

Subject Description Form

Subject Code	APSS5630														
Subject Title	Theories and Models of Counselling														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite / Exclusion	Nil														
Assessment Methods	<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;">20%</td> <td></td> </tr> <tr> <td>3. Term paper</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation		30%	2. Class Quiz (x2)	20%		3. Term paper	50%	
	100% Continuous Assessment	Individual Assessment	Group Assessment												
	1. Seminar presentation		30%												
	2. Class Quiz (x2)	20%													
	3. Term paper	50%													
<ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Students must receive an overall pass grade when all components are combined in order to pass the subject. 															
Objectives															
<p>To enable students to:</p> <ol style="list-style-type: none"> 1. describe and appreciate the nature of counselling as a helping process and the basic qualities and characteristics of effective counsellors; 2. analyse cultural factors, value and ethical dilemmas, issues and perspectives on becoming a counsellor; 3. describe and appreciate the major theoretical approaches and models in counselling; 4. explain and apply theories in working with individual and families in counselling work in the local context; and 5. identify and develop a clearer individual approach to counselling in one's work context. 															

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> describe and appreciate the nature of counselling as a helping process and the basic qualities and characteristics of effective counsellors; analyse cultural factors, value and ethical dilemmas, issues and perspectives on becoming a counsellor; describe and appreciate the major theoretical approaches and models in counselling; explain and apply theories in working with individual and families in counselling work in the local context; identify and develop a clearer individual approach to counselling in one's work context. 																																				
Subject Synopsis / Indicative Syllabus	<ol style="list-style-type: none"> The Concept and Nature of Counselling Value and Ethical issues in the Counselling Profession Major Counselling Models and Theories: Implications and Applications in the Hong Kong setting Counselling as a Helping Process Practical Skills: Working with Individual and Families, The Guidance group, Use of Programmes, Games and Activities The Multi-dimensional Approach in Counselling 																																				
Teaching / Learning Methodology	<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>																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="461 1556 1450 1911"> <thead> <tr> <th rowspan="2">Specific assessment methods / tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Class Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							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	20%	✓	✓	✓			
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	20%	✓	✓	✓																																	

	3. Term paper	50%		✓	✓	✓	✓	✓
	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>							
Student Study Effort Expected	Class contact:							
	▪ Lecture		27 Hrs.					
	▪ Seminar		12 Hrs.					
	Other student study effort:							
	▪ Self study		30 Hrs.					
	▪ Presentation and paper preparation		40 Hrs.					
	Total student study effort		109 Hrs.					
Reading List and References	<u>Essential</u>							
	Corey G. (2023). <i>Theories and Practice of Counselling and Psychotherapy</i> (11 th ed.). Thomson: Brooks/Cole.							
	<u>Supplementary</u>							
	Brems. C. (2001). <i>Basic Skills in Psychotherapy and Counseling, 1st Edition</i> . Pacific Grove, Calif.: Brooks/Cole Thomson Learning.							
	Corey, G. (2013). <i>Case Approach to Counseling and Psychotherapy</i> . 8 th ed. Brooks/Cole.							
	Corey, G. (2017). <i>Student Manual for Corey's Theory and Practice of Counseling and Psychotherapy</i> . 10th Edition. Brooks/Cole, Cengage Learning.							
Corey, M. S. Corey, G. (2021). <i>Becoming a Helper</i> . 8 th Edition. Pacific Grove, Cengage Learnin.								

- Corey, G., Corey, M.S., Corey, C. and Callanan, P. (2018). 10th 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*. 8th ed. Pearson Educatino.
- Hough, M. (2014). *Counselling Skills and Theory*. 4th Ed. Hodder Education.
- Ivey, A.E., Ivey M.B., & Zalaquett C.P. (2018). 9th Edition. *Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society*. Cengage Learning. (very good for skills practice)
- Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (2012). 7th 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 Counselling*. 1st Edition. BelWedt, Calif: Thomson Higher Education.
- Nystul, M. S. (2018). *Introduction to Counseling: An Art and Science Perspective*. 6th Ed. Sage Publications.