# COSCA COUNSELLING SKILLS CERTIFICATE COURSE

## MODULES 1 - 4

# COURSE OUTLINE

# COSCA Counselling Skills

# Outline of Course

COSCA's Counselling Skills Certificate, COSCA's Counselling Supervision Skills Certificate and COSCA's Counselling Supervision Certificate are credit-rated and levelled by the University of the West of Scotland. The courses are mapped onto Scottish Credit and Qualification Framework (SCQF).

The SCQF credits and levels awarded to the above courses are as follows:

- **COSCA's Counselling Skills Certificate:** 40 SCQF credits at SCQF level 8.

- **COSCA's Counselling Supervision Skills Certificate:** 10 SCQF credits at SCQF level 9.

- **COSCA's Counselling Supervision Certificate:** 15 SCQF credits at SCQF level 9 (note: this includes the 10 SCQF credits at SCQF level 9 allocated to the Counselling Supervision Skills Certificate Course).

The SCQF is a way of understanding and comparing qualifications in Scotland. It makes the relationship between qualifications clearer, and progression and transfer between qualifications easier. In the SCQF, level is a measure of how demanding a qualification is; credit is a measure of the volume of outcomes at a particular level. The credits and levels of the COSCA qualifications can be compared to others by using the framework on SCQF's website. www.scqf.org.uk

The benefits of COSCA's courses having SCQF credits and levels are:

- Organisations validated by COSCA to deliver the above courses can include the SCQF logo on their promotional and other materials, and describe the courses in terms of their SCQF credits and levels.

- Participants who have successfully completed the above courses can use this information to show the credits and level of the above courses. This can be extremely useful when applying for further courses and for jobs that demand that applicants have met certain educational standards.

- The public, employers and other stakeholders can seek information about the SCQF credit and level of COSCA courses by contacting SCQF on 0845 279 1000 or via its website.

## INTRODUCTION TO THE COUNSELLING SKILLS COURSE

### What are Counselling Skills?

Counselling Skills:

- ➢ Are essentially good interpersonal or communication skills
- ➢ Are based on active listening
- ➢ Involve using verbal and non-verbal skills e.g. paraphrasing, asking questions in a helpful way, summarising, attending and responding to the speaker
- ➢ Insert the qualities of acceptance, genuineness and empathy into a helping relationship
- ➢ Are underpinned and informed by an understanding of counselling theory

Counselling skills can be used in the context of any kind of helping relationship as part of a counselling approach. The use of counselling skills does not necessarily require privacy and confidentially, unless this is specifically negotiated.

### What is the COSCA Counselling Skills Certificate?

The COSCA Counselling Skills Certificate:

- ➢ Provides a COSCA certificated 120 hour training programme in counselling skills
- ➢ Is normally delivered over 4 Modules of 30 hours each
- ➢ Can be accessed across Scotland via our expanding network of over 40 COSCA Validated Training Providers
- ➢ Contains four strands:  skills, knowledge, self-awareness and ethics
- ➢ Uses experiential learning e.g. students practise skills in groups of three
- ➢ Is mainly designed for people in helping or caring professions
- ➢ Helps the individuals who complete it to develop and apply counselling skills to non-counselling settings
- ➢ Gives a professionally recognised qualification in counselling skills which has 40 SCQF credit at SCQF level 8
- ➢ Provides an excellent starting point for those who wish to train as a counsellor or psychotherapist

**What is the purpose of the COSCA Counselling Skills Certificate?**

There is a growing awareness that counselling skills can enhance performance in various inter-personal contexts that require people's voices to be heard including:

- ➢ Nursing, teaching and social work contexts
- ➢ Personnel work
- ➢ Welfare services
- ➢ Staff development appraisal
- ➢ Management relations
- ➢ Residential and non-residential care

We believe that the COSCA Counselling Skills Certificate will help many workforces to carry out their roles and responsibilities more effectively.

**Who can deliver the COSCA Counselling Skills Certificate?**

The COSCA Counselling Skills Certificate can be delivered by COSCA Validated Training Providers. Organisations interested in applying to become a validated provider can download the validation guidelines and application form from COSCA's website or contact COSCA's Development Officer (Individuals/Courses).

**Who can apply for a place on the COSCA Counselling Skills Certificate?**

Anyone who has an interest in learning counselling skills, and who has an opportunity to practice the skills learned on the course, can apply for a place on the COSCA Counselling Skills Certificate. Please see COSCA's website for a list of COSCA Validated Training Providers who can be contacted directly. The cost and delivery times of the course varies, depending on the provider.

**What is COSCA (Counselling & Psychotherapy in Scotland)?**

COSCA (Counselling & Psychotherapy in Scotland) is the professional body for counselling and psychotherapy in Scotland. We are a registered charity and a voluntary organisation committed to the promotion of not only counselling and psychotherapy but also the use of counselling skills in a variety of settings.

**MODULE STRUCTURE**

**Each of the four Modules in the Course are structured around:**

> **Aims**

The Aims provide the key principles of the Course and describe what the trainer is expected to do.

> **Learning Outcomes:  Knowledge and Competencies**

The Learning Outcomes are defined both in terms of underpinning knowledge and competence.   They provide the participant with a perspective on what the Course offers and what he/she can reasonably be expected to take achieve from the Course.  They also provide the key to assessment.

> **Module Content**

The four main themes of the Course are knowledge, skills, ethics and self-awareness.    The titles of the Modules are as follows:

- Module 1 Beginnings: Advanced Communication Skills
- Module 2: Exploration and Expansion
- Module 3: Review and Reflection
- Module 4: Integration.

Each of the four Modules that make up the Counselling Skills Certificate contains the following strands:  skills; knowledge; self-awareness and ethics.  These are interwoven throughout the exercises.

> **Learning and Teaching Assessment**

The assessment process throughout the programme is a key element of the Course.  Fundamentally, the system of assessment is formative (ongoing) rather than summative (at the end).

# MODULE 1 – BEGINNINGS: ADVANCED COMMUNICATION SKILLS

## AIMS

**The Aims of this introductory Module are:**

1.  To introduce participants to the *theoretical concepts* of a counselling approach and to the use of counselling skills.

2.  To present basic attending and responding *skills* to the participants.

3.  To provide participants with the opportunity to practise these skills in a safe and supportive environment.

4.  To set these skills within the essential *ethical framework* of a counselling approach.

5.  To introduce participants to the concept and experience of *self-awareness* and *personal growth* in the context of counselling skills training.

6.  To provide a suitable foundation for possible further training in the areas of counselling skills and the use of a counselling approach.

## LEARNING OUTCOMES

### A.  Knowledge

**Assessed by means of written and oral questions and discussion**

On completion of this introductory Module, participants will:

1.  Be able to explain the difference between *formal counselling* and using a *counselling approach* which is often used in other helping relationships (e.g. Befriending, Mentoring, Nursing, Medicine, Social Work, Teaching, Guidance, Information giving etc.).

2.  Be able to describe what *attending skills* are and why they are essential in a counselling approach.

3.  Be able to describe what *responding skills* are and why they are essential in a counselling approach.

4.  Be able to explain what *self-awareness* means and why it is essential in a counselling approach.

5.  Be able to discuss what constitutes the basic *ethical and attitudinal framework and qualities* that are required for attending and responding skills to become counselling skills or part of *a counselling approach.*

6.  Be able to identify some of the complexities in the meaning of *confidentiality* when using a counselling approach.

# MODULE 1 – BEGINNINGS: ADVANCED COMMUNICATION SKILLS

## B. Competences

### Competence 1

*Establish an appropriate, safe and supporting relationship*
Assessed by observation of skills demonstrated in triads and in a recording.

### Performance Criteria
On completion of this introductory Module, participants will:

1.  Be able to draw attention to the setting within which the interaction is occurring and negotiate and agree with the Speaker the confidentiality framework within which the interaction will occur.

2.  Be able to encourage the Speaker to feel able to speak at their own pace.

3.  Be able to listen and communicate listening to the Speaker.

4.  Be able to ask a minimal number of (clarifying) questions and allow silence in the interaction.

5.  Be able to allow silence in the interaction.

6.  Be able to check out understanding with the Speaker and communicate understanding of the difficulty being expressed.

7.  Be able to clarify the views and beliefs of the Speaker in an open and positive manner.

8.  Be able to maintain the focus of interaction on what the Speaker is communicating and offer a personal sense of the Speaker's difficulty, appropriate to the context.

9.  Be able to reflect back the feelings that are perceived (by tone, volume and pitch of voice, and by physical movements).

10.  Be able to invite the Speaker to direct their attention to feelings in the present.

11.  Be able to give the Speaker the opportunity and support to discuss these feelings.

12.  Be able to summarise to the Speaker the understanding of the Speaker's difficulty and relevant beliefs.

**Competence 2**

*Evaluate and monitor self in using a counselling approach*

Assessed by observation of group participation and written review of the learning of the Module.

**Performance Criteria**

On completion of this introductory Module, participants will:

1.      Be able to discuss in the written review the learning in the areas of knowledge, skills and self-awareness that has occurred in the Module.

2.      Be able to discuss the review with the trainer and other participants and invite their reactions.

3.      Be able to summarise the reactions of others and incorporate them into a final version of the course review.

4.      Be able to verbally present the final review to the trainer within the time agreed between the trainer and the participant.

# MODULE CONTENT

The theme of Module 1 is Beginnings: Advanced Communication Skills. It introduces the participants to the concepts and skills involved in a counselling approach.

This Module contains the following strands:  skills, knowledge, self-awareness and ethics. These are interwoven throughout the exercises.

The Module begins with establishing a working agreement and defining a counselling approach. It introduces participants to the practice of attending and responding. It also provides a means of increasing participants' self-awareness. Participants are introduced to the essential qualities of acceptance, genuineness and empathy and trained to practice these qualities. Participants engage in informed discussions on the importance of ethics, in particular confidentiality. The Module concludes with an assessment of participants' integrated practice of the above counselling skills.

# MODULE 1 – BEGINNINGS: ADVANCED COMMUNICATION SKILLS

## LEARNING AND TEACHING ASSESSMENT

Participants are assessed on the Module's learning outcomes listed above.

The assessment process throughout the programme is a key element of the Course. Fundamentally, the system of assessment is formative (ongoing) rather than summative (at the end).

Participants are supported to develop those aspects of knowledge, skills and self-awareness that require their attention to enable successful achievement of the Module. In this first Module the participants are encouraged to take responsibility for their own learning and assessment. The assessment process used is, therefore, not as formal as in the subsequent Modules.

The assessment at the end of Module 1 provides a personal programme for each participant which they bring into Module 2 and against which they assess themselves throughout the second Module. It is, however, the responsibility of the trainer to take the assessment process seriously and provide the participant with sufficient feedback.

There are three elements in the assessment process: skills assessment, oral assessment using general and specific questions, and written work (essay). The training material provides criteria by which this assessment is carried out. Observer's Feedback Sheets have been included in each unit containing a practice session. These provide participants with a written record of their developing competencies, leaving only certain performance criteria that require to be demonstrated at the final video recording section

Participant and trainer together agree on the specific areas still to be demonstrated during this last session (video recording of integrated practice) and use that time to focus on those specific areas not previously seen by the trainer. Each participant, therefore, will have a different agenda for the final video recording practice session.

# MODULE 2- EXPLORATION AND EXPANSION

## AIMS

**The Aims of Module 2 are:**

1. To consolidate and expand the learning of Module 1 in the areas of *knowledge, skills, self awareness, self-in-context* and *ethics.*

2. To place the practice component within a structure of *beginnings, middles* & *endings.*

3. To explore the processes and elements of a *beginning* phase in the counselling approach.

4. To introduce participants to some experiences, tasks and skills of a *middle* phase in the counselling approach.

5. To deepen participants' understanding of a *middle* phase in the counselling approach with particular reference to the process of *change,* the process of *negotiating goals* and the skills of *challenging.*

6. To introduce participants to the idea of *endings* as a necessary and important phase in the counselling approach.

7. To encourage participants to become more aware of the influence of their *motives and values* in the context of the *helping process.*

8. To explore the concept and importance of *boundaries as the ethical framework for safe practice.*

9. To enable participants to *integrate the learning* in this Module, *practise* it and *evaluate* their practice.

## LEARNING OUTCOMES

### A. Knowledge

On completion of this Module, participants will:

1. Be able to discuss the concepts of *beginnings*, *middles* and *endings* and the differences between them in a counselling approach.

2. Be able to identify *how feelings are communicated and responded to* within a counselling approach.

3. Be able to explain the ways in which the *ethical framework is necessary for safe practice.*

4. Be able to identify the *boundary issues* that arise when using a counselling approach *in their own work context* as well as those which arise in their own life context.

5. Be able to describe at a basic level the concept of *change* in the context of a counselling approach and the factors which *facilitate* and *inhibit* this process.

# MODULE 2- EXPLORATION AND EXPANSION

1.      Be able to explain the meaning of sexuality for themselves and others, the ways in which awareness of their own sexuality has increased and the importance of sexuality when using the counselling approach.

2.      Be able to identify the ways in which their *motives and values in themselves* as listeners has increased.

*3.*      Be able to identify the *nature of group/social behaviour* and the need for consistent *reflective practice.*

4.      Be able to identify the ways in which their motives and values as listeners influence the helping process.

## B.  Competencies

### Competence 1

*Facilitate the exploration of the Speaker's concerns.*

### Performance Criteria

On completion of this Module, participants will:

1.      Be able to encourage the Speaker to express self in the way that suits them best.

2.      Be able to reflect back to the Speaker the full communication that is experienced.

3.      Be able to reflect back to the Speaker their feelings.

4.      Be able to offer the opportunity and support to the Speaker to discuss their feelings.

5.      Be able to summarise to the Speaker the understanding of the Speaker's issues and relevant beliefs.

6.      Be able to maintain the focus of interaction on what the Speaker is saying and offer a personal sense of the Speaker's issues, appropriate to the context.

7.      Be able to discuss this perception with the Speaker.

8.      Be able to maintain and monitor the agreed boundaries.

# MODULE 2- EXPLORATION AND EXPANSION

**Competence 2**

*Help the Speaker identify personal motivators and inhibitors to change*

**Performance Criteria**

On completion of this Module, participants will:

1.    Be able to maintain the focus of interaction on what the Speaker is saying and offer a personal sense of the Speaker's issues, appropriate to the context.

2.    Be able to respect the Speaker's "ways of being" and to avoid intrusive exploration.

3.    Be able to acknowledge the feelings of the Speaker with appropriate empathic support.

4.    Be able to acknowledge and accept the views and priorities of the Speaker.

5.    Be able to discuss and explore the goals of the Speaker.

6.    Be able to help the Speaker to identify personal strengths and motivations to change.

7.    Be able to help the Speaker to identify inhibiting factors and resistances to change.

8.    Be able to re-evaluate with the Speaker the eventual desired outcome.


## MODULE CONTENT

The theme of Module 2 is Exploration & Expansion.

This Module contains the following strands: skills, knowledge, self-awareness and ethics. These are interwoven throughout the exercises.

This Module begins by reviewing Module 1 and looking at participants' expectations for Module 2. It places the concept of structures (beginnings, middles and endings phases) within the counselling approach. It considers the importance of boundaries in the helping relationships when covering beginnings, and focusing, change and challenge when covering middles. It introduces participants to the concept of human emotional attachment and the consequences of losing attachments: loss and re-attachment. Issues regarding sexuality are discussed: participants' understanding, awareness, and its role in the counselling approach. Participants' personal motives and values in their roles as helpers are reviewed. Participants are introduced to working with difference and the ethic of justice is considered within the counselling approach. Endings are reflected on to give participants insight into what it means to end the counselling approach with individuals. The Module concludes with integrated practice of the above skills with video recordings, and a review of the personal development of each participant in relation to the content of the Module.

# MODULE 2- EXPLORATION AND EXPANSION

**LEARNING AND TEACHING ASSESSMENT**

Participants are assessed on the Module's learning outcomes listed above.

The assessment process throughout the programme is a key element of the Course. Fundamentally, the system of assessment is formative (ongoing) rather than summative (at the end).

Participants are supported to develop those aspects of knowledge, skills and self-awareness that require their attention to enable successful achievement of the Module. The assessment process used is more formal than in Module 1 with the trainer being responsible for deciding to allow participants to move on to subsequent Modules.

The assessment at the end of Module 2 provides a personal programme for each participant which they bring into Module 3 and against which they assess themselves throughout the third Module. In addition, the trainer provides the participant with sufficient feedback for the learning outcomes to be achieved.

There are three elements in the assessment process: skills assessment, oral assessment using general and specific questions, and written work (essay). The training material provides criteria by which this assessment is carried out.

Observer's Feedback Sheets have been included in each unit containing a skills practice session. These provide participants with a written record of their developing competencies, leaving only certain performance criteria that require to be demonstrated at the final video recording section

Participant and trainer together agree on the specific areas still to be demonstrated during this last session (video recording of integrated practice) and use that time to focus on those specific areas not previously seen by the trainer.   Each participant, therefore, will have a different agenda for the final video recorded practice session.

# MODULE 3 – REVIEW AND REFLECTION

## AIMS

**The Aims of Module 3 are:**

1. To review the content of Module 2 and to encourage each participant to take responsibility for identifying their personal learning aims for Module 3.

2. To set the training in a counselling approach within a context of *emotional and cognitive self-reflection (see Unit 7),* with a view to identifying what is important in our interaction with others.

3. To introduce participants to different theoretical counselling perspectives in understanding human development, behaviour, and relationships.

4. To acquaint participants with the basic tenets of Humanistic, Psychodynamic and Cognitive Behavioural, Integrative and Pluralistic theories by exploring relevant issues in participants' experience.

5. To examine how the Listener's own life events can influence the process of working with others.

6. To explore the nature of power and vulnerability when using counselling skills.

7. To consolidate the skills practice within a structure of *beginnings, middles* & *endings* by concentrating on the characteristics of middles and endings.

8. To integrate the learning in this Module and apply your learning in this Module to your counselling approach.


## LEARNING OUTCOMES

### A. Knowledge

On completion of this Module, participants will:

1. Be able to describe at a basic level the existence and form of different theoretical perspectives commonly used in the counselling field.

2. Be able to describe the distinctive characteristics of the Humanistic, Psychodynamic, Cognitive Behavioural, Integrative and Pluralistic perspectives.

3. Be able to describe the ways in which past and present life events impact on using a counselling approach.

4. Be able to describe how their understanding of, and use of skills in, the tasks which characterise "beginnings, middles and endings" phases in the counselling approach has increased.

5. Be able to explain the nature of power and vulnerability in the professional/client relationship, and describe how their understanding of the need for ethical practice has developed.

# MODULE 3 – REVIEW AND REFLECTION

## B. Competencies

This Module consolidates skills practice while increasing underpinning knowledge and self-awareness. This is done to develop the ability to understand and explain the use of certain skills and responses rather than others. This requires the ability to use counselling skills and reflect on one's own inner process.

Here the competency is to present a rationale for the work which is done, thus demonstrating the ability to be a reflective counselling skills practitioner.

**Key points for the Reflective Counselling Skills Practitioner:**

The development of self-awareness in the use of counselling skills assists the practitioner in his/her ability to offer the most appropriate "use of self" in the interaction. The reflective counselling skills practitioner has the ability to:

**SELF**
- Monitor one's needs, physiological responses, stresses, interest levels, etc.
- Be aware of one's own reactions and feelings
- Be aware of the influence of external events in their own life
- Be aware of own motivations, values, rewards and costs
- Be aware of own understanding of human behaviour and development
- Be aware of the diverse ways in which we engage with ourselves and others
- Accept themselves

**RELATIONSHIP**
- Monitor one's on-going counselling approach
- Be aware of the effects and influence of self on Speakers
- "Hear" the views of others, especially Speakers, peers, supervisor
- Appropriately manage feelings and reactions
- Be aware of limitations to professional competence
- Be aware of the counselling skills relationship operating in a wider context and ethical statement

**PROCESS OF CHANGE**
- Recognise the need to change
- Be aware of loss and gain in change
- Define one's own autonomy (personal power) in the process of change

# MODULE 3 – REVIEW AND REFLECTION

## Competence 1

*Facilitate exploration of the Speaker's concerns and help the Speaker identify and evaluate various possible courses of action*

### Performance Criteria

On completion of this Module, participants will:

1.  Be able to maintain the focus of interaction on what the Speaker is saying and offer a personal understanding of the Speaker's issues, appropriate to the context.

2.  Be able to respect the Speaker's "ways of being" to prevent intrusive exploration.

3.  Be able to invite the Speaker to direct their attention to their feelings in the present.

4.  Be able to give the Speaker the opportunity and support to discuss these feelings.

5.  Be able to acknowledge and accept the views and priorities of the Speaker.

6.  Be able to discuss and explore the goals of the Speaker.

## Competence 2

*Monitor self in the interaction with Speaker*

### Performance Criteria

On completion of this Module, participants will:

1.  Be able to identify personal reactions and emotions arising from work with the Speaker and demonstrate an ability to explore their own feelings and reactions to the Speaker's issues.

2.  Be able to acknowledge tendencies to interpret and/or impose views emerging from their own personal issues

3.  Be able to demonstrate the ability to avoid/resist the tendency to impose such views.

4.  Be able to explain all interventions (including the use of silence) to Observers.

5.  Be able to monitor and separate out their own preferences for future action (if any) when assisting the Speaker to identify future courses of action for themselves.

# MODULE 3 – REVIEW AND REFLECTION

## MODULE CONTENT

The themes of Module 3 are Review & Reflection.

This Module contains the following strands:  skills, knowledge, self-awareness and ethics. These are interwoven throughout the exercises.

These themes are developed through the inclusion of information about different theoretical perspectives in the counselling/psychotherapy field.    The process of increasing and integrating counselling skills and self-awareness is further developed in this Module by the contributions from the different theoretical perspectives.

The Module starts with a review of Modules 1 and 2 and expectations of Module 3. It then gives an overview of the theoretical perspectives in the counselling field before covering the humanistic/existential, psychodynamic, cognitive behavioural, integrative and pluralistic perspectives. It also discusses the significance of past experience, genograms, and, under ethics, the ethos of care and power. Spirituality is raised as a means of self-understanding and that of others. The Module concludes with the video recording of participants' integrated skills practice and self-reflection on personal development related to this Module.

## LEARNING AND TEACHING ASSESSMENT

Participants are assessed on the Module's learning outcomes listed above.

The assessment process throughout the programme is a key element of the Course. Fundamentally, the system of assessment is formative (ongoing) rather than summative (at the end).

Participants are supported to develop those aspects of knowledge, skills and self-awareness that require their attention to enable successful achievement of the Module. The assessment process used is more formal than in Module 1 with the trainer being responsible for deciding to allow participants to move onto to subsequent Modules.

The assessment at the end of Module 2 provides a personal programme for each participant which they bring into Module 3 and against which they assess themselves throughout the third Module. In addition, the trainer provides the participant with sufficient feedback for the learning outcomes to be achieved.

There are three elements in the assessment process: skills assessment, oral assessment using general and specific questions, and written work (transcription of audio recording). The training material provides criteria by which this assessment is carried out.

Observer's Feedback Sheets have been included in each unit containing a skills practice session. These provide participants with a written record of their developing competencies.

# MODULE 4 - INTEGRATION

## AIMS

**The Aims of Module 4 are:**

1.    To establish learning which has taken place by participants in Modules 1-3 and encourage each participant to identify their personal learning aims for Module 4.

2.    To introduce some basic concepts of the Gestalt approach and experience as an example of the humanistic/existential perspective.

3.    To continue the exploration of power and vulnerability within the helping relationship and identify contributing factors, to and consequences of, boundary violations from Speaker and Listener perspectives.

4.    To explore current definitions of the concepts of *belonging, social inclusion and social exclusion.*

5.    To introduce some basic concepts of the Transactional Analysis approach and experience as an example of a model which draws on both humanistic and psychodynamic perspectives.

6.    To explore positive and negative effects of stress on the individual.

7.    To explore and clarify the nature and importance of professional responsibilities such as supervision for the counselling relationship.

8.    To consolidate counselling skills practice within the structure of *Beginnings, Middles* & *Endings.*

9.    To reflect upon the ending of working with this group and to explore the participants' experience of self and others in the group setting.

10.    To review the personal development of each participant in relation to the content of this Module, specifically in the areas of: *knowledge; counselling skills; self-awareness; self-in-context;* and *attitudes appropriate to the counselling relationship.*


## LEARNING OUTCOMES

### A.    Knowledge

On completion of this Module, participants will:

1.    Be able to describe the distinctive characteristics of the humanistic and existential perspectives.

2.    Be able to describe and appropriately apply some of the Gestalt principles in their counselling skills work.

# MODULE 4 - INTEGRATION

3.      Be able to describe the concepts of freedom and responsibility in personal and professional decision-making.

4.      Be able to discuss the concepts of *belonging, social inclusion and social exclusion.*

5.      Be able to discuss the positive and negative effects of stress on the individual.

6.      Be able to explain the use and abuse of power in the Listener/Speaker relationship and be able to identify contributing factors to and consequences of boundary violations from both Speaker and Listener perspectives.

7.      Be able to discuss the COSCA definition of supervision and clarify their responsibility for receiving support and guidance appropriate to their work.

8.      Be able to discuss the processes, skills and attitudes characteristic of *Beginnings, Middles* and *Endings* in a counselling approach.

9.      Be able to identify their own experiences in working with the group on this course, exploring feelings, insights and understanding, and be able to identify the relevance of the learning over the 4 Modules in relation to work/life circumstances.

## B.    Competence

The competence for this Module will require to be assessed over more than one session since it integrates and summarises much of what has occurred in earlier training. However, at this level the participant is required to demonstrate the combination of skills integrated in a smooth and comprehensive manner.

**Competence**

> *Establish, maintain and bring to an end a supportive interaction*

**Performance Criteria**

On completion of this Module, participants will:

1.      Be able to negotiate and agree with the Speaker the confidentiality framework within which the interaction will occur.

2.      Be able to maintain and monitor the agreed boundaries.

3.      Be able to encourage the Speaker to feel able to speak at his/her own pace.

4.      Be able to listen and communicate listening to the Speaker.

5.      Be able to clarify the views and beliefs of the Speaker in an open and positive manner.

6.      Be able to reflect back to the Speaker the full communication experienced.

7. Be able to acknowledge the feelings of the Speaker with appropriate empathic support.

8. Be able to summarise to the Speaker their understanding of the Speaker's issues and relevant beliefs.

9. Be able to maintain the focus of interaction on what the Speaker is communicating and be able to offer a personal sense of the Speaker's issues, appropriate to the context.

10. Be able to respect the Speaker's *ways of being* to avoid intrusive exploration.

11. Be able to discuss and explore the goals of the Speaker.

12. Be able to help the Speaker to identify personal strengths and motivations to change.

13. Be able to help the Speaker to identify inhibiting factors and resistance to change.

14. Be able to re-evaluate with the Speaker the eventual desired outcome.

15. Be able to discuss the ending and to explore connected feelings.

16. Be able to evaluate the work done with the Speaker.

17. Be able to explore future action with the Speaker.

18. Be able to bring the interaction to an end in a clear and definite manner.

19. Be able to explain to Observers all interventions (including use of silence).


## MODULE CONTENT

The theme of Module 4 is Integration.   It contains the following strands:  skills, knowledge, self-awareness and ethics.  These are interwoven throughout the exercises.

The theme of Integration is put together in this Module with information about different theoretical perspectives in the counselling/psychotherapy field.   The process of increasing and integrating counselling skills and self-awareness is further developed by the contributions from the different theoretical perspectives.

The Module begins with a review of Module 3 and discusses expectations of Module 4. It presents the Gestalt and Transactional Analysis counselling perspectives. There are 2 units on ethics, one of which again looks at boundaries and the other looks at listeners' responsibilities in the context of the counselling approach. Awareness is raised about issues related to social inclusion in the use of the counselling approach.

The Module also raises the issue of stress for users of the counselling approach and for those with whom they work. Skills practice is given much attention in this Module with Units 7-9 dedicated to it. The Module and the course draws to a close with a two-staged approach to a final review of personal development in relation to this Module and the entire course, and ends with a self-evaluation assessment.

## LEARNING AND TEACHING ASSESSMENT

Participants are assessed on the Module's learning outcomes listed above.

The assessment process throughout the programme is a key element of the Course. Fundamentally, the system of assessment is formative (ongoing) rather than summative (at the end).

Participants are supported to develop those aspects of knowledge, skills and self-awareness that require their attention to enable successful achievement of the Module. The assessment process used is more formal than in Module 1 with the trainer being responsible for deciding to allow participants to be awarded the COSCA Counselling Skills Certificate at the end of this Module. In addition, the trainer provides the participant with sufficient feedback for the learning outcomes to be achieved.

There are three elements in the assessment process: skills assessment, oral assessment using general and specific questions, and written work (essay). The training material provides criteria by which this assessment is carried out.

Observer's Feedback Sheets have been included in each unit containing a skills practice session. These provide participants with a written record of their developing competencies, leaving only certain performance criteria that require to be demonstrated at the final video-taping section

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