

SS2273: INTERPERSONAL COMMUNICATION AND COUNSELLING SKILLS LABORATORY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Interpersonal Communication and Counselling Skills Laboratory

Subject Code

SS - Social and Behavioural Sciences

Course Number

2273

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

2

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SS3274 Interpersonal Communication and Counselling Skills Laboratory

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to examine the elements and processes of human communication, and enhance students' attitudinal and behavioral competence in applying counselling strategies and skills in working with individuals and families with different psycho-social needs.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the clients' needs, values, strengths and expectations, and assess the bio-psycho-social, cultural and environmental factors involved.	20	x	x	
2	Use appropriate micro-counselling skills creatively, guided by relevant theories, in working with individuals and families with different needs and problems.	40		x	x
3	Apply ethical considerations in counselling practice.	10	x	x	
4	Critically and actively evaluate and reflect on their own performance in counselling.	30	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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Mini-Lecture	To highlight the definition and operation of major concepts and practice skills in counselling.	1, 4	0.5 hour

2	Experiential Learning Activities	The teaching and learning activities of this course is largely experiential and activity-oriented. A variety of activities are employed to enhance students' empathetic understanding, to be a reflective counsellor and to engage in basic communication and micro-counselling skills. These activities include case studies, role-play, skills rehearsal, video demonstration, mutual feedback, group discussion, and psychological test.	1, 2, 3, 4	1.5 hours
3	Case Plan	Students are guided to discuss and prepare a case plan to facilitate client' s problem solving	1, 2, 3, 4	2 hours for 1 week
4	Peer Counselling	Students are required to form into dyads and conduct no less than 4 peer counselling sessions with each other outside the laboratory sessions. Each student is expected to share genuine personal concerns in two of the sessions while his/her partner becomes the peer counsellor. S/he will take turn to become the peer counsellor in the other two sessions. The counselling sessions will be videotaped so that students can review and reflect on their own performance afterwards.	1, 2, 3, 4	1 hour per week for 4 weeks
5	Reflection Journal	Students are asked to write their reflections, thinking and feelings about counselling or being a counsellor/ client immediately after each learning or peer counselling session in a Reflective Journal.	2, 4	0.5 hour

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Case Plan & Reflection Report	1, 2, 3, 4	50	
2	Counselling Demonstration	1, 2, 3	40	
3	Participation & Class Exercises	1, 2, 3, 4	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Case Plan & Reflection Report (2,000 words)

Criterion

Case Plan: Ability to prepare a case plan for the peer counselling

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

1. Case Plan & Reflection Report (2,000 words)

Criterion

Ability to review own values, skills, behaviours and emotions arising from learning activities.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

1. Case Plan & Reflection Report (2,000 words)

Criterion

Being aware of relevant ethical considerations

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

2. Counselling Demonstration

Criterion

Mastery of various counselling skills, demonstration of appropriate attitude and empathetic understanding of client.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

3. Participation & Class exercises

Criterion

Full attendance and active participation in class exercises

Excellent (A+, A, A-)

Attend and is punctual for ALL lessons; AND very active and take great initiative in engaging in learning activities and class exercises.

Good (B+, B, B-)

Attend ALL lessons; late for no more than 1 time with genuine reason(s); AND take initiative in engaging in learning activities and class exercises

Fair (C+, C, C-)

Is absent no more than once; late for no more than 2 times with genuine reason(s); AND take initiative in doing learning activities and class exercises .

Marginal (D)

Is absent no more than once; late for no more than 3 times with genuine reason(s); AND participate in learning activities and class exercises when being invited.

Failure (F)

Is absent more than once and late for more than 3 times; AND with poor participation in learning activities and class exercises.

Part III Other Information**Keyword Syllabus**

Understanding interpersonal communication. Skills for effective counselling. Empathy, genuineness and unconditional positive regards. Skills for working with individuals. Conducting family interviews.

Reading List**Compulsory Readings**

Title	
1	Chong, A., & Chan, R. (2004). Course Pack. Hong Kong: City University of Hong Kong.
2	Egan, G. (2013). The skilled helper: A problem-management and opportunity-development approach to helping (10th Ed.). Pacific Grove CA: Brooks/Cole.

Additional Readings

Title	
1	Baldwin, M. (2000). Interview with Carl Rogers on the use of self in therapy. In M. Baldwin, & V. Satir (Eds.), The use of self in therapy (2nd ed.). New York: The Haworth Press.
2	Boylan, J. C., Malley, P. B., & Reilly, E. P. (2001). Practicum and internship: Textbook and resource guide for counseling and psychotherapy (3rd ed.). Philadelphia: Brunner-Routledge.
3	Brown, S. D., & Lent, R. W. (Ed.). (2000). Handbook of counseling psychology (3rd ed.). New York: J. Wiley.
4	Casemore, R. (2011). Person-centred counselling in a nutshell. London: SAGE.
5	Capuzzi, D., & Gross, D. R. (Ed.). (2001). Introduction to the counseling profession (3rd ed.). Boston: Allyn and Bacon.
6	Mearns, D., & Thorne, B. (2007). Person-centred counseling in action. Los Angeles: SAGE.

7	Miller, L. (2012). <i>Counselling skills for social work</i> (2nd Ed.). London: SAGE.
8	Nelson-Jones, R. (2002). <i>Essential counseling and therapy skills: The skilled client model</i> . London: Sage.
9	Shebib, B. (2003). <i>Choices: Counseling skills for social workers and other professionals</i> . Boston: Allyn and Bacon.
10	鄭佩芬 (2000)。人際關係與溝通技巧。台北：揚智文化事業股份有限公司。
11	Alleman, J. R. (2002). Online counseling: The Internet and mental health treatment. <i>Psychotherapy: Theory, Research, Practice, Training</i> , 39(2), 199.
12	Cook, J. E., & Doyle, C. (2002). Working alliance in online therapy as compared to face-to-face therapy: Preliminary results. <i>CyberPsychology & Behavior</i> , 5(2), 95-105.
13	Hill, C. E., & Knox, S. (2001). Self-disclosure. <i>Psychotherapy: Theory, Research, Practice, Training</i> , 38(4), 413.
14	Jarvis, P. S., & Keeley, E. S. (2003). From vocational decision making to career building: Blueprint, real games, and school counselling. <i>Professional School Counselling</i> , 6(4), 244-250.
15	Jordan, J. R., & Neimeyer, R. A. (2003). Does grief counseling work? <i>Death studies</i> , 27(9), 765-786.
16	Knox, S., & Hill, C. E. (2003). Therapist self - disclosure: Research - based suggestions for practitioners. <i>Journal of clinical psychology</i> , 59(5), 529-539.
17	Linley, P. A., & Joseph, S. (2007). Therapy work and therapists' positive and negative well-being. <i>Journal of Social and Clinical Psychology</i> , 26(3), 385-403.
18	Lundahl, B., & Burke, B. L. (2009). The effectiveness and applicability of motivational interviewing: A practice - friendly review of four meta - analyses. <i>Journal of clinical psychology</i> , 65(11), 1232-1245.
19	Mallen, M. J., Vogel, D. L., & Rochlen, A. B. (2005). The practical aspects of online counseling ethics, training, technology, and competency. <i>The Counseling Psychologist</i> , 33(6), 776-818.
20	Moyers, T. B., Miller, W. R., & Hendrickson, S. M. (2005). How does motivational interviewing work? Therapist interpersonal skill predicts client involvement within motivational interviewing sessions. <i>Journal of consulting and clinical psychology</i> , 73(4), 590.