



Munster Bible College
029: Biblical Counselling

PROFESSOR

Andrew Collins

COURSE DESCRIPTION

- An introduction to the principles and practices of biblical counselling.

COURSE OBJECTIVES

As a result of this course the student should be able better to:

- Articulate and recognize the place of biblical counselling as conversational ministry in the church
- Understand and be able to implement a biblical model of change
- Identify and develop skills for both formal and informal biblical counselling
- Demonstrate aptitude in the practice of biblical counselling
- Equip Christians within a framework of discipleship in the church

These course objectives will be achieved in the following ways:

- Readings in the course texts.
- Course lectures and discussion.
- Book report.
- Self-counselling project
- Triads or 'extended ministry conversations'

DIPLOMA REQUIRED TEXTS

Required:

- Welch, E., 2015. *Side by Side*. Wheaton: Crossway
- Andrew Nicholls & Helen Thorne, 2018. *Real Change*. Greensboro: New Growth Press
- Powlison, D., 2017. *How Does Sanctification Work?* Wheaton: Crossway
- Powlison, D. 2016. *Good and Angry: Redeeming Anger, Irritation, Complaining, and Bitterness*. New Growth Press.
- Journal of Biblical Counselling articles:

"Suffering & Psalm 119" (*Journal of Biblical Counseling (JBC)*, 22:4, pp. 2-16). Also in *Speaking Truth in Love (STiL)* (USA: New Growth Press, 2005, pp. 11-31).

Understanding the Influences on the Human Heart (*JBC* 20:2, pp47- 52)

Revisiting Idols of the Heart and Vanity Fair by D Powlison (*JBC* 27:3 (2013) pp37-68)

"X-Ray Questions" (*JBC*, 18:1, 1999, pp. 2-9) Also in *Seeing with New Eyes, SwNE*, pp. 129-143.

Fear is Not a Sin by E. Welch (JBC 34:1 (2020): 7–19)

“The Ambiguously Cured Soul” (Journal of Biblical Counseling 19:3, pp2-7)

“How Do You Help a ‘Psychologized’ Counselee?” by David Powlison (*Journal of Biblical Counseling*, 15:1, 1996) pp. 2-7.

“How Christian Faith Compares and Conflicts with Mindfulness” by Joanna Jackson (JBC 33:1 (2019): 25–45)

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

“Something Worth Meeting For” (JBC 28:3 (2014): 62-73)

Recommended:

Powlison, D., 2003. *Seeing with New Eyes*. Phillipsburg: P&R

Powlison, D., 2005. *Speaking the Truth in Love*. Greensboro: New Growth Press

Tripp, P., 2002. *Instruments in the Redeemer’s Hands*. Phillipsburg: P&R

Paul Tripp & Tim Lane, 2009. *How People Change*. Greensboro: New Growth Press

Emlet, M., 2009. *Crosstalk*. Greensboro: New Growth Press

Welch, E., 2018. *Caring for One Another*. Wheaton: Crossway

Keller, T. 2013. *Walking with God through Pain and Suffering*, London: Hodder & Stoughton.

Welch E.T. 1997. *When People are Big and God is Small*, New Jersey: Presbyterian & Reformed.

Smith, W. T., Groves, J. A. 2019. *Untangling Emotions*, Wheaton, Illinois: Crossway.

Welch, E., 2001. *Addictions*. Phillipsburg, N.J.: P & R Pub.

Welch, E., 2012. *Shame Interrupted*. Greensboro, NC: New Growth Press.

Welch, E., 2007. *Running Scared*. Greensboro, NC: New Growth Press.

Tada, J. and Estes, S., 1997. *When God Weeps*. Grand Rapids, Mich.: Zondervan.

Welch, E., 2011. *Depression*. Greensboro, NC: New Growth Press.

Welch, E., 2008. *Crossroads*. Greensboro, NC: New Growth Press.

Powlison, D., 2019. *Safe and Sound*. Greensboro, NC: New Growth Press.

Strickland, Darby A., 2020. *Is it Abuse?* Phillipsburg, N.J.: P & R Pub.

Welch, E., 2017. *A Small Book about a Big Problem – Meditations on Anger, Patience, and Peace*. Greensboro, NC: New Growth Press.

Welch, E., 2020. *Created to Draw Near*. Wheaton, Illinois: Crossway.

Lane, T. and Tripp, P., 2008. *Relationships*. Greensboro, NC: New Growth Press.

DIPLOMA COURSE ASSIGNMENTS

Reading (20%)

The reading material is a very important component of this course. It is expected that you will read all of the material very closely. There are approximately 800 pages of reading expected for this course made up of both texts and journal articles. *In addition, attendance at each class is required. Any unexcused absences will lead to a dramatic reduction of your final grade at the discretion of the professor. Missing more than 20% of the classes will lead to an automatic failure for the course unless excused by the professor.*

Due by 8 May 2021

Book Review (20%)

Select one from:

- Welch, E., 2015. *Side by Side*. Wheaton: Crossway
- Powlison, D., 2017. *How Does Sanctification Work?* Wheaton: Crossway
- Powlison, D. (2016). *Good and Angry: Redeeming Anger, Irritation, Complaining, and Bitterness*. New Growth Press.

A book review must be written on one of the required textbooks. The review should be 2-3,000 words each. It should explain the overall purpose of the book and describe how the author set out to accomplish his purpose with some brief reflections on the practical value of the book when it comes to Christian ministry.

Due by 8 May 2021

Self-Counselling Project (20%)

- The model taught would be used to address an issue in the student's own life

For this project the student will choose an area of either significant suffering and trouble, or of sin and struggle, and work through the experience using the "Eight Questions" and/or the "Three Trees" diagram presented in the lectures to reinterpret and learn from this experience. The content will require explicit reference to the Three Trees model/Eight Questions with concrete vignettes and specific details. The project will reflect how Scripture speaks to this life issue with relevant application. The writing will reflect that the student has engaged with the struggle, with God in prayer and His word and with others in fruitful discussion.

The goal of the assignment is not a grade but faithfulness, growth in grace and understanding in applying the model.

By the end of the two weeks of lectures you will be asked to submit a short proposal with a description of your chosen issue, no more than 100 words.

The self-counselling project will give an opportunity to put the model to work and to see God at work by His word and Spirit in an area of personal need.

- Word count: 3000 words

Due by 8 May 2021

Counselling Triads (30%)

Students will meet for intentional conversations in order to practice the model and methodology of biblical counselling. Triads are essentially extended conversations in groups of three. You will practice conversations! In each group of three, or 'triad', there are 3 roles: 'counsellor', 'counselee' and 'observer'. Each student will have 3 opportunities in each role. The purpose is to have an opportunity to bring an issue/struggle with which you'd really like some help, and for that to be addressed in 3x45 minute conversations.

So you will have three opportunities to be counsellor, counselee and observer. If it helps, think of this more as an 'intentional conversation' between two fellow believers rather than 'a counselling session' in which you are supposed to be the expert. Be an interested friend who is seeking to help another person explore an issue that is troubling them. This will be an opportunity to practice some of the relational skills taught in the course. 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. This is an opportunity for you to see "all of the words, of all of God's people, speaking all of God's truth, into all of life, with all love and humility, unto all maturity".

Practically this means that:

- Students would meet weekly x9 in 3s for informal counselling
- This would be practiced in the second week of lectures and continued on the weeks following the school.
- The students would journal after each session, and guidelines will be given to help the students to be personal and thoughtful in their reflections.
- Word count: 3000 words

Due by 8 May 2021

Assessment of learning (10%)

Meet with your pastor/mentor to talk through ways in which your learning applies to local church ministry and how it has helped them
- reported by a series of questions (on Schoology) to assess the translation of your learning into ministry

Discuss these two questions with your pastor/mentor:

- i. How does this module impact your life, particularly how you see personal growth?
- ii. How does this module impact your ministry, particularly the role of conversational ministry in the church?

Due by 8 May 2021

DIPLOMA GRADING BREAKDOWN

Reading	20%
Book Review	20%
Self-Counselling Project	20%
Counselling Triads	30%
Assessment of Learning	10%
TOTAL	100%

CERTIFICATE COURSE ASSIGNMENTS

1. Reading: Welch, E., 2015. *Side by Side*. Wheaton: Crossway
2. A book report on Side by Side by Ed Welch. How will this change your personal relationships? (750 words)
3. A mini self-counselling project. Following the guidelines for the self-counselling project, take an issue of suffering or struggle and discuss through the Eight Questions or Three Trees diagram. (Max. 1200 words)

Due by 8 May 2021

CERTIFICATE GRADING BREAKDOWN

Book Report	50%
<u>Self-counselling Project</u>	<u>50%</u>
TOTAL	100%

GRADING SCALE

96% - 100% A	85% - 89% B	73% - 75% C	63% - 66% D
93% - 95% A-	80% - 84% B-	70% - 72% C-	60% - 62% D-
90% - 92% B+	76% - 79% C+	67% - 69% D+	0% - 59% F

TECHNOLOGY REQUIREMENTS

A computer with basic internet access will be needed for this course

COURSE POLICIES

Late Work: Points received for any late assignment will be reduced by 25% for every two days late. Unless every assignment is completed, you will receive a failing grade for the course.

Respect for Divergent Viewpoints: Students and faculty are to show appropriate respect for each other even when divergent viewpoints are expressed through class assignments and discussion boards. Such respect does not require agreement with or acceptance of divergent viewpoints.

Plagiarism and Cheating: Students who pass off ideas or words of another person as their own without crediting the source are guilty of intellectual property theft or literary theft better known as plagiarism. Students who conduct any part of their participation in the course in a fraudulent or deceptive manner are guilty of cheating. Students caught in either of these acts of academic misconduct will be reported to the Board of MBC, resulting in disciplinary action up to and including failing the course and academic dismissal.

Special Needs: As an institution, we strive to work with students and any challenges they face to the full degree possible. If there are any physical or mental challenges that might need special accommodation, please contact the instructor prior to or on the first day of class.

Grievances and Grade Disputes: If a student has a concern about a grade that he or she received, the student is expected to request clarification from instructor via email. If the student still has significant concern, he or she may contact the Board of MBC.

Course and Syllabus Modification (Disclaimer): This syllabus is intended to reflect accurately the learning objectives, instructional format, readings, activities, evaluation criteria, policies and procedures, and other information necessary for students to complete this course. The instructor reserves the right to modify any portion of this syllabus as deemed necessary to maintain the integrity of the learning experience as a result of events and circumstances that occur during the course.

CONTACT INFO

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