

## Subject Description Form

<b>Subject Code</b>	APSS5630														
<b>Subject Title</b>	Theories and Models of Counselling														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite / Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td></td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Class Quiz (x2)</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td>3. Term paper</td> <td style="text-align: center;">40%</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation		30%	2. Class Quiz (x2)	30%		3. Term paper	40%	
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	2. Class Quiz (x2)	30%													
	3. Term paper	40%													
<ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Students must receive an overall pass grade when all components are combined in order to pass the subject.</li> </ul>															
<b>Objectives</b>															
<p>To enable students to:</p> <ol style="list-style-type: none"> <li>1. describe and appreciate the nature of counselling as a helping process and the basic qualities and characteristics of effective counsellors;</li> <li>2. analyse cultural factors, value and ethical dilemmas, issues and perspectives on becoming a counsellor;</li> <li>3. describe and appreciate the major theoretical approaches and models in counselling;</li> <li>4. explain and apply theories in working with individual and families in counselling work in the local context;</li> <li>5. apply team approach in counselling and identify community resources and network in organizing guidance and counselling programmes; and</li> <li>6. identify and develop a clearer individual approach to counselling in one's work context.</li> </ol>															

<p><b>Intended Learning Outcomes</b></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. describe and appreciate the nature of counselling as a helping process and the basic qualities and characteristics of effective counsellors;</li> <li>b. analyse cultural factors, value and ethical dilemmas, issues and perspectives on becoming a counsellor;</li> <li>c. describe and appreciate the major theoretical approaches and models in counselling;</li> <li>d. explain and apply theories in working with individual and families in counselling work in the local context;</li> <li>e. apply team approach in counselling and identify community resources and network in organizing guidance and counselling programmes;</li> <li>f. identify and develop a clearer individual approach to counselling in one's work context.</li> </ol>
<p><b>Subject Synopsis / Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. The Concept and Nature of Counselling</li> <li>2. Value and Ethical issues in the Counselling Profession</li> <li>3. Major Counselling Models and Theories: Implications and Applications in the Hong Kong setting</li> <li>4. Counselling as a Helping Process</li> <li>5. Practical Skills: Working with Individual and Families, The Guidance group, Use of Programmes, Games and Activities</li> <li>6. The Multi-dimensional Approach in Counselling</li> </ol>
<p><b>Teaching / Learning Methodology</b></p>	<p>Theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection and exploration of controversial issues related to theories and practice will be substantiated through seminar presentations and discussions.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Seminar presentation	30%		✓	✓	✓	✓	✓
	2. Class Quiz	30%	✓	✓	✓			
	3. Term paper	40%		✓	✓	✓	✓	✓
Total	100%							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The student's learning outcomes will be assessed through their performance in coursework. This performance in seminar presentation, discussion, and case studies will be assessed together with a term paper that reflects their learning to resolve issues and problems of practice.</p>								
<b>Student Study Effort Expected</b>	<b>Class contact:</b>							
	▪ Lecture		27 Hrs.					
	▪ Seminar		12 Hrs.					
	<b>Other student study effort:</b>							
	▪ Self study		30 Hrs.					
	▪ Presentation and paper preparation		40 Hrs.					
	<b>Total student study effort</b>		109 Hrs.					
<b>Reading List and References</b>	<b><u>Essential</u></b>							
	Corey G. (2017). <i>Theories and Practice of Counselling and Psychotherapy</i> (10 <sup>th</sup> ed.). Thomson: Brooks/Cole.							
<b><u>Supplementary</u></b>								
Brems. C. (2001). <i>Basic Skills in Psychotherapy and Counseling, 1<sup>st</sup> Edition</i> . Pacific Grove, Calif.: Brooks/Cole Thomson Learning.								

- Corey, G. (2013). *Case Approach to Counseling and Psychotherapy*. 8<sup>th</sup> ed. Brooks/Cole.
- Corey, G. (2017). *Student Manual for Corey's Theory and Practice of Counseling and Psychotherapy*. 10<sup>th</sup> Edition. Brooks/Cole, Cengage Learning.
- Corey, M. S. Corey, G. (2021). *Becoming a Helper*. 8<sup>th</sup> Edition. Pacific Grove, Cengage Learning.
- Corey, G., Corey, M.S., Corey, C. and Callanan, P. (2018). 10<sup>th</sup> Edition. *Issues and Ethics in the Helping Professions*. Cengage Learning.
- Ford, G. G. (2006). *Ethical Reasoning for Mental Health Professionals*. Calif: Sage Publications.
- Gladding, S.T. (2017). *Counseling: A Comprehensive Profession*. 8<sup>th</sup> ed. Pearson Education.
- Hough, M. (2014). *Counseling Skills and Theory*. 4<sup>th</sup> Ed. Hodder Education.
- Ivey, A.E., Ivey M.B., & Zalaquett C.P. (2018). 9<sup>th</sup> Edition. *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. Cengage Learning. (very good for skills practice)
- Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (2012). 7<sup>th</sup> Edition. *Counseling and Psychotherapy: A Multicultural Perspective*. Allyn and Bacon.
- Neukrug, E.S. (2006). *Skills and Tools for Today's Counselors and Psychotherapists: From Natural Helping to Professional Counseling*. 1<sup>st</sup> Edition. BelWetd, Calif: Thomson Higher Education.
- Nystul, M. S. (2018). *Introduction to Counseling: An Art and Science Perspective*. 6<sup>th</sup> Ed. Sage Publications.