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| **Tutor(s):** |  | **Day/time of course:** |  | | **Venue/room:** |  |
| **Qualification**  **title:** | Certificate in Counselling Skills | **Qualification/level:** | Level 2 | | **Course Manager:** | Catherine Slade |
| **Week/date** | **Topic** | **Objectives** | **Teaching methods/activities** | **Criteria** | **Assessment**  **method** | **Evaluation of session** |
| 1 | Introduction/Welcome  Introduction to course, to members.  Group Boundaries  Definitions of Helping. | Introduction to the course, the CPCAB model. Portfolio, learning review and assessment process.  Negotiation of Group Contract, Defining rules and boundaries.  Definitions of Help: Difference between helping and counselling.  Definitions of Help: Guidance, Advice and Befriending. | Variety of exercises. Icebreakers. Whole group discussion, small group and paired group work. | 1.1.1, 1.1.2, 2.1.1, 2.1.2, 3.1.1, 5.2.2, 7.1.1 | Introduction to assessment process.  Journal/Learning Review  Assessment of Skill awareness |  |
| 2 | Self Awareness | “Who am I”  A sensitive exploration of how the students perceive themselves and their lives.  Historical Time Line.  How have significant events influenced their lives | Whole group teaching, small and large group work/discussion and feedback. | 1.1.2, 3.1.1, 5.1.1, 5.1.2, 5.2.2 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 3 | Ethical Awareness: Confidentiality | What are ethics, What are they for?  Nature and Limits of Confidentiality. | Whole group teaching, small and large group work/discussion and feedback. | 1.1.1, 2.1.1, 2.1.2, 2.1.3, 3.1.1 | Interaction within group discussion.  Learning Review |  |
| 4 | Ethical Awareness: Codes of Ethics | Counselling Codes of Ethics.  Other Professions that have codes of Ethics  BACP Ethical Framework: Values, Principles and Moral Qualities | Whole group teaching, small and large group work/discussion and feedback. | 1.1.1, 1.1.2, 2.1.1, 2.1.3, 3.1.1 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 5 | Ethical Awareness and Self Awareness | Values, Stereotypes and Assumptions. | Whole group teaching, small and large group discussions. Individual work.  Experiential learning. | 1.1.2, 3.1.1, 3.1.2, 4.2.1, 5.1.1. | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 6 | Ethical and Self Awareness | Prejudice and Diversity | Whole group teaching, small and large group discussions. Individual work.  Experiential learning. | 1.1.2, 3.1.1, 3.1.2, 4.2.1, 5.1.1. | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 7 | Gerard Egan  The Helping Relationship | Overview of Skilled Helper Model.  Brief Introduction to Carl Rogers and Core Conditions.  Working Alliance and Collaboration within the relationship | Whole group teaching.  Experiential and small group work.  Small and large group discussions. | 3.2.1, 5.1.1, 5.1.3 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 8 | Respect | Unconditional Positive Regard.  Being Respectful, doing no harm, not rushing to judgement and keeping client’s agenda in focus. | Whole group teaching.  Experiential and small group work.  Small and large group discussions. | 1.1.2, 3.2.1, 4.2.1, 5.1.3, 5.2.1, 6.1.1 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 9 | Empathy | Interpersonal Communication Skill.  Carl Rogers and Empathy | Whole group teaching.  Experiential and small group work.  Small and large group discussions. | 1.1.2, 3.2.1, 4.2.1, 5.1.3, 5.2.1, 6.1.1 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 10 | Genuineness | What is genuineness?  Listen to others without distorting their own messages. | Whole group teaching.  Experiential and small group work.  Small and large group discussions. | 1.1.2, 3.2.1, 4.2.1, 5.1.3, 5.2.1, 6.1.1 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 11 | Client Empowerment | What is client empowerment? | Whole group teaching.  Experiential and small group work.  Small and large group discussions. | 1.1.1, 1.1.2, 3.2.1, 4.1.1, 6.1.1, 6.1.3. | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 12 | Boundaries | Working within Boundaries  Time Boundaries, Contracting and boundaries within a working role. | Introduction to small group work, exploring boundary work through whole class teaching and small group work. Feedback with whole group. | 1.1.1, 2.1.1, 2.1.2, 2.1.3 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 13 | Non-verbal communication | What is N-V-C?  Eye contact, facial expressions, general appearance, space and minimal encouragers.  SOLER | Didactic and experiential teaching.  Paired work and small group work. | 3.2.1, 6.1.1, 6.1.3 | Learning Review  Responses to Q &A and interaction within discussions. |  |
| 14 | Active Listening | Blocks/Filters to listening  Responding to client’s non-verbal communication | Didactic and experiential teaching.  Paired work and small group work. | 3.2.1, 4.1.1, 6.1.1, 6.1.3 | Assignment: Relating to Others  Learning Review  Responses to Q &A and interaction within discussions. |  |
| 15 | Responding and Feedback Skills | Responding/Restating and Paraphrasing.  Feedback skills | Didactic and experiential teaching.  Paired work and small group work.  Introduction to triad work: Client, Helper and Observer. | 3.1.1, 3.2.1, 4.1.1, 5.2.1, 6.1.1, 6.1.3, 7.1.1, 7.1.2. | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 16 | Questioning and Probing Skills | Open/Closed Questions  Probing Skills. “Tell me..” “Give me..” “Describe...”  Ways to encourage communication | Didactic and experiential teaching.  Paired work and small group work.  Triad work: exploring skills | 1.1.2, 3.2.1, 4.1.1, 5.2.1, 6.1.1, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 17 | Summarising | What is Summarising and Why do we need to use the skill?  Providing Focus and Direction. | Didactic and experiential teaching.  Paired work and small and large group work.  Triad work | 1.1.2, 2.1.1, 3.2.1, 4.1.1, 4.1.2, 5.2.1, 6.1.1, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 18 | Self Awareness: Aspects of the Self | Who am I? (Part II)  How do I see myself and how do others see me?  How does knowledge of the self benefit helping work? | Introduction to topic from tutor.  Individual work, followed by small group and large group discussion. | 3.1.1, 4.2.1, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 7.1.1, 7.2.2 | Presentation: Who am I?  Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 19 | Egan’s Skilled Helper: Stage I | Beginning Stage: Helping Clients to tell their story and clarify their key issues.  Assess severity of Client’s problems | Whole class teaching, followed by experiential learning.  Triad work. | 1.1.2, 1.1.3, 2.1.3, 3.2.1, 4.1.1, 4.2.1, 6.1.1, 6.1.3, 7.1.1, 7.1.2, | Presentation: Who am I?  Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 20 | Ethical Awareness: Competence, Responsibility and Limitations.  Referrals | What issues might there be for the helper?  Training, personal resources, effectiveness, what responsibilities do helpers have?  Referrals: Why do it and what are the aims? | Whole class teaching, small and large group discussion.  Triad work continued | 1.1.2, 1.1.3, 2.1.3, 3.2.1, 4.1.1, 4.2.1, 6.1.1, 6.1.3, 7.1.1, 7.1.2, | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 21 | Challenging | Stage I:A  Blind Spots | Whole class teaching, small and large group discussion.  Triad work continued | 3.2.1, 4.1.1, 5.2.1, 5.2.2, 6.1.1, 6.1.3, 7.1.1, 7.1.2 | Audio Assessment: Counselling Skills  Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 22 | Advanced Empathy Skills | ‘Reading between the lines’  Helping clients make the implicit explicit  Identifying themes to client’s stories  Immediacy skills | Didactic and experiential teaching: Whole and Small group discussion  Triad work | 3.2.1, 4.1.1, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 | Audio Assessment: Counselling Skills  Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 23 | Self Disclosure | Reasons for and Dangers of Self Disclosure | Whole class teaching, followed by small and large group discussions.  Triad work | 3.2.1, 4.1.1, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 24 | Stage I:C | Principles of Leverage.  Helping clients to work on the right things. Enabling clients to focus and work on issues that make a difference. | Introduction to topic from tutor.  Individual work, followed by small group and large group discussion.  Triad work | 1.1.2, 3.2.1, 4.1.1, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 25 | Stage II | Helping clients determine what they need and want.  Brain storming and wild possibilities.  Helping clients to identify their needs and wants creatively and divergently. | Whole class instruction, followed by small group work.  Feedback  Triad work | 1.1.2, 3.2.1, 4.1.1, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 26 | Commitment | Enabling clients to think about what they want and the ability to choose and make a commitment.  Broad aims to specific and realistic goals | Didactic and experiential teaching.  Paired work and small and large group work.  Triad work | 1.1.2, 3.2.1, 4.1.1, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 27 | Stage III | Helping clients to develop strategies and understand where they can seek further support.  Enabling clients to make plans | Whole class teaching. Small and large group discussion.  Triad work | 1.1.2, 3.2.1, 4.1.1, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 28 | Endings | Getting along without a helper.  Ending a relationship: Helper and Client. | Didactic and experiential teaching.  Paired work and small and large group work.  Triad work | 1.1.2, 2.1.1, 3.2.1, 4.1.1, 4.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 | Learning Review  Responses to Q &A and interaction within discussions.  Feedback: Tutor and Peer Feedback |  |
| 29 | Self Awareness | “Who am I?”  How have the students changed over the year. What have they learnt about themselves and others? Where do they see themselves going in the future. | Introduction to topic from tutor.  Individual work, followed by small group and large group discussion. | 3.1.1, 3.1.2, 4.2.1, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 7.1.1, 7.1.2 | Self Review: Summarise the Journey on the course. |  |
| 30 | Summary of Work | Summary: Review and Evaluation | Individual work, small and large group discussions.  Review and Evaluation | 3.1.1, 3.1.2, 4.2.1, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 7.1.1, 7.1.2 | Learning Review and Observations of interaction within group |  |