

Diploma of Living Wholeness Counseling

God Centered Transformation in the Developing Asian World.

Diploma of Wholeness Counseling

- offers an education for a career in Integrative Christian Counseling in Asia.
 - encourages students personal and professional transformation.
 - assists students grow attitudes skills and knowledge, with practical skills acquisition strongly emphasized
 - is an in-depth, systematic, wholistic, Biblically and psychologically integrated training process.
 - students learn Christian counseling, supervision, training, and project management.
 - students develop locally and nationally relevant wholistic Christian Counseling initiatives.
 - emphasizes strategic training of both trainers, and training developers.
 - preferentially accepts students in 2's or 3's from one geographical/interest area to support each other.
 - preferentially accepts students who may be suitable alumni trainers in future.
 - uses the Christian Wholeness Framework as its core approach.
 - graduates receive a Diploma in Wholeness Counseling.
 - thus facilitates the unfolding of God Centered Transformation in the developing Asian world.
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Integrative Christian Counseling:

*"now I see how
counselors and pastors can walk together
theology and psychology can dance together"*

Old Pastor, after a Living Wholeness marriage counseling training

Student Feedback

Below are some of the feedback comments from students following Unit 3.

This is a systematic method to follow and thus prevent reckless drivers causing harm - I am now accurate safe and intentional, an confident to use new skills n

I have put lot of tools in my counseling tool kit - familiar not fully versatile yet, but know how to practice and grow better. everything is really becoming clearer

I now know lots of information regarding conditions, what we can and can't deal with but will encounter, so know better how to support the family of such people

I have received healing more and more, I have been touched by teachers attitude - they want to pour the treasure into our hearts and give the students the best possible training - I am very touched by this

This unit has boosted my confidence and experience and improve myself

It's hard to sleep because there is so much to take in - I have had time to tidy up some self issues, especially the special pressure I feel because of the project - I felt like I am in prison a bit - but talking to Jim was so helpful because I felt understood - he really understand people, helps them face different situations; it's not about project size or dreams or failing, but staying in the right direction. I am touched by care of the teachers and the team of students who care and helped me, and the love from others in the group which really touched my trust and love sectors, healing and helping me live more maturely. I felt loved and strengthened to go out and love those around me

Amazed that teachers kept coming up with new styles and approaches to make learning interesting.

It's been a long 5 weeks, we achieved a lot, let me use a vivid metaphor to explain: imagine a large table with a banquet - I ate everything, I am overfilled, I tasted all dishes, some were great, some weird taste, alien like. My eyes were opened to see new dishes, I tried all new things. I tasted lots but I need time out to savor and ponder which ones are for me and how to serve them to people in need. A tough but necessary task. I really like the feeling of being with each other in the class - I very enjoy that. My struggles are not as many as before - I can settle down

What touched me most is my achievement - we need to be doing the practical way of counseling not just theory - now we have confidence to do it - I enjoyed the devotions, I shared, I studied, our folders grew daily, but also our lives changed - thanks God and teacher team.

I can't wait to try some of therapies when I go back home - I feel more confident, previously not so settled. I was blessed as a couple in class to get couple counseling (*this couple volunteered to be counseled as a couple in class as an example of the counseling process to students*) we are not quite there yet but doing very well- our trust is deep, and we felt free to share openly in class. My faith is stronger too.

I saw 2 miracles: that the teachers have taught us so much in such a short period, and second that most of we students are in the 40-50 age bracket and we are at the turning point of change of career - rather than retire we people are doing new things- becoming trained in their new profession. We have a high respect of you teachers and our dream to become professional counselors will eventuate - this is a turning point for us all

It was an honor to be here - a huge lesson of growth. I talked more here in a month than elsewhere in a year, I enjoy time with others, my skills have improved, and my wife and child say I grew a lot! teachers - how do you do it? Your devotion is a lesson in diligence

My brain is tired but I learned a lot -the more I study CWF the more I love it. It's so helpful to see different counseling styles and see where within CWF it all fits and makes sense. I practice with myself and others and God. Transformation Attitudes Skills and Knowledge grows, its changed my way of living. Previously I would I cope by flee, now healthier and face and find freedom more and more. I feel I have woken up a new part of my brain. I believe in good marriage and have grown in confidence in my marriage - with facing my own problem and my marriage I can work with others. I appreciate your prayers and encouragement for me, my team and family

(*one of the translators*) What Brian shared was wonderful and applicable for me as well. Thank you again for having such an insightful curriculum. For your team, I cannot thank your staff enough like Julia who went out her way to help me. And for others who said so many lovely words. I know I only came every other day, but you have made me feel like I was one of you since the beginning.

Curriculum

The choice to use the CWF as the core curriculum means all students and teachers have a similar systematic holistic Biblical based psychologically sound approach to Christian counseling. We are convinced this is the most integrative and robust approach we have ever seen and this training has only furthered that opinion, seeing how effectively and in such a condensed period of time students can become competent safe and effective practitioners.

Asian Regional Growth

It has become clearer that the DWC will probably become taught more widely around Asia.

The plan here is that as we will in future be offering training in each of these nations we bring in some high quality people who learn here and now, become future training assistants within their own language and culture, and also begin translation work of the textbook where relevant for the upcoming national trainings.

Living Wholeness trainings are 3-5 day intensives giving an introduction to the full Diploma.

Curriculum Updates

Briefly the subjects are as follows:

Unit 1

Christian Wholeness Framework and Application to Self
Transformational Groups
Project

Unit 2

Conditions
Counseling Competencies
Child Counseling
Transformational Groups
Supervision
Train the Trainer
Project

Unit 3

Conditions
Counseling Competencies
Marriage Counseling
Transformational Groups
Supervision and Ethics
Train the Trainer
Project

Unit 4

Child and Teen Counseling
Supervision
Projects

Between Units

Unit 1-2

Transformational Group

Book assignment and report

Project work

Unit 2-3

Book assignment and report

Transformational Groups

Supervision: Students meet 6 x 2 hours for group case supervision

Project work

Unit 3-4

LWTP students are required to continue as usual to use their log books to record all LWTP counseling supervision, and training time. Between Unit 3-4 students are required to fulfill a minimum requirement as follows.

Total time spent on either project, training, supervision, or counseling must total at least **160 hours**. This comprises:

Counseling experience of at least 40 hrs of client face to face work.

Training experience of at least 30 hrs of CWF training.

Group Supervision of 18 hours group supervision over the period.

Small encouragement groups: Minimum 1.5 hours/month = 15 hrs.

Project: implementation of the 12 month SMART goals developed in Unit 3. Progress report shall be presented during project on site visit between Unit 3-4. Minimum 60 hours.

Logbooks will need to be submitted at the commencement of Unit 4.

These minimum requirements are essential for awarding Diploma.

Teaching

DWC has a unique training/teaching style. It is highly interactive, based on evidence that adults learn better by interaction, taking responsibility for their learning, not only hearing but watching and doing, and experiencing.

This is congruent with the 4 learning styles of visual, auditory, experiential, and experimental/hands on practical. In fact we adopt the following 7 principals of adult learning.

Problem-Based Learning involves exploring questions arising from real life to problems presenting in counseling practice. Essentially one uses the problem raised as the commencement point for the teaching/supervision.

Self-Directed Learning concerns personally directed learning through various resources, including written, web based, DVD and live lecture material. Reflective awareness of one's learning needs is the starting point here - the Learning Plan assists this process.

Peer Review is a place where counseling/coaching peers can share learning, experience, resources, and questions. This approach is helpful in group settings where the teacher first invites discussion amongst the peers on a given topic, the group poses outstanding questions, and direct these to the teacher.

Tutor Facilitated Learning requires ongoing input from a more advanced practitioner. This may assist attitude growth, skill transfer, or knowledge acquisition by the trainees. For junior trainees, this involves more directive input, whereas for more advanced trainees; the initiative would be taken by the learner, with specific tailoring of requested information. Tutor facilitated learning happens well within a group supervision context.

Direct Observation of a coaching or counseling session. Clearly sitting in with a colleague, or using a camera or window requires client permission. Because this can be one of the most scary methods of learning, both supervisor and supervisee may shy away from it. However it has been well shown to be one of the most effective learning modalities, especially linked with post session debriefing.

Practice. There is no learning process as productive as evaluating practice. Practice and review is so much more useful than simply practice! Supervision of course is that ideal place for thoughtful reflective review.

Teaching. The practice of teaching others develops perfect learning opportunities for the trainer himself, requiring him to process cognitively what he may feel very comfortable doing by second nature. Training others can occur at any stage of professional development. As teaching others is incorporated into every step of the professional pathway, the outcome must be the best possible future faculty!

Linking. Linking experience new knowledge and skills with past accumulated learning is vital for learning integration and development. The DWC strongly emphasizes this significant and powerful element of learning.

Student Selection Criteria

Given that this project is about multiplication, and that many other courses exist for people seeking their own healing, students are selected on the following criteria:

- v) Practicing Christian with demonstrated active mature faith life, over 10 years of active Christian life.
- i) Demonstrated leadership, visioning, and training gifting and capacity.
- ii) Demonstrated counseling gifting and skills, and appropriate attitudes towards clients, trainees, and trainers.
- v) Strong calling and commitment to continue working within own cultural setting.
- v) Endorsement by the local church and /or pastor, and positive outcome from a real time interview with one referee and real time interview with one staff.
- i) Students would best fit when they are open to differing streams of Christian faith experience.
- ii) Students must be over 25 years of age at time of commencement of program.
- iii) Students will be preferably selected if they are able to attend with several others of the same region.

Student Commitment

The prospective students are required to:

- ▶ Pay fees in full by due dates.
- ▶ Complete all academic work and requirements of the program within the prescribed time limit.
- ▶ Remain 100% available for the duration of the program, which is 2 years. This includes 100% availability for the training intensives.

The DWC appears to have met a significant need of the first cohort of students, who are well satisfied with their progress as are the faculty. All students have passed all subjects and while there have been some outstanding students all round - academically, skills and knowledge wise, and personally transformed, there is of course the usual bell curve of student results. However overall 80% of the class would be in the very good to excellent category.

The results gained so far have encouraged us to again present the training in April 2017 for the second cohort. As mentioned we have again a strong team of teachers (12 or more) of which around 6 -7 are alumni from the current class, who volunteered to return and assist as group leaders and co-trainers under close observation by senior staff. This is in keeping with our desire to establish replicate and multiply this training in a sustainable and strategic way.