Course Objectives
This course will enable students to:

- Broaden their understanding of counseling to include all relationships
- Build a thoroughly biblical understanding of the local church as a ministering community where everyone plays a part
- Find their place of ministry within the context of the local church and to help others do the same
- See the importance of both public and private ministry of the Word and how they interrelate
- Examine present ministry opportunities

Class Introduction
Counseling in the Local Church is a course that takes a biblical understanding of the way in which the Gospel enables people to change and discusses how to practically apply this to ministry. Some of you have already learned about how the Gospel enables you to help another person change. Now you will work out how to put this Gospel-driven model to use in the primary context in which God works change: your relationships within the body of Christ. Therefore, we will be addressing questions such as, Where are your opportunities to help others change? Where does counseling fit into your everyday life? Where does it fit into the local church? How will the model of change and influence shape a local church: its worship, preaching, evangelism, missions, offices, youth ministry, fellowship, children’s programs, equipping, etc.? You might say that what we are doing in this class is developing a practical ecclesiology.

Consider the following statements:

- You are a counselor/discipler, whether or not you think of yourself as one.
- You are a counselee/disciple, whether or not you think of yourself as one.
- 99.9% of life-influencing counseling/discipleship does not take place in the professional counselor’s office.
● Counseling/discipleship takes place in everyday life: every day, in every life. In fact, everyday life is counseling/discipleship.
● Your words (“lips, mouth, voice, answer, throat, and tongue”) influence others for good or ill. Your actions (model, example, and walk) influence others for good or ill.
● You are similarly influenced by others.
● Biblical counseling/discipleship is fundamentally church-based.

If these statements are true, you face a series of questions. How are you a wise or a foolish counselor/discipler? Are you becoming wiser? Where are your opportunities to help others change into God’s image? Who has God called you to help? How can you turn counseling/discipleship knowledge into counseling/discipling action? Counseling in the Local Church gives you the opportunity to answer these questions.

Required and Recommended Reading

Required Reading

How People Change, Lane and Tripp, New Growth Press
Instruments in the Redeemer’s Hands, Paul Tripp, P&R Publishing

Recommended Reading:
This list is a working bibliography of resources for pastoral, counseling and discipleship ministry.

1. Redemptive Community

Life Together: The Classic Exploration of Life in Community, Dietrich Bonhoeffer
Pastoral Theology in the Classical Tradition, Purves
It Takes a Church To Raise a Christian: How the Community of God Transforms Lives, Bolsinger
The Institutes, Book Four, John Calvin
The Living Church, John Stott
Worship Matters, Bob Kauflin
How People Change Curriculum, Tim Lane and Paul Tripp
Change and Your Relationships Curriculum, Tim Lane and Paul Tripp
Crossroads Curriculum, Ed Welch

2. Self Counsel: Gospel Living

The Doctrine of the Christian Life, John M. Frame
The Discipline of Grace, Jerry Bridges
The Gospel for Real Life
In the Grip of Grace, Bryan Chapell
The Golden Booklet of the True Christian Life, John Calvin
Counsel From the Cross, Elyse M. Fitzpatrick and Dennis E. Johnson
How People Change, Tim Lane and Paul Tripp

3. Community Counsel: Witness

The Contemporary Christian, John Stott
Seeing With New Eyes, David Powlison
Blue Like Jazz, Donald Miller
A Faith Worth Sharing, Jack Miller
Ministries of Mercy, Tim Keller  
Evangelism: Doing Justice and Preaching Grace, Harvie Conn  
Spiritual Birthline, Stephen E. Smallman  
To Live in Peace: Biblical Faith and the Changing Inner City, Mark Gornick

4. Public Counsel: Preaching and Lifestyle  
Holiness, J. C. Ryle  
Baptism and Fullness, John Stott  
Charity and its Fruits, Jonathan Edwards  
Christ-Centered Preaching: Redeeming the Expository Sermon, Bryan Chapell  
Preaching Christ in all of Scripture, Ed Clowney  
The Supremacy of God in Preaching, John Piper  
The Pastor as Counselor, David Powlison, Journal of Biblical Counseling 26.1

5. Sought and Created Counsel: One Anothering  
Speaking Truth in Love, David Powlison  
Why Small Groups, C. J. Mahaney  
The Crisis of Caring, Jerry Bridges  
Love Walked Among Us, Paul Miller  
Build Up One Another, Gene Getz

6. Unsought One on One Counsel: Dealing with Obstacles  
The Peacemaker, Ken Sande  
Life Together, Dietrich Bonhoeffer  
Practicing Forgiveness, Tim Lane  
Choosing Forgiveness, Nancy Leigh DeMoss  
Uprooting Anger, Robert D. Jones  
Free of Charge: Giving and Forgiving in a Culture Stripped of Grace, Miroslav Volf

7. Unsought Group Counsel: Church Discipline  
The Church and the Surprising Offense of God’s Love, Jonathan Leeman  
Handbook of Church Discipline, Jay Adams  
Healing the Wounded, John White and Ken Blue  
 Redeeming Church Conflicts: Turning Crisis into Compassion and Care, Tara Klena Barthel and David V. Edling

8. Local Church Identity  
Pastoral Theology, Thomas C. Oden  
Classical Pastoral Theology Volumes 1-4, Thomas Oden  
Subversive Spirituality, Eugene Peterson  
Working the Angles, Eugene Peterson  
Under the Unpredictable Plant, Eugene Peterson  
The Contemplative Pastor, Eugene Peterson  
Five Smooth Stones for Pastoral Work, Eugene Peterson  
Escape From Church Inc., E. Glenn Wagner  
Nine Marks of a Healthy Church, Mark Dever  
The Crucifixion of Ministry, Andrew Purves  
The Deliberate Church, Mark Dever and Paul Alexander  
The Kingdom and the Power: Rediscovering the Centrality of the Church, Peter J. Leithart  
The Five Dysfunctions of a Team, Patrick Lencioni  
The Advantage, Patrick Lencioni
Assignments and Grading
Class final grades will be determined by the assignments and grading scale shown in the following tables. A detailed explanation of the expectations for each assignment follows, along with grading rubrics.

<table>
<thead>
<tr>
<th>Expectations for Assignments</th>
<th>Grading Scale for Course</th>
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<tbody>
<tr>
<td>1. Attendance and Participation in class sessions (20%)</td>
<td>A  95 and above</td>
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<td></td>
<td>A-  92-94.9</td>
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<td>2. Reading Response Papers (30%)</td>
<td>B+  88-91.9</td>
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<td></td>
<td>B  85-87.9</td>
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<td>3. Ministry Project (50%)</td>
<td>B-  82-84.9</td>
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<td>C+  78-81.9</td>
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<td>C  75-77.9</td>
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<td></td>
<td>C-  72-74.9</td>
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<td>D+  70-71.9</td>
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<td>D  68-69.9</td>
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<td>D-  66-67.9</td>
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<td>F  &lt; 66</td>
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Expectations for Assignments
1. **Attendance and Class Participation (20%)**
   You will be asked to sign weekly attendance sheets at the beginning of each class. Class absences will significantly affect your grade, by as much as one or more letter grades based upon the number of classes missed. Attendance is not only necessary for you to fully benefit from the course, but your participation, thoughts, and questions help me to be a better instructor and also stimulate your fellow students through group discussion.

2. **Reading Response Papers (30%)**
   You are required to write a 1-page response paper for each of the required readings. Do not summarize, tell me something you learned that has changed how you think about your life within the body of Christ! For the JBC, read the entire issue and pick an article and write a 1-page response.

   All papers should be turned in at the start of class on the date specified on the class assignment schedule.

3. **Ministry Paper (50%)**
   This project can spur you to make changes in your relationships in some everyday life counseling setting. The final paper should be 6-8 pages and is due on August 9th (two weeks after the end of class). You will need to begin working on this paper and reflecting upon it at the beginning of the class, to be able to write a thoughtful reflection by the time the assignment is due.

Assignment Format:
Assignments should be typed, double spaced, in a 12-point font with 1” margins. Please put your name and assignment due date in the top right corner of the first page.

Handing in Late Work:
All of us lead busy and, at times, unpredictable lives. There may be occasions where an assignment simply isn’t ready on time. Papers are due at the beginning of the class meeting or by the deadline given for a specific assignment. Papers received after that time are considered to be late.
To be fair to students who had only the allotted time to complete their work, a late penalty of 1 letter grade for every day the assignment is late will be given, rather than ask faculty to judge what constitutes a valid/invalid excuse.

**Grading Rubrics**

For all class assignments, you will be graded on your ability to thoughtfully address and interact with the specific elements outlined for each assignment. The following sections provide a general guideline for grading your various assignments. However, not every student will perfectly capture every element shown here! For example, a student who earns an A- or B+ instead of an A may have done excellent work, but failed to write clearly with good grammar, spelling and sentence structure. Or, perhaps the student had interesting discussion that demonstrated an understanding of the class content, but only made one application of one key concept in the class to the assignment, rather than several concepts.

**Reading Response Papers**

Reading response papers will be graded as follows:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Student identified the main thrust/key points of the reading, with the ability to make strong personal and practical application of more than one key concept. Thoughtful work with dimensions that went above the required assignment.</td>
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<tr>
<td>B</td>
<td>Demonstrates understanding of the main thrust of the reading, with practical application of at least one key concept. Successfully fulfilled the requirements of the assignment.</td>
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<tr>
<td>C</td>
<td>Demonstrates partial understanding of the material. Unable to make clear links between reading and practical or personal application. Missed some important aspects of the assignment.</td>
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<tr>
<td>D-F</td>
<td>Student did not demonstrate understanding of the material. Unable to develop practical strategies for applying to ministry. Missed most important aspects of the assignment.</td>
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Clear writing with no significant grammar or spelling errors is expected along with conformity to format and length. Poorly written papers or papers that do not meet format and length requirements will be reduced in grade accordingly.
## Lecture and Assignment Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>7/22</td>
<td>1. Class Introduction: Why the Church Should be Counseling</td>
<td>Print syllabus and bring to class</td>
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<td>2. Hebrews on Relationships</td>
<td>Read: <em>Instruments in the Redeemer’s Hands</em></td>
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<td>3. Doctrine of the Trinity; Growth in Grace is a Community Project</td>
<td>NOTE: Begin to work on the Ministry Project assignments now!</td>
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<td>4. Embedding Ministry of the Word in Community Life</td>
<td><em>Read &amp; bring to class</em>: Tongue Awareness Worksheets (posted on SelfService)</td>
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<td>5. Self-counsel Application: Tongue Awareness Exercise</td>
<td>Read: Conversational Goals</td>
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<td>Print syllabus and bring to class</td>
<td>Read &amp; bring to class: Tongue Awareness Exercises (posted on SelfService)</td>
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<td>7/23</td>
<td>1. Public Counsel – Formal</td>
<td>Read: <em>Questions for Choosing a Christian Counselor</em></td>
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<td>2. Public Counsel – Informal</td>
<td><em>Read &amp; bring to class</em>: Randy Case study and Joanne Case Study (both posted on SelfService)</td>
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<td>3. Sought &amp; Created Counsel</td>
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<td>4. Character Skills Application: Joanne Case Study</td>
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<td>7/24</td>
<td>1. Process, Body Life &amp; Structure</td>
<td>Assignment: Talk to your church leadership about their views on counseling in the church; identify any barriers to church-based counseling; come prepared to discuss in class</td>
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<td>2. Story of 4 Churches</td>
<td><em>Read &amp; bring to class</em>: Jack case study (posted on SelfService)</td>
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<td>3. Unsought Counsel – 1 on 1</td>
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<td></td>
<td>4. Conflict</td>
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<td>7/25</td>
<td>1. Pursuing Forgiveness</td>
<td>Due: Response paper for <em>Instruments in the Redeemer’s Hands</em></td>
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<td>2. Unsought Group Counsel</td>
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<td>3. Church Discipline</td>
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<td>4. Dealing Wisely with Particular Church Discipline Cases: Church Leadership Structure</td>
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<td>8/2</td>
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<td>Write: Response paper on <em>How People Change</em></td>
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<td>8/9</td>
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<td>Write: Response paper for <em>Relationships: A Mess Worth Making</em></td>
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<td>Final Ministry Paper due</td>
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