

SYLLABUS
Fall 2019
Intro to Christian Counseling: 03CO5000/01
Pastoral Counseling: 03PT5350/01
Reformed Theological Seminary – Charlotte
Instructor: Dr. Jim Newheiser
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Course Description

This class is a general introduction to biblical pastoral counseling, including an overview of current trends in counseling theory and practice and the role of counseling in public, private and church settings. The approach to soul care that will be taught relies upon the sufficiency of Scripture and is centered in the gospel. The class will present a basic counseling methodology that will be applied to common counseling situations, to include: biblical peacemaking, anger, fear, worry, and depression.

Course Objectives

- To help the student apply the Scriptures to counsel himself
- To inform the student about various approaches to soul care
- To build the student's confidence in Christ and Scripture to meet people's spiritual needs
- To teach the student a basic methodology of biblical counseling
- To show the student how to use Scripture to help in the most common pastoral counseling situations

Course Requirements

Reading:

1. *Instruments in the Redeemer's Hands*: Paul Tripp; P&R
2. *Counseling and Christianity Five Approaches*: Greggo and Sisemore; IVP
3. *Competent to Counsel*: Jay Adams
4. *Christ-Centered Biblical Counseling*: James Macdonald, Bob Kelleman & Steve Viars; Harvest House. Required reading chapters 1-14
5. *Help! I Want to Change*: Newheiser; Shepherd Press
6. *Help! My Anger is out of Control*: Newheiser; Shepherd Press
7. *Spurgeon's Sorrows*: Zach Eswine; Christian Focus, 2014
8. *The following articles from the Journal of Biblical Counseling*:
 - a. *Affirmations and Denials, A proposed Definition of Biblical Counseling*: David Powlison; JBC 19.1 18-25
 - b. *Critiquing Modern Integrationists*: David Powlison; JBC 11.3 24-37

- c. *Cure of the Souls (and Modern Psychologies)*: Part 2, David Powlison; JBC 25.2 13-20
- d. *Pastor as Counselor*: Powlison; JBC 26.1 p. 23-39
- 9. *Dialog between Biblical Counselors and Integrationists* (Powlison, Welch, Hurley and Berry), *Journal of Psychology and Christianity*, Winter 1997

The expectation is that students will read every word of these books and articles to receive full reading credit. Students will be graded based on their self-reporting according to the following rubric:

	Percentage of the book read the book word-for-word
	Percentage of the book skimmed
	Read by due date (Yes or No)

Reading Reports are located in the ‘additional documents’ folder in canvas and must be filled out, signed, scanned, and uploaded no later than December 5, 2019. There will be a small penalty if the reading is not completed by the due dates. Not doing the reading will result in more significant penalties. Reports submitted late or students who must be reminded to submit their report will suffer an academic penalty. Reading due dates are indicated in the Class Schedule, located at the bottom of the syllabus.

Personal Growth Project (self-counseling)

Choose a personal area in which you would like to grow. Develop a plan for change and implement your plan. The area for growth could include a qualification for eldership (1Tim 3 and Titus 1), an aspect of the fruit of the Spirit (Gal 5), or an area of pastoral counseling in which you need to improve. Find resources that speak to your issue – audios, mini-books, journal articles and books. Write a one page summary to be turned in near the beginning of the semester outlining the problem and what resources you intend to use. Write a four-page report to be turned in towards the end of the semester on how you have seen your thinking and actions change over the course of the semester with specific reference to how the resources you selected impacted you.

My View on Counseling

At the beginning of the semester students will write a two-page paper (double-spaced) on their view of the practice of counseling in the local church and what they hope to get out of this course.

How My Views Developed

At the end of the semester, students will write a five-page paper (double-spaced) on how their counseling views have developed. This paper should address issues including the sufficiency of Scripture in counseling, when and to whom to refer counselees, and the role of the church in counseling.

Website Review

Spend at least 1 hour each in browsing the following websites – CCEF, Biblical Counseling Coalition, ACBC and IBCD. Write a two-page summary of what specific resources you have found that a pastor or counselor could utilize.

Exams

There will be a mid-term and a final. Questions will likely be taken from the ACBC Counseling exam. The exams may be taken on a computer or using a blue book. The Bible will be the only reference allowed during the exam. Students may not use the concordance or study notes in their Bibles during the exam. All answers should be well-supported with Scripture. The student should plan to spend the full three hours taking each exam. The final will be taken on campus during the final exam period in December.

Midterms may be conducted outside of class time. In this case, students will be asked to adhere to the following process:

RTS Charlotte

Student Instructions for Midterm Exams outside of class

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link:
<http://www.respondus.com/lockdown/download.php?id=998253613>
 - This link is ONLY for RTS students and covers Mac and Windows applications.
 - Be sure that you are able to login to your Canvas account from the LockDown Browser before scheduling a time to take your exam.
 - The LockDown Browser application is already installed on the computers in the RTS Charlotte library. (Note that if you elect to use the library computers, your proctor must still be present throughout the duration of the exam.)
 - If you use internet filtering software (for example, Covenant Eyes) you should disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>
2. Make arrangements with a proctor to supervise the exam within the date timeframe set by the professor. The proctor cannot be a family member, current RTS student (current = taken a class within the past year but not yet graduated), or member of the library staff. Typical proctors are pastors or church staff members. For your convenience, there will be several on-campus proctor blocks where a proctor will be available to supervise your exam. Dates and times will be posted on Canvas and announced in the weekly Semper.
3. The proctor must observe student taking exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the date window specified for that midterm:
 - a. Start the LockDown Browser application using a wired or known reliable WIFI connection. We do not recommend using restaurant or coffee shop WIFI to take exams.
 - b. Have your student ID number available to input into the exam.
 - c. If you use internet filtering software, you should disable it before beginning an exam with LockDown Browser.
 - d. Login to your Canvas account using your Self-Service username and password. If you need to reset your Self-Service password, you may do so at <https://selfservice.rts.edu>.
 - e. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this **Student Quick Start Guide (PDF)**.
 - f. Time clock will begin once you open the exam.
 - g. Exam must be completed in one sitting. You may not exit and return to exam later.

- h. The exam will contain questions requiring the proctor contact information, an honor pledge, and certification that your proctor was present during the entire exam period.
5. The proctor must confirm completion at the end of the exam by emailing proctor.charlotte@rts.edu, including the *Course Name & Student Name* in the email subject line. There is a question in the exam which will prompt you to ask your proctor to send this email.
6. Proctors may be contacted to verify information regarding exam administration.
7. In the rare case of a technical issue (for example, if internet service goes out during exam), the proctor should contact the course TA. While the TA's may not be immediately available, the date and time of the email will document when the issue was reported. Please have your TA's contact information available for your proctor before opening the exam. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computers.

Please also adhere to the following RTS internet usage protocol:

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

Class Participation

It is required that students be present for all class sessions. If a student is "providentially hindered" from attending class, if possible, please notify the instructor. It is expected that students will keep current in their reading and assignments. Failure to comply with these standards will result in grade reduction, unless other arrangements have been made. During the semester, students will be expected to actively participate in class discussion.

Grading

- Required reading 20%
- Papers 20% (5% each)
- Exams 50%.
- Class participation 10%

Class Schedule (subject to change/adjustment)

August 22	Introduction: Theological, Ecclesiastical, Historical and Personal Foundations; Psychology and Christian Counseling
August 29	Psychology and Christian Counseling Reading due: <i>Competent to Counsel</i> Assignment due: Paper My View of Counseling (2 pages)
September 5	What is Biblical Counseling? Sola Scriptura and Counseling Reading due: Journal Articles plus dialog
September 12	Counseling Methodology (Part 1) Reading due: Counseling and Christianity; Five Approaches
September 19	Counseling Methodology (Part 2) Reading due: Instruments in the Redeemers Hands
September 26	Counseling Methodology (Part 3). Observation video (Danielle) Reading due: Christ-Centered Biblical Counseling.
October 3	Mind-Body relationship, Sanctification Reading due: Newheiser mini-books. Mid-term exam available
October 10	Fall Break
October 17	Anger, Depression Reading due: Spurgeon's Sorrows Mid-term exam due
October 24	Anxiety, Worry, Fear Assignment due: Website Review Paper (2 pages)
October 31	Biblical Peacemaking Assignment due: Personal Growth Project Paper (4 pages)
November 7	Suffering, Temptation
November 14	Observation videos (Dan and Debbie)
November 21	Nate Brooks: Desires from James 4 and tips for new counselors Assignment due: How My Counseling Views Have Developed Paper (5 pages) Reading report due
December 5-10	Final Exam: taken on campus during Final Exam Period

Additional Resources (Not Required)

1. *Addictions*: Ed Welch
2. *The Biblical Counseling Movement*: David Powlison; New Growth Press
3. *Depression*: Ed Welch
4. *The Biblical Counseling Movement after Adams*: Heath Lambert
5. *The Peacemaker*: Ken Sande
6. *How People Change*: Tim Lane and Paul David Tripp; New Growth Press
7. *Christian Counselor's Manual*: Jay Adams
8. *Blame it on the Brain*: Ed Welch
9. *Counseling: How to Counsel Biblically*: John MacArthur and Wayne Mack
10. The Standards of Conduct for The Association of Certified Biblical Counselors
11. Forms for counselors (available online).
12. The Journal of Biblical Counseling Archive: CCEF

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Pastoral Counseling (PT5350) & Intro to Christian Counseling (CO5000)
 Professor: Jim Newheiser
 Campus: Charlotte
 Date: Fall 2019

MDiv* Student Learning Outcomes <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		Rubric <ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	Mini-Justification
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Student must integrate hermeneutics, biblical exposition, theological themes, historical information, cultural familiarity, and verbal skills in communicating the message of Scripture
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Moderate	Student must understand the original meaning of Scripture through the use of the original language and be able to apply it in preaching the text
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Texts have theological messages that must be communicated to God's people
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Preaching itself is a sanctifying process that should remind the student of complete dependence on God
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	This is one of the goals of preaching and so should be a desire of the preacher
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Emphasizes a winsome approach to preaching, including the presentation of the truth of the gospel and the word of God to those who may not agree
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Strong	There are specific opportunities to preach the meaning of Scripture to heart and mind, and a contrived worship experience with emphasis on the ability to read Scripture in public. The application of the preached word is a way of shepherding the flock and engaging the church with the world.