

## Liverpool John Moores University

Title: LISTENING SKILLS AND RAPPORT BUILDING  
Status: Definitive  
Code: **6009LDS** (104894)  
Version Start Date: 01-08-2018  
Owning School/Faculty: Education  
Teaching School/Faculty: Education

Team	Leader
Jennifer Woods	Y

**Academic Level:** FHEQ6  
**Credit Value:** 24  
**Total Delivered Hours:** 45  
**Total Learning Hours:** 240  
**Private Study:** 195

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	21
Online	20
Seminar	3
Tutorial	1

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	3000 -4000 word written assignment to evaluate the skills and process and potential value of non-verbal rapport building strategies as part of the therapeutic process.	100	

### Aims

*This module aims to consolidate and extend the knowledge and skills of counselling, with greater emphasis on the nature and needs of young people, and on the*

*development of alternative non-verbal rapport building strategies. It will explore all aspects of the therapy relationship, as well as the context in which this relationship occurs. There will be an opportunity to develop practical rapport building skills, as well as to explore the issues and processes of referrals, data sharing and confidentiality.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically review the nature of the therapeutic relationship with children and young people, with reference to a range of sources of information
- 2 Demonstrate significant judgement in relation to the management of the interpersonal dynamics involved in work with children and young people, especially in terms of power and influence and the transference configuration
- 3 Evaluate and review the range of competencies involved in establishing a working relationship with children and young people, and demonstrate the capacity to apply these competencies appropriately
- 4 Explore clinical supervision as a component of professional practice from the perspective of theory and practice, and critically analyse and evaluate the issues relation to rights, responsibilities and effective process

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Assignment	1	2	3	4
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## **Outline Syllabus**

*This module continues the process of developing research skills by interrogating the process of change. The theories and principles underpinning the practical counselling skills explored in EDCLS2004/3004 are applied to work with children and young people, with special emphasis on strategies of non-verbal rapport building. Practical and theoretical issues of integration are introduced, and all elements of the therapy relationship are investigated.*

## **Learning Activities**

Lectures, seminars, practical skill demonstrations, group exercises, self / peer assessment of practical skills, individual, group tutorials and e-learning activities

## **Notes**

This module focuses on the identification of rapport-building strategies with children and young people, and the development of practical and analytical skills as core competencies.

