



BACK TO THE HEART OF WORSHIP

BRES 3113: Helping the Church Hear Hurt:**Listening to People the Way God Listens to David**

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Syllabus**1. Course Description:**

- a. When David cried out to God, he did so with the confidence that the "I AM" heard him with a depth no human could match. This series explores that transparent relationship, inviting you to develop the vital skill of listening to strengthen our connections within the church. Join us as we learn to hear one another better by first examining how God listens to the complexities of the human heart.
 - i. Session 1: How Hurt Impacts the Hearer
 - ii. Session 2: Discerning What is Helpful and Healing
 - iii. Session 3: Integrating Mental Health INTO the Church: Referring In VS Referring Out

2. Learning Outcomes:

- a. Analyze the biblical and theological foundations of how God listens to humanity, using the Psalms as a primary model.
- b. Evaluate personal barriers to deep, empathetic listening and develop practical, active listening skills to support members within the church community.
- c. Formulate a personal strategy for cultivating a transparent prayer life and a relational rhythm that fosters authentic spiritual connection with others.

3. Reading Assignments with Page Totals:

- a. *When Hurting People Come to Church* by Feldhahn & Sells (2025)
- b. *Consider Your Counsel: Addressing Ten Mistakes in our Biblical Counseling* by Kellemen (2021)

4. All assignments submitted on Canvas.

- a. Canvas course opens Monday, September 1 at 8:00 AM. Last day to submit assignments is Friday October 24 at 11:59 PM.

Grading (Assignments and Point Value)

- Book Review - 100 pts
- Reflection Paper - 100 pts

Credit Hour Calculator: Required 45 hours for a one-credit hour course*

- **Lecture: 3 Hours**
- **Reading Requirements: 22 Hours**
 - When Hurting People Come to Church (263 pages)
 - Consider Your Counsel (87 pages)
- **Book Review: 10 Hours**
 - Write a 1,000-word comprehensive book review on the text *When Hurting People Come to Church*. Your review should briefly summarize the author's main arguments but primarily focus on analyzing the text's strengths, weaknesses, and practical application to ministry or community life.
 - Rubric
 - Summary & Core Themes - 30 pts
 - Accurately captures the author's main arguments and the book's purpose.
 - Critical Analysis - 30 pts
 - Evaluates the book's strengths and weaknesses rather than just retelling the plot.
 - Practical Application - 30 pts
 - Connects the book's concepts to real-world ministry or personal application.
 - Formatting and Length - 10 pts
 - Meets the 1,000-word requirement and is free of major grammatical errors.
- **Reflection Paper: 10 Hours**
 - Write a 1,000-word reflective essay based on the text *Consider Your Counsel*. Select **three mistakes** outlined in the book that you have personal experience with. For *each* mistake, address the following three elements:
 - **The Experience:** Describe your experience either committing the mistake or having it done to you.
 - **The Impact:** Analyze the impact this mistake had on your relationship with the other person involved.
 - **The Theological Remedy:** Explain how emulating the relational nature of God can prevent this mistake, citing relevant Scripture to support your points.
 - Rubric
 - Mistake 1 Breakdown - 30 pts
 - Includes the personal experience (10), the relational impact (10), and the theological remedy with Scripture (10).
 - Mistake 2 Breakdown - 30 pts
 - Includes the personal experience (10), the relational impact (10), and the theological remedy with Scripture (10).

- Mistake 3 Breakdown - 30 pts
 - Includes the personal experience (10), the relational impact (10), and the theological remedy with Scripture (10).
- Formatting and Length - 10 pts
 - Meets the 1,000-word requirement and is free of major grammatical errors.

Academic Integrity Policy: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding's Academic Integrity Policy.

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities: It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 239 in the Student Center, telephone, (501) 279-4019.