THEO5948 Theology and Counseling Theories
Fr 19:00 - 21:15   Esther Lee Bldg 205
Simon Shui-man KWAN
smkwan@cuhk.edu.hk
Course homepage: Blackboard
e-Submission of Assignments: VeriGuide

Course Outline

Aims: The core of this course is built around the interface between theology and “secular” (or general) counseling. It aims to
1. familiarize students with a range of (“secular”) therapeutic models;
2. enhance students’ competence to read these models theologically.

Learning Outcomes:
1 Students will gain basic understanding on several models of secular counseling;
2 Students will learn the critical skills to theologize counseling theories with a mutually critical correlational perspective.
3 Students will start to appreciate the possibilities of integration between social scientific theories and theological traditions.
4 Students will gain a basic understanding on the meaning and how-to of reflective practice.

Assessment:
1 Take Home Examination 50% (deadline: 2 weeks after the last lecture; Submitted to VeriGuide)
2 Book Review 40% (deadline: 2 weeks after the last lecture; Submitted to VeriGuide)

2.1 Choose any one book among the following:

2.2 Number of words: not more than 2000
2.3 Suggested Book Review Format:¹

The following is a suggested format for a book review. There are no particular rules here, but all of the items in this outlines should be covered somewhere.

- **Introduction**: Introduce the issues under discussion and the book to be reviewed.
- **Part One**: Introduce the Author (background, education, experience, general qualifications to write this book).
- **Part Two**: Examine and evaluate the physical structure of the book.
- **Part Three**: Examine and evaluate the contents of the book with critical interaction.
- **Conclusion**: Pull all of your work together and write a concluding summary. Also, don’t forget to tell the reader if you liked the book and recommend it or not, who might or might not benefit from the book.

### 2.4 Assessment Rubrics:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable Lacking basics</th>
<th>Basic Adequate, but more is expected at this level</th>
<th>Proficient Well informed and skillfully executed</th>
<th>Exemplary Worthy to beimitated</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Style and Format</strong></td>
<td>Regular and widespread violations of the Style Guide Poor sentence and paragraph construction that interfere with clarity.</td>
<td>Largely adheres to the Style Guide, a few minor errors. Writing is essentially correct grammatically, syntax doesn’t interfere with understanding.</td>
<td>Well executed in terms of style. Grammar and syntax communicate with graduate-level work. Varied vocabulary and use of technical terms.</td>
<td>Well executed in terms of style. Excellent grammar, precise vocabulary and use of technical terminology.</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Evaluation of Book Structure</strong></td>
<td>Superficial or no evaluation of the structure of the book in terms of back matter.</td>
<td>Limited evaluation of back matter, but little evaluation of its relevance or thoroughness (eg. in bibliography).</td>
<td>Thorough discussion and evaluation of back matter and bibliography. Shows some outside research into the field.</td>
<td>Thorough and well thought out discussion of back matter. Evidence thorough evaluation of the bibliography and references.</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Evaluation of the Author(s) Purpose, Goals, and Methodology</strong></td>
<td>Superficial or little interaction with the author’s actual purpose and goals. Unwarranted assumptions by the reviewer. Few or no quotations from author.</td>
<td>Useful evaluation quotes the author in appropriate places. Concerned with the author’s actual purposes.</td>
<td>Thorough presentation of the author’s purpose, goals, and methodology. Excellent and appropriate quotations.</td>
<td>Excellent and detailed examination of the author’s purpose, goals, and methodology. Argumentation is presented in a solid, logical manner, well documented and insightful.</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Evaluation of the Content and Argumentation</strong></td>
<td>Superficial evaluation, self-evident or banal comments (either positive or negative). Lacks quotations. Shows little grasp of the author’s argument.</td>
<td>Acknowledges and groups the author’s arguments, makes an attempt at proper evaluation, and begins to ask good questions. Some quotations, but only marginally used.</td>
<td>Detailed evaluation of the content and argumentation. Asks and begins to answer penetrating questions. Demonstrates a clear understanding of the work. Excellent use of quotations.</td>
<td>Excellent and detailed examination of the content and argumentation. Probing questions and answers presented in a solid, logical manner; well documented and insightful. Excellent use of quotations.</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Critical Interaction and Conclusion</strong></td>
<td>Superficial or self-evident conclusion. Does not ask and answer penetrating questions, little or no interaction with the books critical issues.</td>
<td>A clearly presented but unimpressive conclusion. Minimal interaction with the material, but a start.</td>
<td>A clear and coherent presentation, a proper critical evaluation. A thoroughly thought-out and logically presented conclusion.</td>
<td>Demonstrates a compelling grasp of material. Makes an excellent evaluative presentation of the contents. The conclusion is clear and compelling.</td>
<td>25%</td>
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2 Ibid.
Class Discussion 10%

Plagiarism:

1 Proven plagiarism will earn you a failing grade in this course. You may visit http://www.cuhk.edu.hk/policy/academichonesty/ to see how plagiarism is defined in the CUHK context.

2 Students must submit their written assignments also to the VeriGuide. A print out of receipt and signed Academic Honesty Declaration Statement from VeriGuide (received via e-mail after you have submitted your assignment) to their lecturer.

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<td>Introduction II</td>
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<td>A Recent Trend</td>
<td>On “Common Factors Debate”—therapy as religious experience and God as the Healer</td>
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<td>Theological reflection on therapeutic models</td>
<td>On Person Centered Therapy—Acceptance and God's Nature</td>
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<td>On REBT—the experiential language of sin</td>
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<td>On Gestalt therapy—Theological Reflection on “Presence”</td>
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<td>On Logo-Therapy—Meaning of Suffering</td>
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<td>On some forms of healing associated with the New Age Movement (Family Constellation &amp; Hypnosis)—Theology and Paranormality/Parapsychology</td>
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<tr>
<td>Narrativity in Counseling and the Problem of the Self—the theology of Imago Dei</td>
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| Selected Topics     | Mindfulness, Neuroplasticity and the theology of Religious Experience |
|                     | Intellectual Disability (or Mental Retardation), Theology of Disability, and Theology & Practice of Conversion |
|                     | Class Discussion |

Book List (Selected):

- Browning, D. S., Evison, I. S., & Park Ridge Center (Ill.). (1991). Does psychiatry need a public

3 The entire book is available online at http://www.religion-online.org/showbook.asp?title=2242.


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4 Not available from CUHK Library (Simon Kwan owns a copy).


Journals (Selected)

- *International Journal for the Psychology of Religion*
- *International Journal of Practical Theology*
- *Journal for the scientific Study of Religion*
- *Journal of Pastoral Counseling*
- *Journal of Psychology and Christianity*
- *Journal of Psychology and Theology*
- *Journal of Religion and Health*
- *Pastoral Psychology*
- *Practical Theology*
- *Religion and Theology* 《教牧期刊》。香港：建道神学院。

Selected Writings by Simon S. M. KWAN

1. (1999)。構解輔導法：幫助有情緒問題的會友。《教牧分享》, 116, 6-9。
2. (2001)。糾纏不清的牧養學用語。《基道閱讀》, 22, 1-3。
3. (2002)。《半掩心窗：一個神學人／輔導者看生命》。香港：基督教文藝。
4. (2003a)。在身分危機中重構「牧養關顧」：布朗寧的獻議。《山道期刊》, 6(2), 13-32。
5. (2003b)。牧養離婚者：牧者的掙扎。《信息》, 252, 5。
6. (2005)。宗教禮儀與牧養關顧。載於羅杰才（編）, *《院牧服務與全人醫治文集》* (pp. 112-116)。香港：香港醫院牧事工聯會。
9. (2007c)。充滿接納的社群在復康過程中的角色—靈性與罪惡和癮好的神學論述。載於《化危為機：香港賭博的問題與契機》，香港：工業福音團契。
10. (2008)。主必醫治—論「牧養輔導」的獨特性。《天風》（上海：《天風》）328: 40-43。（與盧龍光合著）
15. (2008)。《天風》（上海：《天風》）338: 38-40。（與盧龍光合著）
16. (2008)。《天風》（上海：《天風》）342: 42-44。（與盧龍光合著）
17. (2008)。《天風》（上海：《天風》）346: 32-34。（與盧龍光合著）
18. (2008)。《天風》（上海：《天風》）348: 38-40。（與盧龍光合著）
20. (2009b)。《天風》（上海：《天風》）345: 42-44。（與盧龍光合著）
21. (2009c)。《天風》（上海：《天風》）347: 38-40。（與盧龍光合著）
22. (2009d)。《天風》（上海：《天風》）348: 38-40。（與盧龍光合著）


25  (2010c). 《危機中見盼望:危機輔導的理論與實踐指南》。香港:基督教文藝。


27  (2011b). 從衛斯理約翰的東、西救恩思想看濫賭及濫賭者之責任問題。載於 何威達(編), 《從亞洲循道衛理宗看社會倫理》 (頁63-86)。新加坡:新加坡基督教衛理公會。


**TRANSLATION SERIES (CHIEF EDITOR)**

1.  (2003) 《醫治哀傷：與失去摯愛的人同行》。Sara Wengerd 著，石彩燕譯。香港:基督教文藝。


3.  (2005) 《如何寬恕？》。John Monbourquette 著，山泉譯。香港:基督教文藝。

4.  (2005) 《易構—牧養關顧的新方法》。Donald Capps 著，譚偉光譯。香港:基道。

5.  (2005) 《盼望為本的婚姻輔導》。Everett L. Worthington 著，石彩燕譯。香港:基督教文藝。

6.  (2006) 《鮮活故事：教會裏的牧養輔導》。Donald Capps 著，李金好譯。香港:基道。

7.  (2007) 《共譜盼望樂章》。Andrew D. Lester 著，石彩燕譯。香港:基督教文藝。


10.  (2011) 《生命猶如文本：以詮釋學再思牧養輔導》。Charles V. Gerkin 著，羅燕明譯。香港:基道。

11.  2010 《鐵窗內的心靈世界—香港基督教監獄事工面面觀》。Tobias Brandner 著。香港:基道。

12.  主編。 (2005) 《靈性、宗教及全人健康：超越臨界狀況》。香港:商務。

**Contact Details for Teachers**

Professor Simon Shui-Man Kwan

Office: DSCCC main office
Office Phone No.: 39436709
email: smkwan@cuhk.edu.hk