

HREL 323, Biblical Resources for Counseling, Syllabus (3 credits)

COURSE DESCRIPTION

A study of the insights and applications of Scriptural truths and perspectives which guide and may be used by the Christian counselor.

REQUIRED TEXTS & RESOURCES

Clinton, T., Hart, A. & Ohlschlager, G. 2005. *Caring for people Gods' way: Personal and emotional issues, addictions, grief, and trauma; et al* (Paperback). Nelson Reference & Electronic. ISBN: 978-0785297758

Hawkins, R. & Clinton, T. (2015). *The new Christian counselor: A fresh biblical & transformational approach* (Hardback). Harvest House Publishing. ISBN: 978-0736943543

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.pointuniversityshop.com.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Getting Started	Introduce Yourself Forum	Due Sunday
Week 1	Unit 1: What is Christian Counseling and Who is the Christian Counselor?	
	Classroom: Review of Learned Material and Introduction of New Concepts/Application Activity	Day of Class
	Review: PowerPoints/Videos	
	Hawkins & Clinton: Chapters 1, 2	
	Clinton, Hart & Ohlschlager: Chapter 1, 2	
	Discussion Forum: Christian Counseling and the Triune God	Due Week 1, Day 5
	Assignment (Research Paper): Models of Christian Counseling	Due Week 1, Day 7
	Assignment (Video Review): What is Biblical Counseling? What is Christian Counseling?	Due Week 1, Day 7
	Group: Final Project Preparation	

Week 2	Unit 2: How Do We Become An Ethical Counselor?	
	Classroom: Review of Learned Material and Introduction of New Concepts/Application Activity	Day of Class
	Review: PowerPoints/Videos	
	Reading (Clinton, Hart & Ohlschlager):Chapter 3,6	
	Reading (Hawkins & Clinton): Chapter 3,11	
	Threaded Discussion: Defining and Shaping the Soul	Due Week 2, Day 5
	Assignment (Research Paper): Biblical Principles and Spiritual Interventions	Due Week 2, Day 7
	Assignment (Journal Review): Christian and Counselor Codes of Ethics	Due Week 2, Day 7
	Group: Final Project Preparation	
Week 3	Unit 3: Process and Practice	
	Classroom: Review of Learned Material and Introduction of New Concepts/Application Activity	Day of Class
	Review: PowerPoints/Videos	
	Reading (Hawkins & Clinton): Chapter 7-9	
	(Clinton, Hart, Ohlschlager): 4	
	Threaded Discussion: Informed Consent	Due Week 3, Day 5
	Assignment (Research Paper): Christian Counseling Process	Due Week 3, Day 7
	Assignment (Video Review): An Integrated and Biblical Approach	Due Week 3, Day 7
	Group: Final Project Preparation	
Week 4	Unit 4: Personal and Emotional Issues	
	Classroom: Review of Learned Material and Introduction of New Concepts/Application Activity	Day of Class
	Review: PowerPoints/Videos	
	Reading (Clinton, Hart & Ohlschlager): Chapters 6-11	
	Reading (Hawkins & Clinton): Chapter 4	
	Threaded Discussion: God's Love	Due Week 4, Day 5
	Assignment (Research Paper): Treating Depression from a Christian Perspective	Due Week 4, Day 7
	Assignment (Journal Review): Forgiveness and Mental Health	Due Week 4, Day 7
	Group: Final Project Preparation	
Week 5	Unit 5: Addictions and Impulse Control	
	Classroom: Review of Learned Material and Introduction of New Concepts/Application Activity	Day of Class
	Review: PowerPoints/Videos	
	Reading (Clinton, Hart & Ohlschlager): Chapter 12-16	
	Reading (Hawkins & Clinton): Chapter 5	

	Threaded Discussion: Eating Disorders	Due Week 5, Day 5
	Assignment (Research Paper): Gambling and Religion	Due Week 5, Day 7
	Assignment (Video Review): Suicidal Tendencies	Due Week 5, Day 7
	Group: Final Project Preparation	
Week 6	Unit 6: Grief and Trauma	
	Classroom: Review of Learned Material and Introduction of New Concepts/Application Activity	Day of Class
	Review: PowerPoints/Videos	
	Reading (Clinton, Hart & Ohlschlager): Chapter 17-20	
	Reading (Hawkins & Clinton): Chapter 9	
	Threaded Discussion: Trauma	Due Week 6, Day 5
	Assignment (Research Paper): Stages of Grief	Due Week 6, Day 7
	Assignment (Video Review): Post-Trauma and Self-Care	Due Week 6, Day 7
	Group: Final Project Preparation	Due Week 6, Day 7
Week 7	Unit 7: Christian Perspective	
	Classroom: Review of Learned Material and Introduction of New Concepts/Application Activity	Day of Class
	Group: Final Project Presentation	Day of Class
	Threaded Discussion	Due Week 7, Day 7
	Spiritual Autobiography	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Threaded Discussions (7/20pts)	140
Research Assignments (6/50pts)	300
Video/ Journal Reviews (6/75pts)	450
Group: Final Project (1/150pts)	150
Spiritual Autobiography (1/100pts)	100
Total Points:	1145

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Upon completion of this course students will demonstrate a working knowledge of historical and theoretical perspectives of Christian Counseling		Program Objective(s)
	Objective 1.1: Students will identify and explain major elements of theological, biblical, spiritual and psychological understanding of Christian resources available to counseling	HREL 1.1, 1.2
	Objective 1.2: Students will be able to explain the process of Christian counseling including professional and Christian ethics being faced by professionals in the field	HREL 1.1, 1.2
	Objective 1.3: Students will be able to compare and contrast biblical, Christian, spiritual and integrated counseling approaches.	HREL 1.2, 1.4, 1.5
	Objective 1.4: Students will distinguish between healthy and unhealthy patterns of behavior	HREL 1.5
Goal 2: Upon completion of this course students will demonstrate the basic skills and professional attitudes pertinent to working with individuals and groups with varying beliefs, values and commitments as counselor utilizing biblical resources.		
	Objective 2.1: Students will recognize and articulate the foundations of Counseling sexology and ethical research.	HREL 1.5, 2.1
	Objective 2.2: Students will apply ethical standards and guidelines for working with individuals and/or groups in a helping relationship through a decision-making process based on professional and Christian ethical standards.	HREL 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4
	Objective 2.3: Students will develop and demonstrate a thoughtful Christian response to issues presented by clients in helping relationships.	HREL 1.1, 1.2, 1.5, 2.1
	Objective 2.4: Students will demonstrate an integration of personal strengths and the application of professional standards and principles to working with multi-cultural individuals and groups.	HREL 1.5, 2.1, 2.2, 2.3, 2.4

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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