

## The Education University of Hong Kong

### Course Outline

#### Part I

<b>Programme Title</b>	: Master of Arts in Child and Family Education (One-Year Full Time) A1M089, (Two-Year Part Time) C2M021
<b>Course Title</b>	: Counselling in Child and Family Education: Theories and Skills
<b>Course Code</b>	: ECE6209
<b>Department</b>	: Department of Early Childhood Education
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction:</b>	English and Chinese
<b>Level</b>	: 6

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#### Part II

##### 1. Synopsis:

This course aims to introduce concepts and skills in counselling for children and family, and examine children and parents from diverse types of families who might need additional support. In particular, students will learn approaches to guide children's behavior, skills to communicate with parents, and strategies to support families in nurturing their children.

##### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> demonstrate understanding of counseling concepts and theories for children and family
- CILO<sub>2</sub> adopt counselling theories to critically analyze and assess the needs of children and parents from diverse families
- CILO<sub>3</sub> develop basic skills and techniques for counselling children and family in the context of child and family education
- CILO<sub>4</sub> identify resources and strategies to support families with diverse needs
- CILO<sub>5</sub> reflect on the skills being applied during the counselling process with a parent in the sphere of parenting
- CILO<sub>6</sub> understand and address moral and ethical issues when supporting children and families

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Definitions of counselling, ethics of counselling and working with children and family.	<i>CILO<sub>1,6</sub></i>	Lectures, case study and experience sharing
Theories of counselling in understanding person and family (e.g. Psychoanalytic Theory, Person-centered Theory, Cognitive-Behavioural Theory, Play Therapy).	<i>CILO<sub>1,2</sub></i>	Lectures, case study and video
Basic counselling skills (attending skill, listening skill, exploratory skill and termination skill) in understanding and supporting children and family.	<i>CILO<sub>1,2,3,5</sub></i>	Lectures, case study, role-play and experience sharing
Resources and strategies to support parents and families with diverse needs: new immigrant families, single-parent families, low income families, ethnic minority families, cross-border families, families with domestic violence, and families with children with special needs.	<i>CILO<sub>2,4</sub></i>	Lecture and group discussion

### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>a. Quiz</b> Complete one quiz in class on basic concepts in counselling theories and skills.	30%	<i>CILO<sub>1, 2, 3</sub></i>
<b>b. Individual Assignment (2000 – 2200 words)</b> Interview a parent for at least 15 minutes to understand his/her parenting difficulties. During the interview, adopt the micro skills of counselling acquired in this course to support the parent to cope with the difficulties. Students will reflect upon the interview process and suggest resources and strategies to support the family.	70%	<i>CILO<sub>1,2,3,4,5,6</sub></i>

### 5. Required Text(s)

Nil

## 6. Recommended Readings

- Burks, H. F. (2008). *Diagnosis and remediation practices for troubled school children*. Lanham, Md: Rowman & Littlefield Education.
- Choi, S. Y., Cheung, Y. W., & Cheung, A. K. (2012). Social isolation and spousal violence: Comparing female marriage migrants with local women. *Journal of Marriage and Family, 74*(3), 444-461.
- Crabtree, S. A., & Wong, H. (2013). 'Ah Cha'! The Racial Discrimination of Pakistani Minority Communities in Hong Kong: An Analysis of Multiple, Intersecting Oppressions. *British Journal of Social Work, 43*(5), 945-963.
- Chan, K. L., Brownridge, D. A., Yan, E., Fong, D. Y., & Tiwari, A. (2011). Child maltreatment polyvictimization: Rates and short-term effects on adjustment in a representative Hong Kong sample. *Psychology of violence, 1*(1), 4.
- Digman, C., & Soan, S. (2008). *Working with parents: A guide for education professionals*. London: Sage.
- Dukes, C., Smith, M., & Smith, S. (2007). *Working with parents of children with special educational needs*. London: Paul Chapman.
- Fiedler, C. R., Simpson, R. L., & Clark, D. M. (2007). *Parents and families of children with disabilities: Effective school-based support services*. Upper Saddle River, N.J: Pearson Merrill/Prentice Hall.
- Geldard, K., & Geldard, D. (2008). *Counseling children: A practical introduction*. London: Sage.
- Gerald, C. (2009). *Theory and Practice of Counseling and Psychotherapy*. Australia: Thomson/Brooks/ Cole.
- Henderson, D. A. (2016). *Counselling Children*. Boston, MA, USA: Cengage Learning Australia: Thomson/Brooks/Cole.
- Kottler, J. A. (2007). *Counseling skills for teachers*. Thousand Oaks, Calif: Corwin Press.
- Landreth, G.L. (2002). *Play therapy: the art of the relationship*. New York: Brunner-Routledge.
- Lee, M. Y., Law, C. K., & Tam, K. K. (1999). Parenthood and life satisfaction A comparison of single-and dual-parent families in Hong Kong. *International Social Work, 42*(2), 139-162.
- Lau, Y. K., Ma, J. L. C., Chan, Y. K., & He, L. (2012). Risk and Protective Factors of Marital Adjustment to Cross-border Work Arrangement of Hong Kong Residents: The Perspective of Stationary Spouses. *Journal of Comparative Family Studies, 43*(5), 715-730.
- Luk-Fong, P. Y. Y. (2011). Teachers' stories of children coping with family situations and family changes: a Hong Kong hybrid case. *Education 3-13, 39*(4), 415-427.
- Li, J. (2009). *Parental expectations of Chinese immigrants for children's school*

*achievement: Sociocultural context, psychological adjustment, and educational consequences.* Lewiston, NY: Edwin Mellen Press.

- Li-Tsang, C. W. P., Yau, M. K. S., & Yuen, H. K. (2001). Success in parenting children with developmental disabilities: Some characteristics, attitudes and adaptive coping skills. *The British Journal of Development Disabilities*, 47(93), 61-71.
- Simpson, R. L. and Nancy, A. M. (2010). Working with parents and families of exceptional children and youth: techniques for successful conferencing and collaboration. Austin, Tex.: Pro-Ed.
- Shek, D. T., & Lin, L. (2014). Personal Well-Being and Family Quality of Life of Early Adolescents in Hong Kong: Do Economic Disadvantage and Time Matter?. *Social Indicators Research*, 117(3), 795-809.
- Turner-Vorbeck, T., & Miller Marsh, M. (2008). *Other kinds of families: Embracing diversity in schools.* New York: Teachers College Press.
- Yu, X., Stewart, S. M., Liu, I. F., & Lam, T. (2014). Resilience and depressive symptoms in mainland Chinese immigrants to Hong Kong. *Social Psychiatry And Psychiatric Epidemiology*, 49(2), 241-249.  
doi:10.1007/s00127-013-0733-8
- Taylor, G. R. (2004). *Parenting skills and collaborative services for students with disabilities.* Lanham, Md: Scarecrow Education.
- Wilson, A., Edwards, J., Allen, S. and Dasgupta, C. (2003). *Schools and family change: school-based support for children experiencing divorce and separation.* York: Joseph Rowntree Foundation.
- 林孟平 (2010): 《輔導與心理治療》，香港，商務印書館有限公司。
- 趙文宗、陳高凌 (2008)。《跨境家庭：踰越與對話》 [Cross-border families: transgression and dialogue]。香港：藍天圖書。

## 7. Related Web Resources

Child Assessment Service, HKSAR

[<http://www.dhcas.gov.hk/eindex.html>]

Federation in Community Support, The Hong Kong Institute of Education

[<http://www2.ied.edu.hk/fpece/fics/>]

Special Education Resource Centre, HKSAR

[<http://www.edb.gov.hk/en/edu-system/special/resources/serc/>]

Curriculum Development, Education Bureau, HKSAR

[<http://www.edb.gov.hk/en/curriculum-development/>]

Curriculum Development Council, HKSAR

[<http://cd1.edb.hkedcity.net/cd/cdc/en/>]

Race Relations Unit, Home Affairs Department, HKSAR

[<http://www.had.gov.hk/rru/english/home/index.html>]

Women's Commission

[<http://www.women.gov.hk/index.htm>]

香港平等機會委員會

[<http://www.eoc.org.hk>]

香港社會服務聯會

[<http://www.hkcss.org.hk>]

Child Protection & Domestic Violence, Hong Kong Police Force, HKSAR

[[http://www.police.gov.hk/ppp\\_en/04\\_crime\\_matters/child/](http://www.police.gov.hk/ppp_en/04_crime_matters/child/)]

Social Welfare Department-Support for Victims of Child Abuse,

Spouse/Cohabitant Battering and Sexual Violence, HKSAR

[<http://www.swd.gov.hk/vs/english/welfare.html>]

## 8. Related Journals

The Family Journal

Family Practice

Family Process

Journal of Family Psychology

Parenting, Early Years

Parenting, School Years

亞洲輔導學報

諮商與輔導月刊

中華輔導與諮商學報

諮商與輔導

Australian Journal of Guidance and Counselling

Counseling Psychologist

Journal of Counseling and Development

Journal of Counseling Psychology

## 9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>).

Students should familiarize themselves with the Policy.

## 10. Other

郭正博士、李文玉清、陳譚美顏和孔慶強. (2001): 《輔導與諮商》(網上影片), 香港教育學院, 教育科技處, 媒體製作部。