

## Subject Description Form

<b>Subject Code</b>	APSS5624							
<b>Subject Title</b>	Counselling Practicum							
<b>Credit Value</b>	6							
<b>Level</b>	5							
<b>Pre-requisite / Co-requisite / Exclusion</b>	Theories and Models of Counselling Individual and Group Counselling Skills Workshop Children and Adolescent Development: Issues, Perspectives & Analysis/ Advanced Human Behaviour & Social Environment							
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 50%;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Knowledge and Skills in Counselling (Direct Practice)</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>2. Term paper</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <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>Student must pass the specific component(s) (standard of passing, i.e. item 1) if he/she is to pass the subject.</li> </ul>		100% Continuous Assessment	Individual Assessment	1. Knowledge and Skills in Counselling (Direct Practice)	70%	2. Term paper	30%
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<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide intensive training on professional helping relationship building strategies and intervention methods in supervised real settings.</li> <li>2. To develop the cognitive, affective, and psychomotor learning in counselling practice.</li> <li>3. To introduce the characteristics and dimensions related to such counsellor-client relationship.</li> </ol>							
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Integrate the broad-based knowledge of human service with the professional knowledge and skills for guidance and counselling in working with different clientele.</li> <li>b. Apply knowledge of related disciplines in assessing, intervening and evaluating the individual client's needs</li> <li>c. Appreciate the working relationship building process and the roles of counsellor in the helping process.</li> </ol>							

<b>Subject Synopsis / Indicative Syllabus</b>	<p>This module provides students the opportunity of direct practice of counselling under close and intensive supervision. Students are required to complete a supervised practicum including 50 hours of face-to-face client contact, 21 hours of group supervision and 4 hours of individual supervision.</p> <p>Students are expected to develop competence in establishing counselling relationship, theory-practice integration, provision of counselling intervention, and outcome evaluation. Students receive on-site weekly individual and group supervision, in which they are also encouraged to critically reflect on the relevance of the theories and practice approaches acquired through coursework for the local context.</p>																					
<b>Teaching / Learning Methodology</b>	<ol style="list-style-type: none"> <li>1. A counselling service is set up and operated on campus to support the Counselling Practicum. Real cases of persons with genuine needs for counselling are recruited in the community and students are assigned to these cases and arrange counselling interviews with these persons.</li> <li>2. Students are organized into small groups and each group is responsible for providing counselling in a certain time-slot of the week during the practicum period which runs for 25 weeks in an academic year.</li> <li>3. The counselling sessions are video/audio-recorded for review and discussion.</li> <li>4. Students receive group supervision as well as individual guidance given on-site and weekly by a well-qualified supervisor. Students are guided to make use of the learning gained from the programme.</li> <li>5. Finally, students are required to write a term paper to conceptualize the case by integrating theories and practice of not only counselling and guidance, but also theories related to human development, social policy, ethics and human service and other subjects they have taken from the programme.</li> </ol>																					
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="492 1360 1505 1738"> <thead> <tr> <th rowspan="2">Specific assessment methods / tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Knowledge and skills in counselling (Direct practice)</td> <td>70%</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Term paper</td> <td>30%</td> <td></td> <td>√</td> <td>√</td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment is based on:</p>				Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Knowledge and skills in counselling (Direct practice)	70%	√	√		2. Term paper	30%		√	√
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	<p>(1) the performance of the students in direct counselling practice;</p> <p>(2) the vigor of their case analysis and reflection on practice during supervision;</p> <p>(3) their participation in supervision sessions, and;</p> <p>(4) the integration and synthesis of learning in the programme as demonstrated in the case conceptualization paper.</p>	
<b>Student Study Effort Expected</b>	<b>Class contact:</b>	
	▪ Supervised counselling practice	50 Hrs.
	▪ Group supervision	21 Hrs.
	▪ Individual supervision	4 Hrs.
	<b>Other student study effort:</b>	
	▪ Reading prescribed book chapters and articles	40 Hrs.
	▪ Viewing cases' videotapes and practice	75 Hrs.
	▪ Writing term paper	25 Hrs.
	<b>Total student study effort</b>	215 Hrs.
<b>Medium of Instruction</b>	English supplemented with Chinese	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Core reading materials:</u></b></p> <p>Berman, P. S. (2014). <i>Case conceptualization and treatment planning: Integrating theory with clinical practice</i>. SAGE Publications.</p> <p>Boelen, P. A., Van Den Hout, M. A., &amp; Van Den Bout, J. (2006). A Cognitive-behavioral conceptualization of complicated grief. <i>Clinical Psychology: Science and Practice</i>, 13(2), 109-128.</p> <p>Corey, G. (2013). <i>Theory and practice of counseling and psychotherapy</i> (9th ed.). Belmont, Calif: Brooks/Cole.</p> <p>Cormier, L., Nurius, Paula, &amp; Osborn, Cynthia J. (2013). <i>Interviewing and change strategies for helpers</i> (7th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.</p>	

Egan, G. (2010). *The skilled helper: A problem-management and opportunity-development approach to helping* (9th ed.). Belmont, Calif: Brooks Cole, Cengage Learning.

Hill, C. (2009). *Helping skills : Facilitating exploration, insight, and action* (3rd ed.). Washington, DC: American Psychological Association.

Ivey, A., Ivey, Mary Bradford, & Zalaquett, Carlos P. (2014). *Intentional interviewing and counseling : Facilitating client development in a multicultural society* (8th ed.). Belmont, Calif: Brooks/Cole/Cengage Learning.

Sperry, L., & Sperry, J. J. (2012). *Case conceptualization: Mastering this competency with ease and confidence*. Routledge.

Welfel, E. (2015). *Ethics in counseling & psychotherapy*. Cengage Learning.

### **Books**

Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Belmont, Calif: Thomson Brooks/Cole.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Boston, Mass: Cengage Learning.

Cormier, L., Nurius, Paula, & Osborn, Cynthia J. (2009). *Interviewing and change strategies for helpers : Fundamental skills and cognitive behavioral interventions* (6th ed.). Belmont, Calif: Brooks/Cole Cengage Learning.

Houser, R. A., & Thoma, S. (2012). *Ethics in counseling and therapy: Developing an ethical identity*. SAGE Publications.

Ivey, A., & Ivey, Mary Bradford. (2003). *Intentional interviewing and counseling : Facilitating client development in a multicultural society* (5th ed.). Pacific Grove, Calif: Brooks/Cole/Thomson Learning.

Murphy, B., & Dillon, Carolyn. (2003). *Interviewing in action : Relationship, process, and change* (2nd ed.). Pacific Grove, Calif: Brooks/Cole Thomson Learning.

Murphy, B., & Dillon, Carolyn. (2015). *Interviewing in action in a multicultural world* (Fifth ed.). Stamford, CT: Cengage Learning.

Pope, K. S., & Vasquez, M. J. (2010). *Ethics in psychotherapy and counseling: A practical guide*. John Wiley & Sons.

**Journal articles**

Amundson, N. E. (1988). The use of metaphor and drawings in case conceptualization. *Journal of Counseling & Development, 66*(8), 391-393.

Constantine, M. G. (2001). Multicultural training, theoretical orientation, empathy, and multicultural case conceptualization ability in counselors. *Journal of Mental Health Counseling, 23*(4), 357.

Ladany, N., Marotta, S., & Muse-Burke, J. L. (2001). Counselor experience related to complexity of case conceptualization and supervision preference. *Counselor Education and Supervision, 40*(3), 203.

Prieto, L. R., & Scheel, K. R. (2002). Using case documentation to strengthen counselor trainees' case conceptualization skills. *Journal of Counseling and Development: JCD, 80*(1), 11.

Timulak, L., & Pascual-Leone, A. (2015). New Developments for Case Conceptualization in Emotion-Focused Therapy. *Clinical psychology & psychotherapy, 22*(6), 619-636.

Todd, D. M., Deane, F. P., & Bragdon, R. A. (2003). Client and therapist reasons for termination: A conceptualization and preliminary validation. *Journal of Clinical Psychology, 59*(1), 133-147.