



Personal Qualities for Biblical Counselling

(This course is based, with permission, on the CCEF course *Essential Qualities of a Biblical Counsellor*. Please note, however, that this is a shorter version of that course and it is **not**, therefore, possible to transfer credit for this course for CCEF certificate or a Masters level programme in the US.)

BELFAST	LIVERPOOL	LONDON
27 th June – 2 nd July 2021	4th – 9th July 2021	25th – 30th July 2021
<p>Location: Union Theological College 108 Botanic Avenue, Belfast, BT7 1JT</p> <p>Parking: Available at the College. Students will need to supply their registration number in advance.</p>	<p>Location: Speke Baptist Church Noah's Ark Centre, 50 Ganworth Road, Speke, Liverpool L24 2SA</p> <p>Parking: Available at the Centre.</p>	<p>Location: Academic Centre Oak Hill College, Chase Side, Southgate, London N14 4PS</p> <p>Parking: Spaces are available immediately outside the Academic Centre.</p>
<p>Contact Information:</p> <p>Andrew Collins: andrewtcollins@hotmail.com</p>	<p>Contact Information:</p> <p>Ste Casey: stecasey1@googlemail.com</p> <p>Jane Casey: janecasey@mail.com</p>	<p>Contact Information:</p> <p>Steve Midgley: steve@biblicalcounselling.org.uk</p>

Course Objectives

This course examines what you, the “counsellor,” bring to counselling – in terms of your character and your helping skills. Class lecture, discussions, role-plays, counselling triads, and papers will provide you with the opportunity to evaluate where you stand in relationship to the character qualities and skills that contribute to effective counselling ministry. At the end of the course you should:

1. Understand and be able to articulate the character strengths and key helping skills required to be effective in personal ministry of the Word.
2. Have practiced and applied character and helping skills through triads.

3. Have identified your strengths and weaknesses as a counsellor, noting in particular (1) character and heart issues that affect your ministry, and (2) helping skills that need improvement.
4. Have improved your ability to give and receive feedback.
5. Be able to recognise and articulate how your personal strengths and weaknesses impact your personal ministry.
6. Have developed a plan of action and strategies to encourage growth in identified areas of weakness.

Additional Course Requirements:

You will be required to make both some video and audio recordings of some of parts of your triad counselling sessions. To do this you will need access to a small recording device (most smartphones will do this). Please ensure that you have enough memory to record a 10 minute video and a longer section of audio.

You will submit three assignment (by uploading them to Canvas) during the course of the week. Please bring your own laptop.

Required Readings (to be completed *before* the Summer Intensive begins)

Emlet, Mike. *“CrossTalk – Where Life and Scripture Meet”* Chapters 5-7 (pp 65-106) New Growth Press (2009) ISBN 1-935273-12-4. [^]

Emlet, Mike. “Understanding the Influences on the Human Heart” *JBC*, Vol 20.2*[†]

Powlison, David. “How Healthy is Your Preparation?” *JBC*, Vol.14.3*[†]

Welch, Ed. “What is Biblical Counselling, Anyway?” *JBC*, Vol.16.1*[†]

Nicholls, Andrew. “Can you help? – finding a good counsellor?” [Biblical Counselling UK website](#)*

Book of Ruth (Bible). Any translation.

* These readings are provided on Canvas ahead of the Intensive.

† Please note that the readings are reproduced under permissions from CCEF or the Copyright Clearance Centre. You may not distribute or reproduce them in any form.

[^] Available at a discount to BC UK Students from 10ofthose. To obtain this discount:

1) Set up an account with 10ofthose at <https://www.10ofthose.com/account/>

2) Email info@10ofthose.com - with the subject line 'BC UK Student' - using the email address with which you have set up the account.

Additional recommended readings for class & counselling:

Mack, Wayne A. “Developing a Helping Relationship with Counselees” *JBC*, Vol.13.1

Powlison, David. "Familial Counselling: The Paradigm for Counselor-Counselee Relationships in 1 Thessalonians 5," *JBC*, Vol. 25.1.

Powlison, David. "Think Globally, Act Locally" *JBC*, Vol.22.1

Dane Ortlund, *Gentle and Lowly*, Crossway, 2020

Tripp, Paul David. "Wisdom in Counselling," *JBC*, Vol.19.2.

Assignments & Grading

Class final grades will be determined by the assignments and grading scale shown in the following tables. A detailed explanation of the expectations for each assignment follows, along with grading rubrics.

Expectations for Assignments

1. Character Response papers (25%)
2. Counselling Triads (25%)
3. Final Paper (50%)

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

Expectations for Assignments

1. Character Reflection Papers (25% of final grade)

Your response papers are neither a list nor a summary of the materials you've read and completed. Rather you are to write 750 words as a response paper describing what you have learned about yourself from the self-assessment questions, counselling triad, and class discussions with regard to both the character quality and the practical skill that has been covered in class.

In your response papers, you should identify) a strength relating to either the character quality or practical skill, and 2) a weakness relating to either the character quality or practical skill. Please ensure that in each response paper you write about one strength and one weakness, and that one reflection relates to the character quality and the other relates to the practical skill. For example - if you write about a strength with regard to the character quality, your reflection on a weakness will need to be with regard to the practical skill; and if you write about a weakness with regard to the character quality, your reflection on a strength will need to be with regard to the practical skill.

For each of these two reflections you should include a descriptive example from your class counselling or life that illustrates how the strength or weakness plays out. Include in the example what you felt and what you thought, not just what happened. You should also identify an insight into the heart of the matter in regard to your relationship with Christ. Finally explore how you might grow and lay out an appropriate, concrete, practical plan for growth.

In an area where you are strong, what would be a “growing edge” and how would you go about improving it? It cannot be stressed enough that you should give specific examples and be sure not to end at the point of insight. Give some thoughts about how you are going to respond to what you’ve discovered. What are some action plans you would like to set? These response papers are intended to encourage you to interact personally with the material and to help prepare you for the final paper.

2. Counselling Triads (25% of final grade)

Each student will counsel, and be counselled by, another student three times. You will also have opportunities to observe others in your triad.

You will be put into a triad (or possibly a dyad) and will alternate counselling, being counselled and observing. You will be assigned somewhere to meet.

This experience will give a window into knowing what it’s like “on the other side of the desk” i.e., what it’s like to be counselled. Your experience as a counselee will also help you to consider what is helpful and unhelpful in counselling.

Please take note that you will need an audio recording of at least one session of your counselling to use in writing your final paper. You will also need at least 10 minutes of video recording available to view with your tutor (see c. below).

If, for some reason, you have to miss one of the triad sessions, please discuss this as soon as possible with one of the tutors so that we can try to find a way to rearrange the session.

- ② As counsellor your goal is to minister to your counselee. You will have the opportunity to evaluate the strengths and weaknesses of your own counselling skills and character while you walk alongside another person in their particular difficulty. You may arrange seating as you desire in the room (do you need to see a clock?). You may give a light (requiring no more than 1 hr) homework assignment if you so wish.
- ② Counselee, you will have the opportunity to bring an issue/struggle with which you’d really like some help from your partner. **Before the start of the intensive, please give some time to think of an issue that would be suitable for this purpose.** Please choose a real (not fictional), current (not past) counselling issue. It is important that you choose something that you think can be addressed in the context of three 45-minute conversations. Try to avoid issues that are likely to require a great deal of background description. On the other hand, please avoid issues that are so superficial it would give little depth or challenge to the counselling sessions. We also ask that you do not pick an area in which you are receiving formal counselling outside of the course. And please do not discuss the issue with your counsellor before the first session.

- ☒ Observer, **do not help or participate in any way**. Even if the others in the group try to draw you in to the conversation make clear that you are only there to observe.

Course tutors will be visiting the triads to listen-in during the counselling. (It's OK to be nervous; we would expect that. But, most people find it is not as unsettling as it sounds!)

a. Triad Feedback: (After the Session, still within your triad)

- Counsellor summarises what he / she thinks they did well and what they might do better next time. The counselee and then the observer will do the same to help the counsellor. Please proceed in that order and limit yourself to three minutes each; be concise. Note that the second part is how the counsellor can do better next time—focus on positive suggestions not exposing weaknesses.
- You may also be asked to complete a Counselling Session Assessment Form (provided in class) about the counselling session (or by the end of the class before you leave). Your counsellor will not see this form. At times the counsellor will also complete a progress note.

b. Class-wide Feedback:

- We may also have time for some broader class wide feedback. Please ensure that if you contribute to such discussions, you do not disclose the nature of the issue that someone else raised in the triad.

c. Tutor Feedback and Triad grading:

Each student will have a 25-minute 1:1 meeting with the tutor who has observed them counsel in their triad. During this meeting the student and tutor will watch and discuss video of the student, and the tutor will give comments and feedback on the counselling they have observed.

In preparation for this meeting, please select a 10-minute (maximum) excerpt of a video recording of you as counsellor and bring the clip queued up and ready to play – either on your device or through your own laptop. You will NOT be permitted to use a tutor's laptop for this.

In providing grading of the triads tutors will be allocating marks according to three criteria:

1. Overall skill in conversational ministry
2. Evidence of engagement with feedback
3. Clarity of plans for development of skills in conversational ministry

3. Final Project (50% of final grade)

The final project consists of a transcription and two papers each of 1500 – 2000 words (NB the transcription does not count toward the word count).

For the final project, you will need an audio recording of one of your counselling sessions. You will transcribe a 12-minute section of your audio recording. You are required to anonymise your

transcription, using “CR” for Counsellor, “CE” for Counsellee, and an initial letter for any names or places mentioned in the recording. Using your transcription, evaluate and thoughtfully reflect on your session in light of the character qualities and skills you are exploring. Highlight and make notations of thoughts, important points, strengths, weaknesses, goals, changes you’d like to think about, etc.

Using the evaluations and reflections of your transcription, your reflections from triad and class discussion and other resources you’ve garnered throughout the course you will be required to write two papers. The first of these will focus on the character quality of spiritual maturity and the second on your choice of one of the four functional qualities (love, know, speak, do). Your papers should include the following:

- a) Identify your strengths and weaknesses for both these qualities;
- b) Provide specific examples of how these strengths and weaknesses have manifested themselves in your life and your classroom counselling;
- c) Describe and discuss how the transcribed counselling session has provided insights into your spiritual maturity and also the functional quality you have chosen. You should also include reference to the feedback you received from your triad and show how it interacts with your heart strongholds;
- d) Lay out a strategy, a concrete action plan for growth in each area; and
- e) Discuss how growth in these qualities has affected (or will affect) the way you counsel/minister to people for the Kingdom today. How have you progressed? How have you approached helping relationships differently?

The final project will be due four weeks after the end of the Intensive, and must be uploaded to Canvas by 23.55pm on the due date as **one document**. Marks will be deducted if you do not upload it as directed.

Belfast due date:	Sunday 1 st August 2021
Liverpool due date:	Sunday 8 th August 2021
London due date:	Sunday, 29 th August 2021

Assignment Submission

All assignments are to be uploaded to Canvas. The due dates are specified in the course timetable. To submit your assignments, please follow these instructions:

1. All papers should be typed, 12-point font (Times New Roman, Calibri or Cambria), and double-spaced.
2. Please state your name at the top of the first page
3. Please state the word count at the top of the first page (for the Final Project, state the word count *excluding* the transcript of your counselling).

Handing in Work Late:

To be fair to students who had only the allotted time to complete their work, a late penalty of 1 letter grade for every day the assignment is late will be applied.

Grading Rubrics for assignments:

For these assignments, you will be graded on your ability to thoughtfully and personally address and interact with the specific character qualities to be addressed in the particular assignment. The following rubrics provide general guidelines for grading the 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 class content, but only made one application of one key concept in the class to the assignment, rather than several concepts.

Rubrics for Response Papers

Response Papers should be well organised with clear writing. Grammar and/or spelling errors will affect your grade.

Grade	Response Papers
A	Identifies personal strength and weaknesses relative to assigned character quality or skill, demonstrates authenticity in providing examples of this, and discussion of insight demonstrates depth of understanding. Describes a practical, realistic and achievable plan for personal growth in that particular area. Discussion goes beyond insight. Discussion demonstrates humility and a true willingness to grow and change.
B	Student has identified strengths and weaknesses relative to assigned character quality or skill, but discussion either does not provide examples or suggest a concrete personal growth plan. OR: Discussion may lack humility or not demonstrate a willingness to grow.
C	Student's self-analysis was weak or did not include one or more of the following areas: personal transparency regarding strengths and weaknesses; specific examples; personal growth plan; humility; demonstrated willingness to grow.
D-F	Student's self-analysis was weak or did not address the following areas: personal transparency regarding strengths and weaknesses; specific examples; personal growth plan; humility; demonstrated willingness to grow.

Rubric for Final Project

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.
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. Information gleaned in the EQ-i testing and counselling triads is thoughtfully discussed to illustrate or further discuss identified areas.	Demonstrates understanding of personal strengths and areas for growth, but may not evidence a strong commitment to growth and change. Discussion of EQ-i testing and counselling triads is adequate but may lack depth.	Does not clearly evidence understanding of personal strengths and areas for growth. Lacks commitment to growth and change. Discussion of EQ-i testing and counselling triads is inadequate and shallow.
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 robustly developed theology in the midst of strengths and areas of growth. Insights are connected with a Biblical perspective that evidences a strong understanding of heart motives, struggles, desires and strongholds.	Discussion evidences an adequately developed theology in relation to strengths and areas of growth. Insights are loosely connected with a Biblical perspective that evidences a general 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.

Use of Illustrations	Uses appropriate and clearly described illustrations and examples of how identified strengths and areas for growth are manifested in counselling triads and life. Provides a clear description of ministry today in the midst of growth.	Use of illustrations is satisfactory, but may not solidly demonstrate how identified strengths and areas for growth are manifested in counselling triads and life. May not clearly describe ministry today in the midst of growth.	Illustrations are weak or non-existent or fail to demonstrate how identified strengths and areas for growth are manifested in counselling triads and life. Does not clearly describe ministry today in the midst of growth.
Plan for Growth	Growth plans are imaginative, appropriate, and well developed; correspond to vision and direction of growth and discussion.	Growth plans are practical, but may lack evidence of thoughtful consideration; or may not correspond to vision and direction of growth and discussion.	Growth plans are impractical or deficient; lack correspondence to vision and direction of growth.
Class Counselling	Transcript of counselling has thoughtful comments and observations identified.	Transcript of counselling is provided, but lacks evidence of thoughtful reflection	Transcript of counselling is not provided or comments and observations are not included.
Grammar, Mechanics, Spelling, and Sentence Structure	Paper demonstrates clear understanding of instructions for the paper. Paper is well organised and flows well. Clear writing with no grammar or spelling errors.	Student did not follow some of 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.