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*Please direct any questions to the teaching assistant first—not the professor—who will either respond quickly or forward your message on to Dr. Lambert. In order to best serve you through email correspondence, please identify yourself using your full name, your class name, number, and section along with your question or note. You are responsible for keeping up to date with any emails from Dr. Lambert or the teaching assistant that come to your student email account. This is our primary means of communication for changes and updates. There will be no exceptions made for students who miss important emails.

Course Description
This class will cover major theological and methodological issues pertinent to contemporary biblical counseling. Special consideration will be given to difficult and controversial topics concerning counseling theory and practice. 35077 may substitute for the following core requirements: 34300, 34305, 34310, 34325, 34330 (*see note on page 3).

Getting Started
• Read your course syllabus thoroughly, send any questions about the course to the teaching assistant, and take the syllabus quiz on the course page.
• Obtain all required textbooks.
• Review the guidelines for assignment style and formatting. If you have never read the style guide, please read it immediately before continuing your studies.

Course Objectives
1. To honor God—Father, Son, and Holy Spirit—by examining his revealed will for how we should care for his people.
2. To attend the annual conference of the National Association of the Nouthetic Counselors.
3. To hear from leaders in the biblical counseling movement concerning the major contemporary issues in the field of counseling.
4. To grow in the ability to use the different genres of Scripture in counseling.
**Required Textbooks**

- Timothy Keller, *The Meaning of Marriage: Facing the Complexities of Commitment with the Wisdom of God*, 978-1594631870, $25.95

It is recommended that students pursuing a program concentration in Biblical Counseling also obtain the *Journal of Biblical Counseling* library, a publication of the Christian Counselor’s Education Foundation (CCEF), [www.ccef.org/jbc](http://www.ccef.org/jbc). It will be expected that articles from this resource will be consulted often throughout your program.

- *The Southern Seminary Manual of Style*, [http://sbts.libguides.com/style](http://sbts.libguides.com/style). Students writing research papers, book reviews, theses, dissertations, or D.Min. projects will find *The Southern Seminary Manual of Style* helpful in addressing many of their formatting questions. The manual is a supplement to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition, also known as “Turabian.” *The Southern Seminary Manual of Style* does not reproduce Turabian style guidelines; rather, it clarifies, specifies, or emends those guidelines to cater to the specific needs of the Seminary and its students. Students are encouraged to acquire a copy of Turabian to use during the course of their degree program(s) at Southern. Students may also find it necessary to consult *The Chicago Manual of Style*, 16th edition, and *The SBL Handbook of Style* on occasion. The library has all of these resources available for students to consult at the library circulation desk.
**Course Requirements**

1. **Reading.** Students will be required to read several books/articles for this course throughout the semester and will be required to demonstrate their comprehension of those readings through an annotated bibliography addressing each book or article. Please provide a 2-3 paragraphs for each, consisting of a summary, strengths and weaknesses, and comment on critical issues. Assemble all into a single document to submit toward the end of the semester. It is imperative that your reading of the booklist be completed prior to the conference. In addition, a 700-1000 word book review is assigned for one of your textbooks (cf. assignment schedule below).

2. **Course Participation.** In response to your reading of each textbook, you will share your observations, critiques, and general discussion about the usefulness of the reading content for local church ministry and connected to the ministry of biblical counseling. Forum posts should not be longer than a paragraph., and a minimum of 2 posts per week is expected. You also are expected to read the posts of your fellow classmates as you follow along with the discussion, as well as the following: 1) Post your comment, 2) Ask a question in response to another student’s post, 3) share your thoughts on at least one other student’s question, and 4) answer all questions put to your posted comment. Please pursue this assignment as a virtual class discussion so that its greatest benefit can be achieved.

3. **Conference Report.** Students are required to write a 5-6 page (double-spaced, not counting the title page) reflection paper summarizing their time at the conference. They should describe the highlights of the conference and humbly and lovingly share any criticisms for the conference. This paper should avoid merely describing the conference, but should thoughtfully interact with their descriptions.

4. **Research Paper/Semester Project.** A 12-15 page research paper related to the course focus, addressing an issue raised in the required texts. Please contact the teaching assistant for approval of your selected research question.

*Students desiring to substitute the 35077 course for another biblical counseling course must complete that course’s signature semester project in lieu of the research paper. Please contact the teaching assistant at the outset of the course for details.*
**Course Schedule**
The dates reflected below signify when content will be discussed and assignments are due. All written assignments should conform to the Southern Seminary Manual of Style and include a title page. (Do not submit your title page as a separate document.) Submit assignments according to the method listed below. Electronic files should be named according to the following format: **LAST NAME, FIRST NAME, ASSIGNMENT TITLE**

<table>
<thead>
<tr>
<th>Due</th>
<th>Topic Discussed / Assignment Description &amp; Code</th>
<th>Submit via</th>
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</thead>
<tbody>
<tr>
<td>Oct 6</td>
<td>Reading Requirement</td>
<td>Moodle</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography</td>
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<tr>
<td>Oct 7-9</td>
<td>Conference Attendance</td>
<td>Moodle</td>
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<tr>
<td></td>
<td>Conference Report</td>
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<tr>
<td>Oct 21</td>
<td>Book Review: <em>Finally Free: Fighting for Purity with the Power of Grace</em></td>
<td>Moodle</td>
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<tr>
<td>Nov 18</td>
<td>Semester Project</td>
<td>Moodle</td>
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**Basis of Evaluation**
- Reading: 25%
- Course Participation: 25%
- Conference Attendance & Report: 25%
- Semester Project: 25%

The course teaching assistant may grade some assignments. The professor has full confidence in this individual's ability to evaluate the student's work. If a student has a significant concern about a grade, he is expected first to request clarification from the teaching assistant. If the matter is not resolved, the student may contact the professor via email. If the professor decides a second review is appropriate, he may assign a new grade at his discretion, even if the new grade is lower than the initial evaluation. Please note that only in the most unusual circumstances would the professor ever change any grade assigned by the teaching assistant.

If the student knows that he struggles with research and writing, it is expected that he pursue development through school resources (e.g., the writing center, library seminars). Please also enlist someone to help with proofreading your papers. Everyone will be graded on the same fair standard.

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>B+</td>
<td>87-89 (3.3)</td>
<td>C+</td>
</tr>
<tr>
<td>B</td>
<td>83-86 (3.0)</td>
<td>C</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 (2.7)</td>
<td>C-</td>
</tr>
<tr>
<td>A</td>
<td>96-100 (4.0)</td>
<td>D+</td>
</tr>
<tr>
<td>A-</td>
<td>90-95 (3.7)</td>
<td>D</td>
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<tr>
<td></td>
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<td>D-</td>
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Late Work & Extensions
Students are expected to submit all assignments according to their due dates given in their course syllabi and to plan accordingly to meet those deadlines. Late work, however, will be accepted within the semester (until the final day of class—not finals week), but will incur a 30% deduction from the grade it would have received had it been submitted on time—no exceptions. Only in cases of extreme unforeseen circumstances—occurring before the original due date—such as a medical emergency, a family tragedy, or another circumstance which debilitates the student from attending to his studies—will an extended due date (extension), without penalty, be considered at the discretion of the professor. It is the student’s responsibility to contact the teaching assistant and professor as soon as these debilitating circumstances arise and to ensure that his assignment has been received by the extended due date.

Course Etiquette, Disclaimers, and Other Matters
Attendance Policy Class attendance is required for all students. Attendance will be checked at each class session. Each student will be allowed to miss one hour of class for each hour of course credit without penalty. Every absence after that will result in a percentage point reduction from the student’s participation grade. A student who misses more than 25% of class meetings will forfeit credit for the class and receive a failing grade. Students are also expected to be in class on time. If a student is late to class three times it will count the same as an absence.

Classroom Policies
1. Male students may not wear hats in class.
2. No conversations (talking between students) while class is in progress.
3. No food or drink in the classroom except water.
4. Please raise your hand if you have a question and ensure it is appropriate to the current topic (e.g., of inappropriate during a lecture, “Professor, do you know where the role sheet is? It didn’t come by this row.”)
5. For instructional purposes the professor may employ the use of film, readings, and outside guests, however this use does not constitute an endorsement by Southern Seminary of these sources.
6. Guidelines for papers submitted in this course are found in the Southern Seminary Manual of Style available in the Lifeway Store or online on Moodle.
7. Laptops are welcomed in the classroom strictly for note taking purposes. If at any time a student is observed abusing the laptop privilege (e.g., checking e-mail, playing games, instant messaging, doing other homework) he will be marked absent for that day. The professor reserves the right to restrict the use of laptop computers.
8. As Cell phones should be set to silent notification during class. If it is absolutely necessary to accept an incoming call, students should excuse themselves from class before doing so.

Honor Code All students are required to affirm their academic integrity when submitting all course work with the following statement, signed by the student: On my honor I have neither taken nor given improper assistance in completing this assignment. Plagiarism is the act of stealing the idea of someone else by attempting to pass it off as your own. Cheating is the effort to accomplish the requirements for the course in a dishonest, deceptive, or otherwise fraudulent
manner. A student caught doing either may receive disciplinary action up to and including failing the course, being reported to the dean of students, and dismissal from this institution.

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

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