

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Behavioral and Social Sciences  
with effect from Semester A 2022 / 2023**

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**Part I Course Overview**

**Course Title:** Counselling in Society and Across Culture

**Course Code:** SS5801

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** P.5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. 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 help is given or sought. It will allow students to appreciate the nature of counselling practice as cross-cultural encounters between clients and professionals.

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

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Examine the cultural dimensions of counselling theory and practice	30%	√	√	√
2.	Examine the cultural dimensions of counselling in Chinese society	30%	√	√	√
3.	Examine the cultural-specific ethical, legal, and professional issues in counselling the Chinese	40%	√	√	√
...					
		100%			

*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 self-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.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
1.	Lectures: Lectures will introduce the key concepts and issues in practising multi-cultural counselling in Chinese society and internationally	√	√	√				
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.	√	√	√				
3.	Discussion: Classroom discussions will be organized around the topics covered in lectures/demonstration.	√	√	√				
4.	Student Presentation: Student presentations will be required of students to explore the cultural/social dimensions of counselling in Chinese society.			√				

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3					
Continuous Assessment: 100 %								
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	√	√	√				50%	
AT2: Student presentation: Student presentation is required to explore a given issue/approach of counselling in Hong Kong/Chinese society	√	√	√				30%	
AT3: Reflection paper: A reflection paper (1000 words) is required to review the development of personal competence in providing multicultural counselling in Chinese society.	√	√	√				10%	
AT4: Participation: Quality of participation is required of students in terms of contribution to collaborative learning in classroom discussions and group presentations.	√	√	√				10%	
Examination: _____ % (duration: _____, if applicable)							100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Term paper	Ability to evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society.	High	Significant	Basic	Insufficient
2. Student presentation	Ability to explore a given issue/approach of counselling in Hong Kong/Chinese society	High	Significant	Basic	Insufficient
3. Reflection paper	Ability to review the development of personal competence in providing multicultural competence counselling in Chinese society.	High	Significant	Basic	Insufficient
4. Participation	Ability to contribution to collaborative learning in classroom discussions and group presentation	High	Significant	Basic	Insufficient

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Term paper	Ability to evaluate the value of a given counselling theory, approach, or problem/issue when providing counselling in Hong Kong/Chinese society.	High	Significant	Moderate	Basic	Not reaching the marginal standard
2. Student presentation	Ability to explore a given issue/approach of counselling in Hong Kong/Chinese society	High	Significant	Moderate	Basic	Not reaching the marginal standard
3. Reflection paper	Ability to review the development of personal competence in providing multicultural competence counselling in Chinese society.	High	Significant	Moderate	Basic	Not reaching the marginal standard
4. Participation	Ability to contribution to collaborative learning in classroom discussions and group presentation	High	Significant	Moderate	Basic	Not reaching the marginal standard

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

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. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

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

##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Cheng, S. T. (1993). The social context of Hong Kong's booming elderly home industry. <i>American Journal of Community Psychology</i> , 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 #: 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、樊富璿、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、樊富璿、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。