

SS5801: COUNSELLING IN SOCIETY AND ACROSS CULTURE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Counselling in Society and Across Culture

Subject Code

SS - Social and Behavioural Sciences

Course Number

5801

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will enable students to 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 professional help is given or sought.

It will allow students to appreciate the nature of counselling practice as cross-cultural encounters between clients and professionals.

The course includes planning case conceptualization, development, critical thinking, and decision-making skills necessary for the day-to-day counselling in society with the mindset of across cultures.

The course also covers how to work collaboratively with clients from various culture for their personal, and families when they are confronted with life challenges situations.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Examine the cultural dimensions of counselling theory and practice	30	x	x	x
2	Examine the cultural dimensions of counselling in Chinese society	30	x	x	x
3	Examine the cultural-specific ethical, legal, and professional issues in counselling the Chinese	40	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Lectures: Lectures will introduce the key concepts and issues in practising multi-cultural counselling in Chinese society and internationally.	1, 2, 3	

2	2	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 counselling for the Chinese.	1, 2, 3	
3	3	Discussion: Classroom discussions will be organized around the topics covered in lectures/ demonstration.	1, 2, 3	
4	4	Student Presentation: Student presentations will be required of students to explore the cultural/ social dimensions of counselling in Chinese society.	3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?	
1	AT1: Term Paper: A free-title 2,000-2,500 word term paper is required to critically evaluate a given counselling theory, or problem/issue when providing counselling in Hong Kong/ Chinese society.	1, 2, 3	50	-	No
2	AT2: Student Presentation: Student presentation is required to explore a given issue/approach of counselling in Hong Kong/ Chinese society.	1, 2, 3	30	-	No

3	AT3: Reflection Paper: A reflection paper (1000 to 1200 words) is required to review the development of personal competence in providing multicultural counselling in Chinese society.	1, 2, 3	20	Allow AI to (1) conduct proof editing; (2) brainstorm and generate initial ideas; (3) conduct preliminary analyses or literature review Details on the scope of using GenAI tools will be announced in course outline.	Yes
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Term paper (50%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Excellent

(A+, A, A-) High ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Good

(B+, B, B-) Significant ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Fair

(C+, C, C-) Moderate ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Marginal

(D) Basic ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Failure

(F) Not reaching the marginal standard

Assessment Task

Student presentation (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Excellent

(A+, A, A-) High ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Good

(B+, B, B-) Significant ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Fair

(C+, C, C-) Moderate ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Marginal

(D) Basic ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Failure

(F) Not reaching the marginal standard

Assessment Task

Reflection paper (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Excellent

(A+, A, A-) High ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Good

(B+, B, B-) Significant ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Fair

(C+, C, C-) Moderate ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Marginal

(D) Basic ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Failure

(F) Not reaching the marginal standard

Assessment Task

Term paper (50%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society and assess its impact on clients and society.

Excellent

(A+, A, A-) High ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Good

(B+, B) Significant ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Marginal

(B-, C+, C) Basic ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Failure

(F) Insufficient ability to apply inter-disciplinary knowledge and concepts, analyze and evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society, and assess its impact on clients and society.

Assessment Task

Student presentation (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Excellent

(A+, A, A-) High ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Good

(B+, B) Significant ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Marginal

(B-, C+, C) Basic ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Failure

(F) Insufficient ability to apply knowledge and concepts, explore and analyze the significance of a given issue/approach of counselling in Hong Kong/Chinese society.

Assessment Task

Reflection paper (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Excellent

(A+, A, A-) High ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Good

(B+, B) Significant ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Marginal

(B-, C+, C) Basic ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Failure

(F) Insufficient ability to reflect personal competence as a counsellor, apply knowledge and skills in analysing and assessing the needs and problems of individuals, families, groups and communities, and review the development of personal competence in providing multicultural competence counselling in Chinese society.

Part III Other Information**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.

Reading List**Compulsory Readings**

Title	
1	Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice (6th ed.). New York, NY: John Wiley and Sons.
2	Gerstein, L. H., Heppner, P., Aegisdottir, S.S., Leung, A., & Norsworthy, K. L. (2012). Essentials of Cross-Cultural Counseling. Sage Publications.
3	Krause, I. B. (1998). Therapy across culture. London: Sage.

Additional Readings

Title	
1	Cheng, S. T. (1993). The social context of Hong Kong's booming elderly home industry. American Journal of Community Psychology, 21, 449-467

2	Cheng, S. T. (1994). Suicide by adolescents and teachers. <i>Bulletin of the Hong Kong Psychological Society</i> , 32/33.
3	Krause, I.-B. (1998). <i>Therapy across culture</i> . London: Sage.
4	Levine, M., & Perkins, D. V. (1997). <i>Principles of community psychology: Perspectives and Applications</i> (2nd ed.). New York: Oxford University Press.
5	Chung, Y. K., & Yue, X. D. (1999). Postpartum depression and social support: A comparative study in Hong Kong. <i>Psychogica</i> , 42, 111-121.
6	Ng, S. M., Yau, J. Y. Y., Chan, C. L. W., Chan, C. H. Y., & Ho, D. Y. F. (2005). The measurement of body-mid-spirit well-being: Toward multidimensionality of trans-cultural applicability. <i>Social Work in Health Care</i> , 41(1), 33-52.
7	Pedersen, P. (1985). <i>Handbook of cross-cultural counseling and therapy</i> . Westport, CN: Greenwood Press.
8	Pedersen, P. (1989). <i>Counseling across cultures</i> . Honolulu: University of Hawaii Press.
9	Pilgrim, D. (1997). <i>Psychotherapy and society</i> . London: Sage.
10	Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2001). <i>Handbook of multicultural counseling</i> (2nd ed.). Thousand Oaks, CA: Sage.
11	Pope-Davis, D. B., & Coleman, H. L. K. (1997). <i>Multicultural counseling competencies: Assessment, education and training, and supervision</i> . Thousand Oaks, CA: Sage.
12	Sue, D. W., & Sue, D. (1999). <i>Counseling the culturally different: Theory and practice</i> . New York, NY: John Wiley and Sons.
13	Van Beek, A. (1996). <i>Cross-cultural counseling</i> . Minneapolis, MN: Fortress Press.
14	Woolfe, R., & Dryden, W. (2003). <i>Handbook of counseling psychology</i> . London: Sage. (Call %23: BF 637. C6 H316 2003).
15	何敏賢、李懷敏、吳兆文 (2002)。華人心理輔導理論與實踐研究。民族出版社。
16	陳金燕 (2000)。咨商與心理治療：多元文化觀點。臺北：五南圖書出版公司。
17	陳麗雲、樊富瑋、何敏賢、王文佩 (2002)。華人文化與心理輔導模式探索。民族出版社。
18	陳麗雲、樊富瑋、官銳園 (2002)。身心靈互動健康模式：小組輔導理論與應用。民族出版社。