



THEO5945 Christian Counseling (基督教輔導學)

2020-2021 T1
Fri 7:00PM - 9:30PM
Zoom Lectures

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Course Webpage: [Blackboard](#)

(No hardcopy of course materials will be distributed)

*****All assignments must be submitted to Blackboard & 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 done 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 perspective that adequately 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 some 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: CSP.

Additional Readings: As assigned and distributed in class sessions.

Class Calendar

Topics	Suggested Readings
Introduction Christian Counseling vs. General Counseling Negotiating a Presence-Centred Christian Counselling Revisiting Empathy Reframing as a technique	Kwan (2016, chs 1 to 4) Oden (1984) Oates (1986) Capps (1990)
Hope-based counseling Faith healing, hope, and religious ritual	Kwan (2016, chs. 5 to 6) Capps (1998, ch. 4) Snyder (2000, ch. 5) Kwan (2007b) Kwan (2010b) Ramshaw (1987)
Sin-based counseling <ul style="list-style-type: none"> ○ Counseling & individual sin ○ Counseling & sinned against 	Kwan (2016, chs. 7) Adams (1977, ch. 4) Pattison (1988, ch. 5)
Selected topic 1: Crisis counseling	Kwan (2010c)
Selected topic 2: Suffering	Weaver (2013)
Selected topic 3: Mindfulness Practices for Christian Counseling	Bingaman (2014, ch. 6)
Case illustration	
Bereavement counseling <ul style="list-style-type: none"> ○ Disenfranchised grief ○ Continuing bond 	Kwan (2016, ch. 8) Massey (2000) Kwan (2010a)

Assessment

- 1 Two Short Reflection Essays (20%)
 - 1.1.1 *My View of Christian Counseling at the beginning*, which should be an honest assessment of your current view of counseling and the role it plays in Christian ministry. It should address:
 - 1.1.1.1 What do you think is Christian Counseling?
 - 1.1.1.2 How do you think Christian Counseling is different from secular counseling?
 - 1.1.1.3 What is the importance of counseling in a ministry setting
 - 1.1.1.4 What method or mode of counseling would you employ to do counseling in church setting?
 - 1.1.2 Submitted within the week right after the add-drop period.
 - 1.1.3 Essay should be around 500 words in length.
 - 1.2 *My View of Christian Counseling toward the end of the course*, which should be another honest assessment of your changes since taking the course. Answer the questions 2.1.1.1 to 2.1.1.4 again. (* VERIGUIDE issue)
 - 1.2.1 Submitted within the week right after the final lecture.
 - 1.2.2 Essay should be around 500 words in length
- 2 Term Paper (80%)
 - 2.1 Critically discuss, with appropriate citations, notes and bibliography, a counseling approach (e.g., hope-based approaches, sin-based approaches, crisis counseling, bereavement counseling, etc.) that you learnt in class OR you learnt by reading any books in the reference list.
 - 2.2 The paper should include the following elements:
 - 2.2.1 a brief, but comprehensive description of the major tenets of the approach: the essential concepts, methods, techniques of the approach, theological imagination behind the approach;
 - 2.2.2 critically discuss the clinical and theological strengths and limitations of that particular approach.
 - 2.2.3 You may or may not include case illustrations in your paper. If you do, please make sure that you adhere closely to the rule of confidentiality.
 - 2.3 Paper should be around 3000 words in length (main text).
 - 2.4 Submitted within two weeks right after the final lecture.

Assessment Rubrics for Term Paper

CATEGORY	Excellent 5	Good 4	Fair 3-2	Poor/ Inadequate 1-0
Introduction/ Thesis (10%) _____	<ul style="list-style-type: none"> - exceptional introduction that grabs interest of reader and states topic. - thesis is exceptionally clear, arguable, well-developed, and a definitive statement. 	<ul style="list-style-type: none"> -proficient introduction that is interesting and states topic. -thesis is clear and arguable statement of position. 	<ul style="list-style-type: none"> -basic introduction that states topic but lacks interest. -thesis is somewhat clear and arguable. 	<ul style="list-style-type: none"> -weak or no introduction of topic. -paper's purpose is unclear/thesis is weak or missing.
Program Design / Quality of Information (30%) _____	<ul style="list-style-type: none"> -makes in-depth synthesis of thoughtfully connections between what is learned/observed from outside experiences/observations and the topic. -information clearly relates to the thesis. -paper is exceptionally researched and extremely detailed. 	<ul style="list-style-type: none"> -makes general connections between what is learned/observed from outside experiences/observations and the topic. -information relates to the main topic. -paper is well-researched in detail and from a variety of sources. 	<ul style="list-style-type: none"> -identify some general ideas or issues from outside experiences/observations related to the topic. -information relates to the main topic, few details and/or examples are given. -shows a limited variety of sources. 	<ul style="list-style-type: none"> -weak to relate the outside experiences/observations and the topic. -information has little or nothing to do with the thesis. -Illogical with little evidence
Support of Thesis/Analysis (30%) _____	<ul style="list-style-type: none"> -exceptionally critical, relevant and consistent connections made between evidence and thesis. -excellent analysis. 	<ul style="list-style-type: none"> -consistent connections made between evidence and thesis -good analysis. 	<ul style="list-style-type: none"> -some connections made between evidence and thesis. -some analysis. 	<ul style="list-style-type: none"> -limited or no connections made between evidence and thesis. -lack of analysis.
Conclusion (10%) _____	<ul style="list-style-type: none"> -excellent summary of topic with concluding ideas that impact reader. -introduces no new information. 	<ul style="list-style-type: none"> -good summary of topic with clear concluding ideas. -introduces no new information. 	<ul style="list-style-type: none"> -basic summary of topic with some final concluding ideas. -introduces no new information. 	<ul style="list-style-type: none"> -lack of summary of topic.
Organization/ Development of Thesis (10%) _____	<ul style="list-style-type: none"> -exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs. 	<ul style="list-style-type: none"> -clear and logical order that supports thesis with good transitions between and within paragraphs. 	<ul style="list-style-type: none"> -somewhat clear and logical development with basic transitions between and within paragraphs. 	<ul style="list-style-type: none"> -lacks development of ideas with weak or no transitions between and within paragraphs.
Citation/ Bibliography Format (10%)	<ul style="list-style-type: none"> -conforms to academic rules for formatting and citation of sources are perfect. 	<ul style="list-style-type: none"> -conforms to academic rules for formatting and citation of sources with minor exceptions. 	<ul style="list-style-type: none"> -frequent errors in academic format. 	<ul style="list-style-type: none"> -lack of academic format/numerous errors.

Academic Honesty and Plagiarism

1. 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/.
2. 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.
3. 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.
4. 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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