13, <i>Ex.</i> 2	Beck Ch. 4-6; McMinn Ch. 3-4,
<b>Week 4</b> Sept. 7	Treatment planning Agonists; <i>Test One, Ro.</i> 12:1-2	Beck Ch. 7-9; McMinn Ch. 5;
<b>Week 5</b> Sept. 14	Structure & Automatic Thoughts, <i>Ex.</i> 3 Nervous system; <i>Hypothesis due, Eph.</i> 4:22-24	Beck Ch. 10-12; McMinn Ch. 6;
<b>Week 6</b>	Emotions & Responding to Thoughts	Beck Ch. 13-15;

Sept. 21	Brain structures; <i>Ro. 8:5-6, Ex. 4</i>	McMinn Ch. 7;
<b>Week 7</b> Sept. 28	Behavior Therapy Forebrain; <i>Literature search due. Is. 26:3</i>	Select readings;
<b>Week 8</b> Oct. 5	Intermediate beliefs & Schemas, <i>Ex. 5</i> Lateralization; <i>Test Two, 1 Pe. 5:7</i>	McMinn Ch. 8
<b>Week 9</b> Oct. 12	Treating Depression & Schemas Language; <i>Phil. 4:8, Ex. 6</i>	Beck Ch. 16; McMinn Ch. 9
<b>Week 10</b> Oct. 19	Core Beliefs Limbic system; <i>2 Co. 10:4-5, Ex.7</i>	Beck Ch. 17-18; McMinn Ch. 10;
<b>Week 11</b> Oct. 26	Relational aspects of CBT Memory; <i>Test Three, Jer. 29:11</i>	Beck Ch. 19-20; McMinn Ch. 11-12;
<b>Week 12</b> Nov. 2	Relapse Prevention, <i>Ex. 8</i> midbrain & hindbrain; <i>Ps. 138:8; draft due</i>	Beck Ch. 21,
<b>Week 13</b> Nov. 9	Special Topics: Case Studies Addictions; <i>Jn. 10:10, Ex. 9</i>	Beck Ch. 22 & App. A-C;
<b>Reading Week: Nov. 16<sup>th</sup> - No class.</b>		
<b>Thanksgiving Week: Nov. 23<sup>rd</sup> - No class.</b>		
<b>Week 14</b> Nov. 30	Special Topics: Case Studies Thought disorders	
<b>Finals Week</b>		
Dec. 7	<i>Test Four. Research paper is due!</i>	