

COURSE SYLLABUS

CC201: SoulCare Foundations I: The Basic Model

Course Lecturer: Dr. Larry Crabb
Founder and Director of NewWay Ministries in Silverthorne, CO

Course Description

This course is designed to help you enter people's interior lives at a meaningful level and make a lasting difference as they deal with life's struggles and crises. Some people call this type of help "counseling." Others call this help "pastoring." And perhaps others think of this kind of involvement as what one friend does for another friend. Larry Crabb uses the word *SoulCare*, with its focus on the inner life, where we become who we were intended and long to be.

Course Objectives

Upon completion of this course, the student should be able to:

1. Understand the basic model of SoulCare.
2. Resist temptation to keep relationships shallow.
3. Move into somebody's life (with the wisdom that knows how the soul works) in meaningful, deep, soul-connecting kinds of ways.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Dr. Larry J. Crabb is the Founder and Director of NewWay Ministries and the Distinguished Scholar in Residence for Colorado Christian University. Renowned for being one of the leading Christian psychologists and authors in the world today, Dr. Crabb's illustrious career in academia has spanned more than four decades. In addition to teaching, Dr. Crabb ministers as a licensed clinical psychologist in the state of Colorado and has operated his own private Christian practice for years. He is the Spiritual Director for the American Association of Christian Counselors and is a member of the Christian Association of Psychological Studies. Dr. Crabb is also an award-winning writer who has penned more than 40 books.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students (when possible), and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**

The primary teaching session in each lesson is provided in Flash (FLV) and HTML5 (MP4) format. For international or domestic students who do not have the bandwidth required to view the video (384 Kbps DSL minimum), we provide the option of reading the lesson from a transcript of the teaching video (found in the Class Time Activity).

Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

Response Time

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors; students are also encouraged to read and respond to the posts of fellow students.

Lesson Objectives

At the end of each lesson, students should be able to accomplish the objectives listed below.

Lesson 1: Introduction to SoulCare: Getting Started on the Journey

- Describe and illustrate the importance of SoulCare to spiritual growth.
- Identify and explain the four longings of every human being to which SoulCare responds.
- Explain why this model is called a passion/wisdom model.

Lesson 2: The First Task in Learning to Provide SoulCare: Knowing What You're After and What It Takes to Get There

- Describe the fundamental goal of SoulCare and its importance.
- Explain how “helping people do what’s right” or “fixing what’s wrong” prevents the goal of SoulCare from being reached.
- State the compelling vision of SoulCare and explain why it is vitally important to effective counseling.

Lesson 3: A Personal Search: Beginning with an Inside Look

- Explain the importance of being a safe person in a SoulCare relationship.
- Define what it means to be a powerful person in a SoulCare setting.
- Discuss the exterior and interior worlds of individuals including the significance of each for SoulCare.
- Explain what needs to precede encouragement, advice, or support in providing true SoulCare to an individual.

Lesson 4: The Concept of Ruling Passions: What Energy Carries You into the Life of Another

- Explain the importance of focusing on what is happening in the inner world of the person providing SoulCare.
- Discuss ways in which the SoulCare provider’s recognition of inadequacy is a prerequisite to effective SoulCare.
- Reiterate the compelling vision for SoulCare.

Lesson 5: Brokenness: The Key to Releasing the Power of SoulCare

- Give an example of a self-centered approach to SoulCare.
- Describe the passion/wisdom method of counseling others.
- Define *passion* as used in the SoulCare discussions.

- Explain the concept of *inadequacy* as it relates to SoulCare.

Lesson 6: The Good and the Bad in the Human Soul: Self-Need vs. Soul-Thirst

- Identify the common, internal dynamics of human beings that result from 1) the fact that we were created in the image of God, and 2) we are fallen.
- Recognize the self-centeredness in your own soul.
- Discuss how bearing the image of God relates to community.
- Explain how turning away from God causes our longing for love to become a demand.
- Understand why we justify our behaviors, even if they are hurtful or anti-biblical.

Lesson 7: Entering the Battle for Another's Soul: The First Step

- Discuss the role of curiosity in connecting to the soul of another.
- Explain the important role that vision plays in the provision of SoulCare.
- Discuss ways in which vision can lead to perseverance in the SoulCare process.
- Express in written form your vision for another person.

Lesson 8: Wisdom: A Roadmap for Entering the Soul Without Getting Lost

- Describe why being dependent on the Spirit of God is essential to the SoulCare process.
- Explain and illustrate why SoulCare is something for which inadequacy is a prime prerequisite.
- List the three basic “don’ts” and the three basic “dos” as you begin to move into other people’s lives to offer SoulCare.

Lesson 9: Getting into the Battle: Moving Below the Waterline from the Presenting Problem to the Story of the Soul

- Sketch the basic model of SoulCare.
- Explain why *thinking vision* in response to hearing a presenting problem allows the SoulCare process to move into the story of the soul.
- Define the *point of confusion* and explain how this creates an opportunity for the SoulCare provider to enter the person’s soul.
- Explain the role and impact of reframing questions.

Lesson 10: Agents of Growth: What SoulCare Can Do in Our Lives

- Compare and contrast the terms *stubborn soul* and *damaged self* in describing people in need.
- Explain and illustrate how the categories of *fallenness*, *image-bearer*, and *new covenant realities* guide the SoulCare provider.
- Describe and illustrate how the spirit-led heart of the person being helped can be stimulated by the release of the spirit-led heart of the SoulCare provider.

Course Requirements

In order to receive credit, the student must complete the course requirements within a 90-day period. Those requirements include:

- Viewing the Class Time lectures for each lesson
- Participating in the Response Time forum by posting answers to all questions
- Taking ten quizzes and a final examination, scoring a 70% or higher average

Additional information about these requirements is provided below.

CLASS TIME

The Class Time section of the course includes the following:

- **Lesson Goals:** The Lesson Goals describe the learning outcomes you should achieve by the end of the course.
- **Lectures:** The lessons in this course include 25–30 minutes of lecture. These instructional lectures are required viewing, and can be watched as many times as needed. The same content is available in a text file (PDF) (located in the Class Time activity) for students who can benefit from this alternative media. Each lecture includes an ungraded quiz that students can use to test their knowledge along the way.

Lesson 1: Introduction to SoulCare: Getting Started on the Journey

Lesson 2: The First Task in Learning to Provide SoulCare: Knowing What You're After and What It Takes to Get There

Lesson 3: A Personal Search: Beginning with an Inside Look

Lesson 4: The Concept of Ruling Passions: What Energy Carries You into the Life of Another

Lesson 5: Brokenness: The Key to Releasing the Power of SoulCare

Lesson 6: The Good and the Bad in the Human Soul: Self-Need vs. Soul-Thirst

Lesson 7: Entering the Battle for Another's Soul: The First Step

Lesson 8: Wisdom: A Roadmap for Entering the Soul Without Getting Lost

Lesson 9: Getting into the Battle: Moving Below the Waterline from the Presenting Problem to the Story of the Soul

Lesson 10: Agents of Growth: What SoulCare Can Do in Our Lives

RESPONSE TIME

Participants will interact with other students worldwide in an ongoing asynchronous threaded forum of several course topics in each lesson.

In order to get the fullest benefit from the discussion forum, students should complete the assignment after they have completed the lesson lecture. Then they should return to the discussion forum after finishing the lesson to see how others respond. The following steps are instructions to the students for completing the assignment:

- Enter Response Time.
- Read the instructions and click the Discussion Question you wish to respond to first.
- Read the Discussion Question and share your thoughts with others.
- Repeat for each Discussion Question.
- Take the time to read other students' postings.

CUGN requires that students' Response Time posts consist of at least 2 to 3 well-developed paragraphs. Think of posts as mini-essays, where you present an idea and support that idea with details, examples, personal experiences, etc.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

QUIZZES AND EXAM

The quizzes and exam will cover the material from the Class Time lectures.

Course Grading and Requirements

QUIZZES AND EXAM

Quizzes	40% of Course Grade
Final Exam	60% of Course Grade

OTHER COURSE REQUIREMENTS

Course requirements noted in this syllabus will be validated before credit is awarded to any student.

Notes Regarding This Syllabus

This syllabus is designed to provide learners with an overview of the course. Specific assignments are contained in each lesson.

Individuals taking the class for academic credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the

right to add additional reading requirements and to alter the syllabus to meet their accreditation requirements. Students seeking academic credit should check with their academic institution for details.