"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 华人教牧辅导学** PAST CM26 XP
Date and Time	JANUARY 11TH, 2024 TO APRIL 11TH, 2024 THURSDAYS, 6:45 PM TO 9:35 PM
Instructor	**Dr. Xing Qun Ni 倪星群博士, B.Med., M.Med., M.D., M.Div. (Clinical Counselling), 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, Certified EFT, 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 课程简介

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

Revised: October 16, 2023

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.

本课程帮助学生对教牧辅导学有基本的认识。目的不是培训专业教牧辅导员，却是装备学生更有效地辅导，无论你是教牧同工或平信徒领袖，都能采用已被证明有效帮助华人的心理教育架构。这架构可应用于基督教教育、小组、平信徒辅助、成长小组、教牧或专业辅导。我们会从基督，奇妙策士，学习教牧辅导的基本要素。你会有机会在小组里和通过督导，学习基本的辅导技巧，如专注聆听、同理、肯定、如何辨识问题和设定目标。由于教牧的配偶往往需要帮助教牧辅导，我鼓励你的配偶与你一起上课，学习在辅导的服侍上与你同工。

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 counsellees 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.

学生会学用基于圣经和科学，并证明是有效的资源。课程提供实用的策略和工具来帮助学生帮助自己和求助者建立健康的自尊和处理情绪。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。帮助夫妇和家庭的架构、策略和技巧，会在建立华人信徒健康家庭的课程中教授。

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.

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练习学习。学生有充分的机会去互动，亲身体验，给予和接受回馈。

II. LEARNING OUTCOMES 学习成果

At the end of the course, students will be able to 读毕本科，学生可以：

A． 知性领域 Cognitive Domain
1. 认识以基督为中心的教育性辅导模式 Develop an understanding of Christ-centered healing and counselling using a psycho-educational model.
2. 探讨如何整合灵命和宗教与心理治疗 Integrate spirituality and religion into psychotherapy.
3. 熟练掌握建立心理健康的基本策略和实施全人关怀 Become proficient in basic strategies for mental health and perform whole person care.
4. 用整合心理治疗理论评估来访者的问题和实施心理辅导 Evaluate client's problems and choose counselling strategies through integrative psychotherapy.
5. 实现个人属灵及专业的成长 Lead to personal spiritual growth and professional development.

B． 情感领域 Affective Domain
1. 愿意学习神道成肉身的旨意 Show interest in learning the will of God's incarnation.
2. 投入对神的爱的回应 Engage in a response to God's love
3. 反映整合心理治疗理论在建立个人心理健康中的价值 Reflect the value of the integrative psychotherapy theory in building personal mental health.
4. 认识自己现在面临的挑战，学习应对的方法 Identify the challenges that you are facing 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. 敏锐地察觉事奉的人群面临的身心灵问题，并实现有效的帮助 Be keenly aware of the physical, mental and spiritual problems faced by the people you serve, and achieve effective help.

C． 可转移技能 Transferable Skills
1. 理解和应用心理辅导的基本技巧 Handle and apply the basic skills of psychological counselling.
2. 将有关整合心理学理论的技巧应用于心理辅导 Apply skills related to integrative psychology to psychological counseling.
3. 通过教育小组，理解和熟练掌握情绪健康管理的相关技巧 Interpret and master skills of the healthy emotion management through an educational group.
4. 具有自然地面对来访者的能力 Operate personal counselling naturally.
5. 评估来访者面临的主要挑战 Evaluate the main issues that the client is facing.
6. 处理抑郁症或者焦虑症的基本策略 Perform counselling to depression or anxiety cases.

7. 整合灵命和心理治疗知识和技巧帮助自己和他人的心理健康 Integrate spirituality and psychotherapy and the related skills to help oneself and others mental health.

III. COURSE REQUIREMENTS 课程要求

A. REQUIRED READING 必读课本

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. 倪星群（2022）。肯定，是教会关顾的核心策略。晨星心理咨询与心理治疗
   Xingqun Ni (2022). Validation is a core strategy for church care. Markham: Nathan Counselling and Psychotherapy

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

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS 推荐阅读书目

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. 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

3. 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,

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

5. McMinn, M. R. (1996). Psychology, Theology, and Spirituality in Christian Counseling. Carol Stream, Illinois, Tyndale House Publishers, Inc.

6. 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.

7. Hawkins, P., & Ryde, J. (2020). Integrative psychotherapy in theory and practice : a relational, systemic and ecological approach [1 online resource (335 pages .)].
8. 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 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
- 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

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 作业和评分

1. **Personal growth reflection (20 %) (individual) Due: March 7, 14 or 21, 2024**

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 completion of chapter 4 understand and accept your own emotions and chapter 5 express your thoughts and feelings effectively in the book of "Emotionally Close to our Children: Parenting Theories and Skills". 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

个人成长检讨 占 20％，需要个人自己完成，约需 30-35 小时

于三月 7, 14, 21 日交回及分享

请预备 5-10 分钟及 8-10 页的分享，包括:

1. 你个人如何整合灵命和宗教到心理辅导之中，并讨论其好处和弊端。

2. 完成《亲近孩子：子女教养理论和技巧》一书中的第四章了解和接纳自己的情绪和第五章有效地表达想法和情绪，然后作自我反映。

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. 列出你如何继续个人成长的计划。

3.1 找出你需要成长之处。

3.2 定下具体的目标，一年的计划。

3.3. 请问你身边深入认识你的人帮助你找出你需要成长之处，以及这些对你的关系和服事的影响。

Psycho education group reflection (20 %) (in groups of 3) Due: April 11, 2024 (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 chapters 4 and 5 from the book of Emotionally Close to Our Children, and one of the counselling strategies on depression or anxiety. 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

举办教育性的辅导小组的检讨 占 20 ％，需要每组三个人一起完成

约需 25-35 小时, 于四月 11 日交回并作分享。

请预备 15-20 分钟及 8-10 页的分享，包括:

1. 与同学一起带领教育性的辅导小组的个人经历。

1.1 小组是基于《亲近孩子：子女教养理论和技巧》一书中的第四章了解和接纳自己的情绪和第五章有效地表达想法和情绪，以及对抑郁症或者焦虑症患者的辅导策略，后者主要来源于《情绪这傢伙》和《心理辅導面面觀》，也可以是你们发现的其它资源。

1.2 小组需要有 10 到 12 课及采取符合圣经和科学的介入。

1.3 可在主日学、细胞小组、支持小组、自助小组中举办课程。

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，因需要时间去组织和招募学生。

2. 讨论课程怎样整合灵命和心理治疗。

2.1 这如何有帮助。

2.2 如何有效地采用神学及科学的介入。

3. 评估参加者的经验及成长。

3.1 采用参加者课程前及课程后的自我评估。

3.2 分析参加者有什么改变。

Counselling case presentation (20 %) (in pairs) Due: March 28 or April 4, 2024

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

辅导个案分享 占 20 %，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 3 月 28 日或 4 月 4 日交回及分享

请预备 15-20 分钟及 8-10 页的分享，包括:

1. 个案是需要辅导的人

1.1 请描述你是如何作评估

1.2 如何解释个案所面临的问题

1.3 你如何回应个案的情况

2. 你必须对每一次面谈录影或者录音

2.1 先要得到来访者的同意

2.2 讨论你是如何应用本课程中所学习的知识和技巧

2.3 找出你在帮助个案中自己的感受和想法

2.4 请采用录影或者录音中具体的例子来示范你怎么样应用辅导的技巧

2.5 列出什么地方是你需要成长的

3. 检讨你所采用的策略的长处及限制，并认真考虑组员的回馈信息和提议

3.1 你的组员与你一起作晤谈，并负责给你有关以上范围的回馈

3.2 每个同学都参与两个个案，一个个案中是辅导者，另一个里则作为观察者，可用现有的个案

3.3 每个个案都需要完成最少四次一小时的晤谈

4. 请采用客观的评估来显示这些晤谈如何对来访者有帮助

4.1 形容个案如何影响辅导者

4.2 分享来访者有什么改变。

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 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 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.

辅导技巧小组练习 占 20 %，需要每组三个人一起完成，约需 10-15 小时

于每周进行

1. 每周的小组练习中，组员轮流扮演辅导者、来访者及观察者
2. 每次的角色扮演都是基于来访者所遇到的情况及个人的事情
3. 每个组员每课都有机会扮演这三个角色
4. 扮演辅导者的同学需要示范如何找出来访者的问题，如何作出适当的回应和有效地应用课程中所学的知识和技巧
5. 扮演来访者的需要真诚及开放，愿意分享自己的问题和内心世界
6. 扮演观察者的需要细心观察及提供建设性的提议，帮助辅导者能有果效，适当和固定地采用所学的技巧
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. 每组都需要录影每次的练习，让组员可以重看练习及从检讨去学习
9. 这些录影资料也要保密，在课程完毕后即刻消除。

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 课程分数总结

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 小组技巧练习	20 %
Tests and quizzes 测验	10 %
Class attendance and participation 出席及参与	10 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK 呈交作业的一般性准则

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 课程评估

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 课程进度表

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

Week 1: Janu. 11	Introduction to course, review of syllabus, expectations
	Basic concepts of psychological counselling. 课程简介，课程目标，大纲，作业，心理辅导的基本概念
	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: Janu. 18	Integrating spirituality and counselling 如何整合灵命和心理辅导
	Skills group: Focusing and following
	小组练习：聚集及跟随的技巧
Week 3: Janu. 25	A Christ centered incarnational model of counselling
	以基督为中心道成肉身的辅导模式
	Skills group: Effective inquiry 小组练习：问问题的技巧
Week 4: Feb. 1	Stages and tasks of counseling 辅导的阶段和任务
	Skills group: Reflecting feeling, Reflecting content

	小组练习：反映情绪的技巧，反映内容的技巧
Week 5: Feb. 8	Assessment and conceptualization 评估和概念化 Skills group: Structuring for information 小组练习：组织晤谈的技巧
Week 6: Feb. 15	Building rapport 建立良好的治疗联盟 Skills group: Validation and empathy 小组练习：肯定和认同的技巧
Feb. 22	SEM Reading Week – no class
Week 7: Feb. 29	Quiz 测验#1 Integrative psychotherapy I　整合心理治疗 I Skills group: Communicating feeling and immediacy 小组练习：表达辅导关系中的感受
Week 8: March 7	Integrative psychotherapy II　整合心理治疗 II Skills group: Confronting 小组练习：对质的技巧 Personal growth reflection sharing 分享个人成长检讨
Week 9: March 14	Integrative psychotherapy III　整合心理治疗 III Skills group: Self disclosing 小组练习：自我揭示的技巧 Personal growth reflection sharing 分享个人成长检讨
Week 10: March 21	Healthy emotion management I　健康的情绪管理 I Skills group: Structuring for information and action 小组练习：建立及组织关系的技巧 Personal growth reflection sharing 分享个人成长检讨
Week 11: March 28	Healthy emotion management II　健康的情绪管理 II Skills group: Reframing 小组练习：重构 Counselling case presentation 辅导个案分享

Week 12: Apr. 4	Healthy emotion management III 健康的情绪管理 III
	Skills group: Putting it all together 小组练习：结合所有的技巧
	Counselling case presentation 辅导个案分享
Week 13. Exam Date: TBA	**Exam week:** 考试周 - Quiz 测验#2
	Evaluation of psycho education group 举办教育性辅导小组的检讨评估
	Evaluation of Counselling skills 辅导技巧评估
	Class attendance and participation 出席及参与评估

V. SELECTED BIBLIOGRAPHY

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

- *In addition to the reading list above, a general reference bibliography in the subject area is a normal expectation. Please model correct bibliographic style (e.g., Chicago, Turabian, SBL, APA, etc.) in all citations.*
- *Readings should reflect ATS standards for global awareness, intercultural competency, and the inclusion of marginalized voices.*

- *Please consider inserting hyperlinks in the bibliography for e-books or [e-articles](#) available through the Tyndale Library, or online through [GoogleBooks](#), [www.archive.org](#), etc. See [instructions on the creation of hyperlinks to Tyndale Library e-resources](#).*

Recommendations for online teaching (asynchronous, hybrid, and livestream):

Failed internet connection during livestream lecture is a common issue. Therefore, it is not recommended to rely 100% on livestream lectures. Upload simple lecture outline or concepts of each class (e.g. PPT, Word, PDF) to the course page so that students can access on their own, and use your lectures to expands on your outlines/concepts.

Use of forum discussions to compensate on-ground in class interactions. It is a good way to engage students and assess learning. Setting up questions or debates tied to the lectures would encourage active learning.

Having a livestream session at the start of each online class to review learning outcomes, answering questions and respond to forum of previous class is a good practice. Acknowledge technical issues and interruptions would happen and be patient.

Teach from a well-lit and quiet environment. Speak slowly and be prepared to repeat, if needed. Insert a 15-20 minute break. Therefore, for a 3 hour class, target your lecture length to 2.5 hours maximum.

Seminary education happens inside and outside of classrooms. Besides posting virtual office hours on your course page or syllabus for meeting individual students (on MS Teams), consider giving 15 minutes at the start and/or at the end of class time for open ended discussion/chats to build community. Hosting virtual coffee chats through MS Teams at specific time(s) is another alternative many instructors use.

If you are teaching a 12-week asynchronous course, you can consider recording twelve (1 for each class) 5 to 15 min video, previewing or summarizing each lecture. You can do them in chunks of 4 and submit the first chunks (Class 1-4) to Dr. James Robertson at Distributed Learning before the start of your course.

For more information about online teaching, Dr. James Robertson has prepared a series of videos to help you navigate some best practices and awareness for teaching online:

1. Quick video tutorial on the number of clicks for a student online to maximize engagement
2. Video tutorial on how to set-up your own YouTube channel for sharing pre-recorded material
3. Video on helping students navigate isolation in online learning
4. Video tutorial on how to caption your pre-recorded files through Microsoft
5. Video on why we ensure our teaching material is accessible for all students
6. Video on the physicality of learning
7. Video about cancel culture and the awareness of it in online learning
8. Video about facilitating a "brave space" for students to learn

Thanks to the Distributed Learning Team and IT who have created a series of training materials and Moodle Tutorials (classes.tyndale.ca platform). These shorter videos and tutorials will be very useful to you. Please check them out on the Tyndale IT website.

Just a reminder that you can address specific questions to:
Technical Support – email IT tyndaleit@tyndale.ca or call 416-226-6620 x4375.
MOODLE, Quizzes and course structure – email Dr. James Robertson jtrobertson@tyndale.ca