



# CO213 Developing Micro-skills in Counselling

Rev Song Cheng Hock | 3CR

## Course Purpose

Ineffective counsellors are often described as poor listeners, unfocused, “lost” and “quick to prescribe solutions.” As a means of training effective counsellors, students are taught one micro-skill at a time to ensure mastery of essential counselling competencies. Micro-counselling skills involve intentional interaction with a client or counsellee, building upon appropriate attending behaviour and essential interviewing skills for information gathering, problem solving and advice giving. In helping counsellees to solve problems, find answers or discover reasons for patterns of behaviour, students will learn advanced skills

such as confrontation, focusing, interpersonal influence, giving feedback and exploring alternatives and consequences. In order to help counsellees focus on defining the problem and goals, resolving discrepancies between the problem and solutions, students will learn to apply micro-counselling skills through two problem solving models: the 5-Stage Structure Interview and Larry Crabb’s Counselling Model. This course is designed not only for students pursuing helping-oriented vocations, but also for those in pastoral or ministry leadership. Counselling laboratory is a major portion of this module.

### Dates (2021)

Feb 20, 27  
Mar 6, 13, 20, 27  
Apr 10, 17, 24  
May 8

(9:30am - 12:30pm)

### Credits

3CR

### Class Format

Live Class

### Location

BGST

### Fees\*

S\$450(Credit)

S\$240 (Audit)

## About the Lecturer

**Rev Song Cheng Hock** has degrees in theology from Singapore Bible College (B.Th., Hons) and Australian College of Theology (M.A.). He has specialized training in pastoral care and counselling from the University of South Australia (M. Soc. Sc. in Counselling). He has published two devotional books, “Choices and Change” and “Created Experiences” under the series, “An Intentional Journey.”

Besides counselling and teaching, he also regularly conducts seminars on pre-marital preparation, marriage enrichment, parenting, personal effectiveness, stress and anger management.



AY2020 – 21, Semester 2 (Jan – Jun 2021)

# Learning Outcomes

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Students are expected, as a result of this course, to demonstrate:

1. Relevant counselling skills (for examples, listening and attending skills, communicating understanding of the client problem, setting interpersonal boundaries)
2. Skills and knowledge in assessment and case conceptualization (for example, being able to conceptualize and describe client problems or issues, use the awareness of client's nonverbal behaviour, and identify short- and long-term goals for counselling as part of a treatment plan)
3. Skills in intervention (for example, to recognize and deal with cognition and affect appropriately, implement appropriate counselling techniques, encourage goal-setting with client, and manage own feelings within counselling sessions)
4. Willingness towards analyzing their own style of communicating and its impact on clients
5. Appropriate behaviour during class counselling laboratory sessions (for example, being able to communicate responsibility for self and recognize the importance of being an active participant, being flexible and open to new ideas, respond to feedback in a non-defensive manner and use feedback in future sessions, recognize and be willing to address how personal feelings/issues may affect work with clients, and provide constructive feedback to peers about effective skill application)

## Course Requirements

1. Class attendance, active class participation and discussion with ideas and questions based on your reading of assigned materials, and maintenance of confidentiality where appropriate.

2. Counselling Laboratory Sessions (Lab)

Completion of counselling laboratory exercises (in-class activities) for developing micro-counselling skills. Sessions involve participation in skill practice in triads and case presentations using confederates and other volunteers:

- A. Role playing in Triads during class

Students will role play in triads (i.e., groups comprising three classmates) to refine counselling skills. During triad sessions, students are to establish a counselling situation. One participant will role-play the client, another the counsellor, and the third member the observer. A round comprises three “sessions” of approximately 15 minutes each. Each student should be the counsellor once during each round. The sessions will focus on skills that have recently been covered in class. Following the session, the client and the observer will complete the Counselling Skills Evaluation Form as a way to provide feedback to the counsellor. Students should be prepared to discuss their effectiveness as a counsellor in the role-play, noting strengths and areas of growth; and should assist classmates in identifying their strengths and areas of growth when they fulfil the role of “counsellor.”

- B. Case Presentation (10-15 minutes)

Students will be provided at least two opportunities each to present counselling cases in class. Case presentations are designed to help students conceptualize their client’s concerns, their own concerns, and develop a therapeutic strategy. Presentations are done orally, in conjunction with a case summary of the client. The case summary is turned in on the day of the scheduled case presentation.

When students are doing a formal case presentation, they will develop a case summary to include:

1. A brief introduction to the case that includes a description of the client and the circumstances that brought her/him into counselling.
2. A summary and conceptualization (theoretical integration) of the case to date including
  - a) a summary of the psychological, social, medical, etc. factors relevant to the case
  - b) an integrative summary of any assessment information that has been acquired
  - c) a summary analysis of what the student has done and what is being done to assist the client with her/his concerns, and why (i.e., case process conceptualization)
  - d) an analysis of the effects of the interventions.
3. Transcript of Interview Sessions

Students will be required to complete two out-of-class interviews: a 10-minute and a 30-minute duration interview. The interviews are to be video or audio taped. These interviews will be transcribed in order to evaluate responses of the interviewer. Students will also provide themselves with feedback, including one paragraph that addresses positive comments about the interview, and another with constructive criticism and future recommendations for improvement. Other details and the format for transcripts will be provided during Orientation.

#### Required Reading

Evans, R. D., Hearn, M. T., Uhlmann, M. R., & Ivey, A. E. (2004). *Essential interviewing: A programmed approach to effective communication* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

#### Recommended

Crabb, L.J. (1977). *Effective Biblical Counseling*. MI: Zondervan.

For more information, contact us at **Biblical Graduate School of Theology**  
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