

Subject Description Form

Subject Code	APSS5741											
Subject Title	Pre-Practicum General Counselling Theories and Skills Workshop											
Credit Value	1											
Level	5											
Pre-requisite / Co-requisite/ Exclusion	APSS5760 Evolution in Family Therapy: Structural & Systemic Approaches One subject in the area of “Marriage & Family Therapy” and One subject in the area of “Human Development”											
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>Reflective Paper</td><td>60%</td><td></td></tr><tr><td>Counselling Skills Demonstration</td><td>40%</td><td></td></tr></table> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject. • Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.			100% Continuous Assessment	Individual Assessment	Group Assessment	Reflective Paper	60%		Counselling Skills Demonstration	40%	
100% Continuous Assessment	Individual Assessment	Group Assessment										
Reflective Paper	60%											
Counselling Skills Demonstration	40%											
Objectives	This is a required workshop for students who plan to take APSS Practicum A (APSS5711) and Practicum B (APSS5712). The aim of this workshop is to provide a platform for students to critically examine relevant counselling theories, strategies and techniques with a conscious reference to cultural and contextual issues. With an emphasis on active participation and practice, this workshop is designed to increase students’ knowledge, skills, self-awareness and confidence in both individual and family counselling situations.											
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Understand basic counselling theories and concepts. b. Examine, demonstrate and integrate counselling theories in a practical manner. c. Comprehend essential interviewing and counselling skills. d. Review and apply relevant skills in individual and family counselling. e. Initial development of a personalised approach in clinical practice.											
Subject Synopsis/ Indicative Syllabus	1. Essential interviewing skills so students are able to build an effective therapeutic relationship. 2. Essential counselling skills so students are able to facilitate clients in setting appropriate counselling goals, design intervention strategies, evaluate client outcome and successfully end the counselling process.											

	3. Self-reflective exercises to promote awareness in building therapeutic relationships and appropriate professional boundaries. 4. Bodily awareness practice to enhance sensitivity in understanding and responding to clients' internal experiences. 5. Mindful communication to facilitate effective communication process/communications skills; conceptualisation skills; personalisation skills; and professional skills. 6. Use of community resources and collaboration with other disciplines and professionals.																																					
Teaching/Learning Methodology	Didactic lecture is used to facilitate students' learning, reflection and integration of general counselling theories and concepts. Clinical exercises, including demonstrations, role plays and reflections are used to facilitate students' mastering of basic counselling skills. In addition, continuous reflections and guidance will facilitate students' initial development of a personalised approach to counselling.																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weightin g</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>Reflective Paper</td><td>60%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Counselling Skills Demonstration</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td></td><td></td><td></td><td></td><td></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The student's learning outcomes will be assessed through their performance in coursework. This performance in skills demonstration in class and a term paper that reflects their learning to resolve issues and problems of practice.					Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	Reflective Paper	60%	✓	✓	✓	✓	✓	Counselling Skills Demonstration	40%	✓	✓	✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																				
		a	b	c	d	e																																
Reflective Paper	60%	✓	✓	✓	✓	✓																																
Counselling Skills Demonstration	40%	✓	✓	✓	✓	✓																																
Total	100%																																					
Student Study Effort	Class contact:																																					

Required	Lecture	6 Hrs
	In-class clinical exercises	7 Hrs
	Other Study Effort:	
	Class reading and preparation	12 Hrs
	Paper	8 Hrs
	Total student study effort	33 Hrs
Reading List and References	<u>Essential</u> Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). <i>Essential skills in family therapy</i> (Third ed.). New York, NY: Guildford. Hough, M. (2014). <i>Counselling Skills and Theories</i> (Fourth ed.). London, UK: Hodder Education. <u>Supplementary</u> Baruth, L., & Manning, M. (2016). <i>Multicultural counselling and psychotherapy: A lifespan approach</i> (Sixth ed.). New York: Routledge. Cormier, L., & Hackney, H. (2012). <i>Counselling strategies and interventions</i> (8th ed., Merrill counselling series). Boston: Pearson. Dweck, C. (2017). <i>Mindset-Updated Edition: Changing the Way You Think to Fulfil Your Potential</i>. London, UK: Little, Brown Book Group. Gardner, F, Fook, J, & White, S. (2006). Critical reflection: Possibilities for developing effectiveness in conditions of uncertainty. In <i>Critical Reflection in Health and Social Care</i>, edited by S. White, J. Fook, & F. Gardner, 228–40. Maidenhead, UK: Open University Press. Geller, S.M., & Greenberg, L.S. (2012). Therapeutic presence: a mindful approach to effective therapy. New York: APA. Geroski, A. M. (2017). <i>Skills for helping professionals</i>. Los Angeles: SAGE. McGoldrick, M (2011). <i>The Genogram Journey: Reconnecting with Your Family</i>. New York, NY: WW Norton & Co. Murphy, B., & Dillon, C. (2015). <i>Interviewing in action in a multicultural world</i> (Fifth ed.). Stamford, CT: Cengage Learning. Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. <i>Educational Psychologist</i> 47(4), 302-314.	