

Syllabus for
PRM 626—Principles of Biblical Counseling
3.0 Credit Hours
Summer 2008

I. COURSE DESCRIPTION

An introduction to basic concepts and procedures of biblical counseling. Students learn to integrate knowledge and skills into their personal counseling style.
Prerequisites: None

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Become familiar with the history of the biblical counseling movement.
- B. Compare and contrast various theologies of biblical counseling.
- C. Learn the basic processes and procedures of biblical counseling.
- D. Learn the skills of biblical counseling.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Reiterate the biblical and theological tenants of biblical counseling.
- B. Discuss and demonstrate familiarity with the practice of biblical counseling.
- C. Discuss the importance of the ability to think critically about the biblical counseling movement.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Johnson, E. R., and S. L. Jones. *Psychology and Christianity: Four Views*. Downers Grove, IL: InterVarsity Press, 2000.

Lane, T. S., and Tripp, P. D. *How People Change*. Greensboro, NC: New Growth Press, 2006.

Powlison, D. *Seeing with New Eyes: Counseling and the Human Condition Through the Lens of Scripture*. Pillsburg, NJ: PNR Publishing, 2003.

2. Other
None

B. Optional Materials

1. Textbooks

June, L. N., and Black, S. D., ed. *Counseling in African-American Communities*. Grand Rapids, MI: Zondervan, 2002.

Solomon, C. R. *Handbook to Happiness and You: A Spiritual Clinic*. Denver, CO: Exchanged Life Foundation, 1991.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology and Missions Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.
2. **Incompletes**
 - a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
 - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the School of Theology and Missions. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The Official Attendance Policy for the School of Theology and Missions is as follows:

- a. If the class meets three times a week, the missing of **6** class sessions results in a grade reduction of **one letter** grade. Missing **8** class sessions results in a grade reduction of **two letter** grades. Missing **12** class sessions automatically results in a **grade of F**. If a class meets twice a week, the missing of **4** class sessions results in a grade reduction of **one letter** grade. Missing **6** class sessions results in a grade reduction of **two letter** grades. Missing **8** class sessions automatically results in a **grade of F**. If the class meets once a week, then the missing of **3** class sessions results in a grade reduction of **one letter** grade. Missing **4** class sessions results in a grade reduction of **two letter** grades. Missing **5** class sessions automatically results in a **grade of F**.
- b. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- c. Administrative excuses are granted only when a student is on official University business and has received approval in advance from the University administration.
- d. Students are expected to be prompt for classes.
- e. Students are expected to remain for the entire class session.
- f. Leaving early without permission constitutes an absence.

C. Course Policies and Procedures

1. Evaluation Procedures

3 papers (@ 50 points each)	150 pts.
Attendance/participation	<u>50 pts.</u>
Total	200 pts.

Grading scale:

A=180-200 pts.

B=160-179 pts.

C=140-159 pts.

D=120-139 pts.

F=119 pts and below

2. ePortfolio Requirements
 - a. All students entering the seminary are required to enroll in PRF 059 ePortfolio: Journey to a Transformed Life, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. ePortfolio requirements for this course:
None
3. Other Policies and/or Procedures
 - a. Each student is required to write one 3-5 page reaction paper in response to the following statement: ***“My reaction to biblical counseling is. . .”***
This is not a research paper. It is intended to facilitate the student’s interaction with the history, theology, process, and skills of biblical counseling by encouraging the student to reflect on these elements. The reaction paper should include a theological statement that outlines the student’s theological responses to biblical counseling in general and theological and theoretical rationale for the student’s response.
 - b. Each student may write a 3-5 page research paper detailing the use of a biblical approach to counseling a particular problem. The paper must be written in the appropriate style (Turabian, APA) and must contain at least five references, only one of which may be a textbook. The others must demonstrate a balance of print and non-print sources, or
 - c. Students may write a 3-5 page biblical exegesis of a particular scripture central to biblical counseling or as used in biblical counseling pertinent to a particular disorder. A minimum of three references must be used in this exegesis, or
 - d. Students may choose to write a review of a book from the bibliography distributed in class, according to the guidelines that will be distributed in class.

VI. COURSE CALENDAR

Week	Topic
1	Powlison, <i>Seeing with New Eyes</i>
2	Johnson and Jones, <i>Psychology and Christianity</i>
3	Lane and Tripp, <i>How People Change</i>

Course Inventory for ORU's Student Learning Outcomes
PRM 626—Principles of Biblical Counseling **Dr. Ed Decker, Instructor**
Summer 2008

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spirit-Filled Living				
1A	Entry-level competency —Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors		X		
1B	Mid-level competency —Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry		X		
1C	Candidacy-level competency —Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry		X		
2	Outcome #2 – Academic Excellence				
2A	Entry-level competency —Demonstrates an aptitude for graduate theological education		X		
2B	Mid-level competency —Practices theological reflection and sound scholarship in acquiring knowledge through learning and research	X			
2C	Candidacy-level competency —Evidences critical thinking, problem solving, and decision making	X			
3	Outcome #3 – Professional Competence				
3A	Entry-level competency —Demonstrates awareness of professional requirements			X	
3B	Mid-level competency —Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling	X			
3C	Candidacy-level competency —Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry			X	
4	Outcome #4 – Cultural Relevance				
4A	Entry-level competency —Demonstrates knowledge about cultural diversity			X	
4B	Mid-level competency —Pursues participation in diverse social/cultural contexts			X	
4C	Candidacy-level competency —Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts			X	