City University of Hong Kong

Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2013/2014

Part I

Course Title:	Counselling Children and Youth
Course Code:	SS5821
Course Duration:	One Semester
No. of 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:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

Students will study children and youth as an important and unique target group undergoing developmental crises different from other age groups. This target group also requires special considerations and awareness of the use of professional values and ethics. Besides studying their needs and crisis on an individual level, their issues will also be attempted to from the familial and societal perspectives. Selected children and youth issues and theoretical models generally recognized by the counseling professionals will be examined in an integrative and critical manner.

Course Intended Learning Outcomes (CILOs)
Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Examine and assess children and adolescents problems with reference to local and contemporary familial and social contexts	10%

2.	Identify and examine contemporary children and adolescents issues	20%
3.	Apply selected theories, concepts and intervention methods that are supported by western and local experiences to be effective in understanding and assessing children and adolescents in distress.	50%
4.	Apply counseling skills and their related values and ethics in working with children and adolescents in distress.	20%

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	TLA4	Hours / course (if applicable)
CILO 1	√	√	√		
CILO 2	√	√	√	√	
CILO 3	√	√	√		
CILO 4	√	√	√		

TLA1: Lectures

Major theoretical models and fundamental concepts will be presented to students.

TLA2: Class Discussions

Classroom discussions organized for the whole class or carried out in small group discussion followed by a presentation by each small group will be used for clarification of concepts and for integration of theories and local practice experiences.

TLA3: Live and Video Demonstration

Related videos demonstration by master therapists and local video production showing the contemporary children and youth issues will be used in classroom for students to learn how theories could be practiced and to cater for local problems. Live demonstrations and role plays by students and by teacher will also be used to examine how theoretical models be practiced in situations.

TLA4: Student Presentation

Student presentations will be used to encourage self study on a range of children or youth emotional and behavioural problems and their related theoretical and practice concepts.

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 (if applicable)	Remarks
CILO 3 - 4	AT1: Reflective paper on children play	20%	
CILO 1 - 3	AT2: Group presentation	20%	
CILO 1 - 2	AT3: Reflective and case critique paper	20%	
CILO 1 - 4	AT4: Term Paper on a specific child/youth	40%	

		problem or on a special intervention method		

AT1: Reflective paper on children play

Students will be asked to experience playing with one child for half an hour and write a reflective paper on what they have learnt in the process about playing with children and about their interactions with children. The length of the paper is 1,000 words.

AT2: Group presentation

Students will be divided into smaller groups with around 5 members in each group for a group presentation on one assigned type of child or youth emotion or behavioural problem. Each presentation will last around one hour in the formats of oral presentation, video demonstration, role plays and assessment exercises. The presenting group has to lead a 30 minutes whole class discussion after their presentation.

AT3: Reflective and case critique paper

This is an individual paper on the group topic that each student is working on in their group presentation. Students have to write a reflective and case critique paper on the case that they have been studying in the presentation and to comment critically on the appropriateness of the assessment methods, intervention methods and the role of workers being used in the case. Students also have to reflect of their own learning on how to be a competent children and youth counsellor. The length of the paper is 2,000 words.

AT4: Term Paper

This is another individual paper on one current children or youth issue which is challenging Hong Kong as a local community and culture. Students are asked to apply one theoretical and intervention model to this specific type of children and youth problem and to comment on the appropriateness of a western intervention model to local use. The length of the paper is 3,000 words.

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-	Demonstrate an excellent ability in applying theoretical concepts to analyse individual children and youth problems. Critically compare the different theoretical perspectives and orientations of different models when attempting to analyze and apply. Very good use of knowledge about ethics and values with working with children and youth in distress. When analyse and apply, there is strong evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Reasonable understanding on how to apply theoretical concepts to analyze children and youth problems. Showing a good ability to distinguish the different theoretical perspectives and orientations of different models when

	attempting to analyze and apply. Good use of knowledge on ethics and values when working with children and youth in distress. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	General ability to understand the theoretical concepts that could be used to analyse and apply to children and youth problems. Weak use of knowledge on ethics and values when working with children and youth in distress. Students are profiting from learning the course; understanding of the subject; developing solutions to simple problems in the material.
D	Ability to spell out the theoretical concepts and models that could explain children and youth problems. Weak use of knowledge on ethics and values when working with children and youth in distress. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with children and youth problems. Weak in distinguishing the concepts and models that could be used for analyse and apply; weakness in critical and analytic skills; limited, or irrelevant use of literature. Very weak use of knowledge on ethics and values when working with children and youth in distress.

Part III

1. Keyword Syllabus

1.1 Nature of contemporary children and youth problem
Ecology of childhood and adolescence, pro-social development and deviance, well-being of children, behavior disorders, emotional disturbance, developmental disabilities, children in distress.

1.2 Selected theories and models for understanding, assessing and counseling children and youth
Psychodynamic approaches: childhood experiences, connection between childhood and adulthood, psycho-social approach.
Person-centered approach: play work, child-centered play therapy, filial piety group.
Family system approach: children and youth problems in relation to family system distress and parenting.
Cognitive Behavioral approaches: behavior management and therapy, Rational-emotive-Behavioral Therapy, Reality Therapy.

1.3 Children and youth emotional and behavioral problems and the applications of values and ethics in practice
Eating disorder, personality disorder, conduct disorder, depression, runaway behavior of children and youth.

2 Recommended Reading

Essential Texts

Kottler, J. (2011). *Theories in counseling and therapy: experiential approach.* Boston:

Allyn and Bacon.

Rose, S.R. and Fatout, M.F. (2002). Social Work Practice with Children and Adolescents. Allyn and Bacon.

Sharf, R.S. (2004). Theories of psychotherapy and counseling: concepts and cases. CA: Brooks/Cole.

Supplementary Texts

Bush, K.R., Peterson, G.W., Cobas, J.A., & Supple, A.J. (2002). "Adolescents' perceptions of parental behaviors as predictors of adolescent self-esteem in Mainland China." *Sociological Inquiry*, 72(4), 503-526.

Breggin, P.l. (2000). *Reality therapy in action.* NY: HarperCollins.

Carlson, L.A. (2003). "Existential theory: helping school counselors attend to youth at risk for violence." *Professional School Counseling*, 6(5), 310-316.

Corey, G. (1997). *Theory and practice of counseling and psychotherapy*. California: Brooks/Cole.

Curtis, R.C., Kimball, A., & Stroup, E.L. (2004). "Understanding and treating social phobia." *Journal of Counseling & Development*, 82(1), 3-9.

Desai, P.P., Ng, J.B., & Bryant, S.G. (2002). "Care of children and families in the CICU: a focus on their developmental, psychosocial, and spiritual needs." *Critical Care Nursing Quarterly*, 25(3), 88-97.

Donahue, P.J., Falk, B., & Provet, A.G. (2000). *Mental health consultation in early childhood.* Maryland: Paul H. Brookes Publishing Co.

Dryden, W. (1999). *Rational emotive behavioral counseling in action*. London: Sage.

Dryden, W. (1996). *Inquiries in rational emotive behavior therapy*. London: Sage.

Dryden, W. (2000). *Invitation to rational emotive behavioral psychology*. London: Whurr.

Ellis, A & Dryden, W. (1987). The *practice of rational-emotive therapy*. NY: Springer.

Erdman, P., & Lampe, R. (1996). "Adapting basic skills to counsel children." *Journal of Counseling & Development*, 74(4), 374-377.

Fryxell, D. (2000). "Personal, social, and family characteristics of angry students." *Professional School Counseling*, 4(2), 86-94.

Glasser, W. (1998). The *quality school: managing students without coercion*. NY: HarperCollins.

Glasser, N. (1980). What *are you doing? : how people are helped through reality therapy.* NY: Harper & Row.

Hazler, R. J., & Mellin, E.A. (2004). "The developmental origins and treatment needs of female adolescents with depression." *Journal of Counseling & Development.* 82(1), 18-24.

Hernandez, M., & Hodges, S. (2001). *Developing outcome strategies in children's mental health.* Maryland: Brooks Pub. Co.

Hollis, F. & Woods, M. (1981). *Casework: a psychosocial therapy.* New York: Random House.

Hong Kong Family Welfare Society. (1994). *Empowering families: a collection of concepts and methods.* Hong Kong: Author.

Journal of Reality Therapy (1981-1997) & International Journal of Reality Therapy (1997-)

Lam, T.H., & Stewart, S.M. & Ho, L.M. (2001). "Smoking and high-risk sexual behavior among young adults in Hong Kong." *Journal of Behavioral Medicine*, 24(5), 503-518.

Lam, T.H., Stewart, S.M., Leung, G.., Ho, S.Y., Fan.H., & Ma, L.T. (2002). "Sex differences in body satisfaction, feeling fat and pressure to diet among Chinese adolescents in Hong Kong." *European Eating Disorders Review*, 10, 347-358.

Landreth, G.L. (1993). "Child-centered play therapy." *Elementary School Guidance & Counseling*, 28(1), 17-30.

Landreth, G.., Baggerly, J., & Tyndall-Lind, A. (1999). "Beyond adapting adult counseling skills for use with children: the paradigm shift to child-centered play therapy." *The Journal of Individual Psychology,* 55(3), 272-287.

Lau, S., & Kowk, L.K. (2000). "Relationship of family environment to adolescents' depression and self-concept." *Social Behavior and Personality*, 28(1), 41-50.

Laursen, E.K.(2000). "Strength-based practice with children in trouble." *Reclaiming Children and Youth*, 9(2), 70-75.

Law, C.K. (ed.) (1994). "Hong Kong families in transition.*" Monograph series no. 21*, Department of Social Work and Social Administration, University of Hong Kong.

Miars, R.D. (2002). "Existential authenticity: a foundational value for counseling." *Counseling and Values*, 46, 218-225.

Miller, L. (2012). "Counselling Skills for Social Work". (2nd edition). Sage.Publications Ltd.

Nelson-Jones, R. (2003). *Basic counseling skills: a helper's manual.* London: Sage Publications.

Nelson, J.C. (1975). "Dealing with resistance in social work practice." *Social Casework,* December, 587-592.

Parr, G.D.& Ostrovsky, M. (1991). "The role of moral development in deciding how to counsel children and adolescents." *School Counselor*, 39(1), 14-19.

Singh, N.N., Ollendick, T.H., & Singh, A.N. (2000). *International perspectives on child and adolescent mental health.* London: Elsevier.

Steiner, H. (2004). *Handbook of mental health interventions in children and adolescents: an integrated developmental approach.* CA: Jossey-Bass.

Thorpe, G.L. & Olson, S.L. (1990). *Behaviour therapy: concepts, procedures and applications.* Boston: Allyn and Bacon.

Wubbolding, R.E. (2000). *Reality therapy for the 21st century.* PA: Accelerated Development.

高劉寶慈, 朱亮基 (1997). <<個人工作與家庭治療：理論與案例>> 香港：中文大學出版社.

高劉寶慈等 (1999). 個案工作：理論與案例. 香港：集賢社.

林孟平 (2000). 輔導與心理治療. 香港：商務印書館.

蔡敏華, 何敏儀 (1988). 幫助弱智人士的行為更易法. 香港：香港弱智人士協進會

李維榕 (1996). 家庭舞蹈：從家庭系統看個人行為‧香港：壹出版.

格拉塞著, 唐曉杰譯 (1998). 沒有失敗的學校. 台北市：桂冠圖書股份有限公司‧

格拉塞著 (1995). 你在做什麼？ 台北市：張老師文化

Dryden, Windy (著) 武自珍(譯). 理性情緒心理學入門. 台北市：心理出版社

Play

Block, J.H.(ed.). (1987). *School play: a source book*. NY: Garland.

Davy, A. (1998). *Playwork: play and care for children 5-15*. Basingstocke: Macmillan.

Forman, G.E. (ed.) (1984). *Constructive play: applying Piaget in the preschool*. California: Addison-Wesley.

Open University (1989). Child's play [video-recording]. England: Open University Worldwide Ltd.

Paley, V.G. (1992). *You can't say you can't play.* Cambridge, Mass.: Harvard University Press.

Pitcher, E.G. (1983). Boys and girls at play: the development of sex roles. NY: Praeger.

Roopnarine, J.L. (1994*). Children's play in diverse cultures*. Albany: State University of New York Press.

Wolfberg, P.J. (1999). *Play and imagination in children with autism*. NY: Teachers College Press.

Yawkey, T.D. (ed.) (1984). *Child's play: developmental and applied.* NJ: L. Erlbaum Associates.

Hughes, F.P. (著)郭靜晃 (譯) (2000). 兒童遊戲: 兒童發展觀的詮譯. 台北市: 洪葉文化.

Joe L. Frost. (著). 王筱筤 (譯). 兒童遊戲與遊戲環境. 台北市:五南圖書出版

克魯門， 史密蘭斯基 （編著）‧兒童遊戲與學習‧台北市：桂冠圖書股份有限公司.