DO 610 Emotions, Passions and Feelings

Stephen A. Seamands
Emotions, Passions and Feelings

I. PURPOSE: The purpose of this course is to help students develop an integrated approach to emotional healing by considering biblical, theological, psychological, and practical perspectives related to the emotions, passions and feelings. The class involves the reading and discussion of several key works related to emotional healing especially what many consider to be the greatest work in the area of pastoral theology written in the 20th century, viz., Frank Lake’s *Clinical Theology*. It will also stress the importance of particularly Christian resources in emotional healing.

II. OBJECTIVES: By the end of the course students will:

A. Have gained numerous biblical, theological, and psychological insights which can inform their own theology and practice related to emotional healing.

B. Have grown in their ability to integrate biblical, theological, and psychological perspectives in developing their own approach to emotional healing.

C. Have gained in their understanding of their own personal psychological self-understanding.

D. Have grown in their love for God and their gratitude for His redemptive work rooted in Christ’s passion and death on Calvary.

E. Have been exposed to a reasonable range of literature related to emotional healing.

F. Have grown in their ability to apply particularly Christian resources to the practice of emotional healing.

III. TEXTBOOKS:
Karn Horney, *Neurosis and Human Growth*
Charles Kraft, *Deep Wounds, Deep Healing*
Frank Lake, *Clinical Theology*
Leanne Payne, *Restoring the Christian Soul through Healing Prayer*

IV. REQUIREMENTS:

A. Regular and Active Participation in Class Sessions. Since during one class session each week the class will follow a discussion format, it is imperative that you be present and take an active part in the discussions. A significant percentage
of your class grade will be determined by your level of participation. The class will be divided into three groups. Each week one of the three groups will serve as the primary group in leading the discussion, although everyone in the class will also be expected be involved. Dr. Seamands will serve as the discussion facilitator (30%).

B. Four 4-MAT Reflections based on the assigned reading for the particular day. See the explanation of the 4-Mat below (20%).

C. A final project consisting of ONE of the following (50%):

1. Two book reviews (6-8 pages each) on books related to emotional healing. Spend the first half of your review carefully summarizing the content of the book. Then in the second half of your review evaluate the content of the book in terms of its strengths and weaknesses. Here are some possible books you could choose to review:

   Leroy Aden and David Benner, Counseling and the Human Predicament
   Dan Allender, Bold Love
   The Wounded Heart
   Dan Allender and Tremper Longman, The Cry of the Heart
   David Augsburger, Helping People Forgive
   Ray Anderson, Self Care: A Theology of Personal Empowerment
   Neil Anderson, The Bondage Breaker
   Victory of the Darkness
   Ruth Tiffany Barnhouse, Homosexuality: A Symbolic Confusion
   David Benner, Healing Emotional Wounds
   Mario Bergner, Setting Love in Order
   Larry Crabb, Effective Biblical Counseling
   Connecting
   Inside Out
   Mike Flynn and Doug Gregg, Inner Healing
   James Friessen, Uncovering the Mystery of MPD
   Robert Harvey and David Benner, Understanding and Facilitating
   Forgiveness
   Karen Horney, Our Inner Conflicts
   The Neurotic Personality of our Time
   William Hulme, Counseling and Theology
   The Dynamics of Sanctification
   Gregory Jones, Embodying Forgiveness
   Frank Lake, Tight Corners in Pastoral Counseling
   Soren Kierkegaard, The Concept of Dread
   Charles Kraft, Defeating Dark Angels
   Dennis and Matthew Linn, Healing of Memories
   Healing Life’s Hurts
2. Three sermons (5-7 pages each) on themes related to emotional healing and wholeness. Make sure that your sermon is a “biblical” sermon (i.e. a sermon which expounds the chosen text) and not merely “Christian” sermon (i.e. a sermon which is Christian in content but is only indirectly related to the chosen text).

3. A series of 6-8 lessons which could as a teaching series related to emotional healing and wholeness. Be sure to completely write out two of lessons. Make sure the others are outlined in detail. Describe the target audience for the lessons.

4. A 15-20 page research paper on a subject related to emotional healing and wholeness. Include at least twelve sources in your bibliography.
V. COURSE OUTLINE & ASSIGNED READINGS FROM COURSE TEXTS:

February 9. Course Introduction.

   Primary Group (PG) 1
   4MAT Group 2

   PG 2
   4MAT Group 3

   PG 3
   4MAT Group 1

   PG 1
   4MAT Group 2

   PG 2
   4MAT Group 3

   PG 3
   4MAT Group 1

   PG 1
   4MAT Group 2

   Read CT, 987-993, 1009-1058, 1098-1160.
   PG 2
   4MAT Group 3

   PG 3
4MAT Group 1

April 27. “Neurotic Solutions.” Read NHG, 155-290
4MAT Group 2

4MAT Group 3

4MAT Group 1

4MAT everyone

4MAT Reflections

To do the four 4MAT reflections (named for Bernice McCarthy's 4MAT system) on the assigned readings, lay out your pages so that every pair of facing pages has these headings:

Left: Abstract Summary

Right: Concrete Stories/Memories
Evoked by the Item

Reflection Expressed as Questions
Here are some explanations/guidelines adapted from Dr. Donald Joy to help you get a better grasp of the four elements in the 4-Mat system.

(a) **ABSTRACT**: Simply summarize the content of the book in your own words. Include as many of the key concepts and ideas as you can. Strive to be both comprehensive and intensive. The abstract should be one singlespaced page if you are typing. If you are handwriting, your abstract should be 1 & 1/2 to 2 pages in length.

Remember that meaning making requires first that you transform the reading materials into your OWN words. Effective "note taking" is more than capturing another person's words; it requires transforming a communication into your own language and symbols. Use explicit and visible QUOTE marks to identify the author's words. All other written material not clearly cited should be your own constructions and abstracted summaries of what you read.

(b) **CONCRETE**: Describe one or two personal experiences which reading the book reminded you of. Be as specific and concrete as you can, including who, what, when, where details.

If you can connect what you are reading and hearing with what you have previously lived or observed, you will be profoundly changed by the semester. If you cannot connect the semester with past and present personal realities, you will never be able to teach or use what you are learning with any conviction and effectiveness.

(c) **REFLECTION**: What questions did reading this book raise in your mind? Simply list three or four of them. Make sure they relate directly to the MATERIAL CONTENT of the book NOT to the experience(s) you have just described in b.

(d) **ACTION**: All ministry related learning MUST lead to acts of ministry--whether through transformation of your inner person or your acquiring of useful knowledge or skills. Here describe what you simply must DO if you keep faith with what you have now discovered as a result if reading this book. Include BOTH PRESENT actions you must take and actions related to your FUTURE practice of ministry.