



CO5100 Typical Problems in Christian Counseling
3 Credit Hours

Spring 2026
Monday 1-4 PM
Reformed Theological Seminary: Charlotte

Professor Information

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COURSE DESCRIPTION

This course covers typical problems encountered in biblical counseling. Topics include: addictions, abuse, counseling children, crisis situations, decision-making, eating disorders, finances, self-harm, and sexual sin, among other “typical” counseling topics.

COURSE MATERIALS

Reading:

Sinclair Ferguson, *Discovering God's Will*. Banner of Truth; 2013, 128 pgs.

Jeremy Pierre and Greg Wilson, *When Home Hurts: A Guide for Responding Wisely to Domestic Abuse in Your Church*. Christian Focus; 2021, 288 pgs.

Mike Emlet, *CrossTalk: Where Life and Scripture Meet*. New Growth Press; 2009, 224 pgs.

Julie Lowe, *Building Bridges: Biblical Counseling Activities for Children and Teens*. New Growth Press; 2020, 144 pgs.

David Powlison, *Good and Angry: Redeeming Anger, Irritation, Complaining, and Bitterness*. New Growth Press; 2016, 256.

Articles / Chapters (available on Canvas. No reading interaction papers due for the following reading assignments, simply come to class having read and be ready to discuss):

Alisdair Groves, *Rebuilding Broken Trust*, JBC 35:2 (2021): 15-35

Mike Emlet, *OCD: Freedom for the Obsessive-Compulsive* (Resources for Changing Lives).

2003, P&R, 40 pgs.

The expectation is that students will read every word of these books to receive full reading credit. Students will be graded based on their self-reporting in the reading summaries described below.

ASSIGNMENTS AND ASSESSMENTS

This course is entirely electronic for the submission of 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 the professor to learn how to use Canvas.

1. Reading Summary and Report

Students are to turn in a two page-double spaced paper, for each book read. State the percentage read of each book according to the following guide: 1. Percentage of the book read, word-for-word; 2. Percentage of the book skimmed. Then for the paper itself, page one will consist of a summary of the salient points of the book. Capture the thesis as well as the main points of the author's argument. Write it in such a way that if the author of the book read your summary, he could agree you understood what he was saying. Page two will simply be your personal interaction with the book—was it useful to you, is it applicable in your ministry, were there things you found helpful or troubling, etc. These 2-page reports will be due at the end of the course, uploaded to Canvas.

2. Final Exam

The final exam offers two possible tracks, those pursuing ACBC certification and those who are not. If you are completing the ACBC exam questions, the questions may be taken on your computer, with an unmarked Bible, and based upon the honor system no other outside resources may be used.

Final Exam, if pursuing ACBC Certification:

ACBC Counseling exam questions 3,9-10,12,16-20

Final Exam, for those not interested in ACBC:

For those uninterested in pursuing ACBC certification, your exam will be questions created from the lecture and reading content of the course, administered in typical RTS exam fashion.

3. Paper

Like the Final Exam, two possible tracks are offered for the course paper, an ACBC track and a non-ACBC track. For those pursuing ACBC Certification, in lieu of your paper, please complete the following questions for the ACBC Exams:

ACBC Theology exam questions 13-24

For those uninterested in ACBC Certification:

Write a 8-10 page paper on a "Typical Problem" of your choice—it may be selected from the course topics or it may be a topic not covered in this class. You may choose to approach your selected topic from a theological or methodological approach. Please approve your proposed

paper topic with your professor no later than the week of mid-terms.

4. Class Attendance and Participation

Please attend each class and be prepared to participate in class discussion. Class participation factors into your final grade.

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 are penalized 3% for the first day late, and 1% for each day late thereafter.

Extensions Policy for Assignments: In extenuating circumstances, a deadline extension of **up to one week** may be granted at the discretion of the professor. Requests for extensions of **more than one week** must be submitted to the Registrar for consideration by the Academic Dean in consultation with the professor. Extensions are granted only for significant emergencies or unforeseen circumstances, and a grade penalty may be applied. *All extension requests must be made prior to the assignment deadline.* No retrospective extensions will be granted.

COURSE GRADING

Reading / Interaction Papers	40%
Class Participation	10%
Final	25%
Paper	25%

Grading Scale:

Standard RTS Grading Scale

Additional Details:

Special Needs

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., recordings, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the professor at the beginning of the course to make appropriate arrangements.

Disclaimer

During the course of the semester the professor reserves the right to modify any portion of this syllabus as deemed necessary to the professor because of events and circumstances that occur during the term.

Classroom Policies

1. All classroom policies at RTS Charlotte are expected to be followed.
2. Guidelines for papers (including reflections and exams) 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.**
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.

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.

Exams may be conducted outside of class time. In this case, students will be asked to adhere to the following process:

RTS Charlotte Student Instructions for Exams outside of class

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>
 - 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:
 - 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.
 - b. Have your student ID number available to input into the exam.
 - c. If you use internet filtering software, you should disable it before beginning an exam with LockDown Browser.
 - d. Login to your Canvas account.
 - 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)**.
 - f. Time clock will begin once you open the exam.
 - g. Exam must be completed in one sitting. You may not exit and return to exam later.
 - 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
 Professors: Keith A. Evans
 Campus: Charlotte
 Date: Spring 2026

<u>MACC Student Learning Outcomes</u> <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>	<u>Rubric</u> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<u>Mini-Justification</u>
<u>COUNSELING KNOWLEDGE</u> Demonstrate knowledge of counseling theories and modern anthropology.	Strong	Course heavily interacts with heart issues and the components of effective counseling.
<u>COUNSELING SKILL</u> 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.
<u>SCRIPTURE</u> Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.	Strong	Scripture is consistently presented as <i>the</i> tool of the Holy Spirit by which heart change is brought about in the human person.
<u>REFORMED THEOLOGY</u> Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.	Moderate	A reformed understanding of theology results in a reformed practice of counseling. Thus significant effort is made, ensuring our counsel of typical and various problems is reformed.
<u>SANCTIFICATION</u> 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 understanding of Christ.
<u>WINSOMELY REFORMED</u> Embraces a winsomely Reformed ethos.	Moderate	The course addresses a reformed understanding of the human person, covenant relationships, and in a winsome manner.