

Helping Relationships Syllabus

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Information

Lecturer	Ed Welch, Ph.D., M.Div., CCEF Faculty & Counselor
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. Welch 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 and the name of your RI.
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. Details of the technical requirements of Canvas are available from: https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66 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.
Technical Queries	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 – courses@biblicalcounselling.org.uk . 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.
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 you.

Course programme You are expected to watch the assigned video(s) each week (approximately 2 to 3 hours), and complete and submit your assignments as listed in this course syllabus.

The Community Group discussions will take place during the six fortnightly seminars and are integral to the module. Attendance is very important not only to you but to the others in your Community Group. You are permitted to miss only one seminar during the course of the term.

**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 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 of Biblical Counselling UK.

As an exception to this policy, CCEF 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 Description

Let's say you have a basic and growing understanding of biblical counselling. You know the key ideas and have been able to apply them to yourself. Now comes the hard part: How do you apply this understanding in your everyday relationships? This class will take the content you already know and get specific about how you can actually deliver the content. Case studies, lectures, and group discussions will help you grow in your ability to listen well, know people, interpret another person's story from a biblical perspective, and offer biblically-based truth that will motivate others in their growth in Christ.

Course Objectives

This course will enable students to love others, using words, with increasing skill. Specifically:

1. To locate the seed of all counselling ministry in two people praying together,
2. To develop an attractive, adaptable, flexible and transferable ministry method, and
3. To identify and practice the basic methodological principles that are emerging in biblical counselling.

Reading List

Required Textbooks

Side by Side by Ed Welch

The Heart of a Servant Leader by C. John Miller

The Gift of Therapy by Irvin Yalom

“X-Ray Questions” by David Powlison, (JBC, 18:1, 1999, pp. 2-9) (available in Canvas)

Conversation Partner

Students are required to meet with someone on a weekly basis for extended conversations throughout the module. You will be writing about this particular relationship in some of your assignments.

1. Choosing a Conversation Partner

- A weekly 1:1 conversation with the same person, roughly an hour in length
- Aim is to improve your ability to be helpful to others in conversation
- Someone who will be reliable in meeting regularly, and thoughtful, honest and reasonably open in conversation with you
- Should be a Christian from your church since this means a structure will be in place for accountability and safeguarding. If you wish to meet with someone outside your church, you will need the written approval of your course tutor
- Not a family member, or anyone under 18

2. Inviting someone to be your Conversation Partner

We suggest speaking to them - in person, not by email or text message - along the following lines:

Next term, I'm doing a course with Biblical Counselling UK that is focussing on being helpful and encouraging in conversations. As part of that, I need to arrange to meet with someone each week for about an hour or so's conversation. The idea would be to talk with them about their Christian life; about issues they are facing; about ways they are trying to grow; about their encouragements and their struggles and seek to be a help to them in all of that.

I'm wondering if you would be interested. We'd just need to be able to meet each week and you'd need to be happy that in general terms and without using names, I could write about our conversations in some of the papers I need to hand in.

It is important that students should not over-estimate their capacity in pastoral care or counselling.

These foundational courses don't qualify a student to 'do biblical counselling' and BC UK never encourages students (even those who have completed the Certificate Course) to describe themselves as 'biblical counsellors' since the term is confusing and may suggest an accreditation that doesn't exist.

Lecture & Assignment Schedule

Please refer to the “Expectations for Assignments” and Grading Rubrics for a more thorough description of assignments and to the “Reading List” for the complete reading list.

Further information for Response Papers and Community Group meetings are in Canvas.

Due dates for assignments are listed in Canvas and are due by 11:55 PM on the due date.

Week 1	<p><u>Watch</u> Lecture 1: Introduction (1hr 4min) Lecture 2: Essential Skills for Everyday Conversation (56 min)</p> <p><u>Read</u> Welch, <i>Side by Side</i>, chap 1-6</p> <p><u>Submit</u> Introduce Yourself assignment Response Paper #1</p> <p><u>Complete</u> Secure Extended Conversation partner</p>
Week 2	<p><u>Watch</u> Lecture 3: Essential Skills for Everyday Conversations, Part 2: You Give Help (1hr 24min)</p> <p><u>Read</u> Welch, <i>Side by Side</i>, chapters 7 to Conclusion</p> <p><u>Submit</u> Response Paper #2</p> <p><u>Complete</u> Community Group Discussion #1 (at Seminar 1) Extended Conversation - when talking with your ECP, learn something of their story (See RP3)</p>
Week 3	<p><u>Watch</u> Lecture 4: Skills for Longer Walks (58min) Lecture 5: Know People, Part 1 (31min) Lecture 6: Specific Struggles (17min)</p> <p><u>Read</u> 1. Powlison, "X-Ray Questions" 2. Yalom, <i>The Gift of Therapy</i>, Intro and chapters 1-8 3. Read 3 blogs: https://www.ccef.org/scripture-about-ptsd/ https://www.ccef.org/dsm-5-new-normal/ https://www.ccef.org/how-biblical-counselor-thinks-about-panic-attacks-most-read-2012-10/</p> <p><u>Submit</u> Response Paper #3</p> <p><u>Complete</u> Extended Conversation - Make a point of asking for prayer from your conversation partner as well as praying for them. Look for opportunities in everyday conversations to ask for prayer or pray for others (see RP4)</p>

<p>Week 4</p>	<p><u>Watch</u> Lecture 7: Skills for Longer Walks: Know People, Part 2 (49min) Student Interview, Part 1 (15min) Student Interview, Part 2 (17min)</p> <p><u>Read</u> 1. Miller, <i>The Heart of a Servant Leader</i>, pp. 11-33 2. Yalom, <i>The Gift of Therapy</i>, chapters 25-32</p> <p><u>Submit</u> Response Paper #4</p> <p><u>Complete</u> Community Group Discussion #2 (at Seminar 2) Extended Conversation - Pay attention to the questions you are asking in your conversations (with your ECP and in everyday) - what are the good questions you are asking?</p>
<p>Week 5</p>	<p><u>Watch</u> Lecture 8: Tell the Story (50min) Lecture 9: Know People, Part 3 (47min)</p> <p><u>Read</u> 1. Miller, <i>The Heart of a Servant Leader</i>, p51-95 2. Yalom, <i>The Gift of Therapy</i>, chapters 9-16</p> <p><u>Submit</u> Response Paper #5</p> <p><u>Complete</u> Extended Conversation Action - Review how the Lord has been at work in your life through both good times and bad. What Biblical imagery helps you describe and picture what he has done for you or your relationship with him?</p>
<p>Week 6</p>	<p><u>Watch</u> Lecture 10 (48min) Lecture 11: Know Scripture, Part 1 (53min)</p> <p><u>Read</u> 1. Miller, <i>The Heart of a Servant Leader</i>, pp 147-207 2. Yalom, <i>The Gift of Therapy</i>, chapters 17-24 (“here and now”)</p> <p><u>Submit</u> Response Paper #6</p> <p><u>Complete</u> Community Group Discussion #3 (at Seminar 3) Extended Conversation - If you haven’t already, then try to bring some scripture to bear on the things you are talking about with your ECP. Pay attention to opportunities in everyday conversation to draw on scriptural truth (see RP7).</p>

Week 7	<p><u>Watch</u> Lecture 12: Know Scripture, Part 2 (52min) Lecture 13: Case Study 1: Helping Someone Who Is Stuck (53min)</p> <p><u>Read</u> 1. Miller, <i>The Heart of a Servant Leader</i>, pp 208-240 (persevering through conflict/change) 2. Yalom, <i>The Gift of Therapy</i>, chapters 33-40</p> <p><u>Submit</u> Response Paper #7</p> <p><u>Complete</u> Extended Conversation - Pay attention to how well you are able to track with others in your conversations. Are they able to track what you say back to them too (see RP8)?</p>
Week 8	<p><u>Watch</u> Lecture 14: Case Study 2: Helping a Struggling Friend (59min) Lecture 15: Know Scripture, Part 3 (46min)</p> <p><u>Read</u> 1. Miller, <i>The Heart of a Servant Leader</i>, pp 241-271 2. Yalom, <i>The Gift of Therapy</i>, chapters 41-48</p> <p><u>Submit</u> Response Paper #8</p> <p><u>Complete</u> Community Group Discussion #4 (at Seminar 4) Extended Conversation - Ask the people you are talking with this week what things that have been said or done in the past by others which were either helpful or unhelpful to them when they were struggling with particular suffering or sins (see RP9).</p>
Week 9	<p><u>Watch</u> Lecture 16: Case Study 3: Situation That Is Hard to Approach (55min)</p> <p><u>Read</u> 1. Miller, <i>The Heart of a Servant Leader</i>, pp 272-305 2. Yalom, <i>The Gift of Therapy</i>, chapters 49-56 3. CCEF blogs “What Not to Say to Those Who are Suffering” and “More Things Not to Say to Those Who are Suffering” (links in Canvas)</p> <p><u>Submit</u> Response Paper #9</p> <p><u>Complete</u> Extended Conversation - Ask your ECP for feedback on your conversations – what have they enjoyed and where have they seen you grow in skill?</p>

Week 10	<p><u>Watch</u> Lecture 17 (1hr 4min) Lecture 18: Know Scripture, Part 4 (51min)</p> <p><u>Read</u> Yalom, <i>The Gift of Therapy</i>, chapters 57-77</p> <p><u>Submit</u> Response Paper #10</p> <p><u>Complete</u> Community Group Discussion #5 (at Seminar 5) Extended Conversation</p>
Week 11	<p><u>Watch</u> Lecture 19: Student Interactions and Reading Reflections (1hr 1min) Lecture 20: Accumulate Wisdom (42min)</p> <p><u>Read</u> Review the lecture notes and any reading not yet completed</p> <p><u>Submit</u> Response Paper #11</p>
Week 12	<p><u>Review</u> Review Final Exam Study Guide</p> <p><u>Submit</u> Final Exam Feedback</p>

Expectations for Assignments

1. Participation (10%)

Seminars and Community Group discussions (10%)

You will be assigned to a community group that will meet during the seminars through the term. There will be rotating conveners for each group, but each person in the group should take ownership for the time together.

Participation in the group discussions is very important not only to you but to the others in your Community Group. Please therefore make every effort to join the seminars for this module. You are permitted to miss only one community group meeting during the course of the term. If this happens, please proceed as follows:

- Meet with someone in your own community and share with them what you are learning in the module. This meeting should be about one hour.
- Type up a summary of your meeting and email it to your RI via Canvas. Please indicate at the top of your paper that this is your one excused absence.
- Let your seminar tutor know that you will be absent in advance.

2. Weekly Response Papers (50%)

Each week you will complete a response paper. Response papers have two parts each week of equal marks. They will include questions which:

- ask you what you have learnt from your reading – how it is shaping your thinking and how you are applying it: have you grasped the core of what the author is trying to communicate? Is your writing humble and respectful if you disagree with the author? Are you interacting personally?
- ask you to reflect on your experiences and learning from both everyday conversations and conversations with your ECP
- ask you to develop your thinking and demonstrate your understanding and application of key concepts from the course.

Your response papers should show that you are *thoughtful* (by connecting elements from the lectures, the readings, and your own experiences) and show how you are *personally* and specifically applying the material.

a. Extended conversation partner:

- You will meet with someone for extended conversations throughout the module. This “extended conversation partner” should be an adult from your church. This is to ensure that you have a structure in place for accountability and safeguarding. If you wish to meet with someone outside of your church, you will need the written approval of your course tutor. We ask you not to meet with a member of your immediate family.

You could choose to meet with someone that you are already meeting with, but if so, do make sure you let the person know you are taking this course and that you would like their permission to write about your conversations as part of the course assignments. You will want their feedback as you bring some of the features of the course to your meetings with them.

If you are not currently involved in any suitable one-to-one pastoral meetings, then you will need to pursue someone who you think would be willing to meet with you to talk about places where they struggle or feel stuck. You could ask them something like this: “I am taking a course with Biblical Counselling UK which is about helping people in one-to-one conversations. The course asks us to meet up with someone regularly throughout the course to help us grow in the things the course is teaching. Would you be willing to get together once a fortnight between now and the end of May, to talk about how your Christian life is going and any issues you might be interested in thinking through together. The idea would be that we work together as I try to implement some of the ideas from the course.”

You will be writing about this particular relationship in some of your assignments throughout the course.

- Please note: it is your responsibility to secure a conversation partner who can meet weekly. When securing this opportunity, you will want to ask them if they are able to

commit to meeting with you throughout the duration of the module. We understand there are situations that arise that may hinder your weekly meetings, but these should be rare exceptions. If your conversation partner cancels your weekly time together, you are still expected to submit the required assignment regarding your time that week. You may use another intentional conversation as a substitute. This substitution is permitted only twice during the term. If your conversation partner continues to cancel, then you need to find a new person who can meet weekly.

- Obviously meeting face to face is much the best way to conduct these conversations and you will learn most from the experience by doing it that way. However, you should follow any social distancing regulations (if still relevant) and if that means a face-to-face meeting isn't possible, then you could substitute a video call meeting.

b. Action Item

Most weeks you will be asked to engage in a particular type of conversation or have a particular focus for your conversations. This will not only give you some direction for conversations with your ECP, but will push you to apply your learning into practice, and prepare you for answering the RP the following week. Action items will give you the opportunity to grow in your practice of moving toward people, coming to know them better, and helping them to know God and his promises for them. You will experience how the Lord uses you with your unique strengths and weaknesses to care for people; you will be able to share those experiences with one another and apply the methods highlighted in the lectures and readings.

3. Final Exam (40%)

You will have three hours for your final exam. You are not allowed any notes, but will be allowed a bible for the purpose of looking up any references you wish to make. It will consist of short answer and essay questions, covering the important themes and concepts of the class. A study guide will be provided before the end of the term, along with instructions on taking the exam.

You have two weeks in which to complete this assignment, from when the exam is made available to the due date given.

If you need to sit the final exam early (e.g. because of holiday arrangements), please contact courses@biblicalcounselling.org.uk to request early access to the exam. Your revised due date will be two weeks after you are given access to the exam.

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 should be uploaded in Canvas by 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 word count requirements.

5. Please type your **name and word count and the assignment name** (e.g. Response Paper #1) at the top of the first page of the assignments that you submit. (These details do not count toward word count, nor do footnotes.)
6. Please note that you may be downgraded for not adhering to these guidelines.
7. 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.

Assignment weighting

- Weekly response papers 50%
- Final exam 40%
- Participation 10%

Grading Rubrics

Weekly Response Papers

The goal of the response papers for this class is for students to be personal and thoughtful in applying the class lectures, readings and discussion to their personal relationships.

- Personal means to be affected by the information presented to you, either through lecture or reading. Being personal is not simply amassing information, but it is processing and responding to the information.
- Thoughtful includes synthesising material, making connections to other lectures, offering creative, useful and summary metaphors, seeing parts and the whole, making connections to Scripture, keeping the general direction of the course in view, etc.

Your Weekly Response papers will be graded using the following general criteria:

- Clear writing with no significant grammar or spelling errors is expected. Poorly written papers will be reduced in grade accordingly.
- Assignment is complete – all required elements specified for that week are included. Points will be deducted for missing elements.
- Writing: evidence of thoughtful, personal interaction with the various elements in the assignment; not a rushed, “stream of consciousness” response that lacks depth.
 - Everyday conversations: Are you having thoughtful interactions throughout the week, and is there evidence of continued growth as the term progresses?
 - Course content responses: Have you interacted thoughtfully with the content of the lecture and lecture notes; are you asking questions that demonstrate you are thinking about the content and how to apply it personally?
 - Reading Responses: have you identified things in the reading that grabbed your attention? Does your writing show that you grasp the core of what the author is trying to communicate? Are you able to find what is provocative and useful in the reading? Are you interacting personally, and is the writing humble and respectful if you disagree with the author?

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	PASS
A-	70%-84%		
B+	66% – 69%	Good to Very Good	
B	63% - 65%		
B-	60%- 62%		
C+	55% – 59%	Satisfactory	
C	50% - 54%	Sufficient	
C-	40% – 49%		
D	35% – 39%	Unsatisfactory	FAIL
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	A	B	C
	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 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.
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 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 before the deadline, stating:
 1. The module you are taking and your 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.