

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2012/2013**

Part I

Course Title:	Counselling Theories and Practice
Course Code:	SS5800
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5 English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Instruction:	
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims:

This course aims to critically examine how selected counselling theories and therapy models are being used by practitioners in the context of exploring the positivist epistemology of counselling practice as revealed in the connection between theories and practice, and to present a postmodern epistemology as an alternative paradigm that conceptualizes counselling as a “conversational art” and skilled performance in counselling as opening up a conversational space for a client-counsellor dyad to co-construct a kinder reality for the client.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1.	Identify and critically evaluate professional worldviews,	30%

	fundamental assumptions, and key concepts of a counselling theory or therapy model for understanding problems of living and the nature of change.	
2.	Contrast between the applied science view and the dialectical view of the “theory-practice” connection, and critically examine how each view subscribes to a particular standpoint of the phenomenon of practice and skilled performance in counselling.	30%
3.	Make a creative synthesis of postmodern ideas (the narrative turn, social constructionism, hermeneutics) to re-vision counselling as a “conversational art” – disciplined and intelligent use of language to “move” people in a relational context characterized by the presence of professional-lay divide.	40%

Teaching and learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students’ achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	TLA 4	Hours / course (if applicable)
CILO 1	√	√		√	
CILO 2	√		√		
CILO 3	√	√	√	√	

TLA1: Class Discussions

Classroom discussions organized around intellectual input given in mini-lectures.

TLA2: Study Video Demonstration

Study video demonstration (of master therapists and local practice) and transcriptions of counselling conversations to discern how counselling theories find expression in practice.

TLA3: Live Demonstration and Class Practice Exercise

Live demonstration and classroom practice exercise to generate experiential materials for examining counselling in situ.

TLA4: Student Presentation

Student presentations to explore the “conversational art” of counselling, the phenomenon of practice, knowledge use, and knowledge creation in counselling practice.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting
CILO 1 – 3	AT1: Term Paper	50%
CILO 2 – 3	AT2: Student Presentation	40%

CILO 1 – 3	AT3: Participation	10%
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AT1: Term Paper

A free-title 3,000-word term essay to investigate into aspects of counselling theories and practice pertaining to areas of thematic interest (e.g. conversational construction of reality, thinking and acting in practice, integrative/integrating therapies and eclectic practice).

AT2: Student Presentation

Student Presentation based on work done in group inquiry on a topic / issue of interest in counselling, based either on live counselling practice and/or lecture/workshop input.

AT3: Participation

Quality of participation in terms of contribution to collaborative learning in classroom discussions and group presentations.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOS
A+ A A-	Demonstrating in writing as well as in student-led workshops (both as a presenter and an audience member) good understanding not only of the basic premise and key concepts/ideas of selected therapy models/counselling theories but also the professional worldview each subscribes to, and the ability to critically examine what it means to practice counselling if a practitioner applies, in an instrumental sense, these therapy models/counselling theories as opposed to making reference to them as a 'map' or a 'lens' for navigating counselling conversations intelligently both as the medium and the tool for changing clients or enabling clients making changes.
B+ B B-	Demonstrating in writing as well as in student-led workshops (both as a presenter and an audience member) good understanding not only of the basic premise and key concepts/ideas of selected therapy models/counselling theories but also the professional worldview each subscribes to, and the ability to critically examine what it means to practice counselling if a practitioner applies, in an instrumental sense, these therapy models/counselling theories to conduct counselling conversations intelligently to change clients or to enable clients making changes.
C+ C C-	Demonstrating in writing as well as in student-led workshops (both as a presenter and an audience member) a good understanding of the basic premise and key concepts/ideas of selected therapy models/counselling theories but failing to examine critically the professional worldview that each subscribes to, and accepting uncritically that a therapy model/counselling theory prescribes what counsellors do to bring about changes in clients.
D	Demonstrating in writing as well as in student-led workshops (both as a presenter and an audience member) only crude understanding of the basic premise and key concepts/ideas of selected therapy models/counselling theories, and accepting uncritically that a therapy model/counselling theory prescribes what counsellors do to bring about changes in clients.
F	Demonstrating in writing as well as in student-led workshops (both as a presenter and an audience member) only partial and inadequate understanding of the basic premise and key concepts/ideas of selected therapy models/counselling theories, and accepting uncritically that a therapy model/counselling theory prescribes what counsellors do to bring about changes in clients.

Part III

1. Keyword Syllabus:

Examine selected counselling approaches and therapy models – core assumptions, theoretical constructs, accounts of client problems and change, clinical activities and judgement; reflective discovery of phenomenon of practice as shaped by professional worldviews; study how practitioners know and act, knowledge use and knowledge creation in practice; the relational context of counselling; skilled performance and professional development of counsellors.

2. Recommended Reading:

Recommended texts:

Edward S. Neukrug, E. S., & Allan M. Schwitzer, A. S. (2006). *Skills and tools for today's counsellors and psychotherapists: From natural helping to professional counselling*. Belmont, CA: Thomson: Brooks/ Cole.

Egan, G. (2002). *Exercises in helping skills: A manual to accompany the skilled helper*. Pacific Grove, CA: Brooks/Cole

Egan, G. (2002). *The skilled helper: A problem-management and opportunity-development approach to helping* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Hammond, D. C. et al. (2002). *Improving therapeutic communication: A guide for developing effective techniques* (1st paperback ed.). San Francisco, CA: Jossey-Bass.

James O., Prochaska, J. O., & John, C. Norcross (2007). *Systems of psychotherapy: A transtheoretical analysis* (6th ed.). Belmont, CA: Thomson Brooks/ Cole Pub.

Nelson-Jones, R. (2000). *Introduction to counselling skills: Text and activities*. London: Sage.

Poorman, P. B. (2003). *Microskills and theoretical foundations for professional helpers*. Boston: Allyn & Bacon.

Reference texts:

Atkinson, T., & Claxton, G. (Eds.). (2000). *The intuitive practitioner: On the value of not always knowing what one is doing*. Buckingham: Open University Press.

Barrett-Lennard, G. T. (1998). *Carl Rogers' helping systems: Journey & substance*. London: Sage.

Dobson, K. S., & Craig, K. D. (Eds.). (1998). *Empirically supported therapies: Best practice in professional psychology*. Thousand Oaks, CA: Sage.

Dreier, O. (1993). Re-searching psychotherapeutic practice. In S. Chaiklin & J. Lave, (Eds.), *Understanding practice: Perspectives on activity and context* (pp.104-124).

- Cambridge: Cambridge University Press.
- Dryden, W. (1996). *Inquiries in Rational Emotive Behaviour Therapy*. London: Sage.
- Dryden, W. (1997). *Therapists' dilemmas*. London: Sage.
- Dryden, W. (Ed.). (1995). *Rational Emotive Behaviour Therapy: A reader*. London: Sage.
- Eraut, M. (1994). *Developing professional knowledge and competence*. London: The Falmer Press.
- Feltham, C., & Horton, I. (Eds.). (2000). *Handbook of counselling and psychotherapy*. London: Sage.
- Feltham, C. (1995). *What is counselling?* London: Sage.
- Feltham, C. (Ed.). (1996). *Which psychotherapy?* London: Sage.
- Feltham, C. (Ed.). (1999). *Understanding the counselling relationship*. London: Sage.
- Fish, D. (1998). *Appreciating practice in the caring professions: Refocusing professional development & practitioner research*. Oxford: Butterworth/Heinemann.
- Friedman, S. (Ed.). (1993). *The new language of change: Constructive collaboration in psychotherapy*. New York: The Guilford Press.
- McLeod, J. (1997). *Narrative and psychotherapy*. London: Sage.
- Miller, G. (1997). *Becoming miracle workers: Language and meaning in brief therapy*. New York: Aldine de Gruyter.
- O'Connell, B. (1998). *Solution-focused therapy*. London: Sage.
- Palmer, S., Dainow, S., & Milner, P. (Eds.). (1996). *Counselling: The BAC counselling reader*. London: Sage.
- Riikonen, E., & Smith, G. M. (1997). *Re-imagining therapy: Living conversations and relational knowing*. London: Sage.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Silverman, D. (1997). *Discourses of counselling: HIV counselling as social interaction*. London: Sage.
- Thorne, B., & Lambers, E. (1998). *Person-centred Therapy: A European perspective*. London: Sage.
- White, M., & Epstein, D. (1990). *Narrative means to therapeutic ends*. New York: W.W.

Norton.

White, M. (2000). *Reflections on narrative practice: Essays & interviews*. Adelaide: Dulwich Centre Publications.

Woolfe, R., & Dryden, W. (Eds.). (1996). *Handbook of counselling psychology*. London: Sage.

Media Resource:

"Three approaches to psychotherapy II" nps(vc) RC480 .T46 pt.2 cst.1 (A video demonstration featuring Carl Rogers in a counselling session with Kathy.)

"Carl Rogers and the Person-Centered Approach" nps(vc) RC481 .C365 2003. (In this singular presentation, Rogers' biographer Howard Kirschenbaum guides us through Rogers' life and work and the development of the "client-centered" and "person-centered" approach to counselling, education, group work, and human relationships. Many audio and video examples of Rogers counselling clients and working with groups...)

Narrative therapy with Dr. Steve Madigan, Family Therapy with the Experts series. nps(vc) RC 488.5.N36 1998 (...shows Stephen working with an African-American family. The adolescent boy in the family had recently been a victim of racism. Stephen was able to help the young man tell his story and learn ways to re-write his story.)

"The Best of Friends" - An Interview with Michael White, Learning Opportunities through Master's Work Video Productions series. nps(vc) RC488.5.B49 1994 (The narrative therapy philosophy and clinical work of Michael White are demonstrated in this couple session. In addition to the clinical session, commentary explains what he was thinking about and what underlies his comments and questions to this couple. Ken and Shannon are nearing the end of couple therapy. During the interview they change some lifelong cultural beliefs about gender roles. Alternative stories about who they are become further articulated and supported and the dialogue which develops begins to constitute their lives. A reflective team comments and the clients respond to these comments.)

Social constructionist ideas about psychotherapy: An interview with Harlene Anderson. Master's Work Video Production www.masterswork.com (...discusses the transformative nature of social constructionist therapy. How the process of the relationship, a dialogic conversation, a mutual puzzling with the client leads to change. ...addresses topics of...the "not knowing" posture, and who gets seen in therapy. How she reflects what her clients are talking about is addressed and how her work resembles Rogerian work and how her intention is different.)

Solution-focused Therapy with Insoo Kim Berg, "Psychotherapy with the Experts" series. nps(vc) RC489 (This is a brief therapy based on the belief that it is not sufficient to help your clients eliminate their problems, but that an appropriate solution must be identified and applied to the problem. This therapy is particularly noted for its effectiveness with less affluent, culturally diverse, and difficult clients.)

"I love my kids: Getting her children home", featuring Insoo Kim Berg and Peter DeJong nps(vc) RC488.5 .128 1996 (This young mother of two children was physically abused, stalked, and had her life threatened by a man who also broke her child's leg. Her single minded desire to have her children returned from a foster home is shaped by how much "I love my kids." This single session case is a clear example of how different realities get constructed through solution-focused conversations. Even though the client saw herself as "depressed and stressed out" at the beginning of the session, this remarkable young woman begins to see herself as "strong" and as having learned from her "mistake." Berg's careful pacing and following the client's words shows a delicate, elegant way of "leading from behind" which results in the client discovering her own hidden resources.)

"Coming through the ceiling: A Solution-Focused Approach to a different case" with Steve de Shazer, nps(vc) RC 480.55 .C654 1995 (The client reports difficulty sleeping. She says that this difficulty is due to her upstairs neighbour's "electrical machine" that seems designed specifically to disturb her sleep. The entire first session and the start of the second session illustrate the use of Solution-Focused Brief Therapy techniques with such cases. This tape highlights the development of exceptions, and a between session task. Conversations between Steve and Insoo Kim Berg describe their thinking before, during, and after sessions.)

Aaron T. Beck Interviewed by Phiulip C. Kendall, Archives of the Association of Behavioral and Cognitive Therapies (nps(vc) RC 489 .C63 B45 2000

Cognitive Behavioral Therapy with Donald Meichenbaum, Psychotherapy with the Experts series. (nps(vc) RC489 .C63 C6425 2000) (The approach in this video is generally considered the treatment of choice for many of the psychological symptoms present today. The approach believes that changing thinking will change feelings and behavior, stresses psychological education and views the therapist as someone who has skills that can be taught to clients.)

Cognitive Behavior Therapy with Dr. John Krumboltz, Psychotherapy with the Experts series. (nps(vc)RC489.C63 C65 1998)

Rational Emotive Therapy(nps(vc) RC489 .R3 R384 1982), (This film is designed to teach students and mental health professionals about the basic concepts and techniques of Rational Emotive Therapy (RET)...provides a well-integrated discussion of RET with the demonstration of its techniques... The onset of the film places the viewer at the home of the Institute for Rational Living in New York City...with a voice-over by Dr. Albert Ellis...describing his early roots in psychoanalytic theory, which he determined to be inefficient, and his subsequent development, in 1955, of his much more efficient form of therapy...then proceeds to engage in a counselling session with a client (Julia). The session is interspersed with Ellis' explanations of RET...")

Online Resources:

Course materials uploaded to the online course site; video demonstrations of master therapists at home.