

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title:	<u>Counselling Theories and Practice</u>
Course Code:	<u>SS5800</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires.</u>
Medium of Assessment:	<u>Nil</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

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: 100%							
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: _____ % (duration: _____, if applicable)						100%	

5. Assessment Rubrics

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

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. Term Paper	1.1. Ability to understand different approaches in counselling 1.2. Ability to include recent studies in the counselling discipline 1.3. Ability to reflect on own strengths and weaknesses 1.4. Ability to identify areas of personal future development and learning	Strong evidence for the abilities	Good evidence for the abilities	Fair to Limited evidence for the abilities	Insufficient evidence for the abilities
2. Student Presentation	2.1. Group effort (investment of time and group resource in the preparatory work leading to the group presentation) 2.2. How the topic of inquiry is framed and its relevance to learning in this course 2.3. Approach to group inquiry (empirically-based inquiry, preferably one that is based on live practice and is connected to the literature) 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 information, quality of analytical work and scaffolding of in-session inquiry) 2.5. Quality of inquiry-based learning the audience acquired	Excellent	Good	Fair	Poor
3. Reflective paper	3.1. Ability to identify the relevance of counselling theories and skills in job or daily life 3.2. Quality of reflectivity and future professional learning	Excellent	Good	Fair	Poor

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. Term Paper	1.1. Ability to understand different approaches in counselling 1.2. Ability to include recent studies in the counselling discipline 1.3. Ability to reflect on own strengths and weaknesses 1.4. Ability to identify areas of personal future development and learning	Strong evidence for the abilities	Good evidence for the abilities	Fair evidence for the abilities	Limited evidence for the abilities	Insufficient evidence for the abilities
2. Student Presentation	2.1. Group effort (investment of time and group resource in the preparatory work leading to the group presentation) 2.2. How the topic of inquiry is framed and its relevance to learning in this course 2.3. Approach to group inquiry (empirically-based inquiry, preferably one that is based on live practice and is connected to the literature) 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 information, quality of analytical work and scaffolding of in-session inquiry) 2.5. Quality of inquiry-based learning the audience acquired	Excellent	Good	Fair	Marginal	Poor
3. Reflective paper	3.1. Ability to identify the relevance of counselling theories and skills in job or daily life 3.2. Quality of reflectivity and future professional learning	Excellent	Good	Fair	Marginal	Poor

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). <i>Theory and practice of counselling and psychotherapy</i> (10th Edition). Belmont, CA: Brooks/Cole.
2.	Hackney, H. & Cormier, S. (2012). <i>The professional counselor: A process guide to helping</i> (7th 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:

Adekson, M. (2020). *Handbook of counseling and counselor education*. New York, NY: Routledge.

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

Bond, T. (2015). *Standards and ethics for counselling in action*. London: Sage.

*Clarkson, P. (2003). *The therapeutic relationship* (2nd ed.). London: Whurr.

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.

Gladding, S. (2018). *Counseling : A comprehensive profession* (Eighth ed.). N.Y. N.Y. ; Boston: Pearson Education.

Granello, D., & Young, M. (2019). *Counseling today : Foundations of professional identity* (Second ed., Merrill counseling series). Boston ; New York: Pearson.

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.

- *McLeod, J. (2013). *An introduction to counselling* (5th ed.). Maidenhead: Open University Press.
- Nassar, S., Niles, S., & EBSCOhost. (2018). *Orientation to professional counseling : Past, present, and future trends*. Alexandria, VA: American Counseling Association.
- Palmer, S. (Ed.). (2015). *The Beginner's Guide to Counselling & Psychotherapy*. London: Sage.
- *Poorman, P. B. (2003). *Microskills and theoretical foundations for professional helpers*. Boston: Allyn & Bacon.
- Pope, Kenneth S., & Vasquez, Melba J. T. (2010). *Ethics in Psychotherapy and Counseling*. Hoboken, NJ, USA: John Wiley & Sons.

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.
- Balkin, R., & Juhnke, G. (2018). *Assessment in counseling : Practice and applications*. New York: Oxford University Press.
- Bertolino, B., & ProQuest. (2018). *Effective counseling and psychotherapy : An evidence-based approach*. New York: Springer Publishing Company.
- Brazier, D. (Ed.). (1993). *Beyond Carl Rogers: Towards a psychotherapy for the 21st century*. London: Constable.
- Capuzzi, D., Stauffer, D., Capuzzi, Dave, & Stauffer, Mark D. (2016). *Counseling and psychotherapy : Theories and interventions (6th ed.)*. Alexandria, VA: American Counseling Association.
- Cottone, R., & EBSCOhost. (2017). *Theories of counseling and psychotherapy : Individual and relational approaches*. New York, NY: Springer Publishing Company.
- Dryden, W. (2002). *Handbook of individual therapy* (4th ed.). London ; Thousand Oaks, Calif.: Sage Publications.
- 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.
- Galbraith, V. (2018). *Counselling psychology* (Topics in applied psychology). London: Routledge, Taylor & Francis Group.
- 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. (2015). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed). Boston: Pearson.
- 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.
- 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. (2019). *An introduction to counselling and psychotherapy : Theory, research, and practice* (Sixth ed.). London ; New York: Open University Press/McGraw-Hill Education.
- *Mearns, D., Thorne, B., & McLeod, J. (2013). *Person-centred counselling in action* (4th ed.). London: Sage.
- *Murdock, N. L. (2017). *Theories of counseling and psychotherapy: A case approach* (4th ed.). Boston: 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. (2016). *Theories of psychotherapy and counseling: Concepts and cases* (6th ed.). Boston, MA: Cengage Learning.
- Spalek, B., & Spalek, Mark. (2019). *Integrative counselling and psychotherapy : A textbook*. Abingdon, Oxon ; New York: Routledge.
- Ward, T., & Plagnol, A. (2019). *Cognitive Psychodynamics as an Integrative Framework in Counselling Psychology and Psychotherapy* (1st ed. 2019. ed.). Cham: Springer International Publishing : Imprint: Palgrave Macmillan.
- 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. (2016). *Ethics in counseling and psychotherapy: standards, research, and emerging issues* (6th ed.). Boston: Cengage Learning.
- Wosket, V. (1999). *The therapeutic use of self: Counselling practice, research, and supervision*. London: Brunner-Routledge.

For specific therapies:

- Atkinson, C., & Earnshaw, P. (2020). *Motivational cognitive behavioural therapy : Distinctive features* (CBT distinctive features series). Abingdon, Oxon ; New York, NY: Routledge, an imprint of the Taylor & Francis Group.
- Barrett-Lennard, G. T. (1998). *Carl Rogers' helping system: Journey & substance*. London: Sage.
- Browning, S., & Pasley, K. (Eds.) (2015). *Contemporary families: Translating research into practice*. New York, NY: Routledge.
- *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.

- Fehr, S. (2019). *Introduction to group therapy : A practical guide* (3rd ed.). New York, NY: Routledge.
- Madigan, S. (2019). *Narrative Therapy*. Washington: American Psychological Association.
- Maree, J. (2019). *Handbook of Innovative Career Counselling* (1st ed. 2019. ed.). Cham: Springer International Publishing : Imprint: Springer.
- McLeod, J. (1997). *Narrative and psychotherapy*. 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.
- Scholl, M., & Hansen, J. (2018). *Postmodern perspectives on contemporary counseling issues : Approaches across diverse settings*. New York, NY: Oxford University Press
- Sperry, J., Sperry, Len, & ProQuest. (2018). *Cognitive behavior therapy in counseling practice*. New York, NY: Routledge.
- *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.
- Weixel-Dixon, K., & ProQuest. (2020). *Existential group counselling and psychotherapy*. Abingdon, Oxon ; New York, NY: Routledge, an imprint of the Taylor & Francis Group.
- *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.
- Chen, M., & GIBLIN, N. (2018). *Individual counseling and therapy : Skills and techniques* (Third ed.). New York, NY: Routledge.
- Cooper, M., Law, D., & ProQuest. (2018). *Working with goals in psychotherapy and counselling*. Oxford, OX: Oxford University Press.
- Corey, G. (2018). *The art of integrative counseling*. John Wiley & Sons.
- Culley, S., & Bond, T. (2004). *Integrative counseling skills in action* (2nd ed.). London: Sage.
- *Egan, G., & Reese, R. (2019). *The skilled helper : A problem-management and opportunity-development approach to helping* (Eleventh ed.). Boston, MA: Cengage.
- Higham, P. (2020). *Communication and interviewing skills for practice in social work, counselling and the health professions* (Student social work). Abingdon, Oxon ; New York, NY: Routledge.
- Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th ed.). Washington, DC: American Psychological Association.
- Kottler, J. A. (2008). *A brief primer of helping skills*. Los Angeles, CA: Sage.
- Kottler, J. (2018). *The secrets of exceptional counselors*. Alexandria, Virginia: American Counseling Association.
- *McLeod, J., & McLeod, J. (2011). *Counselling skills: A practical guide for counsellors and helping professionals* (2nd ed.). Berkshire, England: Open University Press/McGraw-Hill Education.
- Nelson-Jones, R. (2013). *Introduction to counseling skills: Text and activities* (4th ed.). London: Sage.
- Neukrug, E. S., & Schwitzer, A. M. (2006). *Skills and tools for today's counsellors and psychotherapists: From*

natural helping to professional counselling. Belmont, CA: Thomson: Brooks/ Cole.

Peter Geiger. (2017). *Intentional Intervention in Counseling and Therapy: Goals and process in client engagement*. Taylor and Francis.

Reeves, A. (2013). *An introduction to counselling and psychotherapy: From theory to practice*. London: SAGE.

Safran, J. D., & Muran, J. C. (1996). The resolution of ruptures in the therapeutic alliance. *Journal of consulting and clinical psychology*, 64(3), 447.

Samby, M. H., & Maddux, C. D. (2011). *Basic and advanced counseling skills: The Skilled Counselor Training Model*. Belmont, CA: Brooks/Cole.

Slattery, J., & Park, C. (2020). *Empathic counseling : Building skills to empower change* (Second ed.). Washington, DC: American Psychological Association.

Stewart, C., & Cash, W. (2018). *Interviewing : Principles and practices* (Fifteenth ed.). New York: McGraw-Hill Education.

*Young, M. E. (2017). *Learning the art of helping: Building blocks and techniques* (6th ed.). Boston: Pearson.