

**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: Skills Laboratory

Course Code: SS4270

Course Duration: 1 Semester

Credit Units: 3

Level: B4

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play

Medium of Assessment: English

Prerequisites:
(Course Code and Title) SS3105 Group Counselling

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

This course aims to enable students to

- Develop understanding of the dynamic process in counselling.
- Increase diagnostic capacities in counselling.
- Develop effective and diversified counselling skills related to their daily practice.
- Become sensitive, skilful and competent social workers.

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.	Use effective skills to develop rapport with clients.	10%	✓	✓	
2.	Use effective diagnostic skills in counselling.	10%	✓	✓	
3.	Use effective treatment skills to help clients.	30%	✓	✓	
4.	Use effective skills to help clients to achieve catharsis and insight.	20%		✓	✓
5.	Use integrated skills to enhance clients' problem-solving abilities	30%		✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	5	
1.	<u>Training:</u> Short lectures, role play, video, group exercises and lecturer's demonstration.	√	√	√	√	√	
2.	<u>Practice:</u> Students' practices of the skills learned: Students are divided into dyads or triads to practise the skills that they have learned in class. They are encouraged to practise the skills in their daily work.	√	√	√	√	√	
3.	<u>Students' Demonstration:</u> Each student is required to lead a counselling session, working with either individuals or groups.	√	√	√	√	√	

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	5		
Continuous Assessment: <u>100</u> %							
<u>AT1: Demonstration:</u> Students are required to lead a 30-minute counselling session to demonstrate what they have learned in class.	√	√	√	√	√	35%	
<u>AT2: Critical Analysis:</u> Students are required to conduct analysis of other students' demonstrations in the class. They have to submit 3 pieces of analysis immediately after each counselling demonstration.	√	√	√	√	√	15%	
<u>AT3: Paper:</u> Students are required to submit a paper of 1,500 words to analyze one skill that they learned or used in the class. If appropriate, they can also compare more than one skill introduced in the course.	√	√	√	√	√	50%	
Examination: _____% (duration: _____, if applicable)							
* The weightings should add up to 100%.						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. Demonstration	Capacity in conducting counselling in the local context	High	Significant	Moderate	Basic	Unsatisfactory
2. Critical analysis	Capacity in analysing a counselling intervention	High	Significant	Moderate	Basic	Unsatisfactory
3. Paper	Capacity for self-directed learning to implement counselling in the local context	High	Significant	Moderate	Basic	Unsatisfactory

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

1. Keyword Syllabus

Encounter Group, Person-centred Counselling Skills, Task-centred Counselling Skills, Cognitive-Behavioural Techniques, Psychodramatic and Action Techniques.

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.	Jones, P. (2002). <i>Drama as therapy: Theatre as living</i> . London; New York: Routledge.
2.	Leveton, E. (2001). <i>A clinician's guide to Psychodrama</i> (3rd ed.). New York: Springer.
3.	陳珠璋、吳就君 (1983)。由演劇到領悟：心理演劇方法之實際應用。台北：張老師文化。

2.2 Additional Readings

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

1.	Adam, B. (2000). <i>Foundations of Psychodrama: History, theory, and practice</i> (4th ed.). New York: Springer.
2.	Battino, R. (2000). <i>Guided imagery and other approaches to healing</i> . Carmarthen: Crown House Publishing.
3.	Fehr, S. S. (Ed.). (2010). <i>The 101 interventions in group therapy</i> . NY: Routledge.
4.	Jones, P. (2002). <i>Drama as therapy: Theatre as living</i> . London; New York: Routledge.
5.	Kellermann, P. F., & Hudgins, M. K. (Eds.). (2000). <i>Psychodrama with trauma survivors: Acting out your pain</i> . London: Jessica Kingsley.
6.	Lo, T. W. (2005). Task-centered groupwork: Reflections on practice. <i>International Social Work</i> , 48(4), 455-466.
7.	Lo, T. W. (2010). Task-centered practice in Hong Kong. In A. E. Fortune, P. McCallion, & K. Briar-Lawson (Eds.), <i>Social work practice research for the 21st century</i> (pp. 240-244). New York: Columbia University Press.
8.	Lo, T. W. (2008). The gambling chair. In S. S. Fehr (Ed.), <i>The 101 interventions in group therapy</i> (pp. 39-44). New York: Routledge.
9.	Lo, T. W. (2008). An effective precipice toward recovery. In S. S. Fehr (Ed.), <i>The 101 interventions in group therapy</i> (pp. 425-430). New York: Routledge.
10.	Lo, T. W. (2005). Task-centred groupwork: Reflections on practice. <i>International Social Work</i> , 48(4), 455-465.
11.	Moreno, Z. T., Blomkvist, L. D., & Rützel, T. (2000). <i>Psychodrama, surplus reality and the art of healing</i> . London; Philadelphia: Routledge.
12.	Scategni, W. (2002). <i>Psychodrama, group processes and dreams: Archetypal images of individuation</i> (V. Marsicano, Trans.). East Sussex; New York: Brunner-Routledge. (Original work published 1996).
13.	王瑁 (2001)。肢體密碼—戲劇輔導手冊。台北：幼獅。
14.	胡寶林 (2002)。戲劇與行為表現力。台北：遠流出版公司。