

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Summer 2017**

Part I Course Overview

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| Course Title: | Counselling Psychology |
| Course Code: | SS5792 |
| Course Duration: | One semester |
| Credit Units: | 3 credits |
| 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: (Course Code and Title) | SS5757 Personality Theories and Assessment; SS5780 Research Design & Analysis in Psychology |
| Precursors: (Course Code and Title) | Nil |
| Equivalent Courses: (Course Code and Title) | Nil |
| Exclusive Courses: (Course Code and Title) | Nil |

Part II Course Details

1. Abstract

This course aims to provide students with the opportunity to learn a range of theoretical frameworks, linking psychological theory, counselling technique, interpersonal and therapeutic skills that are the foundation of the counselling process. Counselling psychology facilitates personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, developmental, and organizational concerns. It addresses both normal developmental issues and dysfunctional or disordered developmental issues from the individual, family, systems, and organizational perspectives.

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. | identify the most important contemporary approaches and models of counselling and psychotherapy, focusing on: underlying philosophical assumptions, major concepts, view of personality, the therapeutic process, the counselling psychologist's role, and interventions; | 25% | √ | | |
| 2. | define Client's presenting problems in specific context, formulate theoretical formulations, make on-going assessment, devise counselling strategies and therapeutic interventions; | 25% | | √ | |
| 3. | apply counselling skills and techniques in establishing client-counselling psychologist relationship as well as in the therapeutic process; and | 25% | | √ | √ |
| 4. | demonstrate personal qualities and boundaries to become a professional counselling psychologist. | 25% | | | √ |
| | | 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 | | |
| Lectures and Seminar | Lectures will introduce students to major approaches and models in the field of counselling and psychotherapy, with an emphasis on the existential-phenomenological, psychodynamic, humanistic/integrative orientations. | ✓ | | | | | |
| Recommended Readings and Online Learning | Textbooks and recommended readings per week before each lecture, and online Blackboard provide comments, clarifications, responses, debates, discussions, reviews of teaching and readings. | ✓ | | | | | |
| Hypothetical Case | Offer hypothetical scenarios and indigenous cases in Chinese society through selected Radio Television Hong Kong (RTHK) television programmes. | | ✓ | | | | |
| Video Demonstration | Examine video demonstration by experts from major counselling models and transcriptions of counselling conversations to discern how psychotherapies applied into practice. | | ✓ | ✓ | ✓ | | |
| Role-play and Live Demonstration | Students will participate in exercises with each other usually in triads of 'counsellor', 'client' and observer - using materials from their own experience. This is an opportunity to practise psychotherapy and counselling skills and receive feedback. Lecturer will perform live demonstration in class. | | ✓ | ✓ | ✓ | | |
| Student Presentation | Consolidate knowledge and develop applicability of counselling approaches and models as well as clinical practice. | ✓ | ✓ | ✓ | ✓ | | |
| Class Discussion | Classroom discussions organized around intellectual input given in mini-lectures. | ✓ | ✓ | | ✓ | | |
| Out-of-classroom Reflective and Experiential Exercise | Weekly out-of-classroom reflective exercises and behavioural assignments in daily life practice. Experiential exercises will relate to the theoretical material presented and to the development of active | ✓ | ✓ | ✓ | ✓ | | |

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| | listening skills, empathic understanding, self-awareness, and the giving and receiving of feedback. | | | | | | | |
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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% | | | | | | | | |
| Group Presentation: Video demonstration | ✓ | ✓ | ✓ | | | | 20% | |
| Reflective Paper | ✓ | ✓ | ✓ | | | | 30% | |
| Term Paper: meaning exploration | ✓ | ✓ | ✓ | ✓ | | | 50% | |
| Examination: 0% (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-) | Adequate (C+, C, C-) | Marginal (D) | Failure (F) |
|--|---|--|---|---|---|---|
| 1. Group Presentation: video demonstration | This assignment assesses students' competence in integrating theories and research skills to analyze an issue of counselling practice with reference to a specific case. Students work in small groups of 6, identify an issue relevant to counselling practice, and present their findings in class. | Demonstrate excellent understand of the theories, and integration of these in to the case analyzed. Present the findings in a highly organized and systematic manner. Provide critical and evidence-based suggestions on the counselling approach and its effectiveness. | Demonstrate good understand of the theories, and integration of these in to the case analyzed. Present the findings in an organized and systematic manner. Provide relevant and evidence-based suggestions on the counselling approach and its effectiveness. | Demonstrate adequate understand of the theories, and integration of these in to the case analyzed. Able to present the findings in a comprehensible manner. Provide some relevant and evidence-based suggestions on the counselling approach and its effectiveness. | Demonstrate limited understand of the theories, and integration of these in to the case analyzed. Presentation of the findings is not organized. Provide limited suggestions on the counselling approach and its effectiveness. | Demonstrate very limited and incorrect understand of the theories, and cannot integrate these in to the case analyzed. Presentation of the findings is disorganized, incoherent or even contradicting. Provide inappropriate suggestions on the counselling approach and its effectiveness. |
| 2. Reflective paper | This assignment requires students to analyze the case presented in the first assignment with a counselling approach, formulate related hypotheses and make on-going assessment, present relevant and significant dialogues in the counselling process, reflect upon self-qualities and limitations of being a counsellor, and suggest areas of improvement. | Case being analyzed critically with reference to the most relevant theories and empirical findings, sound formulation of hypotheses and assessment strategies, extensive discussions on self-qualities and areas of improvement. | Case being analyzed with an evidence-based approach, adequate formulation of hypotheses and assessment strategies, appropriate discussions on self-qualities and areas of improvement. | Case being analyzed with reference to theories and empirical findings; demonstration of an ability to formulate hypotheses and assessment strategies, relevant discussions on self-qualities and areas of improvement. | Case being analyzed with reference to limited theories and empirical findings; inadequate formulation of hypotheses and assessment strategies, limited discussions on self-qualities and areas of improvement. | Case not being analyzed with reference to theories and empirical findings; unable to formulate of hypotheses and assessment strategies, irrelevant discussions on self-qualities and areas of improvement. |
| 3. Term paper | This paper examines the problems of pain and suffering. For examples, it will seek to answer the questions such as "why do bad things happen to good people?" and "What is justice when I need it the most?" Students may interview a person who had gone through a traumatic situation or can share their personal | Accurate and in-depth self-exploration and self-reflection; address the central questions with a logical and critical approach; use the most relevant literatures in discussion, and present ideas in a coherent and highly structured manner. | Accurate self-exploration and self-reflection; address the central questions with a logical approach; use relevant literatures in discussion, and present ideas in an organized manner. | Appropriate self-exploration and self-reflection; address the central questions adequately; able to use some relevant literatures in discussion, and present ideas in a comprehensive manner. | Inappropriate self-exploration and self-reflection; central questions were not addressed adequately; limited use of relevant literatures in discussion, and ideas were not presented in a comprehensive manner. | Inaccurate self-exploration and self-reflection; central questions were addressed poorly; very limited use of relevant literatures in discussion, and ideas were presented in an incomprehensive manner. |

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| | experiences (only if they feel comfortable to do so). | | | | | |
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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.)

Counselling conditions, developmental nature, stages, counselling skills, counselling process, therapeutic relationship, rapport building, presenting problems, on-going assessment, theoretical formulations, reformulate hypotheses, developing counselling goals, multi-cultural issues, defining strategies, therapeutic intervention, evidence-based outcome evaluation, termination and referral.

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.)

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| 1. | Corey, G. (2017). <i>Theory and Practice of Counseling and Psychotherapy</i> (10 th ed.). Boston, MA: Cengage Learning. |
| 2. | Corey, G. (2013). <i>Case Approach to Counseling and Psychotherapy</i> (8 th ed.). Belmont, MA: Cengage Learning. |

2.2 Additional Readings

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

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| 1. | Cormier, S., & Hackney, H. (2008). <i>Counseling strategies and interventions</i> (7th ed.). Boston, MA: Allyn and Bacon. |
| 2. | Capuzzi, D., & Gross, D. R. (2005). <i>Introduction to the counseling profession</i> (4th ed.). Boston: Allyn and Bacon. |
| 3. | Seligman, L. (2006). <i>Theories of counseling and psychotherapy: Systems, strategies, and skills</i> (2nd ed.). NJ: Pearson Prentice Hall. |
| 4. | Berman, P. S. (2005). <i>Interviewing and diagnostic exercises for clinical and counseling skills building</i> . Mahwah, NJ: L. Erlbaum Associates. |
| 5. | Clarkson, P. (1998). <i>Counselling psychology: Integration of theory, research and supervised practice</i> . London; NY: Routledge. |
| 6. | Corey, G. (2005). <i>Case approach to counselling and psychotherapy</i> (6th ed.). Pacific Grove, CA: Brooks/Cole. |
| 7. | Corey, G. (2005). <i>Theory and practice of counselling and psychotherapy</i> (7th ed.). Belmont, CA: Thomson/Brooks/Cole. |
| 8. | Corsini, R. J., & Wedding, D. (2005). <i>Current psychotherapies</i> (7th ed.). Belmont, CA: Thomson/Brooks/Cole. |
| 9. | Dryden, W., Strawbridge, S., & Woolfe, R. (2003). <i>Handbook of counselling psychology</i> (2nd ed.). London; Thousand Oaks, CA: Sage. |
| 10. | Evans, K. R., & Gilbert, M. C. (2005). <i>An introduction to integrative psychotherapy</i> . Basingstoke: Palgrave Macmillan. |
| 11. | Field, R., & Hemmings, A. (2007). <i>Counselling and psychotherapy in contemporary private practice</i> . London; NY: Routledge. |
| 12. | LeCroy, C. W., & Daley, J. M. (2005). <i>Case studies in child, adolescent, and family treatment</i> . Belmont, CA: Brooks/Cole. |
| 13. | Lindon, J., & Lindon, L. (2000). <i>Mastering counselling skills</i> . Basingstoke, Hants: Macmillan. |
| 14. | Mearns, D., & Cooper, M. (2005). <i>Working at relational depth in counselling and psychotherapy</i> . Thousand Oaks, CA: Sage. |
| 15. | Norcross, J. C., & Goldfried, M. R. (2005). <i>Handbook of psychotherapy integration</i> (2nd ed.). NY: Oxford University Press. |
| 16. | Papadopoulos, L., Bor, R., & Cross, M. C. (2003). <i>Reporting in counselling and psychotherapy: A trainee's guide to preparing case studies and reports</i> . Hove, East Sussex UK; NY: |

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| | Brunner-Routledge. |
| 17. | Patri, V. R. (2001). <i>Counselling psychology</i> . Delhi: Authorspress. |
| 18. | Roth, A., & Fonagy, P. (2005). <i>What works for whom? A critical review of psychotherapy research</i> (2nd ed.). NY: Guilford Press. |
| 19. | Scaturo, D. J. (2005). <i>Clinical dilemmas in psychotherapy: A transtheoretical approach to psychotherapy integration</i> . Washington, DC: American Psychological Association. |
| 20. | Tseng, W. S., Chang, S. C., & Nishizono, M. (2005). <i>Asian culture and psychotherapy: Implications for east and west</i> . Honolulu: University of Hawaii Press. |
| 21. | Wedding, D., & Corsini, R. J. (2005). <i>Case studies in psychotherapy</i> (4th ed.). Belmont, CA: Brooks/Cole. |
| 22. | Woolfe R., Dryden, W., & Strawbridge, S (2003). <i>Handbook of counselling psychology</i> (2nd ed.). Thousand Oaks, CA: Sage. |
| 23. | York, M. W., & Cooper, G. D. (2001). <i>A unifying approach to the theories and practice of psychotherapy and counselling</i> . Boston: Allyn and Bacon. |