

SOUTHERN CALIFORNIA SEMINARY

2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

BC-510 FUNDAMENTALS OF PASTORAL COUNSELING

Fall 2016, Module 2
November 11-December 14
Online & Wednesdays 7:00-10:00pm

Professor: Dr. Luther Smith, Psy.D

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Course Description

Fundamentals of Pastoral Counseling is an interactive study class to equip the student with biblical knowledge and counseling skills to provide hope, help and healing to the hurting. The course will assist students to formalize their philosophy of counseling and to develop a practical plan for pastoral counseling. *3 Units.*

Professor's Additional Comment

This course will emphasize counseling strategies and skills to equip the Christian leader to provide wise counsel and encouragement to hurting people. The course work is based on a training program designed to equip Christians to encourage one another, build up one another, pray for one another, forgive one another, exhort one another, love one another and edify one another.

Required Textbooks

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Adams, Jay E. *Competent To Counsel* Grand Rapids: Zondervan, 1986. ISBN-13: 978-0310511403, \$18.19 (Amazon price) or \$9.99 (Kindle).
3. Crabb, Larry. *Effective Biblical Counseling* Grand Rapids: Zondervan, 1986. ISBN: 0310225701 or ISBN-13: 9780310225706 \$12.49 (CBD) or \$ 18.99 (retail).

Recommended Textbooks

1. Adams, Jay E. *The Christian Counselor's Manual* Grand Rapids: Zondervan, 1986. ISBN-13: 9780310511502, \$14.99 (CBD price) or \$22.99 (retail).
2. Kruis, John G. *Quick Scripture Reference for Counseling, 3d ed.* Grand Rapids: Baker Books, 2000. ISBN 0801091020 or ISBN-13: 9780801091025, \$8.84.
3. Hawkins, Ron and Tim Clinton *The Quick-Reference Guide to Biblical Counseling* Grand Rapids: Baker Books, 2009. ISBN: 0801072255 or ISBN-13: 9780801072253, \$15.49 (CBD)

or \$26.99 (retail).

4. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researcher*. 7th ed. Chicago: University of Chicago Press, 2007.

Learning Objectives The student who successfully completes this course will be able to . . .	Masters' Program Objectives*	SCS Goals**
1. Establish a basic understanding of Christian philosophy of counseling.	2,4	1,2,3,4,6
2. Examine primary symptoms and sources of personal, emotional, relational and spiritual problems.	2,4	5,6,7
3. Formulate a personal philosophy and plan for counseling that maximizes personal strengths.	2,4	2,3,5,6
4. Identify and articulate the primary problem areas faced by individuals and families in the local church.	4	2,3,5,6
5. Acknowledge the personal and spiritual strengths and qualifications for effective biblical counseling.	2,4	2,3,5,6
6. Offer biblical counseling to assist others to deal with grief, spiritual issues, depression, anxiety, worry, fear, broken relationships and anger.	4	1,2,3,4,5,6

*The goals for master's level programs are found on page 78 of the seminary catalog.

**The objectives for SCS are found on page 2 of the seminary catalog.

Methods of Instruction

1. Lecture and discussion, and homework
2. Paper.
3. Biblical Counseling Plan
4. Intervention Folder
5. Journal
6. Vignettes.

Course Requirements

1. ***Attendance and participation:*** Students must attend every class. There is no substitute for class participation and relational experiences. An absence does not excuse the student from meeting the assigned due dates. It is the student's responsibility to obtain the class notes from another student. ***In addition to this additional assignments will be given to make up the content and presentation from the class that was missed.***

2. **Vignettes:** Students, along with the instructor, each week in class will observe a particular vignettes and walk through the vignettes in how one would counsel biblically. This will include observing the presenting problem, establishing short and long term goals, and interventions to meet this goal. These vignettes will be discussed on Blackboard.
3. **Biblical Counseling Plan:** Students will complete a Biblical counseling plan for either an individual, couple, child, or family observing the presenting problem, 3 short term goals, 2 long term goals, and at least 3 interventions for treatment to assist in presenting problem. Template will be given on Blackboard.
4. **Counseling Reflection Journal:** Student will find individuals every week to perform a *mock* biblical counseling session, and write 1-2 pages on their thoughts and reflections from the session. We will also discuss some of those reflections in class.
5. **Reading Reflection Journal:** Student will write a 1-2 page paper on reflections from the weekly reading. This reflection will include the main points of the reading, as well as reasons of agreement and disagreement with the main points of the chapters.
6. **Intervention Folder:** Students will collect interventions to use in counseling. They can find these interventions in various places (Internet, books, etc.) to use. Students, weekly, will provide at least 5 interventions per week, and will post their best intervention for the week on Blackboard, discussing the pros and cons of this intervention.
7. **Philosophy of Counseling:** Students will write an 8-10 page paper on their own philosophy of counseling using Scripture references, information from the lectures and readings, as well as other sources.

See the course schedule for homework assignments. **NO LATE HOMEWORK OR PAPERS ACCEPTED!**

Sequence of Instruction:

Read the table like this, “At Session ____ on _____, the scheduled session content is _____, and the assignment *due that session* is _____.”

Session	Date	Session Content	Assignment Due
1	11/2	<ul style="list-style-type: none"> • Review the syllabus, and answer questions. • Review the assignments (Biblical Counseling Plan, Intervention folder, reading reflection and Philosophy of Counseling assignments) • Lecture #1: Veritology and Source of Authority. 	<p><i>This is the pre-session assignment due Session 1.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Read and study Adams (chpts. 1-2)</i> <input type="checkbox"/> <i>Read and study Crabb (chpts. 1-2)</i> <input type="checkbox"/> Reading Reflection Journal #1 due.
2	11/9	<ul style="list-style-type: none"> • Discussions on the reading of Adams and Crabb 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Read and study Adams (chpts. 4-5)</i>

Session	Date	Session Content	Assignment Due
		<ul style="list-style-type: none"> • Reviewing Biblical Counseling Plan • Vignette: The Conflicted Couple. • Lecture #2: Ruminations of Psychology and Truth. 	<ul style="list-style-type: none"> ❑ Read and study Crabb (chap. 4) ❑ Reading Reflection Journal #2 due. ❑ Provide 5 interventions for Individual Biblical Counseling for your folder due.
3	11/16	<ul style="list-style-type: none"> • Reflections concerning mock marital counseling session. • Discussions on interventions. • Vignette: Problem with Pornography. • Lecture #3: Basic techniques of counseling. 	<ul style="list-style-type: none"> ❑ DON'T FORGET! IT IS TIME TO ORDER YOUR TEXTBOOKS FOR NEXT MODULE! ❑ Read and study Adams (chap. 8) ❑ Read and study Crabb (chap. 9) ❑ Reading Reflection Journal #3 due. ❑ Journal reflection: Individual counseling due. ❑ Provide 5 interventions for counseling an adolescent due.
4	11/23	<ul style="list-style-type: none"> • Reflections concerning mock sessions with individual counseling experience. • Vignette: Family Hostility • Lecture #4: A Brief Look at Law and Ethics in Biblical Counseling. 	<ul style="list-style-type: none"> ❑ Read and study Adams (chap. 3) ❑ Read and study Crabb (chap. 10) ❑ Reading Reflection Journal #4 due. ❑ Journal reflection #3: Adolescent Counseling due ❑ Provide 5 Interventions for counseling a family due.

Session	Date	Session Content	Assignment Due
5	11/30	<ul style="list-style-type: none"> • Reflections concerning mock adolescent counseling experience. • Vignette: Came out of the closet: Homosexuality. • Lecture #5: Suffering, Adversity, and Biblical counseling. 	<ul style="list-style-type: none"> ❑ <i>Read and study Adams (chap. 7)</i> ❑ <i>Read and study Crabb (chap. 6)</i> ❑ Reading Reflection Journal #5 due. ❑ Final Reflection Journal: Family Counseling due. ❑ Provide 5 interventions for children for children due. ❑ <u>REMEMBER: Biblical Counseling Plan is due week six!</u>
6	12/7	<ul style="list-style-type: none"> • Quiz on Lecture #5 • Reflection concerning family counseling. • Vignette: A Family Affair. • Lecture #6: The Doctrine of Vocation and Biblical Counseling. 	<ul style="list-style-type: none"> ❑ <i>Read and study Adams (chap. 9-10)</i> ❑ <i>Read and study Crabb (chap. 7)</i> ❑ Reading Reflection Journal #6 due. ❑ Provide 5 interventions for grief, loss, and trauma due. ❑ <u>BIBLICAL COUNSELING PLAN IS DUE.</u> ❑ <u>INTERVENTION FOLDER DUE WEEK 7!</u> ❑ <u>PHILOSOPHY OF COUNSELING DUE WEEK 7!</u>
7	12/14	<ul style="list-style-type: none"> • Debrief and Reflections on the course. • Video: Del Tackett: God Cares: Do I? 	<ul style="list-style-type: none"> ❑ <i>Read and study Adams (chap. 11)</i> ❑ <i>Read and study Crabb (chap. 8)</i> ❑ <u>INTERVENTION FOLDER DUE!</u> ❑ <u>PHILOSOPHY OF COUNSELING DUE.</u>

Student Evaluation

Participation	10%
Reading Reflection Journal.....	10%
Biblical Counseling Plan.....	10%
Counseling Reflection Journal	10%
Intervention Folder and interaction on Blackboard	25%
Philosophy of Counseling Paper	35%
	<hr/>
	100%

Helpful Information

Grade Scale

Grade	Percent	Grade	Percent
A	= 95–100%	C	= 77–79%
A-	= 92–94%	C-	= 74–76%
B+	= 89–91%		
B	= 86–88%		
B-	= 83–85%		
C+	= 80–82%		

For graduate students, a grade lower than “C-” will be lowered to “F.”

Attendance Policy

SCS assumes that, other factors being equal, there is a direct relationship between the time a student spends attending a course and the quality of the education received during the course. Because students are sometimes absent from course sessions, criteria for determining whether attendance has been sufficient to meet particular course requirements, overall degree minimums, and legal and financial aid requirements are necessary.

Trimester Course Attendance

For trimester courses, more than 10 minutes late is a tardy and more than 20 minutes late is an absence. Two tardies count as one absence.

Academic Integrity

Southern California Seminary expects its students to be “above reproach” in their personal and academic lives (1 Timothy 3:2-7). If evidence of academic dishonesty is discovered, the Dean of the program with the Director of Student Affairs will investigate the matter and apply discipline.

Plagiarism is treating another person's work as one's own. It includes taking another's words, sentences, ideas or outlines without giving proper credit to the source, including that of copying from other students. One who aids another student in plagiarism is likewise guilty of the same deception and will receive an academic penalty. The minimum penalty is failure of the paper; test, etc. where the deception occurred. The maximum penalty is dismissal from school.

Cheating is never tolerated at SCS, and any student caught cheating will be disciplined accordingly. The discipline may result in suspension or expulsion from the program.

Library

The SDCC/SCS Library website is your gateway to library resources and information. Go to <http://www.sdcc.edu/library/>. Click on Southern California Seminary Library to access Seminary specific resources for theology and counseling/psychology.

Use the library catalog, Athena, to find out what books the library owns and whether they are available. The online catalog is accessible through the library's web site. You can look at your own account through the library catalog, find out what books you have checked out and renew them. Click on Access Patron Info, enter your library barcode number and your first name.

There are several lists to help you locate periodical titles: Print Subscriptions, Electronic Subscriptions and Selective full-text Christian Periodical Index links.

The library subscribes to over 30 research databases with over 16,000 indexed and 8,000 full-text sources. They are accessible through the library's web page with a user ID and password. The library also has several e-book collections: ebrary, netLibrary and PsycBooks. You can go directly to the collections through Research Databases or the library catalog.

How to do library research? TILT is an online tutorial that introduces students to research sources and skills. Library Guides: Database Guides, How2Guides, bibliographies, etc., help students use the databases, understand the research process, and evaluate sources. Research Strategies Classes, held in the library's Cayot Room, walks students through the research process, the search features of several databases and hands-on practice.

The library is open 73 hours a week during the fall and spring semesters. Holiday and summer hours are posted on the library door, website, and bulletin board across from the SCS student mailboxes. A book drop is provided outside of the library.

Turabian Format for Papers

This information is taken from Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (5th edition). It covers basic format issues you will encounter when writing your papers. Use the *Manual* to resolve unanswered questions. More information will be given during the class sessions.

Body Text

1. You will use footnotes to cite your sources. Make a complete citation for the first citation from each source. For books, a complete citation always includes: author, title, place of publication, publisher, date of publication, and page number(s). If you cite only one source

by an author, only the author's name and page number is required for subsequent citations. If you cite more than one source from an author, follow the first citation of each source with a sentence explaining how you will cite it thereafter. For example, "Hereafter cited as Poe, *Tale Heart*."

2. Number all pages of the paper, including the bibliography pages. Place the page number at the bottom center of all pages.
3. Double-space text with the 1-inch margins from all four edges. Quotations of five lines or more are BLOCK QUOTES. Format block quotes by indenting ½-inch from the left margin, single-spacing the text, and placing a blank line above and below the quotation. Do not use quotation marks at the beginning or end of the quotation.
4. Single-space footnotes and bibliography entries within each entry and double-space between entries.
5. Begin each paper with a title page. Include the title of your paper, your name, the department name and course number found on the course syllabus, and the date submitted. Insert a blank sheet of paper after the title page. See Turabian, Section 1.6, for details.
6. When using a word processor, use the left margin feature. Do not use the justified-text feature. Do use the superscript feature to insert footnote numbers into the text.
7. Know the difference between primary and secondary sources, and use as many primary sources as possible.
8. Periodicals come in at least three categories—newspapers, magazines, and scholarly journals. Learn how to use the indexes to find information in these periodicals.
9. Spell out numbers "one" through "ten" and those that begin a sentence.

Footnotes

1. Arrange notes in numerical order at the foot of each page (footnotes). Begin a footnote at the bottom of the page on which it is referenced. Extend it to the bottom of the following page if the note is long. See Turabian, sample 14.43.
2. Format footnote reference numbers as a superscript—an Arabic numeral typed slightly above the line. In the text, the reference number is placed immediately at the end of the material cited. In the note, the reference number is placed at the beginning, indented ½-inch. Start footnote reference numbers with 1, 2, etc. at the beginning of each chapter.
3. In the first citation of a work, include in the note the author's full name, title of the work, specific reference (volume, if any, and page number), and facts of publication (place of publication, publisher, and date of publication). Use the short-format described for subsequent notes.
4. The short format normally includes a shortened title followed by the page number. However, if the current note is from the same work cited in the immediately previous note, you may use the Latin abbreviation *ibid.* (include the period).
5. If the work has already been cited, but not in the immediately previous note, you may use either (a) author's last name, title of book or article, and page number, or (b) author's last name, page number, and the title of the work if more than one work by the same author is cited.

Examples of Notes

For other examples, see Turabian, pages 177–203. All note entries are marked with "N".

Book

¹ John Hope Franklin, *George Washington Williams: A Biography* (Chicago: University of Chicago Press, 1985), 54.

Editor

² Robert von Hallberg, ed., *Canons* (Chicago: University of Chicago Press, 1984), 225.

Article in a Journal

³ Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Bibliographies

1. Bibliography entries are arranged in alphabetical order beginning on a page of their own. Do *not* classify the entries by the type of work (book, periodical, etc.). Some examples are given below. See Turabian, pages 177–203 for more. In Turabian, bibliography entries are marked with "B".
2. Format bibliographical entries flush left, with subsequent lines within the entry indented five spaces (known as a *hanging indent*).
3. Place the family name first followed by a comma and then the first name (e.g., Doe, John).
4. Use periods at the end of each main part—author's name, title of work, and facts of publication. In the case of periodical bibliographical entries, put parentheses around the dates of publication when these follow a volume number.
5. Include page numbers only when the item is a part of a whole work—a chapter in a book or an article in a periodical. Do not use *page*, *pages*, *p.* or *pp.*, simply state the page numbers.

Examples of Bibliographical Entries

Book

Franklin, John Hope. *George Washington Williams: A Biography*. Chicago: University of Chicago Press, 1985.

Editor

von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

Article in a Journal

Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175–184

Course Bibliography

The Holy Bible. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.

Collins, Gary (1998). *Christian Counseling*. Dallas: Texas. Word Publishing.

Collins, Gary. (1995). *How to be a People Helper*. Wheaton, IL: Vision House Pub.

Nichols, Ken. *Affectionate Afflictions*. El Cajon, CA.

Nichols, Ken (2004). *Harnessing the Power of Fear*. El Cajon, CA: Alive Counseling Ministries.

Nichols, Ken. *The Life-Changing Power of Perspective*. El Cajon, CA.