

COURSE SYLLABUS

CC203: SoulCare Foundations III: Provisions and Practices

Course Lecturer: Dr. Larry Crabb

Founder and Director of NewWay Ministries in Silverthorne, CO

Course Description

Welcome to *SoulCare Foundations III: Provisions and Practices*. In this third course in the four-course SoulCare series, Dr. Larry Crabb probes the provisions of the New Covenant that, when understood, will empower, enable, and liberate the SoulCarer to move into the life of another and make a difference. This course offers practical help on applying the New Covenant to change lives and relationships for the better.

Course Objectives

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

1. Discover and understand the provisions of the New Covenant.
2. Be empowered, enabled, and liberated to move into the life of another and make a difference.
3. Understand the supernatural provisions that the Holy Spirit has made available that can help individuals engage in meaningful and effective SoulCare.

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: Holy Tension: Leading People Toward the Cycle of Spiritual Movement

- Cite the primary goal of this course: to learn God’s provisions for SoulCare.
- List the five phases of spiritual growth, including the role each plays in effective SoulCare.
- Review three mistakes of ineffective SoulCare.
- Explain the stages of effective SoulCare.
- Define the concept of *holy tension* as used in this course.

Lesson 2: Four Kinds of Conversations: Provoking the Right Kind of Tension

- Define the concept of spiritual formation.
- Explain the core purpose of every SoulCare conversation.
- Describe the holy tension that provides the dynamic for spiritual formation to take place.

Lesson 3: The Rhythm of SoulCare: Four Movements

- Understand what a SoulCare conversation looks like.
- Explain how the movements of a SoulCare conversation accomplish the purposes of SoulCare.
- Describe these movements in the context of a SoulCare conversation case study.

Lesson 4: The Doctrine of First and Second Things: Beginning to Understand Radical Dependence on Supernatural Resources for Supernatural Living

- Recognize the four movements of SoulCare conversations in the context of a case study.
- Understand ways in which you can progress in spiritual transformation.
- Explain the concept of the “doctrine of first and second things.”
- Discuss God’s provision for pursuing “first things.”

Lesson 5: New Covenant Provisions: Entering Tension that the Spirit Creates and Resolves

- Grasp how Christians most deeply suffer—the holy tension that rages within us.
- Understand the prerequisite for deep learning and spiritual change.
- Cite and explain the four provisions God has made to help us progress spiritually.

Lesson 6: New Covenant Community: What the Spirit Makes Possible

- Reiterate with clarity the vision behind this SoulCare course.
- Define what you can offer to another in the process of providing SoulCare.
- Be a safe listener for a person in need.
- Recognize the occurrence of interpersonal pull as well as its relationship to being safe and ways to resist it.

Lesson 7: Safety and Excitement: What Makes Someone Willing to be Known and Explored

- Become the kind of person who creates in others a desire to be explored.
- Review what it means to be safe and not to give in to interpersonal pull.
- Explain important lessons about SoulCare from David's prayer in Psalm 139.
- Discuss the ways in which Spirit-centered excitement creates a sacred curiosity in you that awakens another person's desire to be explored.

Lesson 8: The Purity of Self-Awareness: Encouraging Trust in Another

- Find a way to say difficult things, to share the wrong, the bad, and the ugly in a SoulCare conversation.
- Recognize when you, at times, have a profane curiosity corrupted by a spirit of superiority and condemnation.
- Develop a purity of gentleness that allows you to speak difficult things into your friends' lives.

Lesson 9: Discernment: Building Confidence in the Process of Discovery

- Describe the type of *discernment* that enables SoulCare to occur.
- Define the core disease of the human soul.
- Understand why the "interpretive" and "accountability" models do not adequately address the core disease of our souls.
- Explain the "appetite" model of SoulCare.
- Know the seven maxims for wise and discerning SoulCare.

Lesson 10: Releasing What Is Alive: Touching the Soul with Power

- Identify what kind of person you need to be in order to provide effective SoulCare.
- Touch another person with the life of Christ in you in order to become an instrument of soul restoration.
- Explain what it means to be a "released" person and how to become released.
- Describe four rhythmic movements that release Christ from you to another person.

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: Holy Tension: Leading People Toward the Cycle of Spiritual Movement

Lesson 2: Four Kinds of Conversations: Provoking the Right Kind of Tension

Lesson 3: The Rhythm of SoulCare: Four Movements

Lesson 4: The Doctrine of First and Second Things: Beginning to Understand Radical Dependence on Supernatural Resources for Supernatural Living

Lesson 5: New Covenant Provisions: Entering Tension that the Spirit Creates and Resolves

Lesson 6: New Covenant Community: What the Spirit Makes Possible

Lesson 7: Safety and Excitement: What Makes Someone Willing to be Known and Explored

Lesson 8: The Purity of Self-Awareness: Encouraging Trust in Another

Lesson 9: Discernment: Building Confidence in the Process of Discovery

Lesson 10: Releasing What Is Alive: Touching the Soul with Power

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.