



**COUN5311 The Bible in the Professional Counselor**  
**New Orleans Baptist Theological Seminary**  
**Counseling Division**  
**Spring 2022 (NOLA2U Live)**

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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Course Description**

Recognizing the need for personal integration of the Bible into the counselor's own life, this course is designed to examine and express the connections between humans and God as defined in Scripture. Models of integrating Scripture and counseling are presented. Students are challenged to learn effective, therapeutic methods of sharing Biblical passages, principles, theology, and historical contexts with counselees. God's word is presented as the truth, which permeates the presence of the Christian counseling environment.

**Program Objectives:**

#4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

**Course Objectives**

<b>Course Objectives</b>	<b>Learning Experiences</b>	<b>Assessments</b>
Increase in knowledge of the integration of Scripture and counseling by gaining knowledge about how Scripture impacts character formation (CACREP 2.F. d, k; 2.f.5.f)	<b><i>Instruction:</i></b> Lectures: Benefits of Memorizing God's Word & Techniques; Elements for Transformation	<b>Daily Journal of Insights</b>
Increase ability to apply biblical principles to the student's personal life and in	<b><i>Instruction:</i></b> Lectures: Incarnational Counseling; Transformation of the Nature	<b>Weekly Group Review Daily Journal of Insights Reading Assignments</b>

counseling issues presented by clients by developing skills to make the discipline of memorizing God's Word easier, and in applying biblical truth to counseling issues (CACREP 2.F.2.g), and to learn how to assess for issues related to transformation rather than just improved functioning in the client. (CACREP 2. 5.f)	and Character of the Christian Counselor (Romans 12:1-2 and Luke 2:52 Patterns); Vernick; Scripture Memorization and Meditation; Scripture Prayer; Importance of Science and Faith and Their Interaction; A Healthy Theology of Suffering; Sin and Grace in Christian Counseling; The Importance of Emotional Health; Development and Maintenance of Relational Health; Developing and Maintaining Spiritual Health; Kellemen; Meditation of weekly passages in Philippians; Tracking Exercises <b>Readings:</b> Vernick, McMinn, & Kellemen; Articles: Does Case Conceptualization Really Matter; Role of Fantasy; Creating a Vision	
Increase in valuing the impact of memorizing and meditating on a large portion of Scripture.(CACREP 2.F.5.f)	<b>Instruction:</b> Memorization and meditation of Philippians; Journal Entries;	<b>Daily Journal of Insights</b> <b>Recitation of Philippians 1-2</b> <b>Recitation of Philippians 1-4</b>

### Textbooks (Required)

Kellemen, R. (2014). Gospel centered counseling: How Christ changes lives. Grand Rapids, MI: Zondervan. ISBN: 978-0310516132

McMinn, M.R. (2008). Sin and grace in Christian counseling. Downers Grove, IL: InterVarsity Press Academic. ISBN: 978-0830828517

Vernick, Leslie. (2009). How to live right when your life goes wrong. Colorado Springs, CO: Waterbrook Press. ISBN: 978-1578568024

Paper: Steele, K. Does Case Conceptualization Really Matter? On Blackboard

PowerPoint Outlines: Laaser, M. Role of Fantasy; Creating a Vision.

### Course Teaching Methodology

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, and written examinations.

### Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p><b>1. Class Participation/Pre-Post Survey</b>            Class Participation is based on student's attendance and interactions during class discussions. Occasionally a small written assignment may be assigned concerning the discussion of the texts used for the course. Students are responsible to completed and turn in these assignments. Each student is allotted 3 absences (9 hours). Three tardies are counted as one absence. Any additional absences will result in failure of the course. Please see the Graduate Catalog for a detailed description of the seminary's absence/tardy policy.</p>	10%	Beginning of Term End of term
<p><b>2. Reading Assignments</b>            Reading Assignments are an important part of preparation for class discussion. Each class period a reading assignment is due students will record a report of percentage read of assigned readings. Please report your reading percentage on Blackboard each week as assigned. You may report on the Discussion Board.  <b>QQTP - Questions, Quotations &amp; Talking Points:</b>  <b>The following will need to be uploaded to the Discussion board before the day in class the text or article will be discussed.</b>  <ul style="list-style-type: none"> <li>• <b>Questions:</b> Note the points at which a question comes to mind as you read each assigned text or article. Write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings.</li> <li>• <b>Quotation:</b> Select a quotation that is especially pertinent or relevant to the main points of the text. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the page number.</li> <li>• <b>Talking Points.</b> Write talking points that show that you have thought seriously and critically about the reading. These may be in the form of a statement or a question. If a question, you do not need to answer your question in writing, but you should talk about it in class. Write at least five detailed talking points, covering several different topics from the reading. A rubric for this assignment is posted on Blackboard.*Reading percentage grade will be averaged with the QQTP grade.</li> </ul> </p>	20%	As assigned
<p><b>3. Memorization of Philippians</b></p>	40%	

<p>Memorization of the book of Philippians is a major project in this course. About 20-40 minutes of each class period will be dedicated to working on memory work of this book of the Bible. By the end of the semester the student will be expected to be able to quote the entire book of Philippians. The New International Version (1984) will be used.</p> <p><b>Recitation of <i>Chapters 1-2 (Mid-term Exam) (15%)</i></b>  <b>Recitation of <i>Chapters 1-4 (Final Exam) (25%)</i></b></p>		<p>Midterm Final of Semester</p>
<p><b>Disciplines of Memorization of Philippians:</b></p> <p><b>A. Log of Review Goals</b>  Keep a log/chart of daily review and maintain 85% of your goals. See Goals Chart Example. You will need to make your own chart and copy enough pages for semester (or MS Excel version on BB/Course Docs). Complete #A (In addition to assignments 1, &amp; 2, plus as much of #3 as possible) to be able to achieve a "C."</p> <p><b>B. Write a Daily Journal of Insights</b>  Record insights from the verses you are studying for the week (2x per week minimum). These journal entries should be based on what you are personally learning from the verses, and applying to your life. Please post your journal entries on Blackboard in the appropriate place  Complete A and B (in addition to assignments 1, 2, &amp; 3) to be able to achieve a "B."</p> <p><b>C. Weekly Group Review—1 time per week</b>  Minimum 15 min. Spend the entire time reviewing. Record a weekly report of your group review time—who was there, and how you reviewed. Each person will turn in a report. (See Group Review Report) If no one in your Group comes to meet, you can do this review with a friend.  Students enrolled in the NOLA2U version will be assigned to a video review group.  All students should complete  Complete A, B, &amp; C (in addition to assignments 1, 2, &amp; 3) to achieve an "A."</p>	<p>10%</p> <p>10%</p> <p>10%</p>	<p>Log Turn in Logs Mid-term</p> <p>Final Turn in Log last week of class</p>

**NOTICE: Blackboard Course COUN5311KS contains the PowerPoint notes from lectures and other important material from the course.**

**Evaluation of Grade:**

Class Participation/Pre-Post Survey	10%
Reading Assignments	20%
Memorization of Philippians	40%
Log of Review Goals	10%
2 Journal Entries weekly	10%
Weekly Group Review	10%

The following grading scale is used at NOBTS:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below

**If you are taking this course as a NOLA2U Live student, please note the following attendance policies:**

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at: <https://catalog.nobts.edu/generalinfo/academicpolicies>.)
3. Technical issues will not be considered a valid reason for missing a class session.

**Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](https://selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](https://nobts.blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](https://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

**Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations

you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

### **Professor’s Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student’s Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

### **Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

### **Help for Writing Papers at “The Write Stuff”**

“The Write Stuff” is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for APA style helps and guidelines.

### Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

### Course Schedule

#### Reading and Assignment Schedule (subject to change)

Week	Content of Study	Reading & Other Assignments	Philippians
<b>Week 1</b> <b>Tuesday</b> <b>1/18</b>	Course Introduction Benefits of Memorizing God's Word, Techniques	<b>Complete Pre-Survey</b>	<b>Phil. 1:1-4</b>
<b>Week 2</b> <b>Tuesday</b> <b>1/25</b>	Incarnational Counseling	Vernick Ch 1, 2 & 3	<b>Phil. 1:5-8</b> <b>Phil. 1:9-11</b>
<b>Week 3</b> <b>Tuesday</b> <b>2/1</b>	Transformation of the Nature and Character of the Christian Counselor (Romans 12:1-2)	Vernick, Ch. 4, 5 and 6	<b>Phil. 1:12-15</b> <b>Phil. 1:16-19</b>
<b>Week 4</b> <b>Tuesday</b> <b>2/8</b>	Luke 52:2 Pattern Discussion of Vernick	Vernick, Ch. 7, 8, 9 & 10 <b>Reading Report Due</b>	<b>Phil. 1:20-23</b> <b>Phil. 1:24-27</b>
<b>Week 5</b> <b>Tuesday</b> <b>2/15</b>	Elements for Transformation	Paper: on BB/Course Documents: Does Case Conceptualization Really Matter? (Steele) <b>Reading Report Due</b>	<b>Phil. 1:28-30</b> <b>Phil. 2:1-4</b>
<b>Week 6</b> <b>Tuesday</b> <b>2/22</b>	Scripture Prayer	Powerpoint: Role of Fantasy Powerpoint: Creating a Vision <b>Reading Report Due</b>	<b>Phil. 2:5-8</b> <b>Phil. 2: 9-12</b>

<b>Week</b>	<b>Content of Study</b>	<b>Reading &amp; Other Assignments</b>	<b>Philippians</b>
<b>Week 7 Tuesday 3/1</b>	Mari Gras—No Class	<b>Reading Report Due</b> Review scriptures with partner/friend/family this week—record on group page	<b>Phil. 2: 13-16</b> <b>Phil. 2: 17-20</b>
<b>Week 8 Tuesday 3/8</b>	Importance of Science and Faith and Their Interaction	Sign up on Wiki for time for mid-term to recite chapters 1-2.	<b>Phil. 2:21-24</b> <b>Phil. 2:25-28</b>
<b>Week 9 Tuesday 3/15</b>	<b>Spring Break</b>	Keep working!	<b>Phil. 2: 29-3:1</b>
<b>Week 10 Tuesday 3/22</b>	A Healthy Theology of Suffering	McMinn: Chapters 1-3 Scheduled Recitations of Philippians Chapters 1-2 (during the week--)	<b>Phil. 3: 2-4</b> <b>Phil. 3: 5-8</b>
<b>Week 11 Tuesday 3/29</b>	The Importance of Emotional Health	McMinn: Chapters 4-5	<b>Mid Term</b> Philippians 1 & 2
<b>Week 12 Tuesday 4/5</b>	Discussion of McMinn	McMinn: Chapters 6-8 <b>Reading Report Due</b>	<b>Phil. 3: 9-11</b>
<b>Week 13 Tuesday 4/19</b>	Development and Maintenance of Relational Spiritual Health	Kellemen: Chapters 1-5	<b>Phil. 3:12-16</b> <b>Phil. 3: 17-21</b>
<b>Week 14 Tuesday 4/26</b>	Role of Scripture in Counseling Discussion of Kellemen	Kellemen: Chapters 6-10	<b>Phil. 4: 1-3</b> <b>Phil. 4: 4-7</b>
<b>Week 15 Tuesday 4/26</b>	Gospel-Centered Counseling	Kellemen: Chapters 11-16 <b>Reading Report Due</b>	<b>Phil. 4: 8-11</b> <b>Phil. 4: 12-15</b>
<b>Week 16 Tuesday 5/3</b>	<b>Final Exam</b>	Scheduled Recitations of Philippians Chapters 1-2 (during the week or during Final Exam) Complete Post Survey	<b>Phil. 4: 16-19</b> <b>Phil. 4:20-23</b>



Week	Content of Study	Reading & Other Assignments	Philippians
<b>Week 17 Tuesday 5/10</b>	<b>Final Exam</b>	Scheduled Recitations of Philippians Chapters 1-2 (during the week or during Final Exam) Complete Post Survey	

### Selected Bibliography

- Allender, D. & Longman III, T. (1994). *Cry of the soul: How our emotions reveal our deepest questions about God*. Dallas: Word.
- Bauckham, R. (2003). "Reading Scripture as a coherent story." In *The Art of Reading Scripture*, ed. by Ellen F. Davis and Richard B. Hays, 38-53. Grand Rapids, MI: Eerdmans.
- Cloud, H. (1993). *Changes that heal: How to understand your past to ensure a healthier future*. Grand Rapids, IL: Zondervan.
- Doriani, D.M.(1996). *Getting the message: A plan for interpreting and applying the Bible*. Phillipsburg, NJ: P. & R.
- Emlet, M.R. (Winter 2002). "Understanding the influences on the human heart." *Journal of Biblical Counseling* 20, No. 2: 47-52.
- Johnson, E.L. (2007). *Foundations for soul care: A Christian psychology proposal*. Downers Grove, IL: InterVarsity Press.
- Manning, Brennan. (2002). *Abba's child: The cry of the heart for intimate belonging*. Colorado Springs, CO: NavPress.
- Scazzero, P. (2010). *The emotionally healthy church: A strategy for discipleship that actually changes lives*. Grand Rapids, MI: Zondervan.
- Vernick, Leslie. (2003). *How to live right when your life goes wrong*. Colorado Springs, CO: Waterbrook Press.

### Key Performance Indicators

Key Performance Indicator	Learning Experiences	Assessments
N/A		

### Signature Assignments

Assignment	Description	Percentage/Points	Due Date
N/A			

**Group Review Report**

Name: \_\_\_\_\_

(You will need to print (or copy electronically) 4 of these for the entire semester, or Microsoft Excel version available on Blackboard under Course Documents)

Date	Who was there	Method used for review?	# of Times
Tues _____		<b>By Group:</b> Word by Word Review _____ From Phil 1:1 to current assignment _____ Phrase by Phrase _____ Only Current assignment _____ <b>Individually</b> quote current assignment _____ <b>Individually</b> quote Phil 1:1 to current _____	

Date	Who was there	Method used for review?	# of Times
Tues _____		<b>By Group:</b> Word by Word Review _____ From Phil 1:1 to current assignment _____ Phrase by Phrase _____ Only Current assignment _____ <b>Individually</b> quote current assignment _____ <b>Individually</b> quote Phil 1:1 to current _____	

Date	Who was there	Method used for review?	# of Times
Tues _____		<b>By Group:</b> Word by Word Review _____ From Phil 1:1 to current assignment _____	

Phrase by Phrase \_\_\_\_\_  
 Only Current assignment \_\_\_\_\_  
**Individually** quote current assignment \_\_\_\_\_  
**Individually** quote Phil 1:1 to current \_\_\_\_\_

**Date** \_\_\_\_\_ **Who was there** \_\_\_\_\_ **Method used for review?** \_\_\_\_\_ **# of Times** \_\_\_\_\_

Tues \_\_\_\_\_

**By Group:**

Word by Word Review \_\_\_\_\_

From Phil 1:1 to current assignment \_\_\_\_\_

Phrase by Phrase \_\_\_\_\_

Only Current assignment \_\_\_\_\_

**Individually** quote current assignment \_\_\_\_\_

**Individually** quote Phil 1:1 to current \_\_\_\_\_

**Goals Chart**

Set goals for your review

I will review Philippians \_\_\_\_\_x per day, at \_\_\_\_\_

Keep a log/chart of daily review

Maintain 85% of your goals.

(Example)

Sample Goals Chart

<u>Week</u>	<u>Sunday</u>	<u>Monday</u> Y	<u>Tuesday</u> Y	<u>Wednesday</u> Y	<u>Thursday</u> Y	<u>Friday</u>	<u>Saturday</u> Y
<u>1</u> Brushing Teeth Driving to Work Before Bed							
<u>2</u> Brushing Teeth Driving to Work Before Bed							
<u>3</u> Brushing Teeth Driving to Work Before Bed							
<u>4</u> Brushing Teeth Driving to Work Before Bed							
<u>5</u> Brushing Teeth Driving to Work Before Bed							

<u>Week</u>	<u>Sunday</u>	<u>Monda</u> <u>y</u>	<u>Tuesda</u> <u>y</u>	<u>Wednesda</u> <u>y</u>	<u>Thursda</u> <u>y</u>	<u>Friday</u>	<u>Saturda</u> <u>y</u>
<u>6</u> Brushing Teeth Driving to Work Before Bed							
<u>7</u> Brushing Teeth Driving to Work Before Bed							
<u>8</u> Brushing Teeth Driving to Work Before Bed							

Total Percentage of Goals Achieved: