Dynamics of Biblical Change

Syllabus

Information 2
- Lecturer 2
- Grader 2
- Tutor 2
- Administration 2
- Canvas 2
- Technical Queries 2
- Course Programme 2
- Copyright 2

Course Objectives 3

Required Reading 3
- Books 3
- Articles 3

Course Schedule 5

Assignments 7

Grading 8
- Requests for Extensions 10

Course Administration 10

© CCEF and Biblical Counselling UK; revised Aug 2026 (BCUK)

Information

Lecturer	The late David Powlison, MDiv, PhD
Grader	You will be assigned a Biblical Counselling UK Grader who will mark your assignments and field questions about the assignments. You can contact your Grader through your Canvas inbox. Your Grader 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.
Tutor	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 inbox
Administration	For queries about course access, passwords, withdrawals, requests to take final exams early, and extensions over 7 days please contact BCUK Course Administration – courses@bcuk.org.
Canvas	Canvas hosts your course materials (videos, audio files, course documents) and enables you to communicate with your Grader and the other students in your group. Assignments should always be submitted through Canvas.
Technical Queries	For help with common problems, please see 'Technical information and troubleshooting' within the Student Orientation material on your Canvas dashboard. If you cannot resolve your difficulty, please contact BCUK Course Administration – courses@bcuk.org.
Course Programme	Each week of the course, you are expected to watch the assigned video lectures (approximately 2 to 3 hours), complete the reading, complete and submit the assignments listed in this syllabus.
Copyright	All materials provided to you for this course through Canvas are copyrighted by BCUK, 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 prior permission from Biblical Counselling UK. As an exception to this policy, CCEF allow students to share up to 20 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 counselee, spouse, friend or small group. This is strictly limited to JBC articles. If you wish to share a JBC resource with more than 20 people, you will need to make an application via the permissions page on the CCEF website.

Course Objectives

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

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

Required Reading

Books

- ONE of the following books on suffering:

  How Long, O Lord? Don Carson, (IVP) - 240 pages
  When God Weeps, Joni Eareckson Tada (Zondervan) - 256 pages
  Walking with God through Pain & Suffering, Tim Keller (Hodder & Stoughton) - 368 pages
  God's Grace in Your Suffering, David Powlison (Crossway) - 128 pages
  Suffering, Paul Tripp (Crossway) - 224 pages

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* (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 *Speaking Truth in Love*, 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.
- "Don't Worry" (*JBC*, 21:2, 2003, pp. 54-65). Also in *Seeing with New Eyes*, 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).
- "Revisiting Idols of the Heart and 'Vanity Fair'" (*JBC*, 27:3, 2013, pp. 37-68).
- "X-Ray Questions" (*JBC*, 18:1, 1999, pp. 2-9) Also in *Seeing with New Eyes*, pp. 129-143.
- "Unconditional Love?" (*JBC*, 12:3, 1994, pp. 45-48) Also in *Seeing with New Eyes*, pp. 163-170.
- "Innocent Pleasures" (*JBC*, 23:4, 2005, pp. 21-34) Also retitled *Pleasure* (USA: New Growth Press, 2005).

- "Familial Counseling" (*JBC*, 25:1, pp. 2-16).

Optional Reading

Articles

- "Why Me?: Comfort from Psalm 10" (*JBC* 16:3, 1998, pp. 27-37). Also published in *Seeing with New Eyes*, pp. 91-108; also retitled *Why Me? Comfort for the Victimized* (Phillipsburg: P&R, 2003).
- "Making All Things New" (from John Piper and Justin Taylor, eds., *Sex and the Supremacy of Christ*, Crossway, 2005, pp. 65-106).
- "A Personal Liturgy of Confession" (unpublished draft in Canvas).

Course Schedule

Course Schedule	Reading & Assignments
Introduction (complete before the start of term)	**Watch** Welcome video from Steve Midgley; Introduction to Safeguarding video **Read** Review introductory course materials in the "Welcome" section of the course; Introduction to Safeguarding document "Welcome letter from David Powlison" **Submit** "Introduce Yourself" Assignment Confirm familiarity with your church's safeguarding policy
Week 1	**Watch** Lecture 1: Course Introduction (1 hr 27 min) **Read** **"Suffering & Psalm 119"** **Submit** Clyde Life Example response paper
Week 2	**Watch** Lecture 2: Understanding the Person, Part 1 I (50 min) Lecture 3: Understanding the Person, Part 2I (50 min) Lecture 4: Understanding the Person, Part 3 (1 hr 4 min) **Read** **"Reading the Bible for Personal Application"** **"Think Globally, Act Locally**" **Submit** Significant Scripture response paper
Week 3	**Watch** Lecture 5: Understanding the Heat, Part 1 (1 hr 23 min) Lecture 6: Understanding the Heat, Part 2 (1 hr) **Read** **"How Does Scripture Change You?"** **Begin** Suffering & Refuge Project (due Week 5)
Week 4	**Watch** Lecture 7: The Wisdom Found in Christ, Part 1 (1 hr) Lecture 8: The Wisdom Found in Christ, Part 2 (44 min) **Read** **"God's Grace and Your Sufferings"** **"Why Me?: Comfort from Psalm 10"** **"Don't Worry"** **Take** Quiz 1 - Robert
Week 5	**Watch** Lecture 9: Understanding the Situation, Part 1 (1 hr 3 min) Lecture 10: Understanding the Situation, Part 2 (45 min)) Lecture 11: Understanding the Situation, Part 3 (46 min) **Read** **ONE of the following books on suffering:** ***How Long, O Lord?*** Don Carson ***When God Weeps,*** Joni Earekson Tada ***Walking with God through Pain & Suffering***, Tim Keller ***God's Grace in Your Suffering,*** David Powlison ***Suffering*** Paul Tripp **Submit** Suffering & Refuge Project **Begin** Thinking about your Sin & Grace project proposal (due week 10)

Week 6	**Watch** Lecture 12: Influences on the Heart (1hr 21 min) **Read** **"A Slice of Life"** **"Anger in Action"** **"The Madness of Anger"** **"Making All Things New"** **"The Constructive Displeasure of Mercy"** (optional) **Submit** Sin & Grace Final Project Proposal Worksheet
Week 7	**Watch** Lecture 13: Sin and the Heart (1hr 19 min) Lecture 14: Sin and Transformation, part 1 (1 hr 17 min) **Read** **"Revisiting Idols of the Heart and 'Vanity Fair'"** **"X-Ray Questions"** **"Unconditional Love"** **"A Personal Liturgy of Confession"** **Take** Quiz 2 – Anne (optional) **Submit** **James and the 8 Questions** **Continue** Sin & Grace Project
Week 8	**Watch** Lecture 15: Sin and Transformation, part 2 (1 hr 16 min) **Read** **"Innocent Pleasures"** **Submit** "Idols of the Heart" Response Paper **Continue** Sin & Grace Project
Week 9	**Watch** Lecture 16: Living with Personal Integrity, part 1 (1 hr 24 min) **Read** **"Familial Counseling"** **Continue** Sin & Grace Project
Week 10	**Watch** Lecture 17: Living with Personal Integrity, part 2 (1 hr 3 min) **Submit** Sin & Grace Final Project Course Feedback

Assignments

1. **Seminar Attendance (5%)**
   This grade will be calculated from your attendance at seminars.

2. **Course Assignments (95%)**
   Throughout the course, students are 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 weighting

Assignment	**Weighting**
Attendance	5%
“Clyde” response paper	graded for completion
Significant Scripture discussion	10%
Quiz 1 - Robert	optional
Suffering & Refuge Project	20%
James and the 8 Questions	20%
Quiz 2 - Anne	optional
Idols of the Heart and Vanity Fair Response Paper	20%
Final paper: Sin & Grace Project	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

<table>
<tr><th>Grade Letter</th><th>Percentage Score</th><th colspan="2">Grade Definition</th><th>Degree Class (rough guide for comparison)</th></tr>
<tr><td>A+</td><td>86-100</td><td>Work of a publishable quality</td><td rowspan="11">PASS</td><td rowspan="3">First</td></tr>
<tr><td>A</td><td>76-85%</td><td rowspan="2">Excellent to Outstanding</td></tr>
<tr><td>A-</td><td>70%-75%</td></tr>
<tr><td>B+</td><td>66% – 69%</td><td rowspan="3">Good to Very Good</td><td rowspan="3">Upper Second 2:1</td></tr>
<tr><td>B</td><td>63% - 65%</td></tr>
<tr><td>B-</td><td>60%- 62%</td></tr>
<tr><td>C+</td><td>55% – 59%</td><td rowspan="2">Satisfactory</td><td rowspan="2">Lower Second 2:2</td></tr>
<tr><td>C</td><td>50% - 54%</td></tr>
<tr><td>C-</td><td>40% – 49%</td><td>Sufficient</td><td>Third 3</td></tr>
<tr><td>D</td><td>35-395%</td><td rowspan="3">Unsatisfactory</td><td rowspan="3">FAIL</td><td rowspan="3">FAIL</td></tr>
<tr><td>E</td><td>30-34%</td></tr>
<tr><td>F</td><td>0% – 29%</td></tr>
</table>

Letter Grade Reference Table

This table provides a general guide to 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** 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** 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) 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 Grader through the Canvas platform 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@bcuk.org before the deadline, stating:

    1. The course you are taking and your Grader's name
    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 Grader.

Course Administration

The Student Handbook details policies, procedures, and administration of the Certificate Programme, and information that is relevant to all courses, including grading standards and academic policies.

The Student Handbook is located in the Course Resources section of your course material on Canvas, and is also available on our website.