

COURSE SYLLABUS

CC202: SoulCare Foundations II: Understanding People and Problems

Course Lecturer: Larry Crabb, PhD

Course Description

Why are so many areas of our lives such a mess? What lies beneath the confusion, despair, and emptiness that so many of us experience? In this second course in the four-course SoulCare series, Dr. Larry Crabb offers a biblical understanding of what's going on beneath the surface of our lives that results in the confusion, despair, and emptiness that so many of us experience. Does Christianity guarantee a better life? Can we really experience more satisfying soul-connection with God and with others? These are among the many questions Dr. Crabb will explore in this second ten-lesson course, which was designed to develop a deeper understanding of people and the problems we all experience.

Course Objectives

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

1. Develop a deeper understanding of people and the problems experienced by all.
2. Reach a biblical understanding of what's going on beneath the surface of personal lives that may result in feelings of confusion, despair, and emptiness.
3. Learn to think biblically about the nature of the journey.

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



Larry J. Crabb, PhD

Education:

- University of Illinois, MA and PhD
- Ursinus College, BS

Teaching Career:

- Distinguished Scholar in Residence, Colorado Christian University
- Adjunct Professor in Applied Theology, Regent College (1998-1999)

- Chairman and Professor of the Graduate Department of Biblical Counseling, Colorado Christian University (1989-1996)
- Visiting Professor, Richmond University
- Chairman and Professor of the Department for Biblical Counseling, Grace Theological Seminary (1982-1989)
- Assistant Professor and Director of the Psychological Counseling Center, Florida Atlantic University (1971-1973)
- Assistant Professor in Psychology, University of Illinois
- Trainer of leaders through various transformational seminars given at schools, churches, and other venues around the globe

Other Career Highlights:

- Founder and Director of NewWay Ministries
- Licensed clinical psychologist in the state of Colorado
- Operator of his own private Christian psychology practice
- Spiritual Director for the American Association of Christian Counselors
- Member, Christian Association of Psychological Studies

Publications:

- Award-winning author of more than 40 books, including *Connecting: Healing for Ourselves and Our Relationships*, *The PAPA Prayer: The Prayer You've Never Prayed*, *Effective Biblical Counseling*, *Finding God*, and *SoulTalk: The Language God Longs for Us to Speak*
- His works *Inside Out* and *Understanding People* both garnered Gold Medallion Awards from the Evangelical Christian Publishers Association.

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**

If you do not have the bandwidth required to view the video, we provide the option of listening to the lesson or reading the lesson from a transcript.

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: The Key Concepts in SoulCare: Review and Introduction to Building on Them

- Articulate the powerful potential of SoulCare related to the release of spiritual passion.
- Describe ways in which a SoulCare provider can engage in the development of spiritual wisdom.
- Express a genuine curiosity about people, their problems, and their motivations.

Lesson 2: A New Paradigm: SoulCare as Our Greatest Need

- Honor the legitimate place of biological/chemical/neurological causes of human struggles but not let their *legitimate place* dislodge the *central place* of spirit and soul issues in understanding people.
- Be able to distinguish among “brain-soul” problems, “soul-brain” problems, and “mostly soul” problems.

- Understand the deficiencies of both the standard *professional* paradigm and the increasingly popular *biological* paradigm for understanding people and their problems.
- Consider thoughtfully the *spiritual* paradigm as you engage in SoulCare.

Lesson 3: SoulCare is for Human Beings: What it Means to Bear God's Image

- Understand that personal wholeness depends on relating well (to God and others), not on things going well.
- See hurting people as capable of living as whole people to the degree that they relate as Jesus relates.
- Recognize that the central ingredient in powerful conversation is love, not expertise.

Lesson 4: Designed to Relate 1: The Capacity to Desire

- Recognize the importance of providing a safe relationship (free of judgment) that allows others to discover their core desire for God.
- Think about three levels of desire—desires of *convenience*, of *importance*, and of *necessity*—as you engage in SoulCare.
- Realize that people aim too low when they prioritize the satisfaction of desires of *convenience* or *importance*.

Lesson 5: Designed to Relate 2: The Capacity to Perceive

- Understand what it takes to deeply change, to shift from self-dependence to God-dependence as you encounter life.
- Understand how perception drives emotions and choices.
- See that traumatic experiences (such as sexual abuse) not only cause terrible pain, but they also shape false beliefs.

Lesson 6: Foolishness: The Enemy of SoulCare

- Understand the proverb: “Foolishness is bound up in the heart of a child” (Proverbs 22:15).
- Recognize foolishness as (a) a core moral disease in each of us and (b) the root of all our personal problems.
- Cite the two passionate convictions of foolishness.
- Understand the first three of the seven stages of foolishness.

Lesson 7: Foolishness: The Enemy of SoulCare (Continued)

- Understand what lies beneath the angst (confusion, despair, emptiness) that so many teenagers experience.
- Identify the two vital ingredients of powerful parenting that parents can provide for their struggling teenagers.
- Recognize the hidden workings of foolishness beneath the “successful” lives of seemingly mature adult Christians.

- Develop a clearer understanding of how sin, unchecked by the Holy Spirit, grows in the depths of the human heart from cradle to grave.

Lesson 8: Designed to Relate 3 and 4: The Capacity to Choose and the Capacity to Feel

- Recognize image-bearers as people with the capacity to *desire*, to *think*, and to *choose*.
- Understand why image-bearers with the capacity to choose so often feel they are unable to freely choose their actions.
- Explain the relationship between hidden goals and compulsive behaviors.
- Understand the source of *anxiety*, *rage*, and *self-hatred* or *guilt*.

Lesson 9: The Corrupted Image: We're Hopeless and Helpless

- Understand why the effectiveness of SoulCare in Christian community depends so radically on the work of the Holy Spirit.
- Accept the vital role of curiosity in SoulCare.
- Discuss ways in which curiosity about what is really going on in another's life will hinge upon all that you have learned so far about SoulCare.

Lesson 10: Don't Bless the Mess: We Need Something More

- Understand that Christianity is not centrally about providing a *better life*; it is about providing a *better hope*.
- See that the four capacities of image-bearing people have been hopelessly corrupted.
- Realize that to know God for His glory is the source of true meaning and joy forever.
- Envision what could be the story of someone who uses his/her capacities as an image-bearer to fulfill the purposes of God.

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: The Key Concepts in SoulCare: Review and Introduction to Building on Them

Lesson 2: A New Paradigm: SoulCare as Our Greatest Need

Lesson 3: SoulCare is for Human Beings: What it Means to Bear God’s Image

Lesson 4: Designed to Relate 1: The Capacity to Desire

Lesson 5: Designed to Relate 2: The Capacity to Perceive

Lesson 6: Foolishness: The Enemy of SoulCare

Lesson 7: Foolishness: The Enemy of SoulCare (Continued)

Lesson 8: Designed to Relate 3 and 4: The Capacity to Choose and the Capacity to Feel

Lesson 9: The Corrupted Image: We’re Hopeless and Helpless

Lesson 10: Don’t Bless the Mess: We Need Something More

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 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.