

## COURSE SYLLABUS

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# CC204: SoulCare Foundations IV: Community—Where SoulCare Happens

Course Lecturer: Dr. Larry Crabb

Founder and Director of NewWay Ministries in Silverthorne, CO

### Course Description

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In this fourth course in the SoulCare series, Dr. Larry Crabb suggests ways in which SoulCare can become a reality in your life. What does it mean to join someone else where they are and walk with them on the journey to the center of their heart? Can SoulCare become a supernaturally routine reality in our communities? These questions and more are discussed in this final course in the SoulCare series.

### Course Objectives

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

1. Explore ways in which SoulCare can become a routine reality in his/her life and in our communities.
2. Feel encouraged to actually join another person on their journey home.

### Accessibility

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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

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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

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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](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

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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

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

### Lesson 1: Sacred Companions on a Sacred Journey: Three Defining Elements of Supernatural Relating

- Explain the three unique principles of spiritual formation.
- Discuss the hindrances to spiritual formation.
- Review key concepts of previous SoulCare courses.
- Envision how SoulCare might become a reality in our lives and in our churches.

### Lesson 2: Secular vs. Spiritual SoulCare: The Danger of Blurred Distinctions

- Recount the basic model of SoulCare studied in the previous courses.
- Describe the kind of person who is qualified to provide SoulCare.
- Explain the basic difference between SoulCare and psychotherapy.

### Lesson 3: SoulCare Through Spiritual Direction and Spiritual Friendships: The Biblical Alternative to Psychotherapy

- Examine the trends in both secular and spiritual SoulCare.
- Explain the roles of spiritual directors and spiritual friends as providers of SoulCare.
- Review the three levels of psychological and spiritual problems and how they are currently addressed.
- Discuss the relationship between psychological and spiritual problems.

### Lesson 4: Beginning Steps in Spiritual Direction

- Describe the characteristics of a community in which spiritual direction is practiced.
- Explain the three-legged stool model for the basis of spiritual direction.
- Identify the characteristics of a spiritual director.

### Lesson 5: The Rhythm of Spiritual Direction: Following the Spirit As He Releases Supernatural Goodness

- Recount the two distinctives of biblically based spiritual direction.
- Explain the concept of “the rhythm of release.”
- Illustrate the concept of “the rhythm of release” in a practical example of spiritual direction.

### Lesson 6: Spiritual Friendship: Pouring the Passion of Christ From Your Heart into Another's

- Define spiritual friendship.
- Contrast spiritual friendship with spiritual direction.
- Discuss a biblical, theological foundation of spiritual friendship.
- Explain what it means to receive the keys to the kingdom of heaven.

### Lesson 7: The Sacred Journey: Where Control is Lost, Where Good Dreams Shatter, Where God's Agenda Looks (and Feels) Bad

- Discuss the qualifications of a spiritual friend.
- Evaluate your own ability to see life realistically.
- Make three observations of the spiritual formation journey that will prepare you to be a better spiritual friend.

### Lesson 8: Real Church: Two or Three Broken People Agreed on One Purpose

- Describe three characteristics of a church where a community of SoulCare can effectively develop.
- Recall the four key elements that define a rich church experience, one that helps release our deepest longings and encourages a greater level of SoulCare.

### Lesson 9: Entering the Real Church of Supernatural Community: The Covenant of SoulCare

- Explain what a perichoretic relationship is.
- Know how to start SoulCare relationships that help a church become a community of spiritual friends.
- Discuss ways in which a covenant can help unite believers around SoulCare and spiritual formation.
- Describe a group covenant that can foster spiritual growth and SoulCare.

### Lesson 10: Entering the Real Church of Supernatural Community: A Format for SoulCare

- Implement a small group format designed to encourage SoulCare through spiritual friendship.
- Explain seven activities that a small group can engage in to create deeper community and foster spiritual growth.

## Course Requirements

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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: Sacred Companions on a Sacred Journey: Three Defining Elements of Supernatural Relating

Lesson 2: Secular vs. Spiritual SoulCare: The Danger of Blurred Distinctions

Lesson 3: SoulCare Through Spiritual Direction and Spiritual Friendships: The Biblical Alternative to Psychotherapy

Lesson 4: Beginning Steps in Spiritual Direction

Lesson 5: The Rhythm of Spiritual Direction: Following the Spirit As He Releases Supernatural Goodness

Lesson 6: Spiritual Friendship: Pouring the Passion of Christ From Your Heart into Another's

Lesson 7: The Sacred Journey: Where Control is Lost, Where Good Dreams Shatter, Where God's Agenda Looks (and Feels) Bad

Lesson 8: Real Church: Two or Three Broken People Agreed on One Purpose

Lesson 9: Entering the Real Church of Supernatural Community: The Covenant of SoulCare

Lesson 10: Entering the Real Church of Supernatural Community: A Format for SoulCare

## 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

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### 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

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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.