Course Description:
This course introduces to student-teachers an overview of guidance and counselling services in secondary schools. Focus is placed on underlying principles, goals, process, techniques, developmental programmes and ethical responsibility.

Aims:
(1) To increase student-teachers’ awareness of current youth crisis in school setting;
(2) To enhance the appropriate application of school guidance and counseling programmes;
(3) To train student-teachers to use some relevant counselling approaches; and
(4) To develop strong commitment to ethical and professional responsibilities

Course Intended Learning Outcomes (CILOs):

<table>
<thead>
<tr>
<th>CILO 1</th>
<th>Familiarize with the nature of guidance in secondary schools.</th>
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</thead>
<tbody>
<tr>
<td>CILO 2</td>
<td>Identify contemporary issues related to youth crisis.</td>
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<tr>
<td>CILO 3</td>
<td>Describe the various approaches of counselling and guidance.</td>
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<td>CILO 4</td>
<td>Implement preventive measures, developmental guidance programmes and remedial counselling sessions for students in schools,</td>
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<tr>
<td>CILO 5</td>
<td>Evaluate preventive, developmental, and remedial guidance activities.</td>
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<tr>
<td>CILO 6</td>
<td>Commit to ethical and professional responsibilities of counselling teachers.</td>
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</table>

Course Content:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Teaching &amp; Learning Activities (TLAs)</th>
<th>CILOs</th>
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</thead>
<tbody>
<tr>
<td>The nature of guidance in education Principles and concepts of school guidance and counselling School guidance and counselling in context</td>
<td>Lecture, Group discussion</td>
<td>CILO 1, CILO 2</td>
</tr>
<tr>
<td>Contemporary issues in secondary schools Crisis intervention: Drug abuse, sexual abuse, suicide, etc. Ethical and legal responsibilities of counselling teachers</td>
<td>Lecture, Video, Group discussion and presentation</td>
<td>CILO 2, CILO 4, CILO 6</td>
</tr>
<tr>
<td>Nature of school guidance activities and the administration involved: Preventive Developmental Remedial</td>
<td>Lecture Video Group discussion and presentation</td>
<td>CILO 3, CILO 4, CILO 5, CILO 6</td>
</tr>
<tr>
<td>Approaches of counselling and guidance Psychodynamic and psychoanalytic approaches Humanistic approaches Behaviour and cognitive-behavioural approaches Systemic approaches</td>
<td>Lecture Seminar Video Group discussion and presentation</td>
<td>CILO 1, CILO 3, CILO 4</td>
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</tbody>
</table>
Helping process and basic skills in school guidance and counselling
Counselling process
Basic skills of helping

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Activities (TLAs)</th>
<th>CILOs</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Group Discussion</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>This mode aims at facilitating interaction and providing opportunities for immediate comments and feedback to students. Students are involved in discussing various issues both in small groups and the whole class. The quality of participation is assessed with reference to the questions, suggestions and comments students make, as well as their contribution to the exchange of ideas in the classroom.</td>
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<tr>
<td>Group Presentation</td>
<td>CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>Students make oral presentation to their peers either in groups or individually. Contents of presentations normally include one or more of the following: survey findings, results of literature search, reading and analysis on specific topics, analysis of problems/issues or personal reflection.</td>
</tr>
<tr>
<td>Lecture</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>A lecture is now multimodal in its presentation – where an instructor’s input is supplemented by video clips and interactive websites. With the growing use of interactive mode of teaching and learning, the straight lecture method is used less frequently than other strategies.</td>
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<tr>
<td>Seminar</td>
<td>CILO 3, CILO 4, CILO 6</td>
<td>This refers to a presentation of a selected educational issue. An outline of presentation including the major findings and key references has to be distributed to fellow classmates at least a week prior to the date of presentation.</td>
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<tr>
<td>Videos</td>
<td>CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>Relevant video clips are played to stimulate students’ interest, enhance understanding and facilitate interactive discussions.</td>
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</table>
Assessment Methods (AMs):

<table>
<thead>
<tr>
<th>Type of Assessment Methods</th>
<th>Weighting</th>
<th>CILOs</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Course work:</td>
<td>50%</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>Group work involves students in investigating a chosen topic or area either individually or in groups. It requires them to construct knowledge through a variety of learning experiences. The project outcome may consist of one or more products, such as an oral or video presentation, a written report, or an exhibition.</td>
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<tr>
<td>Class participation</td>
<td>(10%)</td>
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<tr>
<td>Group discussion and presentation</td>
<td>(40%)</td>
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<tr>
<td>II. Term Paper</td>
<td>50%</td>
<td>CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>As part of the overall assessment, students are required to write term papers. These include reaction and reflective papers, critical essay, creative project or application of issues studied. Term papers could focus on selected educational issues. Proper documentation and references are required and standards of academic writing should be adhered to.</td>
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<tr>
<td>Individual discussion paper</td>
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</table>

Textbook(s), if any
Nil

References
史: Brooks/Cole.
http://ebook.lib.hku.hk/HKG/B3583657X.pdf


依根 (1992)。《有效的輔導員訓練手冊》。台北：張老師文化。

李丹 (1989)。《兒童發展》。台北：張老師出版公司。

林朝夫 (2003)。《偏差行為輔導與個案研究》。台北：心理出版社。

吴武典 (2001)。《輔導原理 ( 十七版 )》。台北：心理出版社。

吴武典 (2000)。《學校輔導工作》。台北：張老師出版社。

吴武典等 (1993)。《班級輔導活動設計指引》。台北：張老師文化。

高劉寶慈等 (1997)。《個案工作：理論及案例》。香港：集賢社。
許惠珠 (1995)。《人際關係的新天地：羅嘉思的人本教育 (再版)》。台北：張老師出版社。
區澤光 (1997)。沙維雅庭治療法。刊於高劉寶慈，朱亮基編：《個人工作與家庭治療：理論及案例》。香港：中文大學。
張春興 (1996)。《教育心理學：三化取向的理論與實踐 (修訂版)》。台北：東華書局。
游黎麗玲 (1990)。《學生輔導 (第三版)》。香港：中文大學出版社。
劉兆瑛 (1993)。「師生關係──處理學童危機的基礎。」《亞洲輔導學報》第二卷第一期，頁 53-58。

Useful Web-sites & Internet Resources

<table>
<thead>
<tr>
<th>American Counseling Association</th>
<th><a href="http://www.counseling.org/">http://www.counseling.org/</a></th>
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<tbody>
<tr>
<td>American Psychological Association</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
</tr>
<tr>
<td>National Board of Certified Counselors, Inc.</td>
<td><a href="http://www.nbcc.org/">http://www.nbcc.org/</a></td>
</tr>
<tr>
<td>Hong Kong Professional Counseling Association</td>
<td><a href="http://www.hk">http://www.hk</a> pca.org.hk/</td>
</tr>
<tr>
<td>American Educational Research Association</td>
<td><a href="http://aera.net/">http://aera.net/</a></td>
</tr>
<tr>
<td>British Educational Research Association</td>
<td><a href="http://www.bera.ac.uk/">http://www.bera.ac.uk/</a></td>
</tr>
<tr>
<td>Educational Policy Analysis Archives</td>
<td><a href="http://epaa.asu.edu/epaa/">http://epaa.asu.edu/epaa/</a></td>
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