

03CO5100 TYPICAL PROBLEMS IN CHRISTIAN COUNSELING  
**Summer 2021 Syllabus**  
**Reformed Theological Seminary – Charlotte**

**Instructors:** Dr. Jim Newheiser  
Associate Professor of Christian Counseling  
jnewheiser@rts.edu

Dr. Nate Brooks  
Assistant Professor of Christian Counseling  
nbrooks@rts.edu

**Office:** Counseling Offices/Front of Chapel  
Dr. Jim Newheiser  
760-518-5457

Dr. Nate Brooks  
704-900-1259

**Office hours:** By Appointment

**TA/Assistant:** Taylor Wright  
thwright91@gmail.com

### **Course Description**

This course covers typical problems encountered in biblical counseling. Topics addressed include addictions, abuse, sexual sins, homosexuality, eating disorders, crisis situations, decision making, finances, self-injury, and women's issues.

### **Course Objective**

To build upon the basic principles of biblical counseling which were covered in the Introduction to Pastoral Counseling course as the student learns to wisely and compassionately apply Scripture to some of the most common and challenging counseling situations encountered in the personal ministry of the Word.

## Course Materials

There are a lot of books, but (1) most of these are quite short and (2) these books are not nearly as difficult as the reading in most of your other classes. This isn't Bavinck or Ridderbos. No whining!

### Required Reading

- Alberry, Sam. *Is God anti-gay?*. Epsom, UK: The Good Book Co., 2013. [88 pp. ISBN 1908762314]
- Baker, Amy. *Relief without Cutting*. New Growth Press, 2001. [24 pp. ISBN 1936768364]
- Brooks, Nate. *Help! Our Sex Life is Troubled by Past Abuse*. Phillipsburg, NJ, 2020. [64pp.]
- DeYoung, Kevin. *Just Do Something*. Moody Publishers; 2009. [128pp. ISBN-10: 0802458386]
- Emler, Mike. *Obsessive-Compulsive Disorder: Help for the Struggler*, New Growth Press, 2012. [22 pp.]
- Holcomb, Justin and Lindsey Holcomb. *Rid of My Disgrace*. Wheaton, IL: Crossway, 2011. [213pp. ISBN 1433515989]
- Kelleman, Robert W. *Sexual Abuse: Beauty for Ashes*. Phillipsburg, NJ, 2013. [35 pp.]
- Lambert, Heath. *Finally Free!*. Grand Rapids, Mi: Zondervan, 2013. [176 pp. ISBN 0310499232]
- Moles, Chris, *The Heart of Domestic Abuse*, Focus Publishing, 2015. [160 pp. ISBN 1936141272]
- Newheiser, Jim. *Help! Someone I Love is Being Abused*. Wapwallopen, PN: Shepherd Press, 2010. [64 pp. (equivalent to about 15 ordinary pages) ISBN 9781633420069]
- Newheiser, Jim. Blog posts (on Canvas). [8 pp.]
  - *The Abuse Pendulum, Lessons learned from Unthinkable Abuse*
  - *Helping Churches to Better Handle Cases of Abuse*
  - *A Phased Reopening of a Formerly Abusive Marriage*
  - *The Battleship of Abuse*
  - *Educating Your Elders About Abuse*
- Ray, Bruce. *Help! My Friend is Suicidal*. Wapwallopen, PN: Shepherd Press, 2014. [64 pp (equivalent to about 15 ordinary pages)]
- Shaw, Mark. *The Heart of Addiction*. Minneapolis, MN: Focus Publications, 2008. [256 pp. ISBN 1885904681]
- Viars, Steve, *Putting Your Past in its Place*. Harvest House, 2011. [256 pp. ISBN 0736927395]

### Optional Extra Credit Reading (Include on Reading Report)

- Burk, Denny and Heath Lambert. *Transforming Homosexuality*. Phillipsburg, NJ, 2015. [136 pp. ISBN 1908762314]
- Welch, Ed. *Self-Injury*, P&R, 2004. [32pp ISBN 0875526977]

The expectation is that students will read every word of these books to receive full reading credit. If you have already read any of the assigned readings you may either read them again word for word or contact the professor for an alternative assignment. Students will be expected to come to class ready to discuss the contents of the book on the date the reading assignment is due. Students will be graded based on class participation and their self-reporting according to the following rubric (to be uploaded to Canvas):

Percentage of the book read the book word-for-word  
Percentage of the book skimmed  
Read by due date (Yes or No)

### **Assignments And Assessments**

This course is entirely electronic when submitting 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. If you have already read any of the assigned readings you may either read them again word for word or contact the professor for an alternative assignment. There will be a small penalty if the reading is not completed by the due dates. Not doing the reading will result in more significant penalties. Reports submitted late or students who must be reminded to submit their report will suffer an academic penalty.

### **Reading Reports**

Students are to turn in a report stating the percentage of each book or pamphlet read at which level by the due date. The report will be due at the end of the semester, uploaded to Canvas. No summaries are required on this page.

### **Final Exam**

The final exam will be largely taken from the ACBC exams. In order to be well prepared for the ACBC exam questions you would be advised to do some independent study on your own, in addition to reviewing the material taught in class and in the readings. The exams may be taken on your computer. You are on your honor to use your unmarked Bible (in book form and not a study Bible) and no other outside resource. Plan on spending the entire three-hour exam period writing the exam.

### ***Final Exam Questions***

ACBC Counseling exam questions 3, 9–10, 12, 16-20  
Plus possible extra questions from lectures and/or case study.

## Major Writing Project

There are two options for your major writing project:

1.1 Write a 10-12 page paper on the counseling topic of your choice in which you compare and contrast biblical and secular approaches to a major counseling issue.

See Canvas for formatting guidelines.

1.2 Complete the ACBC Theology Exam. This exam is take-home, open book. Students planning on pursuing ACBC Certification are highly encouraged to select this option, as completing the ACBC Theology Exam is a requirement for Practicum hours to count towards certification.

## Class Attendance and Participation

It is very important that you attend each class on time and that you participate in class discussions.

## Late Assignments

Assignments are due at the beginning of the class indicated in the Course Schedule. Assignments not submitted at this time are considered late and will be penalized.

## Course Grading

Reading Report	25%
Final Exam	50%
Research Paper	25%

## Nuts And Bolts

### Special Needs

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., audio 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.

**Class Schedule and Due Dates\***

<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
July 26	Introduction, Essential Qualities, Theology and Counseling, Decision Making, Idols of the Heart (Dr. Newheiser)	—
July 27	Addictions, Eating Disorders, Same-Sex Attraction, Pornography (Dr. Newheiser)	—
July 28	Counseling Victims of Abuse & Abusers; Protecting Your Church from Sexual Predators (Dr. Newheiser) Counseling Children, Counseling Women, Counseling victims of sexual abuse testimony(?) (Caroline Newheiser)	—
July 29	Suicide, Finances (Dr. Newheiser), Abortion Care(Guest), Dealing with the Past, Deception, Cases of Conscience (Dr. Brooks)	—
July 30	OCD, Sexual Confusion & Transgenderism, Self-Injury, PTSD (Dr. Brooks)	—
August 1	—	Submit Paper Topic
August 21	—	Final Exam
September 10	—	Reading Due Paper Due

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

## **Classroom Policies**

- All classroom policies at RTS Charlotte are expected to be followed.
- 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.**
- 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.
- 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.

**Please also adhere to the following RTS internet usage protocol:**

### **RTS Charlotte Classroom Technology Usage**

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

## Student Instructions for Exams with LockDown Browser

- 1 Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link: <https://download.respondus.com/lockdown/download.php?id=998253613>
  - This link is ONLY for RTS students and covers Mac and Windows applications.
  - Be sure that you are able to login to your Canvas account from the LockDown Browser before scheduling a time to take your exam.
  - The LockDown Browser application is already installed on the computers in the RTS Charlotte library. (Note that if you elect to use the library computers, your proctor must still be present throughout the duration of the exam.)
  - If you use internet filtering software (for example, Covenant Eyes) you may need to disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>
- 2 Make arrangements with a proctor to supervise the exam within the date timeframe set by the professor. The proctor cannot be a family member, current RTS student (current = taken a class within the past year but not yet graduated), or member of the library staff. Typical proctors are pastors or church staff members. The document "Proctor Expectations Letter.doc" has been provided on your Canvas homepage in order to facilitate communication with your proctor. For your convenience, there will be several on-campus proctor blocks where a proctor will be available to supervise your exam. Dates and times will be posted on Canvas and announced in the weekly Semper.
- 3 The proctor must observe student taking exam and ensure that there are no devices or resources available other than the computer being used for the exam.
- 4 Access the exam during the specified date window in the syllabus or for finals, Academic Calendar:
  - 4.a Start the LockDown Browser application using a wired or known reliable WIFI connection. We do not recommend using restaurant or coffee shop WIFI to take exams.
  - 4.b Have your student ID number available to input into the exam.
  - 4.c If you use internet filtering software, you may need to disable it before beginning an exam with LockDown Browser.
  - 4.d Login to your Canvas account using your Self-Service username and password. If you need to reset your Self-Service password, you may do so at <https://selfservice.rts.edu>.
  - 4.e Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this **Student Quick Start Guide (PDF)**.
  - 4.f Time clock will begin once you open the exam.
  - 4.g Exam must be completed in one sitting. You may not exit and return to exam later.
  - 4.h The exam will contain questions requiring the proctor contact information, an honor pledge, and certification that your proctor was present during the entire exam period.
- 5 Proctors may be contacted to verify information regarding exam administration.

- 6 In the rare case of a technical issue (for example, if internet service goes out during exam), the proctor should contact the course TA. While the TA's may not be immediately available, the date and time of the email will document when the issue was reported. Please have your TA's contact information available for your proctor before opening the exam. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computers.

### Course Objectives Related to MACC Student Learning Outcomes

Course: Typical Problems in Christian Counseling  
 Professor: Dr. Jim Newheiser & Nate Brooks  
 Campus: Charlotte

<b><u>MACC Student Learning Outcomes</u></b>	<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<i>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 MACC outcomes.</i>	> Strong > Moderate > Minimal > None	
<b><u>COUNSELING KNOWLEDGE</u></b> Demonstrate knowledge of counseling theories and modern anthropology.	Strong	Course heavily interacts with the medical and biological components of effective counseling. Theories and anthropology are thoroughly discussed.
<b><u>COUNSELING SKILL</u></b> Ability to apply biblical truths and common-grace insights in a variety of counseling settings.	Strong	Students are instructed in the counseling of a wide variety of topics that commonly arise in pastoral counseling. Special attention is given to particularly high-risk situations.
<b><u>SCRIPTURE</u></b> Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.	Strong	Scripture is consistently presented as the tool of the Holy Spirit by which change is effected in the human heart.
<b><u>REFORMED THEOLOGY</u></b> Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.	Moderate	Material is not exclusively reformed; however, the sovereignty of God, a high view of the Scriptures, and the importance of the local church are woven through course topics.
<b><u>SANCTIFICATION</u></b> Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	This course identifies sanctification-oriented growth throughout the majority of course topics. Special attention is given to the growth of an individual's spiritual understanding of Christ.
<b><u>WINSOMELY REFORMED</u></b> Embraces a winsomely Reformed ethos.	Moderate	Course addresses reformed concepts of covenant and relationship in a winsome manner.