



# Dynamics of Biblical Change Syllabus

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<b>Lecturer</b>	The late David Powlison, MDiv, PhD
<b>Recitation Instructor</b>	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.
<b>Tutor</b>	Your course tutor will lead the fortnightly seminars and help guide you through the course material and address questions and concerns. You can contact your Tutor through your Canvas in-box.
<b>Administration</b>	For queries about course access, passwords, withdrawals, requests to take final exams early, and extensions over 7 days please contact Biblical Counselling UK Course Administration – <a href="mailto:courses@biblicalcounselling.org.uk">courses@biblicalcounselling.org.uk</a> . To help us respond to your query, please always state the module you are taking, your course venue and the name of your RI.
<b>Canvas</b>	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.  Details of the technical requirements of Canvas are available from: <a href="https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66">https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66</a>  If you experience an error uploading your file, you should contact Biblical Counselling UK Course Administration (see Technical Queries, below) and notify your RI of the problem before the deadline for the assignment.
<b>Technical Queries</b>	For help with common problems, please see “How to Ask for Help and Technical Troubleshooting” within the Student Orientation material on your Canvas dashboard.  If you cannot resolve your difficulty or experience technical problems when using the Canvas platform, please contact Biblical Counselling UK Course Administration – <a href="mailto:courses@biblicalcounselling.org.uk">courses@biblicalcounselling.org.uk</a> . If we are not able to resolve your problem, we may ask you to submit a support ticket using the Report a Problem link within Canvas.
<b>RI “Office Hours”/availability</b>	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.

<b>Course programme</b>	<p>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.</p> <p>You will have six seminars during the term. The details for these are in the course schedule, and in the relevant weeks in Canvas.</p>
<b>Course Materials – Sharing and Copyright Permissions</b>	<p>As a reminder, all materials provided to you for this course through Canvas are copyrighted by CCEF or other publishers, to whom we pay 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 from Biblical Counselling UK.</p> <p>As an exception to this policy, CCEF allow students to share up to 10 copies of <i>Journal of Biblical Counseling (JBC)</i> 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 <i>JBC</i> articles. If you wish to share a <i>JBC</i> resource with more than 10 people, you will need to make an application via the <a href="#">permissions page</a> on the CCEF website.</p>

## 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, overseas mission, leadership, youth work, fellowship, children's programmes, and training.

## Required Reading & Course Materials

### Books

- ONE of the following books on suffering

*Suffering*, Paul Tripp (Crossway)

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

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

*When God Weeps*, 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.
- "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.
- "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).
- "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).

## Course Schedule

Course Schedule	Reading & Assignments
<b>Introduction (complete before the start of term)</b>	<p><b>Watch</b> Welcome video from Steve Midgley; Introduction to Safeguarding video</p> <p><b>Read</b> Review introductory course materials in the “Welcome” section of the course; Introduction to Safeguarding document</p> <p><b>“Welcome letter from David Powlison”</b></p> <p><b>Submit</b> “Introduce Yourself” Assignment Confirm familiarity with your church’s safeguarding policy</p>
<b>Week 1</b>	<p><b>Watch</b> Lecture 1: Course Introduction (1 hr 17 min)</p> <p><b>Read</b> <b>“Suffering &amp; Psalm 119”</b> This article 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. (it merits reading slowly and re-reading...)</p> <p><b>Submit</b> Clyde Case Study</p>
<b>Week 2:</b>	<p><b>Watch</b> 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><b>Read</b> <b>“Reading the Bible for Personal Application”</b> <b>“Think Globally, Act Locally”</b> <b>“How Does Scripture Change You?”</b> Each of these deals with how the relationship between the change process and the personal application of Scripture.</p> <p><b>Submit</b> Significant Scripture paper</p>
<b>Week 3:</b>	<p><b>Watch</b> Lecture 5: Understanding the Heat I (1 hr 23 min) Lecture 6: Understanding the Heat II (1 hr)</p> <p><b>Submit</b> Paul &amp; the Philipians Bible Study</p>
<b>Week 4:</b>	<p><b>Watch</b> Lecture 7: The Wisdom Found in Christ I (1 hr) Lecture 8: The Wisdom Found in Christ II (44 min)</p> <p><b>Read</b> <b>“God’s Grace and Your Sufferings”</b> <b>“Why Me?: Comfort from Psalm 10”</b> <b>“Don’t Worry”</b> Each of these articles bears on our responses to suffering in some manner.</p> <p><b>Begin</b> Suffering &amp; Refuge Project (due Week 6)</p>

<p><b>Week 5</b></p>	<p><b>Watch</b> 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><b>Read</b> <b>ONE of the following books on suffering:</b></p> <p>Pay particular attention to how God <i>meets</i> you and how he <i>works</i> within your suffering.</p> <p><b><i>Suffering?</i></b> by Paul Tripp <b><i>How Long, O Lord?</i></b> by Don Carson <b><i>God's Grace in Your Sufferings</i></b> by David Powlison <b><i>When God Weeps</i></b> by Joni Earekson Tada</p> <p><b>Continue</b> Working on your Suffering &amp; Refuge project, due Week 6.</p>
<p><b>Week 6</b></p>	<p><b>Watch</b> Lecture 12: Practical Application of James I (1 hr 22 min) Lecture 13: Practical Application of James II (41 min)</p> <p><b>Read</b> <b>"A Slice of Life"</b> <b>"Anger in Action"</b> <b>"The Constructive Displeasure of Mercy"</b> <b>"The Madness of Anger"</b> <b>"Making All Things New"</b></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><b>Sin &amp; Grace Final Project Instructions</b></p> <p><b>Submit</b> Suffering &amp; Refuge Project</p>
<p><b>Week 7</b></p>	<p><b>Watch</b> Lecture 14: Influences of the Heart I (1hr 21 min) Lecture 15: Influences of the Heart II (1hr 8min)</p> <p><b>Read</b> <b>"A Fresh Look at Idols of the Heart"</b> <b>"Idols of the Heart and 'Vanity Fair'"</b> <b>"X-Ray Questions"</b> <b>"Unconditional Love"</b> <b>"Innocent Pleasures"</b> <b>"A Personal Liturgy of Confession"</b></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>

<b>Week 8</b>	<p><b>Watch</b> Lecture 16: Sin and the Heart (1hr 19 min)</p> <p><b>Read</b> <b>“Who is God?”</b> Notice the immediacy of our dealings with God and with each other Outside reading for the Sin &amp; Grace Final Project. Some suggestions are to visit <a href="http://www.ccef.org">www.ccef.org</a> for different articles, conference audio, and blogs on your topic, as well as outside reading material related to your topic.</p> <p><b>Submit</b> “Idols of the Heart” Response Paper</p>
<b>Week 9</b>	<p><b>Watch</b> Lecture 17: Sin and Transformation I (1 hr 17 min) Lecture 18: Sin and Transformation II (1 hr 16 min)</p>
<b>Week 10</b>	<p><b>Watch</b> Lecture 19: Living with Personal Integrity I (1 hr 24 min) Lecture 20: Living with Personal Integrity II (1 hr 3 min)</p> <p><b>Read</b> <b>“Familial Counseling”</b> 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>
<b>Week 11</b>	<p><b>Submit</b> Sin &amp; Grace Final Project</p>
<b>Week 12</b>	<p><b>Submit</b> Final Exam Course Feedback (link is provided on Canvas)</p>

## Assignments

### 1. Class Participation (4%)

This grade will be calculated from your attendance at seminars.

### 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

- All 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 instructions.
- Assignments must be uploaded in the Canvas Classroom by the assigned due date.
- Papers should be submitted with one of the following file extensions: doc or docx. Pay careful attention to the instructions in Canvas about the required length of each assignment – usually given both in pages and word count. Please state the number of words in your assignments.
- Please type your name and word count at the top of the first page your assignments . (Your name does not count towards word count, nor do footnotes, if you use them.)
- Please note that you may lose marks for not keeping to these guidelines.
- All assignments will always come from the syllabus. Lecturers may mention additional assignments in the video recordings, but if they are not in your syllabus, they are not assigned.

## Assignment weighting

Assignment	Weighting
Participation	4%
“Clyde” response paper	3.5%
Significant Scripture discussion	4%
Paul & the Philippians Bible study	15%
Suffering & Refuge Project	20%
Idols of the Heart and Vanity Fair Response Paper	3.5%
Final paper: Sin & Grace Project	25%
Final exam	25%

## Grading

There are two main reasons for providing grades for your work in the certificate course. The first is to provide some feedback about how you have done. We trust it helps to have a sense of the standard of your work and changes that may happen over time. The second purpose is to provide some measure of accountability. Taking a course for credit challenges you to put in the time and effort needed to produce good quality thinking and work. All of our lives and all our ministry depends upon growing wisdom. We trust getting grades is one way of helping encourage us toward the effort that is needed for that growth.

Yet grading brings dangers too – it can foster a sense of competitiveness or a fear of failure. So do be praying for godly attitudes. It may help to remember that humility and a willingness to admit ignorance and a desire to grow in knowledge, wisdom, and love (James 1:5; Matt. 5:3) are hallmarks of authentic faith.

In many ways grading is simply a means of helping you maintain the ambitions that led you to register in the first place.

## Grade Scheme

Grade Letter	Percentage Score	Grade Definition	
A	85% – 100%	Excellent to Outstanding	<b>PASS</b>
A-	70%-84%		
B+	66% – 69%	Good to Very Good	
B	63% - 65%		
B-	60%- 62%		
C+	55% – 59%	Satisfactory	
C	50% - 54%		
C-	40% – 49%	Sufficient	
D	35% – 39%	Unsatisfactory	<b>FAIL</b>
E	30% - 34%		
F	0 – 29%	Unsatisfactory	

## Letter Grade Reference Table

This table provides a general guide what is expected in the various assignments, and the meaning of letter grades ; not every element will apply to every assignment.

Grade and Overall Meaning	<b>A</b>	<b>B</b>	<b>C</b>
	You added dimensions to your work that <b>went above</b> the required assignment, reflecting a high level of personal engagement and commitment to growth and change.	You <b>successfully fulfilled</b> 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.
<b>Discussion</b>	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 biblical and theological themes are edifying to the reader.	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.

<b>Grade and Overall Meaning</b>	<b>A</b> You added dimensions to your work that <b>went above</b> the required assignment, reflecting a high level of personal engagement and commitment to growth and change.	<b>B</b> You <b>successfully fulfilled</b> the requirements of the assignment, demonstrating a satisfactory level of personal engagement and commitment to growth and change.	<b>C</b> 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.
<b>Self-Analysis</b>	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.
<b>Understanding</b>	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.
<b>Biblical/Theological Application</b>	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.
<b>Grammar, Mechanics, Spelling, and Sentence Structure</b>	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 will be graded "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. Extensions will not be granted for holidays or previously planned events.
2. **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.
3. **To request an extension longer than 7 days**, email [courses@biblicalcounselling.org.uk](mailto: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, and on the [Certificate Course](#) page of our website.