

**City University of Hong Kong**

**Information on a Course  
offered by Department of Applied Social Sciences  
with effect from Semester A in 2012/2013**

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**Part I**

Course Title:	Counselling Psychology
Course Code:	SS5792
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:	SS5757 Personality Theories and Assessment; SS5780 Research Design & Analysis in Psychology
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

**Part II**

**Course Aims:**

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 individual, family, systems, and organizational perspectives.

## Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
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%

## 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	TLA5	TLA6	TLA7	TLA8	Hours / week (if applicable)
CILO 1	√	√				√	√	√	
CILO 2			√	√	√	√	√	√	
CILO 3				√	√	√		√	
CILO 4				√	√	√	√	√	

Describe the TLAs:

### TLA1: Lecture 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.

### TLA2: 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.

### TLA3: Hypothetical Case

Offer hypothetical scenarios and indigenous cases in Chinese society through selected Radio Television Hong Kong (RTHK) television programmes.

#### TLA4: Video Demonstration

Examine video demonstration by experts from major counselling models and transcriptions of counselling conversations to discern how psychotherapies applied into practice.

#### TLA5: 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.

#### TLA6: Student Presentation

Consolidate knowledge and develop applicability of counselling approaches and models as well as clinical practice.

#### TLA7: Class Discussion

Classroom discussions organized around intellectual input given in mini-lectures.

#### TLA8: 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 listening skills, empathic understanding, self-awareness, and the giving and receiving of feedback.

### **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)*

<b>CILO No.</b>	<b>Type of Assessment Tasks/Activities</b>	<b>Weighting</b>	<b>Remarks</b>
CILO 1-3	AT1: Student Presentation	10%	
CILO 2 & 3	AT2: Experiential Role-playing and Interaction	10%	
CILO 1-3	AT3: Video Demonstration and Reflective Paper	30%	
CILO 1-4	AT4: Term Paper	50%	

Further description of ATs:

#### AT1: Student Presentation (10%)

6 persons form a group to present a counselling case at different developmental stage in class. Students should formulate clear and accurate case analysis with relevant theoretical frameworks, developing precise and possible theoretical formulations and demonstrating appropriate on-going assessment.

#### AT2: Experiential Role-playing and Interaction (10%)

Students are expected to involve in experiential role-play, practical exercises and group discussions. Observe and provide constructive feedbacks and comments to other's practice and demonstration.

AT3: Video Demonstration and Reflective Paper (30%)

6 persons as a group to demonstrate a counselling case: (a) Video: Present a counselling case background in 5 – 10 minutes and demonstrate a counselling session in 30 – 40 minutes; (b) Individual reflective paper (1,500 words): Students are required to analyze and discuss the counselling process and the effectiveness of applying selected theories and models in the specific case. Students should make justifications for the analysis and discussion through presenting relevant and significant dialogues in the counselling process.

AT4: Term Paper (50%)

A term essay with 3,500 words to evaluate one's personal qualities and limitations as a counselling psychologist, and the possible impacts on counselling outcomes and effectiveness. Share gained insights and suggest areas of self-enhancement and improvement.

**Grading of Student Achievement:**

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

<b>Letter Grade</b>	<b>Grading criteria in relation to CILOs</b>
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	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-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

**Part III**

**1. Keyword Syllabus:**

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. Recommended Reading:

### Essential Readings

Cormier, S., & Hackney, H. (2008). *Counseling strategies and interventions* (7<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Capuzzi, D., & Gross, D. R. (2005). *Introduction to the counseling profession* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.

Seligman, L. (2006). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (2<sup>nd</sup> ed.). NJ: Pearson Prentice Hall.

### Supplementary Readings

Berman, P. S. (2005). *Interviewing and diagnostic exercises for clinical and counseling skills building*. Mahwah, NJ: L. Erlbaum Associates.

Clarkson, P. (1998). *Counselling psychology: Integration of theory, research and supervised practice*. London; NY: Routledge.

Corey, G. (2005). *Case approach to counselling and psychotherapy* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G. (2005). *Theory and practice of counselling and psychotherapy* (7<sup>th</sup> ed.). Belmont, CA: Thomson/Brooks/Cole.

Corsini, R. J., & Wedding, D. (2005). *Current psychotherapies* (7<sup>th</sup> ed.). Belmont, CA: Thomson/Brooks/Cole.

Dryden, W., Strawbridge, S., & Woolfe, R. (2003). *Handbook of counselling psychology* (2<sup>nd</sup> ed.). London; Thousand Oaks, CA: Sage.

Evans, K. R., & Gilbert, M. C. (2005). *An introduction to integrative psychotherapy*. Basingstoke: Palgrave Macmillan.

Field, R., & Hemmings, A. (2007). *Counselling and psychotherapy in contemporary private practice*. London; NY: Routledge.

LeCroy, C. W., & Daley, J. M. (2005). *Case studies in child, adolescent, and family treatment*. Belmont, CA: Brooks/Cole.

Lindon, J., & Lindon, L. (2000). *Mastering counselling skills*. Basingstoke, Hants: Macmillan.

Mearns, D., & Cooper, M. (2005). *Working at relational depth in counselling and psychotherapy*. Thousand Oaks, CA: Sage.

Norcross, J. C., & Goldfried, M. R. (2005). *Handbook of psychotherapy integration* (2<sup>nd</sup> ed.). NY: Oxford University Press.

- Papadopoulos, L., Bor, R., & Cross, M. C. (2003). *Reporting in counselling and psychotherapy: A trainee's guide to preparing case studies and reports*. Hove, East Sussex UK; NY: Brunner-Routledge.
- Patri, V. R. (2001). *Counselling psychology*. Delhi: Authorspress.
- Roth, A., & Fonagy, P. (2005). *What works for whom? A critical review of psychotherapy research* (2<sup>nd</sup> ed.). NY: Guilford Press.
- Scaturo, D. J. (2005). *Clinical dilemmas in psychotherapy: A transtheoretical approach to psychotherapy integration*. Washington, DC: American Psychological Association.
- Tseng, W. S., Chang, S. C., & Nishizono, M. (2005). *Asian culture and psychotherapy: Implications for east and west*. Honolulu: University of Hawaii Press.
- Wedding, D., & Corsini, R. J. (2005). *Case studies in psychotherapy* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Woolfe R., Dryden,W., & Strawbridge, S (2003). *Handbook of counselling psychology* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- York, M. W., & Cooper, G. D. (2001). *A unifying approach to the theories and practice of psychotherapy and counselling*. Boston: Allyn and Bacon.