

“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	BUILDING A HEALTHY CHINESE CHRISTIAN FAMILY 建立華人信徒健康家庭 COUN CM25 XP
Date and Time	SEPTEMBER 12, 2022 TO DECEMBER 9, 2022 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., Certified EFT, RMFT, AAMFT Approved Supervisor Candidate E-mail: glorialuk.ptmft@gmail.com
Class Information	The classes will be livestreamed on THURSDAYS, 6:45 PM TO 9:35 PM (Available for consultation before and after class, or by appointment at any available time)
Course Material	Access course material at classes.tyndale.ca 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

This course will provide proven tools and resources to build healthy Chinese Christian couple and family relationships, utilizing a psycho educational framework that can be applied to

Christian education, cell groups, fellowships, lay counselling, growth groups, pastoral, and professional counselling.

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 church members build healthy couple and family relationships. 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 individuals will be covered in the course on pastoral counselling.

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-reflection and field practice in dyads and triads. There will be ample opportunities for interactions, hands-on experience and feedback.

华人文化一向重视“家庭”的体制，但其看法未必完全符合圣经的教导。本课程将根据圣经的观点与原则重新探讨婚姻与家庭应有的正确态度与途径，并强调如何建立和谐的基督教化家庭。本课程提供已经证明有效建立健康华人信徒夫妻及家庭关系的工具和资源。课程所采用的心理教育架构，可应用于基督教教育、小组、团契、平信徒辅助、成长小组、教牧或专业辅导。

本课程引导学生学习基于圣经和科学并证明是有效的资源，提供实用的策略和工具来帮助学生帮助自己和会众建立健康的夫妻和家庭关系，同时强调个人成长和发展，包括提高自我醒觉、自我管理、同理和关系管理的能力。帮助个人成长的架构、策略和技巧，在另一门课程华人教牧辅导学中教授。

课程使用多种教学方法，除了讲座、个案研究、示范、角色扮演和小组分享，学生还从自我检讨和小组实习中学习，有充分的机会去互动、亲身体验、给予和接受回馈。

II. LEARNING OUTCOMES 學習成果

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

A. 知性学习层次 Cognitive Level of Learning

1. 籍教育性辅导模式，认识以基督为中心的夫妻及家庭关系 Define psycho-educational model and label Christian couple and family relationships.
2. 探讨如何整合圣经和心理学 Integrate scientific discoveries with biblical teachings.
3. 熟练掌握建立健康家庭的基本策略 Become proficient in basic strategies for building a healthy Christian family
4. 用家庭系统理论、依附理论、健康心理界线、爱的发展理论等评估家庭问题和实施家庭辅导 Evaluate family problems and choose counselling strategies through family systems theory, attachment theory, healthy boundaries, and the development theory of love.
5. 综合相关理论，应用于家庭暴力的应对、处理和预防 Integrate related counselling theories and apply them to deal with and prevent family violence.
6. 理解家庭生命周期，每个阶段面临的主要挑战以及应对策略 Outline family life cycle, main challenges and related coping strategies for each stage.

7. 实现个人属灵及专业的成长 Lead to personal spiritual growth and professional development.
- B. 态度学习层次 Attitude Level of Learning**
1. 愿意学习神设立家庭的旨意 Show interest in God’s blue-print for setting human family.
 2. 投入对神的爱的回应 Engage in a response to God’s love
 3. 反映建立健康家庭的理论的价值 Reflect the value of the theories of building healthy families
 4. 认识自己现在所处家庭生命周期中的阶段，面临的挑战，学习应对的方法 Recognize the stage in the family life cycle that students are now in, identify the challenges, and learn how to deal with them.
 5. 通过辅导个案，学习如何实现个案化辅导 Learn how to conduct individual counselling through counselling cases.
 6. 敏锐地察觉自己或者事奉的人群面临的 家庭问题，并实现有效的帮助 Be keenly aware of the family problems faced by the students or the people they serve, and achieve effective help.
- C. 技能学习层次 Skill Level of Learning**
1. 理解和应用爱的建立的基本技巧 Handle and apply the basic skills of love building
 2. 将有关家庭系统理论、依附理论、健康心理界线、爱的发展理论等的技巧应用于家庭辅导 Apply skills related to family system theory, attachment theory, healthy boundaries, development theory of love, etc. to family counseling.
 3. 通过教育小组，理解和熟练掌握上述理论中的一个理论的相关技巧 Interpret and master skills related to one of the above theories through an educational group.
 4. 具有自然地面对被辅导家庭的能力 Operate family counselling naturally.
 5. 评估家庭面临的主要挑战 Evaluate the main issues that the family is facing.
 6. 处理家庭暴力事件 Perform counselling to deal with family violence cases.
 7. 整合圣经和心理学知识和技巧帮助自己和他人建立健康家庭 Integrate biblical and psychological knowledge and skills to help oneself and others build healthy families

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING 必讀課本及工具

1. Kostenberger, Andreas J. and Jones, David W. (2010) God, Marriage, and Family: Rebuilding the Biblical Foundation. Second Edition. Crossway
2. 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（课本可以在开课当天购买，每本二十五元）
3. Johnson, S. M. & Sanderfer, K. (2016). Created for connection: The “Hold me tight” guide for Christian couples. NY: Little, Brown and Company.

4. Cloud, Henry. & Townsend, John (1992). *Boundaries: When to Say YES When to Say NO To Take Control of Your Life*. Grand Rapid: Zondervan
亨利.克勞德和約翰.湯森德著，蔡岱安译（2011）。*过犹不及：如何建立你的心理界限*。深圳：海天出版社

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

1. Barker, P. & Chang, J. (2013). *Basic Family Therapy* (6th ed.). Hoboken, NJ: John Wiley & sons, Ltd.
2. Johnson, S. M. (2008). *Hold Me Tight: Seven Conversations for a Lifetime of Love*. New York: Little, Brown and Company.
蘇珊.強森著，劉淑瓊译（2009）。*抱緊我：扭轉夫妻關係的七種對話*。台灣：張老師文化
苏珊.约翰逊 著，江舒译（2010）。*亲爱的，我们别吵了：化解夫妻冲突的7段对话*。万卷出版公司
3. Cloud, Henry. & Townsend, John (1999). *Boundaries in Marriage*. Grand Rapids: Zondervan
亨利克勞德, 約翰湯森德著，董文芳译（2004）。*为婚姻立界线*。台福傳播中心
4. Skolnick, A. & Skolnock, J. (2014). *Family in Transition*. (17th ed.) Boston: Pearson.
5. Lawson, D. M. (2013). *Family Violence: Explanations and Evidence-Based Clinical Practice*. Alexandria, VA: American Counseling Association
6. McGoldrick, M., Garcia-Preto, N., Carter, B. (2013). *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives*. New York: Pearson Education Ltd.
7. Gurman, A., Lebow, J. & D. Snyder (2015). *Clinical Handbook of Couple Therapy*. (5th ed.) New York: Guilford Press.
8. 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

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 10, 17 or 24, 2022

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

1. Share your expectations and goals for your personal growth during this course.
2. Reflection upon completion of studying on family systems theory, attachment theory and healthy boundaries with respect to areas of personal growth. Students are expected to complete the assignments in each of these courses. Share how this experience was helpful to you in building a healthy marriage and a healthy family.
3. Outline of plan for continued personal growth in your couple / family relationships. Identify areas of growth and concrete goals. Share a one year to address the growth areas. Students are expected to ask their significant others, including spouse, parents, children, siblings and close friends for feedback and suggestions concerning their growth areas and to incorporate this into their reflection.

Estimated time required: 30 to 40 hours

**个人成长检讨 占 20%，需要个人独自完成，约需 30-35 小时，
于 11 月 10 日，17 日 或 24 日交回及分享**

请预备 10-15 分钟及 8-10 页的分享

1. 你自己在这课程中个人成长的期望及目的。
2. 完成课程规定的有关家庭系统理论、依附理论和健康界线的学习，然后作个人检讨。
 - 2.1 请着重你自己个人如何成长：发现了什么？需要处理什么？结果是什么？
 - 2.2 必须完成课程中所有的作业及分享当中的个人心得与应用。
 - 2.3 分享你如何经历这些基于圣经及科学的介入，这些如何对你是有帮助的？
3. 列出你如何继续婚姻及家庭成长的计划。

3.1 找出婚姻及家庭需要成长之处。

3.2 定下继续学习的具体目标，例如一年的学习计划。

3.3 邀请你身边重要的人（包括配偶、父母、孩子、兄弟姐妹、知己朋友）来帮助你找出婚姻及家庭需要成长之处，以及这些对你的亲密关系及事奉的影响。

**2. Psycho education group reflection (15 %) (in groups of 3) Due: December 15, 2022
(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 family systems theory, attachment theory, healthy boundaries, or family violence. 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 in addressing the issues in Chinese marriages and families. Comment on how theology and evidenced based interventions were 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. It would be helpful to include comments and feedback from the participants.

Estimated time required: 25 to 35 hours

**举办教育性的夫妻或家长培训小组的检讨 占 15%，需要每组三个人一起完成
约需 25-35 小时，于 12 月 15 日（或者另定日期）交回及分享**

请预备 15-20 分钟及 8-10 页的分享（另留 10 分钟讨论），包括：

1. 与同学一起带领教育性的培训小组的个人经历。

1.1 小组是基于课程规定的一个理论：家庭系统理论、依附理论、健康心理界线、或家庭暴力

1.2 小组需要有 10-12 课及采用符合圣经和科学的介入

1.3 可在主日学、细胞小组、自助小组中举办

1.4 小组必须最少有 6 个人，包括三个带领的同学

1.5 参加者必须参加每一课，投入讨论及完成每周的作业

- 1.6 负责带领的同学可以检查组员每周的作业
- 1.7 请尽快开始这个作业，因需要时间去组织及招募学生
2. 讨论课程怎样整合圣经及心理学。
 - 2.1 培训对参加的夫妻或家庭如何有帮助作用
 - 2.2 课程如何有效地采用神学及科学的介入
3. 评估夫妻或家长的经验及成长。
 - 3.1 采用夫妻或家长课程前及课程后的自我评估
 - 3.2 分析夫妻或者家长有什么改变

3. Reflection on helping a couple / family (15 %) (in pairs) Due: December 1 and 8, 2022

15-20 minute presentation and write up (8-10 pages) of a case of any couple or family in need of help. You are required to explain the purpose of this assignment to the couple or family and obtain permission to videotape or audiotape the sessions. These tapes are confidential and will only be used by the students in the course and must be erased after the course. Discuss how you applied both the knowledge and framework that you learned in class along with your own feelings and thoughts in the process of helping this couple or family. Please use transcribed excerpts from the counselling sessions to demonstrate how you applied the skills learned in class and areas requiring professional growth. Also reflect on the strengths and limitations of your approach and feedback from your partner. Your partner will also be present during the sessions with the couple or family and will be responsible for giving you feedback with respect to the above areas. Each person will have the opportunity to be both the helper and observer. Each student will be involved in two couple / family counselling cases, as counsellor in one and as observer in the other. A minimum of 4 one hour sessions with each couple / family is required. Please include objective measures of how these sessions were helpful to the couple or family members and description of how they experienced the counsellor.

Estimated time required: 20 to 30 hours

**帮助夫妻或家庭的个案分享 占 15%，需要每组两个人一起完成，约需 20-30 小时
(两组共分享两个个案，每个同学分享一个个案)**

于 12 月 1 日或 8 日交回及分享

请预备 15-20 分钟及 8-10 页的分享（另有 5 分钟的讨论）

1. 个案是需要辅助的夫妻或家庭。
 - 1.1 请形容你如何作评估

- 1.2 如何解释夫妻或家庭中的问题
- 1.3 你如何回应夫妻或家庭的情况
2. 你必须对每次面谈作笔记记录、录音或录像（所有的资料要保密，课程完毕后便删除）。
 - 2.1 先得到夫妻或家庭的同意
 - 2.2 讨论你如何应用者课程中所学习的知识、技巧、工具及资源
 - 2.3 找出你在帮助夫妻或家庭中自己的感受及思想
 - 2.4 请采用笔记、录音或录像中的具体例子来示范你怎样应用课程中所学习的技巧及工具
 - 2.5 列出什么地方是你需要改善或成长的
3. 检讨你所采用的策略或模式的长处及限制，并从组员而来的回馈及提议。
 - 3.1 你的组员跟你一起作面谈，并负责给你有关以上范围的回馈信息
 - 3.2 每个同学都参与两个个案，无论是当辅助者或观察者，可用现有的个案
 - 3.3 每个个案都需要完成最少 4 次一小时的面谈
4. 请采用客观的评估来显示这些面谈如何对夫妻或家庭有帮助。
 - 4.1 形容个案如何经历辅助者
 - 4.2 分享夫妻或家庭有什么改变

4. Skills group practice (15 %) (ongoing, weekly)

In the skills group practice, two people will portray the couple or parent and child, one person will take the role of the helper and the forth person will be the observer. The role-play will be based upon couple or family issues faced by Chinese families. Each student will have the opportunity to participate in each of the three roles. Evaluation will be based on the ability to identify the couple's / family's problems, the ability to respond appropriately using the tools and resources learned in class, 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 skills and strategies learned in class. It is expected that all personal issues shared in the group remains confidential. The groups will also take part in discussions, role plays and complete short in class assignments.

辅助夫妻或家庭的工具的小组练习 占 15%，每组四个同学一起完成，约需 10-15 小时

于每周进行

1. 每周的小组练习中，组员轮流扮演夫妻或家长/孩子、辅助者及观察者

2. 每次的角色扮演都是基于夫妻或家庭所遇到的情况及常见的困难
3. 每个组员，每课都会有机会扮演不同的角色
4. 扮演辅助者的需要示范怎样找出夫妻或家庭所面对的问题，如何作适当的回应和有效地应用课程中所学习的工具及资源
5. 扮演夫妻或家庭的需要真诚及开放，愿意分享关系中所面临的问题
6. 扮演观察者的需要细心观察及提供建设性的提议，帮助辅助者能有好的效果，适当和固定地采用课程中所学习的工具及资源
7. 所有小组里的个人分享，都要保守秘密，不可在小组之外讲出来
8. 每组都需要参与课程中的讨论，角色扮演和上课时要完成简单的作业和练习。

5. Tests and quizzes 测验 (20 %)

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

6. Class attendance and participation (15 %) (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 15%，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	15 %
Reflection on helping a couple / family 帮助夫妻或家庭的检讨	15 %
Skills group practice 小组技巧练习	15 %
Tests and quizzes 测验	20 %
Class attendance and participation 出席及参与	15 %
Total Grade	100 %

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

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 學術誠信

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.

J. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS 課程進度及內容

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

Week 1: Sept. 15	Introduction to course, review of syllabus, expectations Reaching and caring for the post-modern generation; features of healthy families; vision and practical framework 课程简介：课程目标、大纲、作业、后现代关怀策略；健康家庭的特征；实用框架 Skills group: getting to know each other, group contract and agreement 小组分享：彼此认识，小组契约，组织作业
Week 2: Sept. 22	Family systems theory 家庭系统理论 Skills group: assessing and restoring familial relationships 小组练习：评估及重建家庭关系
Week 3: Sept. 30	Attachment theory 依附理论 Skills group: tools and resources for building intimate relationships 小组练习：建立亲密关系的工具及资源
Week 4: Oct. 6	Healthy boundaries 健康的心理界线

	Skills group: assessing, building and maintaining healthy boundaries 小组练习: 评估、建立和维护健康的心理界线
Week 5: Oct. 13	Love development theory 爱的发展理论 Skills group: tools and resources for building love relationships 小组练习: 建立爱的关系的工具及资源
Week 6: Oct. 20	Deal with and prevent family violence 应对与预防家庭暴力 Skills group: tools and resources for identifying, coping with and preventing family violence 小组练习: 帮助家庭识别、处理和预防家庭暴力的工具及资源
Oct. 27	SEM Reading Week – no class
Week 7: Nov. 3	Quiz 测验#1 Family Life Cycle: Youth leaving home 家庭生命周期: 离开父母的年轻人 Skills group: assessing and helping youth 小组练习: 评估及帮助离开父母的年轻人
Week 8: Nov. 10	Family Life Cycle: Married couples 家庭生命周期: 已婚的夫妻 Skills group: tools and resources for helping married couples 小组练习: 帮助已婚的夫妻的工具及资源 Personal growth reflection 作业分享: 个人成长的检讨
Week 9: Nov. 17	Family Life Cycle: Families with young children 家庭生命周期: 有幼儿的 家庭 Skills group: tools and resources for helping families with young children 小组练习: 帮助有幼儿的家庭的工具及资源 Personal growth reflection 作业分享: 个人成长的检讨
Week 10: Nov. 24	Family Life Cycle: Families with adolescents 家庭生命周期: 有青少年孩子的 家庭 Skills group: assessing and helping families with adolescents 小组练习: 帮助有青少年孩子的家庭的工具及资源 Personal growth reflection 作业分享: 个人成长的检讨
Week 11: Dec. 1	Family Life Cycle: Empty nest families 家庭生命周期: 空巢的家庭 Skills group: assessing and helping empty nest families 小组练习: 评估及帮助空巢的家庭 Reflection on helping a couple / family 作业分享: 帮助夫妻或家庭的个案检讨
Week 12: Dec. 8	Family Life Cycle: Retired and Elderly families 家庭生命周期: 退休及长者的 家庭 Skills group: assessing and helping retired and elderly families 小组练习: 评估及帮助退休及长者的家庭 Reflection on helping a couple / family 作业分享: 帮助夫妻或家庭的个案检讨

<p>Week 13. Exam Date: TBA</p>	<p>Exam week: 考试周 - Quiz 测验#2 When to refer and community resources 何时转介及社区资源 Reflection on helping a couple / family 作业分享：帮助夫妻或家庭的个案检讨 Psycho education group presentations 作业分享：举办教育性夫妻或家庭培训小组的检讨</p>
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V. SELECTED BIBLIOGRAPHY 參考書目

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

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1. McRae, William J.: 《Preparing for Your Marriage》 Grand Rapids: Zondervan Publishing House, 1980 (211p) 威廉 傑 馬克雷:《婚前預備》台北: 大光文字團契出版社/榮耀出版社, 1983 (224 頁)
2. 莊文生 編:《婚前準備》台北: 台灣世界展望會, 1992 (96 頁)
3. 葉高芳:《婚前準備與輔導》台北: 道聲出版社, 1990 (253 頁)
4. Wright, H. Norman: 《The Premarital Counseling Handbook》 Chicago: Moody Press, 1992 (27 頁) 韋諾文:《婚前輔導》香港: 天道書樓有限公司, 1986 (262 頁)
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5. 譚秀薇·羅燕明:《婚姻路上》香港: 突破出版社, 1992 (110 頁)
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7. Wheat, Ed & Wheat, Gaye: 《Love Life for Every Married Couple》 Grand Rapids: Zondervan Publishing House, 1981 (250p)

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8. Wheat, Ed & Wheat, Gaye: 《Intended for Pleasure》 Old Tappan: Fleming H. Revell Company, 1981 (256p) 艾德 惠特, 凱伊 惠特: 《閨房之樂》台北: 讀經日程雜誌社/大光書房出版社, 1991 (314 頁)
 9. Smalley, Gary & Scott, Steve: 《If Only He Knew》 Grand Rapids: The Zondervan Corporation, 1979 (161p)
蓋瑞 史邁勒, 史提夫 司考特: 《如何抓住你妻子的心》台北: 橄欖基金會, 1989 (202 頁)
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