COURSE DESCRIPTION & OBJECTIVE
This course is designed to help students to think historically about counseling, soul care, spiritual direction, and one-another ministry and to use historical precedence as a guide to current counseling ministry. Students will be introduced to a widely-noted and oft-used church history approach to counseling that encompasses biblical sustaining, healing, reconciling, and guiding. Special attention will be given to the history of African American one-another ministry, women’s soul care, and Reformation pastoral counseling, thus providing students with a multi-cultural awareness of the history of what today is called “counseling.” Attention will be given to the ministry of pastors and lay leaders throughout church history in order to develop a historical theology of Christian counseling, soul care, spiritual direction, and one-another ministry that students can relate to today’s personal ministry of the Word through gospel-centered counseling. 2 Credit Hours.

COURSE MATERIALS: REQUIRED TEXTS


Note: Before the first day of class, students should download from Canvas the Class Notes. These Class Notes will serve as the content for the class lectures, PowerPoint presentations, and class discussion/interaction. They contain extensive additional material (beyond the required course texts) related to a historical and cultural perspective on Christian counseling and one-another ministry.

Note: See the course bibliography in the class notes for an extensive bibliography related to Historical and Cultural Perspectives on Counseling.

COURSE OBJECTIVES (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.
   c. Manifest a maturing and Spirit-filled character of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

2. **Content/Conviction Goals**: As a result of successful participation in this learning experience, nurtured students will be able to:

   b. Articulate and defend evangelical theology in the practice of the personal ministry of the Word.
   c. Assess and construct counseling and one-another ministries from historical theology and practice applied in a variety of contemporary contexts.
   c. Discern how to 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.

3. **Competence Goals**: As a result of successful participation in this learning experience, nurtured students will be able to:

   a. Identify with people in pain and redirect them to Christ’s grace and the body of Christ for sustaining, healing reconciling, and guiding (discipleship counseling).
   b. Develop skill in the design, implementation, and assessment of a biblical framework for Christian counseling, discipleship, one-another ministry, and soul care in the church and para-church leading to practical models for pastoral and lay ministry.
   c. Engage in biblically-based and multi-culturally effective counseling, discipleship, one-another ministry, and pastoral soul care.
ASSIGNMENTS AND ASSESSMENTS

This course is entirely electronic in its submitting of assignments. Each assignment will be uploaded to Canvas in the appropriate portal. If you are unfamiliar with this process, make sure you schedule a time in advance with Nate Brooks (Program Coordinator) to learn how to utilize Canvas.

1. **Class Attendance and Participation**

   Your presence during all class sessions is critical to mastering the content of the material. Your participation and interaction are also vital to the structure of the course. Because of this, attendance will be taken each day. Due to the intensive nature of this course, any absences must be cleared with the professor.

2. **Reading Completion and Response Form (For Four Required Course Texts)**

   You are expected to thoroughly read all four required course texts. See later in this Class Syllabus the four Reading Completion and Response Forms—one for each required course text. Students are to turn in via canvas their Reading Completion and Response Form for each of the four required course text by the due date.

3. **Historical Research and Modern Implications Paper**

   You will prepare a twelve-to-fifteen page typed, double-spaced historical research and implication paper. Use the Historical Research and Modern Implications Paper Project Guideline and Grading Form found later in this syllabus to complete this assignment. All work should be proofread carefully and be free of errors in spelling, grammar, and style. **It is important for students to submit their paper in accordance with the style guide appended to Canvas as a separate document.**

4. **Case Study: Applying Ancient Truth to Modern Ministry**

   You will seek to answer the questions: 1) How would the historical practitioner I studied counsel and minister to a person struggling with ________? 2) Based upon what I have learned in this course, how would I counsel and minister to a person struggling with this same issue? You will choose a modern counseling issue (such as grief/loss, depression, anxiety, abuse, a besetting temptation/sin struggle such as pornography, anger, greed, etc.). You will craft a one-page summary of the issue—either from a compilation of counseling cases you have had or from literature such as Counseling the Hard Cases or other similar resources. You will then craft a four-page dialogue/trialogue describing how your historical practitioner might have begun to provide sustaining, healing, reconciling, or guiding care for a person struggling with this issue. You will then craft a four-page dialogue/trialogue describing how you would seek to begin to provide sustaining, healing, reconciling, or guiding care for this person.
Late Assignments

Assignments are due the day/date indicated in the Course Schedule. Assignments not submitted at this time are considered late and are penalized one letter grade per week.

COURSE GRADING

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Completion and Response Forms</td>
<td>20% (5% Each)</td>
</tr>
<tr>
<td>Historical Research and Modern Implications Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Case Study</td>
<td>25%</td>
</tr>
</tbody>
</table>

NUTS AND BOLTS

Special Needs

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the professor at the beginning of the course.

Disclaimer

During the course of the semester the professor reserves the right to modify any portion of this syllabus as may appear necessary to the professor because of events and circumstances that occur during the term.

Classroom Policies

1. All classroom policies at RTS Charlotte are expected to be followed.
2. Guidelines for papers submitted in this course can be found as a separate document on Canvas. Reading this document and following its instructions is essential for you to pass this course.
3. Students are required to cite all sources consulted for a written assignment. Students who plagiarize or cheat in any other manner are guilty of academic misconduct and will be reported to the Dean of Students. This will result in disciplinary action up to and including failure of the course and academic dismissal.
4. Laptops are welcome in class for note taking only. Only word processing programs may be open during class; no browsers, email programs, social media feeds, or any other program is to be used. Please silence cell phones and do not text, Facebook, Snapchat, Instagram, or whatever else desperately beckons for your attention during class.
5. Cell phones should be set to silent notification during class. If it is absolutely necessary to accept an incoming call, students should excuse themselves from class before doing so.
6. No extra credit will be offered in this course.
**SCHEDULE**

*Please note that schedule is subject to change per the professor's prerogative.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/22 to 7/26</td>
<td>Week of Course Lectures</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td></td>
<td>Reading Completion and Response Form (For Four Required Course Texts) (Upload to Canvas)</td>
</tr>
<tr>
<td>08/23</td>
<td></td>
<td>Historical Research and Modern Implications Paper (Upload to Canvas)</td>
</tr>
<tr>
<td>09/06</td>
<td></td>
<td>Case Study (Upload to Canvas)</td>
</tr>
</tbody>
</table>
Reading Completion and Response Form #1: Helpful Truth in Past Places
Part 1: Reading Completion Form

Name: _______________________________________________

➢ Reading of Required Class Text: Helpful Truth in Past Places

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

_____ I have thoroughly read all of Helpful Truth in Past Places.

_____ I have thoroughly read ________________ % of Helpful Truth in Past Places.

_____ I have scanned/skimmed all of Helpful Truth in Past Places.

_____ I have scanned/skimmed ______________ __ % of Helpful Truth in Past Places.

➢ Grade: Check the grade that you would give yourself based upon the specifics of this class assignment—thoroughly reading all of this assigned text.

_____ A+  _____ B+  _____ C+  _____ D+  _____ F
_____ A  _____ B  _____ C  _____ D
_____ A-  _____ B-  _____ C-  _____ D-

➢ Note: Scroll down to the next page to complete your Reading Completion and Response Form.
Name: ____________________________________________

Note: The length of your overall responses to the questions should be about one typed page.

1. From *Helpful Truth in Past Places*, what quotes, insights, or information surprised you—something(s) you did not realize occurred in the history of Christian soul care and one-another ministry?

2. Craft a one-paragraph summary/snap-shot of *Helpful Truth in Past Places* as if you were introducing it to someone as you encouraged them to consider reading it.

3. What are two or three main personal life applications you will make from *Helpful Truth in Past Places*?

4. What are two or three main biblical/Christian counseling and one-another ministry applications you will make from *Helpful Truth in Past Places*?
Reading Completion and Response Form #2: Counseling Under the Cross
Part 1: Reading Completion Form

Name: _________________________________________________________

➢ Reading of Required Class Text: Counseling Under the Cross

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

_____ I have thoroughly read all of Counseling Under the Cross.

_____ I have thoroughly read _________________ % of Counseling Under the Cross.

_____ I have scanned/skimmed all of Counseling Under the Cross.

_____ I have scanned/skimmed _________________ % of Counseling Under the Cross.

➢ Grade: Check the grade that you would give yourself based upon the specifics of this class assignment—thoroughly reading all of this assigned text.

____ A+  ____ B+  ____ C+  ____ D+  ____ F
____ A  ____ B  ____ C  ____ D
____ A-  ____ B-  ____ C-  ____ D-

➢ Note: Scroll down to the next page to complete your Reading Completion and Response Form.
Reading Completion and Response Form #2: Counseling Under the Cross
Part 2: Reading Response Form

Name: ______________________________________________________

Note: The length of your overall responses to the questions should be about one typed page.

1. From Counseling Under the Cross, what quotes, insights, or information surprised you—something(s) you did not realize occurred in the history of Christian soul care and one-another ministry?

2. Craft a one-paragraph summary/snap-shot of Counseling Under the Cross as if you were introducing it to someone as you encouraged them to consider reading it.

3. What are two or three main personal life applications you will make from Counseling Under the Cross?

4. What are two or three main biblical/Christian counseling and one-another ministry applications you will make from Counseling Under the Cross?
Reading Completion and Response Form #3: *Beyond the Suffering*

Part 1: Reading Completion Form

Name: __________________________________________________________

➢ Reading of Required Class Text: *Beyond the Suffering*

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

_____ I have thoroughly read all of *Beyond the Suffering*.

_____ I have thoroughly read ________________ % of *Beyond the Suffering*.

_____ I have scanned/skimmed all of *Beyond the Suffering*.

_____ I have scanned/skimmed ________________ % of *Beyond the Suffering*.

➢ Grade: Check the grade that you would give yourself based upon the specifics of this class assignment—thoroughly reading all of this assigned text.

_____ A+  _____ B+  _____ C+  _____ D+  _____ F
_____ A  _____ B  _____ C  _____ D
_____ A-  _____ B-  _____ C-  _____ D-

➢ Note: Scroll down to the next page to complete your Reading Completion and Response Form.
Reading Completion and Response Form #3: Beyond the Suffering  
Part 2: Reading Response Form

Name: __________________________________________________________

Note: The length of your overall responses to the questions should be about one typed page.

1. From Beyond the Suffering, what quotes, insights, or information surprised you—something(s) you did not realize occurred in the history of Christian soul care and one-another ministry?

2. Craft a one-paragraph summary/snap-shot of Beyond the Suffering as if you were introducing it to someone as you encouraged them to consider reading it.

3. What are two or three main personal life applications you will make from Beyond the Suffering?

4. What are two or three main biblical/Christian counseling and one-another ministry applications you will make from Beyond the Suffering?
Reading Completion and Response Form #4: Classical Pastoral Care
Part 1: Reading Completion Form

Name: __________________________________________________________

➤ Reading of Required Class Text: Classical Pastoral Care

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

_____ I have thoroughly read all of Classical Pastoral Care.

_____ I have thoroughly read ________________ % of Classical Pastoral Care.

_____ I have scanned/skimmed all of Classical Pastoral Care.

_____ I have scanned/skimmed ________________ % of Classical Pastoral Care.

➤ Grade: Check the grade that you would give yourself based upon the specifics of this class assignment—thoroughly reading all of this assigned text.

_____ A+   _____ B+   _____ C+   _____ D+   _____ F

_____ A   _____ B   _____ C   _____ D

_____ A-  _____ B-  _____ C-  _____ D-

➤ Note: Scroll down to the next page to complete your Reading Completion and Response Form.
Reading Completion and Response Form #: *Classical Pastoral Care*
Part 2: Reading Response Form

Name: __________________________________________________________

**Note:** The length of your overall responses to the questions should be about one typed page.

1. From *Classical Pastoral Care*, what quotes, insights, or information surprised you—something(s) you did not realize occurred in the history of Christian soul care and one- another ministry?

2. Craft a one-paragraph summary/snap-shot of *Classical Pastoral Care* as if you were introducing it to someone as you encouraged them to consider reading it.

3. What are two or three main personal life applications you will make from *Classical Pastoral Care*?

4. What are two or three main biblical/Christian counseling and one-another ministry applications you will make from *Classical Pastoral Care*?
Historical Research and Modern Implications Paper
Project Guideline and Grading Form

Assignment Summary

You will prepare a twelve-to-fifteen page typed, double-spaced historical research and implication paper. Use this Historical Research and Modern Implications Paper Project Guideline and Grading Form to complete this assignment. All work should be proofread carefully and be free of errors in spelling, grammar, and style. It is important for students to submit their paper in accordance with the style guide appended to Canvas as a separate document.

Research Task

- Select a Christian predecessor who lived between 100 AD and 1850 AD.
- Analyze original sources written by your selected predecessors using the four probes of sustaining, healing, reconciling, and guiding as a guide, map, and grid for your analysis. Apply these four tasks to these sources in order to detect specific theories and methods used in your predecessor's soul care and spiritual direction ministry.
- Use precise definitions of sustaining, healing, reconciling, and guiding to formulate four research questions that investigate theoretical perspectives and operational tasks. A fifth research question seeks to use the historical practitioner's theory and methodology of sustaining, healing, reconciling, and guiding to derive implications for the modern theory and practices of pastoral counseling and one-another ministry. Your research questions are:

1. Question/Section #1: What theories and methodologies did the historical practitioner employ to help hurting people to endure and transcend irretrievable loss (sustaining)?

2. Question/Section #2: What theories and methodologies did the historical practitioner employ to restore debilitated people to a new level of spiritual insight and welfare (healing)?

3. Question/Section #3: What theories and methodologies did the historical practitioner employ to reestablish broken relationships between people and God and between people and people (reconciling)?

4. Question/Section #4: What theories and methodologies did the historical practitioner employ to assist perplexed people to make confident choices in matters of the soul (guiding)?

5. Question/Section #5: What implications can be drawn for modern pastoral counseling and one-another ministry by using a model of historic spiritual care to investigate this historical practitioner's parakaletic care (sustaining and healing) and nouthetic care (reconciling and guiding)?
Writing Task

- **Note:** The required class text, *Counseling Under the Cross*, provides a model for using sustaining, healing, reconciling, and guiding to probe the counseling ministry of one historical predecessor. The required class text, *Beyond the Suffering*, provides a model for using sustaining, healing, reconciling, and guiding to probe how a group of people provided one-another ministry.

- **Address What They Did in Sustaining, Healing, Reconciling, and Guiding:** Methods/practice of sustaining, healing, reconciling and guiding. Categorize these into various themes such as “climbing in the casket,” “grace narratives,” etc. If they did little or nothing in one area, such as sustaining, state that, and explain why you think that they did little in that area. Be sure to include in each section several quotations/vignettes illustrating what they did.

- **Address Why They Did What They Did in Sustaining, Healing, Reconciling, and Guiding:** Theories/theology of sustaining, healing, reconciling and guiding. Be sure to include several quotations/vignettes in each section illustrating what they believed. If you did not find any indication of their theology/theory behind their practice, state that and surmise why it was absent.

- **Address Modern Implications for Sustaining, Healing, Reconciling, and Guiding Based Upon the Ministry of the Historical Predecessor You Studied:** What implications can be drawn for modern pastoral counseling and one-another ministry by using a model of historic spiritual care to investigate this historical practitioner’s parakaletic care (sustaining and healing) and nouthetic care (reconciling and guiding)?

- **Section Length:** Each of the five sections (one on sustaining, one on healing, one on reconciling, one on guiding, plus one on implications) should be approximately three pages. If your author did little or nothing in one area, such as healing, then that section would be much briefer. The other sections would then need to be longer.

**Grading Summary**

1. Sustaining: Presentation of Theories and Methods with Illustrative Vignettes—15%
2. Healing: Presentation of Theories and Methods with Illustrative Vignettes—15%
3. Reconciling: Presentation of Theories and Methods with Illustrative Vignettes—15%
4. Guiding: Presentation of Theories and Methods with Illustrative Vignettes—15%
5. Implications: Suggest Current Ministry Implications for Methodology/Practice and Theology/Theory of Sustaining, Healing, Reconciling, and Guiding—20%
6. Documentation: Use of Original Sources, Footnoting, Bibliography, Quotes—10%
7. Writing: Formatting, Creativity, Spelling, Grammar, Presentation, Style, Length—10%
# Course Objectives Related to MACC Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course: Historical and Cultural Perspectives on Counseling</th>
<th>Professor: Dr. Bob Kellemen</th>
<th>Campus: Charlotte</th>
<th>Date: Summer 2019</th>
</tr>
</thead>
</table>

## MACC Student Learning Outcomes

In order to measure the success of the MACC 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 MAC outcomes.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
</table>

### COUNSELING KNOWLEDGE

Demonstrate knowledge of counseling theories and modern anthropology.

- **Strong**: Secular and Christian counseling theories are extensively illuminated and analyzed from the standpoint of Christian theology.

### COUNSELING SKILL

Ability to apply biblical truths and common-grace insights in a variety of counseling settings.

- **Moderate**: This course places more focus on the fundamental presuppositions of counseling theories, though these theories have direct bearing upon the manner in which counselors counsel.

### SCRIPTURE

Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.

- **Strong**: This course heavily emphasizes the sufficiency of Scripture and Scripture’s relation to common grace wisdom.

### REFORMED THEOLOGY

Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.

- **Strong**: The theological distinctives of reformed theology are directly connected to the manner in which a theology of biblical counseling is constructed.

### SANCTIFICATION

Demonstrates a love for the Triune God that aids the student’s sanctification.

- **Moderate**: This course places more focus on the fundamental presuppositions of counseling theories, though these theories have direct bearing upon the manner in which sanctification is understood.

### WINSOMELY REFORMED

Embraces a winsomely Reformed ethos.

- **Strong**: The theological distinctives of reformed theology are directly connected to the manner in which a theology of biblical counseling is constructed.