Join-the-Conversation: Approaches to integrating communication skills in HKU courses

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Why?
What keeps you alive?

The secret to living longer may be your social life.
What makes you happy?

Methodology:

The study followed two cohorts of white men for 75 years, starting in 1938:

1. **268 Harvard sophomores** as part of the "Grant Study" led by Harvard psychiatrist George Vaillant
2. **456 12- to 16-year-old boys** who grew up in inner-city Boston as part of the "Glueck Study" led by Harvard Law School professor Sheldon Glueck

The researchers surveyed the men about their lives (including the quality of their marriages, job satisfaction, and social activities) every two years and monitored their physical health (including chest X-rays, blood tests, urine tests, and echocardiograms) every five years.

Results:

They came away with one major finding: **Good relationships keep us happier and healthier.**

1. **Close relationships** - being closer to their family, friends, or community tended to be happier and healthier than their less social counterparts.
2. **Quality (not quantity) of relationships** - Married couples who said they argued constantly and had low affection for one another (which study authors defined as "high-conflict marriages") were actually less happy than people who weren't married at all.
3. **Stable, supportive marriages** - People who were married without having divorced, separating, or having "serious problems" until age 50 performed better on memory tests later in life than those who weren't.
Is happiness an individual or collective feeling?

Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study

James H Fowler, associate professor; Nicholas A Christakis, professor

ABSTRACT

Objectives To evaluate whether happiness can spread from person to person and whether niches of happiness form within social networks.

Design Longitudinal social network analysis.

Setting Framingham Heart Study social network.

Participants 4731 individuals followed from 1982 to 2003.

Main outcome measures Happiness measured with validated four-item scale; broad array of attributes of inequality, divorce, illness, bereavement, and genes.

These studies, however, have not addressed a possible key determinant of human happiness: the happiness of others.

Emotional states can be transferred directly from one individual to another by mimicry and “emotional contagion,” perhaps by the copying of emotionally relevant bodily actions, particularly facial expressions, seen in others.

People can “catch” emotional states they observe in others over time frames ranging from seconds to months. The concept of a “viral” epidemic of emotion is becoming more widely discussed.

WHAT IS ALREADY KNOWN ON THIS TOPIC

Previous work on happiness and wellbeing has focused on socioeconomic and genetic factors.

Research on emotional contagion has shown that one person’s mood might fleetingly determine the mood of others.

Whether happiness spreads broadly and more permanently across social networks is unknown.

WHAT THIS STUDY ADDS

Happiness is a network phenomenon, clustering in groups of people that extend up to three degrees of separation (for example, to one’s friends’ friends’ friends).

Happiness spreads across a diverse array of social ties.

Network characteristics independently predict which individuals will be happy years into the future.
WHEN and HOW?

Every semester and about **130-150** students from all faculties enrol each semester. Taught by myself and Dr. Jessica TANG as Lecturer and Miss Hallie Chan as the Teaching Assistant.
Course Objectives:

• i. To conduct a full interview using only listening skills—and learn the fundamentals of a person-centered approach to the field;

• ii. To engage in a basic decision making interview;

• iii. To master a basic structure of the interview session that can be applied to many different counselling theories, e.g., cognitive-behavioral interventions;

• iv. To engage in the basics of brief solution-focused interviewing and counseling;

• v. To conduct a beginning motivational interviewing session;

• vi. To integrate multicultural issues in communication and counselling practice.
Intended Learning Outcomes (ILOs)

ILO1 Identify and critique their own basic communication style, identifying areas of strength and areas in need of development.

ILO2 Identify and demonstrate non-verbal behaviors and skills which indicate relationship attending

ILO3 Provide effective and constructive feedback on the skills of their peers.

ILO4 Demonstrate appropriate use of information-giving and self-disclosure within the learning environment.

ILO5 Integrate effective questioning into your unique personality style.

ILO6 Complete a conversation using only active listening skills.
## Assessment Tasks

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<th>Assessment Tasks / Activities</th>
<th>Assessment Ratio</th>
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| **4 In-class quizzes**        | XXX              | Quiz 1: 28 Sep 2016  
                               |                  | Quiz 2: 26 Oct 2016   
                               |                  | Quiz 3: 16 Nov 2016     
                               |                  | Quiz 4: 30 Nov 2016     |
| **Video production + Final report** | XXX              | First Video: 26 Sep 2016  
                               |                  | Last Video + Final report: 9 Dec 2016 |
| **Reflective journal**        | XXX              | 5 Dec 2016     |
| **Class exercises**           | XXX              | Throughout the course |
| **Participation**             | XXX              | Throughout the course |
WHAT?
The microskills hierarchy summarizes the successive steps of intentional interviewing.

The skills rest on a base of ethics, multicultural competence, and wellness.
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<thead>
<tr>
<th>RESPECTFUL Model (for knowing oneself)</th>
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<td>Multicultural Review Issues, D'Andrea &amp; Daniels, 2001</td>
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<td>Unique physical characteristics</td>
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<td>Location of residence/language</td>
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Wellness Assessment:
Identifying Client (and their own) Strengths (pp.51-56)

- The Essential Self – gender, cultural, self-care, spirituality
- The Social Self – friendship, love
- The Coping Self – leisure, stress management, self-worth
- The Creative Self – thinking, emotions, work, humor
- The Physical Self – nutrition, exercise
Crisis (hostage) negotiation: current strategies and issues in high-risk conflict resolution

Gregory M. Vecchi, Vincent B. Van Hasselt, Stephen J. Romano

Abstract

Crisis (hostage) negotiation has been described as the most significant development in law enforcement and police psychology over the past several decades. This paper reviews three primary components of crisis negotiation: (1) the incorporation of crisis management and intervention in current broad-spectrum approaches to crisis negotiation; (2) the Behavioral Change Stairway Model (BCSM), constructed by the Federal Bureau of Investigation’s (FBI) Crisis Negotiation Unit (CNU), that provides a systematic, multistep process directed toward peaceful, nonlethal resolution of critical incidents; and (3) role-playing as a vital tool in the assessment and training of crisis negotiation skills. Advancements and limitations in the field of crisis negotiation are highlighted; suggestions for directions that future work in this area might take are offered.

Keywords: Crisis negotiation; Hostage negotiation; Crisis intervention; Role-playing; Conflict resolution; Online
THANK YOU

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