

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017/ 18**

Part I Course Overview

Course Title:	Counselling Skills Laboratory and Pre-practicum
Course Code:	SS5841
Course Duration:	1 Semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese in live demonstration, skills rehearsal, and role-play exercises as situation requires.
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

The course will help students develop basic counselling skills for beginners whose undergraduate studies are not related to social work, or counselling.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Apply basic action techniques in counselling;	40%	√	√	√
2.	Apply self-connection skills in counselling;	20%	√	√	
3.	Apply receiving skills in counselling; and	20%	√	√	
4.	Apply self-expression skills in counselling.	20%	√	√	
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1.	<u>Training:</u> Short lectures, role play, video, group exercises and lecturer's demonstration.	√	√	√	√	3hr./week
2.	<u>Practice:</u> Students' practices of the skills learned: Students are divided into triads to practise the skills that they have learned in class. They are encouraged to practise the skills in their daily work.	√	√	√	√	1 hr./week
3.	<u>Students' demonstration :</u> Each student is required to lead a counselling session, working with individual.	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
<u>AT1: Group presentation</u> Students work in small groups to study and explore, drawing on the counselling knowledge and skills they learn, how counsellors think and act in given problem scenario in order to navigate the counselling process towards a therapeutic end. Each group presentation will last for not more than 45 minutes.	√	√	√	√	30%	Session10-12
<u>AT2: VCD/DVD demonstration of counselling skills and attitudes in peer counselling session</u> Students work in dyads to conduct and video-record a counselling session in which one party acts as a counsellor and the other party as a client in one session, and then the roles are reversed between the two in the next counselling session. Each counselling session will last for not more than 30 minutes.	√	√	√	√	30%	To be submitted one week after last session
<u>AT3: Reflection paper (2000 words)</u> Students submit a 2,000-word reflection paper in which they examine reflectively and self-critically their performance as	√	√			30%	To be submitted one week after last session

counsellor and their experience as client in peer counselling sessions, in the light of what they have learned from laboratory activities in this course.						
<u>AT4: Attendance and participation</u> Students are required to attend all the laboratory sessions and are expected to participate actively in laboratory activities and classroom discussion.	√	√	√	√	10%	Full attendance is required
	Examination: ____% (duration: _____, if applicable)					
					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group presentation	1.1 Ability to show understanding of the concepts in selected topic	High	Significant	Moderate	Basic	Not meet marginal level of performance
	1.2 Competence to demonstrate appropriate counselling skills in role play and case demonstration	High	Significant	Moderate	Basic	Not meet marginal level of performance
	1.3 Relevance and applicability of related knowledge to the problem scenario in counselling setting	High	Significant	Moderate	Basic	Not meet marginal level of performance
	1.4 Creative use of innovative, clear and relevant presentation formation format or materials/tools to attract classmates' interest and attention	High	Significant	Moderate	Basic	Not meet marginal level of performance
	1.5 Readiness to evenly share the workload and demonstrate good team work	High	Significant	Moderate	Basic	Not meet marginal level of performance
	1.6 Contribute ideas and offer different perspectives in the group presentation	High	Significant	Moderate	Basic	Not meet marginal level of performance
2. VCD/DVD demonstration of counselling skills and attitudes in peer counselling session	2.1 Show of concern and acceptance in the counselling process	High	Significant	Moderate	Basic	Not meet marginal level of performance
	2.2 Show understanding of peer partner's issue/concern/emotions	High	Significant	Moderate	Basic	Not meet marginal level of performance
	2.3 Ability to demonstrate relationship building skills appropriately	High	Significant	Moderate	Basic	Not meet marginal level of performance
	2.4 Ability to demonstrate clarification skills appropriately	High	Significant	Moderate	Basic	Not meet marginal level of performance
	2.5 Ability to demonstrate influencing skills appropriately	High	Significant	Moderate	Basic	Not meet marginal level of performance
	2.6 Ability to demonstrate problem solving skills appropriately	High	Significant	Moderate	Basic	Not meet marginal level of performance
	2.7 Proper attitude, value and ethics of a counsellor	High	Significant	Moderate	Basic	Not meet marginal level of performance

	2.8 Appropriate pace of the counselling session	High	Significant	Moderate	Basic	Not meet marginal level of performance
3. Reflection paper	3.1 Critical analysis and reflection of self-understanding as a counsellor gained from the videotaped counselling sessions	High	Significant	Moderate	Basic	Not meet marginal level of performance
	3.2 Self-reflection on own strengths and weaknesses as a counsellor	High	Significant	Moderate	Basic	Not meet marginal level of performance
	3.3 Identification of learning experience from class activities significant to enhance self-understanding	High	Significant	Moderate	Basic	Not meet marginal level of performance
	3.4 Suggestion of improvement plan to enhance the counselling competence in future with concrete suggestions for self-development	High	Significant	Moderate	Basic	Not meet marginal level of performance
4. Attendance and participation	4.1 Active participation in role plays, class activities, take up counsellor/client roles in class activities	High	Significant	Moderate	Basic	Not meet marginal level of performance
	4.2 Willingness to give constructive feedback to classmates as a process observer in the role play practice in class	High	Significant	Moderate	Basic	Not meet marginal level of performance
	4.3 Readiness to share ideas and contribute to reflective discussion in small groups and in other laboratory activities	High	Significant	Moderate	Basic	Not meet marginal level of performance

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

- Trust building and relationship building, receiving, positive regards, genuineness, working alliance.
- Connecting with oneself and others. Self empathy and empathy to others, self-awareness.
- Link between needs and emotions.
- Clarification skills, questioning, paraphrasing, summarization, focusing and topic development.
- Influencing skills, confrontation and self-disclosure, intervention skills, family visits.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Chong, Alice & Chan, Ray. (2008). Course Pack (with Student Journal and handouts). Hong Kong: City University of Hong Kong.
2.	Egan, G. (2002). The skilled helper: A problem-management and opportunity-development approach to helping (7th ed.). Pacific Grove, CA: Brooks/Cole.
3.	Rosenberg, B. Marshall (2003). Nonviolent communication: A language of life. Encinitas, CA.: Puddle Dancer Press.
4.	Satir, V. (1988). The New people making. Mountain View, Calif.: Science and Behavior Books.
5.	Schwartz, R. C. (1995). Internal family systems therapy. New York: Guilford Press.
6.	Yu, Dan. (2006). Yu Dan “Lun Yu” Xin De. Beijing: Zhonghua Shu Ju.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Recommended texts:

1.	Boud, D., Cohen, R., & Sampson, J. (1999). Peer learning and assessment. <i>Assessment in Higher Education</i> , 24(4), 413-426.
2.	Boylan, J. C., Malley, P. B., & Reilly, E. Petty. (2001). <i>Practicum and internship: Textbook and resource guide for counseling and psychotherapy</i> (3rd ed.). Philadelphia: Brunner-Routledge.
3.	Brown, S. D., & Lent, R. W. (Eds.). (2008). <i>Handbook of counseling psychology</i> (4th ed.). New York: J. Wiley.
4.	Capuzzi, D., & Gross, D. R. (Eds.). (2009). <i>Introduction to the counseling profession</i> (5th ed.). Boston: Allyn and Bacon.
5.	Corey, M. S., & Corey, G. (2007). <i>Becoming a helper</i> (5th ed.). Pacific Grove, CA: Brooks/Cole.
6.	Cormier, W. H., & Cormier, L. S. (2003). <i>Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions</i> (5th ed.). Pacific Grove, CA: Brooks/Cole.

9.	Grunwald, B. B., & McAbee, H. V. (1999). <i>Guiding the family: Practical counseling techniques</i> (2nd ed.). Philadelphia: Accelerated Development.
10.	Hepworth, D. H., & Larsen, J. A. (2006). <i>Direct social work practice: Theory and skills</i> (7th ed.). Chicago, Illinois: Dorsey Press.
11.	Hill, C. E., & O'Brien, K. M. (2004). <i>Helping skills: Facilitating exploration, insight, and action</i> (2nd ed.). Washington, DC: American Psychological Association.
12.	Hong Kong Family Welfare Society (Ed.). (1989). <i>Strengthening families</i> . Hong Kong: Hong Kong Family Welfare Society.
13.	Ivey, A. E. (2007). <i>Intentional interviewing and counseling: Facilitating client development in a multicultural society</i> (6th ed.). Pacific Grove, CA: Brooks/Cole.
14.	Lang, G., Molen, Henk-van-der, Trower, P., & Look, R. (1990). <i>Personal conversations: Roles and skills for counselors</i> . London: Routledge.
15.	Law, C. K. (1992). <i>An evaluation report on the utilization of senior social work practice in youth counselling in Tsuen Wan and Kwai Ching Districts, the Hong Kong Federation of Youth Groups</i> . Hong Kong: The Hong Kong Federation of Youth Groups.
16.	Locke, D. C., Myers, J. E., & Herr, E. L. (Eds.). (2001). <i>The handbook of counseling</i> . Thousand Oaks, Calif.: Sage Publications.
17.	Long, V. O. (1996). <i>Communication skills in helping relationships: A framework for facilitating personal growth</i> . Pacific Grove, Calif.: Brooks/Cole.
18.	Loughary, J. W., & Ripley, T. M. (1979). <i>Helping others help themselves: A guide to counseling skills</i> . New York : McGraw-Hill.
19.	Moursund, J., & Kenny, M. C. (2002). <i>The process of counseling and therapy</i> (4th ed.). Upper Saddle River, N. J.: Prentice Hall.
20.	Nelson-Jones, R. (2002). <i>Essential counseling and therapy skills: The skilled client model</i> . London: Sage.
21.	Okun, B. F., & Kantrowitz, R. E. (2008). <i>Effective helping: Interviewing and counseling techniques</i> (7th ed.). Monterey, California: Brooks/Cole.
22.	Shebib, B. (2003). <i>Choices: Counseling skills for social workers and other professionals</i> . Boston: Allyn and Bacon.
23.	張四向譯 (1980) 。 晤談指南，（增訂二版）。台北：張老師出刊社。
24.	林孟平 (1999) 。 輔導與心理治療，（第十一版）。香港：商務印書館。
25.	鍾瑞麗譯 (2004) 。 助人歷程與技巧：有效能的助人者，（初版）。臺北市：新加坡商湯姆生亞洲私人有限公司台灣分公司。
26.	游乾桂，黃玲玉譯 (1987) 。 助人助己：諮商技術指導，（修訂版）。台北：桂冠。
27.	http://www.cacd.org/codeofethics.html (American Counseling Association Code of Ethics)

Journal Articles & Journal:

1.	Dube, C. E., O'Donnell, J. F., & Novack, D. H. (2000). <i>Communication skills for</i>
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	preventive interventions. <i>Academic-Medicine</i> , 75(7, Suppl), S45-S54.
2.	Fairchild, T. N., & Seeley, T. J. (1994). Time analysis: Still an important accountability tool. <i>School Counselor</i> , 41(4), 273-280.
3.	Ishiyama, F. I., & Westwood, M. J. (1992). Enhancing client-validating communication: Helping discouraged clients in cross-cultural adjustment. <i>Journal of Multicultural Counseling & Development</i> , 20(2), 50-63.
4.	Jarvis, P. S., & Keeley, E. S. (2003). From vocational decision making to career building: Blueprint, real games, and school counseling. <i>Professional School Counseling</i> , 6(4), 244-250.
5.	Kasket, E. (2003). Online counseling. <i>Journal of the Society for Existential Analysis</i> , 14(1), 60-74.
6.	Kessler, S. (1998). Psychological aspects of genetic counseling: XII. More on counseling skills. <i>Journal of Genetic Counseling</i> , 7(3), 263-278.
7.	LaBauve, B. J., & Rynearson, K. (2001). The impact of conceptualization skills in counseling children. <i>Inquiry: Critical Thinking Across the Disciplines</i> , 20(3), 33-38.
8.	Lang, P. (1999). Counseling, counseling skills and encouraging pupils to talk: Clarifying and addressing confusion. <i>British Journal of Guidance and Counseling</i> , 27(1), 23-33.
9.	Sharpley, C. F., Tabary-Collins, E., Bates, R., Lee, P., & Fairne, E. (2000). The use of counselor verbal response modes and client-perceived rapport. <i>Counseling Psychology Quarterly</i> , 13(1), 99-116.
10.	Young, Mark E. (2005). <i>Learning the art of helping: Building blocks and techniques</i> (3rd ed.). N.J.Pearson Education Inc..
11.	Zinck, K., & Littrell, J. M. (2000). Action research shows group counseling effective with at-risk adolescent girls. <i>Professional School Counseling</i> , 4(1), 50-59.
12.	<i>British Journal of Guidance & Counseling</i>
13.	<i>Communication Theory</i>
14.	<i>Counselor Education & Supervision</i>
15.	<i>Counseling Psychology Quarterly</i>
16.	<i>Counseling & Values</i>
17.	<i>Family Journal, The Counseling and Therapy for Couples and Families</i>
18.	<i>Guidance & Counseling</i>
19.	<i>International Journal for the Advancement of Counseling</i>
20.	<i>Journal of College Counseling</i>
21.	<i>Journal of Counseling & Development</i>
22.	<i>Journal of Counseling Psychology</i>
23.	<i>Journal of Humanistic Counseling, Education & Development</i>
24.	<i>Journal of Mental Health Counseling</i>
25.	<i>Journal of Multicultural Counseling & Development</i>
26.	<i>Journal of Sex & Marital Therapy</i>
27.	<i>Measurement & Evaluation in Counseling & Development</i>
28.	<i>Professional School Counseling</i>
29.	<i>Rehabilitation Counseling Bulletin</i>