**01NT5500  
NEW TESTAMENT STUDIES FOR COUNSELING**

**Reformed Theological Seminary**

Spring 2021

3 Credit Hours

**Instructors: Dr. Benjamin L. Gladd**

**Class meeting time: Wednesday, 8:00-11:00 A.M.**

**Class Location: SC1**

**Course Description**

This course is designed to provide a basic introduction to the New Testament. In this course, the New Testament will be approached from a canonical, covenantal, and redemptive-historical perspective with sensitivity to the original historical and literary context out of which it arose. This approach should provide students with the ability to contextualize the course material in a variety of personal and vocational contexts with special attention to the role of the New Testament in Christian counseling.

**Course Outcome Goals:**

By the end of the semester, students will be able to:

1. Explain with confidence the nature, design, and message of the New Testament from a Reformed, covenantal perspective.

2. Understand the basic contribution of each individual book in the New Testament.

3. Understand and interact with some of the basic challenges related to the interpretation and application of the New Testament to the Christian life, especially Christian counseling.

4. Be familiar with quality, secondary sources that may be used in subsequent research.

This course will meet the following CACREP standards:

1. **Critiquing Research** - The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2.F.8.a)

2. **Evidence-based practices** - Identification of evidence-based counseling practices (2.F.8.b)

3. **Data Interpretation** - Gathering and interpreting data about the need for programs and services (2.F.8.c)

4. **Outcome Measures** - Development of outcome measures for counseling programs (2.F.8.d)

5. **Evaluation of Counseling** - Evaluation of counseling interventions and programs (2.F.8.e)

6. **Research Methods** - Qualitative, quantitative, and mixed research methods (2.F.8.f)

7. **Research Design** - Designs used in research and program evaluation (2.F.8.g)

8. **Review of Statistics** - Statistical methods used in conducting research and program evaluation (2.F.8.h)

9. **Data Analysis –** Analysis and use of data in counseling (2.F.8.i)

10. **Ethics in Research** - Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (2.F.8.j)

**Assignments**

1. **Reading** (20% of course grade). Students will read the following:
   1. The New Testament
   2. Carson and Moo, *Introduction to the New Testament*
   3. Beale and Gladd, *The Story Retold*
   4. Burridge, *Four Gospels, One Jesus?*
   5. Gaffin, *By Faith, Not by Sight*
2. **Assessment of Reading** (20% of course grade). Students will be assessed weekly via

Canvas on their reading of the textbooks and the New Testament. See handout for further explanation of this assignment.

3. **Write up #1 (15%)**. Students are required to compose and submit a brief paper. See

handout for further explanation of this assignment.

4. **Write up #2 (15%).** Students are required to compose and submit a brief paper. See

handout for further explanation of this assignment.

5. **Final, Synthetic Assignment (30%)**. Students will be required to submit a final

assignment that synthesizes topics surveyed in the course. See handout for

further explanation of this assignment.

**Required Resources**

Standard Bible Translation (ESV, NIV, RSV, NASB, NKJV, Holman, etc.)

Burridge, Richard A. *Four Gospels, One Jesus?* (2nd ed; Grand Rapids: Eerdmans, 2005)

Carson, D.A. and Douglas J. Moo, *An Introduction to the New Testament* (Grand Rapids: Zondervan, 2005)

Gaffin, Richard, *By Faith, Not by Sight: Paul and the Order of Salvation* (2nd ed.; Phillipsburg, NJ: P & R, 2013)

Beale, G. K. and Benjamin L. Gladd, *The Story Retold: A Biblical-Theological Introduction to the New Testament* (Downers Grove: IVP Academic, 2020)

**Policies and Important Information**

All written work must conform to American Psychological Association (APA) style if applicable. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

**Access to Research Database.** RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

**Submission of work**. (Site specific instructions)

**Late work.** All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

**Anonymity**. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

**Return of work**. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

**Grading Scale:**

A (97-100)

A- (94-96)

B+ (91-93)

B (88-90)

B- (86-87)

C+ (83-85)

C (80-82)

C- (78-79)

D+ (75-77)

D (72-74)

D- (70-71)

F (Below 70)

**Attendance Policy.** Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

**Class Participation.** Students are expected to participate in all components of the class. Each student is expected to read all of the assigned materials in advance for each class. Contributions should reflect knowledge of the reading assignments.

**Student Learning Outcome Table**

The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

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| **Course Objective** | **Reading(s)\*** | **Lecture(s)** | **Assignment(s)** | **CACREP Standard(s)** |
| CO1 Critiquing Research | M1(1,3), M3 | L1-2 | A3, A4 | 2.F.8.a |
| CO2 Evidence-based practices | M4 | L18 | A3, A4 | 2.F.8.b |
| CO3 Data Interpretation | M1(16) | L18 | A3, A4 | 2.F.8.c |
| CO4 Outcome Measures | M1(16) | L18 | A3, A4 | 2.F.8.d |
| CO5 Evaluation of Counseling | M1(16) | L18 | A3, A4 | 2.F.8.e |
| CO6 Research Methods | M1(4-6) | L19, 23 | A3, A4 | 2.F.8.f |
| CO7 Research Design | M1(14) | L12, 16 | A3, A4 | 2.F.8.g |
| CO8 Review of Statistics | M2(1-11,15-17) | L3-11, 13, 15, 17, 20-22 | A1, A2 | 2.F.8.h |
| CO9 Data Analysis | M1(7, 12), M2 | L4, 14 | A1, A2 | 2.F.8.i |
| C010 Ethics in Research | M1(2) | L2 | A3, A4 | 2.F.8.j |

\* Textbook chapters are denoted in parenthesis



**Course Objectives Related to MAC\* Student Learning Outcomes**

Course: NT Studies for Counseling

Professor: Gladd

Campus: Jackson

Date: Spring 2021

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| **MAC\* Student Learning Outcomes**  *In order to measure the success of the MAC 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.* | | **Rubric**   * **Strong** * **Moderate** * **Minimal** * **None** | **Mini-Justification** |
| **Professional Counseling Orientation & Ethical Practice** | Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling. | Minimal | The course’s primary concern is the interpretation and application of the NT |
| **Social & Cultural Diversity** | Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one’s own life and career and those of the client. | Minimal | The course’s primary concern is the interpretation and application of the NT |
| **Human Growth & Development** | Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas. | None | The course’s primary concern is the interpretation and application of the NT |
| **Career Development** | Understands and applies theories and models of career development, counseling, and decision making. | None | The course’s primary concern is the interpretation and application of the NT |
| **Counseling & Helping Relationships** | Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans. | Minimal | The course’s primary concern is the interpretation and application of the NT |
| **Group Counseling & Group Work** | Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness. | None | The course’s primary concern is the interpretation and application of the NT |
| **Assessment & Testing** | Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation. | None | The course’s primary concern is the interpretation and application of the NT |
| **Research & Program Evaluation** | Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling. | Minimal | The course’s primary concern is the interpretation and application of the NT |
| **Clinical Mental Health Counseling** | Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. | Minimal | The course’s primary concern is the interpretation and application of the NT |
| **Integration (Biblical/Theological)** | Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices. | Strong | The course’s primary concern is the interpretation and application of the NT |
| **Sanctification** | Demonstrates a love for the triune God. | Strong | The course’s primary concern is the interpretation and application of the NT |