

“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	JANUARY 16TH, 2025 TO APRIL 10TH, 2025 THURSDAYS, 6:45 PM TO 9:35 PM
Instructor  加拿大華人神學院 Canadian Chinese School of Theology	Rev. Dr. Gloria Luk 陸馬潔慈牧師, D.Min., M.Div. (Marriage and Family Therapy), Certified EFT, RMFT, AAMFT Clinical Fellow, Certified Thanatologist Pastoral Specialist (CTPS), EFT Supervisor-in-training, ICEEFT. E-mail: glorialuk.ptmft@gmail.com
Class Information	The classes will be IN-PERSON ONLY 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, small 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.

華人文化一向重視「家庭」的體制，但其看法未必完全符合聖經的教導。本課程將根據聖經的觀點與原則，重新探討婚姻與家庭應有的正確態度與途徑；並強調如何建立和諧的基督化家庭。本課程提供已經證明有效建立健康華人信徒夫婦及家庭關係的工具和資源。課程所採用的心理教育架構，可應用於基督教教育、小組、團契、平信徒輔導、成長小組、教牧或專業輔導。

課程引導學生學習基於聖經和科學，並證明是有效的資源，提供實用的策略和工具來幫助學生幫助自己和會眾，建立健康的夫婦和家庭關係；同時強調個人成長和發展，包括提高自我醒覺，自我管理，同理心和關係管理的能力。幫助個人成長的架構、策略和技巧，在另一門課程華人教牧輔導中教授。

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實習中學習，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 讀畢本科，學生可以：

A. 認知學習層面 Cognitive Level of Learning

1. 藉教育性輔導模式，認識以基督為中心的夫妻及家庭關係 Define psycho-educational model and label Christian couple and family relationships.
2. 探討如何整合聖經和心理學 Integrate scientific discoveries with biblical teachings.
3. 熟練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. 採用家庭系統理論、依附理論、健康心理界線、愛的發展理論等評估家庭問題和實施家庭輔導 Evaluate family problems and choose counselling strategies through family systems theory, attachment theory, healthy boundaries, and the development theory of love.
5. 綜合相關理論，應用於家庭暴力的應對、處理和預防 Integrate related counselling theories and apply them to deal with and to prevent family violence.
6. 理解家庭生命週期，每個階段面臨的主要挑戰以及應對策略 Outline family life cycle, main challenges and related coping strategies for each stage.
7. 實現個人屬靈及專業的成長 Lead to personal spiritual growth and professional development.

B. 態度學習層面 Attitude Level of Learning

1. 願意學習神設立家庭的旨意 Show interest in God's blue-print for building human family.
2. 投入對神的愛的回應 Engage in a response to God's love
3. 反映建立健康家庭的理論的價值 Reflect the value of the theories of building healthy families
4. 認識自己現在所處家庭生命周期中的階段，面臨的挑戰，學習應對的方法 Recognize the stage in the family life cycle that students are now in, identify the challenges, and learn how to deal with them.
5. 通過輔導個案，學習如何實現個案化輔導 Learn how to conduct individual counselling through counselling cases.
6. 敏銳地察覺自己或者事奉的人群面臨的家庭問題，並實現有效的幫助 Be keenly aware of the family problems faced by the students or the people they serve, and achieve effective help.

C. 技能學習層面 Skill Level of Learning

1. 理解和應用愛的建立的基本技巧 Handle and apply the basic skills of love building
2. 將有關家庭系統理論、依附理論、健康心理界線、愛的發展理論等的技巧應用於家庭輔導 Apply skills related to family system theory, attachment theory, healthy boundaries, development theory of love, etc. to family counseling.
3. 通過教育小組，理解和熟練掌握我握上述理論中的一個理論的相關技巧 Interpret and master skills related to one of the above theories through an educational group.
4. 具有自然地面對被輔導家庭的能力 Operate family counselling naturally.
5. 評估家庭面臨的主要挑戰 Evaluate the main issues that the family is facing.
6. 處理家庭暴力事件 Perform counselling to deal with family violence cases.
7. 整合聖經和心理學知識和技巧幫助自己和他人建立健康家庭 Integrate biblical and psychological knowledge and skills to help oneself and others to 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). 親近孩子：子女教養的理論和技巧. 列治文山：晨星心理諮詢與心理治療
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.克片勞德和約翰.湯森德著，蔡岱安譯（2011）.過猶不及：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，劉淑瓊譯（2009）.抱緊我：扭轉夫妻關係的七種對話. 台灣：張老師文化
蘇珊. 約翰遜著，江舒譯（2010）.親愛的，我們別吵了：化解夫妻衝突的7段對話. 萬卷出版公司
3. Cloud, Henry. & Townsend, John (1999). *Boundaries in Marriage*. Grand Rapids: Zondervan
亨利·克勞德，約翰·湯森德著，董文芳譯（2004）. 為婚姻立界線。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）.親愛的，我要這樣幫助你：心理諮詢技巧訓練. 列治文山：晨星心理諮詢與心理治療

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: March 6, 13 or 20, 2025

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 plan 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

個人成長檢討 佔 20 %，需要個人獨自完成，約需 30-40 小時，
於 3 月 6 日 13 或 20 日交回及分享

請預備 10-15 分鐘及 8-10 頁的分享

1. 你自己在這課程中個人成長的期望及目的。
2. 完成課程規定的有關家庭系統理論、依附理論和健康界線的學習，然後作個人檢討。
 - 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的？
3. 列出你如何繼續婚姻及家庭成長的計劃。
 - 3.1 找出婚姻及家庭需要成長之處。
 - 3.2 定下繼續學習的具體目標，例如一年的學習計劃。
 - 3.3 邀請你身邊重要的人（包括配偶、父母、孩子、兄弟姐妹、知己朋友）來幫助你找出婚姻及家庭需要成長之處，以及這些對你的親密關係及事奉的影響。

2. Psycho education group reflection (20 %) (in groups of 3) Due: April 10, 2025

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, small 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

舉辦教育性的夫妻或家長培訓小組的檢討 佔 20 %，需要每組三個人一起完成
約需 25-35 小時，於 4 月 10 日 交回及分享

請預備 15-20 分鐘及 8-10 頁的分享（另留 10 分鐘討論），包括：

1. 與同學一起帶領教育性的培訓小組的個人經歷。
 - 1.1 小組是基於課程規定的一個理論：家庭系統理論、依附理論、健康心理界線、或家庭暴力
 - 1.2 小組需要有 10-12 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、自助小組中舉辦
 - 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，投入討論及完成每周的作業
 - 1.6 負責帶領的同學可以檢查組員每周的作業
 - 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 培訓對參加的夫妻或家庭如何有幫助作用
 - 2.2 課程如何有效地採用神學及科學的介入
3. 評估夫妻或家長的經驗及成長
 - 3.1 採用夫妻或家長課程前及課程後的自我評估
 - 3.2 分析夫妻或者家長有什麼改變

3. Reflection on helping a couple/family (20%) (in pairs) Due: March 20, 27 or April 3, 2025

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

**幫助夫妻或家庭的個案分享 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 20, 27 日或 4 月 3 日交回及分享**

請預備 15-20 分鐘及 8-10 頁的分享（另有 5-10 分鐘的討論）

1. 個案是需要輔助的夫妻或家庭
 - 1.1 請形容你如何作評估
 - 1.2 如何解釋夫妻或家庭中的問題
 - 1.3 你如何回應夫妻或家庭的情況
2. 你必須對每次面談作筆記記錄、錄音或錄像（所有的資料要保密，課程完畢後便刪除）
 - 2.1 先得到夫妻或家庭的同意
 - 2.2 討論你如何應用課程中所學習的知識、技巧、工具及資源
 - 2.3 找出你在幫助夫妻或家庭中自己的感受及思想
 - 2.4 請採用筆記、錄音或錄像中的具體例子來示範你怎樣應用課程中所學習的技巧及工具
 - 2.5 列出什麼地方是你需要改善或成長的
3. 檢討你所採用的策略或模式的長處及限制，並從組員而來的回饋及提議
 - 3.1 你的組員跟你一起作面談，並負責給你有關以上範圍的回饋信息
 - 3.2 每個同學都參與兩個個案，無論是當輔助者或觀察者，可用現有的個案
 - 3.3 每個個案都需要完成最少 4 次一小時的面談
4. 請採用客觀的評估來顯示這些面談如何對夫妻或家庭有幫助
 - 4.1 形容個案如何經歷輔助者
 - 4.2 分享夫妻或家庭有什麼改變

4. Skills group practice (10 %) (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.

Estimated time required: 10-15 hours

輔助夫妻或家庭的工具的小組練習 佔 10%，每組四個同學一起完成，約需 10-15 小時

於每周進行

1. 每周的小組練習中，組員輪流扮演夫妻或家長/孩子、輔助者及觀察者
2. 每次的角色扮演都是基於夫妻或家庭所遇到的情況及常見的困難
3. 每個組員，每課都會有機會扮演不同的角色
4. 扮演輔助者的需要示範怎樣找出夫妻或家庭所面對的問題，如何作適當的回應和有效地應用課程中所學習的工具及資源
5. 扮演夫妻或家庭的需要真誠及開放，願意分享關係中所面臨的問題
6. 扮演觀察者的需要細心觀察及提供建設性的提議，幫助輔助者能有好的效果，適當和固定地採用課程中所學習的工具及資源
7. 所有小組裡的個人分享，都要保守秘密，不可在小組之外講出來
8. 每組都需要參與課程中的討論，角色扮演和上課時要完成簡單的作業和練習

5. Tests and quizzes 測驗 (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

6. 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.

出席及參與 佔 10%，於每周進行

基於每周出席、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.

以上的評估會從三個層面完成：自我評估、同學評估及教師評估

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 個人成長檢討	20 %
Psycho education group reflection 教育性培訓小組的檢討	20 %
Reflection on helping a couple / family 幫助夫妻或家庭的檢討	20 %
Skills group practice 小組技巧練習	10 %
Tests and quizzes 測驗	20 %
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

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: Jan 16	Introduction to course, review of syllabus, expectations Reaching and caring for the post-modern generation; features of healthy families; vision and practical framework 課程簡介：課程目標、大綱、作業、後現代關懷策略；健康家庭的特徵；實用框架 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 23	Family systems theory 家庭系統理論 Skills group: assessing and restoring familial relationships 小組練習：評估及重建家庭關係

Week 3: Jan 30	Attachment theory 依附理論 Skills group: tools and resources for building intimate relationships 小組練習：建立親密關係的工具及資源
Week 4: Feb 6	Healthy boundaries 健康的心理界線 Skills group: assessing, building and maintaining healthy boundaries 小組練習：評估、建立和維護健康的心理界線
Week 5: Feb 13	Love development theory 愛的發展理論 Skills group: tools and resources for building love relationships 小組練習：建立愛的關係的工具及資源
Feb 20, 2025	SEM Reading Week – no class
Week 6: Feb 27	Deal with and prevent family violence 應對與預防家庭暴力 Skills group: tools and resources for identifying, coping with and preventing family violence 小組練習：幫助家庭識別、處理和預防家庭暴力的工具及資源
Week 7: March 6	Quiz 測驗#1 Family Life Cycle: Youth leaving home 家庭生命周期：離開父母的年輕人 Skills group: assessing and helping youth 小組練習：評估及幫助離開父母的年輕人 Personal growth reflection 作業分享：個人成長的檢討
Week 8: March 13	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 小組練習：幫助已婚的夫妻的工具及資源 Personal growth reflection 作業分享：個人成長的檢討
Week 9: March 20	Family Life Cycle: Families with young children 家庭生命周期：有幼兒的家庭 Skills group: tools and resources for helping families with young children 小組練習：幫助有幼兒的家庭的工具及資源 Personal growth reflection 作業分享：個人成長的檢討/幫助夫妻或家庭的個案檢討
Week 10: March 27	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 小組練習：幫助有青少年孩子的家庭的工具及資源 Reflection on helping a couple / family 作業分享：幫助夫妻或家庭的個案檢討
Week 11: April 3	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 小組練習：評估及幫助空巢的家庭

	Reflection on helping a couple / family 作業分享：幫助夫妻或家庭的個案檢討
Week 12: April 10	Exam week: 考試周 - Quiz 測驗#2 Family Life Cycle: Retired and Elderly families 家庭生命周期：退休及長者的家庭 When to refer and community resources 何時轉介及社區資源 Skills group: assessing and helping retired and elderly families 小組練習：評估及幫助退休及長者的家庭 Psycho education group presentations 作業分享：舉辦教育性夫妻或家庭培訓小組的檢討

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](#).)

婚前輔導 Pre-marital Counselling

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)
5. Stahmann, Robert F. & Hiebert, William J.: 《Premarital Counseling: The Professional's Handbook》 New York: Lexington Books, 1987 (254p 頁)

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2. 蘇珊·海樂特，黃維仁：《愛就是彼此珍惜—幸福婚姻的對話》台灣：張老師文化, 2002 (328 頁)
3. 陳輝茂：《婚姻的奧秘》台北：校園書房出版社, 1986 (170 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)
6. 蔡元雲：《你也可以建立美滿的婚姻》香港：突破出版社, 1993 (221 頁)
7. Balswick, Jack O. & Balswick, Judith K. (1993) The Family: A Christian Perspective on the Contemporary Home. Grand Rapids: Baker Book House, (325p) 傑克·巴斯威克 / 茱蒂絲·巴斯威克：《家庭：從基督教觀點探討當代家庭》台灣：中華福音神學院出版社, 2010 (424 頁)

8. Wheat, Ed & Wheat, Gaye: 《Love Life for Every Married Couple》 Grand Rapids: Zondervan Publishing House, 1981 (250p)
艾德 惠特, 凱伊 惠特: 《夫妻之愛》台北: 讀經日程雜誌社/大光書房出版社, 1992 (296 頁)
9. 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)
10. Smalley, Gary & Scott, Steve: 《If Only He Knew》 Grand Rapids: The Zondervan Corporation, 1979 (161p)
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