

THEO5945 Christian Counseling
(基督教輔導學)

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Course Webpage: <https://elearn.cuhk.edu.hk/>
(No hardcopy of course materials will be distributed)

*****All assignments must be submitted to VERIGUIDE. No hardcopy is needed*****

Introduction

This course poses the following major questions. How Christian is Christian counselling? In what ways should one's counselling practice be conducted to fulfil one's role as a Christian counsellor? Is there a counselling practice that truly penetrates into the secular approaches while remaining faithful to the Christian traditions of healing? It engages students to navigate between two frames of reference: one secular, social scientific, and modern; the other Christian, theological, and traditional. At levels of both theory and practice, it undertakes to integrate, synthesize, hybridize, revise, dichotomize and antagonize the two. It adheres to the idea that a revised presence-centred counselling approach may serve as a good perspective that helps us to see things in more depth as we shuttle back and forth between the two frames. This course thus aims to negotiate a revised presence-centred form of counselling that is theologically grounded, social scientifically informed, and cross-culturally sensitive.

Learning Outcomes Intended

- Students will understand the similarities and differences between Christian Counseling and General Counseling.
- Students will be familiar with a model of Christian counseling which is presence-centered.
- Students will learn the theory and practice of the Christian counseling approaches rooted in the Christian notion of hope and sin.
- Students will learn the basic principles of the Christian version of crisis counseling.
- Students will reflectively learn the theological importance of presence in ministering to persons in extreme suffering.
- Students will understand the psycho-spiritual and cultural importance of the continuing bonds in ministering to the bereaved.

Basic Text

Kwan, Simon Shui-Man. 2016. *Negotiating a Presence-Centred Christian Counselling: Towards a Theologically Informed and Culturally Sensitive Approach*. Newcastle, UK: Cambridge Scholars.

Additional Readings: As assigned and distributed in class sessions.

Class Calendar

Topics	Suggested Readings
<ul style="list-style-type: none"> • Introduction • Christian Counseling vs. General Counseling • Negotiating a Presence-Centred Christian Counselling • Revisiting Empathy • Reframing as a technique 	<ul style="list-style-type: none"> • Kwan (2016, chs 1 to 4) • Oden (1984) • Oates (1986) • Capps (1990)
<ul style="list-style-type: none"> • Hope-based counseling • Faith healing, hope, and religious ritual 	<ul style="list-style-type: none"> • Kwan (2016, chs. 5 to 6) • Capps (1998, ch. 4) • Snyder (2000, ch. 5) • Kwan (2007b) • Kwan (2010b) • Ramshaw (1987)
<ul style="list-style-type: none"> • Sin-based counseling <ul style="list-style-type: none"> ○ Counseling & individual sin ○ Counseling & sinned against 	<ul style="list-style-type: none"> • Kwan (2016, chs. 7) • Adams (1977, ch. 4) • Pattison (1988, ch. 5)
<ul style="list-style-type: none"> • Selected topic 1: Crisis counseling 	<ul style="list-style-type: none"> • Kwan (2010c)
<ul style="list-style-type: none"> • Selected topic 2: Suffering 	
<ul style="list-style-type: none"> • Case illustration 	
<ul style="list-style-type: none"> • Bereavement counseling <ul style="list-style-type: none"> ○ Disenfranchised grief ○ Continuing bond 	<ul style="list-style-type: none"> • Kwan (2016, ch. 8) • Massey (2000) • Kwan (2010a)

Assessment

- Participation (10%)
- 2 Critical Book Reviews (45% + 45%)
 - Books should be selected from those marked in red in the Reference List of this outline
 - No. of Words: around 3500 each
 - Deadline of submission: 2 weeks after the final lecture

Critical Book Review Assessment Criteria

- Comprehension (20%)
 - demonstrate a close cognizance of the scope of the book reviewed
 - aim to summarize the book's main themes in a succinct manner
 - demonstrate a good understanding of the key ideas of the book
- Critical thinking (20%)
 - incorporate a critical evaluation of the book's success in handling these themes; the clarity of its argument (style), and the overall success of its approach to its subject matter (structure);
 - include a justifiable stance of opinion on the part of the reviewer.
- Quality of writing (20%)
 - minimal grammatical, typographical and referencing errors.
- Organization (20%)
 - well organized and structured indicated by a reasonable logical flow and coherence.
- Reflection of learning (20%)
 - able to reflect on what has been learned from the book

Academic Honesty and Plagiarism

- Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academic_honesty/.
- With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.
- The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

References

General

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Hope

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Sin

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Family Therapy/ Short Term Therapy

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