

**City University of Hong Kong**  
**Course Syllabus**

offered by College/School/Department of    **Social and Behavioural Sciences**  
with effect from Semester A 2022/23

---

---

**Part I    Course Overview**

<b>Course Title:</b>	<u>Counselling Practicum</u>
<b>Course Code:</b>	<u>SS6806</u>
<b>Course Duration:</b>	<u>2 Semesters (Semester A &amp; B mode) / 1 Semester (Semester B mode only)</u>
<b>Credit Units:</b>	<u>6</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>The on-campus medium of instruction for teaching is English, while Cantonese or Putonghua will be used in the workplace assigned, depending the requirement of the agency/practicum.</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>SS5800 Counselling Theories and Practice; SS5802 Group Counselling and Therapy; and SS5841 Counselling Skills Laboratory and Pre-practicum Two-Semester mode: 18-credits One-Semester mode: 24-credits</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. Abstract

The aim of Counselling Practicum is to provide practice-based instruction of knowledge, attitudes, and skills required for effective participation in the counselling profession. It is the culminating activity in the training of professional counsellors with the opportunity to integrate and to apply counselling theories, skills, and practices in real settings under the group and individual supervision provided by the Department. It aims to build up students' confidence in one's ability and competence to function as a professional counsellor.

### 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.	Demonstrate expansion of personal qualities in the counselling profession.	25%	√	√	
2.	Develop theoretical formulations based on related perspectives and perform on-going assessment in counselling practice.	25%	√	√	
3.	Integrate academic theory and practice counselling skills in a real setting.	25%	√	√	√
4.	Respect for and adhere to the Code of Ethics by American Counselling Association	25%			
		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.)

Duration of course:

- 1) Two-semester mode (Regular teaching pattern); OR
- 2) One-semester mode (offered under very special consideration with approval from Counselling Practicum Coordinator and Programme Leader)

Students are expected to complete a total of 250 hours for the Counselling Practicum which consists of direct client counselling contact (120 hours), supervisions (individual: 26 hours; group: 30 hours), evaluation (mid-term: 2 hours; final: 2 hours), and assignment (70 hours). It is expected that no more than 60% of the 120 direct client counselling contact hours should be completed in any one semester.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Direct Contact Hour	√	√	√	√			
2	Individual Supervision	√	√	√	√			
3	Group Supervision	√	√	√	√			
4	Site Visit	√	√					
5	Case Presentation			√				
6	Class Discussion		√	√				
7	Feedback Form		√	√	√			
8	Documentation	√	√		√			

#### TLA1: Direct Contact Hour

A total of 250 hours in which at least 120 hours are to be direct client counselling service in individual or group interactions. Individual or group counselling is primarily face-to-face and in person.

#### TLA2: Individual Supervision

Participate in regular individual meetings with Practicum Supervisor. Meetings are normally either one hour per week or two hours every two weeks (26 hours).

#### TLA3: Group Supervision

Three-hour Practicum Group supervision and peer practice enquiry session with other practicum students to be held every two weeks for Semester A + B mode and every week for Semester B mode (30 hours). Two-hour practicum evaluation session held in mid-term and end-off practicum (4 hours).

#### TLA4: Site Visit

At least two site-visits will be done by the practicum supervisor at the practicum site and at the convenience of the On-site Supervisor.

#### TLA5: Case Presentation

Consolidate knowledge and develop applicability of integrated theories and models for diversity among clients in real localized settings.

#### TLA6: Class Discussion

Organize around intellectual input and stimulate insight-gaining among peers.

#### TLA7: Feedback Form

Giving feedback and comments to the presenters and learn from other experiences in diverse clinical practice.

#### TLA8: Documentation

Students are required to fulfil written assignments and other tasks (70 hours in total) such as case intake, case reports and summaries, group proposal, session plans, recordings, evaluation report, reflection journals and logs, conference/meeting notes, and audio/ video recording records.

A full and detailed description of the teaching and learning activities can be found in the Practicum Counselling Handbook.

#### 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 %								
AT1: Reflection Journals, Logs, Conference/ Meeting Notes, and Audio/ Video Recording Records	√			√			35%	
AT2: Case Intake, Case Reports and Summaries, Group Proposal, Session Plans, Recordings, Evaluation Report		√	√				35%	
AT3: Case Presentation	√	√	√	√			20%	
AT4: Experiential Learning and Class Participation		√	√				10%	
Examination: % (duration: , if applicable)							100%	

#### AT1: Reflection Journals, Logs, Conference/ Meeting Notes, and Audio/ Video Recording Records

Demonstrate personal and professional qualities including being friendly, approachable, understanding, willing to take risks, and open-mindedness. Respect for client, providing information regarding counselling expectations and process, and maintaining confidentiality and privacy.

#### AT2: Case Intake, Case Reports and Summaries, Group Proposal, Session Plans, Recordings, Evaluation Report

Draw on counselling knowledge and theories to develop own professional counselling philosophy. Conceptualize and communicate clearly in writing which reflects the progressive ability to integrate theory into practice. Develop new insights and perspectives in thinking and be able to offer possible alternative or multiple meanings to experience.

#### AT3: Case Presentation

Demonstrate the way of counselling clients individually or in groups on educational, vocational, social, emotional, psychological or personal problems. Use the identified concepts and theories to describe and explain human behaviour and phenomena observed in practice. Examine an individual or family case with precise case analyses supported by evidence-based literatures and relevant counselling theories and models, and show the counselling process through video or audio record.

#### AT4: Experiential Learning and Class Interaction

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.

A full and detailed description of all the Assessment Tasks/ Activities can be found in the Practicum Counselling Handbook.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Grading is based on student performance in assessment tasks/activities.

A full and detailed description of Grading of Student Achievement can be found in the Practicum Counselling Handbook.

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Reflection Journals, Logs, Conference/ Meeting Notes, and Audio/ Video Recording Records	Personal and Professional Qualities (25%) Knowledge and On-going Assessment (25%) Integration of Theory to Practice (25%) Professional Conduct: ethics and standards (25%) Total 100	These students show the highest quality of performance. Generally, they can be given difficult or complex assignments with confidence in their ability to handle the situation. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students.	Performance of students in this category is decidedly better than, and consistently exceeds the normal requirements in most of their clinical duties.	Most students will meet the normal requirements of the practicum setting and fairly large proportion will probably remain at this level. Their performance can range from meeting normal requirements to occasional unsatisfactory performance in conceptualization and delivery of clinical skills.	Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice. A student whose performance is consistently evaluated at this level shall be recommended for an extension of or a repeat of his/her practicum. Further development and supervision is required to meet expectations.
2. Case Intake, Case Reports and Summaries, Group Proposal, Session Plans, Recordings, Evaluation Report	Personal and Professional Qualities (25%) Knowledge and On-going Assessment (25%) Integration of Theory to Practice (25%) Professional Conduct: ethics	These students show the highest quality of performance. Generally, they can be given difficult or complex assignments with confidence in their ability to handle the situation. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly	Performance of students in this category is decidedly better than, and consistently exceeds the normal requirements in most of their clinical duties.	Most students will meet the normal requirements of the practicum setting and fairly large proportion will probably remain at this level. Their performance can range from meeting normal requirements to	Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice. A student whose performance is consistently evaluated at this level shall be recommended for an extension of or a

	and standards (25%) Total 100	better than a very large proportion of other students.		occasional unsatisfactory performance in conceptualization and delivery of clinical skills.	repeat of his/her practicum. Further development and supervision is required to meet expectations.
3. Case Presentation	Thinking and analysis of case. Have broad theoretical make analysis person in with reference evidence practice.	Strong evidence Original thinking; good organization, capacity to analyse and synthesize; superior grasp subject matter; evidence extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who profiting from university experience; understanding the subject; ability to develop solutions to simple problems in the material.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
4. Experiential Learning and Class Participation	The level of involvement in sharing, giving feedbacks and providing support to each other in class is part of the assessment. Those who are highly committed in discussion and showed active interaction will gain higher score.	-Full attendance -Very positive responsiveness -Excellent preparation for class -Punctual and never leave early -Excellent leadership in group.	-Good Attitude -Responsible -Well prepared for class -Enthusiasm in group -High participation in group.	-Preparation for class -Willing to participate -Attentive and willing to cooperate -Interest in group.	-Inactive -Observant -Inadequate preparation for class -Low participation in group -Silence in group -Response only under request.



Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Reflection Journals, Logs, Conference/ Meeting Notes, and Audio/ Video Recording Records	Personal and Professional Qualities (25%) Knowledge and On-going Assessment (25%) Integration of Theory to Practice (25%) Professional Conduct: ethics and standards (25%) Total 100	These students show the highest quality of performance. Generally, they can be given difficult or complex assignments with confidence in their ability to handle the situation. Students at this level consistently display initiative and achieve results. Their performance is recognizably and decidedly better than a very large proportion of other students.	Performance of students in this category is decidedly better than, and consistently exceed the normal requirements in most of their clinical duties.	Most students will meet the normal requirements of the practicum setting and fairly large proportion will probably remain at this level. Their performance can range from meeting normal requirements to occasional unsatisfactory performance in conceptualization and delivery of clinical skills.	<u>No “D” Grade is granted in the Counselling Practicum. The minimum requirement to pass this course is 45 marks or above.</u>	Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice. A student whose performance is consistently evaluated at this level shall be recommended for an extension of or a repeat of his/her practicum. Further development and supervision is required to meet expectations.
2. Case Intake, Case Reports and Summaries, Group Proposal, Session Plans, Recordings, Evaluation Report	Personal and Professional Qualities (25%) Knowledge and On-going Assessment (25%) Integration of Theory to Practice (25%) Professional Conduct: ethics and standards (25%) Total 100	These students show the highest quality of performance. Generally, they can be given difficult or complex assignments with confidence in their ability to handle the situation. Students at this level consistently display initiative and achieve results. Their performance is	Performance of students in this category is decidedly better than, and consistently exceeds the normal requirements in most of their clinical duties.	Most students will meet the normal requirements of the practicum setting and fairly large proportion will probably remain at this level. Their performance can range from meeting normal requirements to occasional unsatisfactory	<u>No “D” Grade is granted in the Counselling Practicum. The minimum requirement to pass this course is 45 marks or above.</u>	Performance is far below average and may be erratic or unpredictable, lacking in the integration of theory and practice. A student whose performance is consistently evaluated at this level shall be recommended for an extension of or a

		recognizably and decidedly better than a very large proportion of other students.		performance in conceptualization and delivery of clinical skills.		repeat of his/her practicum. Further development and supervision is required to meet expectations.
3. Case Presentation	Thinking and analysis of case. Have broad theoretical make analysis person in with reference evidence practice.	Strong evidence original thinking; good organization, capacity to analyze and synthesize; superior grasp subject matter; evidence extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who profiting from university experience; understanding the subject; ability to develop solutions to simple problems in the material.	<u>No "D" Grade is granted in the Counselling Practicum. The minimum requirement to pass this course is 45 marks or above.</u>	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
4. Experiential Learning and Class Participation	The level of involvement in sharing, giving feedbacks and providing support to each other in class is part of the assessment. Those who are highly committed in discussion and showed active interaction will gain higher score.	-Full attendance. -Very positive responsiveness -Excellent preparation for class -Punctual and never leave early -Excellent leadership in group.	-Good Attitude -Responsible -Well prepared for class -Enthusiasm in group -High participation in group.	-Preparation for class -Willing to participate -Attentive and willing to cooperate -Interest in group.	<u>No "D" Grade is granted in the Counselling Practicum. The minimum requirement to pass this course is 45 marks or above.</u>	-Inactive -Observant -Inadequate preparation for class -Low participation in group -Silence in group -Response only under request.

### 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.)

Professional and ethical conduct, development of self-awareness, development of a personal philosophy/theory on counselling, personal qualities, counselling competence, professional working relationship, confidentiality, appropriate use of self and sources, setting appropriate goals with clients, micro-counselling skills, conceptualizing the process and direction of counselling, reflective practice, counselling strategies, culturally sensitive practice.

#### 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.)

Baars, J., & Visser, H. (2007). *Aging and time: Multidisciplinary perspectives*. NY: Baywood.

Baird, B. N. (2008). *The internship, practicum, and field placement handbook: A guide for the helping professions* (5<sup>th</sup> ed.). NJ: Pearson Prentice Hall.

Barwick, N. (2000). *Clinical counselling in schools*. NY: Routledge.

Birren, J. E., & Schaie, K. W. (2006). *Handbook of the psychology of aging* (6<sup>th</sup> ed.). Boston: Elsevier Academic.

Black, D. (1997). *Psychological trauma: A developmental approach*. London: Gaskell.

Blackburn, J. A., & Dulmus, C. N. (2007). *Handbook of gerontology: Evidence-based approaches to theory, practice, and policy*. NJ: Wiley.

Blume, T. W. (2006). *Becoming a family counsellor: A bridge to family therapy theory and practice*. NJ: Wiley & Sons.

Bolton G. (2004). *Writing cures: An introductory handbook of writing in counselling and psychotherapy*. NY: Brunner-Routledge.

Butler, C., & Joyce, V. (1998). *Counselling couples in relationships: An introduction to the relate approach*. NY: Wiley.

Carlson, J., Sperry, L., & Lewis, J. A. (2005). *Family therapy techniques: Integrating and tailoring treatment*. NY: Routledge.

Carroll, M., & Holloway, E. (1999). *Counselling supervision in context*. London: Sage.

Casemore, R. (1995). *Confidentiality & school counselling*. Rugby, Warwickshire: British Association for Counselling.

Corey, G., Corey, M. S., & Callanan, P. (2007). *Issues and ethics in the helping professions* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks Cole.

- Cormier, S., & Hackney, H. (2005). *Counseling strategies and interventions* (6<sup>th</sup> ed.). MA: Allyn and Bacon.
- Crago, H. (2006). *Couple, family and group work: First steps in interpersonal intervention*. Berkshire, NY: Open University.
- Culley, S., & Tim, B. (2004). *Integrative counselling skills in action* (2<sup>nd</sup> ed.). London: SAGE.
- Gehart, D. R., & Tuttle, A. R. (2003). *Theory-based treatment planning for marriage and family therapists: Intergrading theory and practice*. Pacific Grove, CA: Thomson/Brooks/Cole.
- Geldard, K., & Geldard, D. (1997). *Counselling children: A practical introduction*. CA: Sage.
- Geldard, K., & Geldard, D. (2003). *Counselling skills in everyday life*. NY: Palgrave.
- Geldard, K., & Geldard, D. (2005). *Practical counselling skills: An integrative approach*. NY: Palgrave Macmillan.
- Gilbert, M., & Shmukler, D. (1996). *Brief therapy with couples: An integrative approach*. NY: Wiley.
- Hetherington, A. (2001). *The use of counselling skills in the emergency services*. Philadelphia: Open University.
- Hodges, S. (2003). *Counselling adults with learning disabilities*. Basingstoke, Hants.: Palgrave Macmillan.
- Hopper, L. (2007). *Counselling and psychotherapy with children and adolescents*. NY: Palgrave Macmillan.
- Hough, M. (2006). *Counselling skills and theory* (2<sup>nd</sup> ed.). London : Hodder Arnold.
- Joseph, S. (2001). *Psychopathology and therapeutic approaches: An introduction*. Basingstoke: Palgrave.
- Kazdin, A. E., & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. NY: Guilford Press.
- Kilpatrick, A. C., & Holland, T. P. (2006). *Working with families: An integrative model by level of need* (4<sup>th</sup> ed.). Boston, Mass: Allyn & Bacon.
- King, G. (1999). *Counselling skills for teachers*. Philadelphia: Open University.

- Laidlaw, K. (2003). *Cognitive behaviour therapy with older people*. NJ: John Wiley & Sons.
- Lindon, J., & Lindon, L. (2000). *Mastering counselling skills*. Basingstoke, Hants: Macmillan.
- Lines, D. (2002). *Brief counselling in schools: Working with young people from 11 to 18 / Dennis Lines*. Thousand Oaks, CA: Sage.
- Long, L. L., & Young, M. E. (2007). *Counselling and therapy for couples* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.
- McCallion, P. (1998). *Counselling in schools: A practical programme for developing counselling skills in schools*. London: The Stationery Office.
- Mearns, D. (1997). *Person-centred counselling training*. London : Sage.
- Morgan, L. A. (2007). *Aging: Aging, society and life course* (3<sup>rd</sup> ed.). NY: Springer.
- Nelson-Jones, R. (2003). *Basic counselling skills: A helper's manual*. London: Thousand Oaks.
- Nelson-Jones, R. (2005). *Introduction to counselling skills: Texts & activities* (2<sup>nd</sup> ed.). CA: Sage.
- Rutter, M., & Taylor, E. (2002). *Child and adolescent psychiatry* (4<sup>th</sup> ed.). Oxford: Blackwell Science.
- Seden, J. (1999). *Counselling skills in social work practice*. Buckingham: Open University.
- Seden, J. (2005). *Counselling skills in social work practice* (2<sup>nd</sup> ed.). Maidenhead, England: Open University.
- Seligman, L. (2006). *Theories of counseling and psychotherapy* (2<sup>nd</sup> ed.). NJ: Pearson Prentice Hall.
- Stephen, P. (1997). *Handbook of counselling* (2<sup>nd</sup> ed.). NY: Routledge.
- Terry, P. M. (1997). *Counselling the elderly and their carers*. Basingstoke: Macmillan, 1997.
- Watts, M., & Bor, R. (2006). *The trainee handbook: A guide for counselling and psychotherapy trainees*. London: Thousand Oaks.
- Young, M. E. (2005). *Learning the art of helping: Building blocks and techniques* (3<sup>rd</sup> ed.). NJ: Pearson Prentice Hall.