



THEO5945 Christian Counseling

基督教輔導學

2023-2024 T2

9/1, 16/1, 23/1, 30/1, 6/2, 20/2, 27/2, 5/3, 12/3, 19/3, 26/3, 2/4, 9/4, 16/4

Esther Lee 303 (7.9.30pm)

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3943-6079

Course Webpage: [Blackboard](#)

(No hardcopy of course materials will be distributed)

All assignments must be submitted to Blackboard & VERIGUIDE.

No hardcopy is required.

Introduction

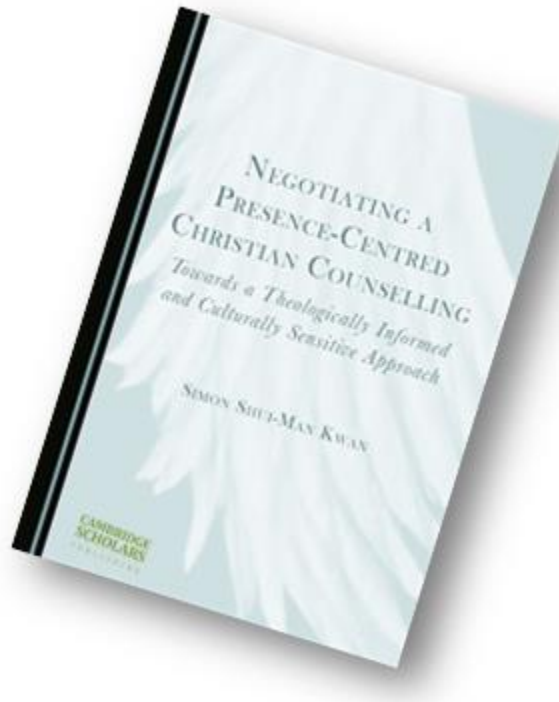
This course poses the following major questions: How Christian is Christian counseling? In what ways should one's counseling practice be conducted to fulfil one's role as a Christian counsellor? Is there a counseling practice that truly penetrates into the secular approaches while remaining faithful 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.**

Learning Outcomes Intended

- Students will understand the similarities and differences between Christian Counseling and General Counseling.
- Students will become familiar with a presence-centered model of Christian counseling.
- Students will grasp the theory and practice of various Christian counseling approaches that are rooted in the Christian notions of hope and sin.
- Students will acquire knowledge of the basic principles of Christian crisis counseling.
- Students will reflectively discern the theological significance of presence when ministering to individuals in extreme suffering.
- Students will appreciate the psycho-spiritual and cultural significance of maintaining continuing bonds in ministering to the bereaved.

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.



Additional Readings: As assigned and distributed in class sessions.

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 <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 bonds 	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 Christian Counseling is?
 - 1.1.1.2 How do you think Christian Counseling differs from secular counseling?
 - 1.1.1.3 What is the importance of counseling in a ministry setting
 - 1.1.2 **Submitted within the week immediately following the add-drop period. NO NEED TO SUBMIT it to VERIGUIDE.**
 - 1.1.3 The 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 three questions above again.
 - 1.2.1 **Submitted within the week immediately following the final lecture. Submission to the VeriGuide is REQUIRED.**
 - 1.2.2 The 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 learned in class or from reading any books on the reference list.
 - 2.2 The paper should include the following elements:
 - 2.2.1 A brief, yet comprehensive, description of the major tenets of the approach: the essential concepts, methods, and techniques of the approach, as well as the theological imagination behind it;
 - 2.2.2 A critical discussion of the clinical and theological strengths and limitations of the particular approach.
 - 2.2.3 You may include case illustrations in your paper, if you choose. If you do, ensure strict adherence to the rules of confidentiality.
 - 2.3 The paper should be approximately 3000 words in length (main text).
 - 2.4 **Submit within two weeks after the final lecture.**

Assessment Rubrics for Term Paper

Content and Understanding (40%)

- Excellent (32-40 points): Demonstrates a comprehensive understanding of the chosen counseling approach with in-depth analysis and insightful connections to theological principles. Integrates course content and additional research seamlessly.
- Good (24-31 points): Shows a good understanding of the counseling approach with clear analysis and appropriate connections to theological concepts. Good integration of course content with some additional research.
- Satisfactory (16-23 points): Shows a basic understanding with a straightforward explanation of the counseling approach and some reference to theological underpinnings. Adequate integration of course content, but limited additional research.
- Needs Improvement (8-15 points): Demonstrates limited understanding with minimal explanation of the counseling approach and theological underpinnings. Poor integration of course content with little to no additional research.
- Unsatisfactory (0-7 points): Fails to demonstrate an understanding of the counseling approach. Lacks analysis and theological connections. Insufficient integration of course content and research.

Critical Analysis (20%)

- Excellent (16-20 points): Provides a nuanced and sophisticated critique of the counseling approach's clinical and theological strengths and limitations.
- Good (12-15 points): Offers a clear and coherent critique, although less nuanced. Identifies relevant strengths and limitations.

- Satisfactory (8-11 points): Provides a basic critique that identifies some strengths and limitations but lacks depth.
- Needs Improvement (4-7 points): Attempts a critique but with significant misunderstandings or omissions of key aspects.
- Unsatisfactory (0-3 points): Lacks a critical perspective or fails to provide a critique.

Organization and Structure (15%)

- Excellent (12-15 points): Paper is well-organized with a clear introduction, body, and conclusion; the flow of ideas is logical and cohesive.
- Good (9-11 points): Paper is organized with a discernible introduction, body, and conclusion; the flow of ideas is mostly logical with minor lapses.
- Satisfactory (6-8 points): Paper has basic organization but may lack clear transitions; flow of ideas could be improved.
- Needs Improvement (3-5 points): Organization is unclear or disjointed; ideas are poorly sequenced with confusing transitions.
- Unsatisfactory (0-2 points): Paper lacks coherent structure, making it difficult to follow the author's ideas.

Writing Quality (15%)

- Excellent (12-15 points): Writing is clear, concise, and engaging with no grammatical or spelling errors.
- Good (9-11 points): Writing is mostly clear with minor grammatical or spelling errors that do not impede comprehension.
- Satisfactory (6-8 points): Writing is understandable but may have some grammatical or spelling errors that distract from the content.
- Needs Improvement (3-5 points): Writing has frequent grammatical or spelling errors; language use is sometimes unclear.
- Unsatisfactory (0-2 points): Writing is difficult to understand due to pervasive grammatical and spelling errors.

Citations and References (10%)

- Excellent (8-10 points): Sources are appropriately selected, cited, and integrated into the paper. Bibliography is complete and formatted correctly.
- Good (6-7 points): Sources are mostly appropriate with few citation errors. Bibliography is mostly complete with minor formatting issues.
- Satisfactory (4-5 points): Some sources are appropriate, but there are several citation errors. Bibliography is incomplete or incorrectly formatted.
- Needs Improvement (2-3 points): Inappropriate or sparse sources, numerous citation errors. Bibliography is poorly constructed.
- Unsatisfactory (0-1 points): Minimal or no use of sources, with severe citation errors or plagiarism. No bibliography or one that is grossly incorrect.

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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.

Use of Generative Artificial Intelligence (AI) Tools

We are adopting the third approach as suggested by the CUHK guidelines, namely: Use of AI tools is allowed with explicit acknowledgment and proper citation.

In addition, students are encouraged to chat with AI tools to formulate and polish the ideas they want to advance in their assignments.

References

General

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3. Almy, G. (2000). *How Christian is Christian counseling? The dangerous secular influences that keep us from caring for souls*. Wheaton, Ill.: Crossway.
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Hope

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