

Discipleship Counseling I: CO 501 B

Course Syllabus

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Fall 2010, Four Semester Hours
Aug 26-Dec 16
Thursday, 6:45 PM to 10:10 PM

Course Description

Discipleship Counseling I—Spiritual Theology

This course explores the nature of spirituality (spiritual theology) and its impact on Christian counseling and discipleship (spiritual formation through soul care and spiritual direction). A spiritual theology of life is presented and serves as a basis for Christian counseling and discipleship. Also studied is an in-depth theology of the soul as originally designed by God (biblical anthropology—understanding people), as deformed by sin (biblical hamartiology—how problems develop), and as renewed by Christ (biblical soteriology—the process of maturity in Christlikeness). Students are assisted to develop a coherent, comprehensive, and workable model of discipleship counseling that embraces life issues in a biblical, relational, and effective way using a historic Christian model of soul care (sustaining/healing) and spiritual direction (reconciling/guiding). **4 hours.**

Course Textbooks

Required Texts

1. Kellemen, Robert W. *Soul Physicians: A Theology of Soul Care and Spiritual Direction*. Winona Lake, IN: BMH, 2007
 - ◆ You should **not** use the first or second editions of *Soul Physicians* since major revisions have been completed.
2. Kellemen, Robert W. *God's Healing for Life's Losses*. Winona Lake, IN: BMH, 2010

Recommended Text

1. Kellemen, Robert W. *Spiritual Friends: A Methodology of Soul Care and Spiritual Direction*. Winona Lake, IN: BMH, 2007.

Course Goals (Student-Oriented Learning Objectives)

1. **Character Goals:** As a result of successful participation in this learning experience, nurtured students will be able to:
 - a. Be the type of person whose love for God, Christlike character, and dependence upon the Holy Spirit are worthy of being emulated and whose integrity imparts credibility to ministry.
 - b. Maintain a deep level of commitment to people and to a ministry of helping them with their lives in a way that pleases God.
2. **Content/Conviction Goals:** As a result of successful participation in this learning experience, nurtured students will be able to:
 - a. Develop a biblical and historical theology of humanity (anthropology), sin (hamartiology), and salvation (soteriology).
 - b. Understand and explain the issues people face in life from a thoroughly biblical perspective.
 - c. Evidence an understanding of spiritual theology, soul care, and spiritual direction.
 - d. Exegete the soul by conceptualizing four stages of relationship, four aspects of the soul's design, four aspects of the fallen soul, four aspects of the redeemed soul, and the four tasks of discipleship counseling.
3. **Competence Goals:** As a result of successful participation in this learning experience, nurtured students will be able to:
 - a. Enter deeply into people's lives with the truth and power of God's Word and the gospel of Christ's grace in order to help people to mature and to resolve spiritual, relational, and behavioral issues.
 - b. Identify with people in pain and redirect them to Christ's grace and the Body of Christ through sustaining, healing, reconciling, and guiding (discipleship counseling).

Course Requirements

1. Black Board

Blackboard, an internet course network, will be utilized in this course. Students must access Blackboard for syllabi, course notes, announcements, and other communications and materials. Students are expected to keep their personal information current in Blackboard and check the website throughout the semester for updated information. This is a very important communication tool and students will be held responsible for the information which Blackboard contains. To access Blackboard:

- a. Go to www.bible.edu. In Quick Links/Current Students click on CBS.

- b. Click on Student Academic Resources found in the left-hand side column of the screen. You will see the link for Blackboard.
- c. Click on Blackboard; you will be redirected to the Blackboard login page.
- d. Click Login. The format for your user name is cbs-firstlastname (i.e., cbs-johncalvin). Your password is the last four digits of your primary telephone number given at registration, with the following exception: *Students who have used Blackboard in the past will use the same login information as in previous semesters, including previously used passwords.*
- e. Verify that your email address is current in tools/personal information. Students are responsible for keeping their personal information current in Blackboard.
- f. If you have questions or access problems, contact Kathi Haley at khaley@bible.edu. For prompt results, requests for help should be made during regular business hours Monday through Friday.
- g. If you experience trouble printing a document directly from Blackboard, save the file to your computer first and then print.

2. Class Attendance, Promptness and Participation (15%)

Students are expected to consistently attend class and to arrive on time. Furthermore, students will learn the first name of each student in the class. Additionally, being a very practically oriented course, your class participation through discussions, small group in-class assignments, and large group class interactions will be vital. Any absenteeism may result in a grade reduction or assignment of additional work at the discretion of the professor. Over 20% absenteeism from a class will result in an automatic F. In cases where students must miss more than 20% of a course because of unavoidable work or ministry conflicts, they may make an appeal to the Associate Dean *in advance* requesting permission to remain in the course without penalty. Class participation counts 10% toward your final grade. Your participation grade will be posted weekly on blackboard and will be based on the following criteria:

9-10 – Arrived on time. Was prepared and had a good grasp of concepts presented in class and through reading. Formulated thought-provoking and meaningful questions regarding the main concepts presented. Contributed actively to group discussion. Listened and responded accordingly.

8.5 – Same criteria as above except for the student was late.

7-8 – Participated sporadically in group discussion. Volunteered occasionally. Listened and responded generally to others.

6 – Not very engaged in group discussion. Did not volunteer in classroom discussion. Responded with reticence when questioned.

5 – Contributed little or nothing to the group discussion. Was not engaged in group discussion, was distracting to others, did homework, slept, or daydreamed during class discussion.

0 - absent

3. Reading of Required Text (*Soul Physicians*) (5%)

You have assigned reading due before each class (see class schedule). All class lectures, discussions, interactions, assignments, and applications will be based upon students **having completed the assigned reading prior to the start of each class**. You will complete a *Reading Completion Form* the last day of class (see the last page of this syllabus). Reading counts **5%** toward your final class grade.

4. Reading of *God's Healing for Life's Losses (GHfLL)*, Robert W. Kellemen. (10%)

This brand new resource from Dr Kellemen and BHM is an expanded version of Dr. Kellemen's chapters on Sufferology in SP. Students must complete the reading as well as the the **Reading Summary Form (contained at the end of the syllabus)**. You are also required to report at the beginning of the summary your reading quantitatively (what percentage of the book you read: 0%-100%) and qualitatively (how meticulously you read each book—very thoroughly [looked up unfamiliar Scripture references and words as well as read important footnotes], thoroughly [read essentially every word of the main text], skimmed [read here and there, first and last sentences of paragraph], and scanned [flipped through and stopped what caught my interest because the due date was fast approaching]. Examples: "I read 80 % very thoroughly and 20 % I skimmed." "I read 100% of the book thoroughly." This assignment counts for a total of **10%** of your grade. The following is the grading criteria.

95-100

Excellent sentence structure and coherent (few if any errors). Thoughtfully answered every question. Showed evidence that the student engaged the author when reading the text. Read 96-100% quantitatively and thoroughly qualitatively.

90 - 94

Few errors in sentence structure. Mostly answered the questions. Mostly engaged the author while reading. Read 90-96 quantitatively and thoroughly qualitatively.

81 – 89

Some errors in sentence structure. Somewhat followed directions and answered the questions. Lacked coherence, and well developed thoughts. Read less than 85% quantitatively and thoroughly qualitatively.

71 – 80

Mechanical errors and sentence structure obscure the meaning of the paper. Did not follow directions and answer the questions. Read less than 60% quantitatively and thoroughly qualitatively.

5. Quizzes (50%)

At the start of every class period (see class schedule) you will be quizzed on your assigned reading from *Soul Physicians*. Each quiz counts 4% toward your final grade, for a total of **50%**. **Before your first class** you should have read and studied the Introduction and Chapter One of *Soul Physicians*.

6. Spiritual Theology Response and Application Paper (20%)

You will complete a ten-to-fifteen page, double-spaced, typed *Spiritual Theology Response and Application Paper*. You will choose one topic from among the six major topics covered in the course. Detailed explanations are provided in this syllabus. This assignment counts **20%** toward your final course grade.

Course Policies

1. **Class Attendance:** Attendance will be taken each day. Two late arrivals will be counted as one absence. Anyone missing 30 minutes or more of a class will be marked absent. More than 20% absences during the semester is an automatic “F.” Consistent tardiness hinders your learning and the learning of your fellow students. **You are expected to allow yourself enough time for weather, traffic, and other issues possibly leading to tardiness.**
2. **Late Assignments:** Late work may still be credited with a one-letter grade penalty. No late assignment will be accepted more than two weeks after its due date. **Any exceptions need to be discussed with the professor on a case-by-case basis.**
3. **Late Quizzes:** All quizzes are to be taken as scheduled (at the start of each class period). In the event of a planned absence, the student must make arrangements with the professor to take the quiz before the scheduled date. In the event of an excused unplanned absence, you may make up the quiz within one week of the scheduled date. If you fail to notify the professor before the quiz, or if your reason for missing the quiz is not valid, you will be permitted to make up the quiz, but your quiz grade will be reduced two letter grades. **It is the student’s responsibility to see to it that late quizzes are completed in a timely manner.**
4. **Cell Phones:** Please be courteous toward your fellow class members by **turning off your cell phones while in class.** If you are expecting an emergency call, then be sure to turn your ringer off and set your phone on vibrate.

Course Schedule

Class/Date	Topic	Assignment
1. Aug. 26	Introduction and Overview	Quiz 1 on <i>SP</i> Intro. and Chapter 1
2. Sept 2	God's Word	Quiz 2 on <i>SP</i> Chapters 2-3
3. Sept. 9	Christ's History and Personality	Quiz 3 on <i>SP</i> Chapters 4-5
4. Sept. 16	Satan's Schemes	Quiz 4 on <i>SP</i> Chapters 6-7
5. Sept. 23	The Beloved Bride	Quiz 5 on <i>SP</i> Chapters 8-9
6. Sept. 30	The Beautiful Bride	Quiz 6 on <i>SP</i> Chapters 10-11
7. Oct. 7	Rational, Volitional, Emotional, and Physical Beings	Quiz 7 on <i>SP</i> Chapters 12-13
8. Oct. 14	Seduction	Quiz 8 on <i>SP</i> Chapters 14-15
<ul style="list-style-type: none"> • Mid-Semester Break. Oct. 18 to Oct. 22 		
9. Oct. 28	Cisterns	Quiz 9 on <i>SP</i> Chapters 16-17 *Turn in a 50 word abstract.*
10. Nov. 4	Sufferology	Quiz 10 <i>SP</i> Chapters 18-19 <i>GHfLL</i> book review due
11. Nov. 11	Redemption	Quiz 11 on <i>SP</i> Chapters 20-21
12. Nov. 18	New Nurture and New Nature	Quiz 12 on <i>SP</i> Chapters 22-23
<ul style="list-style-type: none"> • Thanksgiving Break, Nov. 23 to Nov. 26 		
13. Dec. 2	Believers Growth in Grace	Quiz 13 on <i>SP</i> Chapters 24-25
14. Dec. 9	Putting On and Putting Off	Quiz 14 on <i>SP</i> Chapters 26-27 Final Project Due
15. Dec. 16	Glorification	Quiz 15 on <i>SP</i> Chapters 28-29
<ul style="list-style-type: none"> ◆ Note: <i>SP</i> stands for <i>Soul Physicians</i>. ◆ Note: <i>GHfLL</i> stands for <i>God's Healing for Life's Losses</i>. 		

Spiritual Theology Response and Application Paper Instruction Guide

Assignment: You will complete a ten-to-fifteen page, double-spaced, typed *Spiritual Theology Response and Application Paper*. You will choose one topic from among the six major topics covered in the course. This assignment counts **20%** toward your final course grade.

Topics: Choose one of the following subject areas that we cover in DC I and *Soul Physicians*:

- Nourishing the Hunger of the Soul: Preventative Medicine—God’s Word
- Knowing the Creator of the Soul: The Great Physician—The Trinity
- Examining the Spiritual Anatomy of the Soul: People—Creation
- Diagnosing the Fallen Condition of the Soul: Problems—Fall
- Prescribing God’s Cure for the Soul: Solutions—Redemption
- Envisioning the Final Healing of the Soul: Home—Glorification

Purpose: To study your chosen topic, examining it theologically, applying it personally, and applying it in ministry.

Sources:

1. The Bible: Choose at least one passage to do an exegetical study of your topic.
2. Books, Articles, Internet Resource: Choose at least two extra-biblical sources on this topic.

Project Outline:

1. Present your own biblical study of the topic area from the passage that you choose. Describe what your passage teaches about that topic area.
2. Compare and contrast what DC I/*Soul Physicians* says about that topic area with what your two sources say about that topic area. Where are the conclusions different? Similar?
3. Describe how you have related this topic area to your personal life relationally (spiritually, socially, self-aware), rationally, volitionally, and emotionally. What impact have DC I, *Soul Physicians*, the Bible, and your two resources had on you personally?
4. Explain how you have related this topic area to your personal ministry context. What impact have DC I, *Soul Physicians*, the Bible, and your two resources had on your ministry?

Project Grading:

- 10% Writing: Grammar, spelling, writing style, creativity, etc.
- 30% Biblical Study: Using the passage in context, exegeting and examining the passage, explaining the passage, relating the passage to your topic area, etc.
- 30% Comparison and Contrast: How well you engaged the other sources and how well you contrasted and compared the sources.
- 15% Personal Application: Looking for specific ways in which you applied the topic area to your personal life. Looking for examples in R (SSS), R, V, E.
- 15% Ministry Application: Looking for specific ways in which you have applied the topic area to your ministry context. This can be lay ministry, work ministry, pastoral ministry, etc.

Discipleship Counseling I: Reading Completion Form

Name: _____

➤ **Reading of Required Text (*Soul Physicians*)**

You have assigned reading due before each class (see class schedule). All class lectures, discussions, interactions, assignments, and applications will be based upon students **having completed the assigned reading prior to the start of each class**. You will complete a *Reading Completion Form* the last day of class.

➤ **Check the blank that best applies to you. Feel free to comment below the space you check.**

_____ I have thoroughly read all of *Soul Physicians* on time each week.

_____ I have thoroughly read all of *Soul Physicians* but not on time each week.

_____ I have thoroughly read _____ % of *Soul Physicians*.

_____ I have scanned/skimmed all of *Soul Physicians* on time each week.

_____ I have scanned/skimmed all of *Soul Physicians* but not on time each week.

_____ I have scanned/skimmed _____ % of *Soul Physicians*.

MACCD Paper Guidelines

The “M” in the MACCD is for Masters’ degree, which communicates high expectations for academic excellence that is honoring to God. Therefore, in MACCD classes where research papers are required, we have developed the following guidelines to assist you in your goal of producing God-honoring, quality graduate-level research and writing.

Basic Principles

- All MACCD research papers have specific guidelines included in the class syllabus or distributed as a supplement. Thus, the first principle is to follow carefully all instructions provided by your professor.
- For general style matters, use the first two chapters of the *CBS Paper and Thesis Manual* (available on the CBS website or for purchase in the campus bookstore).
- In many cases a fifty-word abstract of your paper (a thesis statement) will be required before you can obtain final approval for your chosen topic. Carefully follow the instructions for your abstract. In a thesis statement, you are to state succinctly the purpose for your research. Identify what you are researching, why you are researching it, what you are attempting to prove, disprove, or demonstrate. Then, outline how you will fulfill your purpose in your paper.
- Where available, review the sample paper provided on the course web site on *Black Board*.
- When you are instructed to write several sections, be sure to adequately address each assigned section of your paper.
- MACCD research papers incorporate several types of writing skills: biblical research, biblical exegesis, synthesis and analysis, self-awareness, personal application, and ministry implications. If you have never taken *Techniques of Bible Study* or have never written a position paper, ask an experienced student to look at the biblical research portion of your paper. If you are not a counseling-type and self-assessment and reflection are not your strengths, find someone who can assist you with that portion of your paper.
- Avail yourself of writing services offered on campus, such as the writing lab, the writing class, and/or the professor’s or grader’s early review of your paper.

Writing: Grammar, Spelling, Writing Style, Creativity

- Include a brief introduction that overviews your purpose, what you will cover, how you will cover it, and what passage or theme you are studying (see above on abstract and thesis statement).
- Include a brief conclusion that summarizes your findings.
- Use headings and subheadings that identify the sections of your outline.
- Proofread, proofread, proofread.

- Have at least one other person read your paper.
- Remember grammar is important. Common errors include misspellings, poor punctuation, lack of subject/verb agreement, and incomplete sentences.
- Avoid first and second person (I, me, us, we, you). The only exception would be when you are writing your personal life and ministry application sections.
- Avoid using contractions.
- Include a bibliography.
- Correctly spell the name of your professor and authors.
- Italicize book titles.
- Capitalize Bible and Scripture, but not biblical and scriptural
- Cite direct quotes by using quotation marks and endnotes or footnotes.
- Cite sources for ideas that are not directly your own by using endnotes or footnotes.
- Utilize resources for growing as a writer. Some excellent sources include Strunk and White, *The Elements of Style*, and Zinsser, *On Writing Well*.

Biblical Study: In Most MACCD Research Papers, You Will Examine a Biblical Passage in Context, Exegete the Passage, Explain the Passage, and Relate the Passage to Your Topic

- It is best to select a passage that is not too broad. For instance, Psalm 119 would be impossible to cover in a ten-to-fifteen page paper. However, a section covering five-to-ten verses of Psalm 119 would be manageable.
- If for any reason you think that you may go over the stated page limit, contact your professor for permission and be prepared to explain your reason. For example, if you believe that including an exegesis of Psalm 119 in its entirety is crucial to your argument, then you may consider requesting permission to add an appendix to your paper.
- Include a section for background or context for your passage. Scripture does not exist in a vacuum. What's the general theme of the book? Who was the intended audience? Who is the author? What was the purpose of the book? The chapter? The passage?
- Clearly state the passage that you are studying so that the reader does not have to hunt for it.
- Use basic principles of biblical study such as observation, interpretation, and application. Use principles from *Techniques of Bible Study*. If you have not taken that class, use principles from a book such as *Living by the Book* by Hendricks and Hendricks.

- Present the concepts in your own words as much as possible.
- Be careful in your use of the original languages or foreign languages. Make sure that you are using correct roots, forms, and parsing. When using the Hebrew and Greek font(s) and word(s) you should not interrupt the flow of the sentence by switching between languages. Be consistent in Hebrew with using vowel points.
- Provide introductory explanations and summary conclusions that explain to the reader why you have done this particular word study or compared those particular phrases. Great exegesis or lexical studies need to tie into your thesis and provide clarity to the reader.

Comparison and Contrast: In Many MACCD Research Papers, You Will Be Asked to Engage other Sources, Contrasting and Comparing Them

- The purpose of this section is to demonstrate your ability to use critical thinking skills to distinguish the similarities and differences between concepts as presented by different authors.
- Use at least two-to-three similarities and two-to-three differences.
- Interact with the material. Engage it. Evaluate how the views presented by the various authors are alike and unlike.
- This section is not a summary of what each source says about the topic.

Personal Life and Ministry Application: In Most MACCD Research Papers, You Will Be Asked to Describe Specific Ways in Which You Can Apply Your Research to Your Personal Life and to Your Ministry Setting.

- In this section of your paper it is acceptable to use “I” statements. In this section, you will demonstrate not only that you understand the RRVEP concepts, but that you can specifically apply them to your life and ministry.
- It is extremely helpful to use subheadings in this section. It keeps you focused and keeps the reader from having to guess which concept you are talking about. It also shows the reader that you understand the individual concepts and can distinguish them from one another.
- Use this section as an opportunity for personal development and growth. Spend some time in prayer before writing this section, asking God what you should take away from this exercise.
- While it is not necessary to reveal your deepest suffering and darkest sins, be candid about your application. You can be very specific about the application without revealing more of the precipitating events and circumstances than you want.
- Do not rush through this part. Finish well and take your time with this section. It is not an afterthought. It is an integral part of your paper.
- If you are involved in a specific ministry, state how you have already applied the concepts that you have learned from this study to that ministry. State your plans for additional

application to your ministry. Have you seen the fruit from your application? How has this study changed your heart, mind, and perceptions as you interact with those you lead and serve?

- If you are not currently in a specific ministry, how have you been able to apply informally what you have learned? With friends? With family? With fellow students? How do imagine you will apply the lessons from this study to future ministry? How has what you have learned from this study changed or shaped your ideas about future ministry?

