

Subject Description Form

Subject Code	APSS5620								
Subject Title	Individual and Group Counselling Skills Workshop								
Credit Value	3								
Level	5								
Pre-requisite / Co-requisite / Exclusion	Theories and Models of Counselling								
Assessment Methods	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>100% Continuous Assessment</th> <th>Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation in Workshops</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Skills Demonstration</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Reflection Paper</td> <td style="text-align: center;">40%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 	100% Continuous Assessment	Individual Assessment	1. Participation in Workshops	30%	2. Skills Demonstration	30%	3. Reflection Paper	40%
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Objectives	This is an essential module for students who are committed to integrate counselling theory and practice when working with individuals and groups. This course offers a platform for the students to critically examine relevant counselling theories, trends, strategies and techniques with a conscious reference to cultural and contextual issues. With an emphasis on active participation and practice in class, this course is designed to increase students' knowledge, skills, self-awareness and confidence in both one-to-one and group counselling situations.								
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. examine, demonstrate and integrate guidance theories and practice in a practical manner; b. evaluate critically the place of value, knowledge, self and context in professional practice; c. review and apply relevant skills at individual, and group levels; d. develop a personalized approach in professional practice. 								

Subject Synopsis / Indicative Syllabus	<ol style="list-style-type: none"> 1. Experiential learning in Guidance and Counselling, the experiential learning approach in guidance training, the role and responsibility of learner; 2. Self-reflective exercises and workshops; 3. Values clarification: issues and problems; 4. Advanced communication skills for guidance personnel; 5. Engagement, relationship building, problem solving and evaluation skills; 6. The use of groups structure, group development and group dynamics; 7. Specific skills in working with targeted clients in group context: recruitment, communication, conflict, decision-making, leadership in groups, programme planning, implementation and evaluation; 8. Use of community resources and community networking; 9. Team work in Guidance Service: application, implementation and evaluation. 																																		
Teaching / Learning Methodology	<p>Lectures and workshops are used to facilitate students' learning, reflection and integration. In the lectures, the instructor will introduce students to the major concepts and practice related to guidance work in a practical manner. Based on the knowledge gained from the subject "Theories and Models of Counselling", students are required to bring in cases/groups for discussion, analysis and presentation in the planned workshop sessions to sharpen students' practice skills in handling a range of psycho-social problems and to facilitate the development of personalized-approach in guidance. Audio-visual facilities will be needed.</p>																																		
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods / tasks</th> <th rowspan="2" style="width: 15%;">% weighting</th> <th colspan="4" style="width: 55%;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 12.5%;">a</th> <th style="width: 12.5%;">b</th> <th style="width: 12.5%;">c</th> <th style="width: 12.5%;">d</th> </tr> </thead> <tbody> <tr> <td>1. Participation in Workshops</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>2. Skills Demonstration</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>3. Reflection Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> <td style="text-align: center;">√</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100%</td> <td colspan="4"></td> </tr> </tbody> </table>	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Participation in Workshops	30%	√	√	√	√	2. Skills Demonstration	30%	√	√	√	√	3. Reflection Paper	40%	√	√	√	√	Total	100%				
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>As this is a skills training module, it is appropriate to count 30% as workshop participation. Participation in the workshops mainly focuses on practicing skills, with an emphasis on integrating theory and practice. Through active participation, we aim to help students evaluate their practice in different contexts. Skills demonstration and reflection paper is related. The student may use the same case materials to demonstrate what has been done, and critically reflect on what could be done differently. These two components constitute 70% [30% + 40%]. The focus of these two components corresponds with the intended learning outcomes, especially in encouraging the students to develop a personalized-approach that is relevant to their work contexts in Hong Kong.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>9 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Workshop 	<p>30 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Reading prescribed book chapters and articles 	<p>33 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Viewing prescribed videotapes & practice 	<p>33 Hrs.</p>
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Corey, G. (2023). <i>Theory and practice of group counseling</i> (Tenth edition.). Cengage. Corey, G. (2013). <i>Case approach to counseling and psychotherapy</i> (8th ed.). Brooks/Cole, Cengage Learning.</p> <p>DeLucia-Waack, J. L., Kalodner, C. R., & Riva, M. (Maria T.) (Eds.). (2014). <i>Handbook of group counseling and psychotherapy</i> (Second edition.). SAGE Publications, Inc.</p> <p>Hill, C. E. (2014). <i>Helping skills: facilitating exploration, insight, and action</i> (Fourth edition.). American Psychological Association.</p> <p>Remley, T. P., & Herlihy, B. (2024). <i>Ethical, legal, and professional issues in counseling</i> (Seventh edition.). Pearson Education.</p>	

Supplementary

Publication manual of the American Psychological Association. (6th ed.). (2010). American Psychological Association.

Baruth, L. G., & Manning, M. L. (2016). *Multicultural counseling and psychotherapy: a lifespan approach* (Sixth edition.). Routledge.

Brems, C. (1999). *Psychotherapy: processes and techniques.* Allyn and Bacon.

Corey, G. (2019). *The art of integrative counseling* (Fourth edition.). American Counseling Association.

Cormier, L. S. (Louise S., & Hackney, H. (2012). *Counseling strategies and interventions* (8th ed.). Pearson.

Egan, G., & Reese, R. J. (2019). *The skilled helper: a problem-management and opportunity-development approach to helping* (Eleventh edition.). Cengage.

Geroski, A. M. (2017). *Skills for helping professionals.* SAGE.

Hue, M. (Ed.). (2017). *School counselling in a Chinese context: supporting students in need in Hong Kong.* Routledge.

Jones-Smith, E. (2012). *Theories of counseling and psychotherapy: an integrative approach.* SAGE Publications.

Moodley, R., Gielen, U. P. (Uwe P.), & Wu, R. (2013). *Handbook of counseling and psychotherapy in an international context.* Routledge.

Murphy, B. C., & Dillon, C. (2015). *Interviewing in action in a multicultural world* (Fifth edition.). Cengage Learning.