

SS5800: COUNSELLING THEORIES AND PRACTICE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Counselling Theories and Practice

Subject Code

SS - Social and Behavioural Sciences

Course Number

5800

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal and role-play exercises as situation requires.

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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:

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

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-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	x	x	
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	x	x	
3	Increase competence in analyzing individual cases and acquire a basic framework for working with individual	20	x	x	
4	Integration of therapies and integrative therapy eclecticism, the general and specific factor of therapeutic change personal style and personal model of practice	30	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1: Lectures and Class Discussions	Classroom discussions centered around intellectual input given in mini lectures	1, 2, 3, 4	

2	LTA2: Study Video Demonstration and AI Robot	Study video demonstration (of master therapists and local practice) and transcriptions of counselling conversations to discern how counselling theories find expression in practice. Utilize the tailor-made AI tool provided by the course to analyze your personality traits and assess the student's alignment with the qualities of a counsellor.	3, 4	
3	LTA3: Live Demonstration and Class Practice Exercise	Live demonstration and classroom practice exercise to generate experiential materials for examining counselling in real-life practice	3, 4	
4	LTA4: 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	3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	AT 1: Quiz To evaluate students' comprehensive knowledge of counselling theories, approaches, and psychotherapies. The quiz will also assess students' ability to apply these theories to real-world cases and their understanding of ethical standards in the counselling profession.	1, 2, 3, 4	30	-	No

2	AT 2: Student Presentation To analyze a real case, demonstrating evidence-based practice in the counselling process, including assessment, intervention, and evaluation. The presentation should reflect collaborative group effort and integrate empirical research and literature.	2, 3, 4	35	-	No
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3	AT 3: Reflective Paper Write an individual paper of around 2,000 words highlighting personal traits and attitudes. Utilize a tailor-made AI tool to gain insights and reflective questions to enhance self-awareness of strengths and weaknesses. Engage in a 30-minute discussion with a significant other (e.g., family member, close friend) to gather feedback on personal qualities. The reflective paper should discuss how to leverage strengths and address weaknesses, identify appropriate psychotherapies, and outline future personal and professional development. Additionally, it should address strategies to prevent bias in adopting a single counselling approach, emphasizing the importance of objectivity in meeting clients' specific needs and contexts.	1, 2, 3, 4	35	Utilize a tailor-made AI tool to gain insights and reflective questions to enhance self-awareness of strengths and weaknesses only	Yes
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Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Quiz (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- 1.1. Demonstrates comprehensive understanding of diverse psychotherapies, theories, and approaches in counselling.
- 1.2. Effectively applies counselling theories to practice and case studies, showcasing analytical and practical skills.
- 1.3. Exhibits thorough comprehension and adherence to ethical standards in the counselling discipline.

Excellent

(A+, A, A-) Strong evidence for the abilities

Good

(B+, B, B-) Good evidence for the abilities

Fair

(C+, C, C-) Fair evidence for the abilities

Marginal

(D) Limited evidence for the abilities

Failure

(F) Insufficient evidence for the abilities

Assessment Task

Student Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- 2.1. Demonstrates significant group effort, reflecting investment of time and resources in preparation.
- 2.2. Frames the topic of inquiry with clarity and relevance to course learning objectives.
- 2.3. Utilizes an empirically-based approach to group inquiry, integrating live practice and relevant literature.
- 2.4. Designs and delivers a cohesive group presentation, managing time effectively, facilitating audience interaction, and presenting information clearly with high-quality analytical work.
- 2.5. Ensures the audience acquires substantial inquiry-based learning, enhancing their understanding of the topic.

Excellent

(A+, A, A-) Excellent

Good

(B+, B, B-) Good

Fair

(C+, C, C-) Fair

Marginal

(D) Marginal

Failure

(F) Poor

Assessment Task

Reflective paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- 3.1. Reflects critically on personal strengths and weaknesses with depth and insight.
- 3.2. Identifies and articulates the relevance of counselling theories in personal and professional contexts.
- 3.3. Demonstrates high-quality reflectivity, outlining a clear plan for future personal and professional development.

Excellent

(A+, A, A-) Excellent

Good

(B+, B, B-) Good

Fair

(C+, C, C-) Fair

Marginal

(D) Marginal

Failure

(F) Poor

Assessment Task

Quiz (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- 1.1. Demonstrates comprehensive understanding of diverse psychotherapies, theories, and approaches in counselling.
- 1.2. Effectively applies counselling theories to practice and case studies, showcasing analytical and practical skills.
- 1.3. Exhibits thorough comprehension and adherence to ethical standards in the counselling discipline.

Excellent

(A+, A, A-) Strong evidence for the abilities

Good

(B+, B) Good evidence for the abilities

Marginal

(B-, C+, C) Fair to Limited evidence for the abilities

Failure

(F) Insufficient evidence for the abilities

Assessment Task

Student Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- 2.1. Demonstrates significant group effort, reflecting investment of time and resources in preparation.
- 2.2. Frames the topic of inquiry with clarity and relevance to course learning objectives.
- 2.3. Utilizes an empirically-based approach to group inquiry, integrating live practice and relevant literature.
- 2.4. Designs and delivers a cohesive group presentation, managing time effectively, facilitating audience interaction, and presenting information clearly with high-quality analytical work.
- 2.5. Ensures the audience acquires substantial inquiry-based learning, enhancing their understanding of the topic.

Excellent

(A+, A, A-) Excellent

Good

(B+, B) Good

Marginal

(B-, C+, C) Fair

Failure

(F) Poor

Assessment Task

Reflective paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- 3.1. Reflects critically on personal strengths and weaknesses with depth and insight.
- 3.2. Identifies and articulates the relevance of counselling theories in personal and professional contexts.
- 3.3. Demonstrates high-quality reflectivity, outlining a clear plan for future personal and professional development.

Excellent

(A+, A, A-) Excellent

Good

(B+, B) Good

Marginal

(B-, C+, C) Fair

Failure

(F) Poor

Part III Other Information

Keyword Syllabus

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.

Reading List**Compulsory Readings**

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

Additional Readings

Title	
1	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.
2	For basic counselling concepts:
3	Adekson, M. (2020). Handbook of counseling and counselor education. New York, NY: Routledge.
4	Aldridge, S. (2014). A short introduction to counselling. London: Sage.
5	Bond, T. (2015). Standards and ethics for counselling in action. London: Sage.
6	*Clarkson, P. (2003). The therapeutic relationship (2nd ed.). London: Whurr.
7	Dwivedi, K. N. (Ed.). (1997). The therapeutic use of stories. London: Routledge.
8	Feltham, C. (1995). What is counseling? London: Sage.
9	Feltham, C. (Ed.). (1999). Controversies in psychotherapy and counseling. London: Sage.
10	Feltham, C. (Ed.). (1999). Understanding the counseling relationship. London: Sage.
11	Gladding, S. (2018). Counseling : A comprehensive profession (Eighth ed.). N.Y. N.Y. ; Boston: Pearson Education.
12	Granello, D., & Young, M. (2019). Counseling today : Foundations of professional identity (Second ed., Merrill counseling series). Boston ; New York: Pearson.
13	Hammond, D. C. et al. (2002). Improving therapeutic communication: A guide for developing effective techniques (1st paperback ed.). San Francisco, CA: Jossey-Bass.
14	*Ko, G. (1990). Working with Chinese individuals and families: Some reflections. Hong Kong Journal of Social Work, 24, 60-69.
15	*McLeod, J. (2013). An introduction to counselling (5th ed.). Maidenhead: Open University Press.
16	Nassar, S., Niles, S., & EBSCOhost. (2018). Orientation to professional counseling : Past, present, and future trends. Alexandria, VA: American Counseling Association.
17	Palmer, S. (Ed.). (2015). The Beginner's Guide to Counselling & Psychotherapy. London: Sage.
18	*Poorman, P. B. (2003). Microskills and theoretical foundations for professional helpers. Boston: Allyn & Bacon.
19	Pope, Kenneth S., & Vasquez, Melba J. T. (2010). Ethics in Psychotherapy and Counseling. Hoboken, NJ, USA: John Wiley & Sons.
20	For learning counselling theories and psychotherapy:
21	Archer, J. J., & McCarthy, C. J. (2007). Theories of counseling and psychotherapy: Contemporary application. NJ: Pearson Merrill Prentice Hall.
22	Balkin, R., & Juhnke, G. (2018). Assessment in counseling : Practice and applications. New York: Oxford University Press.
23	Bertolino, B., & ProQuest. (2018). Effective counseling and psychotherapy : An evidence-based approach. New York: Springer Publishing Company.
24	Brazier, D. (Ed.). (1993). Beyond Carl Rogers: Towards a psychotherapy for the 21st century. London: Constable.
25	Capuzzi, D., Stauffer, D., Capuzzi, Dave, & Stauffer, Mark D. (2016). Counseling and psychotherapy : Theories and interventions (6th ed.). Alexandria, VA: American Counseling Association.
26	Cottone, R., & EBSCOhost. (2017). Theories of counseling and psychotherapy : Individual and relational approaches. New York, NY: Springer Publishing Company.
27	Dryden, W. (2002). Handbook of individual therapy (4th ed.). London ; Thousand Oaks, Calif.: Sage Publications.
28	Fisher, J. E., & O’ Donohue, W. T. (2006). Practitioner’ s guide to evidence-based psychotherapy. London: Springer.
29	Friedman, S. (Ed.). (1993). The new language of change: Constructive collaboration in psychotherapy. NY: The Guilford Press.

30	Galbraith, V. (2018). <i>Counselling psychology</i> (Topics in applied psychology). London: Routledge, Taylor & Francis Group.
31	Gilbert, P., Hughes, W., & Dryden, W. (1989). The therapist as a crucial variable in psychotherapy. In W. Dryden & L. Spurling, (Eds.), <i>On becoming a psychotherapist</i> . London: Routledge.
32	Gillian, P. (2014). <i>Values & ethics in counselling and psychotherapy</i> . London: Sage Publications.
33	Halbur, D., & Halbur, K. V. (2015). <i>Developing your theoretical orientation in counseling and psychotherapy</i> (3rd ed). Boston: Pearson.
34	Howe, D. (1999). The main change agent in psychotherapy is the relationship between therapist and client. In C. Feltham, (Ed.), <i>Controversies in psychotherapy and counselling</i> . (p. 95-103). London: Sage.
35	Jensen, J. P., Bergin, A. E., & Greaves, D. W. (1990). The meaning of eclecticism: New survey and analysis of components. <i>Professional Psychology</i> , 21(2), 124-130.
36	Kuhnlein, I. (1999). Psychotherapy as a process of transformation: Analysis of posttherapeutic autobiographic narrations. <i>Psychotherapy Research</i> , 9(3), 274-288.
37	McLeod, J. (2019). <i>An introduction to counselling and psychotherapy : Theory, research, and practice</i> (Sixth ed.). London ; New York: Open University Press/McGraw-Hill Education.
38	*Mearns, D., Thorne, B., & McLeod, J. (2013). <i>Person-centred counselling in action</i> (4th ed.). London: Sage.
39	*Murdock, N. L. (2017). <i>Theories of counseling and psychotherapy: A case approach</i> (4th ed.). Boston: Pearson.
40	Newman, C. F., & Goldfried, M. R. (1996). Development in psychotherapy integration. In W. Dryden (Ed.), <i>Developments in psychotherapy: Historical perspectives</i> . (p. 238-260). London: Sage.
41	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.), <i>Eclecticism and integration in counselling and psychotherapy</i> . Essex, U.K.: Gale Center Publications.
42	Parker, I. (Ed.). (1999). <i>Deconstructing psychotherapy</i> . London: Sage.
43	Prochaska, J. O., & Norcross, J. C. (2007). <i>Systems of psychotherapy: A transtheoretical analysis</i> (6th ed.). CA: Thomson Brooks/Cole.
44	Rosen, H. (1988). Evolving a personal philosophy of practice: Towards eclecticism. In R.A. Dorfman (Ed.), <i>Paradigms of clinical social work</i> . NY: Brunner/Mazel.
45	Sadler, J. Z., & Hulgus, Y. F. (1991). Clinical controversy and the domains of scientific evidence. <i>Family Process</i> , 30, 21-36.
46	*Sharf, R. S. (2016). <i>Theories of psychotherapy and counseling: Concepts and cases</i> (6th ed.). Boston, MA: Cengage Learning.
47	Spalek, B., & Spalek, Mark. (2019). <i>Integrative counselling and psychotherapy : A textbook</i> . Abingdon, Oxon ; New York: Routledge.
48	Ward, T., & Plagnol, A. (2019). <i>Cognitive Psychodynamics as an Integrative Framework in Counselling Psychology and Psychotherapy</i> (1st ed. 2019. ed.). Cham: Springer International Publishing : Imprint: Palgrave Macmillan.
49	Wedding, D., & Corsini, R. J. (2013). <i>Current Psychotherapies</i> (10th ed.). Belmont, CA: Cengage Learning.
50	*Wedding, D., & Corsini, R. J. (2013). <i>Case studies in psychotherapy</i> (7th ed.). Belmont, CA: Brooks/Cole.
51	*Welfel, E. R. (2016). <i>Ethics in counseling and psychotherapy: standards, research, and emerging issues</i> (6th ed.). Boston: Cengage Learning.
52	Wosket, V. (1999). <i>The therapeutic use of self: Counselling practice, research, and supervision</i> . London: Brunner-Routledge.
53	For specific therapies:
54	Atkinson, C., & Earnshaw, P. (2020). <i>Motivational cognitive behavioural therapy : Distinctive features</i> (CBT distinctive features series). Abingdon, Oxon ; New York, NY: Routledge, an imprint of the Taylor & Francis Group.
55	Barrett-Lennard, G. T. (1998). <i>Carl Rogers' helping system: Journey & substance</i> . London: Sage.

56	Browning, S., & Pasley, K. (Eds.) (2015). <i>Contemporary families: Translating research into practice</i> . New York, NY: Routledge.
57	*Dryden, W. (1996). <i>Inquiries in Rational Emotive Behaviour Therapy</i> . London: Sage.
58	Dryden, W. (Ed.). (1995). <i>Rational Emotive Behaviour Therapy: A reader</i> . London: Sage.
59	Ellis, A. (1999). The main change agent in effective psychotherapy is specific technique and skill. In C. Feltham, (Ed.), <i>Controversies in psychotherapy and counselling</i> . (p. 86-94). London: Sage.
60	Fehr, S. (2019). <i>Introduction to group therapy : A practical guide</i> (3rd ed.). New York, NY: Routledge.
61	Madigan, S. (2019). <i>Narrative Therapy</i> . Washington: American Psychological Association.
62	Maree, J. (2019). <i>Handbook of Innovative Career Counselling</i> (1st ed. 2019. ed.). Cham: Springer International Publishing : Imprint: Springer.
63	McLeod, J. (1997). <i>Narrative and psychotherapy</i> . London: Sage.
64	Rennie, D. L. (1998). <i>Person-centred counseling: An experiential approach</i> . London: Sage.
65	*Rogers, C. R. (2012). <i>Client-centred Therapy</i> (new ed.). London: Robinson.
66	Scholl, M., & Hansen, J. (2018). <i>Postmodern perspectives on contemporary counseling issues : Approaches across diverse settings</i> . New York, NY: Oxford University Press
67	Sperry, J., Sperry, Len, & ProQuest. (2018). <i>Cognitive behavior therapy in counseling practice</i> . New York, NY: Routledge.
68	*Stewart, I. (2013). <i>Transactional analysis counselling in action</i> (4th ed.). London: Sage.
69	Thorne, B., & Lambers, E. (Eds.). (1998). <i>Person-centred therapy: A European perspective</i> . London: Sage.
70	Tudor, K. (2002). <i>Transactional analysis approaches to brief therapy</i> . London: Sage.
71	Weixel-Dixon, K., & ProQuest. (2020). <i>Existential group counselling and psychotherapy</i> . Abingdon, Oxon ; New York, NY: Routledge, an imprint of the Taylor & Francis Group.
72	*White, M. (2000). <i>Reflections on narrative practice: Essays and interviews</i> . Adelaide: Dulwich Centre Publications.
73	For learning counselling skills:
74	Chang, V., Scott, S., & Decker, C. (2013). <i>Developing helping skills: A step-by-step approach to competency</i> . Belmont, CA: Brooks/Cole.
75	Chen, M., & Giblin, N. (2018). <i>Individual counseling and therapy : Skills and techniques</i> (Third ed.). New York, NY: Routledge.
76	Cooper, M., Law, D., & ProQuest. (2018). <i>Working with goals in psychotherapy and counselling</i> . Oxford, OX: Oxford University Press.
77	Corey, G. (2018). <i>The art of integrative counseling</i> . John Wiley & Sons.
78	Culley, S., & Bond, T. (2004). <i>Integrative counseling skills in action</i> (2nd ed.). London: Sage.
79	*Egan, G., & Reese, R. (2019). <i>The skilled helper : A problem-management and opportunity-development approach to helping</i> (Eleventh ed.). Boston, MA: Cengage.
80	Higham, P. (2020). <i>Communication and interviewing skills for practice in social work, counselling and the health professions</i> (Student social work). Abingdon, Oxon ; New York, NY: Routledge.
81	Hill, C. E. (2014). <i>Helping skills: Facilitating exploration, insight, and action</i> (4th ed.). Washington, DC: American Psychological Association.
82	Kottler, J. A. (2008). <i>A brief primer of helping skills</i> . Los Angeles, CA: Sage.
83	Kottler, J. (2018). <i>The secrets of exceptional counselors</i> . Alexandria, Virginia: American Counseling Association.
84	*McLeod, J., & McLeod, J. (2011). <i>Counselling skills: A practical guide for counsellors and helping professionals</i> (2nd ed.). Berkshire, England: Open University Press/McGraw-Hill Education.
85	Nelson-Jones, R. (2013). <i>Introduction to counseling skills: Text and activities</i> (4th ed.). London: Sage.
86	Neukrug, E. S., & Schwitzer, A. M. (2006). <i>Skills and tools for today' s counsellors and psychotherapists: From natural helping to professional counselling</i> . Belmont, CA: Thomson: Brooks/ Cole.

87	Peter Geiger. (2017). <i>Intentional Intervention in Counseling and Therapy: Goals and process in client engagement</i> . Taylor and Francis.
88	Reeves, A. (2013). <i>An introduction to counselling and psychotherapy: From theory to practice</i> . London: SAGE.
89	Safran, J. D., & Muran, J. C. (1996). The resolution of ruptures in the therapeutic alliance. <i>Journal of consulting and clinical psychology</i> , 64(3), 447.
90	Samby, M. H., & Maddux, C. D. (2011). <i>Basic and advanced counseling skills: The Skilled Counselor Training Model</i> . Belmont, CA: Brooks/Cole.
91	Slattery, J., & Park, C. (2020). <i>Empathic counseling : Building skills to empower change</i> (Second ed.). Washington, DC: American Psychological Association.
92	Stewart, C., & Cash, W. (2018). <i>Interviewing : Principles and practices</i> (Fifteenth ed.). New York: McGraw-Hill Education.
93	*Young, M. E. (2017). <i>Learning the art of helping: Building blocks and techniques</i> (6th ed.). Boston: Pearson.