



COUN5311 - The Bible in the Professional Christian Counselor
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Spring 2018

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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.

Mission Statement of the Counseling Program (CACREP 2.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

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 Servant Leadership.

Curriculum Competencies

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: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution (CACREP 2.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description (CACREP 2.D.1)

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 counsees. God's word is presented as the truth, which permeates the presence of the Christian counseling environment.

Student Learning Outcomes (CACREP 2.D.2)

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 (CACREP 2.D.4)

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 Teaching Methodology (CACREP 2.D.3)

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, and written examinations.

Course Requirements (CACREP 2.D.3)

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.

Evaluation of Grade (CACREP 2.D.5)

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%

Grading Scale:

The following grading scale is used at NOBTS:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below

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 completed 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. Please report your reading percentage on Blackboard each week as assigned. You may either report on the Discussion Board, or you may report via the Mobil option. Please try to use the same report method weekly.

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 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) | 10% | Do A, & B, (in addition to assignments 1, 2, 3) to be able to achieve a "B." |
| C.. Meet 1 x per week with review group | 10% | Do A, B, & C (in addition to assignments 1, 2, 3) |
| Minimum 15 min. Spend the entire | | |

time reviewing. (3 people minimum)

to achieve a “A.”

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.

Additional Items and Policies (CACREP 1.J, G, O; 2.D.6)

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

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.

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*](#).

Classroom Parameters and Attendance

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.

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.*

Disabilities and Accommodations (CACREP 2.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP 1.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

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.

Professional Conduct (CACREP 1.0)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

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.

Professor's 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.

Plagiarism:

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright. Read the NOBTS *Student*

Handbook (p. 9) (See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf>) for a description of plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

Technical Assistance (CACREP 1.G)

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

Student Services
(CACREP 1.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	ladminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counselingservices.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule
(CACREP 2.D.1, 3, 4)

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

Week	Content of Study	Reading Assignments	Philippians
Week 1 Tues 1/23	Course Introduction Benefits of Memorizing God's Word, Techniques		Phil. 1:1-4
Week 2 Tues 1/30	Topics to To Be Announced at beginning of Semester	Vernick Ch 1, 2 & 3	Phil. 1:5-8 Phil. 1:9-11
Week 3 Tues 2/6		Vernick, Ch. 4, 5 and 6	Phil. 1:12-15 Phil. 1:16-19
Week 4 Tues 2/13	Mari Gras—No class	Vernick, Ch. 7, 8, 9 & 10	Phil. 1:20-23 Phil. 1:24-27
Week 5 Tues 2/20		Paper: on BB/Course Documents: Does Case Conceptualization Really Matter? (Steele)	Phil. 1:28-30 Phil. 2:1-4
Week 6 Tues 2/27			Phil. 2:5-8 Phil. 2: 9-12
Week 7 Tues 3/6		Powerpoint: Role of Fantasy Powerpoint: Creating a Vision	Phil. 2: 13-16 Phil. 2: 17-20
Week 8 Tues 3/13			Phil. 2:21-24 Phil. 2:25-28
Week 9 Tues 3/20	Spring Break	Scheduled Recitations of Philippians Chapters 1-2	Phil. 2: 29-3:1
Week 10 Tues 3/27		McMinn	Phil. 3: 2-4 Phil. 3: 5-8
Week 11 Tues 4/3		McMinn	Mid Term Philippians 1 & 2
Week 12 Tues 4/10		McMinn	Phil. 3: 9-11
Week 13 Tues 4/17		Kellemen	Phil. 3:12-16 Phil. 3: 17-21

Week	Content of Study	Reading Assignments	Philippians
Week 14 Tues 4/24		Kellemen	Phil. 4: 1-3 Phil. 4: 4-7
Week 15 Tues5/1		Kellemen	Phil. 4: 8-11 Phil. 4: 12-15
Week 16 Tues 5/8	Final Exam		Phil. 4: 16-19 Phil. 4:20-23

Selected Bibliography (CACREP 2.E)

- Allender, D. & Longman III, T. (1994). *Cry of the soul: How our emotions reveal our deepest questions about God*. Dallas: Word.
- Bauckham, 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 _____	

<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 _____	

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							

Total Percentage of Goals Achieved: _____