



Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ by equipping students to serve the church and fulfill the great commission.

Spring 2020
COURSE: BCO 6000
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Biblical and Theological Foundations for Counseling

CONTACT INFORMATION: Please include your course ID in the subject line of your email. Appointment requests or questions may be sent via email and will be responded to within 48 hours. For grading questions, please reach out to my grader, April Thompson, at kellensebtsgrader@gmail.com.

COURSE DESCRIPTION: Biblical and Theological Foundations for Counseling is a foundational course for students that examines the biblical and theological foundations of biblical counseling. The student will learn the epistemological, anthropological, and methodological presuppositions for biblical counseling. The student will learn distinctively Christian concepts for understanding people, their problems, how they change, and basic methods and techniques of counseling.

STUDENT LEARNING OUTCOMES: Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ by equipping students to serve the church and fulfill the Great Commission. This course supports our mission by equipping students to counsel people biblically and by addressing our five core competencies (noted in brackets after each objective) of spiritual formation, biblical exposition, theological integration, ministry preparation, and critical thinking and communication. To achieve this, we desire that through this course each student would be able. . .

1. To understand epistemological, anthropological, and methodological foundations for counseling from a biblical perspective.
2. To understand counseling theories and methods from the perspective of a biblically developed, Christian worldview.
3. To develop a basic understanding of persons, their problems, and how people change derived from the Bible.
4. To apply these foundational principles to a particular life struggle.

SEBTS CORE COMPETENCIES:

Spiritual Formation: Demonstrate the knowledge and skills necessary to pursue an authentically Christian way of life, manifested by trust in God, obedience to Christ's commands, and love of God and neighbor. [Course SLO #1, 2]

Biblical Exposition: Demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures. [Course SLO #1, 2, 3, 4]

Theological Integration: Demonstrate the ability to understand and apply the doctrines of Christianity to life and ministry. [Course SLO #1, 2, 3, 4]

Ministry Preparation: Demonstrate the knowledge, skills, and Christian disposition necessary for ministry and leadership in the church and the world. [Course SLO #3, 4]

Critical Thinking and Communication: Demonstrate the ability to think critically, argue persuasively, and communicate clearly. [Course SLO #3, 4]

REQUIRED TEXTBOOKS/ARTICLES:

Adams, Jay (1986) *A Theology of Christian Counseling*, Zondervan.

Emlet, Michael (2009) *Crosstalk*, New Growth Press.

Lane, Timothy S. and Paul Tripp (2006) *How People Change*, New Growth Press.

Kellemen, Bob, and Jeff Forrey (2014) *Scripture and Counseling: God's Word for Life in a Broken World*. Grand Rapids, MI: Zondervan.

Tripp, Paul (2002) *Instruments in the Redeemer's Hands*. P & R.

Crawford, Edward and Daniel Ghormely, "Biblical Epistemology." *WRS Journal* 6/2 (August 1999) 16-23. (Available on Moodle)

Emlet, Michael. "Listening to Prozac...And to the Scriptures." *Journal of Biblical Counseling* 26/1 (2012) 11-22. (Available on Moodle)

National Institute of Health, "Information about Mental Illness and the Brain." (Available on Moodle)

Stokely, Martin, "The Integration of Psychology and Christianity." (Available on Moodle)

OPTIONAL TEXTS FOR BOOK REVIEW:

Brown, Warren B. and Brad D. Strawn. *The Physical Nature of the Christian Life: Neuroscience, Psychology, and the Church*. Cambridge: Cambridge University Press, 2012.

Cooper, John W. *Body, Soul, and Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate*. Grand Rapids, MI: Eerdmans, 1989.

Cortez, Marc. *Theological Anthropology: A Guide for the Perplexed*. New York, NY: T & T Clark International, 2010.

Dew, James K. *How do we Know?: An Introduction to Epistemology*. Downers Grove, IL: IVP

- Academic, 2014.
- Hoezee, Scott E. *Proclaim the Wonder: Engaging Science on Sunday*. Grand Rapids, MI: Baker Books, 2003.
- Johnson, Eric L. *Foundations for Soul Care*. Downers Grove, IL: InterVarsity Press, 2007.
(Only parts I & II required for analysis/review)
- McMinn, Mark R. *Sin and Grace in Christian Counseling: An Integrative Paradigm*. Downers Grove, IL: IVP Academic, 2008.
- McMinn, Mark R. *Why Sin Matters: The Surprising Relationship between our Sin and God's Grace*. Wheaton, IL: Tyndale House, 2004.
- Poythress, Vern S. *Redeeming Science: A God-Centered Approach*. Wheaton, IL: Crossway Books, 2006.
- Webb, Marcia. *Toward a Theology of Psychological Disorder*. Eugene, OR: Cascade Books, 2017.
- Weeks, Noel. *The Sufficiency of Scripture*. Carlisle, PA: Banner of Truth Trust, 1988.
- Worthington, Everett L. *Coming to Peace with Psychology: What Christians Can Learn From Psychological Science*. Downers Grove, IL: IVP Academic, 2010.

COURSE REQUIREMENTS:

This course satisfies the SEBTS credit hour policy. SEBTS expects students to spend approximately two hours of out-of-class work for every one hour of in-class work. The course requirements below seek to reflect these expectations.

Regular class attendance, including active participation in discussions and presentations.

Students should come prepared ready to engage in course discussion. Students will be required to report on their attendance at the end of the term and should notify the professor in advance of any absences. The instructor reserves the right to deduct points from a student's final grade for excessive absences.

Reading assignments completed on time. The course reading in the schedule below is required. Staying on schedule with the reading is essential for fruitful discussions and case discussion in the classroom.

Later in the semester, in addition to reading, there will be several videos you will be required to watch. The link to those videos is: <http://impactededucationtherapy.com/acounselingskillsprimer/> For 4/22, you should watch the Nonverbal skills, Listening microskills, and Questions sections, then for 4/29, you should watch the Influencing microskills and Mesoskills. Each video should be watched in its entirety. Rpreading/viewing and participation will count for 10% of your grade.

Extended case study paper. In lieu of a midterm and final, the student will submit a paper based on a case study given by the professor. This paper accounts for 40% of the student's final grade.

For this assignment, the student will have the opportunity to choose three key ideas/sub-topics from each major section of the course (epistemology, anthropology, and methodology) and draw connections between those ideas and the counselee's struggle. In particular, the student will note

four things in each sub-section: a brief introduction of the topic (2-3 sentences), how the topic or idea shows up in the counseling scenario, why it is significant within the counseling conversation, and how it impacts or would impact subsequent counseling. The student will then prepare a paper sharing these connections. More specifically, each sub-topic addressed should be a long paragraph of at least ½-¾ of a page, no more than one full page, with the bulk of the space spent on counseling implications. Throughout the semester, the student will receive feedback from his/her classmates as well as the professor, getting the opportunity to edit and revise their paper before turning it in at the end of the semester. The final paper should use both first-level (“Epistemology”) and second-level (“Sources of Authority”) headings to delineate topics covered, and should include both an introductory and conclusion paragraph. Finally, following the “Methodology” section, the student should include a “Take-Aways for Future Counseling Practice” section of ¾-1 page, sharing their thoughts on how these connections influence future cases (in other words, what have you learned from this case study exercise that will influence your future counseling?). The paper should be submitted following Turabian guidelines for title page, margins, and font.

Critical analysis paper. Students will choose one of the optional texts listed above and submit a 6-8 page paper (double-spaced) summary and analysis paper. The paper should include 3-4 pages of summary, noting key themes from throughout the text, as well as 3-4 pages of analysis, including strengths, weaknesses, and points of agreement and disagreement as well as substantiation for those claims. Please note: students should maintain a stance of humility and grace in their evaluation of these texts, while still clearly articulating strengths/weaknesses and agreement/disagreement. This paper will count for 20% of your final grade.

Ministry Contacts (2). The student will submit two summaries of intentional ministry contacts throughout the term. While these do not need to be formal “counseling” situations, they should be intentionally providing counseling and biblical direction. Students should provide at least 2-3 pages for each report, including information such as the presenting problem, key areas of change needed, counsel provided, and at least two Scripture passages that directly speak to the life struggle. Each report will count for 5% of your final grade.

Scripture memory quizzes (4). It is important for students to hide God’s Word in their hearts. Students will memorize four passages of Scripture, per the schedule below. Each quiz counts for 5% of the final grade. By completing the quiz on Moodle, the student is acknowledging that he/she is not using any helps or aids, but is reporting Scripture he/she has memorized. The student may memorize the passage in any translation. Since it is important for students to know any mistakes in their scripture memory, the student should write out the passage from memory, then grade themselves on the passage, taking off one point for each error. The student should then submit the document containing the passage with errors marked/highlighted, and their resulting grade. Each quiz will be open from 12:05AM, Monday through 11:55PM, Sunday of the week it is due according to the Course Schedule. There are no makeup quizzes.

Please note: Students must complete all requirements of the course. The professor reserves the right to give a failing grade should assignments be missing.

All assignments must be written using Turabian style writing, including a proper title pages, references page (if applicable), Times New Roman 12 pt. font, double spacing, and footnotes (if

applicable). Please proofread for spelling, grammar, and formatting errors. Students are strongly encouraged to take advantage of the Writing Center. However, students should be aware of Writing Center turnaround times; the late penalty will still apply, even if the Writing Center is delayed in returning papers.

COURSE GRADING WEIGHT:

Extended Case Study Paper- 40%
Scripture Memory Quizzes (4)- 5% each
Ministry Contacts (2)- 5% each
Critical Analysis/Book Review- 20%
Reading and Participation- 10%

COURSE SUBMISSIONS REQUIREMENT:

All written assignments are due by 5:00 pm on the due date and are to be turned in electronically via Moodle. Late submissions will be penalized 3% per day, unless prior arrangements have been made with the professor. Please note that arrangements for late submissions will only be granted in cases of emergency (for instance, a death in the family or hospitalization). Late submissions will not be granted without penalty for poor planning.

EVALUATION/GRADING: Assignments for this course will be evaluated according to the following criteria:

1. Does the work illustrate the student's grasp of basic concepts, definitions, and principles related to biblical counseling?
2. Does the student demonstrate clear and specific interaction with the assigned reading material in discussions and assignments?
3. Is there evidence of the student's personal reflection on the topics discussed? Does the work illustrate the student's independent research and learning?
4. Does the work reflect the student's responsibility to prepare both academically and practically, i.e., has the student attempted to apply the material to his/her ministry setting or to the local church in general?
5. Does the work fulfill the assignment by the required date? Because ministry itself demands discipline, students are expected to meet established deadlines for submitted work. **Unless otherwise previously agreed upon, the grade for work submitted late will be lowered three percentage points for each day beyond the original submission deadline.**
6. Is the assignment written at a level appropriate for master's level work? Does the work follow proper style?
7. Proper punctuation, grammar and absence of typographical errors are expected from graduate-level students. Typographical errors sometimes slip through even the most diligent of proof-reading. However, work turned in with more than 3 punctuation, grammar, or typographical errors on a single page will be returned. The student will have the option of rewriting the assignment with a 10 point penalty or taking a zero as a grade on the assignment. **PROOFREAD YOUR WORK!**
8. Does the work follow current Turabian guidelines? For example, you should use

Times New Roman 12pt. font, have 1” margins, and include a proper title page/references page (if references used) for each assignment.

COURSE GRADING:

The Seminary grading system will be adhered to: 100-95 =A; 94-87= B; 86-77 =C; 76-70= D

COURSE SCHEDULE:

Week:	Date:	Topic:	Reading:	Assignments:
1	1/29	Introduction/Syllabus/ Understanding of reality	Adams ch. 1-2, Kellemen & Forrey, ch. 1-3	
2	2/5	Epistemology: Sources of knowledge and authority	Crawford and Ghormely article, Kellemen & Forrey, ch.4 & 9	
3	2/12	Epistemology: General and Special Revelation	Emlet ch. 1-4 Kellemen & Forrey, ch. 5-7	Scripture Memory Quiz 1
4	2/19	Anthropology: Human constitution	Adams ch. 8, Kellemen & Forrey, ch. 8	Draft of Epistemology section of Case Study paper due (bring to class)
5	2/26	Anthropology: The role of the body and brain; medication	NIMH The Brain and Mental Illness Article Emlet, <i>Listening to Prozac...</i> article	
6	3/4	Anthropology: Sin & evil/ relationships	Adams ch. 9-11, Kellemen & Forrey, ch. 13	Ministry Contact #1 Due
7	3/11	Spring Break		
8	3/18	Methodology: Sin & grace; Framework for Counseling	Adams ch. 12-16, Kellemen & Forrey, ch. 10-12 Tripp ch. 1-3	Scripture Memory Quiz 2
9	3/25	Methodology: Counseling Process	Tripp ch. 4-14 Kellemen & Forrey, ch. 17-20	Draft of Anthropology section of Case Study paper due (bring to class)
10	4/1	Methodology: Secular psychology/ Christian counseling spectrum	Kellemen & Forrey, ch. 14-15 Stokely article	Scripture Memory Quiz 3
11	4/8	Easter Break		
12	4/15	Methodology: Counseling skills	Article on Moodle Emlet ch. 5-11	

13	4/22	Methodology: Counseling skills (continued)	Watch Microskills videos, part 1 Lane & Tripp, ch. 1-8	Ministry Contact #2 Due
14	4/29	Methodology: Counseling skills (continued)	Watch Microskills videos, part 2 Lane & Tripp, ch. 9-16	Critical Analysis/ Book Review Due
15	5/6	Ecclesiology/Eschatology Case Study: Suffering	Adams ch. 17-24 Kellemen & Forrey, Conclusion	Draft of Methodology section of Case Study paper due (bring to class) Scripture Memory Quiz 4
16	5/13	(Finishing Case Study Paper)		Case Study Paper Due Reading Log Due

ACADEMIC INTEGRITY: Cheating or plagiarism of any kind will result in an immediate failing grade on the assignment with no chance for resubmission. The professor does have the option either to allow the student to remain in and complete the course or to dismiss the student from the course completely. Regardless of the professor's ruling, all cases of cheating or plagiarism will be reported to the Dean of Students Office and the appropriate Academic Dean(s) where further disciplinary action will be considered. At the very least, a permanent record of the infraction will be kept in the student's file. For further information regarding this policy, please refer to the 'Plagiarism & Cheating' section of the Student Handbook.

NOTE: Southeastern Seminary policy states, "In no case may a student merely copy and paste any material from one paper to another without the prior written permission of the instructor. In the rare case when a student is given permission to use his/her own scholarly work in subsequent research, the student must still cite his/her previous coursework as an unpublished paper. Failure to follow these guidelines constitutes plagiarism, and all appropriate penalties will apply."

INTERNET USE DURING CLASS: Southeastern's policy is that students are **NOT** permitted to log in to the internet or other local networks during class unless specifically authorized by the professor.

DISCLAIMER: This syllabus is intended to reflect accurately the course description, course objectives, general content, grading criteria, course requirements, attendance requirements, and other information necessary for students to appraise the course. However, the professor reserves the right to modify any portion of this syllabus as may appear necessary because of events and circumstances that change during the term.