

City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017/ 2018

Part I Course Overview

Course Title:	Counselling Theories and Practice
Course Code:	SS5800
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:	Nil
Prerequisites: (Course Code and Title)	Nil
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

The course constitutes part of the foundation training in counselling for beginners and a refresher/advanced course for those students with prior training and exposure to counselling. We organize the course content by thematic sessions. There will be greater emphasis on learning the basics if students are beginners. 10 thematic sessions will cover:

1. The (moral-ethical) nature of counselling as a form of professional helping in modern societies
2. The knowledge base of counselling: theories, framework, and paradigm
3. The application of counselling theories into different life span of the human development

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 and critically evaluate professional worldviews, fundamental assumptions, and key concepts of a counselling theory or therapy model for understanding problems of living and the nature of change	20%	√	√	
2	Introduce students to a number of therapy models chosen to reflect the diversity of normative assumptions and therapeutic focus in providing individual counselling	30%	√	√	
3	Increase competence in analyzing individual cases and acquire a basic framework for working with individual	20%	√	√	
4	Integration of therapies and integrative therapy, eclecticism, the general and specific factor of therapeutic change, personal style and personal model of practice	30%	√	√	√
		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			
TLA1: Lectures and Class Discussions	Classroom discussions centered 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 real-life practice.			√	√			
TLA4: Student Presentation	Student Presentation: Student presentations to explore the “conversational art” of counselling, the phenomenon of practice, and the dialectical process of knowledge use and knowledge creation in counselling practice.			√	√			

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: <u>100</u> %							
AT1: Term Paper Students have to write an individual paper of around 3,000 words to illustrate qualities of a good-enough counsellor with the support of different counselling theories and research studies. Students also need to reflect on own strengths, weaknesses and limitations alongside these qualities, as well as the areas of future development for learning.	√	√	√	√		40%	
AT2: Student Presentation: Student Presentation of the work done in a group inquiry on a topic / issue of interest in counselling, based either on peer counselling practice and/or lecture/workshop input.		√	√	√		40%	
AT 3: Reflective paper Reflect on how counselling theories and skills could assist the student in their current job (or daily life if the student was not working). Write around 1,000 words about the significance of counselling and the relationship with the discipline the student most familiar with.		√	√	√		20%	
Examination: <u>0</u> % (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. Term Paper	1.1 Ability to understand different approaches in counselling	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 Ability to include recent studies in the counselling discipline	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.3 Ability to reflect on own strengths and weaknesses	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.4 Ability to identify areas of personal future development and learning	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Student Presentation	2.1 Group effort (investment of time and group resource in the preparatory work leading to the group presentation)	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 How the topic of inquiry is framed and its relevance to learning in this course	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.3 Approach to group inquiry (empirically-based inquiry, preferably one that is based on live practice and is connected to the literature)	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.4 Design of group presentation (management of time, facilitating audience interaction during and at the end of the presentation) and delivery of presentation (group collaborative effort, clarity in the presentation of	High	Significant	Moderate	Basic	Not even reaching marginal levels

	information, quality of analytical work and scaffolding of in-session inquiry)					
	2.5 Quality of inquiry-based learning the audience acquired	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Reflective paper	3.1 Ability to identify the relevance of counselling theories and skills in job or daily life	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 Quality of reflectivity and future professional learning	High	Significant	Moderate	Basic	Not even reaching marginal levels

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.)

Study and review the growth of professional counselling as “talking cure”, professional worldview, professional values and ethical codes of practice, clinical analyses catering differentiated client’s developmental needs. Examine and critique major counselling approaches and therapy models regarding their core assumptions, theoretical constructs, accounts of client problems and change, clinical activities and judgement. Reflect on and examine the counsellor’s personal qualities and phenomenon of practice as shaped by professional orientations. Study how practitioners know and act in the “here-and-now”. Investigate the phenomenon of knowledge creation through knowledge use in practice. Review and re-think the skill orientation in counsellor education and its implication for counsellor development.

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.	Corey, G. (2016). Theory and practice of counselling and psychotherapy (10 th Edition). Belmont, CA: Brooks/Cole.
2.	Hackney, H. & Cormier, S. (2012). The professional counselor: A process guide to helping (7 th Edition). Boston, MA: Allyn and Bacon.

2.2 Additional Readings

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

Students new to counsellor education are advised to select one of the textbooks on counselling skills and/or framework of practice listed below as their self-directed reading project. Beginners are strongly advised to form study groups with other beginners to share what they learn from self-directed reading and classroom experience. There is a brief introduction of these books under the “Course Information” folder in the online course site. A recommended book is marked as * in the following book list for your reference.

For basic counselling concepts:

Aldridge, S. (2014). A short introduction to counselling. London: Sage Publications.

Dwivedi, K.N. (Ed.). (1997). The therapeutic use of stories. London: Routledge.

*Feltham, C. (1995). What is counseling? London: Sage.

Feltham, C. (Ed.). (1999). Controversies in psychotherapy and counseling. London: Sage.

Feltham, C. (Ed.). (1999). Understanding the counseling relationship. London: Sage.

Feltham, C. (1997). Time-limited counseling. London: Sage.

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

*Ko, G. (1990). Working with Chinese individuals and families: Some reflections. Hong Kong Journal of Social Work, 24, 60-69.

Kondrat, M.E. (1999). Who is the “self” in self-aware: Professional self-awareness from a critical theory perspective. *Social Service Review*, 73, 451-477.

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

For learning counselling theories and psychotherapy:

Archer, J. J., & McCarthy, C. J. (2007). *Theories of counseling and psychotherapy: Contemporary application*. NJ: Pearson Merrill Prentice Hall.

Brazier, D. (Ed.). (1993). *Beyond Carol Rogers: Towards a psychotherapy for the 21st century*. London: Constable.

Capuzzi, D., & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th ed.). NJ: Pearson Merrill/Prentice Hall.

Clarkson, P. (1997). Integrative psychotherapy, integrating psychotherapies, or psychotherapy after ‘schoolism’? In C. Feltham (Ed.), *Which psychotherapy: Leading exponents explain their differences*. (p. 33-50). London: Sage.

Dryden, W. (Ed.). (1996). *Handbook of individual therapy*. London: Sage.

Feltham, C. (Ed.). (1997). *Which psychotherapy?* London: Sage.

Fisher, J. E., & O’Donohue, W. T. (2006). *Practitioner’s guide to evidence-based psychotherapy*. London: Springer.

Friedman, S. (Ed.). (1993). *The new language of change: Constructive collaboration in psychotherapy*. NY: The Guilford Press.

Gilbert, P., Hughes, W., & Dryden, W. (1989). The therapist as a crucial variable in psychotherapy. In W. Dryden & L. Spurling, (Eds.), *On becoming a psychotherapist*. London: Routledge.

Gillian, P. (2014). *Values & ethics in counselling and psychotherapy*. London: Sage Publications.

Halbur, D., & Halbur, K. V. (2006). *Developing your theoretical orientation in counseling and psychotherapy*. MA: Pearson/A and B.

Howe, D. (1999). The main change agent in psychotherapy is the relationship between therapist and client. In C. Feltham, (Ed.), *Controversies in psychotherapy and counselling*. (p. 95-103). London: Sage.

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

Jensen, J.P., Bergin, A.E., & Greaves, D.W. (1990). The meaning of eclecticism: New survey and analysis of components. *Professional Psychology*, 21 (2), 124-130.

Kuhnlein, I. (1999). Psychotherapy as a process of transformation: Analysis of posttherapeutic autobiographic narrations. *Psychotherapy Research*, 9 (3), 274-288.

McLeod, J. (2013). *An introduction to counselling* (5th ed.). Maidenhead: Open University Press.

*Murdock, N. L. (2012). *Theories of counseling and psychotherapy: A case approach* (3rd ed.). Upper Saddle River, N.J.: Merrill/Pearson.

Newman, C.F. & Goldfried, M.R. (1996). Development in psychotherapy integration. In W. Dryden (Ed.), *Developments in psychotherapy: Historical perspectives*. (p. 238-260). London: Sage.

Norcross, J.C., & Grencavage, L.M. (1990). Eclecticism and integration in counselling and

psychotherapy: Major themes and obstacles. In W. Dryden, & J.C. Norcross, (Eds.), *Eclecticism and integration in counselling and psychotherapy*. Essex, U.K.: Gale Center Publications.

Parker, I. (Ed.). (1999). *Deconstructing psychotherapy*. London: Sage.

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

Rosen, H. (1988). Evolving a personal philosophy of practice: Towards eclecticism. In R.A. Dorfman (Ed.), *Paradigms of clinical social work*. NY: Brunner/Mazel.

Sadler, J.Z., & Hulgus, Y.F. (1991). Clinical controversy and the domains of scientific evidence. *Family Process*, 30, 21-36.

*Sharf, R. S. (2011). *Theories of psychotherapy and counseling: Concepts and cases* (5th ed.). Belmont, CA: Cengage Learning.

Shilkret, R., & Shilkret, C.J. (1993). How does psychotherapy work? Findings of the San Francisco Psychotherapy Research Group. *Smith College Studies in Social Work*, 64 (1), 35-53.

Wedding, D., & Corsini, R. J. (2013). *Current Psychotherapies* (10th ed.). Belmont, CA: Cengage Learning.

*Wedding, D., & Corsini, R. J. (2013). *Case studies in psychotherapy* (7th ed.). Belmont, CA: Brooks/Cole.

*Welfel, E. R. (2012). *Ethics in counseling and psychotherapy: standards, research, and emerging issues* (5th ed.). Belmont, CA: Brooks/Cole .

For specific therapies:

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

*Dryden, W. (1996). *Inquiries in Rational Emotive Behaviour Therapy*. London: Sage.

Dryden, W. (Ed.). (1995). *Rational Emotive Behaviour Therapy: A reader*. London: Sage.

Ellis, A. (1999). The main change agent in effective psychotherapy is specific technique and skill. In C. Feltham, (Ed.), *Controversies in psychotherapy and counselling*. (p. 86-94). London: Sage.

McLeod, J. (1997). *Narrative and psychotherapy*. London: Sage.

*Mearns, D., Thorne, B., & McLeod, J., (2013). *Person-centred counselling in action* (4th ed.). London: Sage.

Rennie, D.L. (1998). *Person-centred counseling: An experiential approach*. London: Sage.

*Rogers, C. R. (2012). *Client-centred Therapy* (new ed.). London: Robinson.

*Stewart, I. (2013). *Transactional analysis counselling in action* (4th ed.). London: Sage.

Thorne, B., & Lambers, E. (Eds.). (1998). *Person-centred therapy: A European perspective*. London: Sage.

Tudor, K. (2002). *Transactional analysis approaches to brief therapy*. London: Sage.

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

For learning counselling skills:

Chang, V., Scott, S., & Decker, C. (2013). *Developing helping skills: A step-by-step approach to*

- competency. Belmont, CA: Brooks/Cole.
- Culley, S. (1991). *Integrative counseling skills in action*. London: Sage.
- 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. (2010). *The skilled helper: A problem-management and opportunity -development approach to helping* (9th ed.). Pacific Grove, CA: Brooks/Cole. (Provide a generic framework guiding counselling practice)
- Hill, C.E. (2009). *Helping skills: Facilitating exploration, insight, and action* (3rd ed.). Washington, DC: American Psychological Association.
- Kottler, J. A. (2008). *A brief primer of helping skills*. Los Angeles, CA: Sage.
- *McLeod, J. (2011). *Counselling skills: A practical guide for counsellors and helping professionals* (2nd ed.). Berkshire, England: Open University Press/McGraw-Hill Education.
- McLeod, J. (2007). *Counselling skill*. Buckingham, UK: Open University Press.
- Nelson-Jones, R. (2013). *Introduction to counselling skills: Text and activities* (4th ed.). London: Sage.
- Reeves, A. (2013). *An introduction to counselling and psychotherapy: From theory to practice*. London: Sage.
- Samby, M.H., & Maddux, C.D. (2011). *Basic and advanced counseling skills: The Skilled Counselor Training Model*. Belmont, CA: Brooks/Cole.
- *Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5th ed.). Upper Saddle River, N.J.: Merrill/Pearson.