

**03CO5400 Counseling in the Local Church**

**Summer 2020**

**June 9 – June 30**

**Tuesday & Wednesday**

**7:00pm – 9:00pm EST (via Zoom – link provided on Canvas)**

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Office hours by appointment (via phone or Zoom).

**COURSE DESCRIPTION**

This course takes a biblical understanding of the way in which the Gospel enables people to change and discusses how to practically apply this to ministry. You will learn how to use this Gospel-driven model in the primary context in which God works change: your relationships within the body of Christ.

**COURSE OBJECTIVES**

The course objectives for this class are twofold:

- (1) Students will be able to articulate the role of the church in soul care throughout church history.
- (2) Students will be able to discuss contemporary issues and opportunities connected to counseling ministry and its connection to the local church.

**COURSE MATERIALS**

Purves, Andrew. *Pastoral Theology in the Classical Tradition*. Louisville: Westminster John Knox, 2001. 125 pp.

**Purves surveys a half dozen major theologians and pastors throughout church history and establishes their contribution to soul care. This is in many ways a work of retrieval as Purves seeks to capture the spirit of the first 1800 years of the church's member care and apply it to contemporary Christianity.**

Holifield, E. Brooks. *A History of Pastoral Care in America: From Salvation to Self-Realization*. Eugene: Wipf & Stock, 1983. 356 pp.

**Holifield's work surveys the decline of pastoral care in America from the early years of Puritan influence through the self-help movement. Holifield is a careful scholar, and this work is well-regarded as thorough treatment of how the field of pastoral counseling changed. You won't know exactly what Holifield believes by the end of the book, but that's not the point. The point is to see the changing landscape of soul care in America over the last 400+ years.**

Newheiser, Jim and Rod Mays. "Launching a Counseling Center in a 'Midsize Church'" Biblical Counseling for the Church *and* Community" in Bob Kellemen and Kevin Carson, eds. *Biblical Counseling and the Church: God's Care Through God's People* (Downers Grove: Zondervan, 2015), 223-239.

**This article by two RTS Charlotte professors will be made available on Canvas.**

## **COURSE WORK**

### (1) Historical Figure & Counseling Report

Students are to pick one figure from church history and research his or her contributions to counseling / pastoral theology. Your report needs to primarily interact with primary sources (i.e. material written by the individual being studied). Identify 3 significant theological or practical emphases that mark this individual's work and their contemporary relevance to biblical counseling. Suggested figures include John Chrysostom, Gregory the Great, Martin Luther, Martin Bucer, Richard Sibbes, Richard Baxter, George Swinnock, Thomas Watson, Thomas Brooks, John Newton, Jonathan Edwards, and Octavius Spencer. You may also pick Jay Adams, David Powlison, Elyse Fitzpatrick, Thomas Oden, or a composite of African-American writers, although you need to have a discussion with the professor before choosing any of these five final options. If you have another individual you would like to study, please discuss this with the professor. Your report must be between 8 and 10 pages in length.

### (2) Reading Report

Students are to complete the reading report available on Canvas under "Files." Please upload the completed form to Canvas.

### (3) Final Exam

Students will take a final exam that covers material from the Purves & Holifield Books. Students will be asked to describe general movements in counseling history and know major figures from each movement. The course will prepare you well for this assignment. Your exam will be taken via Lockdown Browser. (See below for Lockdown Browser instructions.)

## **COURSE GRADING**

Historical Figure & Counseling Report	33%
Reading Report	33%
Final Exam	33%

## **NUTS AND BOLTS**

### Classroom Policies

1. Please follow all RTS classroom policies, including policies for internet use (appended below).
2. Papers should be formatted according to Chicago/Turabian standards.

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. The professor reserves the right to modify any student's grade who is absent for a significant portion of the class.

Assignment Schedule

This course meets every Tuesday and Wednesday, June 9 – 30 from 7:00 – 9:00 pm via Zoom. Your assignments are due by 11:59 pm on the following days:

Reading Report	Friday, July 16
Historical Figure & Counseling Report	Friday, July 16
Final Exam	Friday, July 23

## **RTS Charlotte**

### **Student Instructions for Exams (LockDown Browser)**

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>

- 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 should 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.

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 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. Have your student ID number available to input into the exam.
  3. If you use internet filtering software, you should disable it before beginning an exam with LockDown Browser.
  4. 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>.
  5. 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).
  6. Time clock will begin once you open the exam.
  7. Exam must be completed in one sitting. You may not exit and return to exam later.
  8. 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.

**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.

## Course Objectives Related to MACC Student Learning Outcomes

Course: Counseling in the Local Church  
 Professor: Dr. Nathanael Brooks  
 Campus: Charlotte  
 Date: 03.06.20

<b><u>MACC Student Learning Outcomes</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 MAC outcomes.</i>	<b><u>Rubric</u></b> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<b><u>Mini-Justification</u></b>
<b><u>COUNSELING KNOWLEDGE</u></b> Demonstrate knowledge of counseling theories and modern anthropology.	Strong	Course is designed to evaluate the church's role in counseling.
<b><u>COUNSELING SKILL</u></b> Ability to apply biblical truths and common-grace insights in a variety of counseling settings.	Minimal	Far greater attention is given to historical development than actual practice.
<b><u>SCRIPTURE</u></b> Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.	Moderate	The role of the church in counseling will be developed from Scripture.
<b><u>REFORMED THEOLOGY</u></b> Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.	Strong	The term "church" is used within a Reformed understanding of what constitutes a church.
<b><u>SANCTIFICATION</u></b> Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	More emphasis will be placed on historical development and theory than personal transformation.
<b><u>WINSOMELY REFORMED</u></b> Embraces a winsomely Reformed ethos.	Strong	Course is a winsome look at church history as relates to the practice of counseling.