

# SS4707: COUNSELING AND THERAPEUTIC PSYCHOLOGY

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Counseling and Therapeutic Psychology

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

4707

### 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

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

SS2028 Basic Psychology II and SS3708 Design and Analysis for Psychological Research II and SS3721 Abnormal Psychology

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to help students to explore the field of clinical psychology. Goals for the course are to help students acquire an understanding of the subject matter of the field, of career options, and of current controversial issues for clinical psychology. Students will be guided to identify core services provided by clinical psychologists, analyse the current needs of clinical psychology services among the public, and apply the course knowledge to create solutions to meet the needs. Visits of clinical settings, dialogues with clinical psychologists, individual and group work will be arranged to achieve the above aims. Due to professional requirements and ethical concerns, this course will not cover practical skills in clinical psychology.

### Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the ethical issues around the professional helping relationship;	10	x		
2	Understand the concepts and domains of some of the major assessment tools and models used by clinical psychologists ;	15	x		
3	Apply the major theories and models of clinical intervention for creation of effective applications in intervention;	25	x	x	
4	Evaluate the status of research in the field of clinical psychology; and	20	x	x	
5	Appraise Critically the current development of the profession of clinical psychology and services in Hong Kong.	30	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.

**Teaching and Learning Activities (TLAs)**

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Cover the various substances of the course in a didactic as well as interactive format. Local clinical psychologists will be invited to have a dialogue with the students during lectures. Students will be facilitated to explore the typical work, their training and their views on the future development of clinical psychology of the clinical psychologists through a self-discovery process.	1, 2, 3, 4, 5
2	Visits	Discover specific issues in depth by meeting and discussing with clinical psychologists in local settings. Visits to local clinical psychology settings will be arranged.	2, 3, 5
3	Individual or small group project(s)	Facilitate students' active participation; consolidate understanding on the materials covered, and help students to analyse mental health issues, apply knowledge to create a tool that can promote mental health.	2, 3, 5

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Reflection Paper on Individual/Small Group project(s)	1, 2, 3, 4, 5	30
2	Quiz	1, 2, 3, 4, 5	30
3	Term Paper	1, 2, 3, 4, 5	40

**Continuous Assessment (%)**

100

**Examination (%)**

0

## Assessment Rubrics (AR)

### Assessment Task

#### 1. Term Paper

#### Criterion

Evaluate the status of research in the field of clinical psychology; and Appraise Critically the current development of the profession of clinical psychology and services in Hong Kong.

#### Excellent (A+, A, A-)

Critically compare different theoretical models when attempting to analyse and apply. When analyse and apply, there is strong evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

#### Good (B+, B, B-)

Showing a good ability to distinguish the different theoretical models when attempting to analyse and apply. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

#### Fair (C+, C, C-)

Students are profiting from learning the course; understanding of the subject; developing solutions to simple problems in the material.

#### Marginal (D)

Ability to spell out the theoretical concepts and models in clinical psychology for assessment and intervention of mental health problems. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

#### Failure (F)

Little evidence of familiarity with clinical psychology as a profession. Weak in distinguishing the concepts and models that could be used for assessment and intervention in clinical psychology; weakness in critical and analytic skills; limited, or irrelevant use of literature.

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### Assessment Task

#### 2. Reflection Paper on Individual/Small Group project(s)

#### Criterion

Apply the major theories and models of clinical intervention for creation of effective applications in intervention;

#### Excellent (A+, A, A-)

Demonstrate an excellent ability in applying clinical psychology theories and knowledge in assessment and intervention on mental health problems. When analyse and apply, there is strong evidence of original and reflective thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

#### Good (B+, B, B-)

Reasonable understanding on how to apply clinical psychology theories and knowledge in assessment and intervention on mental health problems. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

#### Fair (C+, C, C-)

General ability in applying clinical psychology theories and knowledge in assessment and intervention on mental health problems.

**Marginal (D)**

Ability to spell out the theoretical concepts and models in clinical psychology for assessment and intervention of mental health problems. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

**Failure (F)**

Little evidence of familiarity with clinical psychology as a profession. Weak in distinguishing the concepts and models that could be used for assessment and intervention in clinical psychology; weakness in critical and analytic skills; limited, or irrelevant use of literature.

**Assessment Task**

## 3. Quiz

**Criterion**

Identify and Understand the ethical issues and theories of clinical psychologists ;

**Excellent (A+, A, A-)**

Excellent knowledge on materials covered in the course

**Good (B+, B, B-)**

Good knowledge on materials covered in the course

**Fair (C+, C, C-)**

Adequate knowledge on materials covered in the course

**Marginal (D)**

Marginal knowledge on materials covered in the course

**Failure (F)**

In adequate knowledge on materials covered in the course

**Part III Other Information****Keyword Syllabus**

Scientist-Practitioner Model, Diagnosis in Clinical Psychology, Psychological Assessment; Psychological Intervention; Cognitive-Behavioural Perspective, Psychodynamic Perspective; Humanistic-Existential Perspective; Empirically Supported Treatment; Ethical Issues in Clinical Psychology.

**Reading List****Compulsory Readings**

Title	
1	Hunsley, J., & Lee, C. M. (2010). Introduction to clinical psychology. NJ: John Wiley & Sons.
2	Relevant journals in clinical psychology:#Psychological Bulletin#Clinical Psychology Review#Clinical Psychology: Science and Practice#Journal of Abnormal Psychology#Journal of Consulting and Clinical Psychology#Behaviour Research and Therapy#Cognitive Therapy and Research#Psychotherapy – Theory, Research and Practice

**Additional Readings**

Title	
1	David, D. (Ed.). (2006). A critical review of the current trends in psychotherapy and clinical psychology. New York: Nova Science Publishers

2	Hibbs, Euthymia D., & Jensen, Peter S. (Eds.). (2001). Psychosocial treatments for child and adolescent disorders: Empirically based strategies for clinical practice. Washington: APA. [A good reference of empirically supported treatments for Children]
3	Ho, S. M. Y., Saltel, P., Machavoine, J.-L., Rapoport-Hubschman, N., & Spiegel, D. (2004). Cross-cultural aspects of cancer care. In R. J. Moore & D. Spiegel (Eds.), <i>Cancer, culture, and communication</i> (pp. 157-183). New York: Kluwer Academic/Plenum Publishers. [A chapter on clinical psychology intervention for Hong Kong cancer survivors]
4	Kramer, G. P., Bernstein, D. A., & Phares, V. (2009). <i>Introduction to clinical psychology</i> . Upper Saddle River, NJ: Pearson Prentice Hall.
5	Nathan, Peter E., & Gorman, Jack M. (Eds.). (2002). <i>A guide to treatments that work</i> . New York: Oxford University Press. [A good reference of empirically supported treatments for Adult]
6	Pomerantz, A. M. (2011). <i>Clinical psychology: Science, practice, and culture</i> . LA: Sage.
7	Beinart, H., Kennedy, P., & Llewelyn, S. (Eds.). (2009). <i>Clinical psychology in practice</i> . Malden, MA: Blackwell.
8	Bennett, P. (2006). <i>Abnormal and clinical psychology</i> . Philadelphia, PA: Open University.
9	Thomas, J. C. T., & Herson, M. (Eds.). (2010). <i>Handbook of clinical psychology competencies</i> . New York: Springer Science+Business Media.
10	Page, A. C., & Stritzke, W. G. K. (Eds.). (2006). <i>Clinical psychology for trainees: Foundations of science-informed practice</i> . New York: Cambridge University Press.