**Biblical Conflict Resolution**

**January, 2022**

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**Biblical Conflict Resolution**

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| ***Dr. Ernie Baker***  ***January, 2022*** |  | ***Course number: 03CO6120/01*** |
| ***Semester Units: 2*** |  | ***ebaker@masters.edu*** |

**Course Introduction**

This course is designed to help the student/future ministry leader think biblically about conflict and how to respond to inevitable life conflicts in a way that glorifies the Lord (I Corinthians 10:31). In particular, the student will be taught a model and a plan for how to think about struggles in relationships and evaluate their own typical patterns of response. Models will also be taught for key conflict resolution principles such as reconciliation, forgiveness, confession and mediation. These principles apply to business and the church but there will be a special focus on handling marriage difficulties.

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**Dr. Ernie Baker.**

**Course Objectives**

As each student studies the materials presented in this course, listens to the lectures, and completes the assignments, the skills and areas of knowledge outlined below should be gained. The objectives of this course are:

1. To teach a biblical overview of conflict resolution based upon Peacemaker Ministries material and upon a biblical marriage conflict/counseling model developed by Dr. John Bettler and expanded by Dr. Ernie Baker.
2. To think theologically about conflict. How does conflict fit with God’s sovereignty? What are God’s purposes? How can we respond as worshipers of God instead of worshipers of our own desires that wage war in our members (James 4:1)? How does conflict help accomplish God’s purposes for sanctification?
3. To think about relationship skills, character traits and dynamics and how these flow out of the heart (Proverbs 4:23; Matthew 12:34-37).
4. To help the students understand their own heart and evaluate their own relationship skills and character traits. They will be able to answer the question of “Why do I relate to people the way I do?” In particular, how will the pastor’s “leadership style” and heart influence whether the culture of a church is ripe for conflict or for conciliation?
5. To understand how the process involved in serving as a mediator whether formally or informally.

**Course Materials**

The following resources will need to be obtained or used for course work completion:

1. *The Peacemaking Pastor*, Alfred Poirier (M.Div. students) ISBN-13: 978-01065897 **OR**
2. *The Peacemaker,* Ken Sande (M.A. students) **ISBN-13:** 9780801064852
3. *Pursuing Peace,* Robert Jones (both M.A. and M.Div. students) **ISBN-13 ‏ : ‎**978-1433530135
4. *The Peacemaker* Brochure – available from Dr. Baker the first day of class
5. *Help! I’m in a Conflict,* Ernie Baker ISBN 978-1- 63342-078-6
6. *Biblical Conflict Resolution* class notes
7. One other counseling booklet of your choice either from the Shepherd Press “Help!” Series. This will correspond with your “Conflict Patterns Plan” and should not be purchased until it is clear what themes you will address in the plan. These booklets are available at biblicalcounselingbooks.com, Amazon or Shepherd Press.

**Overview of Course Requirements**

The following is a brief outline of the course requirements for Biblical Conflict Resolution. They are further detailed in this prologue.

***Overview of Schedule:***

***Pre-Session Assignments***

It would help you be prepared both for the content and “atmosphere” of the classto read ***Help! I’m in a Conflict*** before the first day.

***In-Session***

The on-campus class lectures will provide a very concentrated and intense presentation of the key concepts and content for this course. There will also be practice through role play of key concepts. Two assignments are due on Friday of the week of class.

***Post-Session***

Once the In-Session portion of this course has been completed, students will be required to complete numerous Post-Session assignments.

***Overview of Major Assignments:***

1. **Reading Reports**
2. **Personal Conflict Patterns Project**

**C. Case Study Analysis**

**D. Note quiz**

**E. Forgiveness response paper**

**F. 7 A’s of confession paper**

1. **Final Exam**

**Reading Reports**

Write a 4-5 page, double spaced report on *The Peacemaking Pastor or The Peacemaker, Pursuing Peace* and *Help! I’m in a Conflict.*

The reports should follow the following format in 12 pt. Times New Roman submitted in a Word document NOT pdf.

Please follow typical RTS formatting guidelines.

**Reading Report on Book/Article Title & Chapter Numbers or name of assignment**

(Please number and re-type each question as listed below.)

1. **Did you read all of the assignment? (Yes or No) If no, indicate the percentage read.**
2. **What key principles did you see in the assignment? (Summarize them in paragraphs [not bullet points].** And please **avoid long quotations.**)
3. **Was there anything you disagreed with or had questions about? If so, what?**

**What questions came to mind as you read? What were your conclusions?**

1. **What were the most significant challenges or lessons you learned for your own life and future ministry? How could this reading change the way you handle tensions in relationships and your approach to ministry? I am looking for specific applications for your personal life.**

**Write in the first person (“I,” not “we”), and avoid vague statements like, “I know when I do things my own way I can sometimes get caught up on certain things, and it is good to see how to eliminate that problem.**”

Don't just read the book but think carefully about what the author is saying and how the theology they present relates to understanding and solving the problems of people.   Read the material thoroughly and reflect on how the reading intersects with the realities of human existence.

The student is encouraged to take notes or mark up the texts with personal insights, questions, and comments, interact with the material and let the writer challenge his or her understanding of the material.

The grade for these projects will be based on such criteria as: spelling accuracy, literary quality of sentences, correct punctuation, neatness in typing the paper, following the instructions about length, organization of the material, choosing words well to say what needs to be said, proper citation of the author and making fair, accurate and quality statements on the helpfulness, strengths, weaknesses, insightfulness, accuracy of the material found in the book or article, explaining where and how the student was personally challenged and where there may have been confusion.

**Personal Conflict Patterns Project**

Using the triangle model taught in class, evaluate where you are currently at on all three levels.

Starting at the **problem level**, evaluate your typical relationship problems or pressure you are currently experiencing in a relationship. At the **relationship dynamics level**, evaluate your relationship skills in the six areas taught and the relationship character traits taught. What are your biggest weaknesses? How do you see them come out? Give an illustration of how they come out. Please be specific. At the **heart level**, use the questions and passages of Scripture taught in class to evaluate your heart motivations. Use the “Drawing Out the Purposes of the Heart” questions to help you discern your functional gods. How do these “heart issues” influence the relationship dynamics level and problem level? Please answer: “What will happen in my relationships if I don’t address these things?” and, “What could happen in my ministry if I do not address these things?” Turn in your answers to these studies on the date indicated in the assignment schedule.

Using the same three levels on the “Put on” side, develop a plan for improvement (sanctification). How can you worship the Lord instead of whatever your heart motivations are? Lay out a specific plan to do this. Who could be your accountability/prayer partner? Choose 1 booklet in addition to Dr. Baker’s, that fits the themes you will be working on for your project and underline 10 statements in each that are significant and mark 2 ideas or thoughts in each that would help you carry out our plan. How will you incorporate these ideas into your plan? Also, what verses will you memorize or meditate on? Lastly, develop a plan for change for your two weakest relationship skills and weakest character trait. Be specific. How will your heart changing impact you at the relationship dynamics level? How will working on these things positively influence your relationship with the Lord and others?

Please do this in **6-7** **pages, double-spaced** and turn it in on the assigned date. See assignment schedule for specific due date.

**FINAL REPORT** – After reviewing your initial plan, write a **three page, double-spaced** summary (please attach your initial heart questions and your 6-7 page plan). Answer: How did you do carrying out your plan? Where did you succeed? Where did you fall short (and why did you)? Also include in your final report 2 or 3 of the statements from the booklets that helped you understand your problem biblically and one of the ideas that you incorporated into your plan from the booklets. Where do you need to go from here? Be specific about what you plan to do. I would also like you to evaluate yourself on a scale of 1-5 of how diligently you carried out your plan. 1= forgot to work on it, 2=I remembered every so often, 3=I was kind of mediocre, 4=I took it seriously but could’ve been a bit more diligent, 5=I took it seriously and tried hard to carry out my plan. This is an overall rating not a number for each item.

**Case Analysis**

Discern what is happening using the triangle model for one of the cases. Then develop a plan using principles taught for dealing with the situation. Do not use other counseling class concepts. The total should be **6-7 pages double-spaced** 12 pt. times New Roman, Word doc., not pdf.

In essay form (not bullet point), analyze the case study

* Use the triangles as an analytical tool to evaluate at least one of the parties in detail demonstrating you understand the flow of thought of the triangles for both the put off, be renewed in the mind and put on. How would superior worship defeat the inferior worship being demonstrated?
* Do not just repeat facts of case study or just what the conciliation principle is.
* Explain how at least 3 other conciliation principle apply to the case. Do not just say, “they need to use the 7 A’s of confession.” Demonstrate what a confession using the 7 A’s would sound like.

Case Number 1: The Teammate Conflict **OR**

Case Number 2: Frank and Evelyn

**Quizzes & Final Exam**

**Quiz**: There will be one midterm quiz on class lists.

**Final exam:** The final exam will be comprehensive.

7 A’s of Confession paper

In one single spaced page use the 7 A’s to write out a thorough confession for one of the parties in your chosen case study. Write this in in the first person as if you are the person asking for forgiveness.

Forgiveness response paper

During class two views of forgiveness were explained — "unilateral/lavish forgiveness” and “Conditional/transactional”. In 1-2 pages, double spaced, please interact with these views and articulate which you believe represents scripture most accurately and why. What questions does either of these view raise for you? Please argue biblically.

**Grading**

Given the specific types of assignments outlined in the Course Requirements above, the student’s grade for this course will be calculated as follows:

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| **Course Requirement** | **Percent of Final Course Grade** |
| Reading and 3 Reading Reports (10% each book; 5% booklet) | 25% |
| Personal Conflict Patterns Project (purposes of the heart questions [5%], analysis and plan [10%], final report [10%]) | 25% |
| Case Analysis | 15% |
| Mid term Quiz | 10% |
| Final Exam | 15% |
| 7 A’s of confession paper | 5% |
| Forgiveness response paper | 5% |
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| **TOTAL** | 100% |
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**Due Dates:**

**Jan 14---**Drawing out the purposes of the heart questions and reading report on *Help! I’m in a Conflict.*

**Jan 21---**Analysis and conflict patterns plan

**Jan. 28 ---**Forgiveness response paper

**Feb. 4 ---**Reading report on *The Peacemaker* (M.A.) or *The Peacemaking Pastor* (M.Div.)

**Feb. 4** ---Midterm quiz on all lists

**Feb. 11 ---** 7 A’s of confession paper

**Feb. 18 ---**Case study due and Reading report on *Pursuing Peace*

**Feb. 25 ---**Final exam and final report on Conflict Patterns Project

**Late work and extensions:**

Students are expected to submit all assignments according to their due dates given in their course syllabi and to plan accordingly to meet those deadlines. Late work will receive a 20% deduction for the first day and 10 % for each day after. Only in cases of extreme unforeseen circumstances such as a medical emergency, a family tragedy, or other circumstance which debilitates the student from attending to his/her studies—will an extended due date (extension), without penalty, be considered at the discretion of the professor. It is the student’s responsibility to contact his professor as soon as these debilitating circumstances arise and to ensure that his assignment has been received by the professor by the extended due date.

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.

**RTS Charlotte**

**Student Instructions for Final Exams for Intensive Classes**

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link: [*http://www.respondus.com/lockdown/download.php?id=998253613*](http://www.respondus.com/lockdown/download.php?id=998253613)

* This link is ONLY for RTS students and covers both 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.)

1. 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.
2. 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.
3. Access the exam during the date window specified for that midterm:
   1. 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.
   2. 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> .
   3. 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)**](https://www.respondus.com/downloads/RLDB-QuickStartGuide-Instructure-Student.pdf).
   4. Time clock will begin once you open the exam.
   5. Exam must be completed in one sitting. You may not exit and return to exam later.
   6. 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.
4. The proctor must confirm completion at the end of the exam by emailing [proctor.charlotte@rts.edu](mailto:proctor.charlotte@rts.edu), including the *Course Name* & *Student Name* in the email subject line. There is a question in the exam which will prompt you to ask your proctor to send this email.
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: Biblical Conflict Resolution

Professor: Dr. Ernie Baker

Campus: Charlotte

Date: Jan. 2022

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| **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.* | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **COUNSELING KNOWLEDGE**  Demonstrate knowledge of counseling theories and modern anthropology. | moderate | It is not within the scope of this course to discuss secular theories of conflict resolution. A biblical anthropology will be discussed though as opposed to weak theoretical and cultural views. |
| **COUNSELING SKILL**  Ability to apply biblical truths and common-grace insights in church-based counseling settings. | strong | Along with practicing conflict resolution principles during class mediation methodology will be taught for use in local church conciliation cases. |
| **SCRIPTURE**  Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances. | Strong | Every principle taught in class will be rooted in a thorough understanding of scripture and its practical application to conflict resolution. The meaning of words in the original languages is discussed often. |
| **REFORMED THEOLOGY**  Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances. | strong | From an emphasis on the glory and sovereignty of God, the doctrine of radical corruption and an emphasis on the inspiration and inerrancy of scripture the class is saturated with the practical application of Reformed theology to conciliation cases. |
| **SANCTIFICATION**  Demonstrates a love for the Triune God that aids the student’s sanctification. | strong | The students will develop and carry out a “conflict patterns plan” to discern why they respond to people the way they do and to address heart idolatry that is influencing relationship skills and character traits. Life being lived as a worshiper of Yahweh will be emphasized. |
| **WINSOMELY REFORMED**  Embraces a winsomely Reformed ethos. | strong | A strong emphasis of the class is that biblical conflict resolution is as much about Christ like character as it is procedures (Eph. 4:1-3). |