



MAC 595 Counseling and Theology Fall 2019

Last revised: *June 26, 2019*

Program Mission

To prepare Christian counselors for professional service who love people in all their God-given diversity, who engage science and culture with wisdom and discernment, and who skillfully apply the grace & truth of the Gospel first to their own lives and then to the lives of those whom they counsel.

CLASS DATES AND TIMES

Monday nights, 7:30 – 10:15 pm, September 9 – October 14,
+ Saturday, September 21, 8:30 AM – 4:30 pm

PROFESSOR

R. Todd Mangum, PhD
Les and Kay Clemens Professor of Missional Theology
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Office hours: by appointment

COURSE DESCRIPTION

This all-levels theology course integrates constructive theological themes and counseling in a way that is biblically supported, historically informed, and multi-culturally engaged. Students will gain a better understanding of the nature of God, the nature of human beings, and the application of the relationship between the two.

COURSE OBJECTIVES

1. Explore and integrate constructive theological themes related to the practice of counseling.
2. Demonstrate an understanding of both implicit and explicit practices of theology in diverse, contemporary settings.
3. Articulate and address the influence that theological suppositions and presuppositions may have on the lives of self and others.
4. Develop a hermeneutical approach to counseling that includes recognition of the person and work of God in the circumstances of life.

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PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
1. Live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and community.	Course objective(s) 1, 2, 3, 4
2. Demonstrate a commitment to humble, learner-oriented ministry in a world marked by cultural, theological, and philosophical diversity.	Course objective(s) 1, 2, 3, 4
3. Grow in knowledge of the Bible and ability to humbly interpret & apply it in light of history, culture, & genre.	Course objective(s) 2, 4
4. Demonstrate effective counseling skills in light of student's gifting, call & context.	Course objective(s) 1, 4

INSTRUCTIONAL HOURS	RELATED OBJECTIVES	ESTIMATED TIME IN HOURS
1. Classroom sessions	1-4	22
2. Professor-provided reading guides and assignments supplemented by course website learning exercises	1-4	15
Total instructional hours		37 hours

COURSE REQUIREMENTS AND ASSESSMENTS

GRADED ASSESSMENTS	RELATED OBJECTIVES	PERCENTAGE OF GRADE	ESTIMATED TIME IN HOURS
1. Class participation	1-4	10%	N/A
2. Completion of required reading & materials	1-4	75%	60
3. Thought assignments	1-4	15%	20
Total estimated hours			80 hours

REQUIRED TEXTS & MATERIALS

Reading Assessment 1 (65%):	Johnson, Eric L. <i>God & Soul Care: The Therapeutic Resources of the Christian Faith</i> . (2017). Downers Grove, IL: IVP. 650 pages.
Reading Assessment 2 (15%):	Gilbreath, Edward. (2006). <i>Reconciliation Blues: A Black Evangelical's Inside View of White Christianity</i> . Downers Grove, IL: IVP. 185 pages

OTHER REQUIRED TEXTS & MATERIALS (DUE BY SEPTEMBER 23, 2019)

- American Association of Christian Counselors. (2014). *2014 American Association of Christian Counselors Code of Ethics* <https://www.aacc.net/wp-content/uploads/2017/10/AACC-Code-of-Ethics-Master-Documents.pdf>
- American Counseling Association (2014). *2014 ACA Code of Ethics* <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

- ACA Advocacy, ALGBTIC, Spiritual and Religious Issues, Multiracial, and Social Justice Counseling Competencies located at <https://www.counseling.org/knowledge-center/competencies>
- ACPE The Standard for Spiritual Care & Education <https://www.acpe.edu/ACPE/Resources/AAPCEthicalGuidelines.aspx?WebsiteKey=4226fe39-34cc-48f4-a057-3885f8cac917>

RECOMMENDED READINGS, WEBSITES, MATERIALS

Intersection of Psychology, Counseling, and Theology

- Allender, D.B. (1999). "Forgive and Forget" and Other Myths of Forgiveness, in *God and the Victim: Theological Reflections on Evil, Victimization, Justice, and Forgiveness*, Lisa Barnes (Ed). Lampman, Eerdmans, 199–216.
- Crabb, L. *Finding God* (Grand Rapids: Zondervan, 1995).
- Ganzevoort, R.R. (2008). Teaching That Matters: A Course on Trauma and Theology. *The Journal of Adult Theological Education* 5.1, 8-19.
- Grenz, S.J. (2002). "[The Social God and the Relational Self: Towards a theology of Imago Dei in the Postmodern Context.](#)" *Horizons in Biblical Theology*, 24, 33-57.
- Holeman, V.T. *Theology for Better Counseling: Trinitarian Reflections for Healing and Formation* (Downers Grove, IL: IVP, 2012).
- Langberg, D. (2015). *Suffering and the heart of God: How trauma destroys and Christ restores.* Greensboro, NC: New Growth Press.
- McMinn, Mark R. and Phillips, Timothy R. Eds., *Care for the Soul: Exploring the Intersection of Psychology & Theology*, IVP, 2001.
- Nouwen, H.J.M. (2002). *Life of the beloved: Spiritual living in a secular world.* New York, NY: Crossroad.
- Owens, T.M. (2015). *Embracing the body: finding God in our flesh and bone.* Downers Grove, IL: Intervarsity Press.
- Woodward, J. R. (2012). Pastors: Soul Healers, in *Creating a Missional Culture: Equipping the Church for the Sake of the World*, IVP. 150-159.
- Zahnd, B. *Radical Forgiveness* (2013). Lake Mary, FL: Passio.

Introduction to or Basic Overview of Missional Theology

- Stephen B. Bevans & Roger Schroeder, *Constants in Context: A Theology of Mission for Today* (Maryknoll, NY: Orbis Books, 2005).
- Bevans, S. (2010). "Contextual Theology." https://www.eiseverywhere.com/file_uploads/ff735620c88c86884c33857af8c51fde_GS2.pdf
- Ellen Charry, *By the Renewing of Your Minds: The Pastoral Function of Christian Doctrine* (New York: Oxford University Press, 1997).
- Franke, J. (2005). *The Character of Theology.* Grand Rapids, MI: Baker Books.
- Stanley J. Grenz and Roger E. Olson, *Who Needs Theology?: An invitation to the study of God* (Downers Grove, IL: IVP, 1996).
- Ross Hastings, *Missional God, Missional Church: Hope for Re-Evangelizing the West* (Downers Grove, IL: IVP, 2012).
- C.S. Lewis, *Mere Christianity* (New York, NY: Collier, 1944).
- Scot McKnight, *The Jesus Creed* (Brewster, MA: Paraclete Press, 2004).
- Daniel Migliore, *Faith Seeking Understanding: An Introduction to Christian Theology* (Grand Rapids, MI: Eerdmans, 2004).

Missional Hermeneutics

- Christopher J.H. Wright, *The Mission of God: Unlocking the Bible's Grand Narrative* (Downers Grove, IL: IVP, 2006).

Theology, Culture, and Social Justice

- James H. Cone, *God of the Oppressed* (Maryknoll, NY: Orbis, 1975).
James H. Cone, (2004). Theology's Great Sin: Silence in the Face of White Supremacy, *Black Theology: An International Journal* 2, no. 2. 139–152.
D.K. Naugle, *Reordered Love, Reordered Lives: Learning the Deep Meaning of Happiness* (Grand Rapids, MI: Eerdmans Publishing, 2008).
Lesslie J. Newbigin, *The Gospel in a Pluralist Society* (Grand Rapids, MI: Eerdmans, 1989).
Robert J. Schreiter, *Constructing Local Theologies* (Maryknoll, NY: Orbis Books, 1985).

Understanding Postmodernism

- Terry Eagleton, *The Illusions of Postmodernism* (Malden, MA: Blackwell Publishers, 1996).
Stanley J. Grenz, *A Primer on Postmodernism* (Grand Rapids: Eerdmans, 1996).
Nancy Murphey, *Anglo-American Postmodernity: Philosophical Perspectives on Science, Religion, and Ethics* (Boulder, CO: Westview Press, 1997).

Engaging Postmodern Culture as Christians

- Robert C. Greer, *Mapping Postmodernism: A Survey of Christian Options* (Downers Grove, IL: IVP, 2003).
Stanley J. Grenz and John R. Franke, *Beyond Foundationalism: Shaping Theology in a Postmodern Context* (Louisville, KY: Westminster John Knox Press, 2001).
R. Highfield, *God, God, Freedom & Human Dignity: Embracing a God-centered Identity in a Me-Centered Culture* (Downers Grove, IL: IVP, 2013).
Myron B. Penner (ed.), *Christianity and the Postmodern Turn* (Grand Rapids, MI: Brazos Press, 2005).
James K.A. Smith, *Who's Afraid of Postmodernism?: Taking Derrida, Lyotard, and Foucault to Church* (Grand Rapids, MI: Baker Books, 2006).
Leonard Sweet, *Postmodern Pilgrims: First Generation Passion for the 21st Century World* (Nashville, TN: Broadman & Holman, 2000).
Merold Westphal (ed.), *Postmodern Philosophy and Christian Thought* (Bloomington, IN: Indiana University Press, 1999).

Recommended glossaries, reference tools for understanding theological terms

- Alan Cairns, *Dictionary of Theological Terms* (Greenville, SC: Emerald House, 2002).
Justo L. Gonzalez, *Essential Theological Terms* (Louisville, KY: Westminster John Knox, 2005).
Stanley J. Grenz, David Guretzki and Cherith Fee Nordling, *Pocket Dictionary of Theological Terms* (Downers Grove, IL: IVP, 1999).
Donald K. McKim, *Westminster Dictionary of Theological Terms* (Louisville, KY: Westminster John Knox, 1996).
Richard A. Muller, *Dictionary of Latin and Greek Theological Terms: Drawn Principally from Protestant Scholastic Theology* (Grand Rapids: Baker Books, 1996).

Recommended websites

- Allelon: <http://www.allelon.org/main.cfm>
Friends of missional: <http://www.friendofmissional.org>
Missional Church Network: <http://www.missionalchurchnetwork.com>
The Gospel and Our Culture Network: <http://www.gocn.org/main.cfm>
The Church and Postmodern Culture: Conversation: <http://churchandpomo.typepad.com/>
“Open Source Theology” (note: *not* “open theism”); On-going theological conversation from around the world (truly diverse cross-cultural representation!) for, with and about emerging church leaders: <http://opensourcetheology.net/>
Jesus Creed website/Scot McKnight's blog: <http://www.jesuscreed.org/>
Tall Skinny Kiwi (Andrew Jones' blog and website): <http://tallskinnykiwi.typepad.com/tallskinnykiwi/>
Redeemer Church; Manhattan, NY (Tim Keller, pastor): <http://www.redeemer.com>
Lifeway Resources, Ed Stetzer (Missional Southern Baptists): <http://www.edstetzer.com>

Note: Each of these websites cross-references various other blog and websites, giving the serious web surfer access to an abundance of helpful information and stimulating conversation.

COURSE PROCEDURES & ASSIGNMENT INSTRUCTIONS

1. **Class participation.** Participate positively and thoughtfully in class discussions. Class contributions should be regular, but not monopolizing. It is assumed that you are coming into class prepared, on schedule in your reading and thought assignments (which fund of knowledge can form the basis for intelligent interaction and insights). Your class participation grade will be based on the quality of your class interaction, as well as your overall contribution to class morale and the overall learning environment.
2. **Required readings & response forms.** Complete all required readings on time according to the course schedule.
 - a) In regard to the first text (Johnson, *God & Soul Care*): in addition to completing the **reading response form** at the end of each major section of the book (which form asks you what percentage of the required reading you read – or, failing completing the reading, how much you skimmed or scanned [terms defined in the form]). You also should **submit a journal** of your thoughts and reflections (significant points that struck you, insights you gained, questions raised by the reading, etc.) at the conclusion of each “part” of the book. (The 20 chapters of the book are organized into six “parts” – see course schedule for due dates).
 - b) In regard to the second text (Gilbreath, *Reconciliation Blues*), you should thoughtfully complete and submit on e-campus the **reading response form**, which, besides asking you to record [the percentage of] your completion of the reading, asks you also to identify and explain the three most significant points you gained or observed from the book and also list three intelligent questions you (still) have after reading the book and thoughtfully reflecting on its content.
3. **Thought Assignments.** Complete thought assignments skillfully and conscientiously. These thought assignments are self-contained learning activities that help flesh out course concepts and principles. These are available on e-campus, with appropriate instructions.

COURSE SCHEDULE WITH TOPICS AND ASSIGNMENTS

<p>Week 1: Monday, 9/9/19 Course Introduction & Syllabus Review Missional Theology for Counselors</p>
<p>During the week: Read at least the first half of Naugle, <i>Reordered Love, Reordered Lives</i> Begin Thought Assignments 1 and 2</p>
<p>Week 2: Monday, 9/16/19 Theology of Human Flourishing & Imago Dei: Creation & Thriving, Sin & Hiding</p>
<p>Due: Reading response form and journal entry 1 on Johnson, <i>God & Soul Care</i>, “Part 1” (through p. 152) During the week: Finish Thought Assignment 1 Continue working on Thought Assignment 2 Reading to be done in preparation for next Monday’s class with Dr. Tinsley:</p> <ul style="list-style-type: none"> • American Association of Christian Counselors. (2014). <i>2014 American Association of Christian Counselors Code of Ethics</i> https://www.aacc.net/wp-content/uploads/2017/10/AACC-Code-of-Ethics-Master-Document.pdf • American Counseling Association (2014). <i>2014 ACA Code of Ethics</i> https://www.counseling.org/resources/aca-code-of-ethics.pdf

- ACA Advocacy, ALGBTIC, Spiritual and Religious Issues, Multiracial, and Social Justice Counseling Competencies located at <https://www.counseling.org/knowledge-center/competencies>
- ACPE The Standard for Spiritual Care & Education <https://www.acpe.edu/ACPE/Resources/AAPCEthicalGuidelines.aspx?WebsiteKey=4226fe39-34cc-48f4-a057-3885f8cac917>

SATURDAY: 9/21/2019

God, the Bible, and Counseling
The "Topography" of Biblical Teaching
(Tools and Frameworks to draw from biblical teaching in counseling)

Assignment Due: Thought Assignment 1

Also Due: response form and journal entry 2 on Johnson, *God & Soul Care*, "Part 2" (through p. 210)

During the week:

Continue working on thought assignment 2

Begin reading Gilbreath, *Reconciliation Blues*

Week 3: Monday, 9/23/19

Guest Lecturer: Dr. Taunya Tinsley

Theology and the Ethics of Counseling;
how our theology does (should) and does not (should not) impact our counseling of the client;
Christian Counseling and the ACA & NBCC codes of ethics

Due: response form and journal entry 3 on Johnson, *God & Soul Care*, "Part 3" (through p. 328)

During the week:

Continue reading Gilbreath, *Reconciliation Blues*

Continue working on thought assignment 2

Week 4: Monday, 9/30/19

God and Human Transformation;
Theology of Transformation and Change;
Theology of Relationships, Intimacy, Family, and Community
(and addressing dysfunctions in any or all of the above . . .)

Due: response form and journal entry 4 on Johnson, *God & Soul Care*, "Part 4" (through p. 436)

During the week:

Continue reading, Gilbreath, *Reconciliation Blues*

Finish working on Thought Assignment 2

Week 5: Monday, 10/7/19

Counseling and Theology of Suffering & Trauma

Due: response form and journal entry 5 on Johnson, *God & Soul Care*, "Part 5" (through p. 542)

Also Due: thought assignment 2

During the week:

Finish reading Gilbreath, *Reconciliation Blues* and write up your reading assessment

Continue working on Thought Assignment 2

Week 6: Monday, 10/14/19

Repentance, Forgiveness, and Reconciliation;
Grace and Justice in Human Relationships

Due: final response form and journal entry 6 on Johnson, *God & Soul Care*, "Part 6" (through end of the book)

Also Due: Reading assessment on Gilbreath, *Reconciliation Blues*

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ACADEMIC POLICIES AND STUDENT RESPONSIBILITY

COURSE EVALUATIONS

Your evaluation of the course is a required portion of this class. The teachers and program benefit greatly from your review of the course materials, content, and teaching styles. At the end of the course, you will receive an email link to *Survey Monkey* where you will complete your course review. To get your grades posted to your transcript, you must complete and “sign” the survey. After turning in their grades, faculty will then receive a summary of class review without names attached.

ACADEMIC AND GENERAL INTEGRITY

As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that all assignments are to reflect your own work. Those found guilty of cheating or plagiarism will receive a grade of zero on the assignment and will follow the process outlined in the current handbook.

To plagiarize is “To steal or purloin and pass off as one’s own (ideas, writings, etc., of another)” (*Webster’s new collegiate dictionary*, 1953). Plagiarism is theft. Not putting the definition above within quotation marks, not crediting Webster’s (via the text citation), or changing a word (e.g., “claim” for “pass off”) and presenting the definition as your own would all be plagiarism. In other words, plagiarism is using someone else’s material without giving that person credit. Other forms of plagiarism include mixing unmarked quotations with your own words and putting a single reference at the end of the paragraph, buying a paper from a term paper service (from any source, including one of those online), turning in a paper written by a student who already took the course, or having someone else write your paper. If in doubt, ask your professor or the library staff *before* you turn it in.

See guidelines on the website and/or in the student handbook for further information.

ATTENDANCE POLICY AND GRADES

Students are expected to arrive on time and attend all class sessions. If you know you are going to miss a class or arrive late, contact the faculty member in advance. Nevertheless, your grade may be lowered for absences or lateness at the discretion of the instructor.

STUDENT PC SECURITY STATEMENT

Biblical Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain a 2.00 grade point average. BTS's grading system is as follows:

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

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