


“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	CHINESE PASTORAL COUNSELLING 華人教牧輔導學 PAST CM26 X1
Date and Time	SEPTEMBER 16TH, 2020 TO DECEMBER 9TH, 2021 THURSDAYS, 6:45 PM TO 9:35 PM
Instructor  加拿大華人神學院 Canadian Chinese School of Theology	Dr. Xing Qun Ni 倪星群博士, B.Med., M.Med., M.D., M.Div. (Marriage and Family Therapy), R.P. E-mail: xingq.ni@gmail.com Rev. Dr. Gloria Luk 陸馬潔慈牧師, R.N., M.Div. (Marriage and Family Therapy), D.Min., RMFT, AAMFT Approved Supervisor Candidate E-mail: gloria.luk@rhccc.ca
Class Information	The classes will be livestreamed / in-person on THURSDAYS from 6:45 PM - 9:35 PM Students may participate in live-streamed/in-person office hours as posted below. (Available for consultation before and after class, or by appointment at any available time)
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION 課程簡介

Provides students with a basic understanding of the field of pastoral Counselling. Not intended to produce professional “pastoral counsellors,” but to prepare the student to be more effective in counselling as a pastor or lay leader using a psycho educational framework that has been proven effective for helping Chinese. This framework can be applied to Christian education, cell groups, lay counselling, growth groups, pastoral and professional counselling. Essential elements of pastoral Counselling are covered using Christ as the Wonderful Counsellor. Opportunity is provided in small groups to practice basic counselling skills such as active listening, empathy, problem identification and goal setting in a supervised setting. Since spouses of pastors are often required to help in pastoral counselling, your spouse is encouraged to audit this course to learn to work with you in this important ministry.

本課程幫助學生對教牧輔導學有基本的認識。目的不是培訓專業教牧輔導員，卻是裝備你更有效地輔導，無論你是教牧同工或平信徒領袖，都能採用已被證明有效幫助華人的心理教育架構。這架構可應用於基督教教育，小組，平信徒輔助，成長小組，教牧或專業輔導。我們會從基督，奇妙策士，學習教牧輔導的基本要素。你會有機會在小組裡和通過督導，學習基本的輔導技巧，如專注聆聽，同理，如何辨識問題和設定目標。由於教牧的配偶往往需要幫助教牧輔導，我鼓勵你的配偶與你一起上課，學習在輔導的服侍上與你同工。

Students will be introduced to resources that are biblically and scientifically based and proven effective. Strategies and tools will be provided to help students help themselves and their counselees build a healthy self-esteem and manage emotions. There will also be an emphasis on personal growth and development involving increasing self-awareness, self-management, empathy and relationship management. Framework, strategies and skills for working with couples and families will be covered in the course on family ministry.

學生會學用基於聖經和科學，並證明是有效的資源。課程提供實用的策略和工具來幫助學生幫助自己和求助者建立健康的自尊和處理情緒。同時強調個人成長和發展，包括提高自我醒覺，自我管理，同理和關係管理的能力。幫助夫婦和家庭的架構，策略和技巧，會在建立華人信徒健康家庭的課程中教授。

A variety of teaching methods will be used. In addition to lectures, case studies, demonstrations, role plays and group presentations, students will also learn from self-reflections and practice in triads. There will be ample opportunities for interaction, hands-on experience and feedback.

課程使用多種教學方法。除了講座,個案研究,示範,角色扮演和小組分享,學生還從自我檢討和小組練習學習。學生有充分的機會去互動,親身體驗,給予和接受回饋。

II. LEARNING OUTCOMES 課程目的

At the end of the course, students will be able to 讀畢本科, 學生可以::

1. To develop an understanding of Christ-centered healing and counselling using a psycho educational model.
2. To develop a model for integrating psychology with biblical teachings in pastoral counselling.
3. To learn to effectively utilize biblical and evidence based resources in a ministry setting.
4. To learn and practice the basic counseling skills.
5. To apply these skills to help someone facing a common problem in life.
6. To facilitate personal reflection leading to personal spiritual growth and professional development.

1. 認識以基督為中心,教育性的輔導模式
2. 探討如何整合聖經及心理學
3. 在服事中學習怎樣採用基於聖經及科學證據的資源
4. 學習及熟練基本的輔導技巧
5. 應用這些技巧去幫助求助者面對的問題
6. 鼓勵個人的檢討,屬靈及專業的成長

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING 必讀課本

1. Benner, D. G. (2003). Strategic pastoral counseling: A short-term structured model (2nd Ed.). Grand Rapids, MI: Baker Academic.

貝內爾 著; 陳永財 譯. (2005)。策略性牧養輔導: 一個短期而有系統的模式。香港: 基道出版社

2. Collins, Gary R. (2007). Christian Counselling: A Comprehensive Guide. Nashville: Thomas Nelson, Third Edition.

柯蓋瑞 著, 張鈞 / 吳際平 合譯(1990)。心理輔導面面觀。台北: 大光書房出版, 榮耀出版社,

3. 倪星群 (2019)。亲爱的, 我要这样帮助你: 心理咨询技巧训练。列治文山: 晨星心理咨询与心理治疗
Xingqun Ni (2019). The Ways to Express My Helping: Counselling Skills Training. Richmond Hill: Nathan Counselling and Psychotherapy

4. Building Emotional Intelligence Self Esteem Series by Dr. Tat-Ying Wong: (in Chinese)
Self Esteem I: Foundation: Personal Identity and Value (Hong Kong: Reconnect Family Ministry Ltd. www.reconnect.hk, 2008, 235p)
Self Esteem II: Method: Personal Growth and Rights (Hong Kong: Reconnect Family Ministry Ltd. www.reconnect.hk, 2009, 257p)
Self Esteem III: Boundaries to Maintain Self Esteem: Taking Control of Your Life (Hong Kong: Reconnect Family Ministry Ltd. www.reconnect.hk, 2009, 237p)
黃達瑩醫生“重建自尊”個人成長系列課程:
(一) 建立自尊的基礎: 個人的身份和價值 (香港:心連心家庭事工有限公司 www.reconnect.hk, 2008, 235 頁)
(二) 建立自尊的途徑: 個人的成長和權利 (香港:心連心家庭事工有限公司 www.reconnect.hk, 2009, 257 頁)
(三) 維持自尊的界線: 個人生命的掌握 (香港:心連心家庭事工有限公司 www.reconnect.hk, 2009, 237 頁)

5. Building Emotional Intelligence Managing Emotions Series by Dr. Tat-Ying Wong: (in Chinese)
Foundation for Managing Emotions: Recognition and Acceptance (Hong Kong: Reconnect Family Ministry Ltd. www.reconnect.hk, 2009, 254p)
Practical Tools for Managing Emotions: Self Talk and Beliefs (Hong Kong: Reconnect Family Ministry Ltd. www.reconnect.hk, 2010, 299p)
Practical Tools for Managing Emotions: Behavior and Relationships (Hong Kong: Reconnect Family Ministry Ltd. www.reconnect.hk, 2010, 265p)
黃達瑩醫生“處理情緒”個人成長系列課程:
(一) 處理情緒的基礎: 認識與接納 (香港:心連心家庭事工有限公司 www.reconnect.hk, 2009, 254 頁)
(二) 處理情緒的工具: 內在的想法與信念 (香港:心連心家庭事工有限公司 www.reconnect.hk, 2010, 300 頁)

(三) 處理情緒的工具: 外在的行為與關係 (香港:心連心家庭事工有限公司
www.reconnect.hk, 2010, 265 頁)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS 推薦閱讀書目

1. 倪星群(2018). 亲近孩子：子女教养的理论和技巧. 列治文山：晨星心理咨询与心理治疗
2. Worthington, Everett L. Jr. (1985): How to Help the Hurting. Downers Grove: Intervarsity Press.
愛維萊特 著, 洪志生譯(1989): 你也能輔助受創者。台北: 校園書房出版社
3. Tan, S.-Y. (2011). Counseling and Psychotherapy: A Christian Perspective. Grand Rapids, Michigan, BakerAcademic.
4. McMinn, M. R. (1996). Psychology, Theology, and Spirituality in Christian Counseling. Carol Stream, Illinois, Tyndale House Publishers, Inc.
5. Evans, David R., Hearn, Margaret T., Uhlemann, Max R., Ivey, Allen E. (1984). Essential Interviewing: A Programmed Approach to Effective Communication. Pacific Grove: Brooks / Cole Publishing Company.
6. Hill, C. E. (2014). Helping Skills: Facilitating Exploration, Insight, and Action. Washington, DC, American Psychological Association.
7. Hetzendorfer, R. (2009). Pastoral Counseling Handbook: A Guide to Helping the Hurting. Kansas City, Beacon Hill Press.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

[If applicable, list recommended reading for optional purchase or download on classes.tyndale.ca course resource page]

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning

community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING 作業及評核

1. Personal growth reflection (20 %) (individual) Due: November 11, 18 or 25, 2021

Short 5-10 minute presentation and write up (8-10 pages) integrating the following aspects:

1. Personal model for integrating the bible and psychology along with a discussion of the pros and cons of this approach.
2. Reflection upon completion of one course on self-esteem and one course on emotions or four chapters from parenting book with respect to areas of personal growth (different from the one chosen for the psycho education group). Students are expected to complete the assignments in each of the courses. Share your experience of biblically and evidence-based interventions and how they were helpful to you.
3. Outline of plan for continued personal growth. Identify areas requiring growth, concrete goals and formulate a one year and five year plan to help you address these growth areas. Students are encouraged to ask several significant people in their lives to help identify these growth areas and the impact on their relationships and ministry.

Estimated time required: 30 to 35 hours

個人成長檢討 佔 20 %, 需要個人自己完成, 約需 30-35 小時

於十一月 11, 18, 25 日 交回及分享

請預備 5-10 分鐘及 8-10 頁的分享,包括:

1. 你個人如何整合聖經及心理學,並討論這模式的好處及弊處.
 2. 完成一個有關自尊的課程及一個有關處理情緒的課程,或者完成子女教養一書中的四個章節,然後作自我反映.
- 2.1 請著重你自己個人如何成長: 發現了什麼? 需要處理什麼? 結果是什麼?

- 2.2 必須完成課程中所有的作業及分享當中的個人心得與應用.
- 2.3 分享你如何經歷這些基於聖經及科學的介入,這些如何對你是有幫助?
3. 列出你如何繼續個人成長的計劃.
 - 3.1 找出你需要成長之處
 - 3.2 定下具體的目標,一年及五年的計劃
 - 3.3. 請問你身邊深入認識你的人幫你找出你需要成長之處及這些對你的關係及服事的影響.

Psycho education group reflection (20 %) (in groups of 3) Due: December 9, 2021 (or TBA)

Short 15-20 minute presentation and write up (8-10 pages) including the following:

1. Personal experience in leading a psycho education group with your partners based on one of the self-esteem, or managing emotions courses, or at least one chapter from parenting book (different from the one chosen for personal growth). The group curriculum should have 10 to 12 sessions and reflect biblically and evidence based interventions. The setting of the group could vary from Christian education, cell group, support group or self-help group. Participants in the group (minimum of 6 including the 3 students leading the group) are expected to attend the group sessions, discussion time and complete weekly assignments to be checked by the students. Students are urged to start this assignment as soon as possible due to the required sessions and time required to organize and recruit.
2. Reflection on the model of integration and how it was helpful. Comment on how theology and evidenced based interventions were used effectively.
3. Assessment of participant's experience and growth. Be sure to use the participant's pre course and post course assessments and an analysis of expected areas of change.

Estimated time required: 25 to 35 hours

舉辦教育性的輔導小組的檢討 佔 20 %, 需要每組三個人一起完成,

約需 25–35 小時, 於十二月 9 日 交回及作分享

請預備 15–20 分鐘及 8–10 頁的分享,包括:

1. 與同學一起帶領教育性的輔導小組的個人經歷

1.1 小組是基於一個重建自尊的課程，或一個處理情緒的課程，或從子女教養書中一個章節，必須與你個人成長的不同，可用現有的小組

1.2 小組需要有 10 到 12 課及採用符合聖經和科學的介入。

1.3 可在主日學，細胞小組，支持小組，自助小組中舉辦課程。

1.4 小組必須最少有 6 個人，包括三個帶領的同學。

1.5 參加者必須參加每課，投入討論及完成每週的作業。

1.6 負責帶領的同學可以檢查組員每週的作業。

1.7 請盡快開始這個作業，因需要時間去組織及招募學生。

2. 討論課程怎樣整合聖經及心理學

2.1 這如何有幫助

2.2 如何有效的採用神學及科學的介入

3. 評估參加者的經驗及成長

3.1 採用參加者課程前及課程後的自我評估

3.2 分析參加者有什麼改變

Counselling case presentation (20 %) (in pairs) Due: December 2 or 9, 2021

Short 15-20 minute presentation and write up (8-10 pages) of a case of any individual in need of pastoral counselling and then describe your assessment, case conceptualization, and responses to the situation. You are required to videotape or audiotape the sessions. Discuss how you applied both the knowledge and skills that you learned in class along with your own feelings and thoughts in the process of helping this individual. Please use transcribed excerpts from the

counselling sessions to demonstrate how you applied the skills learned in class and areas requiring growth. Reflect on the strengths and limitations of your approach in this case, along with feedback from your partner. Your partner will also be present during the counselling sessions and will be responsible for giving you feedback with respect to the above areas. Each student will be involved in two counselling cases, as counsellor in one and as observer in the other. A minimum of 4 one hour sessions with each counsellee is required. Please include objective measures of how these sessions were helpful to the counsellee and description of how the counsellee experienced the counsellor.

Estimated time required: 20 to 30 hours

輔導個案分享 佔 20%，需要每組兩個人一起完成，約需 20-30 小時

（兩組共分享兩個個案，每個同學分享一個個案）

于 12 月 2 日或 9 日交回及分享

請預備 15-20 分鐘及 8-10 頁的分享,包括:

1. 個案是需要輔導的人
 - 1.1 請形容你如何作評估
 - 1.2 如何解釋個案所面對的問題
 - 1.3 你如何回應個案的情況
2. 你必須錄影或錄音每次的唔談
 - 2.1 先得到求助者的同意
 - 2.2 討論你如何應用這課程中所學習的知識及技巧
 - 2.3 找出你在幫助個案中自己的感受及思想
 - 2.4 請採用錄影或錄音中具體的例子來示範你怎樣應用輔導的技巧
 - 2.5 列出什麼地方是你需要成長的
3. 檢討你所採用的模式的長處及限制,並從組員的回饋及提議
 - 3.1 你的組員跟你一起作唔談,並負責給你有關以上範圍的回饋

- 3.2 每個同學都參與兩個個案,無論是當輔導員或觀察者,可用現有的個案
- 3.3 每個個案都需要完成最少四次一小時的唔談
4. 請採用客觀的評估來顯示這些唔談如何對求助者有幫助
- 4.1 形容個案如何影響輔導員
- 4.2 分享求助者有什麼改變

Counselling skills group practice (20 %) (ongoing, weekly)

In the counselling skills group practice, one person will portray the counsellee, one the counsellor and a third person will be the observer. The role-play will be based upon personal issues faced by the counsellee. Each student will have the opportunity to participate in each of the three roles. Evaluation will be based on the ability to identify the counsellee's problems, the ability to respond appropriately, and the ability to observe and offer constructive critique using the knowledge and skills learned in the course. Emphasis is placed on the effective, consistent and appropriate use of the basic counselling skills learned in class. It is expected that all personal issues shared in the group remains confidential. Videotaping will be used to allow the group to replay the practice session and to learn from feedback. These videos are confidential and are to be erased at the end of the course.

輔導技巧小組練習 佔 20 %, 需要每組三個人一起完成, 約需 10–15 小時

於每週進行

1. 每週的小組練習中,組員輪流扮演求助者,輔導員及觀察者
2. 每次的角色扮演都是基於求助者所遇到的情況及個人的事情
3. 每個組員,每課,都會有機會扮演這三個角色
4. 扮演輔導員的需要示範怎樣找出求助者的問題,如何作適當的回應和有效地應用課程中所學的知識及技巧
5. 扮演求助者的需要真誠及開放,願意分享自己的問題和內心世界
6. 扮演觀察者的需要細心觀察及提供建設性的提議,幫助輔導的能有果效,適當和固定地採用所學的技巧
7. 所有小組裡的個人分享,都要守密,不可在小組之外講出來
8. 每組都需要錄影每次的練習,讓組員可以重看練習及從檢討去學習
9. 這些錄影帶也要保密,在課程完畢後,便會洗去

Tests and quizzes 测验 (10 %)

At the end of each unit, 2 or 3 groups will suggest questions for a 20 question multiple choice test that covers the key aspects of each unit.

在每次课堂结束后，每个小组会提出一些测验的问题，帮助同学们温习课程的重点

Class attendance and participation (10 %) (ongoing, weekly)

Evaluation will be based on attendance and taking part in discussions, role plays and short in class group assignments.

出席及参与占 10%，于每周进行

基于每周出席、投入谈论、角色扮演、小组作业

Evaluation 评估

The above evaluations will be carried out at three levels, by yourself, your peers and the instructor.

以上的评估会从三个层面完成：自我评估、同学评估及教师评估

Turnitin Text-Matching Software

*Tyndale has a subscription to text-matching software called Turnitin. This software can be used by students to ensure the originality of academic writing and check all of the sources used have been cited correctly. The use of this software in a course is at the discretion of faculty. The software works by comparing text with documents submitted by other students, published works, and a range of other sources including online text and generates an originality report. Submissions are stored on a server in the United States and subject to potential review. The software does not make academic judgements about plagiarism; faculty will evaluate the originality report together with the submitted text and decisions about plagiarism will be made in accordance with Tyndale's academic policy. For some courses, faculty may ask students to submit their written work for text matching as part of the assessment process.
(excerpt from the Academic Calendar)*

Below are some useful resources:

- [Instructor & Student Guides for Turnitin](#) via classes.tyndale.ca course resource page
- Additional Instructor Resources: [Source Credibility](#)
- [Privacy and Security Webpage](#)
- [CEO Letter regarding Student Data Privacy](#)
- [Interpreting Similarity \(Guide, Video, Spectrum\)](#)
- Turnitin Tech Support
- Email: tiisupport@turnitin.com
- [Support Center](#)
- Download [a copy of the recorded training](#)

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student Guides for Turnitin](#) via classes.tyndale.ca course resource page
- [Interpreting Similarity \(Guide, Video, Spectrum\)](#)

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING 課程分數總結

Evaluation is based upon the completion of the following assignments:

Personal growth reflection 个人成长检讨	20 %
Psycho education group reflection 教育性培训小组的检讨	20 %

Counselling case presentation 輔導個案分享	20 %
Counselling skills group practice 小組技巧練習	20 %
Tests and quizzes 測驗	10 %
Class attendance and participation 出席及參與	10 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK 呈交作業的一般性準則

1. Your work should demonstrate the following characteristics:

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

學生須詳讀學科日曆 [Academic Calendar](#)，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

Recording 錄音和錄像

We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class.

為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行。

I. COURSE EVALUATION 課程評估

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS 課程進度表

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Week 1: Sept. 16	Introduction to course, review of syllabus, expectations Reaching and caring for the post modern generation; vision and practical framework. 課程簡介,課程目標,大綱,作業, 後現代的佈道和關懷策略-給教會領袖的異象和實用架構 Skills group: getting to know each other, group contract and agreement 小組分享: 彼此認識,小組契約,組織作業
Week 2: Sept. 23	Integrating the bible and psychology 如何整合聖經及心理學 Skills group: Focusing and following

	小組練習: 聚焦及跟隨的技巧
Week 3: Sept. 30	A Christ centered incarnational model of counselling 以基督為中心道成肉身的輔導模式 Skills group: Effective inquiry 小組練習: 問問題的技巧
Week 4: Oct. 7	Stages and tasks of counseling 輔導的階段及任務 Skills group: Reflecting feeling, Reflecting content 小組練習: 反映感受的技巧, 反映內容的技巧
Week 5: Oct. 14	Assessment and conceptualization 評估及概念 Skills group: Structuring for information 小組練習: 組織晤談的技巧
Week 6: Oct. 21	Building rapport 建立治療的聯盟 Referral and resources 轉介及資源 Skills group: Validation and empathy 小組練習: 肯定及認同的技巧,
Oct. 28	SEM Reading Week – no class
Week 7: Nov. 4	Quiz 測驗#1 Psycho education approach with self-esteem issues: identity and value 建立自尊的基礎: 個人的身份和價值 Skills group: Communicating feeling and immediacy 小組練習: 表達輔導關係中的感受
Week 8: Nov. 11	Psycho education approach with self-esteem issues: personal growth 建立自尊的途徑: 個人的成長和權利 Skills group: Confronting 小組練習: 對質的技巧 Personal growth reflection sharing 分享個人成長檢討
Week 9: Nov. 18	Psycho education approach with self-esteem issues: boundaries 維持自尊的界線: 個人生命的掌握

	<p>Skills group: Self disclosing 小組練習: 自我揭露的技巧</p> <p>Personal growth reflection sharing 分享個人成長檢討</p>
Week 10: Nov. 25	<p>Psycho education approach with emotional issues: recognizing and accepting emotions 處理情緒的基礎: 認識與接納</p> <p>Skills group: Structuring for information and action 小組練習: 建立及組織關係的技巧</p> <p>Personal growth reflection sharing 分享個人成長檢討</p>
Week 11: Dec. 2	<p>Psycho education approach with emotional issues: cognitive strategies for change 處理情緒的工具: 內在的想法與信念</p> <p>Skills group: Putting it all together 小組練習: 結合所有的技巧</p> <p>Counselling case presentation 輔導個案分享</p>
Week 12: Dec. 9	<p>Psycho education approach with emotional issues: behavioral and relational strategies for change 處理情緒的工具: 外在的行為與關係</p> <p>Skills group: Putting it all together 小組練習: 結合所有的技巧</p> <p>Counselling case presentation 輔導個案分享</p>
Week 13. Exam Date: TBA	<p>Exam week: 考試周 - Quiz 測驗#2</p> <p>Evaluation of psycho education group 舉辦教育性的輔導小組的檢討評估</p> <p>Evaluation of Counselling skills 諮詢技巧評估</p> <p>Class attendance and participation 出席及參與評估</p>