

SS5841: COUNSELLING SKILLS LABORATORY AND ETHICS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Counselling Skills Laboratory and Ethics

Subject Code

SS - Social and Behavioural Sciences

Course Number

5841

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

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply basic action techniques in counselling with ethical practice;	40	x	x	x
2	Apply self-connection skills in counselling;	20	x	x	
3	Apply receiving skills in counselling; and	20	x	x	
4	Apply self-expression skills in counselling.	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	Training: Short lectures, role play, video, group exercises and lecturer' s demonstration.	1, 2, 3, 4	
2	2	Practice: 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, 2, 3, 4	
3	3	Students' demonstration : Each student is required to lead a counselling session, working with individual.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1 AT1: Group presentation 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.	1, 2, 3, 4	30	-	No
2 AT2: Quiz on ethics and skills Students are required to do a quiz in order to demonstrate their clear understanding of professional code of ethics and basic skills.	1, 2, 3, 4	30	-	No
3 AT3: Reflection paper (2000 words) Students submit a 2,000-word reflection paper in which they examine reflectively and self-critically their performance as counsellor and their experience as client in peer counselling sessions, in the light of what they have learned from laboratory activities in this course.	1, 2	30	Only allow AI to conduct preliminary literature review	Yes

4	AT4: Attendance and participation Students are required to attend all the laboratory sessions and are expected to participate actively in laboratory activities and classroom discussion. Students are required to have reflection to conclude the learned knowledge with personal/professional experiences.	1, 2, 3, 4	10	Full attendance is expected	No
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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

1.1 Ability to show understanding of the concepts in selected topic

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

1.2 Competence to demonstrate appropriate counselling skills in role play and case demonstration

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

1.3 Relevance and applicability of related knowledge to the problem scenario in counselling setting

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

1.4 Creative use of innovative, clear and relevant presentation formation format or materials/tools to attract classmates' interest and attention

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

1.5 Readiness to evenly share the workload and demonstrate good team work

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

1.6 Contribute ideas and offer different perspectives in the group presentation

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

Quiz on ethics and skills (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

2.1 Ability to show understanding of professional code of ethics and basic counselling skills

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

Quiz on ethics and skills (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

2.2 Critical analysis and professionally response to ethical dilemmas

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

3.1 Critical analysis and reflection of self-understanding as a counsellor gained from the videotaped counselling sessions

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

3.2 Self-reflection on own strengths and weaknesses as a counsellor

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

3.3 Identification of learning experience from class activities significant to enhance self-understanding

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

3.4 Suggestion of improvement plan to enhance the counselling competence in future with concrete suggestions for self-development

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

4.1 Active participation in role plays, class activities, take up counsellor/client roles in class activities

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

4.2 Willingness to give constructive feedback to classmates as a process observer in the role play practice in class

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

4.3 Readiness to share ideas and contribute to reflective discussion in small groups and in other laboratory activities

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not meet marginal level of performance

Assessment Task

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

Criterion

1.1 Ability to show understanding of the concepts in selected topic

Excellent

(A+, A, A-) High

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(B+, B) Significant

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(B-, C+, C) Basic

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Part III Other Information

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.

Reading List

Compulsory Readings

Title	
1	Egan, G. (2019). <i>The skilled helper: A problem-management and opportunity-development approach to helping</i> (11th ed.). Pacific Grove, CA: Brooks/Cole.
2	Sharf R.S. (2016). <i>Theories of psychotherapy and counselling: Concepts and cases</i> (6th ed.). Boston, MA: Cengage Learning.

Additional Readings

Title	
1	American Counselling Association. (2014). 2014 ACA Code of ethics. Retrieved from https://www.counseling.org/resources/aca-code-of-ethics.pdf
2	Gill, C., & Freund, R. (Eds.) (2018). <i>Spirituality and religion in counseling: Competency-based strategies for ethical practice</i> . New York, NY: Routledge.
3	Haddock, L., & Whitman, J. (Eds.) (2019). <i>Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills</i> . New York, NY: Routledge.
4	Halbur D., & Halbur K. V. (2019). <i>Developing your theoretical orientation for counseling and psychotherapy</i> (4th ed.). Boston, MA: Pearson.
5	Kress, V., Paylo M., & Stargell N. (2019). <i>Counseling children and adolescents</i> (4th ed.). New York, NY: Pearson.
6	Mazzula S., & LiVecchi P. (2018). <i>Ethics for professional counselors: Integrating counseling and psychology standards</i> . New York, NY: Springer Publishing Company, LLC.
7	Nota, L., & Soresi S. (Eds.) (2018). <i>Counseling and coaching in times of crisis and transition: From research to practice</i> . New York, NY: Routledge.
8	Scholl, M., & Hansen, J. (Eds.) (2018). <i>Postmodern perspectives on contemporary counseling issues: Approaches across diverse settings</i> . New York, NY: Oxford University Press.
9	Tarvydas V., & Hartley, M. (Eds.) (2018). <i>The professional practice of rehabilitation counseling</i> (2nd ed.). New York, NY: Springer Publishing Company, LLC.
10	The Hong Kong Professional Counselling Association. (2021). <i>Hong Kong Professional Counseling Association Code of Ethics (2021 Revision)</i> . Retrieved from https://www.hkpc.org.hk/about/code-of-ethics/
11	Van Zyl, L. E., & Rothmann Sr., S. (Eds.) (2019). <i>Positive psychological intervention design and protocols for multi-cultural contexts</i> . Cham, Switzerland: Springer International Publishing.
12	Journal Articles & Journal:
13	Davidson, D., & Harrison, G. (2019). "Leaning in" and "leaning back" : Exploring the spatiality of telephone counselling. <i>Health and Place</i> , 58. https://doi.org/10.1016/j.healthplace.2019.102158
14	Fang, L., Tarshis, S., McInroy, L., & Mishna, F. (2018). Undergraduate student experiences with text-based online counselling. <i>The British Journal of Social Work</i> , 48, 1774–1790. https://doi.org/10.1093/bjsw/bcx111

15	Heath, P., Brenner, R., Vogel, D., Lannin, D., & Strass, H. (2017). Masculinity and barriers to seeking counseling: The buffering role of self-compassion. <i>Journal of Counseling Psychology</i> , 64, 94–103. https://doi.org/10.1037/cou0000185
16	Lannin, D., Vogel, D., & Heath, P. (2017). Can reflecting on personal values online increase positive beliefs about counseling? <i>Journal of Counseling Psychology</i> , 64, 261–268. https://doi.org/10.1037/cou0000201
17	Wilson, Rodda, Lubman, Manning, & Yap. (2017). How online counselling can support partners of individuals with problem alcohol or other drug use. <i>Journal of Substance Abuse Treatment</i> , 78, 56-62.
18	British Journal of Guidance & Counseling
19	Communication Theory
20	Counselor Education & Supervision
21	Counseling Psychology Quarterly
22	Counseling & Values
23	Family Journal, The Counseling and Therapy for Couples and Families
24	Guidance & Counseling
25	International Journal for the Advancement of Counseling
26	Journal of College Counseling
27	Journal of Counseling & Development
28	Journal of Counseling Psychology
29	Journal of Humanistic Counseling, Education & Development
30	Journal of Mental Health Counseling
31	Journal of Multicultural Counseling & Development
32	Journal of Sex & Marital Therapy
33	Measurement & Evaluation in Counseling & Development
34	Professional School Counseling
35	Rehabilitation Counseling Bulletin