

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:	Group Counselling and Therapy
Course Code:	SS5802
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

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.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
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%

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

TLA1: Lecture, videos, case studies, role play

- Introduction of different approaches in group counselling, such as person-centred approach, task-centred approach, cognitive behavioural therapy and psychodrama.
- Introduction of selected counselling skills, such as action techniques, emotive-evocative techniques, cognitive techniques, behavioural techniques and imagery techniques.
- 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.

TLA2: 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.

TLA3: 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.

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	Remarks
CILO 1,2,4	AT1: Paper	50%	Week 2-7
CILO 1-4	AT2: Participation in experiential learning and reflection	40%	Week 8-12
CILO 1,2,4	AT3: Group project and presentation	10%	Week 13

AT1: Paper

Students have to write up a paper of 3,000-4,000 words to compare the strengths and limitations of TWO group intervention models when they are applied in the local context. When preparing the paper, students have to include: (a) literature review on the theories that they have discussed in the Paper (50% of total mark), and (b) students own/other students' experiences or reflections of using the above theories in the weekly group meetings (50% of total mark).

AT2: Participation in experiential learning and reflection

Students have to participate actively in experiential learning exercises, such as group exercise, role-play, counselling demonstration, and intensive students' interaction.

AT3: Group project and presentation

Students are formed into groups to carry out this assignment. They will gather information from their experiential learning to establish 10 "Dos" and 10 "Don'ts" in counselling clients within the local cultural context. The groups have to present their results to other students.

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-	<ul style="list-style-type: none"> ● Demonstrate superior understanding of selected group counselling theories and methods; ● Demonstrate excellent critical and analytic skills; ● Demonstrate excellent organization; ● Demonstrate extensive use of literature in reflection; ● Demonstrate strong evidence of original thinking.
B+ B B-	<ul style="list-style-type: none"> ● Demonstrate good understanding of selected group counselling theories and methods; ● Demonstrate good critical and analytic skills; ● Demonstrate good organisation; ● Demonstrate sufficient use of literature in reflection; ● Demonstrate some evidence of original thinking.
C+ C C-	<ul style="list-style-type: none"> ● Demonstrate sufficient familiarity with selected group counselling theories and methods; ● Demonstrate reasonable critical and analytic skills; ● Demonstrate fair organisation; ● Demonstrate appropriate use of literature in reflection.
D	<ul style="list-style-type: none"> ● Demonstrate little evidence of familiarity with selected group counselling theories and methods; ● Weak in critical and analytic skills; ● Demonstrate weak organisation; ● Demonstrate limited or irrelevant use of literature in reflection.
F	<ul style="list-style-type: none"> ● No evidence of familiarity with selected group counselling theories and methods; ● Too weak in critical and analytic skills;

- | | |
|--|--|
| | <ul style="list-style-type: none">● Demonstrate poor organisation;● No use of literature in reflection. |
|--|--|

Part III

1. Keyword Syllabus

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.

1.1 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

1.2 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. Recommended Reading

Essential Texts

American Group Psychotherapy Association *Practice Guidelines for Group Psychotherapy*, at <https://www.agpa.org/guidelines/index.html>

Jacobs, E.E., Masson, R.L. Harvill, R.L. & Schimmel, C.J. (2012). *Group counselling: Strategies and skills*. Pacific Grove, CA: Brooks/Cole-Cengage Learning.

Supplementary Texts

Capuzzi, D. & Gross, D. (Eds.). (2003). *Counselling and psychotherapy: Theories and interventions* (3rd ed.). Upper Saddle River, NJ: Merrill.

Corey, M.S. & Corey, G. (2006). *Groups process and practice*. Pacific Grove, CA: Brooks/Cole-Thomson Learning.

Posthuma, B.W. (2002). *Small groups in counselling and therapy: Process and leadership* (4th ed.). Boston: Allyn and Bacon.

Clayton, G.M. (1991). *Directing Psychodrama*. Victoria, Australia: ICA Press.

Doel, M. and Marsh, P. (1992). *Task-centred Social Work*. Aldershot, Hants: Ashgate.

Dryden, W. (1995). *Brief Rational Emotive Behaviour Therapy*. New York: Wiley.

Dryden, W. (1995). *Facilitating Client Change in Rational Emotive Behaviour Therapy*. London: Whurr Publishers.

Dryden, W. (1998). *Developing Self-Acceptance: A Brief, Educational, Small Group Approach*. New York: Wiley.

Epstein, Laura. (1992). *Brief Treatment and a New Look at the Task-centered Approach*. New York: Macmillan.

Fehr S.S. (ed.) (2008). *101 Interventions in Group Therapy*. N.Y.: Haworth Press.

Fortune, Anne E., McCallion, P. & Briar-Lawson, K. (Eds.) (2010). *Social Work Practice Research for the Twenty-First Century*. N.Y.: Columbia University Press.

Fortune, Anne E. (Ed.) (1985). *Task-centered Practice with Families and Groups*. New York: Springer. (especially pp.1-101).

Harp, M., Holmes, P. and Tavon, K.B. (1998). *The Handbook of Psychodrama*. NY: Routledge.

Ko, L.P.C. and Au, C.K. (2001). (Eds.). *Casework: Theories and Case Illustrations*. Hong Kong: Chinese University Press.

Lo, T.W. (2005). "Task-centered Groupwork: Reflections on Practice." *International Social Work*. 48(4), 455-66.

Lo, T.W. (2008). An effective precipice toward recovery. In Scott Simon Fehr (Ed.), *The 101 interventions in group therapy* (pp.425-430). New York: Haworth Press.

Lo, T.W. (2008). The gambling chair. In Scott Simon Fehr (Ed.), *The 101 interventions*

in group therapy (pp.39-44). New York: Haworth Press.

Lo, T.W. (2010). "Task-centered Practice in Hong Kong." In A. E. Fortune, P. McCallion, & K. Briar-Lawson, (eds.) *Social Work Practice Research for the Twenty-First Century*. N.Y.: Columbia University Press.

Moreno, J.L. (1980). *Psychodrama*. New York: Beacon House (three volumes).
Reid, William J., et al (1992). *Task Strategies: an Empirical Approach to Clinical Social Work*. New York: Columbia University Press.

Rennie, D.L. (1998). *Person-centred Counselling*. London: Sage.

Schutter, William J. (1992). "Sometimes Words are not Enough: Action Techniques in Group Counseling." In the *Hong Kong Council of Social Service Children and Youth Division* (ed.) *Exploration of Youth Service Model*. Hong Kong: Hong Kong Christian Service, 203-214.

Tolsen, E.R., Reid, W.J. and Garvin, C.D. (1994). *Generalist Practice: a Task Centered Approach*. N.Y.: Columbia University Press.

Yablonsky, L. (1992). *Psychodrama: Resolving Emotional Problems through Role-playing*. New York: Brunner/Mazel.

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