

LEARNING OUTCOMES ASSESSMENT CRITERIA

Skills & Ethics: Unit 1

Unit Summary This unit is a basic introduction to counselling and the use of counselling skills. The aim is to provide learners with a basic knowledge of the counselling profession and an understanding of and ability to use basic counselling skills in a practical setting.

The learner will:	The learner can:
1. Understand the differences between counselling, counselling skills and other helping activities	1.1. Differentiate between counselling, counselling skills and other helping activities
2. Understand the role of professional frameworks or codes of ethics/practice/conduct	2.1 Identify codes of frameworks that govern the practice or conduct of a profession 2.2. Describe the importance of a framework or code in counselling
3. Know about the core personal qualities that enable the competent and ethical use of counselling skills	3.1. Identify core qualities that enable competent counselling or use of counselling skills 3.2. Describe core personal qualities that are important when counselling or using counselling skills
4. Know about basic counselling skills	4.1. Identify basic counselling skills 4.2. Describe basic counselling skills
5. Be able to demonstrate counselling skills	5.1. Demonstrate basic counselling skills
6. Be able to engage in constructive feedback	6.1. Demonstrate receiving constructive feedback 6.2. Demonstrate giving constructive feedback
7. Understand the importance of confidentiality in counselling	7.1. Describe the importance of confidentiality in counselling 7.2. Identify the limits to confidentiality

Learning Outcome 1

1.1 Differentiate: learners must include the cultural and historical origins of counselling. What is counselling and how does it differ from other helping relationships?

Learning Outcome 2

Role of professional frameworks or codes of ethics/practice/conduct: such as the British Association for Counselling and Psychotherapy and the National Counselling Society.

Learning Outcome 3

3.1 & 3.2 Core qualities: a minimum of three must be identified. Basic counselling skills in listening, attending and responding appropriately: these skills will include active listening, accurate reflection of content and feeling; paraphrasing and summarising.

Learning Outcome 4

4.1 Basic counselling skills: a minimum of three.

4.2 Basic counselling skills: a minimum of three.

Learning Outcome 5

Demonstrate counselling skills: learners will identify and practise essential communication and inter-personal skills. Learners will look at the importance of beginnings and endings in counselling relationships and have an awareness of diversity and difference between people (gender, sexuality, ethnicity etc.). In the development of skills, there will be an emphasis on self-awareness and self-reflection. 5.1 Demonstrate: in a role play.

Reading List - Recommended Reading

***Pete Sanders - First Steps in Counselling: A Students' Companion for Introductory Courses (4th Edition):
Publisher – PCCS (2011)***

***Linda Mather - Introduction to counselling skills and theory – Publisher : Create Space Independent
Publishing Platform (2014)***

Margaret Hough - Counselling Skills and Theory (4th Edition) - Publisher – Hodder (2014)

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Theory: Unit 2

This unit is a basic introduction to the roots of counselling theory. The aim is to show how theory underpins some of the skills identified and practised in the Introduction to Counselling unit. It also provides a rudimentary understanding of the three main areas of counselling theory, and how learners can begin to relate to counselling practice.

The learner will:	The learner can:
1. Understand the main elements of the Humanistic approach	1.1. Describe key concepts of the Humanistic approach
2. Understand the main elements of the Cognitive-Behavioural approach	2.1. Describe key concepts of the Cognitive Behavioural approach
3. Understand the main elements of the Psychodynamic approach	3.1 Describe key concepts of the Psychodynamic approach
4. Understand how theory underpins counselling skills	4.1. Describe how theory underpins counselling skills in one of the following approaches: (a) Psychodynamic approach (b) Humanistic approach (c) Cognitive-Behavioural approach
5. Understand differences between approaches in counselling	5.1. Identify differences between the following approaches: (a) Psychodynamic approach (b) Humanistic approach (c) Cognitive-Behavioural approach

Indicative Content

This is an introductory qualification; learners are not Counsellors. It should be emphasised that using basic counselling skills is not the same as counselling.

Learning Outcome 1

1.1 Key concepts: a minimum three must be described, for example structure of psyche, transference, defence mechanisms, the unconscious etc.

Learning Outcome 2

1.1 Key concepts: a minimum three must be described for example, core conditions, conditions of worth, self-concept etc.

Learning Outcome 3

3.1 Key concepts: thinking and behaving elements; a minimum three must be described.

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Pete Sanders - First Steps in Counselling: A Students' Companion for Introductory Courses (4th Edition):
Publisher – PCCS (2011)

Linda Mather - Introduction to counselling skills and theory – Publisher : Create Space Independent
Publishing Platform (2014)

Margaret Hough - Counselling Skills and Theory (4th Edition) - Publisher – Hodder (2014)

William Stewart-The A-Z of counselling Theory and Practice

William Stewart-Learning to Counsel