

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7330006

-Session-1996-97

-Superclass- PM

-Title- INTRODUCTION TO COUNSELLING

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Explaining basic counselling concepts and applying counselling skills at an introductory level.

OUTCOMES

1. outline the concept and aims of counselling;
2. describe the non-directive counselling process;
3. counsel selected clients using basic counselling skills.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7330006**UNIT TITLE:** INTRODUCTION TO COUNSELLING

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. OUTLINE THE CONCEPT AND AIMS OF COUNSELLING

PERFORMANCE CRITERIA

- (a) The definition of counselling is clear and in accordance with British Association for Counselling.
- (b) Explanation of the major aims of counselling is clear.
- (c) Identification of the different applications of counselling help available in the caring professions is clear.
- (d) Identification of the major contexts in which counselling takes place is comprehensive.

RANGE STATEMENT

The range for this outcome is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Oral and/or written evidence to show that the candidate can outline the concept and aims of counselling as defined in the performance criteria.

OUTCOME

2. DESCRIBE THE NON-DIRECTIVE COUNSELLING PROCESS

PERFORMANCE CRITERIA

- (a) Definition of core conditions pertinent to the counselling process is clear and correct.
- (b) Explanation of the non-directive approach to counselling is accurate.
- (c) Description of the counselling process is accurate in relation to the non-directive approach.

- (d) Continuing self-development is appropriately evaluated.

RANGE STATEMENT

Core conditions: empathy; unconditional positive regard; congruence.

Non-directive: respect for client autonomy and self-determination.

Counselling process: exploration; understanding; action.

EVIDENCE REQUIREMENTS

Oral and/or written evidence to show that the candidate can describe the non-directive counselling process.

OUTCOME

- 3. COUNSEL SELECTED CLIENTS USING BASIC COUNSELLING SKILLS

PERFORMANCE CRITERIA

- (a) Management of initial interview with client is effective and accurately recorded.
- (b) Application of counselling skills is effective and in accordance with core conditions.
- (c) Ending of counselling interview is managed effectively in terms of client needs.

RANGE STATEMENT

Clients: confident; forthcoming.

Counselling skills: reflection; paraphrase; summary; open questions; awareness of non-verbal communication.

Management: introduction; policy on confidentiality; time management; closure.

Recorded: observer checklist; feedback period.

Client need: termination; continuation; referral.

EVIDENCE REQUIREMENTS

Performance evidence of the candidate's ability to use basic counselling skills as detailed in the performance criteria.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7330006

UNIT TITLE: INTRODUCTION TO COUNSELLING

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit aims to introduce the candidate to basic concepts in counselling. It also aims to provide candidates with awareness of basic practical counselling skills.

CONTENT/CONTEXT Use this section for teaching input, plus some of information put into range statements.

For Outcome 1, the following should all be considered:

Major aims: information giving; promoting insight; giving support; conflict resolution; problem solving; enabling decisions.

Applications: support; developmental; post-trauma; decision making; crisis; problem focused.

Major contexts: voluntary agencies; statutory bodies (Social Work Department; Education Department; Health Board); private agencies; telephone helplines.

In order to achieve the outcomes as stated, this unit requires that the candidate will take notes in lectures and discussions; compile given assessments; read relevant books and articles as advised; watch relevant videos; take part in and contribute to group discussions and exercises; take part in and contribute to role plays; and observe, analyse and evaluate self and others in counselling contexts.

It should be noted that this unit is a basic introductory unit and does not in any way permit those who have achieved it to refer to themselves as qualified counsellors.

APPROACHES TO GENERATING EVIDENCE The candidate should partake in class exercises; role plays; complete work sheets; and partake in class discussions.

ASSESSMENT PROCEDURES Centres may use instruments of assessment which are considered by tutors/trainers to be the most appropriate. Examples of instruments of assessment which could be used are as follows:

1. A checklist to record achievement of evidence requirements.
2. A checklist to record participation in role play exercises which ensures that the candidate has the ability to effectively apply basic counselling skills, a capacity for showing empathy and understanding, and the ability to accept and respect their clients.
3. Worksheets to encourage response and learning from course content covered.
4. Participative exercises which illustrate aspects of theoretical and applied concepts.

Please note that more than one of the above will be required to ensure that sufficient evidence is collected.

Examples of approaches to generating evidence:

Component	Outcome	P.C.	Instrument of Assessment
1	Outline the concept of counselling	LO1 abd c	Restricted response Extended response
2	Describe the core conditions of the non-directive counselling process	LO2 ad bc	Extended response Restricted response
3	Counsel a range of clients using basic counselling skills	LO3 abc	Practical exercise

LEARNING OUTCOME 1:-

- Assessment 1(a):** Write a paragraph in which you explain what is meant by 'counselling'.
(L01 a)
- Assessment 1(b):** Explain what the following aims of counselling mean, giving examples to illustrate your definitions:-
(L01 b)
- (i) information giving;
 - (ii) promoting insight;
 - (iii) giving support;
 - (iv) conflict resolution;
 - (v) problem solving;
 - (vi) enabling decisions.
- Assessment 1(c):** Write a report on a voluntary organisation of your choice, outlining the aims and objectives of the organisation, identifying the type(s) of counselling help available to clients who go there, and highlighting what you consider to be the most important aspects with regard to counselling.
(L01 c)
- Assessment 1(d):** List the major settings in which counselling takes place within your own regional area.
(L01 d)

LEARNING OUTCOME 2:-

- Assessment 2(a):** The following terms refer to the attributes of effective helpers. Explain what they mean, giving examples which illustrate your definitions.
(L02 a)
- (i) empathy;
 - (ii) unconditional positive regard;
 - (iii) congruence.
- Assessment 2(b):** Write a paragraph explaining what you feel are the main features of the 'non-directive' approach to helping people resolve their concerns.
(L02 b)
- Assessment 2(c):** Describe the objectives and the skills involved within the three stages of the counselling process.
(L02 c)
- Assessment 2(d):** List realistic goals and targets for your own self development.
(L02 d)

LEARNING OUTCOME 3:-

- Assessment 3:** Demonstrate basic counselling skills:-
(L03 a, b & c)
- In this practical exercise, the candidate counsels a 'client' under the observation of peers and the tutor. There are two components which are to be assessed together:-
- (i) the role play of 10 minutes;
 - (ii) the feedback period of 5 minutes.

During the feedback, the candidate will identify the skills employed; provide an appropriate explanation of those not demonstrated; discuss the empathic relationship.

The candidate must complete this assessment with both examples of client type specified within the range.

CHECK-LIST FOR COUNSELLING SKILLS	Name
Role play scenario :	
Client type:	Practice/Assessment (delete)
(i) Management of initial interview:-	<i>tick and/or comments</i>
Introduction and appropriate opening	
Specify policy on confidentiality	
Time session accordingly	
Conduct an appropriate ending	
(ii) Basic counselling skills	
Reflecting	
Paraphrasing	
Summarising	
Appropriate use of open questions	
(iii) Non-verbal communication:-	
Attentive, open body posture	
Using appropriate eye contact	
Head nodding	
Reflecting facial expressions	
(iv) Core conditions:-	
Capacity for empathic understanding of client	
Ability to be accepting of client and non-judgemental	
Demonstrating genuineness and consistency between verbal and non-verbal skills	

(v) During Feedback:- Justify the application of skills	
(vi) Comments:-	

PROGRESSION This unit forms part of the GSVQ in care at level III.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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