

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2012/2013**

Part I

Course Title:	Counselling in Society and Across Culture
Course Code:	SS5801
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims:

This course will enable students to explore and critically examine the cultural dimensions of counselling in Chinese society as well as the role of culture in shaping how problems are perceived and understood by Chinese people, and what and how help is given or sought. It will allow students to discover and appreciate the nature of counselling practice as cross-cultural encounters between clients and professionals.

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Discover, examine and apply the cultural dimensions of counselling theory and practice to create culturally appropriate counselling models;	30%
2.	Examine and reflect on the cultural dimensions of counselling in Chinese society; and	30%
3.	Examine and analyze the cultural-specific ethical, legal, and professional issues in counselling the Chinese.	40%

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	TLA4	Hours/course (if applicable)
CILO 1	√	√	√		
CILO 2	√	√	√		
CILO 3	√	√	√	√	

TLA1: Lectures

Lectures will introduce and explore the key concepts and issues in practising multi-cultural counselling in Chinese society and internationally.

TLA2: Demonstration

Demonstration via videotapes, VCD, CD-Rom will be given to illustrate the key points delivered in class. Emphasis will be placed on sharing or reflecting on personal experiences of self-discovery and knowledge relevant to counselling for the Chinese.

TLA3: Discussion

Classroom discussions will be organized around the topics covered in lectures/demonstration.

TLA4: Student Presentation

Student presentations will be required of students to explore the cultural/social dimensions of counselling in Chinese society.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILOs	Type of assessment tasks/activities	Weighting
CILO 1-3	AT1: Term paper	50%
CILO 1-3	AT2: Student presentation	30%
CILO 1-3	AT3: Reflection paper	10%
CILO 1-3	AT4: Participation	10%

AT1: Term Paper

A 2,000-2,500 word term paper is required to critically evaluate the value of a given counselling theory, approach, or issue in Hong Kong/Chinese society.

AT2: Student Presentation

Student presentation is required to explore a given issue/approach of counselling in Hong Kong/Chinese society.

AT3: Reflection Paper

A reflection paper (800 words) is required to critique the development of multicultural competence in Chinese society. The paper provides opportunity for experiential learning and critical reflection to discover and learn about a different culture.

AT4: Participation

Quality of participation is required of students in terms of contribution to collaborative learning in classroom discussions and group presentations.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Grades	Grading Criteria as Related to CILOs
A+ A A-	Demonstrates a high level of critical analysis and reflective thinking that accurately describes, applies, and integrates knowledge of counselling theories and practices in Hong Kong society and across cultures. There is evidence of original, creative and innovative thinking that illuminates or brings new knowledge to counselling. The examination of the culture and relationship to counselling extends beyond knowledge presented in the course materials.
B+ B B-	There is good grasp of basic knowledge of culture and counselling. Assessment tasks are primarily descriptive or contains summaries of key points with basic analysis.
C+ C C-	Demonstrates satisfactory knowledge of the counselling and relationship to culture. There is limited application, integration or analysis of counselling theories or practices.
D	Demonstrates limited or inaccurate knowledge of counselling and its relationship to culture.

F	Fails to address the requirements of the assessment tasks or fails to communicate the topic clearly and concisely.
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Part III

1. Keyword Syllabus:

Culture and ethnicity; multi-cultural therapy, cultural awareness as a generic competence for counselling, universal and cultural aspects of counselling, implications of cultural issues in counselling; counselling in a multi-cultural context: culture-bound syndromes, culturally-sensitive counselling practice, indigenous models of counselling; cultural issues in marital counselling, internet addiction, school counselling, sexual counselling, etc.

2. Recommended Reading:

Essential Reading:

Sue, D. W., & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice*. New York, NY: John Wiley and Sons.

Online and Supplementary Resources:

Ahuvia, A. (2001). Well-being in cultures of choice: A cross-cultural perspective. *American Psychologist*, 56(1), 77.

Courtland, C., & Lee, et al. (2009). *Elements of culture in counselling*. Columbus Ohio: Pearson.

Eng, B. C. (2011). Culturally relevant counseling practices for new immigrant students. In J. Phillion, M. T. Hue, & Y. Wang, (Eds.), *Minority students in East Asia: Government policies, school practices and teacher responses* (pp.123-140). New York: Routledge.

Eng, B. C. (2007). A Chinese perspective on guidance and counseling for diverse learners. In S. N. Phillipson (Ed.), *Learning diversity in the inclusive Chinese classroom: Contexts and practice for student with special needs* (pp.431-457). Hong Kong: University of Hong Kong.

Ng, S. M., Yau, J. Y. Y., Chan, C. L. W., Chan, C. H. Y., & Ho, D. Y. F. (2005). The measurement of body-mind-spirit well-being: Toward multidimensionality of trans-cultural applicability. *Social Work in Health Care*, 41(1), 33-52.

Patterson, C. H. (2004). Do we need multicultural counseling competencies? *Journal of Mental Health Counseling*, 25(1), 67-73.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2010). *Handbook of multicultural counseling* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Robinson, T. L. (2013). *The convergence of race, ethnicity, and gender: Multiple*

identities in counselling. Boston: Person.