

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Full-time Bachelor of Education programmes / All Undergraduate programmes
Programme QF Level	: 5
Course Title	: School Guidance and Managing Diversity
Course Code	: SED4116
Department	: Special Education and Counselling
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This course provides a foundation study in guidance and counselling and diversity in education. It aims to help course participants develop a caring attitude and a respect for all students and particularly those with special educational needs (SEN). The course is set upon the theoretical foundations of guidance and counselling and the principles of inclusion and diversity. Emphases are put on early identification and intervention for supporting the learning, growth and engagement of students. It also examines systematic needs assessment and the development of evidence-based strategies, and emphasizes the importance of collaboration with key school personnel, stakeholders and professionals within a whole school approach.

2. Course Intended Learning Outcomes (CILO_s)

Upon completion of this course, students will be able to:

- CILO₁ Describe local policy on integrated education (IE) and the principles of school guidance, the 3-tier intervention model and early intervention and relate it with the role and responsibilities of teachers in the contexts of school guidance and counselling, student support and classroom learning;
- CILO₂ Develop the value and positive attitude to work in collaboration with parents and other stakeholders to foster students' whole-person development and the promotion of an inclusive and caring environment in the school;
- CILO₃ Describe the characteristic features of students with different types of SEN and examine their impacts on learning and development;
- CILO₄ Demonstrate critical thinking in applying counselling theories and formulating evidence-based intervention strategies to support students by their types of SEN and the diverse learning needs based on systematic needs assessment, monitoring and evaluation;
- CILO₅ Apply principles of curriculum differentiation and adaptation to cater for the diverse learning needs of students;
- CILO₆ Use basic counselling skills on helping students in need and SEN support and work in collaboration with Special Educational Needs Coordinators (SENCOs), Special Educational Need Support Teachers (SENSTs), Guidance & Discipline Teams in schools, parents, school social workers, and other professional staff, such as school-based educational psychologists (EPs) and school-based speech therapists (STs), to

maximise the support for students with SEN and those in needs.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p><i>Overview: Catering for Diversity and Needs of Learners</i></p> <ul style="list-style-type: none"> - Guidance and counselling: concepts, goals and framework; - Integrated Education (IE) in Hong Kong: whole school approach policy, early intervention, response-to-intervention, the three-tier intervention model; - Equity and equality in education and education for all; - Teachers' role as a reflective practitioner and care-giver and personal quality, responsibility and positive attitude to inclusion and diversity. 	CILO _{1,2}	Study resources Lectures Discussion
<p><i>Understanding and Assessing Diverse Learning Needs and Various Types of SEN in Mainstream Classrooms:</i></p> <ul style="list-style-type: none"> - Understanding the learning, emotional and behavioral characteristics of students with disabilities, special and exceptional educational needs; - Cognition and Learning Needs (CLN): specific learning difficulties (SpLD) (including dyslexia and dyscalculia), intellectual disability (ID); - Behavioural, Emotional and Social Development Needs (BESDN), Autism Spectrum Disorder (ASD), Attention Deficit/Hyperactivity (AD/HD), Emotional and Behavioural Disorders (EBD) and mental health problems/ illnesses (MI); - Sensory, Communication and Physical Needs (SCPN): physical disabilities (PD), visual impairment (VI), hearing impairment (HI) and 	CILO _{1,2,3}	Lectures Discussion Case studies Video analysis Experiential learning Debate and review

<p>speech and language impairments (SLI);</p> <ul style="list-style-type: none"> - Systematic assessment of guidance and SEN needs in the classroom, school, familial, cultural and societal contexts, such as behavioural difficulties, family problems, psychological and mental health issues, internet addiction, psychotropic substances abuse, suicide and child abuse cases. 		
<p><i>Introduction of Counselling Theories:</i></p> <ul style="list-style-type: none"> - Person-centered approach, cognitive-behavioral approach and behavioral approach (including functional behavioral assessment). 	CILO _{4,6}	<p>Lectures Group discussion Case studies Role play</p>
<p><i>Use of Basic Counselling Skills</i></p> <ul style="list-style-type: none"> - Attending, active listening, encourager, paraphrasing, questioning, reflection of feeling, challenging and self-disclosure. 	CILO ₆	<p>Lectures Individual / group reflection and sharing Role play</p>
<p><i>Catering for Learner's Diversity in Mainstream Classrooms</i></p> <ul style="list-style-type: none"> - Curriculum differentiation and adaptation for inclusive classrooms and student support; - Effective use of pedagogical methods, instructional strategies, assessment methods and evidence-based response strategies: student-centered strategies, scaffolding learning, multi-sensory learning, peer support, cooperative learning and assessment accommodation. - Individual Education Program (IEP); - Collaboration with key personnel and stakeholders: Special Educational Needs Coordinators (SENCOs), Special Educational Need Support Teachers (SENSTs), Guidance & Discipline Teams in schools, parents, school social workers, and other professional staff, such as school-based 	CILO _{4,5,6}	<p>Lectures e-learning package Role play Case study Discussion</p>

<p>educational psychologists (EPs) and school-based speech therapists (STs);</p> <ul style="list-style-type: none"> - Local resources for teaching and supporting students with disabilities. 		
<p><i>Crisis Intervention and Management</i></p> <ul style="list-style-type: none"> - Intervention strategies, activation of school-based systems and effective use of community resources. 	CILO _{1,2,3,6}	<p>Lectures Case study Read journals and on-line resources</p>

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Case Analysis:</p> <ul style="list-style-type: none"> - Identify a student with a specific kind of diverse needs and propose practical strategies to respond to his/her needs using concepts of the 3-tier intervention model and counselling strategies learnt in the course A justification of who (class teacher, student support team, parents or other professionals) would do what (in-class support, daily teaching, outside class) is required. (2100 words) 	70%	CILO _{3,4,5,6}
<p>b. Reflective Journal</p> <ul style="list-style-type: none"> - Write three entries of reflective journals in relation to the following topics of the mass lectures and tutorials (300 words each): <ol style="list-style-type: none"> 1) Application of counselling theories and counselling in case analysis 2) Assessment and Intervention strategies for helping students with ADHD, ID, and EBD 3) Assessment and Intervention strategies for helping students 	30%	CILO _{1,2,3}

with ASD and SpLD		
-------------------	--	--

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

Permitted: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

- Corey, G. (2017). *Theory and practice of counselling and psychotherapy* (10th ed.). Thomson Brooks/Cole.
- Effie, P., Mcloughlin, J., & Lewis, R. (2018). *Assessing students with special needs*. Pearson.
- Frederickson, N., & Cline, T. (2015). *Special educational needs, inclusion, and diversity: A textbook*. (3rd ed.). Open University Press.
- Geldard, K., Geldard, D. & Foo, R. Y. (2016). *Counselling adolescents: The proactive approach*. (4th ed.). Sage Publications.
- Geldard, K., & Geldard, D. (2018). *Counselling children: A practical introduction* (5th ed.). Sage Publications.
- Hamlet, H. (2016). *School counseling practicum and internship: 30 Essential lessons*. SAGE Publications.
- Harrison, M. G. (2019). *Change processes in school-based counselling: A Hong Kong study* (Order No. 22587456). Available From Dissertations & Theses at The Education University of Hong Kong; ProQuest Dissertations & Theses A&I. (2303837722). <https://www.proquest.com/dissertations-theses/change-processes-school-based-counselling-hong/docview/2303837722/se-2?accountid=11441>
- Ho, F. C., & Lam, C. S. C. (2020). Special Education and Integrated Education in Hong Kong. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1199>
- Hue, M. T. (2017). *School counselling in a Chinese context : Supporting students in need in Hong Kong (Routledge series on schools and schooling in Asia)*. Routledge.
- Luk-Fong, P. Y. Y., & Lee-Man, Y. C., (Eds.). (2013). *School guidance and counselling: Trends and practices*. Hong Kong University Press.
- Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies*. (2nd ed.). Routledge. <https://doi-org.ezproxy.eduhk.hk/10.4324/9780203105313>

8. Related Web Resources

Centre for Special Needs and Studies of Inclusive Education, EdUHK

<https://www.eduhk.hk/csenie/>

Education Bureau, HKSAR (2014). *Operation guide on the whole school approach to integrated education*. https://sense.edb.gov.hk/uploads/page/integrated-education/download-area-and-related-links/ie_guide_en.pdf

Education Bureau, HKSAR (2017). *Prevention of student suicides and promotion of student mental health*. <https://www.edb.gov.hk/en/teacher/prevention-of-student-suicides/index.html>

Education Bureau, HKSAR (2022). *Comprehensive student guidance service*. <https://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/index.html>

Education Bureau, HKSAR (2022). *Guide on comprehensive student guidance service*. https://www.edb.gov.hk/attachment/tc/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/CSGS_Guide_en.pdf

Education Bureau, HKSAR (2022). *Guidelines on teachers' professional conduct*. https://www.edb.gov.hk/attachment/en/teacher/guidelines_tpc/guidelines_en.pdf

Education Bureau, HKSAR (2023). *Student mental health information online*. <https://mentalhealth.edb.gov.hk/en/index.html>

Equal Opportunities Commission: *Code of Practice on Education under The Disability Ordinance*. https://www.eoc.org.hk/eoc/Upload/cop/ddo/cop_edu_c.htm

香港特別行政區政府教育局 (2019 年)：《全校參與模式融合教育運作指南》，香港特別行政區政府。檢自 https://sense.edb.gov.hk/uploads/page/integrated-education/guidelines/ie_guide_ch.pdf，檢索日期：2023.03.01

香港特別行政區政府教育局 (2019 年)：通告及早識別和支援有特殊教育需要學生的政策和措施，教育局 23/2019，檢自 <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC19023C.pdf>，檢索日期：2023.03.01

9. Related Journals

Behavioral Disorders

British Journals of Guidance and Counselling

European Journal of Special Needs Education

Guidance and Counselling

International Journal of Inclusive Education

Pastoral Care in Education

亞洲輔導學報

關情：青少年輔導期刊

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity*

(<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

Different aspects of the course provision (e.g. course contents, teaching materials, relevant references) will be adapted to three educational sectors, i.e. early childhood, primary and secondary education.