



---

**Certificate Course on Student Guidance and Discipline for Teachers of **Secondary Schools (2021/22)****  
**中學教師學生訓育及輔導證書課程**

**PROGRAMME OUTLINE**

---

**Programme Co-ordinators**

Professor HO Sui Chu, Esther, MA(Ed) (CUHK), PhD (UBC)

Professor, Department of Educational Administration and Policy, Faculty of Education, The Chinese University of Hong Kong

Ms. YEUNG Kin Sie, Denise, MA (CUHK)

Part-time Lecturer and former Curriculum Development Officer, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong

**Deputy Programme Co-ordinator**

Ms. CHAN Tze Kwan, Isa, MA (CUHK), MEd (CUHK)

Full-time Lecturer, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong

**Teaching Staff**

Mr. AU Pak Ching, MEd (CUHK)

Dr. CHAN Ting Sam, MSSc (HKU), PhD (CUHK)

Ms. CHAN Tze Kwan, Isa, MA (CUHK), MEd (CUHK)

Mr. CHENG Kai Chi, Wallace, MA (CUHK), MSW (HKU)

Dr. HO Yuk Fan, Esther, MEd (CUHK), EdD (CUHK)

Mrs. IU KAN Siu Mee, Amy, MSSc (UniSA), Diplomate of Logotherapy (Educator)

Ms. NG Wing Yin, Winnie, MSW (CUHK)

Mr. TSOI Kcon Wah, MSc (University of London), RSW

---

**Course Aim and Objectives**

The Education Bureau has commissioned The Chinese University of Hong Kong to provide this course in the 2020/21 school year.

The following are the specific course aims:

1. To facilitate participating teachers' personal growth through experiential activities;
2. To equip participating teachers with necessary knowledge, skills and attitudes to integrate guidance and discipline work in the school system;
3. To help participating teachers understand and manage students' behaviour; and
4. To help participating teachers develop, implement and evaluate their school-based guidance and discipline work.

**Course Content**

The Course will comprise the following five modules with a total of 102 contact hours:

**Module 1 Contemporary Approaches to Student Guidance and Discipline (18 hours)**

1. Sensitivity training on personal growth, value clarification, and stress and time management for guidance and discipline teachers
2. Understanding and expanding students' vision as well as developing their competence to adapt to the rapidly changing society and world from the psycho-social perspective. Examples are learning to learn, making career choices, managing money and taking on their role in the family
3. Contemporary approaches (including the comprehensive and integrative approaches) and overseas experiences to student guidance and discipline in preparing students for today and tomorrow
4. Roles and functions of guidance and discipline in the school system

**Module 2 Integration of Guidance and Discipline into the School System (12 hours)**

1. Development of proactive guidance and discipline policies and practices as an integral part of the school system
2. Management and organization of guidance and discipline work in school including policy formulation, the planning and review of the comprehensive and integrative approaches and record keeping
3. Cultivating a shared vision and collaboration among teachers towards the guidance and discipline initiatives including cross-subjects collaboration
4. Community resources facilitating the implementation and integration of school guidance and discipline work

**Module 3 Implementation of Developmental Guidance and Discipline Programmes in School (12 hours)**

1. Series of developmental programmes to enhance students' adaptability to the transition from primary to secondary schools, including students who have recently arrived in Hong Kong, cross boundary students and non-Chinese speaking students
2. The design, implementation and evaluation of experimental learning lessons and programmes regarding guidance and discipline, including life skills education, to facilitate the positive development of students for the rapid changing society and world
3. Debriefing skills for conducting developmental guidance and discipline lessons and programmes

#### **Module 4 Intervention Approaches and Skills Practice for Guidance and Discipline Teachers (48 hours)**

1. Intervention approaches, e.g. goal setting and problem-solving with interviewing skills practice
2. Understanding and managing students with learning, social, emotional and behavioural difficulties including:
  - school bullying, cyber bullying, and homophobic bullying
  - membership or other involvement with triad societies, shop theft, habitual lateness and truancy
  - teenage sex, child abuse, child sexual abuse, domestic violence
  - mental health problem, student suicide, self-harm
  - current issues, e.g. gambling, drug abuse, cyber addiction, compensated dating, cybersex, cyber traps, misleading/distorted/harmful apps
  - collaboration with school-based Student Support Teams in helping academic underachievers and students with special educational needs
3. Crisis management procedures applicable to the above incidents
4. Preventive and remedial programmes/services to address the above issues
5. Consultation skills for teachers and parents, especially for working with difficult parents

#### **Module 5 Working with Parents and Community (12 hours)**

1. Home-school collaboration
2. Collaboration with different professionals to work with students, e.g. police, media and health workers
3. Understanding legal issues related to school guidance and discipline work

#### **Teaching Format**

A variety of teaching strategies will be employed to enable participating teachers to achieve the course objectives in an effective way. These include lectures, group discussions, simulation exercises, role plays and skill practice.

#### **Medium of Instruction**

Cantonese will be the major medium of instruction, with English as a supplement.

#### **Course Schedule and Venue**

Class	Class A	Class B
Dates (Tentative)	27 September 2021 – 27 June 2022 (34 sessions) Mainly on Mondays except the following: Fridays: 6 & 13 May 2022	29 September 2021 – 29 June 2022 (34 sessions) Wednesdays
Time	6:30 p.m. – 9:30 p.m.	
Venue	The Chinese University of Hong Kong, Shatin, N.T. <i>(Under special circumstances, the mode of teaching may be changed to on-line teaching)</i>	

#### **Adverse Weather Conditions**

If the local storm warning signal No. 8 or above or the black rainstorm signal is issued at the following hours, classes will be suspended as appended below:

Signals issued by	Sessions suspended
5:00 p.m.	Evening sessions (6:30 - 9:30 p.m.)

If the local storm warning signal No. 8 or above or the black rainstorm signal is issued during a class period, all classes will be suspended immediately. When the black rainstorm signal is still in force, participants are advised to take shelter at a safe place until the weather and traffic conditions have improved. If the announcement of “extreme condition” by the Government after super typhoons is issued at 7:00 a.m. or after, all classes will be suspended for the whole day.

Public announcements on suspension of classes made by the Education Bureau are not applicable to the University.

In case any individual session needs to be cancelled because of the adverse weather conditions, the affected session will be made up on another day as scheduled by the Hong Kong Institute of Educational Research. Participants will be notified of the arrangement in due course.

#### **Award of Certificate**

1. Participants are required to attend all sessions. Participants who have attained an attendance of not less than 80%\* of the combined modules in contact hours and completed and obtained the passing grade in the required course work (two assignments) will be awarded a Certificate.
2. No application for module/lecture exemption will be accepted in this Course.
3. CPD hours will only be revealed in Teacher’s Personal Profile in e-Services Portal of EDB upon participant’s successful completion of the course as stated in item 1 of this paragraph.

#### **\* The combined modules are as follows:**

1. Modules 1 and 2
2. Modules 3 and 5
3. Module 4

## Assessment Requirement

### Notes:

1. The assignments can be completed in either English or Chinese, with 2,000–2,500 words in length.
2. Participants are required to complete **TWO** written assignments (A and B) from Modules 1 to 4.  
**Assignment A** is to be selected from **Module 1 or Module 2**; **Assignment B** from **Module 3 or Module 4**.

### Assignment A

#### Module 1 **Assignment submission deadline: [Class A: 10 January 2022; Class B: 12 January 2022]**

Submit a self-evaluation report on the experience gained in Module One, including a personal reflection on your view on man and your own concern and struggle in delivering guidance and discipline to students in local school setting.

提交一份自我評估報告，檢視個人在單元一的學習體會，並反思對「人」的理解及在校為學生提供輔導及訓育時，自己內心的關注。

#### Module 2 **Assignment submission deadline: [Class A: 10 January 2022; Class B: 12 January 2022]**

Based on the implementation of guidance and discipline work at the school you are serving, give a reflection and evaluation of the existing practice. The evaluation can be based on the comprehensive support and care system at school and the collaboration among different parties. Ways for improvement can also be suggested. 以現時任教學校的輔導及訓育工作為基礎，就它能否為學生提供全面的關顧與支援，以及與相關人仕的合作，作出反思及檢討，進而提出方法以促進或改善為學生作出的訓輔支援。

### Assignment B

#### Module 3 **Assignment submission deadline: [Class A: 20 June 2022; Class B: 22 June 2022]**

Please choose **either one** of the following topics:

1. With reference to the particular needs of some groups of your students experiencing adaptation problems, (e.g., all F.1 entrants coming from primary schools, students who have recently arrived in Hong Kong, cross-boundary students, or non-Chinese speaking students, etc.) and the situation in your school, design a bridging programme/a series of activities to enhance students' ability to successfully adapt to the learning environment of your secondary school. Integration of knowledge and skills in programme design, implementation and evaluation should be reflected within the programme.  
因應你某些面對適應問題的學生組群之獨特需要（例如所有由小學升中一的新生、新來港學童、跨境學童、或非華語學童等）及你任教學校的情況，設計一個銜接課程／一系列活動，以提升學生適應你的學校學習環境的能力。銜接課程必須反映課堂上所學到有關活動設計、執行及評鑑的理論及技巧。
2. With reference to the developmental needs of your students, conduct an analysis on a programme (or a series of activities) that is aimed at developing **ONE** aspect of positive youth development in your students (e.g., resilience, moral competence, emotional competence, social competence, prosocial norms and involvement, or positive identity ... etc). Your analysis should **at least include** (1) your comments on the theoretical base and design of the programme; (2) based on your knowledge on programme implementation, discussion on how it can be effectively implemented (including debriefing); and (3) your deliberations on the strengths and limitations of the programme.  
因應你現在教導的學生的成長需要，請你就一個旨在協助你的學生發展**某一**正面青年成長範疇(例如：抗逆能力、分辨是非能力、情緒管理能力、社交能力、親社會規範及參與公益活動、或正面身份...等)的課程(或一系列活動)進行分析。你的分析須**最少包括**以下方面：(1) 你對課程的理論基礎及設計的評論；(2)基於你掌握有關程序推行的知識，討論如何能有效推行該課程(包括解說)；及(3)你對該課程的優點和缺點之剖析。

#### Module 4 **Assignment submission deadline: [Class A: 20 June 2022; Class B: 22 June 2022]**

Choose one of the following children's or adolescents' learning, emotional or behavioral issues (a-g) that have been discussed in class and share your reflection and evaluation on the issue in various areas such as:

- (i) The use of prevention and intervention strategies (skills, approaches and attitude)
- (ii) Collaboration with different parties in rendering relevant services/help
- (iii) Difficulties encountered in helping students work through these psychosocial hurdles, dilemmas in coping and decision-making

請從課堂中曾探討的兒童及青少年的學習、行為及情緒問題中選擇其中一項 (a-g)，分享你對此議題的幾個範疇所作出的反思和體會。這幾個範疇可包括：

- (i) 預防及介入策略的採用 (技巧、方法及態度)
- (ii) 和其他有關人仕 (包括老師、家長或其他專業) 的合作，及相關服務的提供
- (iii) 協助兒童或青少年跨越這些成長中的問題所遇到的困難、矛盾和抉擇

Issues to be chosen 可選取的議題:

- |                                       |   |
|---------------------------------------|---|
| a. Mental health problems (精神健康問題)    | b. Bullying (欺凌)  |
| c. Internet addiction (網絡沉溺)          | d. Students with special educational needs (學習上特殊需要的學生) |
| e. Self-harming and suicide (自傷及自殺)   | f. Child abuse and domestic violence (虐待兒童及家暴)          |
| g. Adolescent sexuality issue (青少年與性) |   |

## References

### Module 1

1. Axline, V.M. (1984). *Dibs: In search of self*. New York: Penguin Books.
2. Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston, MA : Cengage Learning
3. Corey, G., & Corey, M.S. (2018). *I never knew I had a choice: Explorations in personal growth* (11th ed.). Boston, MA : Cengage Learning.
4. Gottlieb, D. (2008). *Learning from the heart. Lessons on living, loving and listening*. New York: Sterling.
5. Rogers, C.R. (1995). *On becoming a person: A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
6. 陳熾鴻 (2019)。《療情·聊程－精神治療與心靈整合的反思》。香港：恩跡有限公司。

### Module 2

1. Dollarhide, C.T. & Saginak, K.A. (2008). *Comprehensive school counseling programs: K-12 delivery systems in action*. USA: Pearson Education, Inc.
2. Hui, E.K.P. (2002). A whole-school approach to guidance: Hong Kong teachers' perceptions. *British Journal of Guidance & Counselling*, 30(1), 63-80.
3. Lam, S.K.Y., & Hui, E.K.P. (2010). Factors affecting the involvement of teachers in guidance and counselling as a whole-school approach. *British Journal of Guidance & Counselling*, 38(2), 219-234.
4. Gysbers, N. C., & Henderson, P. (2015)。《學校輔導與諮商方案的設計、實施與評鑑》。新北市:心理出版社。
5. 陸方鈺儀、李文玉清主編 (2011)。《學校輔導：趨勢與實務》。香港：香港大學出版社。

### Module 3

1. Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10<sup>th</sup> ed.). Boston, MA: Cengage Learning.
2. 鄧淑英、麥淑華 (2015)。《成長體驗 Debriefing》(增訂版)。香港：突破出版社。
3. 甘炳光 (2009)。《小組遊戲帶領技巧：從概念到實踐》。香港：香港城市大學出版社。
4. 石丹理、馬慶強 (總編輯) (2007)。《共創成長路 賽馬會青少年培育計劃 概念架構及課程設計手冊》。香港：商務印書館。
5. 張兆球、蘇國安、陳錦漢 (2015)。《活動程序：計劃、執行和評鑑》(第十一次印刷)。香港：香港城市大學出版社。

### Module 4

1. Kottler, J., & Shepard, D. (2015). *Introduction to counseling: Voices from the field* (8th ed.). Stamford, CT.: Cengage Learning.
2. Laser, J. A., & Nicotera, N. (2011). *Working with adolescents: a guide for practitioners*. New York: Guilford Press
3. Levin, J. (2014). *Principles of classroom management: A professional decision-making model* (7th ed.). Boston: Pearson.
4. Sciarra, D. T. (2004). *School counseling: Foundations and contemporary issues*. Belmont, CA: Brooks/Cole-Thomson Learning.
5. 林孟平著 (2017)。《輔導與心理治療》(增訂版)。香港：商務印書館。

### Module 5

1. Digman, C., & Soan, S. (2008). *Working with parents: A guide for education professionals*. Los Angeles, London: Sage.
2. Epstein, J.L., Sanders, M.G., Salinas, K.C., Simon, B.S., Jansorn, N.R., & Van Voorhis, F.L. (2002). *School, family, and community partnerships: Your handbook for action* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
3. 葉妙研 (2011)。《直升機父母》。香港：世界出版社。
4. 陳廷三 (2020)。《父母應有的執著》。香港：基督教文藝出版社。
5. 何瑞珠 (2010)。《家庭學校與社區協作：從理念研究到實踐》(增訂版)。香港：中文大學出版社。
6. 林瑞芳 (2005)。《教育心理學實用手冊》。香港：香港心理學會教育心理學部。