

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester B 2017 / 2018**

Part I Course Overview

Course Title:	Counselling and Personal Development in the Workplace
Course Code:	SS5811
Course Duration:	One semester
Credit Units:	3
Level:	P5
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: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims at equipping students with the knowledge of counselling and personal development in the workplace, addressing the changing work environment and issues of crisis, stress, personal growth and well-being at work, as well as interpersonal and organizational effectiveness. The conceptual knowledge and professional competencies for workplace provisions like counselling, coaching, mentoring and psychoeducation will be introduced and reviewed for counsellor and human resource developers.

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.	Describe and analyse the changing work environment and the need for the provision of counselling and personal development services in workplace;	10%	✓		
2.	Critically analyse and apply theories of counselling and personal development in the work context to address issues like crisis management, work stress, personal growth, well-being, work-life balance, as well as interpersonal and organizational effectiveness;	40%	✓	✓	
3.	Apply and evaluate counselling interventions in workplace for issues like crisis, psychological distress, intervention, stress management, well-being personal growth and work-life balance; and	30%	✓	✓	✓
4.	Apply and differentiate skills in counselling, coaching, mentoring, psychoeducation, as well as other learning and assessment practices.	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	
Lectures and Reading Assignments	Cover the major topics of the course with explanation, clarification and discussion during the session.	✓	✓	✓	✓	
Role-play and Exercises	Role play and exercises will be conducted in class for the students to practice their skills in tackling workplace counselling and personal development issues. Debriefing and discussion will be made to bring forth the theoretical concepts.			✓	✓	
Presentation by Guest Speakers / Professional sharing of Counselling Services	Experienced workplace counsellor or service provider will be invited to introduce the state of art of the profession to the students. Professional sharing by practitioners of counselling and personal development, or representatives of service units of agency/department may also be arranged.	✓	✓			
Audio-visual materials and Online exchange	Audio-visual materials and video demonstration will be provided to engage students in more in-depth discussion of issues in workplace and the counselling/ personal development means in tackling them.	✓	✓	✓	✓	
Project Presentation	Students will work in groups to do their research and make project presentation.	✓	✓	✓	✓	

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>						
Term Paper	✓	✓	✓	✓	50%	
Group Presentation		✓	✓	✓	30%	
Participation and Reflection	✓	✓	✓	✓	20%	
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. Term Paper	1.1 Focus of the paper, quality of literature review	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.2 Application of theories and knowledge	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.3 Evidence and argument	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.4 Format of citations and reference	High	Significant	Moderate	Basic	Not even reaching marginal levels
	1.5 Organization and presentation of the paper	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentation	2.1 Group effort (investment of time and group resource in the preparatory work leading to the group presentation)	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2 How the topic of inquiry is framed and its relevance to learning in this course	High	Significant	Moderate	Basic	Not even reaching marginal levels

	2.3 Design of group presentation and delivery of presentation	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.4 Quality of inquiry-based learning the audience acquired	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Participation and Reflection	3.1 Participation and completion of in-class exercises	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2 Reflection paper to demonstrate learning in professional sharing session	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

1. Keyword Syllabus

(An indication of the key topics of the course.)

Changing work context; workplace counselling; counselling and personal development; meaning of work; organizational stress; crisis management; work and well-being; work-life balance; cognitive-behavioural interventions; solution focused interventions; coaching; mentoring; psychoeducation; career development in organization; counselling interventions design, implementation and assessment; human resource development; organizational effectiveness; positive workplace.

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.)

2.2 Additional Readings

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

Readings:

1.	Carroll, M. (1996). <i>Workplace Counselling: A Systematic Approach to Employee Care</i> . London: Sage.
2.	Carroll, M., & Walton, M. (Eds.). (1997). <i>Handbook of Counselling in Organizations</i> . London: SAGE Publication.
3.	Coles, A. (2003). <i>Counselling in the Workplace</i> . Maidenhead: Open U Press.
4.	DuBrin, A. J. (2005). <i>Coaching and Mentoring Skills</i> . Upper Saddle River, N.J.: Pearson/Prentice Hall.
5.	Franklin, L. (2003). <i>An Introduction to Workplace Counselling: A Practitioner's Guide</i> . New York: Palgrave MacMillan.
6.	McLeod, J. (2001). <i>Counselling in the Workplace: The Facts</i> . England: British Association for Counselling and Psychotherapy.
7.	Woolfe, R., Dryden, W., & Strawbridge, S. (2003). <i>Handbook of Counselling Psychology</i> (2nd ed.). London: SAGE Publications.

Supplementary Readings:

1.	Barsky, A. E. (2000). <i>Conflict Resolution for the Helping Professions</i> . Australia: Brooks/Cole.
2.	Berridge, J., Cooper, C. L., & Highley-Marchington, C. (1997). <i>Employee Assistance Programmes and Workplace Counselling</i> . Chichester: John Wiley & Sons.
3.	Carroll, M., & Tholstrup, M. (2001). <i>Integrative Approaches to Supervision</i> . London: Jessica Kingsley Publishers.
4.	Clarke, S., & Cooper, C. L. (2004). <i>Managing the Risk of Workplace Stress: Health and Safety Hazards</i> . London: Routledge.
5.	Clarkson, P. (1995). <i>Change in Organizations</i> . London: Whurr Publishers Ltd.
6.	Cooper, C. L., & Dewe, P. (2004). <i>Stress: A Brief History</i> . Victoria: Blackwell Publishing Ltd.

7.	Counselling & Psychotherapy Journal [Electronic resource]. Rugby, Warwickshire: British Association for Counselling & Psychotherapy.
8.	Counselling Psychology Quarterly. [Electronic resource]. Abingdon, Oxfordshire, England: Carfax Pub. Co.,
9.	Dolan, S. L. (2006). <i>Stress, Self-esteem, Health and Work</i> . New York: Palgrave Macmillan.
10.	Egan, G. (2007). <i>The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping</i> (8th ed.). Pacific Grove, CA: Brooks/Cole.
11.	Fox, B., Polkey, C., & Boatman, P. (2002). <i>Tolley's Managing Violence in the Workplace</i> . UK: Tolley Lexis Nexis.
12.	Hillman, J. L. (2002). <i>Crisis Intervention and Trauma Counseling: New Approaches to Evidence-based Practice</i> . New York: Kluwer Academic/Plenum Publishers.
13.	Ivey, A. E., & Ivey, M. B. (2003). <i>Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society</i> (5th ed.). Australia: Thomson Brooks/Cole.
14.	Linden, W. (2005). <i>Stress Management: From Basic Science to Better Practice</i> . Thousand Oaks, Calif.: SAGE Publications.
15.	Monat, A., Lazarus, R. S., & Reevy, G. (Eds.). (2007). <i>The Praeger Handbook on Stress and Coping</i> . Westport, Conn.: Praeger.
16.	Oher, J. M. (1999). <i>The Employee Assistance Handbook</i> . New York: John Wiley.
17.	Okun, B. F. (2002). <i>Effective Helping: Interviewing and Counselling Techniques</i> (6th ed.). Australia: Thomson Learning Brooks/Cole.
18.	Roberts, A. R. (2005). <i>Crisis Intervention Handbook: Assessment, Treatment, and Research</i> (3rd ed.). Oxford: Oxford University Press.
19.	Schabracq, M. et al. (2001). <i>Occupational Health Psychology: the Challenge of Workplace Stress</i> . Leicester: British Psychological Society.
20.	Schultz, D., & Schultz, S. E. (2002). <i>Psychology and Work Today: An Introduction to Industrial and Organizational Psychology</i> (8th ed.). New Jersey: Prentice Hall.