



# Relationships in Life and Church

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## Information

Lecturer	Steve Midgley, Executive Director, BCUK
Grader	<p>You will be assigned a Grader from Biblical Counselling UK who will grade and field questions about the assignments.</p> <p>You can contact your Grader through your Canvas inbox.</p> <p>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.</p>
Tutor	<p>Your course tutor will lead the fortnightly seminars and help guide you through the material and address questions and concerns.</p> <p>You can contact your Tutor through your Canvas inbox.</p>
Administration	For queries about course access, withdrawals, requests to take final exams early, and extensions over 7 days, please contact Biblical Counselling UK Course Administration – <a href="mailto:courses@bcuk.org">courses@bcuk.org</a>
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 class. Assignments should always be submitted through Canvas.
Technical Queries	<p>For help with common problems, please see ‘Technical information and troubleshooting’ within the Student Orientation material on your Canvas dashboard.</p> <p>If you cannot resolve your difficulty, please contact Biblical Counselling UK Course Administration – <a href="mailto:courses@bcuk.org">courses@bcuk.org</a>.</p>
Course Programme	You are expected to watch the assigned videos, listen to any set audio and complete the reading assigned each week, and submit your assignments as listed in this course syllabus.
Sharing & Copyright	<p>All materials provided to you for this course through Canvas are copyrighted by BCUK 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.</p> <p>As an exception to this policy, CCEF allow BCUK 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 person you are walking with, 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> <p>The blog posts that are in the public domain can be shared through the sending of public links to others who may be interested in their content.</p>

## Course Description

Relationships for Life and Church explores how doing relationships well is the very essence of Christian discipleship. Built on the foundation of relationships existing in the Trinity, the course shows how what happens horizontally, in our relationships with others, always reflects what is happening vertically, in our relationship with the Lord.

Many practical elements of relationships are considered such as encouragement, managing conflict and the place of intimacy. All students will join a small group in which they will reflect on, and experience, different aspects of the taught material.

## Educational Objectives

- Students would develop a robust theological basis for the conduct of all our relationships
- Students can articulate, and demonstrate, several ways the gospel shapes our relational life
- Students will develop greater self-awareness regarding their relational strengths
- By engaging in their own change project, students would become more skilled in helping others in relational change
- To grow in the skill of observing, and offering feedback about, the relational tendencies they see in others

## Required Reading and Resources

### Books

- Timothy S. Lane and Paul David Tripp, *Relationships, A Mess Worth Making* (New Growth Press, 2008)
- Edward T. Welch, *When People are Big and God is Small* 2nd edition (P& R Publishing, 2023)

### Journal articles

- David Powlison, *Intimacy with God* *Journal of Biblical Counseling* 16:2 (1998)
- Jonathan Holmes, *Do Your Friendships Live Out The Gospel*, *Journal of Biblical Counseling* 30:2 (2016)
- Aaron Sironi, *From Your Heart Forgive*, *Journal of Biblical Counseling* 26:3 (2012)

### Blog articles from the BCUK website

- Andrew Collins, *The Present Tense of Your Heart*
- Amanda Naves, *Never Alone*
- Amanda Naves, *Improving my Conversations*
- Andrew Collins, *Eden's X-Ray Questions*
- Steve Midgley, *Characteristics and Christ*
- Louise MacMillan, *Words of Encouragement*
- Jo Jackson, *True Friendships*
- Andrew McKenna, *Are These Your Children*

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- Andrew Collins, *Power and gentleness in helping conversations*
- Helen Thorne, *No Buts*
- Steve Midgley, *Community Change*
- Kenny Larsen, *Confidentiality in the Local Church*

## Course Outline

Week	Watch	Read	Complete + Attend
Week 1	<ul style="list-style-type: none"> <li>● Lecture 1: Relationships and the Trinity (36 mins)</li> <li>● Lecture 2: Intentionality and Agenda Setting (38 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Lane &amp; Tripp, <i>Relationships: a mess worth making</i> Chapters 1-4 (40 pp)</li> <li>● Blog: Andrew Collins, <i>The present tense of your heart</i></li> </ul>	
Week 2	<ul style="list-style-type: none"> <li>● Lecture 3a: Created for Relationship: Dependent on Others (35 mins)</li> <li>● Lecture 3b: Created for Relationship: Emotion (33 mins)</li> <li>● Lecture 4: Being Emotionally Present (25 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Lane &amp; Tripp, <i>Relationships: a mess worth making</i> Chapters 5-8 (49 pp)</li> <li>● Blog: Amanda Naves, <i>Never Alone</i></li> <li>● Blog: Amanda Naves: <i>Improving my Conversations</i></li> </ul>	<ul style="list-style-type: none"> <li>● Complete Relationship Survey Worksheet (250 words) 5% of grade</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>● Lecture 5: Connecting Horizontal and Vertical (38 mins)</li> <li>● Lecture 6: Seeing Themes (22 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Lane &amp; Tripp, <i>Relationships: a mess worth making</i> Chapters 9-12 (49 pp)</li> <li>● Blog: Andrew Collins, <i>Eden's x ray questions</i></li> <li>● Blog: Steve Midgley <i>Characteristics and Christ</i></li> </ul>	<ul style="list-style-type: none"> <li>● Complete Reading Response Paper (600 words) 15% of grade</li> </ul>

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Week 4	<ul style="list-style-type: none"> <li>● Lecture 7: Friendship (48 mins)</li> <li>● Lecture 8: Encouraging Others (32 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Lane &amp; Tripp, <i>Relationships: a mess worth making chapters 13-15</i> (37 pp)</li> <li>● Blog: Louise MacMillan <i>Words of Encouragement</i></li> <li>● Blog: Joanna Jackson, <i>True Friendship</i></li> <li>● Jonathan Holmes, <i>Do Your Friendships Live Out the Gospel</i>, Journal of Biblical Counseling 30:2 (2016)</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Complete Relationships Project Proposal Form (250 words)</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>● Lecture 9: Marriage (50 mins)</li> <li>● Lecture 10: Growing Intimacy (33 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Ed Welch, <i>When People are Big and God is Small</i> Introduction to chapter 2 (46 pp)</li> <li>● Article: David Powlison, <i>Intimacy with God</i> JBC 16:2 1998</li> </ul>	<ul style="list-style-type: none"> <li>● Complete Friendship in Philemon (600 words) 15%</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>● Lecture 11: Family Relationships (30 mins)</li> <li>● Lecture 12: Speaking to family issues (44 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Ed Welch, <i>When People are Big and God is Small</i> Chapters 3-4 (31 pp)</li> <li>● Blog: Andrew McKenna, <i>Are these your children</i></li> </ul>	<ul style="list-style-type: none"> <li>● Complete Community Group Reflection (600 words) 20%</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>● Lecture 13: Church Relationships (40 mins)</li> <li>● Lecture 14: Interactions in groups (25 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Ed Welch, <i>When People are Big and God is Small</i> Chapters 5-6 (37 pp)</li> <li>● Blog: Steve Midgley, <i>Community Change</i></li> </ul>	
Week 8	<ul style="list-style-type: none"> <li>● Lecture 15: Conflict and Confrontation (44 mins)</li> <li>● Lecture 16: Helping someone confess (24 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Ed Welch, <i>When People are Big and God is Small</i> Chapters 7-8 (31 pp)</li> <li>● Blog: Andrew Collins, <i>Power and gentleness in helping conversations</i></li> <li>● Blog: Helen Thorne, <i>No Buts</i></li> </ul>	
Week 9	<ul style="list-style-type: none"> <li>● Lecture 17: Conflict and Forgiveness (44 mins)</li> <li>● Lecture 18: Mediation (21 mins)</li> </ul>	<ul style="list-style-type: none"> <li>● Book: Ed Welch, <i>When People are Big and God is Small</i> Chapters 9-11 (21pp)</li> <li>● Aaron Sironi, <i>From Your Heart Forgive</i>, Journal of Biblical Counseling 26:3 (2012)</li> </ul>	

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Week 10	<ul style="list-style-type: none"><li>● Lecture 19: God's Final Purposes for our Relationships (45 mins)</li><li>● Lecture 20: Self disclosure (24 mins)</li></ul>	<ul style="list-style-type: none"><li>● Book: Ed Welch, <i>When People are Big and God is Small</i> Conclusion (18 pp)</li><li>● Blog: Kenny Larsen, <i>Confidentiality in the Local Church</i></li></ul>	<ul style="list-style-type: none"><li>● Relationships Project – final paper. (1200-1800 words) 45%</li></ul>
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## Assignments

Full instructions for the assignments are in the relevant week in Canvas

### Relationship Survey

Jesus had a range of different relationships – with the crowds, with the 72, with the 12 apostles and with three disciples he took with him on particular occasions. This Survey provides an opportunity to consider the pattern of relationships in your own life.

Complete the Relationships Survey Worksheet – specific instructions are set out in the worksheet  
250 words

Grade Weight 5%

### Reading Response

From the course material so far, identify two biblical passages or theological truths that have affected your thinking about relationships.

Explain what you have learnt about God and why that is important for relationships – both with God and with others.

Give specific examples of how this has, or should, change the way that you relate with others.

Maximum 600 words

Grade Weight 15%

### Friendship in Philemon

A study of the character of friendship in the letter to Philemon

Read and re-read Paul's letter to Philemon. Notice the many references to friendship and to the changes in relationship that have come about because of the gospel. In no more than 600 words answer the following questions:

1. How does Paul connect his request to Philemon with his understanding of the gospel?
2. Can you identify two or three principles about relationships that emerge from this letter? Describe how these principles might make a difference to relationships in your church.
3. How could you use this letter to help two friends who were in conflict?

Maximum 600 words

Grade Weight 15%

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### Community Group Reflection

A personal review of the first three community group meetings in which you will consider both your own contribution and the contribution of others with a view to sharing feedback in the fourth community group time.

As you review the first three community groups, identify some of the relational dynamics that have been present.

Briefly, but specifically, analyse the dynamics you have noticed and the impact they have had on the group's ability to fulfil the tasks set for the first three weeks.

As you write, remember that you are going to be expected to share these reflections with others in the group. Try, therefore, to write in a way that is consistent with how you might speak to others in the group.

Be alert to the workings of your own heart and make vertical connection to the Lord as you describe some of the ways that you yourself are behaving in the group.

Word Count 600 words

Grade Weight 20%

### Relationship Project

In week 4 there is a Relationship Project Proposal Worksheet to complete. Your grader will give you feedback so that you can then set about working on the Relationship Project over the remainder of the course.

The final project paper will be a summary of the reflections you have gleaned over several weeks. In this time you will have been studying scripture, praying and accumulating vignettes relevant to the relationship difficulty you have decided to consider. Detailed instructions can be found on the Relationships Project Assignment Resource.

Focus your paper on what change has been like, what the obstacles have been, how tackling this issue has affected the relationship and whether you have noticed any changes in other relationships as well.

Try to make sure you include some of the following:

1. Record some specific vignettes; describe how the relational difficulty plays out
2. As with your sin and grace project in Dynamics of Biblical Change, do work at identifying heat, thorns, straying heart and consequences accurately but it is important that you don't get stuck there. We can get absorbed by analysis and forget that the point of the project (and God's plan for us) is to arrive at change. So, make sure that you have plenty to say about the 'good fruit side' of the Three Trees diagram.
3. Identify specific Scripture through which God has spoken to you. Include not just passages that have played a corrective role but also places where he has reminded you of his gracious care in your struggles.

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4. Describe any ways the project has altered your thinking about the process by which change comes about in relationships. Describe how your experience with this project will change the way you will support others in pursuing relational change.

1200-1800 words

Grade Weight 45%

NB Students must pass the final paper/project to pass the course.

### Assignment Weighting

Assignment Name	Weight
Relationships Survey	5%
Reading Response	15%
Friendship in Philemon	15%
Community Group Reflection	20%
Relationships Project	45%*

**\*NB Students must pass the final Relationships Project to pass the course.**

### Grading

There are two main reasons for providing grades for your work. 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

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

Letter Grade and Grade Summary	<b>A</b>	<b>B</b>	<b>C</b>	<b>D – F</b>
	You added dimensions to your work that <b>went above</b> the required assignment.	You <b>successfully fulfilled</b> the requirements of the assignment.	You <b>missed some important aspects</b> of the assignment.	You <b>did not fulfill</b> some or all of the assignment requirements.
Discussion	Discussion is insightful, thorough, and interesting.	Discussion is interesting.	Discussion is interesting but lacks depth.	Discussion is uninteresting and/or too shallow for the assignment.
Understanding	Demonstrates thorough understanding of the material.	Demonstrates fair understanding of the material.	Demonstrates partial understanding of the material.	Demonstrates lack of understanding.
Application	Applies several key concepts from course resources to personal observations and experiences.	Applies at least one key concept from course resources to personal observations and experiences.	Implies key concepts, but doesn't make clear link to course resources.	Does not apply course concepts.
Grammar, Mechanics, Spelling, & Structure	Clear writing with no grammar or spelling errors.	Clear writing with minimal grammar or spelling errors.	Multiple grammar or spelling errors. Mechanics get in the way of clarity.	Numerous spelling or grammar errors. Difficult to read.

## 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, if possible 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@bcuk.org](mailto:courses@bcuk.org) stating:
  1. The course you are taking and your Grader
  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 requestCourse administration 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.

You can find the Student Handbook in the Course Resources section of the course in Canvas.