

Counselling in the Local Church

School of Biblical Counseling / Biblical Counselling UK

Online Syllabus plus seminars

Lecturing Professor:	Tim Lane, M.Div., D.Min.
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 Lane 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.
Course Procedure	You are expected to watch the assigned video(s) each week (approximately 2 to 3 hours), and complete the reading 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 tutor, 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

This course will enable students to:

- Broaden their understanding of counselling to include all relationships
- Build a thoroughly biblical understanding of the local church as a ministering community where everyone plays a part
- Find their place of ministry within the context of the local church and to help others do the same
- See the importance of both public and private ministry of the Word and how they interrelate
- Examine present ministry opportunities.

Course Introduction

Counselling in the Local Church is a course that takes what you have been learning in other counselling courses and discusses how to practically apply this ministry. You have already learned many things about how to understand people biblically and how the Gospel enables people to change (Dynamics of Biblical Change). Most of you have already learned many things about how the Gospel enables you to help another person change (Helping Relationships). (If you've not taken *Helping Relationships*, that's OK; this module is self-contained.) Now you will work out how to put this Gospel-driven model to use in the primary context in which God works change: your relationships within the body of Christ. Therefore, we will be addressing questions such as, **Where are your opportunities to help others change? Where does counselling fit into your everyday life? Where does it fit into the local church? How will the model of change and influence shape a local church: its worship, preaching, evangelism, missions, offices, youth ministry, fellowship, children's programs, equipping, etc.?** You might say that what we are doing in this course is developing a practical ecclesiology.

Consider the following statements:

- You are a counsellor/discipler, whether or not you think of yourself as one.
- You are a counsellee/disciplee, whether or not you think of yourself as one.

- 99.9% of life-influencing counselling/discipleship does not take place in the professional counsellor's office.
- Counselling/discipleship takes place in everyday life: every day, in every life. In fact, everyday life is counselling/discipleship.
- Your words ("lips, mouth, voice, answer, throat, and tongue") influence others for good or ill. Your actions (model, example, and walk) influence others for good or ill.
- You are similarly influenced by others.
- Biblical counselling/discipleship is fundamentally church-based.

If these statements are true, you face a series of questions. How are you a wise or a foolish counsellor/disciple? Are you becoming wiser? Where are your opportunities to help others change into God's image? Who has God called you to help? How can you turn counselling/discipleship knowledge into counselling/discipling action? *Counselling in the Local Church* gives you the opportunity to answer these questions.

Required Reading

How People Change, Lane and Tripp, New Growth Press

Life Together: The Classic Exploration of Faith in Community, Dietrich Bonhoeffer

Relationships: A Mess Worth Making, Lane and Tripp, New Growth Press

Pastoral Theology in the Classical Tradition, Purves, Louisville, KY: Westminster John Knox Press, 2001

The Journal of Biblical Counseling 24:3, Glenside, PA: Christian Counseling & Educational Foundation, 2006 (provided in Canvas)

Can you help? Biblical Counselling UK 2019 (provided in Canvas)

Lecture and Assignment Schedule

- Please refer to the "Expectations for Assignments" for a more thorough description of assignments and to the "Required Reading" for the complete reading list.
- Due dates for assignments are listed in Canvas and are due by 23:55 on the due date.

Course Schedule	Reading and Assignments
<u>Week 1</u> Lecture 1: Course Introduction: Why the Church Should be Counselling	<u>Readings:</u> <i>Pastoral Theology in the Classical Tradition</i> , pp. 1-75 (Introduction; Ch. 1-3) <u>Assignments:</u> 1. Complete the "Introduce Yourself" Assignment listed at the start of the module. 2. Begin to work on the "What is Your Calling" (due Week 7) and Ministry Project (due Week 12) assignments now!
<u>Week 2</u> Lecture 2: Redemptive Community	<u>Readings:</u> <i>Pastoral Theology in the Classical Tradition</i> , pp. 76-125 (Ch. 4-5); Conversational Goals <u>Assignments:</u> 1. Continue to work on "What is your Calling" and Ministry Project
<u>Week 3</u> Lecture 3: Self-counselling	<u>Readings:</u> <i>How People Change</i> , Ch. 1-5, <i>Tongue Awareness Worksheets</i> <u>Assignments:</u> 1. Submit your Ministry Project Proposal

	<ol style="list-style-type: none"> Submit Response paper #1: on <i>Pastoral Theology in the Classical Tradition</i> Continue to work on “What is your Calling” and Ministry Project
Week 4 Lecture 4: A Biblical View of Change	<p>Readings: Randy case study, <i>How People Change</i>, Ch. 6-10, <i>Can you help?</i> and <i>Guidelines for Choosing a Christian Counselor</i></p> <p>Assignments:</p> <ol style="list-style-type: none"> Continue to work on “What is your Calling” and Ministry Project
Week 5 Lecture 5: Public Counsel	<p>Readings: <i>How People Change</i>, Ch. 11-15</p> <p>Assignments:</p> <ol style="list-style-type: none"> Continue to work on “What is your Calling” and Ministry Project
Week 6 Lecture 6: Sought and Created Counsel	<p>Readings: Joanne Case Study and <i>Relationships: A Mess Worth Making</i>, Ch. 1-8</p> <p>Assignments:</p> <ol style="list-style-type: none"> Submit Response paper #2: on <i>How People Change</i> Continue to work on “What is your Calling” and Ministry Project
Week 7 Lecture 7: Joanne and Structures and Processes for Interpersonal Ministry	<p>Readings: <i>Relationships: A Mess Worth Making</i>, Ch. 9-15</p> <p>Assignments:</p> <ol style="list-style-type: none"> Submit Response paper: on <i>What is Your Calling</i> Talk to your church leadership about their views on counselling in the church; identify any barriers to church-based counselling Continue to work on Ministry Project
Week 8 Lecture 8: Counselling Models at Four Churches	<p>Readings: <i>Life Together</i>, Ch. 1-2</p> <p>Assignments:</p> <ol style="list-style-type: none"> Submit Response paper #3: on <i>Relationships: A Mess Worth Making</i> Continue to work on Ministry Project
Week 9 Lecture 9: Conflict and Practicing Forgiveness	<p>Readings: <i>Life Together</i>, Ch. 3-5 and <i>Journal of Biblical Counseling</i> 24.3, pp. 1-34 (articles posted in Canvas)</p> <p>Assignments:</p> <ol style="list-style-type: none"> Response paper #4: on <i>Life Together</i> Continue to work on Ministry Project
Week 10 Lecture 10: Jack and Unsought Group Counsel	<p>Readings: Jack case study, <i>Journal of Biblical Counseling</i> 24.3, pp. 35-78 (articles posted in Canvas)</p> <p>Assignments:</p> <ol style="list-style-type: none"> Submit Response paper #5: on one article in the <i>Journal of Biblical Counseling</i> 24.3 Continue to work on Ministry Project
Week 11 Lecture 11: Church Discipline	<p>Readings: <i>How People Change</i>, final chapter (ch. 16)</p> <p>Assignments:</p> <ol style="list-style-type: none"> Continue to work on Ministry Project
Week 12 No lecture this week	<p>Assignments:</p> <ol style="list-style-type: none"> Submit Final Project: <i>Ministry Paper</i> Optional: Listen to 2011 CCEF National Conference Lecture by Steve Viars entitled, <i>How Can My Church Help</i>.

Expectations for Assignments

Participation (10%)

This grade will be calculated from your attendance at seminars.

1. Reading Response Papers (20%)

You are required to write a response paper for each of the required readings. Do not summarise, tell us something you learned that has changed how you think about your life within the body of Christ! For the JBC response paper, read the entire issue and pick a chapter to write a response. All papers should be submitted by 23:55 on the date specified in Canvas.

700-800 word limit for each response paper

2. "What is Your Calling?" Paper (30%)

"What is Your Calling?" was written by David Powlison to help students think wisely about their gifts and roles in the body of Christ. A detailed worksheet with questions and areas for consideration will be provided in Canvas to begin your reflection. Part of the assignment requires you to discuss your thoughts with at least two people who know you. Your goal is to get their feedback and enlist their prayers. If you are a pastor, discuss it with your wife, elders or deacons, a fellow pastor, or a wise friend. If you are a layperson, discuss it with your pastor or other leader, spouse, roommate, or ministry team partner.

After reflecting upon this study and discussing it with others, summarise what you have learned. You will need to begin working on this paper and reflecting upon it at the beginning of the term, to be able to write a thoughtful reflection by the time the assignment is due.

NB: When social-distancing restrictions are in place due to the coronavirus epidemic, please use audio or video phone calls to ask for feedback. Do not use email or ask for written feedback. The personal, instantaneous back-and-forth of a conversation is an important component in this assignment.

1050-1350 words

3. Final Project: Ministry Paper (40%)

This term-long project can spur you to make changes in your relationships in some everyday life counselling setting. You will need to begin working on this paper and reflecting upon it at the beginning of the term, to be able to write a thoughtful reflection by the time the assignment is due.

2100-3200 words

Grading Rubrics

For all assignments, you will be graded on your ability to thoughtfully address and interact with the specific elements outlined for each assignment. The following sections provide a general guideline for grading your various assignments. However, not every student will perfectly capture every element shown here! For example, a student who earns an A- or B+ instead of an A may have done excellent work, but failed to write clearly with good grammar, spelling and sentence structure. Or, perhaps the student had interesting discussion that demonstrated an understanding of the course content, but only made one application of one key concept in the course to the assignment, rather than several concepts.

Reading Response Papers

Reading response papers will be graded as follows:

A	Student identified the main thrust/key points of the reading, with the ability to make strong personal and practical application of more than one key concept. Thoughtful work with dimensions that went above the required assignment.
B	Demonstrates understanding of the main thrust of the reading, with practical application of at least one key concept. Successfully fulfilled the requirements of the assignment.
C	Demonstrates partial understanding of the material; unable to make clear links between reading and practical or personal application. Missed some important aspects of the assignment.
D-F	Student did not demonstrate understanding of the material; unable to develop practical strategies for applying to ministry. Missed most important aspects of the assignment.

Clear writing with no significant grammar or spelling errors is expected along with conformity to format and length. Poorly written papers or papers that do not meet format and length requirements will be reduced in grade accordingly.

Grading Rubrics for Final Project:

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 assignment requirements. Paper lacked personal engagement and commitment to growth and change.
Discussion	Discussion is insightful, thorough, and interesting, demonstrating thoughtful reflection and self-analysis; written with a high level of personal engagement.	Discussion is interesting, reflecting a satisfactory level of reflection and self-analysis, but may lack depth or personal engagement.	Discussion is interesting but lacks depth. Personal engagement is weak or non-existent with little or no evidence of commitment to change and growth.
Personal Reflection	Demonstrates a clear understanding and identification of areas for growth and change.	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.
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.
Understanding	Personal reflection demonstrates thorough understanding and ability to apply concepts from lectures and readings.	Demonstrates adequate understanding of the material and ability to apply concepts.	Demonstrates partial or no understanding of the material; does not evidence ability to make personal application.

Application of Course Concepts	Applies several key concepts from resources to personal observations and experiences.	Applies at least one key concept from resources to personal observations and experiences.	Implies key concepts, but doesn't make clear link to resources.
Grammar, Mechanics, Spelling, and Sentence Structure	Clear writing with no grammar or spelling errors. Paper conforms to requirements for length and format.	Clear writing with minimal grammar or spelling errors. Paper does not fully conform to requirements for length or format.	Multiple grammar or spelling errors. Mechanics get in the way of clarity. Paper does not conform to requirements for length or format.

Assignment Format:

- All submitted papers/projects should be typed, 12-point font, in a legible font (Times New Roman, Calibri or Cambria), one-inch margins, and double-spaced unless indicated otherwise in the specific assignment directions.
- Assignments will be uploaded in the Canvas by the assigned due date.
- 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.
- Pay careful attention to word count requirements.
- Please type your name and word count at the top of the first page of any assignments that you submit, and **state the number of words in the paper** (excluding your name or any footnotes).
- Please note that you may be downgraded for not adhering to these guidelines.
- All assignments will always come from the syllabus or Canvas. Recorded lecturers may mention additional assignments, but if they are not in your syllabus, they are not assigned.

Assignments and 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.

Assignments

1. Participation 10%
2. Reading Response Papers 20%
3. "What is Your Calling?" Paper 30%
4. *Final Project: Ministry Paper 40%

Grading Scale for Course

- | | |
|----|--------------|
| 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 |

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 are provided in that document. Please read it carefully (along 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.