"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."

Semester, Year	WINTER, 2027
Course Title	**CHINESE PASTORAL COUNSELING 華人教牧輔導學**
Course Code	**PAST CM 26 XP, PAST CM 26 XS, CHRI 3583 YS**
Date **Time** **Delivery Format**	From January 14, 2027 to April 8, 2027 **Thursdays** From 6:45PM to 9:35PM IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Class information	☒ The classes will be IN-PERSON on Thursdays
Instructor **Contact Information**	**REV. DR. GLORIA LUK, D Min., M Div. (Marriage and Family Therapy), RMFT, Clinical Fellows (AAMFT), Certified EFT (ICEEFT), Certified Thanatologist Pastoral Specialist (CTPS), EFT Supervisor (ICEEFT)** Email: glorialuk.ptmft@gmail.com; kma@tyndale.ca
Office Hours	☒ By appointment only.
Course Materials	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.

Available for consultation before class, or by appointment.

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 a 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 with 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，卻是裝備學生更有效地輔導。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、肯定、如何辨識問題和設定目標。由於教牧在輔導過程中往往需要配偶從旁協助，本課程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 increased 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.
學生會採用基於聖經和科學，及已被證明有效的資源。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。如何幫助夫婦和家庭的架構、策略和技巧，此課題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，學生還重自我檢討和在小組練習中學習。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 學習成果

At the end of the course, students will be able to:

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A． 認知領域 Cognitive Domain

1. 認識以基督為中心的教育性輔導模式 Develop an understanding of Christ-centered healing and counselling using a psycho-educational model.
2. 探討如何整合聖經與心理學應用在教牧輔導的課題上 Integrate psychology with biblical teaching into pastoral counseling.
3. 熟練掌握建立心理健康的基本策略和實踐全人關顧 Become proficient in basic strategies for mental health and perform whole person care.
4. 用整合心理治療理論評估求助者的問題和施行教牧輔導 Evaluate client's problems and choose counselling strategies through integrative psychotherapy.
5. 實現個人屬靈及專業的成長 Achieve personal and spiritual growth, and professional development.

B． 情感領域 Affective Domain

1. 願意學習基督道成肉身的旨意 Show interest in learning the will of God's incarnation.
2. 投入對神的愛的回應 Engage in a response to God's love
3. 反映整合心理治療理論在建立個人心理健康中的價值 Reflect the value of the integrative psychotherapy theory in building personal mental health.
4. 認識自己現在面臨的挑戰，學習應對的方法 Identify the challenges that you are facing and learn how to deal with them.
5. 通過輔導個案，學習如何實現個案化輔導 Learn how to conduct individual counselling through counselling case studies.
6. 敏銳地察覺事奉的人群面臨的身心靈問題，並實現有效的幫助 Be keenly aware of the physical, mental and spiritual problems faced by the people you serve and achieve effective help.

C． 可轉移技能 Transferable Skills

1. 理解和應用心理輔導的基本技巧 Capture and apply the basic skills of psychological counselling.
2. 將有關整合心理學理論的技巧應用於心理輔導 Apply skills relating to integrative psychology to psychological counseling.

3. 通過教育小組，理解和熟練掌握情緒健康管理的相關技巧 Interpret and master skills of healthy emotion management through a psycho-education group.
4. 具有自然地面對求助者的能力 Apply personal counselling naturally.
5. 評估求助者面臨的主要挑戰 Evaluate the main issues that the client is facing.
6. 處理抑鬱症或焦慮症的基本策略 Perform counselling to depression or anxiety cases.
7. 整合靈命和心理治療知識和技巧，幫助自己和他人的心理健康 Integrate spirituality and psychotherapy and the related skills to help oneself and others for their mental health.

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING

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. (2012)。心理輔導面面觀。台北：大光書房出版，榮耀出版社
3. Luk, Gloria. (2022), These Things Called Emotions, Christian Communications Canada.
   陸馬潔慈. (2022)。情緒這傢伙：情緒管理，自我認識。加拿大：福音證主協會。
4. Building Emotional Intelligence – Self Esteem Series by Tat-Ying Wong: (in Chinese)
   Please select one of the following topics:

   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 “重建自尊” 個人成長系列課程：**請選擇系列其中的一個主題**

(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 Tat-Ying Wong: (in Chinese) **Please select one of the following topics:**

   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 “處理情緒”個人成長系列課程：**請選擇系列其中的一個主題**

   (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)

   備註："These Things Called Emotions"《情緒這傢伙》online order through ccbook.ca;
   EQ Courses Online Resources https://reconnect.thinkific.com/ 情商培育通行證–月度 EQ Growth Pass–Monthly https://reconnect.thinkific.com/bundles/eq-growth-pass
   以上書目，同學可於網上售書平台購買

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

1. Tan, S.-Y. (2011). Counseling and Psychotherapy: A Christian Perspective. Grand Rapids, Michigan, BakerAcademic.

2. Hill, C. E. (2014). Helping Skills: Facilitating Exploration, Insight, and Action. Washington, DC, American Psychological Association.
3. Hetzendorfer, R. (2009). Pastoral Counseling Handbook: A Guide to Helping the Hurting. Kansas City, Beacon Hill Press.
4. 賴諾曼 (H. Norman Wright) 。《協助危機中的人》(原名：危機與協談) Crisis Counseling 。台北：中國學園傳道會，2000。
5. 戴勞爾.肯寧 (D. Kuenning)《做傷心人的好朋友-- 關懷者實用錦囊》Helping People Through Grief。台北：中國主日學協會，2003。
6. 巴斯威克夫婦 (Jack O. Balswick/Judith K. Balswick)。羅靜玲譯。《家庭：從基督教觀點探討當代家庭》The Family：A Christian Perspective on the Contemporary Home。台北：中華福音神學院，2010。
7. McMinn, M. R. (2008). Sin and Grace in Christian Counseling. Downers Grove, IL: IVP Academic.
8. Hawkins, P., & Ryde, J. (2020). Integrative Psychotherapy in Theory and Practice : a Relational, Systemic and Ecological Approach [1 online resource (335 pages .)].
9. Cashwell, C. S., & Young, J. S. (2020). Integrating Spirituality and Religion into Counseling : a Guide to Competent Practice (Third edition. ed.). Alexandria, VA: American Counseling Association.

Tyndale recommends **STEPBible** – 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.

C. ASSIGNMENTS AND GRADING 作業和評分

Personal growth reflection (20 %) (individual) Due: March 4, 11 or 18, 2027
Short 5-10 minute presentation and write-up (8-10 pages) integrating the following aspects:

1. Personal model for integrating spirituality and religion into psychological counselling along with a discussion of the pros and cons of this approach.

2. Reflection upon (i) completion of section 1 and 2 of the book “These Things Called Emotions” or (ii) completion of one series on self-esteem or one series on managing emotions with respect to areas of personal growth (different from the one chosen for the psycho-education group). Share your experience of biblical- and evidence-based interventions and how they were helpful to you. *Please note that students are NOT required to comment on the strengths or weaknesses of the book if you choose option (i) for your assignment.

3. Outline of plan for continued personal growth. Identify areas requiring growth and 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 %，需要個人完成，約需 30-35 小時

於 3 月 4, 11, 18 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，並討論其好處和弊端。

2. 完成 (i)《情緒這傢伙》一書，對第一及第二章：情緒管理、自我認識，作個人成長檢討，或 (ii) 完成一個有關自尊或處理情緒的課程，然後作自我反省學習。

   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 必須完成課程中的作業，及分享個人心得與應用。

   2.3 你如何經歷這些基於聖經及科學的介入，分享這些對你有何幫助？

   *請注意，如果你選擇選項 (i) 作為作業，學生無需評論該書的優點或缺點。

3. 列出你如何繼續個人成長的計劃。

   3.1 找出你需要成長的地方。

   3.2 定下具體的目標，一年及五年的計劃。

   3.3. 詢問你身邊深入認識你的人，幫助你找出你需要成長的地方，以及這些對你的人際關係及事奉的影響。

Psycho education group reflection (20 %) (in groups of 3) Due: April 1, 8, 2027
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 series (different from the one chosen for personal growth). The group curriculum should have 8 to 10 sessions and reflect biblically and evidence-based interventions. The setting of the group can 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 advised to start this assignment as early as possible due to the flow of the program.

2. Reflection on the model of integration and how it is helpful. Comment on how theology and evidenced-based interventions are used effectively.

3. Assessment of participants' 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

舉辦教育性培訓小組的檢討 (佔 20 %)，需要每組三個人一起完成

約需 25-35 小時, 於 4 月 1, 8 日交回並作分享。

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或處理情緒的課程，必須與你個人成長的不同，可在現有小組進行。

1.2 小組需要有 8 到 10 課，並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 參加者必須參加每一課，投入討論及完成每週作業。

1.6 負責帶領的同學可以檢查組員每週的作業。

1.7 請盡快開始這項作業，因為需要時間組織及招募學生。

2. 討論課程怎樣整合聖經及心理學。

2.1 這如何對人有幫助。

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: March 25, April 1, or 8, 2027

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 apply both the knowledge and skills that you have 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 apply 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 counselee is required. Please include objective measures of how these sessions are helpful to the counselee and description of how the counselee's experience with 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）

於 3 月 25 日或 4 月 1, 8 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 請描述你是如何作評估
   1.2 如何解釋個案所面臨的問題
   1.3 你如何回應個案的情況

2. 你必須錄影或錄音每一次的唔談
   2.1 先要得到求助者的同意
   2.2 討論你如何應用本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和想法
   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 列出什麼地方你需要學習成長
3. 檢討你所採用的策略的長處及限制，並認真考慮組員的回饋信息和提議

3.1 你的組員與你一起作晤談，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，一個個案中是輔導者，另一個則作為觀察者，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晤談

4. 請採用客觀評估來顯示這些晤談如何對求助者有幫助

4.1 形容個案如何影響輔導者

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 counselee, one as the counsellor and a third person will be the observer. The role-play will be based upon personal issues faced by the counselee. Each student will have the opportunity to participate in each of the three roles. Evaluation will be based on the ability to identify the counselee'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 remain 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，組員輪流扮演輔導員，求助者及觀察者
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. 每個組員在每課都會有機會扮演這三個角色
4. 扮演輔導員，需要示範如何找出求助者的問題，如何作出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，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，需要細心觀察及提供建設性的提議，幫助輔導者能有果效，適當和固定地採用所學的技巧
7. 所有小組裡的個人分享，都要保密，不可在小組之外傳講

8. 每組都需要錄影每次的練習，讓組員可以重看和練習，並作檢討去學習
9. 這些錄影片段也要保密，在課程完畢後立即刪除。

Tests and quizzes 測驗 (10 %)
At the end of each unit, 2 or 3 groups will suggest questions for a 20-questions multiple choice test that covers the key aspects of each unit.

在每次課堂結束後，每個小組會提出一些測驗的問題，幫助同學們溫習課程的重點

Class attendance and participation (10 %) (ongoing, weekly)
Evaluation will be based on attendance, participation and discussions, role plays and group assignments.

出席及參與 佔 10%，於每週進行
基於每週出席，投入討論，角色扮演，小組作業

Evaluation 評估
The above evaluations will be carried out at three levels, by yourself, your peers and the instructor.
以上的評估會從三層次完成：自我評估、同學評估及教師評估

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

Evaluation is based upon the completion of the following assignments:

Personal growth reflection 個人成長檢討	20 %
Psycho education group reflection 教育性培訓小組的檢討	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 polices 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 (aau@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.

Benner, D. G. (2003). Strategic pastoral counseling: A short-term structured model (2nd Ed.). Grand Rapids, MI: Baker Academic. (Ch. 1-3; p1-70)

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 (Ch. 1-3; page 1-59)

Week 1: Jan. 14	Introduction to course, review of syllabus, expectations Basic concepts of psychological counselling. 課程簡介，課程目標，大綱，作業，教牧輔導的基本概念 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: Jan. 21	Integrating the Bible and psychology 如何整合神學和心理學 Skills group: Focusing and following 小組練習：聚焦及跟隨的技巧
Week 3: Jan. 28	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: Feb. 4	Stages and tasks of counseling 輔導的階段和任務 Skills group: Reflecting feeling 小組練習：反映情緒的技巧
Week 5: Feb. 11	Assessment and conceptualization 評估和概念化 Skills group: Reflecting content 小組練習：反映內容的技巧
Feb. 18	SEM Reading Week – no class
Week 6: Feb. 25	Building rapport 建立良好的治療聯盟 Skills group: Validation and empathy 小組練習：肯定和同理的技巧
Week 7: March 4	Quiz 測驗#1

	Integrative psychotherapy I 整合心理治療 I：基本概念 Personal growth reflection sharing 分享個人成長檢討 Skills group: Communicating feeling and immediacy 小組練習：表達輔導關係中的感受
Week 8: March 11	Integrative psychotherapy II 整合心理治療 II：認知、情緒、行為、生理 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: March 18	Integrative psychotherapy III 整合心理治療 III：人際關係、個人發展、文化、 信仰 Skills group: Self disclosing 小組練習：自我揭示的技巧 Personal growth reflection sharing 分享個人成長檢討
Week 10: March 25	Healthy emotion management I 健康的情緒管理 I Skills group: Reframing 小組練習：重構 Personal growth reflection sharing 分享個人成長檢討 Counselling case presentation 輔導個案分享
Week 11: April 1	Healthy emotion management II 健康的情緒管理 II Skills group: Structuring for information and action 小組練習：建立及組織唔談的技巧 Counselling case presentation 輔導個案分享 Evaluation of psycho education group 舉辦教育性輔導小組的檢討評估
Week 12: Apr. 8	Exam Week: Quiz 測驗#2 Healthy emotion management III 健康的情緒管理 III Skills group: Putting it all together 小組練習：結合所有的技巧 Counselling case presentation 輔導個案分享 Evaluation of psycho education group 舉辦教育性輔導小組的檢討評估 Evaluation of Counselling skills 輔導技巧評估 Class attendance and participation 出席及參與評估

V. SELECTED BIBLIOGRAPHY

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

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Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

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

Research Ethics

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Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the

Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

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F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.