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**SoulCare 101 Foundations:
The Basic Model
Certificate Course**

Programmed Syllabus

Instructor: Dr. Larry Crabb

Affiliated with



Course Description

This course is designed to help students 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. Dr. Larry Crabb uses the word *SoulCare*, with its focus on the inner life, where people become who they were intended and long to be.

Course Objectives

- To introduce students to the basic model of SoulCare
- To resist temptation to keep relationships shallow
- To move into somebody's life (with the wisdom that knows how the soul works) in meaningful, deep, soul-connecting kinds of ways

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, 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, listened to, and/or read throughout the ten lessons of the course. Details on these materials will follow in the Course Requirements section.

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.com offers structures and resources to encourage effective community interaction in this course.

CUGN.com Online Interactivity 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.

Reflection

Through journaling and the use of interactive exercises, CUGN.com provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

Web Journal

Many of the assignments ask students to record their thoughts in a Course Journal. Students may use a paper notebook for this, or, as an alternative, they may use the Web Journal to record thoughts and reflections as they go through the course. Web Journal entries can be viewed only by the student and by the site administrator, but are not graded.

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
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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
- Define the concept of "compelling vision," and explain why it is vitally important to effective SoulCare
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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

- Explain what it means for a person to be “safe,” why it is important, and the role it plays in effective SoulCare
- Give examples of ways one avoids entering the interior world of other people, and contrast these with what it would look like to “go beneath the waterline” in a person’s life Identify the most unique thing about the Bible
- Defend or refute the premise that true spiritual growth (thus, effective SoulCare) requires dealing with realities “beneath the waterline.”
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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

- Explain the vital importance of focusing first and foremost on what is happening in the inner world (the ruling passions) of the person providing soul care
- Describe how inadequacy felt by the soul care provider is a prerequisite to effective soul care
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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

- Compare and contrast selfishness and self-centeredness, using illustrations from everyday life
- Describe the process which begins with facing one’s self-centeredness and leads to the discovery of “holy passions”, which when released, result in soul care
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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 humans were created in the image of God, and 2) humans are fallen
- Describe the development of and interplay between “self-need” and “the passion to control others”
- Explain how facing one’s own “bad passions” can lead to the discovery of “good passions” that honor God and bless others
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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

- Discuss and illustrate what is being discovered about ways in which one relates to others which express fleshly energy and passion
- Explain the important role that vision plays in the life of the soul care provider and how a proper vision leads to perseverance in the SoulCare process
- Express in written form a vision for another person
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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

- Describe the link between facing the bottom-line mystery of the human experience and becoming absolutely dependent on the Spirit of God to make something happen in the soul care process
- Explain and illustrate why soul care is something for which inadequacy is a prime prerequisite, describing how "felt-inadequacy" creates a space that allows the Holy Spirit to lead in the process
- List, describe, and illustrate the three basic "don'ts" and the three basic "dos" of soul care
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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"
- Describe the importance of the "point of confusion" and how this creates an opportunity for the soul care provider to enter the person's soul
- Explain the role and impact of reframing questions
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

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

- Compare and contrast the terms "stubborn soul" and "damaged self"
- Explain and illustrate how the categories of "fallenness," "image-bearer," and "new covenant realities" guide the soul care provider when entering the inner realities of a person

- 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 soul care provider
- Demonstrate understanding of the materials by scoring 70% or better on the quiz

Course Requirements

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

- Viewing, listening to, or reading the lectures for each lesson
- Participating in the online interactive forum
- Keeping a journal in response to reflection questions and Bible studies
- Taking ten quizzes and a final examination, scoring a final grade of 70% or higher.

Additional information about these requirements is provided below.

Video-based teaching

The primary teaching session in each lesson is provided in streaming video in the Flash video format (FLV). 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 listening to the teaching via Flash audio files or reading the lesson from a transcript of the teaching video. The transcripts contain screen captured images of important images in the video.

Multisensory learning

Because the primary teaching information is provided in video, audio and PDF text documents, students can choose the medium (or combination of media) that most closely aligns with their individual learning styles. Multiple options are also provided for students with auditory and visual learning challenges.

- **Teaching videos:** Each of the lessons in this course contains a teaching video of approximately twenty-eight minutes in length. These instructional videos are required viewing, and can be watched as many times as needed. The same content is available in audio files and a text files (PDFs) for students who can benefit from these alternative media.

- *Introduction to SoulCare: Getting Started on the Journey*
- *The First Task in Learning to Provide SoulCare: Knowing What You're After and What it Takes to Get There*
- *A Personal Search: Beginning with an Inside Look*
- *The Concept of Ruling Passions: What Energy Carries You into the Life of Another*
- *Brokenness: The Key to Releasing the Power of SoulCare*
- *The Good and the Bad in the Human Soul: Self-Need vs. Soul-Thirst*
- *Entering the Battle for Another's Soul: The First Step*
- *Wisdom: A Roadmap for Entering the Soul without Getting Lost*
- *Getting into the Battle: Moving Below the Waterline from the Presenting Problem to the Story of the Soul*
- *Agents of Growth: What SoulCare Can Do in Our Lives*

- **Glossary terms:**

Throughout the course, students will find glossary terms highlighted with hyperlink connections to explanations and definitions. Students should become familiar with these words and their meanings as a requirement of this coursework.

Quizzes and Final Exam

The quizzes and the final exam will cover the material from the recorded lectures presented by Dr. Larry Crabb. Because of the depth of Dr. Crabb's presentations, and the importance of understanding the material presented, students should consider viewing the material multiple times. The difficulty of the quizzes and final exam reflect the importance of thorough mastery of the concepts and practices presented by Dr. Crabb in the SoulCare series. Students should consider continuing with SoulCare 201, 301, and 401 if they desire to actively participate in SoulCare relationships.

Online Forum

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

In order to get the fullest benefit from the Forum, students should complete the forum assignment after they have listened to all the lectures. Then they should return to the forum after finishing the course to see how others respond. The following steps are instructions to the students for completing the assignment:

- Read the question(s) posted by the instructor in the *Course Discussion* section of each lesson.
- Choose the corresponding discussion topic.
- Read each question again and share your thoughts about each question with other students.
- Take the time to read other students' postings.

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.

Personal Reflection and Evaluation

To integrate academic studies with the walk of faith, students are asked to reflect on the content of the course and evaluate their lives in light of what has been learned. The following questions will guide that individual reflection process:

Step 1: Review

Think about the material you have studied in this course. Then ask these questions: What are one or two things you learned that you did not know before this study? What was there in the teaching that made you look at the Bible or something in the Bible in a new way?

Step 2: Assess

Think about your life, both past and present. Given the insights or understanding that you gained in this course, what changes do you need to make in the way you think or behave?

Step 3: Apply

What specific steps will you take in order to put these positive changes (from Step 2) into practice in your life?

Step 4: Record

Write your responses to the above reflections in your journal (web, notebook, or computer)

Community Reflection and Interaction

Step 1: Choose

Since the Holy Spirit uses the input of others to guide and form His people, share what you learned from this course with another person. You might choose from these categories of people in your life:

- Someone with whom you have a close relationship
- Someone who is a mature Christian ministry leader
- Someone who is not a family member
- Someone who values the spiritual formation process
- Someone who is familiar with and values the subject of the course
- Someone who has experience using the content of the course in ministry

Step 2: Discuss

Ask that person what advice, deeper insights, or broader applications they might offer from their own life and experience.

Step 3: Respond

In light of the course content and your discussions with another person, do you believe that the assessment and application decisions you reached are appropriate? Why or why not? Add your thoughts and insights to your journal.

NOTE: The degree of effort students put into this assignment will determine its benefit. If by the end of this course students have not yet reflected critically on life in light of what has been studied, this assignment will be a helpful guide in that spiritually transforming process.

Important note: This course is not designed for formal, professional training in counseling or to qualify students as licensed therapists. Further, it is not a replacement for professional therapy a particular student may need. Students who are experiencing personal crises should seek the help of a licensed therapist.

Course Grading and Requirements

SoulCare 101: The Basic Model has ten lessons. As each lesson is completed, the student should prepare for a ten-question quiz that covers the material taught in that particular lesson. Twenty minutes are allowed for the completion of each quiz.

The student may take each quiz one or two times. If the student takes a quiz twice, his or her quiz grade will be the average of the two attempts. A final course grade must be 70% or higher in order to pass the course and receive the certificate of completion. Participation in discussion questions is required of all students; participation is not optional for the certificate to be issued. CUGN.com reviews student participation and grades before validating certificates of completion.

After completing all lessons, discussions, personal journaling and quizzes, the student may take the final exam. The final exam consists of 50 questions that cover all ten lessons in the course.

Quizzes and Exams

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

Other Course Requirements

Other course requirements noted in this syllabus will be validated before a Certificate of Completion is awarded to any student.

Course Use in Church Settings and Small Groups

This course can easily be used in a small group or church setting. In that case, the following suggestions might be helpful in order to gain maximum benefit from all of the resources available relate to this study. For materials to assist you, go to CUGN.com and search for Church Resources.

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.