



The Bible in the Professional Christian Counselor COUN5311
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
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*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.*

Purpose of Course

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. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

Our Core Values

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence. What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies Addressed

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

1. *Spiritual and Character Formation*: The course affords students structured opportunities to grow personally and to learn to facilitate spiritual and character formation in others.

2. *Biblical Exposition*: The course affords students opportunities to apply sound biblical exposition in the process of meditating and memorizing Scripture.
3. *Servant Leadership*: The course affords students opportunities to learn and apply skills of counseling that assist marriages and families in developing healthier relationships, within and outside the church.
4. *Interpersonal Skills*: The course affords students the opportunity to develop their skills in counseling and through group work with others during the class.

Course Catalog 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 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

Required Textbooks:

- (Required): Kellemen, R. (2014). *Gospel centered counseling: How Christ changes lives*. Grand Rapids, MI: Zondervan. ISBN: 978-0310516132
- (Required): McMinn, M.R. (2008). *Sin and grace in Christian counseling*. Downers Grove, IL: InterVarsity Press Academic. ISBN: 978-0830828517
- (Required): Vernick, Leslie. (2009). *How to live right when your life goes wrong*. Colorado Springs, CO: Waterbrook Press. ISBN: 978-0307458490

Course Requirements

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. Students should be prepared to thoroughly discuss the reading material and demonstrate the reading/class assignments in class discussions and assignments. Students will submit an evaluation of their reading in the class.

Course Evaluation:

Class Participation	10%
Reading Assignments	20%
Memorization of Philippians	40%
Chapters 1-2 (Mid-term) (15%)	
Chapters 1-4 (Final) (25%)	
Goal Log For 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. Occasionally a small written assignment may be assigned concerning the discussion of the texts used for the course. Students are responsible to complete and turn in these assignments. 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 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 is at the end of the syllabus. A copy of the report form should be turned in on March 21 (in class), with the student retaining the original report form; a copy of the report form turned in April 11 (in class), with the student retaining the original report form; and the final report form will be turned in May 2. These report forms are late if turned in after the class time on the date 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.

- | | | |
|---|------------|--|
| <p>B. Write a daily journal of insight(s) from 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)</p> | <p>10%</p> | <p>Do A, & B, (in addition to assignments 1, 2, 3) to be able to achieve a “B.”</p> |
| <p>C.. Meet 1 x per week with review group
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.
The Testing of Your Faith: Please be accountable to your Group for listening to this series (as assigned). We will also discuss it in class some. Outlines are on Blackboard.</p> | <p>10%</p> | <p>Do A, B, & C (in addition to assignments 1, 2, 3) to achieve a “A.”</p> |

Course Policies

Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

Attendance and class participation: In accordance with NOBTS & department policy, students are expected to attend regularly and punctually all classes in accordance with NOBTS requirements. Class attendance is essential for effective learning. Students will be expected to attend all classes unless prevented by illness or emergency. No student who misses more than the maximum number of hours as prescribed below can receive credit for the course. A grade of “F” will be assigned to students who fail to attend class and meet the minimum number of hours.

Class periods missed because of late enrollment will be counted as absences. Students may not enter after the end of the second week of the beginning of each regular semester. Three occasions of arriving late for a class or leaving early from class will count as one absence. Students should take care to avoid unnecessary absences so that unexpected illness or emergencies will not cause failure in the class. The maximum number of absences without failure for a three-hour classroom course is 9 classroom hours absent. *Since this course meets once per week for three hours, this means the student may miss no more than three class periods.*

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.

- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Course Schedule

Reading and Assignment Schedule (subject to change)			verses divided into 2 sections
Week	Content of Study	Reading Assignments	Philippians
Week 1 Wed 1/24	Course Introduction Benefits of Memorizing God's Word, Techniques		Phil. 1:1-4
Week 2 Wed 1/31	Shaping Our Heart Our Response to Life's Troubles	Vernick Ch 1, 2 & 3	Phil. 1:5-8 Phil. 1:9-11

Week 3 Wed 2/7	Underlying Idols of the Heart Truth, & Our Response to Truth	Vernick, Ch. 4, 5 and 6	Phil. 1:12-15 Phil. 1:16-19
Week 4 Wed 2/14	Living to Please God, The Big Picture Disciplines of the Heart A New Way of Life	Vernick, Ch. 7, 8, 9 & 10	Phil. 1:20-23 Phil. 1:24-27
Week 5 Wed 2/21	Biological Roots Blame It On the Brain? Copy of Reading Report Form Due	Paper: on BB/Course Documents: Does Case Conceptualization Really Matter? (Steele)	Phil. 1:28-30 Phil. 2:1-4
Week 6 Wed 2/28	Mari Gras—No Class		Phil. 2:5-8 Phil. 2: 9-12
Week 7 Wed 3/7	Biological Roots Blame It On the Brain?	Powerpoint: Role of Fantasy Powerpoint: Creating a Vision	Phil. 2: 13-16 Phil. 2: 17-20
Week 8 Wed 3/14	Spring Break—No Class		Phil. 2:21-24 Phil. 2:25-28
Week 9 Wed 3/21	Principles of Application of the Bible Gleaning Truths	Scheduled Recitations of Philippians Chapters 1-2	Phil. 2: 29-3:1
Week 10 Wed 3/28	Sin and Grace in Christian Counseling Ch.1-3	McMinn	Phil. 3: 2-4 Phil. 3: 5-8
Week 11 Wed 4/4	Sin and Grace, Ch. 4-5	McMinn	Mid Term Philippians 1 & 2
Week 12 Wed 4/11	Sin and Grace, Ch. 6-8 Copy of Reading Report Form Due	McMinn	Phil. 3: 9-11
Week 13 Wed 4/18	Gospel-Centered Counseling, Chapters 1-5	Kellemen	Phil. 3:12-16 Phil. 3: 17-21
Week 14 Wed 4/25	Gospel-Centered Counseling Chapters 6-10	Kellemen	Phil. 4: 1-3 Phil. 4: 4-7
Week 15 Wed 5/2	Gospel-Centered Counseling Chapters 11-16 Reading Report Form Due	Kellemen	Phil. 4: 8-11 Phil. 4: 12-15
Week 16 Wed 5/9	Final Exam		Phil. 4: 16-19 Phil. 4:20-23

Bibliography

- Allender, D. & Longman III, T. (1994). *Cry of the soul: How our emotions reveal our deepest questions about God*. Dallas: Word.
- Bauchham, R. (2003). "Reading Scripture as a coherent story." In *The Art of Reading Scripture*, ed. by Ellen F. Davis and Richard B. Hays, 38-53. Grand Rapids, MI: Eerdmans.
- Cloud, H. (1993). *Changes that heal: How to understand your past to ensure a healthier future*. Grand Rapids, IL: Zondervan.
- Doriani, D.M.(1996). *Getting the message: A plan for interpreting and applying the Bible*. Phillipsburg, NJ: P. & R.
- Emler, M.R. (Winter 2002). "Understanding the influences on the human heart." *Journal of Biblical Counseling* 20, No. 2: 47-52.
- Johnson, E.L. (2007). *Foundations for soul care: A Christian psychology proposal*. Downers Grove, IL: InterVarsity Press.
- Manning, Brennan. (2002). *Abba's child: The cry of the heart for intimate belonging*. Colorado Springs, CO: NavPress.
- Scazzero, P. (2010). *The emotionally healthy church: A strategy for discipleship that actually changes lives*. Grand Rapids, MI: Zondervan.
- Vernick, Leslie. (2003). *How to live right when your life goes wrong*. Colorado Springs, CO: Waterbrook Press.

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>
Tues _____		By Group: Word by Word Review _____ From Phil 1:1 to current assignment _____ Phrase by Phrase _____ Only Current assignment _____ Individually quote current assignment _____ Individually quote Phil 1:1 to current _____	

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

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

Goals Chart

Set goals for your review

I will review Philippians ____x per day, at

Keep a log/chart of daily review

(Example)

Maintain 85% of your goals.

Sample Goals Chart

<u>Week</u>	<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
<u>1</u> Brushing Teeth Driving to Work Before Bed							
<u>2</u> Brushing Teeth Driving to Work Before Bed							
<u>3</u> Brushing Teeth Driving to Work Before Bed							
<u>4</u> Brushing Teeth Driving to Work Before Bed							
<u>5</u> Brushing Teeth Driving to Work Before Bed							
<u>6</u> Brushing Teeth Driving to Work Before Bed							
<u>7</u> Brushing Teeth Driving to Work Before Bed							
<u>8</u> Brushing Teeth Driving to Work Before Bed							

Reading Report

Name: _____

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

Date	Reading Assignment	Percentage Read
<u>Week 2</u> <u>Wed 1/31</u>	Vernick Ch 1, 2, & 3	
<u>Week 3</u> <u>Wed 2/7</u>	Vernick, Ch. 4, 5, & 6	
<u>Week 4</u> <u>Wed 2/14</u>	Vernick, Ch. 7, 8, 9. & 10	
<u>Week 5</u> <u>Wed 2/21</u> Week 6	Steele, Does Case Conceptualization Really Matter? Mari Gras	
<u>Week 7</u> <u>Wed 3/7</u> Wed 3/14 Wed 3/21	Laaser: Role of Fantasy Laaser: Creating a Vision Spring Break Mid Term	
<u>Week 10</u> <u>Wed 3/28</u>	McMinn, Ch. 1, 2, & 3	
<u>Week 11</u> <u>Wed 4/4</u>	McMinn, Ch. 4 & 5	
<u>Week 12</u> <u>Wed 4/11</u>	McMinn, Ch. 6-8	
<u>Week 13</u> <u>Wed 4/18</u>	Kellemen, Ch. 1-5	
<u>Week 14</u> <u>Wed 4/25</u>	Kellemen, Ch. 6-10	
<u>Week 15</u> <u>Wed 5/2</u>	Kellemen, Ch. 11-16	
<u>Week 16</u> <u>5/9</u>	Final Exam	