

SS5802: GROUP COUNSELLING AND THERAPY

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Group Counselling and Therapy

Subject Code

SS - Social and Behavioural Sciences

Course Number

5802

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

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English, supplemented by Cantonese in live demonstration, skills rehearsal, and role-play exercises as situation requires.

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The course provides a collection of conceptual frameworks for understanding the parameters of effective group intervention. These parameters include approaches that help clients ventilate, gain insight, develop new behaviour and obtain support from fellow members. Students are helped to develop increased cultural sensitivity in adapting Western group counselling theories to work with local clients.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply selected theories, concepts and skills in group counselling that are seen to be applied in the local context	70	x	x	
2	Conduct group counselling sessions and understand the qualities of an effective group counsellor	10	x	x	x
3	Solve problems and release surplus reality blocking their personal and professional growth	10	x	x	x
4	Apply a new perspective of group counselling in Chinese communities	10	x	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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture, case studies, role play	- Introduction of different approaches in group counselling, such as Person-centred approach, Existential approach, Behavioural approach. - Introduction of counselling skills. - The introduction of theoretical concepts and skills will be assisted by students' role play. - Case study will be used to demonstrate the cultural applicability of the selected theories.	1, 2, 3, 4	
2	Lecturer' s demonstration, group discussion	The lecturer will demonstrate how to conduct group counselling. Students will share their learning and experiences in the subsequent group discussion.	1, 2, 3, 4	
3	Group building and counselling exercises	Students are formed into groups to carry out this learning task. They will participate in experiential learning through weekly group meetings. Students will take turn to be the group leaders.	1, 2	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Paper Students are required to write up a group report. The report contains group counselling sessions or skills that aim to enhance the social functioning or alleviate the personal problems of participants.	1, 2, 4	50	

2	Participation in experiential learning and reflection Students have to participate actively in experiential learning exercises, such as group exercise, role-play, and/or case demonstration, In-depth reflection is required.	1, 2, 3, 4	10	
3	Group project and presentation Students are formed into groups to carry out this assignment. The groups have to present in class.	1, 2, 4	40	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Capacity for self-directed learning to implement group counselling in the local context

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Unsatisfactory

Assessment Task

Participation in experiential learning and reflection (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Level of participation and reflection

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Unsatisfactory

Assessment Task

Group project and presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to introduce a group in an organized manner

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Unsatisfactory

Assessment Task

Paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Capacity for self-directed learning to implement group counselling in the local context

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Basic

Failure

(F) Unsatisfactory

Assessment Task

Participation in experiential learning and reflection (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Level of participation and reflection

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Basic

Failure

(F) Unsatisfactory

Assessment Task

Group project and presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to introduce a group in an organized manner

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Basic

Failure

(F) Unsatisfactory

Part III Other Information

Keyword Syllabus

- Characters of a group leader.
- Leadership styles.
- Ethical issues in group work.
- Group planning, group stages and group process.
- Group leading skills and approaches.
- Challenges in groups.

Reading List

Compulsory Readings

	Title
1	Corey, G. (2016). Theory and practice of group counseling (9th ed.). Boston, MA: Cengage Learning.
2	Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2014). Group Techniques (4th ed.). CA: Brooks/Cole.

Additional Readings

	Title
1	American Group Psychotherapy Association Practice Guidelines for Group Psychotherapy, at https://www.agpa.org/home/practice-resources/practice-guidelines-for-group-psychotherapy
2	Capuzzi, D. & Stauffer M. D. (Eds.). (2016). Counselling and psychotherapy: Theories and interventions (6th ed.). Alexandria VA: American Counseling Association.
3	Corey, M. S., & Corey G. (2018). Groups: Process and practice (10th ed.). California: Brooks/Cole.
4	Fehr S.S. (ed.) (2017). 101 Intervention in Group Therapy. London: Routledge.
5	Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). Group counseling: Strategies and skills (8th ed.). California: Brooks/Cole.
6	Johnson, D. W., & Johnson, F. P. (2017). Joining together: Group theory and group skills (12th ed.). NY : Pearson.
7	Kottler, J. A. (2015). Learning group leadership – An experiential approach (3rd ed.). California: Sage.
8	Posthuma, B.W. (2002). Small groups in counselling and therapy: Process and leadership (4th ed.). Boston: Allyn and Bacon.
9	Toseland R. W., & Rivas, R. F. (2017). An introduction to group work practice (8th ed.). Boston: Pearson.