THEO5945 Christian Counseling—2025/2026 T1
基督教輔導學

Professor Simon Shui-Man KWAN
Email: smkwan@cuhk.edu.hk
Office/Whatsapp: 3943-6079

5/9, 12/9, 19/9, 26/9, 3/10, 10/10, 17/10, 24/10, 31/10, 7/11, 14/11, 21/11, 28/11
Esther Lee Bldg 308   Fri 7p-9.30p

Late Assignment Submission Policy (ref. Blackboard)
Course Webpage: Blackboard
(No hardcopy of course materials will be distributed)
All assignments must be submitted to Blackboard & VERIGUIDE.
No hardcopy is required.

Course Descriptions and Objectives

This course poses the following major questions: How Christian is Christian counseling? In what ways should one's counseling practice be conducted to fulfil one's role as a Christian counsellor? Is there a counseling practice that truly penetrates into the secular approaches while remaining faithful to the Christian traditions of healing? The course engages students to navigate between two frames of reference: one secular, social scientific, and modern; the other Christian, theological, and traditional. At the levels of both theory and practice, it undertakes to integrate, synthesize, hybridize, revise, dichotomize and antagonize these perspectives. It adheres to the idea that a presence-centered approach, once revised, 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. Thus, this course aims to negotiate a revised presence-centered form of counseling that is theologically grounded, social scientifically informed, and cross-culturally sensitive.

Expected Learning Outcomes

Upon successful completion of this course, students will be able to:
1   Understand the similarities and differences between Christian counseling and general counseling.
2   Begin to develop an understanding of the complex interplay between theology and general counseling theories.
3   Become familiar with a presence-centered model of Christian counseling.
4   Grasp the theory and practice of various Christian counseling approaches that are rooted in the Christian notions of hope and sin.
5   Acquire knowledge of the basic principles of Christian crisis counseling.
6   Reflectively discern the theological significance of presence when ministering to individuals in extreme suffering.
7   Utilize digital tools and AI ethically to enhance research and resource development in Christian counseling.
8   Develop AI-assisted strategies for analyzing case studies and formulating counseling interventions within a theological framework.

Policy on the Use of Artificial Intelligence

(ref. https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf)

In this course, students are permitted and encouraged to use Artificial Intelligence (AI) tools as a sophisticated learning aid for specific tasks, such as brainstorming, synthesizing research, and improving writing style. The judicious use of AI can enhance learning by allowing students to focus on higher-order theological tasks, critical analysis, and ethical reflection.

However, academic integrity is paramount. Students are strictly prohibited from submitting unedited AI-generated text as their own original work. All work submitted must reflect the student's own critical engagement and intellectual contribution.

Citation and Acknowledgement:

In accordance with CUHK's Approach 3, which states, "Students are allowed to use AI tools in any learning activities and/or assessments as long as they explicitly cite or otherwise acknowledge the use of these tools," students are required to cite their use of AI. This includes:
1. **Model Used:** Clearly state the name and version of the AI tool(s) used (e.g., ChatGPT 4.0, Google Gemini, Anthropic Claude).
9 **Description of Prompts/Process:** Provide a brief description of how the AI tool was used, including the prompts or queries entered and the specific stage of the assignment where AI was employed (e.g., used for brainstorming case study approaches, to summarize counseling theories, to refine client communication strategies).
10 **Ethical Considerations:** Students must adhere to ethical principles when using AI, including accountability for the content generated, transparency in its use, and ensuring data privacy and confidentiality when sharing information with AI tools. Special attention should be paid to client confidentiality and sensitive information when considering AI applications in counseling.

Allowed AI Tools:

Students are encouraged to explore and utilize various reputable AI tools available. Examples include, but are not limited to, large language models like ChatGPT (OpenAI), Gemini (Google), Claude (Anthropic), and Perplexity AI. Students should exercise discretion and critical judgment when selecting and using AI tools, prioritizing those that offer transparency in their data handling and model training, especially concerning sensitive client data.

Basic Text
(electronic copy is available at CUHK library)

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

Class Calendar

Topics	Suggested Readings
Introduction Christian Counseling vs. General Counseling Negotiating a Presence-Centered Christian Counseling 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 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: Grief and Continuing Bonds	Kwan (2010a)
Case illustration	

Assessment

1   Integrative Case Study Analysis (50%)
    1.1   **Description:** Students will analyze a complex Christian counseling case study (see below). The analysis should integrate theological principles with relevant counseling theories, demonstrating a nuanced understanding of the case and proposing informed interventions. Students are encouraged to use AI tools for researching the case background, different counseling approaches, identifying potential ethical dilemmas, and exploring diverse intervention strategies. However, the critical analysis, integration, and proposed interventions must be the student's original work. Students must include a brief appendix detailing any AI tools used and their specific application in the research and analysis process.
    1.2   **The Case Study:** Assuming the survivor—the father—in the case of "荃灣享和街弒母殺妹案"[1] comes to you seeking Christian counseling.
    1.3   **Length:** Approximately 3000 words.
    1.4   **Pedagogical Rationale:** This assignment fosters the ability to apply theoretical knowledge to practical scenarios, a crucial skill in counseling. The selective use of AI allows students to efficiently gather background information, freeing them to focus on the higher-order tasks of critical thinking, theological integration, and ethical decision-making.
    1.5   **Due Date:** 15 December 2025
2   Interview and Critical Analysis of Christian Counseling Practice (40%)
    2.1   **Description:** Students will conduct interviews with two experienced Christian counselors or church ministers who have practical experience in counseling Christian or non-Christian individuals. The assignment aims to bridge theoretical knowledge from

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[1]

https://zh.wikipedia.org/wiki/%E8%8D%83%E7%81%A3%E4%BA%AB%E5%92%8C%E8%A1%97%E5%BC%92%E6%AF%8D%E6%AE%BA%E5%A6%B9%E6%A1%88

the course with real-life counseling practice, fostering critical reflection and practical application.

2.2 **Interview Component:** The interview should focus on:

    2.2.1 How they conduct Christian counseling (methods, approaches, etc.).

    2.2.2 Their understanding of what makes their counseling uniquely Christian.

2.3 **Analysis and Reflection:** Based on what you have learned in this course or from other Christian counseling approaches you are familiar with:

    2.3.1 Critically discuss the counselors' methods and approaches.

    2.3.2 Suggest ways to enhance or improve their counseling practices while maintaining the integrity of Christian counseling principles.

2.4 Confidentiality and Ethics Reminders:

    2.4.1 Maintain strict confidentiality regarding the identities and personal information of your interviewees and any counseling cases they discuss.

    2.4.2 Avoid sharing any sensitive or identifying details of counseling cases.

2.5 **Length:** 2000 to 3000 words.

2.6 **Due Date:** 15 December 2025

3 Class Participation and Engagement (10%)

Assessment Rubrics for Assignments

Rubric for Assignment 1: Integrative Case Study Analysis (50%)
Case: The surviving father from the "荃灣享和街弒母殺妹案" seeks Christian counseling.
Core Focus: The ability to holistically assess a client experiencing profound and complex trauma, integrating Christian theological resources with sound Christian Counseling theory to formulate a sensitive and effective counseling plan.

Criteria (and Weighting)	Excellent	Good	Satisfactory	Unsatisfactory
1. Case Conceptualization & Analysis (20%)	Demonstrates a profound, empathetic, and multi-faceted understanding of the client's presenting issues (e.g., complex trauma, survivor's guilt, spiritual crisis, public shame). Analysis is deeply sensitive to the specific Hong Kong cultural context and the extreme nature of the trauma.	Demonstrates a clear and accurate understanding of the client's primary issues. Analysis connects the client's experience to relevant psychological and spiritual concepts. Some awareness of cultural context is present.	Shows a basic understanding of the client's grief and trauma but may oversimplify the complexities. Analysis is more descriptive than analytical. Cultural context is mentioned but not deeply integrated.	Demonstrates a superficial or inaccurate understanding of the client's situation. Fails to identify the core psychological and spiritual dynamics at play.
2. Integration of Theological Principles (25%)	Masterfully integrates relevant theological concepts (e.g., theodicy, lament, imago Dei, grace, forgiveness, eschatological hope)	Effectively integrates theological concepts into the analysis and intervention plan. The	Attempts to include theological concepts, but they may feel "tacked on," generic, or	Theological integration is weak, absent, or inappropriate. Concepts are misapplied or used in a way

	in a way that is pastorally sensitive and directly applicable to the client's suffering. Avoids clichés and proof-texting, showing deep theological reflection.	connection between theology and the client's experience is clear and appropriate, though perhaps less nuanced than the excellent level.	poorly applied to the specific case. May rely on platitudes or simplistic biblical interpretations.	that could be pastorally harmful.
3. Integration of Counseling Theories & Approaches (25%)	Critically selects and synthesizes multiple relevant counseling theories (e.g., trauma-informed care, attachment theory, narrative therapy, grief models). Justifies the choice of theories and demonstrates how they would be skillfully integrated in practice.	Applies relevant counseling theories correctly to the case. The rationale for choosing a particular approach (e.g., CBT for distorted cognitions) is clear. Integration of theories is present but may be less seamless.	Identifies one or two relevant theories but application is general or underdeveloped. The link between the theory and the specific intervention plan is not always clear.	Fails to apply relevant counseling theories or misapplies them. Choice of theory is inappropriate for the client's presenting issues of complex trauma.
4. Proposed Counseling Plan & Interventions (20%)	Proposes a clear, phased, and ethically sound counseling plan. Interventions are highly specific, creative, culturally sensitive, and flow logically from the integrated analysis. Acknowledges potential challenges and the long-term nature of the therapy.	Proposes an appropriate and ethical counseling plan with relevant interventions. The steps are logical and linked to the analysis. Interventions are suitable but may be less specific or tailored than the excellent level.	Suggests some general interventions, but the plan may lack structure, detail, or a clear rationale. Ethical considerations may be overlooked. Interventions may be generic and not specific to the case.	The proposed plan is vague, unrealistic, ethically questionable, or inappropriate for the client. Interventions are not supported by the analysis.
5. Academic Rigor, Structure & AI Appendix (10%)	Exceptionally well-structured, written with clarity, precision, and a professional tone. Flawless citation (APA/Chicago, etc.). Appendix on AI use is	Well-organized and clearly written with minimal errors. Proper citation format is used. AI appendix is present and clearly explains	The paper has a logical structure, but writing may be unclear or contain errors. Citation issues may be present. AI	Poorly structured, difficult to follow, and contains significant grammatical or citation errors. AI appendix is

	transparent, detailed, and demonstrates responsible use for research while affirming student's original analysis.	how tools were used for research purposes.	appendix is brief, vague, or missing.	absent or indicates inappropriate reliance on AI for analysis.

Rubric for Assignment 2: Interview and Critical Analysis of Christian Counseling Practice (40%)

Core Focus: The ability to bridge theory and practice by critically evaluating real-world Christian counseling, applying course concepts to offer respectful and insightful analysis, and reflecting on the nature of Christian counseling itself.

Criteria (and Weighting)	Excellent	Good	Satisfactory	Unsatisfactory
1. Interview Summary & Description (15%)	Provides a concise, clear, and rich summary of the interviewees' methods and philosophies. Skillfully captures the nuances and key themes of their responses, demonstrating excellent listening and synthesis skills.	Provides a clear and accurate summary of the interviews. The main points of the interviewees' approaches are well-described and organized logically.	Provides a basic summary of the interviews, but it may be overly descriptive, missing nuance, or poorly organized. May read more like a transcript than a synthesized summary.	Summary is unclear, inaccurate, or fails to capture the essential information from the interviews. Key aspects of the interviewees' approaches are missing.
2. Critical Analysis of Interviewees' Approaches (30%)	Offers an insightful and incisive critical analysis of the interviewees' methods. Identifies strengths and weaknesses with precision, drawing sharp comparisons/ contrasts between them and with established models. Analysis is balanced, fair, and deeply reflective.	Offers a thoughtful critical analysis of the interviewees' methods. Identifies clear strengths and areas for development. The analysis is supported by evidence from the interviews and course concepts.	Analysis is present but tends to be superficial or generalized. May state opinions without sufficient analytical justification. Critique may be overly positive or negative without a balanced perspective.	Analysis is absent or minimal. The paper remains at a descriptive level, simply repeating what the interviewees said without evaluating it critically.
3. Integration of Course Theory & Literature (25%)	Expertly integrates theories and models from the course (and other relevant literature) to frame the analysis. Uses theoretical	Effectively applies concepts from the course to analyze the interview data. The connections	Some attempt is made to connect the analysis to course concepts, but the link is weak or not well-explained. May only reference	Fails to connect the interview findings to any relevant theories or concepts from the course. The analysis lacks a

	concepts as a sophisticated lens to evaluate the real-world practices described in the interviews.	between theory and the practitioners' methods are made explicit and are relevant to the critique.	one or two ideas from the course in a general way.	theoretical foundation.
4. Constructive Suggestions & Reflection (20%)	Proposes highly thoughtful, practical, and respectful suggestions for enhancing the interviewees' practices. Suggestions are well-reasoned and grounded in both theological and psychological principles. Concludes with a profound and nuanced reflection on the diversity and core identity of Christian counseling.	Proposes relevant and practical suggestions for improvement that are respectful and well-supported. Reflection on the nature of Christian counseling is clear and shows a good synthesis of the project's findings.	Suggestions are offered but may be generic, impractical, or not clearly linked to the preceding analysis. Reflection is present but may be simplistic or underdeveloped.	Suggestions are absent, inappropriate, or disrespectful. Fails to offer a meaningful reflection on what was learned about Christian counseling practice.
5. Ethical Conduct, Clarity & Academic Rigor (10%)	Flawlessly maintains confidentiality in the write-up. Paper is exceptionally well-written, structured, and free of errors. Citation is perfect. Demonstrates the highest standard of academic and professional integrity.	Clearly maintains confidentiality. Paper is well-organized and clearly written with few errors. Citations are correct. Demonstrates strong academic and ethical conduct.	Confidentiality is generally maintained, but there might be minor lapses. Paper has some structural or clarity issues. Errors in citation are present.	Significant breach of confidentiality, or confidentiality is not mentioned. Paper is poorly written, disorganized, and contains major errors.

Contact details:

Name of Professor:	Simon Shui-Man KWAN
Office Location:	T20 Theology Building
Telephone:	39436709
Email:	smkwan@cuhk.edu.hk

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/academichonesty/.

With each assignment, students are required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- 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.
- Students should be fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

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 submissions. 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.

References

General

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