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**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Introduction to Counselling Psychology
Course Code:	SS4712
Course Duration:	1 Semester
Credit Units:	3 credits
Level:	B4
Proposed Area: (for GE courses only)	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	SS2028 Basic Psychology II and SS3708 Design and Analysis for Psychological Research II and SS2701 Developmental Psychology
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

This course aims to provide a basic training of counselling abilities in psychotherapy. It aims to develop a deeper understanding of the range of counselling interventions and psychological therapies offered by helping professions, to broaden students' horizon in different areas of counselling psychology, and to promote a positive attitude toward the profession.

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 a basic knowledge and understanding of a range of psychotherapy and counselling theory, with the main focus on the existential-phenomenological, psychodynamic and humanistic/integrative perspectives and Cognitive/behavioural approaches.	30%		√	√
2.	Analyze the use of essential communication and counselling skills, and develop an aptitude of self-evaluation in use of such skills.	30%	√	√	√
3.	Evaluate counsellor's personal qualities and capacities in his/her own beliefs, assumptions and prejudices as well as his/her interpersonal and emotional processes, patterns and experiences.	40%	√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 and Seminar	Lectures will enhance the students' understanding of basic theories of psychotherapy and counselling, with an emphasis on the existential-phenomenological, psychodynamic, humanistic/integrative orientations. Students will be reminded to be self-critical and self-evaluative.	√						
Recommended Readings and Online Learning	Textbooks and recommended readings to evaluate counselling effectiveness, relationships, and goals.	√		√				
Hypothetical Case	Apply what is learned in class to the analysis of hypothetical scenarios and indigenous cases in Chinese society for some typical and well selected cases.	√	√	√				
Video Demonstration	Evaluate video demonstration by experts from major counselling models and transcriptions of counselling conversations to discern how psychotherapies find expression in practice.	√	√					
Role-play and Live Demonstration	Students will participate in exercises with each other usually in triads of 'counsellor', 'client' and observer - using material from their own experience. It provides an opportunity to practise psychotherapy and counselling skills and receive feedback. Lecturer will perform live demonstration in class.	√	√	√				
Student Presentation	Consolidate knowledge and develop applicability of counselling approaches and models as well as clinical practice.	√	√	√				
Class Discussion	Students learn to create discussions organized around intellectual input given in mini-lectures.			√				
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 listening skills, self-awareness, and the giving and receiving of feedback.	√	√	√				

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%								
Group Presentation	√	√	√				40%	
Reflective Paper	√	√	√				50%	
Class participation	√	√	√				10%	
							100%	

* The weightings should add up to 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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group project in counselling	Students join a group of 8. One student will be a counsellor and one will be counselee. The group is to base the case on real life material. Two sessions of counselling will be carried out after the group decided on theoretical orientation, strategies/techniques to be used. Each group carry out a 45 minute presentation in class.	Strong evidence of appropriate choice of theory, strategies and techniques in counselling the counselee. Excellent time management and presentation skills plus optimal use of team effort.	Evidence of appropriate choice of theory, strategies and techniques in the counselling session. Good time management and presentation skills plus acceptable use of team effort.	Students show understanding of counselling theory and techniques. Some weaknesses in presentation and time management.	Limited understanding of counselling theory and techniques. Presentation material was difficult to follow.	Little evidence of familiarity with counselling theory and techniques. Presentation was poor and reflected very limited understanding of the case involved.
2. Individual reflective paper	-Use of relevant theories and literature, -accuracy and depth of self-exploration, -the logical and analytical levels of the content, -the structure and writing style of the essay	Demonstrate superior understanding of counselling theories plus original thinking, excellence in critical and analytical skills, excellence in organization and extensive use of literature in reflection	Demonstrate good understanding of counselling theories plus some evidence of original thinking. Good critical and analytical skills, good organization and sufficient use of literature in reflection,	Demonstrate sufficient familiarity with counselling theories; demonstrate reasonable critical and analytical skills; fair organization and appropriate use of literature in reflection.	Demonstrate little evidence of familiarity with counselling theories; weak in critical and analytical skills; demonstrate weak organization and limited or irrelevant use of literature in reflection.	No evidence of familiarity with counselling theories. Too weak in critical and analytical skills, demonstrate poor organization and little use of literature in reflection.

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.)

The nature and aims of counselling; qualities of being a professional counsellor/ counselling psychologist; key values of establishing therapeutic relationship; current psychotherapies and counselling approaches in Chinese culture and local context; developing a personal counselling approach; case analysis in different developmental stages; hypotheses formulations and on-going assessments; therapeutic techniques applications; therapeutic counselling goals setting; counselling strategies and intervention; evidence-based outcome evaluation.

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. (2013). <i>Theory and Practice of Counseling and Psychotherapy</i> (9 th ed.), Pacific Grove, CA: Brooks/Cole, Cengage Learning.
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2.2 Additional Readings

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

Carkhuff, R.R. (2000). The Art of Helping in 21st Century. (8th ed.). Amherst, MA: Human Resource Development Press.

Corey, G. (2013). Student manual for theory and practice of counselling and psychotherapy (9th ed.). Belmont, CA: Brooks/ Cole, Cengage Learning.

Egan, G. (1998). The Skilled Helper: A Problem-management Approach to Helping (6th ed.). Pacific Grove, CA: Brooks/Cole.

Ellis, A. (1985). Overcoming Resistance: Rational-emotive Therapy with Difficult Clients. New York: Springer.

Ivey, A.E. (1999). Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (4th ed.). Pacific Grove, CA: Brooks/Cole.

Jacobs, E.E., Harvill, R.L., & Masson, R.L. (1998). Groups Counseling: Strategies and Skills (3rd ed.). Pacific Groves, CA: Brooks/Cole.

Lazarus, A. A. (2005). Multimodal therapy. In J. C. Norcross & M. R. Goldfried (Eds.), *Handbook of psychotherapy integration* (2nd ed., pp. 105-120). New York: Oxford University Press.

Leung, P. W. L. & Lee, P. W. H. (1996). Psychotherapy with the Chinese. In M.H. Bond (Ed.). Handbook of Chinese Psychology (pp. 189-207). Hong Kong: Oxford University Press.

Sue, S. (1998). In search of cultural competence in psychotherapy and counseling. American Psychologist, 53, 440-448.

Thompson, C.L., & Rudolph, L.B. (1996). Counseling Children (4th ed.). Pacific Grove, CA: Brooks/Cole.

Zunker, V.G. (1998). Career Counseling: Applied Concepts of Life Planning (3rd ed.). Pacific Grove, CA: Brooks/Cole.

A. 中文參考閱讀資料：

- 岳曉東 《心理諮詢基本功技術》 清華大學出版社 2015 年出版
- 岳曉東 《登天的感觉——哈佛大学心理咨商的故事》 书泉出版社 2007 年出版
- 岳曉東 《做個A+青少年：積極心理學必修的8堂課》 香港城市大學出版社
- 岳曉東 《曆史名人的心理分析》 商務印書館（香港）
- 岳曉東 《三國人物的心理分析》 商務印書館（香港）
- 岳曉東 《愛情的心理分析》 商務印書館（香港）
- 岳曉東 《決策的心理分析》 商務印書館（香港）
- 岳曉東 《追星的心理分析》 商務印書館（香港）