



Dynamics of Biblical Change Online Syllabus plus Seminars

Lecturing Professor	The late David Powlison, MDiv, PhD ; Alasdair Groves, MDiv
Recitation Instructor	You will be assigned a Recitation Instructor (RI) from Biblical Counselling UK who will grade your assignments and field questions about the assignments. You can contact your RI through your Canvas in-box.
Tutor	Your course tutor will lead the fortnightly seminars and help guide you through the material presented by Dr Powlison and address questions and concerns. You can contact your Tutor through your Canvas in-box.
Administration	For queries about the administration of the course (including queries about course access, passwords, withdrawals, requests to take final exams early, and extensions over 7 days) please contact Biblical Counselling UK Course Administration – courses@biblicalcounselling.org.uk . To help us respond to your query, please always state the module you are taking, your course venue and the name of your RI.
Technical Queries	If you experience technical problems when using the Canvas platform, you should contact CCEF Student Services at student.services@ccef.org . Your email will be triaged to the appropriate party and your question answered within 2 working days. If CCEF aren't able to answer your technical question, they may ask you to submit a support ticket using the Report a Problem link within Canvas. For more details and help on common problems, please see “How to Ask for Help and Technical Troubleshooting” within the <i>Student Orientation</i> material available to you on your Canvas dashboard.
RI “Office Hours”/availability	Your Recitation Instructor will contact you at the start of term to let you know the days during the week where he or she will be available to respond to your email inquiries.
Class Procedure:	Each week of the course, you are expected to watch the assigned video lectures (approximately 2 to 3 hours), complete the reading, and complete and submit your assignments as listed in this course syllabus.
Canvas	Canvas is an online learning platform that hosts your course materials (videos, audio files, course documents) and enables you to communicate with your RI, and the other students in your class. Assignments should always be submitted electronically through Canvas. If you experience an error uploading your file, you should contact CCEF Student Services (see Technical Queries, above) and notify your RI of the problem before the deadline for the assignment.

Details of the computer technical requirements of Canvas are available from:
Operating System: <https://community.canvaslms.com/docs/DOC-10721>
Browser: <https://community.canvaslms.com/docs/DOC-10720-67952720329>

Course Materials – Sharing and Copyright Permissions

As a reminder, all materials provided to you for this course through Canvas are copyrighted by CCEF or other publishers, to whom CCEF pays a fee for their use. These materials include the course syllabus, assignments, articles, and video/audio lectures. You may not reproduce or share any of these materials without the prior permission of CCEF.

CCEF have made an exception to this policy to allow students to share up to 10 copies of *Journal of Biblical Counseling (JBC)* articles from the course for use in their personal ministry. Examples of this would include sharing an article with a counsellee, spouse, friend or small group. This is strictly limited to *JBC* articles. If you wish to share a *JBC* resource with more than 10 people, you will need to make an application via the [permissions page](#) on the CCEF website.

Course Objectives

At the successful completion of this course, you should be able to:

- Demonstrate an understanding of the biblical view of progressive sanctification.
- Describe and apply the biblical counselling model of change to your own life as well as to other situations presented in case study format.
- Analyse the ways that the biblical counselling model of change might affect a church's worship, preaching, evangelism, missions, offices, youth ministry, fellowship, children's programmes, and training.

Required Reading & Course Materials

Books

- ONE of the following books on suffering

Why Does It Have to Hurt? by Dan McCartney (P&R, 1998) (originally assigned)

How Long, O Lord? By Don Carson (IVP)

God's Grace in Your Sufferings by David Powlison (Crossway)

When God Weeps by Joni Eareckson Tada (Zondervan)

Articles

All articles listed can be found in Canvas in the week in which they are due to be read.

- “Suffering & Psalm 119” (*Journal of Biblical Counseling (JBC)*, 22:4, pp. 2-16). Also published in *Speaking Truth in Love (STiL)* (USA: New Growth Press, 2005, pp. 11-31).
- “Reading the Bible for Personal Application” (ESV Study Bible, Wheaton: Crossway, 2008, pp. 2572-2574).
- “Think Globally, Act Locally” (*JBC*, 22:1, pp. 2-10). Also in *STiL*, pp. 61-72.
- “Counsel Ephesians” (*JBC*, 17:2, pp. 2-11). Also in *Seeing with New Eyes (SwNE)* (Phillipsburg: P&R, 2003, pp. 17-34).
- “How Does Scripture Change You?” (*JBC*, 26.2, pp. 26-32).
- “God’s Grace and Your Sufferings” (from John Piper and Justin Taylor, eds., *Suffering and the Sovereignty of God*, Crossway, 2006, pp. 145-173). The link to this chapter is in Canvas, and you can print from the pdf.
- “Peace, Be Still: Psalm 131” (*JBC* 18:3, 2000, pp. 2-10). Also in *SwNE*, pp. 75-89; also retitled *Stress: Peace amid Pressure* (Phillipsburg: P&R, 2004).
- “Why Me?: Comfort from Psalm 10” (*JBC* 16:3, 1998, pp. 27-37). Also in *SwNE*, pp. 91-108; also retitled *Why Me? Comfort for the Victimized* (Phillipsburg: P&R, 2003).
- “Don’t Worry” (*JBC*, 21:2, 2003, pp. 54-65). Also in *SwNE*, pp. 109-124; also retitled *Worry: Pursuing a Better Path to Peace* (Phillipsburg: P&R, 2004).
- “I’ll never get over it” (unpublished draft in Canvas). For class use only; do not circulate.
- “A Slice of Life” (*JBC*, 24:4, 2006, pp. 2-35).
- “Anger in Action” (*JBC*, 24:4, 2006, pp. 2-35).
- “The Constructive Displeasure of Mercy,” (*JBC*, 24:4, 2006, pp. 2-35).
- “The Madness of Anger” (*JBC*, 24:4, 2006, pp. 2-35).
- “Making All Things New” (from John Piper and Justin Taylor, eds., *Sex and the Supremacy of Christ*, Crossway, 2005, pp. 65-106).
- “Idols of the Heart and ‘Vanity Fair’” (*JBC*, 13:2, 1995, pp. 35-50).
- “X-Ray Questions” (*JBC*, 18:1, 1999, pp. 2-9) Also in *SwNE*, pp. 129-143.
- “Unconditional Love?” (*JBC*, 12:3, 1994, pp. 45-48) Also in *SwNE*, pp. 163-170.
- “Innocent Pleasures” (*JBC*, 23:4, 2005, pp. 21-34) Also retitled *Pleasure* (USA: New Growth Press, 2005).
- “A Personal Liturgy of Confession” (unpublished draft in Canvas).
- “Who is God?” (*JBC*, 17:2, 1999, pp. 12-23). Also in *SwNE*, pp. 35-58).
- “Familial Counseling” (*JBC*, 25:1, pp. 2-16).
- Groves, Alasdair. “Common Ground: Scripture, Counseling, and Non-believers.” Living Scripture, CCEF 2018 National Conference, Virginia

Course Schedule

Course Schedule	Reading & Assignments
Introduction (complete before the start of term)	<p>Watch Welcome videos; Introduction to Safeguarding video</p> <p>Read Review introductory course materials in the “Welcome” section of the course; Introduction to Safeguarding document</p> <p>Submit “Introduce Yourself” Assignment Confirm familiarity with your church’s safeguarding policy</p>
Week 1	<p>Watch Lecture 1: Course Introduction (1 hr 17 min)</p> <p>Read “Welcome letter from David Powlison” “Suffering & Psalm 119” The second reading introduces many of the themes of the course: our struggle within the interplay of dual evil, the significance of the God who speaks, the relational core of change, etc. (Read, re-read, and read slowly...)</p> <p>Submit Clyde Case Study</p>
Week 2:	<p>Watch Lecture 2: Understanding the Person I (50 min) Lecture 3: Understanding the Person II (50 min) Lecture 4: Understanding the Person III (1 hr 4 min)</p> <p>Read “Reading the Bible for Personal Application” “Think Globally, Act Locally” “Counsel Ephesians” “How Does Scripture Change You?” Each of these deals with how the relationship between the change process and the personal application of Scripture.</p> <p>Submit Significant Scripture paper</p>
Week 3:	<p>Watch Lecture 5: Understanding the Heat I (1 hr 23 min) Lecture 6: Understanding the Heat II (1 hr) Three Trees Clarification Lecture (15 min) FAQ: How Would You Use The “Three Trees” Model in a Counseling Session?</p> <p>Submit Paul & the Philippians Bible Study</p>
Week 4:	<p>Watch Lecture 7: The Wisdom Found in Christ I (1 hr) Lecture 8: The Wisdom Found in Christ II (44 min) FAQ: What Is a Vignette, and How Can I Use It Well?</p> <p>Read “God’s Grace and Your Sufferings” “Peace, Be Still: Psalm 131” “Why Me?: Comfort from Psalm 10” “Don’t Worry” “I’ll never get over it” Each of these articles bears on our responses to suffering in some manner.</p> <p>Begin Suffering & Refuge Project (due Week 6)</p>

<p>Week 5</p>	<p>Watch Lecture 9: Understanding the Situation I (1 hr 3 min) Lecture 10: Understanding the Situation II (45 min)) Lecture 11: Understanding the Situation III (46 min)</p> <p>Read ONE of the following books on suffering:</p> <p>Pay particular attention to how God <i>meets</i> you and how he <i>works</i> within your suffering.</p> <p><i>Why Does it Have to Hurt?</i> by Dan McCartney <i>How Long, O Lord?</i> by Don Carson <i>God's Grace in Your Sufferings</i> by David Powlison <i>When God Weeps</i> by Joni Earekson Tada</p> <p>Continue Working on your Suffering & Refuge project, due Week 6.</p>
<p>Week 6</p>	<p>Watch Lecture 12: Practical Application of James I (1 hr 22 min) Lecture 13: Practical Application of James II (41 min)</p> <p>Read "A Slice of Life" "Anger in Action" "The Constructive Displeasure of Mercy" "The Madness of Anger" "Making All Things New"</p> <p>The entertainment industry, like Genesis and Judges in the Bible, is big on "sex and violence." The intentions are different, of course. These articles walk out the nature of sin and redemption in these two significant areas of human experience.</p> <p>Sin & Grace Final Project Instructions</p> <p>Submit Suffering & Refuge Project</p>
<p>Week 7</p>	<p>Watch Lecture 14: Influences of the Heart (1hr 21 min) Lecture 15: Influences of the Heart (1hr 8min)</p> <p>Read "A Fresh Look at Idols of the Heart" "Idols of the Heart and 'Vanity Fair'" "X-Ray Questions" "Unconditional Love" "Innocent Pleasures" "A Personal Liturgy of Confession."</p> <p>The second article traces the interplay between our hearts and the situation that surrounds us. Sins of behavior and emotion don't pop up in a vacuum and for no reason. The first article is an update David Powlison wrote to address questions about the second article. The third article describes how the fallen heart operates in exactly the same ways as the redeemed heart, but in opposite directions. The fourth discusses how our God of grace engages us. The fifth walks out a case study in positive obedience. The sixth item is a worksheet to help you find words with God.</p>

Week 8	<p>Watch Lecture 16: Sin and the Heart (1hr 19 min) Lecture 15: Influences of the Heart (1hr 8min)</p> <p>Read “Who is God?” Notice the immediacy of our dealings with God and with each other Outside reading for the Sin & Grace Final Project. Some suggestions are to visit www.ccef.org for different articles, conference audio, and blogs on your topic, as well as outside reading material related to your topic.</p> <p>Submit “Idols of the Heart” Response Paper</p>
Week 9	<p>Watch Lecture 17: Sin and Transformation I (1 hr 17 min) Lecture 18: Sin and Transformation II (1 hr 16 min)</p> <p>Listen How do you counsel non-Christians?</p>
Week 10	<p>Watch Lecture 19: Living with Personal Integrity I (1 hr 24 min) Lecture 20: Living with Personal Integrity II (1 hr 3 min)</p> <p>Read “Familial Counseling.” Dynamics of Biblical Change has focused on growing in first-hand understanding of the change process. This is foundational to other counseling courses that focus on how we become helpful to other people. This article builds the bridge from first-hand understanding to helpfulness.</p>
Week 11	<p>Submit Sin & Grace Final Project</p>
Week 12	<p>Submit Final Exam Course Feedback (link is provided on Canvas)</p>

Assignment Expectations

1. Class Participation (4%)

This grade will be calculated from your attendance at seminars.

Faculty Town Halls (Optional/Ungraded)

CCEF offer live “town hall Q&A’s” in *most* courses once during the term. This is a time for CCEF faculty to connect with students and to answer questions submitted prior to the town hall, or live, during the town hall meeting. All town hall meetings will be held via Zoom and require reliable internet access. Your town hall (if offered) will be scheduled and announced to you early in the term. CCEF realise the timing of these meetings may not be convenient for students living outside the USA. Thus, students unable to attend are still eligible to submit a question ahead of time, and the town hall will be recorded and sent afterwards to all students invited to attend. Prior to the town hall, you will fill out a form in Canvas, letting CCEF know if you plan to attend. If you plan to attend the town hall, **please come ready to participate**. The CCEF professors look forward to and expect your engagement.

2. Course Assignments (96%)

Throughout the course, students will be required to submit assignments for assessment to receive a grade. Unless otherwise noted, assignments are not optional. To find instructions for the assignments, please see the assignment in Canvas. Due dates for assignments are listed on Canvas and are due by 11:55 PM (i.e. 5 minutes to midnight) on the due date.

Assignment Format:

1. All submitted papers/projects should be typed, 12-point font, in a legible font (Times New Roman, Calibri or Cambria) 2.5cm margins, and double-spaced unless indicated otherwise in the specific assignment directions.
2. Assignments must be uploaded in the Canvas Classroom at the assigned due date.
3. Papers should be submitted with one of the following file extensions: doc or docx. This format ensures that your Recitation Instructor will be able to open it.
4. Pay careful attention to the instructions in Canvas about the required length of each assignment – usually given in pages. We also ask you to state the number of words in your assignments.
5. Please type your name and word count at the top of the first page of any assignments that you submit. (Your name does not count towards word count, nor do footnotes, if you use them.)
6. Please note that you may be downgraded for not adhering to these guidelines.
7. All assignments will always come from the syllabus. Recorded lecturers may mention additional assignments, but if they are not in your syllabus, they are not assigned.

Grading:

The chief purposes of a grade are to be informative about how you have done and to help hold you accountable. Taking a course for credit challenges you to put in the time and concentrated effort needed to do your very best quality thinking and work. Your life and ministry depend upon your growing wisdom. We want to handle truth well; we want to walk well. Put off the competitiveness or fear of failure that lurks within and competes with our Father's goals for our education. Jesus' disciples are learners by definition, unashamed of our continual need to grow in knowledge, wisdom, and love (James 1:5; Matt. 5:3). The grading is a tool to help hold you accountable to those goals and desires that led you to register in the first place.

Assignment

1. Participation (4%)
2. "Clyde" response paper (3.5%)
3. Significant Scripture discussion (4%)
4. Paul & the Philippians Bible study (15%)
5. Suffering & Refuge Project (20%)
6. *Idols of the Heart and Vanity Fair* Response Paper (3.5%)
7. Final paper: Sin & Grace Project (25%)
8. Final exam: (25%)

Grading Scale

A	95 and above
A-	92-94.9
B+	88-91.9
B	85-87.9
B-	82-84.9
C+	78-81.9
C	75-77.9
C-	72-74.9
D+	70-71.9
D	68-69.9
D-	66-67.9
F	< 66

The following table provides a general guideline for use in considering what is expected in the various assignments; not every element will apply to every assignment.

Grade and Overall Meaning	A	B	C-F
	You added dimensions to your work that went above the required assignment, reflecting a high level of personal engagement and commitment to growth and change.	You successfully fulfilled the requirements of the assignment, demonstrating a satisfactory level of personal engagement and commitment to growth and change.	You missed some important aspects of the assignment or did not fulfill the important aspect of the assignment. Paper lacked personal engagement and commitment to growth and change.
Discussion	Discussion is insightful, thorough, and interesting, demonstrating careful, thoughtful reflection and self-analysis; written with a high level of personal engagement. Student's reflection, proposed actions, and application of	Discussion is interesting, reflecting a satisfactory level of reflection and self-analysis, but may lack depth or personal engagement. Student's reflection and plan are encouraging to the reader.	Discussion is interesting but lacks depth in reflection and self-analysis. Personal engagement is weak or non-existent with little or no evidence of commitment to change and growth.

Grade and Overall Meaning	A You added dimensions to your work that went above the required assignment, reflecting a high level of personal engagement and commitment to growth and change.	B You successfully fulfilled the requirements of the assignment, demonstrating a satisfactory level of personal engagement and commitment to growth and change.	C-F You missed some important aspects of the assignment or did not fulfill the important aspect of the assignment. Paper lacked personal engagement and commitment to growth and change.
	biblical and theological themes are edifying to the reader.		
Self-Analysis	Demonstrates a clear understanding and identification of personal strengths and areas for growth and a strong commitment to personal growth and change in these areas.	Demonstrates understanding of personal strengths and areas for growth, but may not evidence a strong commitment to growth and change.	Does not clearly evidence understanding of personal strengths and areas for growth. Lacks commitment to growth and change.
Understanding	Personal reflection demonstrates thorough understanding of and ability to apply the concepts presented in class and assigned readings.	Demonstrates adequate understanding of the material and ability to apply concepts.	Demonstrates partial or no understanding of the material; student is unable to apply concepts.
Biblical/Theological Application	Discussion evidences a developed theology in midst of strengths and areas of growth. Insights are connected with a Biblical perspective that evidences understanding of heart motives, struggles, desires and strongholds.	Discussion may not evidence a developed theology; or insights may not be connected with a Biblical perspective; may not evidence the ability to connect heart motives, struggles, desires and strongholds.	Discussion shows little evidence of understanding of Biblical/theological themes in relation to personal change and growth; inability to connect heart motives, struggles, desires and strongholds.
Grammar, Mechanics, Spelling, and Sentence Structure	Paper demonstrates clear understanding of class instructions. Paper is well-organised and flows well. Clear writing with no grammar or spelling errors.	Student did not follow some of the instructions for the paper. Paper is organised but could flow more smoothly. Clear writing with minimal grammar or spelling errors.	Student did not follow instructions. Paper is unorganised or does not flow well. Multiple grammar or spelling errors. Mechanics get in the way of clarity.

Late Assignments

Assignments that are late will have 10 points deducted for every day that they are late, and “0” after one week.

Requests for Extensions

Policies: Please refer to the BC UK Student Handbook (available in the Course Information section on Canvas, and also on the [Certificate Course page](#) of our website) regarding policies for granting late assignments and extensions.

1. **DO NOT USE THE ONLINE EXTENSION REQUEST FORM IN CANVAS** – this is for students studying directly with CCEF and is not to be used by BC UK students.
2. Extensions will not be granted for holidays or previously planned events.
3. **To request an extension for up to 7 days**, contact your RI through the Canvas platform 48 hours before the deadline, stating the reason for your extension request and how long an extension you are asking for.
4. **To request an extension longer than 7 days**, email courses@biblicalcounselling.org.uk before the deadline, stating:
 1. The module you are taking, your course venue and RI
 2. The assignment for which you are requesting an extension
 3. The due date for this paper or project
 4. The reason for your extension request

The course administrator will respond within two working days of your request and inform your RI.

Course Administration

The Student Handbook details policies, procedures, and administration of the Certificate Course. Information that is relevant to all modules, including grading standards and academic policies. Please read it carefully (together with this syllabus) before the module begins, and refer to it throughout the term.

The Student Handbook is located in the Course Resources section of your course material on Canvas. Please note that Biblical Counselling UK’s course policies differ from CCEF’s in some particulars.