

Syllabus for
GCSL 626—Principles of Biblical Counseling
Summer 2013
3 Credit Hours

A Modular course
Dates: May 13 – 17, 2013

I. COURSE DESCRIPTION

An introduction to the history, 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 theoretical orientations in interaction with the biblical counseling movement.
- C. Learn the skills of biblical counseling, including the use of scripture in counseling.
- D. Ascertain biblical counseling for ethnic populations
- E. Articulate a personal approach to 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. Demonstrate the importance of the ability to think critically about the biblical counseling movement in light of other Christian orientations
- D. Clearly state a personal preference for a particular approach to biblical counseling and identify the presuppositions supporting this preference
- E. Identify several ways in which the Bible may be used in counseling.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Johnson, E. R., and S. L. Jones. *Psychology and Christianity: Five Views*.
Downers Grove, IL: InterVarsity Press, 2010. ISBN: 9780830828487

2. Tripp, P. D. *Instruments in the Redeemer's Hands: People in Need of Change Helping People in Need of Change*. Phillipsburg, NJ: P & R Publishing, 2002 ISBN: 9780875526072
3. Powlison, D. *The Biblical Counseling Movement: History and Context*. Greensboro, NC: New Growth Press, 2010 ISBN: 9781935273134

B. Optional Materials

Adams, J. E. *Competent to Counsel: An Introduction to Nouthetic Counseling*. Grand Rapids, MI: Zondervan Publishing House, 1970. ISBN: 0310511402

Hubble, M.A., Duncan, B.L. & Miller, S.D. *The Heart and Soul of Change: What Works in Therapy*. Washington, DC: American Psychological Association, 2002

Miller, W.R. & Rollnick, S. *Motivational Interviewing: Preparing People for Change* 2nd Ed. New York: Guilford Press. ISBN: 1572305630 ISBN: 1557985557

Scott, S., Lambert, H. (eds). *Counseling the Hard Cases: True stories illustrating the Sufficiency of God's resources in Scripture*. 2012. Nashville, TN: B&H Publishing Group. ISBN: 9871433672224

Shields, H. & Bredfeldt, G. *Caring for Souls: Counseling Under the Authority of Scripture*. Grand Rapids, MI: Zondervan Publishing House. ISBN: 9780802437419

Solomon, C. R. *Handbook to Happiness and You: A Spiritual Clinic*. Denver, CO: Exchanged Life Foundation, 1991. ISBN: 9780962211027

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 Ministry 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 Ministry. 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**
 - a. Students are to attend all sessions during the modular course week.
 - b. All absences, late arrivals, and early departures receive a grade reduction equal to 2.5% for each classroom hour missed and **must be approved by the Modular Director.**
5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

B. Course Policies and Procedures

1. Evaluation Procedures
 - a. Pre-course work

3 papers (@ 50 points each)	150 points
DUE: on d2l, MAY 10, Noon	
 - b. During class week

Attendance/participation	50 points
--------------------------	-----------
 - c. Post-Course

final paper	<u>150 points</u>
DUE: on d2l, MAY 24, Noon	

Total	350 points
-------	------------

A=315 - 350 points
 B=280 - 314 points
 C=245 - 279 points
 D=210 - 244 points.
 F=109 points 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. **PRE COURSE ASSIGNMENTS: DUE ON d2l, May 10**
- 1) Prior to the class each student is to write a **one page response** to each of the following questions. The assignments are due as indicated above.
- a) What is your theological anthropology? Give at least two reasons for your view.
 - b) What is your view of the Bible/scripture? Give at least two reasons for your view.
 - c) What is your previous counseling experience? Identify the theoretical orientation you used.
- 2) Read texts with special attention to this foundational material:
- a) Powlison – chapter;
 - b) Tripp – chapters 2-5;
 - c) Johnson – chapter 1.
 - d) come to class prepared to write a brief summary of the reading
- b. **DURING THE COURSE**
- 1) Be prepared to interact with textual material in the larger class as well in smaller units around case studies and discussion questions.
- c. **POST COURSE ASSIGNMENTS: DUE on d2l, MAY 24**
- 1) Write a one page completion to the following statement: My response to biblical counseling is...
- 2) Following the class each student is to write a 6-8 page paper in response to **one of** the following. This assignment is due as indicated above.
- a) Using what you have learned in class and in your post course research, expand your theological anthropology. Specifically, include your presuppositions as to how the problems that commonly bring people into counseling are formed, how these problems are to be alleviated, and the implications of your perspective for counseling.
 - b) Consistent with the content of the class, and with your post course research, identify with a particular counseling/psychological perspective. Identify the pre-suppositions of your perspective and integrate this with your personal Christian experience. Identify how scripture would be used in your perspective.
 - c) Compare and contrast various views regarding the use of scripture in counseling, particularly as they relate to the problems that commonly bring people into counseling. Your writing must extend to relating how each of the views you cite view the process of change. Additional research required.
 - d) Develop a comprehensive biblical counseling approach to a particular difficulty of your choosing e.g. a mental or emotional disorder (DSM- IV-TR diagnosis), discouragement, or bereavement. Of course, your research must be consistent with both the principles and practices of biblical as demonstrated in the reference material cited in the Content portion of the d2l. It must also be consistent with what is known about the particular difficulty you choose to write about.

3) Your final paper must be written in the style appropriate to your discipline (MA/MDIV/ MPT = Turabian; MCC = 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.

VI. COURSE CALENDAR

May 13	History, Biblical and Theological Foundations for Biblical Counseling <ul style="list-style-type: none"> - Powlison (History and Context; 2, 3, 5, 6) - Powlison (Johnson; 6 - read reactions)
May14	Christian Psychological Responses <ul style="list-style-type: none"> - Roberts & Watson (Johnson; 4 – read reactions - Coe & Hall (Johnson; 5 – read reactions) - Powlison (Hisotry and Context; 7)
May 15	Practical Application of Biblical Counseling Principles <ul style="list-style-type: none"> - Jones (Johnson; 3 – read reactions) - Tripp (2-6, 9)
May16	Practical Applications of Biblical Counseling Principles <ul style="list-style-type: none"> - Tripp (7 – 14)
May 17	Crucial Issues in Contemporary Biblical Counseling <ul style="list-style-type: none"> - Powlison (History and Context – Appendix 2) - Myers (Johnson; 2 – read reactions - Johnson (Johnson; 7)

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

M. A. Christian Counseling

GCSL 626 Principles of Biblical Counseling

Dr. Ed Decker, Instructor

Summer 2013

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		