

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2020/21**

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.	√	√	√	√	
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.	√	√	√	√	
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.	√	√	√	√	30%	
<u>AT2: Quiz on ethics and skills</u> Students are required to do a quiz in order to demonstrate their clear understanding of professional code of ethics and basic skills.	√	√	√	√	30%	
<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 counsellor and their experience as client in peer counselling sessions, in the light of what they have learned from laboratory activities in this course.	√	√			30%	
<u>AT4: Attendance and participation</u>	√	√	√	√	10%	Full attendance is

<p>Students are required to attend all the laboratory sessions and are expected to participate actively in laboratory activities and classroom discussion.</p>						<p>expected</p>
		<p>Examination: ____% (duration: _____, if applicable)</p>				
				<p>100%</p>		

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. Quiz on ethics and skills	2.1 Ability to show understanding of professional code of ethics and basic counselling skills	High	Significant	Moderate	Basic	Not meet marginal level of performance
	2.2 Critical analysis and professionally response to ethical dilemmas	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	High	Significant	Moderate	Basic	Not meet marginal level of performance

	significant to enhance self-understanding					
	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.	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. (2012). <i>Theories of psychotherapy and counselling: Concepts and cases</i> (5th ed.). Canada: Brooks/Cole.

2.2 Additional Readings

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

Recommended texts:

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. (2018). <i>Hong Kong Professional</i>

	Counseling Association Code of Ethics (2011 Revision). Retrieved from https://www.hkpcac.org.hk/about/code-of-ethics/
11.	Van Zyl, L. E., & Rothmann Sr., S. (Eds.) (2019). Positive psychological intervention design and protocols for multi-cultural contexts. Cham, Switzerland: Springer International Publishing.

Journal Articles & Journal:

1.	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
2.	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
3.	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
4.	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
5.	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.
6.	British Journal of Guidance & Counseling
7.	Communication Theory
8.	Counselor Education & Supervision
9.	Counseling Psychology Quarterly
10.	Counseling & Values
11.	Family Journal, The Counseling and Therapy for Couples and Families
12.	Guidance & Counseling
13.	International Journal for the Advancement of Counseling
14.	Journal of College Counseling
15.	Journal of Counseling & Development
16.	Journal of Counseling Psychology
17.	Journal of Humanistic Counseling, Education & Development
18.	Journal of Mental Health Counseling
19.	Journal of Multicultural Counseling & Development
20.	Journal of Sex & Marital Therapy
21.	Measurement & Evaluation in Counseling & Development
22.	Professional School Counseling
23.	Rehabilitation Counseling Bulletin