

Syllabus for
PRM 626—Principles of Biblical Counseling
3 Credit Hours
Summer 2010

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.

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.

Tripp, P. D. *Instruments in the Redeemer's Hands*. Phillipsburg, NJ: P&R, 2002.

2. Other

None

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, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.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. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
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 Whole Person Assessment requirements. Students should consult the WPA 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. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
- b. Whole Person Assessment 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

May 3	Introduce the class What is biblical counseling?	Ascertain specific interests Discuss class methods Review textbooks Case Study: Gwen Case Study: James Handout: <i>What We Can Learn from Jesus?</i>
May 4	<u>Powlison</u> Preface	PowerPoint: <i>Principles of Biblical Counseling</i> Skill training: <ul style="list-style-type: none"> • Listening • Presence • Speaking
May 5	<u>Johnson & Jones</u> Ch. 5 Biblical Counseling	What psychology is/is not PowerPoint: <i>Biblical Approaches to Counseling</i> Spiritual qualifications of counselors
May 6	<u>Powlison</u> Ch. 1 Counseling Ephesians	PowerPoint: <i>The Sufficiency of Scripture</i> PowerPoint: <i>The Process of Biblical Counseling</i> Biblical Themes in Counseling
May 7	<u>Johnson & Jones</u> Ch. 4 A Christian Psychology View	Two views of Christianity Culture of the Kingdom Case study
May 10	<u>Powlison</u> Ch. 6 Don't Worry	PowerPoint: <i>Springfield Presentation</i> Luke 12:22-34 Skill training <ul style="list-style-type: none"> • Empathy • Relaxation
May 11	<u>Psychology and Christianity</u> Ch. 2 Levels of Integration	PowerPoint: <i>The Doctrine of Humanity</i> PowerPoint: <i>Union with Christ: Change Is Possible</i>
May 12		PowerPoint: <i>Lecture 6</i>
May 13	<u>Powlison</u> Ch. 3 Godly Roles and Relationships Ch. 13 What Do You Feel?	Jim Pile— <i>Keys to Biblical Counseling</i> The Psalms as grief counseling Proverbs as moral instruction

May 14	<u>Psychology and Christianity</u> Ch. 3 An Integrationist View	PowerPoint: <i>Theology of Empowerment</i> PowerPoint: <i>The Holy Spirit</i>
May 17	<u>Powlison</u> Ch. 7 X-ray Questions Ch. 8 I Am Motivated When I Feel Desire	PowerPoint: <i>Spirit Directed Change</i> Spirit-Directed Change: A Case Study
May 18	<u>Powlison</u> Ch. 11 Human Defensiveness: The Third Way	Kohlberg's Theory of Moral Development Fowler's Theory of Faith Development
May 19	<u>Decker</u> A Biblical Approach to Counseling	PowerPoint: <i>Talents, Abilities, and Techniques</i>
May 20		PowerPoint: <i>The Divine-Human Interaction</i>
May 21	<u>Powlison</u> Ch. 14 Love Speaks Many Languages Fluently Cross-Culture Biblical Counseling	Biblical counseling themes in Asian Americans Pastoral care of African Americans The use of guilt in counseling Hispanics

**Inventory for Student Learning Outcomes
School of Theology and Missions
M. A. Christian Counseling**

PRM 626 Principles of Biblical Counseling

Dr. Ed Decker, Instructor

Summer 2010

This course contributes to student learning outcomes for the M.A. Christian Counseling degree 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.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling					
	Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.	X			
Assessment Techniques					
	Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.				X
Clinical/Theoretical Diagnostic Appraisal					
	Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.			X	
Treatment Plans in Response to Diagnosis					
	Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.		X		
Research Skills and Methodologies					
	Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.		X		
Professional Code of Ethics					
	Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.		X		