

**PSYC5311 The Bible in the Professional Christian Counselor  
Spring 2015**

**New Orleans Baptist Theological Seminary**

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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.

**Course Purpose, Core Value Focus, and Curriculum Competencies Addressed**

The purpose of this course is to provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems. While all five core values are emphasized, the primary focus for the academic year is Spiritual Vitality. Spiritual Vitality is a component impacting the motivation to serve others through the ministry of counseling. Throughout this course students will be encouraged to consider how the core value of Spiritual Vitality impacts their motivation as a Christian counselor, and how the development as a Christian counselor affects their ministry to others.

This course will also address the competencies of interpersonal skills, servant leadership, and spiritual/character formation.

**Course Description:**

Recognizing the need for personal integration of the Bible into the counselor's own life, this course is designed to examine and express the connections between humans and God as defined in Scripture. Models of integrating Scripture and counseling are presented. Students are challenged to learn effective, therapeutic methods of sharing Biblical passages, principles, theology, and historical contexts with counselees. God's word is presented as the truth, which permeates the presence of the Christian counseling environment.

**Student Learning Outcomes:**

By the end of the study, the student will

- A. increase in knowledge of the integration of Scripture and counseling by
  1. gaining knowledge about the value of Scripture in forming the counselor's character
  2. becoming familiar with the mind-brain controversy and how it relates to counseling issues for Christians.
- B. increase practical application of biblical principles to his personal life and counseling issues presented by clients by
  1. developing skills to make the discipline of memorizing God's Word easier.
  2. developing skills to see a biblical truth and how it relates to counseling issues.
  3. developing skills to learn how to assess for identifying issues related to transformation rather than just better functioning in the client.
- C. increase in understanding and passion for God's Word being "within" the counselor by
  1. becoming familiar with research concerning the importance of God's character being within a counselor
  2. learning to identify personal core beliefs that are not consistent with biblical truth

3. succeeding in memorizing and meditating on a large portion of Scripture.

**Textbooks:**

McMinn, M.R. *Sin and Grace in Christian Counseling*. Intervarsity Press, 2008.

Powlison, David. *Seeing with New Eyes: Counseling and the Human Condition Through the Lens of Scripture*. P & R Publishing, 2003

Vernick, Leslie. *How to Live Right When Your Life Goes Wrong*. Waterbrook Press.

**Course Methodologies:**

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, examinations, memorization techniques, and other assignments will be included.

**Course Evaluation:**

Class Participation	10%
Reading Assignments/Completion of Homework	20%
Memorization of Philippians	40%
Chapters 1-2 (Mid-term) (15%)	
Chapters 1-4 (Final) (25%)	
Goal Log for Daily Review	10%
Journal of Insights	10%
Weekly Group Review	10%

**Course Evaluation Descriptions:**

**1. Class Participation** is based on student's attendance and interactions during class discussions. Each student is allotted 3 absences (9 hours). Three tardies are counted as one absence. Any additional absences will result in failure of the course. Please see the Graduate Catalog for a detailed description of the seminary's absence/tardy policy.

**2. Reading Assignments/Completion of Assigned Homework** are an important part of preparation for class discussion. Each class period a reading assignment is due students will record a report of percentage read of assigned readings. A report form will be sent to you (via email) when each book is due. Please fill it out and submit. If the report form submission will only be available for 1 week after the book completion is due.

**3. Memorization of the book of Philippians** is a major project in this course. About 20-40 minutes of each class period will be dedicated to working on memory work of this book of the Bible. By the end of the semester the student will be expected to be able to quote the entire book of Philippians. The New International Version (1984) will be used. **Midterm Exam (Philippians 1-2); Final Exam (Philippians 1-4)**

#### 4. Discipline of Memorization of Philippians:

- A. Set goals for your review** 10% Do #A (in addition to assignments 1, 2, 3) to be able **to achieve a “C.”**  
 Keep a log/chart of daily review and maintain 85% of your goals. See Goals Chart Example. You will need to make your own chart and copy enough pages for semester. (or MS Excel version on BB/Course Docs) Turn in at week 4 for review.
- B. Write a daily journal of insight(s)** from 10% Do A, & B, (in addition to assignments 1, 2, 3) to be able **to achieve a “B.”**  
 the verses you are studying for the week (**2 x per week minimum**)  
**Due weekly (each Wednesday)** (typed)  
**Please turn in weekly and collect in a 3 prong folder (soft, paper—not a notebook)**
- C.. Meet 1 x per week with review group** 10% Do A, B, & C (in addition to assignments 1, 2, 3) **to achieve a “A.”**  
 Minimum 15 min. Spend the entire time reviewing. (3 people minimum) Turn in a weekly report of your group review time—who was there, how you reviewed. Each person will turn in a report. (See Group Review Report) If no one in your Group comes to meet, you can do this review with a friend.

\*An audio version of each segment can be utilized from iTunes U

#### Reading and Assignment Schedule (subject to change) verses divided into 2 sections

Week	Content of Study	Reading Assignments	Philippians
<b>Week 1</b> <b>Wed 1/21</b>	Course Introduction Benefits of Memorizing God’s Word, Techniques		<b>Phil. 1:1-4</b>
<b>Week 2</b> <b>Wed 1/28</b>	Scripture and the Brain	Vernick Ch 1 & 2	<b>Phil. 1:5-8</b> <b>Phil. 1:9-11</b>
<b>Week 3</b> <b>Wed 2/4</b>	Scripture and the Brain	Vernick, Ch. 3 Vernick, Ch. 4	<b>Phil. 1:12-15</b> <b>Phil. 1:16-19</b>
<b>Week 4</b> <b>Wed 2/11</b>	Scripture and the Brain	Vernick, Ch. 5 & 6 Vernick, Ch. 7 & 8	<b>Phil. 1:20-23</b> <b>Phil. 1:24-27</b>
<b>Week 5</b> <b>Wed 2/18</b>	Integrating Scripture and Psychological Concepts	Vernick, Ch. 9 Vernick, Ch. 10	<b>Phil. 1:28-30</b> <b>Phil. 2:1-4</b>

<b>Week 6</b> <b>Wed 2/25</b>	Vernick	<b>Paper: on BB/Course Documents: Does Case Conceptualization Really Matter? (Steele)</b>	<b>Phil. 2:5-8</b> <b>Phil. 2: 9-12</b>
<b>Week 7</b> <b>Wed 3/4</b>	Scripture and Diagnosis	<b>Powerpoint: Role of Fantasy</b>	<b>Phil. 2: 13-16</b> <b>Phil. 2: 17-20</b>
<b>Week 8</b> <b>Wed 3/11</b>	Scripture and Diagnosis	<b>Powerpoint: Creating a Vision</b>	<b>Phil. 2:21-24</b> <b>Phil. 2:25-28</b>
<b>Week 9</b> <b>Wed 3/18</b>	Scripture and Intervention	<b>McMinn, p. 1-72</b>	<b>Phil. 2: 29-3:1</b>
<b>Week 10</b> <b>Wed 3/25</b>	<b>Spring Break</b>		<b>Phil. 3: 2-4</b> <b>Phil. 3: 5-8</b>
<b>Week 11</b> <b>Wed 4/1</b>	<b>Mid Term Exam</b>	<b>McMinn, p. 73-102</b>	<b>Mid Term</b> <b>Philippians 1 &amp; 2</b>
<b>Week 12</b> <b>Wed 4/8</b>	Scripture and Intervention	<b>McMinn, p. 103-163</b>	<b>Phil. 3: 9-11</b>
<b>Week 13</b> <b>Wed 4/15</b>	Scripture and Intervention	<b>Powlison p. 1-91</b>	<b>Phil. 3:12-16</b> <b>Phil. 3: 17-21</b>
<b>Week 14</b> <b>Wed 4/22</b>	Scripture and Prayer	<b>Powlison p. 92-183</b>	<b>Phil. 4: 1-3</b> <b>Phil. 4: 4-7</b>
<b>Week 15</b> <b>Wed 4/29</b>	Scripture and Prayer Exploring Examples from Scripture	<b>Powlison p. 184-259</b>	<b>Phil. 4: 8-11</b> <b>Phil. 4: 12-15</b>
<b>Week 16</b> <b>Wed 5/6</b>	<b>Review total and wrap up</b>		<b>Phil. 4: 16-19</b> <b>Phil. 4:20-23</b>
<b>5/13 Wed</b> <b>9-11 am</b>	<b>Final Exam</b>		

**Group Review Report**

Name: \_\_\_\_\_

(You will need to print 4 of these for the entire semester, or Microsoft Excel version available on Blackboard under Course Documents)

<u>Date</u>	<u>Who was there</u>	<u>Method used for review?</u>	<u># of Times</u>
Wed _____		<b>By Group:</b> Word by Word Review _____ From Phil 1:1 to current assignment _____ Phrase by Phrase _____ Only Current assignment _____	
		<b>Individually</b> quote current assignment _____ <b>Individually</b> quote Phil 1:1 to current _____	

<u>Date</u>	<u>Who was there</u>	<u>Method used for review?</u>	<u># of Times</u>
Wed _____		<b>By Group:</b> Word by Word Review _____ From Phil 1:1 to current assignment _____ Phrase by Phrase _____ Only Current assignment _____	
		<b>Individually</b> quote current assignment _____ <b>Individually</b> quote Phil 1:1 to current _____	

<u>Date</u>	<u>Who was there</u>	<u>Method used for review?</u>	<u># of Times</u>
Wed _____		<b>By Group:</b> Word by Word Review _____ From Phil 1:1 to current assignment _____ Phrase by Phrase _____ Only Current assignment _____	
		<b>Individually</b> quote current assignment _____ <b>Individually</b> quote Phil 1:1 to current _____	

<u>Date</u>	<u>Who was there</u>	<u>Method used for review?</u>	<u># of Times</u>
Wed _____		<b>By Group:</b> Word by Word Review _____ From Phil 1:1 to current assignment _____ Phrase by Phrase _____ Only Current assignment _____	
		<b>Individually</b> quote current assignment _____ <b>Individually</b> quote Phil 1:1 to current _____	



**Reading Report**

Name: \_\_\_\_\_

Please mark the percentage read each assignment and turn in to Dr. Steele weekly, or report on Blackboard under Documents/Reading Reports.

<u>Date</u>	<u>Reading Assignment</u>	<u>Percentage Read</u>
<u>Week 2</u> <u>Wed 1/28</u>	Vernick Ch 1 & 2 Wilkinson: Passing the Test Part 1	
<u>Week 3</u> <u>Wed 2/4</u>	Vernick, Ch. 3, Ch. 4 Wilkinson: Passing the Test Part 2	
<u>Week 4</u> <u>Wed 2/11</u>	Vernick, Ch. 5 & 6, Ch. 7 & 8 Wilkinson: Wrong Response	
<u>Week 5</u> <u>Wed 2/18</u>	Vernick, Ch. 9, Ch. 10 Wilkinson/Right Beliefs	
<u>Week 6</u> <u>Wed 2/25</u>	Steele, Does Case Conceptualization Really Matter? Wilkinson: Anatomy of a Test 1	
<u>Week 7</u> <u>Wed 3/4</u>	Laaser: Role of Fantasy Wilkinson: Anatomy of a Test 2	
<u>Week 8</u> <u>Wed 3/11</u>	Laaser: Creating a Vision Wilkinson: When Faith Begins to Fail	
<u>Week 9</u> <u>Wed 3/18</u>	McMinn, P. 1-72 Wilkinson: How to Remember to Never to Forget	
<u>Week 10</u> <u>Wed 3/25</u>	Spring Break	
<u>Week 11</u> <u>Wed 4/1</u>	McMinn, p. 73-102 Wilkinson: Holding Onto Hope	
<u>Week 12</u> <u>Wed 4/8</u>	McMinn, p. 103-163 _Wilkinson: Claiming the Promises	
<u>Week 13</u> <u>Wed 4/15</u>	Powlison, p. 1-91 Wilkinson: The Character of God	
<u>Week 14</u> <u>Wed 4/22</u>	Powlison, p. 92-183 Wilkinson: Seeking God's Wisdom	
<u>Week 15</u> <u>Wed 4/29</u>	_Powlison, 184-259	

**The Department of Psychology and Counseling**  
has adopted the following policies for use in all psychology and counseling classes.

**Papers or Assignments**

All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.

Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.

Late assignments will result in a deduction of eight points per class period. Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.

All counseling students will write papers in accordance to standards set in the APA Publication Manual.

**Quizzes**

Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.

**Exams**

If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.

**Study Guide**

Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.

**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.

**Class Participation**

Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

\* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

## Bibliography

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