

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017 / 18**

Part I Course Overview

Course Title:	Group Counselling and Therapy
Course Code:	SS5802
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

The course provides a collection of conceptual frameworks for understanding the parameters of effective group intervention. These parameters include approaches that help clients ventilate, gain insight, develop new behaviour and obtain support from fellow members. Students are helped to develop increased cultural sensitivity in adapting Western group counselling theories to work with local clients.

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.	Apply selected theories, concepts and skills in group counselling that are <i>seen</i> to be applied in the local context	70%	/	/	
2.	Conduct a group counselling session and understand the qualities of an effective group counsellor	10%	/	/	/
3.	Solve problems and release surplus reality blocking their personal and professional growth	10%	/	/	/
4.	Apply a new perspective of group counselling in Chinese communities	10%	/	/	/
		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	4			
Lecture, videos, case studies, role play	<ul style="list-style-type: none"> Introduction of different approaches in group counselling, such as person-centred approach, task-centred approach, cognitive behavioural therapy and psychodrama. Introduction of selected 	√	√	√	√			

	<p>counselling skills, such as action techniques, emotive-evocative techniques, cognitive techniques, behavioural techniques and imagery techniques.</p> <ul style="list-style-type: none"> • The introduction of theoretical concepts and skills will be assisted by videos and students' role play. • Case study will be used to demonstrate the cultural applicability of the selected theories. 							
Lecturer's demonstration, group discussion	The lecturer will use two 3-hour sessions to conduct live demonstration so as to show students how to conduct group counselling. Students will share their learning and experiences in the subsequent group discussion.	√	√	√	√			
Group building and counselling exercises	Students are formed into groups to carry out this learning task. They will participate in experiential learning through weekly group meetings. Students will take turn to be the group leaders.	√	√					

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	4			
Continuous Assessment: 100 %							
<p>Paper</p> <p>Students have to write up a group proposal of 3,000-4,000 words. The proposal contains 8 weeks of group work or group counselling sessions that aim to enhance the social functioning or alleviate the personal problems of participants.</p>	√	√		√		50%	
<p>Participation in experiential learning and reflection</p> <p>Students have to participate actively in experiential learning exercises, such as group exercise, role-play, counselling demonstration, and/or intensive</p>	√	√	√	√		40%	

students' interaction in the Discussion Board as required by the lecturer.								
Group project and presentation Students are formed into groups to carry out this assignment. The groups have to present their results to other students in Week 13.	√	√		√			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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Paper	Capacity for self-directed learning to implement group counselling in the local context	High	Significant	Moderate	Basic	Unsatisfactory
2. Participation in experiential learning and reflection	Level of participation	High	Significant	Moderate	Basic	Unsatisfactory
3. Group project and presentation	Ability to present the group result in social work intervention	High	Significant	Moderate	Basic	Unsatisfactory

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.)

1.1 Task-centred group therapy

Tasks of living, values about human beings, theoretic pluralism, conventional reasoning versus theory, theoretical propositions about change, task-centred group process and skills, therapeutic mechanisms, pre-group phase, group formation phase, problem specification, goal setting, mutual-aid system, contracting, tasks setting, implementation, review and modification.

1.2 Person-centred encounter group

Milling around, resistance to personal expression or exploration, description of past feelings, expression of negative feelings and exploration of personally meaningful materials, expression of immediate interpersonal feelings in the group, development of a healing capacity, self-acceptance, cracking of facades, individual receiving feedback, confrontation, helping relationship outside the group sessions, basic encounter, expression of positive feelings and closeness, and behaviour changes.

1.3 Rational emotive behavioural group therapy

Rationality, responsible hedonism, philosophic and scientific emphasis, two basic biologically based tendencies, three basic musts, two fundamental human disturbances, the ABC framework, appropriate and inappropriate negative emotions, perpetuation of psychological disturbance, theory of therapeutic change, REBT group process, cognitive, imagery, emotive-evocative, and behavioural techniques

1.4 Psychodrama

Sociometry and social atom, role creating, role taking, role playing, creativity and spontaneity, action, surplus reality, doubling, role reversal and mirror, tele, encounter, magic, psychodramatic spiral, the object relations theory, and methodological concepts of psychodrama, such as stage, director, protagonist, auxiliary ego, double and audience.

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.	American Group Psychotherapy Association <i>Practice Guidelines for Group Psychotherapy</i> , at https://www.agpa.org/guidelines/index.html
2.	Jacobs, E.E., Masson, R.L. Harvill, R.L. & Schimmel, C.J. (2012). <i>Group counselling: Strategies and skills</i> . Pacific Grove, CA: Brooks/Cole-Cengage Learning.

2.2 Additional Readings

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

1.	Capuzzi, D. & Gross, D. (Eds.). (2003). <i>Counselling and psychotherapy: Theories and interventions</i> (3rd ed.). Upper Saddle River, NJ: Merrill.
2.	Corey, M.S. & Corey, G. (2006). <i>Groups process and practice</i> . Pacific Grove, CA: Brooks/Cole-Thomson Learning.
3.	Posthuma, B.W. (2002). <i>Small groups in counselling and therapy: Process and leadership</i> (4th ed.). Boston: Allyn and Bacon.
4.	Clayton, G.M. (1991). <i>Directing Psychodrama</i> . Victoria, Australia: ICA Press.

5.	Doel, M. and Marsh, P. (1992). <i>Task-centred Social Work</i> . Aldershot, Hants: Ashgate.
6.	Dryden, W. (1995). <i>Brief Rational Emotive Behaviour Therapy</i> . New York: Wiley.
7.	Dryden, W. (1995). <i>Facilitating Client Change in Rational Emotive Behaviour Therapy</i> . London: Whurr Publishers.
8.	Dryden, W. (1998). <i>Developing Self-Acceptance: A Brief, Educational, Small Group Approach</i> . New York: Wiley.
9.	Epstein, Laura. (1992). <i>Brief Treatment and a New Look at the Task-centered Approach</i> . New York: Macmillan.
10.	Fehr S.S. (ed.) (2008). <i>101 Intervention in Group Therapy</i> . N.Y.: Haworth Press.
11.	Fortune, Anne E., McCallion, P. & Briar-Lawson, K. (Eds.) (2010). <i>Social Work Practice Research for the Twenty-First Century</i> . N.Y.: Columbia University Press.
12.	Fortune, Anne E. (Ed.) (1985). <i>Task-centered Practice with Families and Groups</i> . New York: Springer. (especially pp.1-101).
13.	Harp, M., Holmes, P. and Tavon, K.B. (1998). <i>The Handbook of Psychodrama</i> . NY: Routledge.
14.	Ko, L.P.C. and Au, C.K. (2001). (Eds.). <i>Casework: Theories and Case Illustrations</i> . Hong Kong: Chinese University Press.
15.	Lo, T.W. (2005). "Task-centered Groupwork: Reflections on Practice." <i>International Social Work</i> . 48(4), 455-66.
16.	Lo, T.W. (2008). An effective precipice toward recovery. In Scott Simon Fehr (Ed.), <i>The 101 interventions in group therapy</i> (pp.425-430). New York: Haworth Press.
17.	Lo, T.W. (2008). The gambling chair. In Scott Simon Fehr (Ed.), <i>The 101 interventions in group therapy</i> (pp.39-44). New York: Haworth Press.
18.	Lo, T.W. (2010). "Task-centered Practice in Hong Kong." In A. E. Fortune, P. McCallion, & K. Briar-Lawson, (eds.) <i>Social Work Practice Research for the Twenty-First Century</i> . N.Y.: Columbia University Press.
19.	Moreno, J.L. (1980). <i>Psychodrama</i> . New York: Beacon House (three volumes). Reid, William J., et al (1992). <i>Task Strategies: an Empirical Approach to Clinical Social Work</i> . New York: Columbia University Press.
20.	Rennie, D.L. (1998). <i>Person-centred Counselling</i> . London: Sage.
21.	Schutter, William J. (1992). "Sometimes Words are not Enough: Action Techniques in Group Counseling." In the <i>Hong Kong Council of Social Service Children and Youth Division</i> (ed.) <i>Exploration of Youth Service Model</i> . Hong Kong: Hong Kong Christian Service, 203-214.
22.	Tolsen, E.R., Reid, W.J. and Garvin, C.D. (1994). <i>Generalist Practice: a Task Centered Approach</i> . N.Y.: Columbia University Press.
23.	Yablonsky, L. (1992). <i>Psychodrama: Resolving Emotional Problems through Role-playing</i> . New York: Brunner/Mazel.

(A detailed booklist of individual theories can be found at the end of lecture notes.)