



The learning of counseling theory and skill reinforced my confidence in student works

This learning course introduced many aspects in counseling theory, such as psychoanalytic therapy, behavior therapy, rational emotional therapy and human centered therapy, etc. In class, it deepened our understanding on counseling theory and skill through games, and role play etc. I felt likely sweeping aside the clouds and seeing sunlight and I understood more clearly some phenomena that appeared in the process of student counseling. Then I integrated with my student counseling experiences and had more specific understanding on fundamental conditions needed in the process of counseling development such as empathy, respect, sincerity, honesty and simplicity. I clearly recalled that we had carried out two counseling practices between students. Through these practices, I knew definitely how to understand and feel each other from other people's point of view. It was not an easy job to communicate with others with a heart of empathy. We needed strenuous practices in future counseling. Although I had some idea on the four processes of counseling: exploratory stage, insight stage, action stage and follow-up stage, I was still experimenting. Sometimes I forgot to follow up the case because I was too nervous in my job. Thus, students did not have solid foundation during the beginning of their healthy self-growth. This was the problem which I needed to pay special attention to and overcome in my future student counseling. It also showed that only knowing theory was not sufficient. We needed to put theory into practice and persevere in our

future student counseling in order to achieve good result on counseling. I was not well experienced in applying theory and skill in the process of student counseling and might have misunderstanding in some theories. Anyway, this course helped me to open a window and made me understand that there were still many useful theoretical weapons for student counseling. I believed that as long as I integrated continuously in my job the actual situation of student; attempted boldly; explored with courage; deepened continuously my counseling knowledge and enhanced my operating ability in counseling skill, then I could handle my counseling job easily.

Summary

This course "Student Counseling" allowed me to understand clearly what was counseling, and the objective for student counseling development. It also enhanced my knowledge on the key elements needed for counseling and self-cultivation as a counselor. I had a chance to review and reflect on the successes and failures in my past counseling works through integrating theory and learning on counseling skills. Therefore I believed that the learning contents were of great advantage to my future job on student counseling development.

Hong Yok Juen (Teacher of Hou Kong Middle School, Macau)
Excerpted from: 《Teacher's Magazine》 28th Issue, April 2010

02 如何预防和面对校园欺凌

编辑先生 / 小姐：

您好！我儿子今年升读初中一，由去年九月开学至今都见他不开心。当我问他为什么时，他就说有同学排挤他，一有机会就欺凌他，说他是“朱古力”，叫同学不要和他玩。有时儿子不理睬他们，就声称要打他，虽然不是真有行动，但已令儿子十分害怕。近期他常借故说自己有病，不想上学。我不知该怎样处理，希望得到您的一些提示，谢谢！

玛利亚 上





玛利亚家长：

您好！

首先多谢您的来信！您能积极寻求协助，正视儿子受到排挤的处境，希望能协助他解决所遇到的问题，这是正确的态度。

港澳近年有关青少年欺凌行为的调查显示，本地区有约六成(香港59.7%，澳门61.8%)被访青少年表示过去三个月曾被人欺凌(资料来自澳门街坊会联合总会网页)，这表明欺凌问题不容忽视。对校园欺凌事件若掉以轻心，被欺凌者有可能受到长远不良的影响。

澳门是一个文化多元的社会，主张和谐、共融，只要能适当地处理，您儿子的问题是可以解决的。笔者在学校从事教育工作多年，对解决学校欺凌事件亦有家校合作的经验，现提供以下一些处理问题的方向，请您参考：

1. 有关近期您的儿子不想上学，常借故说自己有病，我明白您的担心，您需要和他倾谈，先了解他的情况。可能您已这样问过他，不过有些技巧需要注意，例如让他知道您是对他关心而不是责备他，您务必耐心地聆听他的感受。
2. 您和他倾谈之前，自己先要稳定情绪，心平气和。不要因为一些不必要的假设，认定别人歧视自己而影响了情绪。
3. 对于是否通知学校方面，您先不要着急，孩子已是初中一的中学生，您可以和他商量。若他不想通知学校，您亦要聆听他的理由，与他一同分析和讨论，化解他的担心。
4. 若能与学校合作解决是最好的，可能学校就您儿子的情况亦想与您沟通呢，您不用担心因不懂广东话而不与班主任联络，学校一定有安排的。
5. 在和学校倾谈时，建议您最好抱以相互合作的态度，要正视欺凌者的恶劣行为，但不要强求学校一定要如何严厉地惩处对方。
6. 同学间的纷争，以复和的手法即透过中间人作调解，会处理得较为理想。给人起花名、称同学是“朱古力”的学生，若透过老师或辅导员的介入，是能纠正过来的。

7. 初中一的学生若非来自一条龙式的学校，可能是从不同的小学升上来的，需要多一些时间互相认识。您可建议学校的老师加强反歧视教育，这样可以减少排挤及欺凌事件。

8. 在处理这事件的过程中，不要忘记您儿子的角色。他要透过这件事去思考和学习，这是他人生的一课。他要经过自主的学习，才可以总结经验的。要教导孩子不逃避，以积极的态度面对问题，告诉他您将与他一同面对挑战，但您不要有过多的指令，而适宜多与孩子讨论，增强他对自己的信心，鼓励他相信自己有能力走出被欺凌的处境，最终解决人际纠纷。

9. 值得您注意的是，被欺凌者通常都有一些个人的问题需要正视，例如人际关系较差、自我肯定不足或者表达能力欠佳等，长远来说这些都是需要改善的。家长需要协助孩子建立正面的自我概念，相信自己是有价值的人。

10. 建议您借着此事加深与孩子的亲子关系，陪同孩子成长，让孩子在有安全感的环境下学会信任，使您和他的关系更加亲密。

11. 除了您个人的努力之外，还建议您尽量发挥整个家庭的正向作用，让他得到其他家人的支持。

学校欺凌事件需要家庭、学校和社会的力量共同关注，我们应取零容忍的态度。但只有预防与救失兼顾，我们才可能让子女健康成长。

祝您

身体健康，家庭幸福！

黄艳兰（教育暨青年局德育中心主任）

摘自：《百份百家长》第二十九期，2010年7月

