

## Subject Description Form

<b>Subject Code</b>	APSS118																	
<b>Subject Title</b>	Self Understanding and Communication Skills																	
<b>Credit Value</b>	3																	
<b>Level</b>	1																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Participation and Performance in Classroom</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Practice Skills Test and Exercises</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. An Autobiography: “My Growing-up Experiences”</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Term Essay: “Self Reflection Exercise”</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Participation and Performance in Classroom	25 %	--	2. Practice Skills Test and Exercises	25 %	--	3. An Autobiography: “My Growing-up Experiences”	25 %	--	4. Term Essay: “Self Reflection Exercise”	25 %	--
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<ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• Student must pass the all assessment component(s) if he/she is to pass the subject.</li> </ul>																		
<b>Objectives</b>	The subject aims to enable students to initiate a process of self-understanding and self-awareness, and to develop interpersonal communication skills essential to social work/ human service practitioners.																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. reflect and gain insights into early life experiences so that direction for further personal growth can be developed;</li> <li>b. increase self-understanding of personal strengths and weaknesses, value stance (particularly on social controversy such as homo-sexuality and intimacy issues), philosophy of life, career aspiration and life goals);</li> <li>c. achieve self-acceptance, and develop positive “self-concept” based on multifaceted self-evaluations of various attributes, and overall life learning and growth experiences in an ever-changing modern society (i.e. dynamic linking and integration of individual, familial, socio-economic, political and contextual influences);</li> <li>d. identify with the humanistic orientation in helping profession, and develop the core conditions and techniques in establishing relationships with the service users, and other caring or human service professionals;</li> </ol>																	

	<p>e. apply knowledge and skills of communication in daily life and human service setting.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. <u>Experiential Learning:</u> As a contrast to the didactic learning approach used in lectures, students will learn from their experience through participation and interaction in small group. Instructional components will also be integrated with the experiential components to clarify concepts/ theories related to self-understanding and communication.</li> <li>2. <u>Process and Pattern of Human Communication:</u> To understand the elements of communication process and enhance sensitivity in observing and using both verbal and non-verbal communication;</li> <li>3. <u>Value Clarification:</u> By drawing upon students' own life and work experiences, they can understand better their own value stances and personal feelings, especially on social controversial issues (e.g. gender, homosexuality and intimacy issues). In this way, students are likely to be in a better position to understand and respect the persons with whom they are working;</li> <li>4. <u>Self-understanding:</u> To initiate a process of multi-dimensional self-exploration by enabling students to reflect upon their past behaviors and experiences; to understand how social determinants (such as class, gender, age, culture, cohort, ethnicity and ideologies subscribed, sexual orientation, religion, etc) have been constituting oneself; to assess their own strengths and weaknesses; to acquire greater self-awareness and to develop a realistic and positive self-concept (including the ideal, dynamic, rational and social self, etc);</li> <li>5. <u>Relationship:</u> To understand the core conditions of warmth, genuineness, empathy, concreteness, and to develop ability to self-disclose at appropriate times and situations in order to develop effective helping relationships;</li> <li>6. <u>Interpersonal Communication Skills:</u> To understand and acquire the basic skills of communication, including effective attending behavior, listening and questioning techniques, encouragement, paraphrasing, reflection of feelings, summarization, refocusing, self-assertion and appropriate use of self.</li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p>This subject adopts “the small-group learning approach” in order to maximize students' participation, interaction and learning effectiveness. The language of instruction is Chinese in order to facilitate culturally appropriate skills training.</p> <p><u>Interactive Lectures and Experiential Learning</u> Interactive lectures are given to impart knowledge about the experiential learning perspective, self-concept and self-development, concepts and process of human communication, nature and core conditions of an effective caring and helping relationship. Using the experiential learning model, students will be guided to undertake simulation exercises, sharing, discussion and role plays.</p> <p><u>Skills Training Laboratory</u> Students are guided to practice a host of communication skills by engaging in role plays and debriefing. The role plays will be recorded and critically reviewed to foster students' competence in providing constructive comments for skills improvement. Videos, case</p>

illustrations and live demonstration conducted by the subject teachers will also be used.

Classroom Exercises and Home Assignments

Students are required to complete classroom exercises, and conduct sharing and discussion on specific topics related to self-understanding and communication (e.g. value clarification exercises and sharing of growing up experiences, etc). To further consolidate classroom learning, students are required to finish simple home assignments (e.g. “Defining and Accomplishing My Learning Goals in This Subject”).

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Participation and Performance in Classroom Learning Activities	25 %	✓	✓	✓	✓	✓
2. Practice Skills Test and Exercises	25 %				✓	✓
3. An Autobiography: “My Growing Up Experiences”	25 %	✓	✓	✓		
4. Term Essay: “Self Reflection Exercise”	25 %		✓	✓	✓	✓
Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Participation and performance in classroom learning activities  
Students are assessed on their attendance, fulfillment of responsibility in learning, contribution to sharing and discussion, openness to new ideas and comments. It also assesses the students’ ability in giving feedback to group members, teamwork, leadership and critical thinking;
2. Practice skills test and exercises  
Students need to show their knowledge and competence in applying a range of communication skills in a series of role plays, and in an integrative exercise (i.e. a test on communication skills) which will be recorded;
3. An Autobiography: “My Growing Up Experiences”  
Students are assessed on their ability in undertaking critical reflection on their growing up experiences, and readiness to pursue further personal growth and professional development;
4. Term essay: “Self Reflection Exercise”  
Students are assessed on their ability in reflecting, summarizing and articulating their learning experience in this subject, and transfer classroom learning to everyday life (e.g. social and work settings).

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Interactive Lecture	39 Hrs.
	Other student study effort:	
	▪ Revision and Self-study	50 Hrs.
	▪ Viewing audio-visual materials on communication skills	31 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b>Essential References</b></p> <p>Brammer, L.M. (2003). <i>The helping relationship: process and skills</i>. Boston: Allyn &amp; Bacon.</p> <p>Corey, G., Corey, M.S. &amp; Muratori, M.C. (2018). <i>I never knew I had a choice: explorations in personal growth</i> (11<sup>th</sup> ed.). Boston, MA: Cengage Learning.</p> <p>Hargie, O. (2019). <i>The handbook of communication skills</i> (4<sup>th</sup> ed.). London: Routledge.</p> <p><b>Supplementary References</b></p> <p>Egan, G. (2007). <i>Exercises in helping skills: A manual to accompany the skilled helper</i> (8<sup>th</sup> ed.). California: Brooks/ Cole.</p> <p>Ivey, A.E., Ivey, M. B., &amp; Zalaquett, C. P. (2016). <i>Essentials of intentional interviewing: Counseling in a multicultural world</i> (3<sup>rd</sup> ed.). Boston, MA: Cengage Learning.</p> <p>Lloyd, S. R. (2002). <i>Developing positive assertiveness</i> (3<sup>rd</sup> ed.). Menlo Park, Calif.: Crisp Learning.</p> <p>Morrison, P., &amp; Burnard, P. (1997). <i>Caring and communicating: The interpersonal relationship in nursing</i> (2<sup>nd</sup> ed.). Basingstoke [England]: Palgrave.</p> <p>Okun, B. F., &amp; Kantrowitz, R. E. (2015). <i>Effective helping: interviewing and counselling techniques</i> (8<sup>th</sup> ed.). Cengage Learning.</p> <p>Palladino, C. (1994). <i>Developing self-esteem: a guide for positive success</i> (Revised ed.). Menlo Park, CA: Crisp Publications.</p> <p>Robbins, S.P., &amp; Hunsaker, P.L. (2012). <i>Training in interpersonal skills: tips for managing people at work</i> (6<sup>th</sup> ed.). Pearson/ Prentice Hall.</p> <p>李燕、李浦群（譯）（1998）。<i>人際溝通</i>。台北：揚智文。胡新和、唐熱鳳（譯）（1994）。<i>溝通技巧</i>。香港：商務印書館。</p> <p>黃惠惠（1996）。<i>自我與人際溝通</i>。台北：張老師文化事業股份有限公司。</p>	