

SS5821: COUNSELLING CHILDREN AND YOUTH

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Counselling Children and Youth

Subject Code

SS - Social and Behavioural Sciences

Course Number

5821

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/Putonghua 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

Students will study children and youth as an important and unique target group undergoing developmental crises different from other age groups. Besides studying their needs and crisis on an individual level, their issues will also be attempted to from the familial and societal perspectives. Selected children and youth issues and effective theoretical models generally recognised by the counselling professionals will be examined in an integrative manner.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Examine and assess child and adolescent problems with reference to local and contemporary familial and social contexts	10	x	x	
2	Identify and examine contemporary child and adolescent issues	20	x	x	
3	Apply selected theories, concepts, and intervention methods that are supported by local experiences to be effective in working with children and adolescents in distress.	50		x	x
4	Apply counselling skills in working with children and adolescents in distress	20		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	1	Lectures: Major theoretical models and fundamental concepts will be presented to students.	1, 2, 3, 4	3 hrs/wk

2	2	Class Discussions: Classroom discussions organized for the whole class or carried out in small group discussion followed by a presentation by each small group will be used for clarification of concepts and for integration of theories and local practice experiences.	1, 2, 3, 4	0.5 hrs/wk
3	3	Live Demonstration and Class: Related videos demonstration by master therapists and local video production showing the contemporary children and youth issues will be used in classroom for students to learn how theories could be practiced and to cater for local problems. Live demonstrations and role plays by students and by teacher will also be used to examine how theoretical models be practiced in situations.	1, 2, 3, 4	1 hr/wk
4	4	Student Presentation: Student presentations will be used to encourage self-study on a range of children or youth emotional and behavioural problems and their related theoretical and practice concepts.	2	3 hrs/wk for 3 weeks

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1 AT1: Group presentation Students will be divided into smaller groups with around 5 members in each group for a group presentation on one assigned type of child or youth emotion or behavioural problem. Each presentation will last around one hour in the formats of oral presentation, video demonstration, role plays and assessment exercises. The presenting group has to lead a 30-minute whole class discussion after their presentation	1, 2, 3	15	
2 AT2: Reflective and case critique paper This is an individual paper on the group topic that each student is working on in their group presentation. Students have to write a reflective and case critique paper on the case that they have been studying in the presentation and to comment critically on the appropriateness of the assessment methods, intervention methods and the role of workers being used in the case. Students also have to reflect of their own learning on how to be a competent children and youth counsellor. The length of the paper is 2,000-2,500 words.	1, 2	35	

3	AT3: Term paper This is another individual paper on one current children or youth issue which is challenging Hong Kong as a local community and culture. Students are asked to apply one theoretical and intervention model to this specific type of children and youth problem and to comment on the appropriateness of a western intervention model to local use. The length of the paper is 2,000-2,500 words.	1, 2, 3, 4	50	
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

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

Criterion

Ability to assess and analyse children and youth cases with different problems

Excellent

(A+, A, A-) Strong evidence for ability to assess and analyse children and youth cases with different problems

Good

(B+, B, B-) Good evidence for ability to assess and analyse children and youth cases with different problems

Fair

(C+, C, C-) Fair evidence for ability to assess and analyse children and youth cases with different problems

Marginal

(D) Limited evidence for ability to assess and analyse children and youth cases with different problems

Failure

(F) Insufficient evidence for ability to assess and analyse children and youth cases with different problems

Assessment Task

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

Criterion

Capacity to apply the counselling knowledge and skills in specific cases

Excellent

(A+, A, A-) Strong evidence for capacity to apply the counselling knowledge and skills in specific cases

Good

(B+, B, B-) Good evidence for capacity to apply counselling knowledge and skills in specific cases

Fair

(C+, C, C-) Fair evidence for capacity to apply the counselling knowledge and skills in specific cases

Marginal

(D) Limited evidence for capacity to apply the counselling knowledge and skills in specific cases

Failure

(F) Insufficient evidence for capacity to apply the counselling knowledge and skills in specific cases

Assessment Task

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

Criterion

Ability to integrate the counselling theories and models for providing effective treatments

Excellent

(A+, A, A-) Strong evidence for ability to integrate the counselling theories and models for providing effective treatments

Good

(B+, B, B-) Good evidence for ability to integrate the counselling theories and models for providing effective treatments

Fair

(C+, C, C-) Fair evidence for ability to integrate the counselling theories and models for providing effective treatments

Marginal

(D) Limited evidence for ability to integrate the counselling theories and models for providing effective treatments

Failure

(F) Insufficient evidence for ability to integrate the counselling theories and models for providing effective treatments

Assessment Task

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

Criterion

Ability to assess and analyze children and youth cases with different problems

Excellent

(A+, A, A-) Strong evidence for ability to assess and analyze children and youth cases with different problems

Good

(B+, B) Good evidence for ability to assess and analyze children and youth cases with different problems

Marginal

(B-, C+, C) Fair to limited evidence for ability to assess and analyze children and youth cases with different problems

Failure

(F) Insufficient evidence for ability to assess and analyze children and youth cases with different problems

Assessment Task

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

Criterion

Capacity to apply the counselling knowledge and skills in specific cases

Excellent

(A+, A, A-) Strong evidence for capacity to apply the counselling knowledge and skills in specific cases

Good

(B+, B) Good evidence for capacity to apply counselling knowledge and skills in specific cases

Marginal

(B-, C+, C) Fair to limited evidence for capacity to apply the counselling knowledge and skills in specific cases

Failure

(F) Insufficient evidence for capacity to apply the counselling knowledge and skills in specific cases

Assessment Task

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

Criterion

Ability to integrate the counselling theories and models for providing effective treatments

Excellent

(A+, A, A-) Strong evidence for ability to integrate the counselling theories and models for providing effective treatments

Good

(B+, B) Good evidence for ability to integrate the counselling theories and models for providing effective treatments

Marginal

(B-, C+, C) Fair to limited evidence for ability to integrate the counselling theories and models for providing effective treatments

Failure

(F) Insufficient evidence for ability to integrate the counselling theories and models for providing effective treatments

Part III Other Information

Keyword Syllabus

Ecology of childhood and adolescence, pro-social development and deviance, childhood experience, behaviour disorders, emotional disturbance, developmental disabilities, children in distress, behaviour management and behaviour therapy, CBT, child-centred play therapy.

Reading List**Compulsory Readings**

Title	
1	Pledge, D. S. (2004). Counseling adolescents and children: developing your clinical style. Belmont, CA: Brooks/Cole.
2	Wicks-Nelson, R. & Israel, A. C. (2013). Abnormal child and adolescent psychology (8th Edition). Boston, Mass: Pearson.

Additional Readings

	Title
1	Bernard, M. E., & Pires, D. (2006). Emotional resilience in children and adolescence: Implications for rational-emotive behavior therapy. <i>Rational emotive behavioral approaches to childhood disorders: Theory, practice and research</i> . Springer Science & Business Media, New York, NY, 156-174.
2	Berry, R. R., & Lai, B. (2014). The emerging role of technology in cognitive-behavioral therapy for anxious youth: A review. <i>Journal of Rational-Emotive & Cognitive-Behavior Therapy</i> , 32(1), 57-66.
3	Breggin P.I. (2000). <i>Reality therapy in action</i> . NY: HarperCollins.
4	Bush, K.R., Peterson, G.W., Cobas, J.A., & Supple, A.J. (2002). Adolescents' perceptions of parental behaviors as predictors of adolescent self-esteem in Mainland China. <i>Sociological Inquiry</i> , 72(4), 503-526.
5	Carlson, L.A. (2003). Existential theory: helping school counselors attend to youth at risk for violence. <i>Professional School Counseling</i> , 6(5), 310-316.
6	Chan, G. H., & Lo, T. W. (2014). Hidden youth services: What Hong Kong can learn from Japan. <i>Children and Youth Services Review</i> , 42, 118-126.
7	Chavira, D. A., Stein, M. B., Bailey, K., & Stein, M. T. (2003). Parental opinions regarding treatment for social anxiety disorder in youth. <i>Journal of Developmental and Behavioral Pediatrics</i> , 24(5), 315-322.
8	Curtis, R.C., Kimball, A., & Stroup, E.L. (2004). Understanding and treating social phobia. <i>Journal of Counseling & Development</i> , 82(1), 3-9.
9	Desai, P.P., Ng, J.B., & Bryant, S.G. (2002). Care of children and families in the CICU: a focus on their developmental, psychosocial, and spiritual needs. <i>Critical Care Nursing Quarterly</i> , 25(3), 88-97.
10	Donahue, P.J., Falk, B., & Provet, A.G. (2000). <i>Mental health consultation in early childhood</i> . Maryland: Paul H. Brookes Publishing Co.
11	Dryden, W. (2000). <i>Invitation to rational emotive behavioral psychology</i> . London: Whurr.
12	Dryden, Windy (著) 武自珍(譯). (1997). <i>理性情緒心理學入門</i> . 台北市：心理出版社
13	Ellis, A. (2005). <i>Rational emotive behavior therapy</i> . Belmont, CA: Thomson Brooks, Cole Publishing Co.
14	Fryxell, D. (2000). Personal, social, and family characteristics of angry students. <i>Professional School Counseling</i> , 4(2), 86-94.
15	Hazler R. J., & Mellin E.A. (2004). "The developmental origins and treatment needs of female adolescents with depression." <i>Journal of Counseling & Development</i> , 82(1), 18-24.
16	Hernandez, M., & Hodges, S. (2001). <i>Developing outcome strategies in children's mental health</i> . Maryland: Brooks Pub. Co.
17	Kottler, J. (2011). <i>Theories in counseling and therapy: experiential approach</i> . Boston: Allyn and Bacon.
18	Lam, T.H., & Stewart, S.M. & Ho, L.M. (2001). Smoking and high-risk sexual behavior among young adults in Hong Kong. <i>Journal of Behavioral Medicine</i> , 24(5), 503-518.
19	Lam, T.H., Stewart, S.M., Leung, G., Ho, S.Y., Fan, H., & Ma, L.T. (2002). Sex differences in body satisfaction, feeling fat and pressure to diet among Chinese adolescents in Hong Kong. <i>European Eating Disorders Review</i> , 10, 347-358.
20	Lau, S., & Kowk L.K. (2000). Relationship of family environment to adolescents' depression and self-concept. <i>Social Behavior and Personality</i> , 28(1), 41-50.
21	Laursen E.K.(2000). Strength-based practice with children in trouble. <i>Reclaiming Children and Youth</i> , 9(2), 70-75.
22	McKay, C. (2005). Review of A child and youth care approach to working with families. <i>School Social Work Journal</i> , 29(2), 106-107.
23	Miars R.D. (2002). Existential authenticity: a foundational value for counseling. <i>Counseling and Values</i> , 46, 218-225.
24	Miller, L. (2012). <i>Counselling Skills for Social Work</i> . (2nd edition). Sage Publications Ltd.
25	Nelson-Jones, R. (2003). <i>Basic counseling skills: a helper's manual</i> . London: Sage Publications.
26	Rose, S.R. and Fatout M.F. (2003). <i>Social Work Practice with Children and Adolescents</i> . Allyn and Bacon.

27	Schedin G. (2005). Interpersonal behaviour in counseling: Client and counselor expectations and experiences related to their evaluation of session. <i>International Journal for the Advancement of Counselling</i> , 27(1), 57-69.
28	Schottelkorb, A. A., Swan, K. L., Garcia, R., Gale, B., & Bradley, B. M. (2014). Therapist perceptions of relationship conditions in child-centered play therapy. <i>International Journal of Play Therapy</i> , 23(1), 1-17.
29	Sharf R.S. (2012). <i>Theories of psychotherapy and counseling: concepts and cases</i> . CA: Brooks/Cole.
30	Shaw, J. (2014). Psychotic and non-psychotic perceptions of reality. <i>Journal of Child Psychotherapy</i> , 40(1), 73-89.
31	Singh, N.N., Ollendick T.H., & Singh, A.N. (2000). <i>International perspectives on child and adolescent mental health</i> . London: Elsevier.
32	Steiner, H. (2004). <i>Handbook of mental health interventions in children and adolescents: an integrated developmental approach</i> . CA: Jossey-Bass.
33	Turner, H. A., Finkelhor D., & Ormrod, R. (2007). Predictors of receiving counseling in a national sample of youth: The relative influence of symptoms, victimization exposure, parent-child conflict, and delinquency. <i>Journal of Youth and Adolescence</i> , 36(7), 861-876.
34	Wubbolding R.E. (2000). <i>Reality therapy for the 21st century</i> . PA: Accelerated Development.
35	Yuen, M. (2011). Fostering connectedness and life skills development in children and youth: International perspectives. <i>Asian Journal of Counselling</i> , 18(1-2), 1-13.
36	李維榕 (1996). <i>家庭舞蹈：從家庭系統看個人行為</i> . 香港：壹出版.
37	林孟平 (2000). <i>輔導與心理治療</i> . 香港：商務印書館.
38	格拉塞著 (1995). <i>你在做什麼？</i> 台北市：張老師文化
39	格拉塞著 唐曉杰譯 (1998). <i>沒有失敗的學校</i> . 台北市：桂冠圖書股份有限公司.
40	高劉寶慈 朱亮基 (1997). <<個人工作與家庭治療：理論與案例>> 香港：中文大學出版社.
41	高劉寶慈 區澤光 (2003). <i>個案工作：理論與案例</i> . 香港：集賢社.
42	蔡敏華 何敏儀 (1988). <i>幫助弱智人士的行為更易法</i> . 香港：香港弱智人士協進會.