



**ilcs**

**COUNSELLING  
SKILLS  
LEARNING  
PROGRAMME**



**INSIGHT LIFE COACHING SERVICES PVT LTD**  
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# The Course Structure

# THE COURSE STRUCTURE

## TRAINING DESCRIPTION:

The **INSIGHT Life Coaching Services' (ILCS)** Counselling Skills Learning Programme is primarily designed for inhouse consumption by its empanelled counsellors and other members its staff team, to effectively deliver a professional counselling service to the members of the communities in various parts of the country. However, the **ILCS** is committed to widening participation and access to its learning programmes to all sections of the Community including individuals, professionals, organisations and institutions, who directly and/or indirectly do provide or may wish to provide counselling services to their organisational members and service users.

## AIM OF THE COURSE:

To provide a broader range of competencies, knowledge and understanding of counselling skills from a cultural perspective of the multi-cultural Indian society.

## OBJECTIVE OF THE COURSE:

- Introduce and help learners to appreciate the Standards and Ethics for Counselling professionals;
- Introduce learner to counselling profession, its fields of practice and a range of common problems it can help with;
- Facilitate the learning and development of counselling skills;
- Familiarisation with counselling theories, theoretical approaches and models of counselling practice;
- Help learners to understand and appreciate anti-discriminatory & anti-oppressive practice and develop culturally appropriate skills of practice;

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- Introduce learners to the importance of Self-Awareness for counselling professionals about their personal values, attitudes, belief and introduce ways of self-exploration.
- Gain first hand experiential learning of counselling skills and application of counselling techniques.

## WHO IS THIS LEARNING PROGRAMME FOR

- Individuals aspiring to become a counsellor or to pursue a career in counselling
- Those Individuals who are already working as counsellors
- Newly qualified Social Workers
- Qualified Social Workers working in positions where their role requires them to offer counselling support to their service users
- School and Hospital Social Workers
- Psychiatric Social workers
- Staff working in Child & Family Welfare programmes
- Psychology Professional
- Teachers and Academicians
- Medical Professionals
- HR Professionals
- Development professionals
- Customer Care or Service Staff
- NGO & Voluntary Sector Workers offering support to vulnerable children and adults
- Or Any other professional for whom counselling skills may benefit them and add value to their professional practice

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## ENTRY CRITERIA

- Learners must be competent in reading, speaking, comprehending and writing in English
- Master's degree in any stream of Social Work or Human Recourse Development or Psychology or Child Development, or Community Resource Management or Development Communication Extension or Development Management or Nursing or Special Education from a recognised university; or
- M.Ed.; or
- Graduate in Social Work, Psychology, Child Development, Community Resource Management or Development Communication Extension or Development Management or Nursing or Special Education from recognised university with minimum three years of experience of working with children and vulnerable adults; or
- B.Ed. from recognised university with minimum of four years of experience of working with children.
- Learners with Post Graduate degree in Social work and psychology are particularly welcome

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## **COURSE STRUCTURE:**

This Counselling Skills Learning Programme is designed to help learners achieve learning outcomes of the 12 study Modules as mentioned below:

1. Ethical Framework for Counselling Professionals
2. What is Counselling: Introduction to Counselling
3. Areas of Counselling Practice
4. Understanding Theories: Theoretical Perspectives in Counselling
5. Culturally Appropriate Counselling: Anti-Discriminatory (ADP) & Anti-Opressive Practice (AOP) in Counselling
6. Counsellors and Self-Awareness
7. Self-Unfoldment: Spiritual Model of Self-Awareness
8. Self-Exploration: Techniques in Self-Awareness
9. Self-Exploration for Counsellors
10. Counselling Skills
11. Six-Category Counselling Intervention
12. Preparing for Counselling Practice

## **LEARNING UNITS**

The course is divided in following 6 learning units. Each unit has several learning outcomes and criteria for assessment, which are discussed in detail later in this booklet.

Unit 1: Introduction and appreciation of Ethics of Practice

UNIT 2: Introduction to Counselling and its fields of practice

UNIT 3: Developing Counselling Skills

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UNIT 4: Familiarisation with Counselling Theories

UNIT5: Anti-discriminatory, Anti-Oppressive & Culturally appropriate practice

UNIT 6: Self-Awareness and Personal Development

The delivery of the learning programme consists of five main component parts i.e.

1. Taught Programme (TP) of 144 Hours,
2. Personal Study (PS) of 70 Hours,
3. Multiple Days Learning Workshop for 96 hours,
4. Co-Learning Sessions (CLS) minimum 20 hours
5. Supervised Counselling Practice Sessions (SCPS) (minimum 20 hours)

The total of 350 hours will be spent by individual learner to complete this training programme of study.

## DELIVERY OF THE COURSE

### **[A] Taught Programme: (144 Hours)**

Taught programme consists of 144 Hours of 12 online learning modules. It is expected that each learner will spend at least an average of 12 hours per module. Online learning modules will consist of the following topics:

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Module	Topics
1	Ethical Framework for Counselling Professionals
2	What is Counselling: Introduction to Counselling
3	Areas of Counselling Practice
4	Understanding Theories: Theoretical Perspectives in Counselling
5	Culturally Appropriate Counselling: Anti-Discriminatory (ADP) & Anti-Opressive Practice (AOP) in Counselling
6	Counsellors and Self-Awareness
7	Self-Unfoldment: Spiritual Model of Self-Awareness
8	Self-Exploration: Techniques in Self-Awareness
9	Self-Exploration for Counsellors
10	Counselling Skills
11	Six-Category Counselling Intervention
12	Preparing for Counselling Practice

## **[B] PERSONAL STUDY (70 HOURS):**

The learners will be expected to spend at least 6 Hours in self-study per taught session. Relevant study material, hand-outs and references will be provided for each taught session. The focus of the personal study should be to develop greater understanding of the subject matter being taught and be able to demonstrate their understanding and learning through written assignments.



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## **[C] PRACTICE LEARNING WORKSHOP (96 HOURS):**

All those learners who have successfully completed taught programme and personal study modules of the programme will be invited to participate in multiple days (residential) experiential learning workshop. These workshops will mainly focus on internalisation of the following aspects through experiential learning process:

- Ethical Framework for Counselling Professional
- Practical application of theories
- Self-Awareness
- Counselling Skills and
- Preparation for Counselling

**This element of the programme will be assessed through reflective Personal Journals prepared by learners on each day of the workshop.**

## **[D] CO-LEARNING SESSIONS (20 HOURS):**

Learners who have successfully accomplished elements A, B & C, will be required to spend 20 hours in role play sessions in total with a peer and would be expected to undertake both roles that of a counsellee and counsellor spending same amount of time (10 hour each) with a peer. The main objective for learners in counsellor role in this relationship is not to act in the traditional counselling manner, rather help and assist his/her co-learner in the role of counselee through the process of exploring their thoughts, feelings and emotions.

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## **[E] SUPERVISED COUNSELLING SKILLS PRACTICE SESSIONS (20 HOURS):**

Learners who have successfully accomplished elements A, B, C & D, will be expected, as part of this learning programme, to practice their counselling skills either in role play situations or with a real counselee, where possible. These counselling sessions will be supervised. The learners will be expected to spend at least 20 hours in the role of a counsellor. The Supervised Counselling skills practice will provide an opportunity to learners to reflect on their counselling skills practice and relate theory to their practice in a safe and controlled environment.

The learners will be expected to use counselling skills learned through taught programme and Co-Learning module. This part of the course is designed to gather evidence for two units of the course i.e. Introduction to counselling skills/Nature of counselling and Developing Counselling Skills. The learners will be expected to provide evidence of their practice in the form of a Supervised Practice Handbook.

## **EVALUATION & ASSESSMENT OF LEARNING**

Above mentioned learning delivery will constitute learning outcomes under 6 learning units, details of which are discussed later in this document. The learners will be expected to produce following pieces of work as evidence of their learning

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## [A] PERSONAL JOURNAL

Keeping a personal journal is a valuable aid to self-exploration and its purpose is to enable learners to reflect on the experiences and personal development they have achieved, through both practice and training sessions. The learners are expected to maintain a personal journal to log their learning experiences throughout the course.

It is expected that learners make 2-4 entries for each day giving details of incidents in which they have used or could have used (or wished they had used!) what they have learnt from the particular taught module or practice session.

## [B] TUTOR MARKED ASSIGNMENTS (TMAs):

The assignments will form a very important aspect of the course, which will help the programme to assess learner's understanding and capabilities to reflecting on their learning and using it to answer the questions. The learners will be expected to use course material and give reference of the activities and exercises undertaken during the course in their assignments.

The assignments will focus on different aspects of the taught programme. Some of the topics that may be covered by these assignments are as follows:

- Self-awareness and personal development;
- Anti-discriminatory & culturally appropriate practice;
- Ethics of counselling practice;
- Theory and counselling skills
- Counselling interventions

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- Or any other topic that may deem appropriate for the purpose.

**Taught Programme of the Course will be assessed through 6 Tutor Marked Assignments on each of the Units (TMAs).**

## **[C] SELF-EXPLORATION HANDBOOK**

Co-learning Module will be assessed through a **Self-Exploration Handbook** produced by the learners on both in a counsellor and a counselee role. The Self-Exploration Handbook will be used as an evidence of learning in the final assessment.

## **[D] SUPERVISED PRACTICE HANDBOOK**

Supervised Counselling Practice module will be assessed through an evidence based a **Supervised Practice Handbook** prepared by the learner on various competencies including supervisors report.

## **UNIT DETAILS**

### **UNIT 1: Introduction and appreciation of Ethics of Practice**

This unit will introduce learner to the ethics for counselling professionals and with values, principles and personal moral qualities that underpin and inform the interpretation and application of professional commitment and good practice to Service Users.

### **UNIT 2: Introduction to Counselling and its fields of practice**

This unit will introduce learners to the nature of Counselling in general and skills used/required in counselling and will help them differentiate between various forms of helping.

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## **UNIT 3: Developing Counselling Skills**

This unit will help the learners to understand counselling skills in their theoretical context and develop practical skills and knowledge required for practice.

## **UNIT 4: Familiarisation with Counselling Theories**

This unit will introduce learners to various theories, theoretical approaches and models of counselling and counselling practice.

## **UNIT 5: Anti-discriminatory, Anti-Oppressive & Culturally appropriate practice**

This unit will help learners to understand and appreciate Anti-discriminatory & Anti-oppressive practice and develop culturally appropriate skill of practice

## **UNIT 6: Self-Awareness and Personal Development**

This unit will introduce learners to the importance of self-awareness about their personal values, attitudes, belief and introduce ways of self-exploration. It will also help learners to understand the relationship between personal and counselling values and principles and how their personal values affect the process of counselling.

The above units will be mainly taught through online learning material, but would also involve the use of experiential learning through group and pair exercises, role plays etc.

## **METHOD OF ASSESSMENT OF LEARNING**

- ❖ Peer feedback
- ❖ Personal Journal

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- ❖ Observation Report by the assessors/tutors
- ❖ Direct observation of Practice.
- ❖ Assignments
- ❖ Self-assessment Reports
- ❖ Evidence based Practice Reports

Above-mentioned assessment methods will be used to gather evidence on all the units. Each of these methods, though, would focus particularly on an individual unit, but would also provide evidence on other units too. Assessment process, however, will endeavour to isolate evidences in order to trace them to particular units. The learners will be required, towards the end of the programme, to provide following reports to complete the programme and qualify for certification:

- ❖ Check lists used by learners for peer assessment;
- ❖ Personal journals;
- ❖ Assignments;
- ❖ Self-awareness handbook;
- ❖ Supervised Practice Handbook.

## CERTIFICATION

**Advance Diploma in Counselling Practice:** Learners will be required to complete all five modules A to E of the programme. (Note: Learners with this certificate will gain direct access to ILCS's Counsellor Empanelment, irrespective of their prior qualification)

**Diploma in Foundation Skills in Counselling:** Learners will be required to complete module A, B & C.

**Certificate in Introduction to Counselling Skills:** Learners completing Module A & B only will be awarded Certification in Counselling Skills.



# THE COURSE STRUCTURE

UNIT 1: Introduction and appreciation of Ethics of Practice	
OUTCOMES	CRITERIA FOR ASSESSMENT
<p>The Learner has.....</p> <ol style="list-style-type: none"> <li>1. Good understanding of counselling as one kind of helping relationship, essentially nurtured by personal and relational moral qualities and has the realisation that perceived presence or absence of these qualities has a strong influence on the relationships with Service Users and colleagues</li> <li>2. Good understanding of the importance of confidentiality, respect for others and equal opportunities, within the counselling relationship</li> <li>3. Developed high levels of compatibility between personal and professional moral qualities will usually enhance the integrity and resilience of any relationship.</li> <li>4. Commitment for sustaining and advancing good practice underpinned by ethical values and principles</li> <li>5. Good appreciation and commitment for professional values as a useful way of expressing general ethical commitments that underpin the purpose and goals of their actions.</li> <li>6. Confidence in taking decisions that are strongly supported by one or more of ethical principles without any contradiction with the others may be regarded as well-founded.</li> </ol>	<p>The Learner has achieved the learning outcome because he/she can:</p> <ol style="list-style-type: none"> <li>1.1 Identify personal and moral qualities necessary for forging and sustaining relationship with Service Users and colleagues</li> <li>1.2 Explain reason as to how perceived presence or absence these qualities will have a strong influence on the relationships</li> <li>2.1 Discuss the reasons for confidentiality and respect for others within the counselling relationship</li> <li>2.2 Explain the implications of an appropriate contract that identifies boundaries and facilitates equality of opportunity</li> <li>3.1 Demonstrate in their reflective accounts a journey they have travelled to imbibe moral qualities in their practice;</li> <li>3.2 Demonstrate in their work or practice how moral qualities influence the sustainability of relationships</li> <li>4.1 Demonstrated their commitment, understanding, reasoning and ability to adhere to good practice principles</li> <li>4.2 Demonstrate their understanding, reasoning and ability to maintain high standards of honesty and probity in all aspects of their practice.</li> <li>4.3 Explain why it is important to work within a professional code of ethics and practice</li> <li>5.1 Demonstrate their understanding, reasoning and ability in expressing general ethical commitments in the purpose and goals of their decisions and action.</li> <li>6.1 Demonstrate their understanding, reasoning and ability to expressing general ethical commitments in the purpose and goals of their decisions and action.</li> </ol>

UNIT 2: Introduction to Counselling and its fields of practice	
OUTCOMES	CRITERIA FOR ASSESSMENT
<p>The Learner has.....</p> <ol style="list-style-type: none"> <li>1. Good Understand of what counselling is and what it is not;</li> <li>2. Good knowledge and clarity on nature and scope of counselling and the kind of problems, issues and common subjects that can be addressed in counselling ;</li> <li>3. Good understanding of various types of approaches and therapies available in counselling;</li> <li>4. Good understanding of the range of problems, issues and common subjects that can be addressed in counselling ;</li> </ol>	<p>The Learner has achieved the learning outcome because he/she can:</p> <ol style="list-style-type: none"> <li>1.1. Identify and describe the characteristic features of counselling as one of the helping activity;</li> <li>1.2. Describe how counselling is different from other helping activities;</li> <li>2.1 Demonstrate understanding of various type of counselling</li> <li>2.2 Demonstrate knowledge and understanding of problems, issues and common subjects that can be addressed in counselling ;</li> <li>3.1 Discuss various types of approaches and therapies available in counselling;</li> <li>3.2 Demonstrate the ability to select an approach or intervention of counselling based on knowledge and understanding;</li> <li>3.3 Discuss as to why the choice of one approach or intervention is the most appropriate for dealing with a given problem, issue and/or the subject;</li> <li>4.1 Demonstrate knowledge and understanding of the range of problems, issues and common subjects that can be addressed in counselling ;</li> <li>4.2 Offer advice and advocacy based on knowledge and understanding of the range of problems, issues and common subjects that can be addressed in counselling ;</li> </ol>



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UNIT 3: Developing Counselling Skills	
OUTCOMES	CRITERIA FOR ASSESSMENT
The Learner has.....	The Learner has achieved the learning outcome because he/she can:
<ol style="list-style-type: none"> <li>1. The good understanding of importance and commitment for creating a conducive counselling setting</li> <li>2. Good Understanding of how to establish a positive relationship with a 'client'</li> <li>3. The ability to utilise skills effectively to support the 'client' to explore and focus</li> <li>4. Active listening skills to assist the 'client' towards clearer understanding of the issues they bring to the counselling situation and to support them in exploring ways forward</li> <li>5. Ability to recognise and use non-verbal communication and behaviours and understand the importance of body language in the counselling relationship</li> <li>6. Good understand of and can use probing skills effectively</li> <li>7. Open and close counselling sessions and recognise the need for referral to other agencies</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Identify appropriate setting in terms of privacy, location and seating arrangement.</li> <li>1.2 Effectively use the skills of attending and active listening (e.g. Open ended questions, silences, summarising and paraphrasing) in role play or actual situation</li> <li>2.1 Express empathy, unconditional positive regard and genuineness to 'clients' in role play or actual situations.</li> <li>3.1 Accurately reflects feelings of 'clients' in role play or actual situations.</li> <li>4.1 Use skills of summarising and paraphrasing to clarify issues of concern to clients' in role play or actual situations.</li> <li>4.2 Accurately reflects the content of discussion using paraphrasing and summering</li> <li>4.3 Focus and challenge 'clients' on the different options available to them in role pay or actual situations.</li> <li>4.4 Accurately reflects the content of discussion using paraphrasing and summering</li> <li>5.1 Appropriately interpret time responses, pauses and allows brief silences in order to understand client's world view;</li> <li>5.2 Use appropriate body language and non-verbal communication to facilitate empathy and accurately interpret non-verbal clues</li> <li>6.1 Demonstrate their understanding, reasoning and ability to choose appropriate questions and prompts to effectively elicit responses</li> <li>7.1 Use opening and closing structures effectively</li> <li>7.2 Suggest appropriate organisations for referral</li> </ol>

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UNIT 4: Familiarisation with Counselling Theories	
OUTCOMES	CRITERIA FOR ASSESSMENT
<p>The Learner has.....</p> <ol style="list-style-type: none"> <li>1. Good understanding of various theoretical perspectives used in counselling;</li> <li>2. Good working knowledge of various theoretical approaches in counselling practice</li> <li>3. The ability to determine suitability of a theoretical approach over the other;</li> <li>4. The ability to relate theory with practice and in particular to justify actions and decisions using theoretical arguments;</li> <li>5. Has the analytical ability to interpret client situations and suggest strategies which are scientific in nature and logically informed by theory;</li> </ol>	<p>The Learner has achieved the learning outcome because he/she can:</p> <ol style="list-style-type: none"> <li>1.1 Identify the main theories, respective theorists and describe key points of the historical context of their school of thought e.g. Psychodynamics, Behavioural, cognitive-behavioural etc</li> <li>1.2 Identify and describe the key concepts that characterise various theoretical approaches employed in counselling practice</li> <li>2.1 Confidently discuss, debate and/or suggest strategies and underpinning theoretical reasons for choosing a particular counselling approach and intervention;</li> <li>3.1 Explain the choice based on analytically comparison of usefulness of one theoretical approach over the other in counselling practice;</li> <li>4.1 Provide reflective account of own practice giving analysis of how theory informed their practice;</li> <li>4.2 Explain how key concepts from counselling theory can be used to inform own practice with reference to either a given case study or a role play session;</li> <li>5.1 Demonstrate an ability to understand the worldview of his or her culturally different client without negative judgement.</li> <li>5.2 Suggest appropriate, relevant and sensitive intervention strategies and skills in working with his or her culturally different clients.</li> </ol>

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UNIT 5: Anti-discriminatory, Anti-Oppressive & Culturally appropriate practice	
OUTCOMES	CRITERIA FOR ASSESSMENT
<p>The Learner has.....</p> <ol style="list-style-type: none"> <li>1. Good insight into the dynamics of discrimination in its personal, psychological and social dimensions;</li> <li>2. Good knowledge, understanding and appreciation of how discrimination in its various forms affects individuals and groups in society;</li> <li>3. Good insight, awareness and acknowledge into the power dynamics that exists in client-counsellor relationship and has the ability manage it effectively;</li> <li>4. The ability to reflect on his or her own assumptions about human behaviour, values, biases, preconceived notions, personal limitations and so forth.</li> <li>5. The ability to understand the worldview of his or her culturally different client without negative judgement.</li> <li>6. The ability to actively developing and practicing appropriate, relevant and sensitive intervention strategies and skills in working with his or her culturally different clients.</li> </ol>	<p>The Learner has achieved the learning outcome because he/she can:</p> <ol style="list-style-type: none"> <li>1.1 Discuss and demonstrate how he/she has made attempts to eradicate discrimination from their own practice and challenge it in the practice of others and the institutional structures;</li> <li>2.1 Have empathy and genuine respect for clients from various disadvantaged groups and using the knowledge and understanding of the actual and/or potential discriminatory factors is able to build good working relationship with them;</li> <li>2.2 Identify and describe the characteristic features of actual or potential discrimination in a given situation or case scenario-actual or role play;</li> <li>3.1 Discuss and demonstrate an approach to counselling intervention in their practice which seeks empowerment of their culturally different and disadvantaged clients and giving greater power for self-determination;</li> <li>4.1 Discuss and demonstrate how he/she has reflected on his or her own assumptions about own behaviour, values, biases, preconceived notions, personal limitations and so forth;</li> <li>5.1 Discuss and demonstrate their assessments and analysis of client situations is not influenced by their personal values and assumptions,</li> <li>6.1 Discuss and demonstrate their interventions, strategies and skills are relevant, appropriate and sensitive to cultural context of the client;</li> </ol>

## UNIT 6: Self-Awareness and Personal Development

OUTCOMES	CRITERIA FOR ASSESSMENT
<p>The Learner has.....</p> <ol style="list-style-type: none"> <li>1. Developed the ability for self-awareness, skills for self-exploration for personal development and growth</li> <li>2. The ability to understand the significance of genuineness, empathy and unconditional positive regard within the counselling process</li> <li>3. The ability to reflect on own values and beliefs and recognise how these can affect the counselling relationship</li> <li>4. Understood the importance of feedback and has the ability to make effective use of feedback from self, peers and other for personal development</li> <li>5. The ability to engage effectively and purposefully with others in a group situation</li> </ol>	<p>The Learner has achieved the learning outcome because he/she can:</p> <ol style="list-style-type: none"> <li>1.1 Note personal progress in a reflective and self-critical manner</li> <li>1.2 Recognise own interpersonal skills and identify possible areas for change</li> <li>1.3 Keep a personal record of own learning</li> <li>2.1 Discuss and demonstrate the possible implications in the counselling process when qualities of genuineness, empathy and unconditional positive regard are absent</li> <li>3.1 Reflect upon own personal prejudices and assumptions</li> <li>3.2 Give two examples of how their own prejudices and assumptions affect the counselling process</li> <li>4.1 Give valid feedback</li> <li>4.2 Reflect on feedback received</li> <li>4.3 Record accurately the experience of giving and receiving feedback</li> <li>5.1 Participate effectively and purposefully in group activities taking appropriate share of responsibility</li> </ol>