City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester B 2021/ 22

Part I   Course Overview

Course Title:	Group Counselling and Therapy
Course Code:	SS5802
Course Duration:	One Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
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 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.

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.	Apply selected theories, concepts and skills in group counselling that are *seen* to be applied in the local context	70%	/	/	
2.	Conduct group counselling sessions 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%	/	/	/
		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			
Lecture, case studies, role play	● Introduction of different approaches in group counselling, such as Person-centred approach, Existential approach, Behavioural approach. ● Introduction of counselling skills. ● The introduction of theoretical concepts and skills will be assisted by students' role play. ● Case study will be used to demonstrate the cultural applicability of the selected theories.	√	√	√	√			
Lecturer's demonstration, group discussion	The lecturer will demonstrate how to conduct group counselling. Students will share their learning and experiences in the subsequent group discussion.	√	√	√	√			
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.	√	√					

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 %								
Paper Students are required to write up a group report. The report contains group counselling sessions or skills that aim to enhance the social functioning or alleviate the personal problems of participants.	√	√		√			50%	
Participation in experiential learning and reflection Students have to participate actively in experiential learning exercises, such as group exercise, role-play, and/or case demonstration, In-depth reflection is required.	√	√	√	√			10%	
Group project and presentation Students are formed into groups to carry out this assignment. The groups have to present in class.	√	√		√			40%	
Examination: ____% (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. Paper	Capacity for self-directed learning to implement group counselling in the local context	High	Significant	Moderate	Basic	Unsatisfactory
2. Participation in experiential learning and reflection	Level of participation and reflection	High	Significant	Moderate	Basic	Unsatisfactory
3. Group project and presentation	Ability to introduce a group in an organized manner	High	Significant	Moderate	Basic	Unsatisfactory

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.)

    - Characters of a group leader.
    - Leadership styles.
    - Ethical issues in group work.
    - Group planning, group stages and group process.
    - Group leading skills and approaches.
    - Challenges in groups.

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 group counseling* (9th ed.). Boston, MA: Cengage Learning.
2.	Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2014). *Group Techniques* (4th ed.). CA: Brooks/Cole.

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

1.	American Group Psychotherapy Association *Practice Guidelines for Group Psychotherapy,* at https://www.agpa.org/home/practice-resources/practice-guidelines-for-group-psychotherapy
2.	Capuzzi, D. & Stauffer, M. D. (Eds.). (2016). *Counselling and psychotherapy: Theories and interventions* (6th ed.). Alexandria, VA: American Counseling Association.
3.	Corey, M. S., & Corey, G. (2018). *Groups: Process and practice* (10th ed.). California: Brooks/Cole.
4.	Fehr S.S. (ed.) (2017). *101 Intervention in Group Therapy*. London: Routledge.
5.	Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th ed.). California: Brooks/Cole.
6.	Johnson, D. W., & Johnson, F. P. (2017). *Joining together: Group theory and group skills* (12th ed.). NY : Pearson.
7.	Kottler, J. A. (2015). *Learning group leadership – An experiential approach* (3rd ed.). California: Sage.
8.	Posthuma, B.W. (2002). *Small groups in counselling and therapy: Process and leadership* (4th ed.). Boston: Allyn and Bacon.
9.	Toseland, R. W., & Rivas, R. F. (2017). *An introduction to group work practice* (8th ed.). Boston: Pearson.