

**SCHEME OF WORK**

**COURSE TITLE:** An Introduction To Counselling Skills  
**COURSE OUTLINE:** A course to develop speaking and listening skills needed to ensure effective communication in a counselling context.  
**DURATION:** 1.5 hours  
**AIMS:** To introduce learners to appropriate speaking and listening skills required when supporting patients.  
**LEVEL:** L1

Health and Safety Issues	Equal Opportunities Issues
The tutor should ensure that all learners are aware of health and safety issues and will provide details of fire procedures at the start of the course.	The tutor should ensure that learners have appropriate equipment should they have any specific disabilities. This course will draw out issues of confidentiality.

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	Obj. No.	VOCATIONAL SKILLS OBJECTIVES
V1	Introduce individuals to speaking and listening skills required for counselling		
V2	Introduce individuals to a basic knowledge of privacy and confidentiality procedures		
Obj. No.	ESSENTIAL SKILLS OBJECTIVES (CURRICULUM SUB-SECTIONS COVERED)	Obj. No.	ESSENTIAL SKILLS OBJECTIVES (CURRICULUM SUB-SECTIONS COVERED)
Es1	Speaking and Listening (SLc)		
Es2	Reading (word) (Rw)		
Es3	Writing (sentences) (Ws)		

Session No.	Topic Covered	Objective covered
1	<ul style="list-style-type: none"> <li>❖ Group Discussion - Respecting Turn taking etc</li> <li>❖ Discussion on definition of Listening</li> <li>❖ Listening Activities</li> <li>❖ Read Extract From 'Dibs'</li> <li>❖ Discuss in 3's empathy and feedback to group</li> <li>❖ Difference between Privacy and Confidentiality</li> <li>❖ Support Individuals Action Plan</li> </ul>	<p>V1/Es1</p> <p>V1/Es1</p> <p>V1/Es1</p> <p>V1/Es2</p> <p>V1/Es1</p> <p>V2/Es3</p> <p>V2/Es3</p>

## STEP-UP SESSION PLANNER

**COURSE TITLE:** An Introduction To  
Counselling

**LESSON No.:** 1

**DURATION:** 1.5 hours

**AIMS:** To introduce learners to  
appropriate speaking and listening and  
writing skills required when supporting  
patients

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
V1	Introduce individuals to speaking and listening skills	
V2	Introduce individuals to a basic knowledge of privacy and confidentiality procedures	
Obj. No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
Es1	Express clearly statements of fact, explanations, etc	SLc/L1.3
Es2	Use reference material to find the meaning of unfamiliar words	Rw/L1.1
Es3	Write in complete sentences, using correct grammar and punctuation (short sentences)	Ws/L1.1,2,3,

Time	Topic	Activity	Resources/ human resources to include use of SLA s and volunteers	Method of assessment	Additional Information	Obj. No.
10 mins	Introduction & Enrolment	Welcome to course. House keeping including fire procedures. Icebreaker. Completion of enrolment forms	Enrolment forms See Tutor Notes			
5 mins	Aims Objectives &	Tutor to introduce aims and objectives of the course. Questions & Answers	See Tutor Notes. To be written on flip-chart			



**Tutor Evaluation:**

**(strengths, weaknesses, changes, improvements )**

**Student progress:**

# An Introduction to Counselling Skills

## Tutor Notes

Tutor to introduce:

- learners to the course
- housekeeping to include fire precautions
- Icebreaker - learner to introduce themselves and tell one thing about themselves that no-one else in the room will know.
- Aims and objectives of the course - see SOW and Session Planner

Learners to complete enrolment forms.

### TASK 1

Tutor to introduce the Group task - **Discussion Skills** - the importance of knowing when to speak and when to listen. Use Pages 46-47 of the Dfes Basic Skills in the Workplace Manual - Social Care.

### TASK 2

Tutor led discussion on -“What is the definition of **Listening?**”

Learners to look the word up in the dictionary and then re-group and tutor to write definition on the flipchart/whiteboard. **(If necessary tutor to model how to use a dictionary).**

### TASK 3

Tutor to split group into pairs/or smaller groups depending on ability levels.

*Use these exercises and a carousel - all learners to complete both activities if time allows.*

E3 and L1 learners to sit back to back. One person has an object. The other person has a sheet of paper and pen/pencil. The person with the object, not giving any clues as to what the item is, describes to the other person. The

second person draws what is being described. Then reverse role with a new object.

L2 learners sit facing each other and one person talks (without interruption from the other) for 3 minutes on their hobbies or interests and the other listens. No note taking allowed. The person listening then repeats as much as possible back to the person doing the talking. Reverse roles.

Following these activities tutor led discussion on "**what makes a good listener?**" i.e.

- Pays attention to tone of voice
- Concentrates on what the speaker is saying
- Allows speaker to finish what he or she is saying
- Gives positive feedback by asking relevant questions
- Stays focused on the important issues

#### **TASK 4**

Tutor led discussion on '**empathy**' and its definition.

Tutor to put learners into small groups (3/4) depending on the number in the group. Learners to read through extract from 'Dibs' and then feedback to rest of group and the tutor (who will write findings on flip/chart/whiteboard) their findings on 'Dibs'. (tutor to elicit information from the group regarding 'Dibs').

L1/L2 Learners to have a copy of **Handout 2 'DIBS'** piece of text to read through individually. As a group underline all the important points from each paragraph also highlighting any words they may not recognise. They should look these up in the dictionary.

**E3 learners to choose one paragraph to work on.**

Learners to look up the word 'EMPATHY' and any of the other highlighted words to find their definitions.

## **TASK 5**

Still in their groups discuss how they would empathise with DIBS. Each group to feedback to the whole group on their thoughts and actions.

## **TASK 6**

Tutor to lead discussion on the difference between privacy and confidentiality. Tutor to put comments from learners on flipchart/whiteboard.

**Tutor to ask what learners think privacy is.**

### **Privacy - The state of being private or secluded**

Ideas to prompt learners would be:-

- **Is location private?**
- **What notes will be kept?**
- **Who will have access to the notes?**
- **Who will work be discussed with? Supervisor/Line Manager?**

**Tutor to ask what learners think confidentiality is**

### **Confidentiality - Keep secret or private**

Confidentiality is only broken if:-

- **Staff/patient is a danger to self**
- **Staff/patient is a danger to others**
- **If patient reveals terrorist tendencies**
- **If patient threatens to kill someone**
- **If patient reveals/threatens child abuse**

Tutor to point out:

- that this may not always be correct if a line manager knows the patient personally.
- That the boundaries of confidentiality need to be discussed between the staff/patient. Changing the boundaries can affect trust. This needs to be clear before the interview can begin.

Tutor to pass out **Handout 2**. Tutor to ask learners to read the text, think about the task and then complete the task by sharing their ideas with the group. **L1/L2 learners to have first sheet (re which statements apply). E3 learners to have sheet asking what personal information is held.**

Tutor to write their comments/ideas on the flipchart/whiteboard.

Tutor to handout the answer sheet for learners to compare with their own ideas.

## **TASK 7**

Tutor to introduce 5 minute session on short sentence work i.e. series of non-sentences/sentences.

Learners then to complete **Handout 3** writing six sentences, **at their own level**, in the spaces provided about maintaining confidentiality in the workplace. Once learners have completed this task pass out feedback sheet and ask the learners to compare their own answers.

## **TASK 8**

Tutor to pass out **Handout 4**. Tutor to ask learners to think about this in relation to their workplace and then, in their own words, complete the Action Plan.

## **TASK 8**

Tutor led discussion on '**NEXT STEPS**'. Pass out **Handouts 5 (this task only to be completed if it is their last course) and 6** for learners to read and complete. (Tutor to help learners who require help completing the handouts). Tutor to give further advice on local learning opportunities as requested e.g. Link2Learn for an I.A.G. course.

The last task is for each learner to complete and return (before they leave the room) an evaluation form. Again tutor to help learners where necessary.

Tutor to ask '**ANY FURTHER QUESTIONS?**'

# HANDOUT 1

## Classic research: the case of Dibs

**Background:** At the age of 5 years Dibs was referred to Virginia Axline, a clinical psychologist specialising in play therapy. At school Dibs would play alone and attack other children if they tried to interact with him. He resisted any attempt to take him home from school. Dibs' father was a successful scientist and his mother was a surgeon, who had given up her job when Dibs was born. Both parents believed that Dibs was suffering from brain damage or retardation.

**The therapy:** In the first session Dibs painted and revealed for the first time that he could read by reading out the labels of different paints. He was very reluctant to leave the session. The following week Dibs played with a doll's house and closed all the shutters and doors then drew a lock on the front door. He commented "a lock that locks tight with a key, and high hard walls. And a door. A locked door" (p42). Axline noted that Dibs was concerned with locked doors. Dibs then played with finger paint, but commented "Oh come away Dibs. It is a very silly kind of paint. Come away!" (p44). In another session shortly after this Dibs commented that he was glad to come to therapy but sad to leave the therapy room. When Axline asked him if he took any of the gladness with him he responded by burying three toy soldiers in sand and saying "This makes them unhappy. They cannot see. They cannot hear" (p67). He dug them up but said of one "this is papa" and punched it to the ground repeatedly.

Dibs was clearly very angry with his father. The next day Dibs' mother came to see Axline and told her how when they got home after the therapy Dibs' father had commented that Dibs was "babbling like an idiot", whereupon Dibs had attacked him and been locked in his room. She then confessed that Dibs' birth had been accidental and that they both resented Dibs. A week later Dibs took down the locked front door to the doll's house. He said "I hate the walls and the doors that lock and the people that shove you in. I hate the tears and the angry words and I'll kill them all with my hatchet and hammer their bones and spit on them"(p85). In taking down the front door

of the doll's house it seems that he may have been, in Freud's terms, mastering his feelings about being locked up.

During the period of Dibs' therapy his behaviour at school gradually improved. He would speak to his teachers and he even began to show some interest in other children. However he still had a lot of anger towards his father. In one session Dibs asked to play in Axline's office rather than the play room. He dictated into her tape recorder "Once upon a time there was a boy who lived in a big house with his mother and father and sister. And one day the father came home to his study and the boy went in without knocking. "You are mean man" the boy cried "I hate you. I hate you. Do you hear me I hate you" And the father began to cry, "Please" he said, "I'm sorry for everything I did. Please don't hate me!" (p159). Dibs had feared his father, but it seems that he was now overcoming that fear, using fantasy play. Outside the therapy Dibs' relationship with his father improved. A week after therapy finished Dibs' IQ was tested and he scored 168, in the top 1% of the population. By then he had no emotional difficulties.

Axline VM (1947) - *Dibs in search of self*, London, Penguin

## HANDOUT 2



### **The Importance of Confidentiality**

Think about your team and the range of personal information you hold on them. Why do you think it's so important for you to hold this information in the strictest confidence?

Look at the following and decide which of these statements apply to the above

- It maintains the bond of trust you've developed with your team.
- It can help protect the safety and well being of your team.
- It can prevent tensions and divisions developing within the team.
- You can face criminal prosecution if you don't.

## HANDOUT 2 - ANSWERS

It maintains the bond of trust you've developed with your team - **If you divulge personal information to a third party without the express consent of the individual concerned, they'll feel betrayed and you'll break the bond of trust you've developed with them.**

It can help protect the safety and well being of your team - **Divulging personal information could have serious repercussions. Think about it: how comfortable would you feel if almost anyone could access personal information about you, ranging from aspects of your private life through to bank account details?**

It can prevent tensions and divisions developing within your team - **Personal information such as career aspirations, salary and the like can create tensions and divisions within the team that can seriously impair its performance. By maintaining strict confidentiality, you can avoid these sorts of problems.**

You can face criminal prosecution if you don't - **The Data Protection Act of 1988 states that all personal information must be handled in the strictest confidence. If you fail to do this you could face criminal prosecution.**

## HANDOUT 2



### The Importance of Confidentiality

What personal information do you think your line manager/supervisor holds about you?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Why do you think this is necessary?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## HANDOUT 3

### **Maintaining Confidentiality in the Workplace**

You could be accessing personal information about your team on a daily basis, in which case how can you maintain their confidentiality?

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

## HANDOUT NO 3 - ANSWERS

Maintaining Confidentiality in the Workplace.

Six answers that could be used.

1. If you are discussing any personal or performance-related issues with a member of your team, make sure you do it somewhere private.
2. Avoid discussing one team member's professional problems with another member of the team.
3. If you are sending personal information via e-mail - always check that the e-mail address is correct and where possible password-protect any attachments.
4. When communicating a team member's personal information over the telephone, always make sure you are talking to the correct person and make sure you cannot be overheard.
5. Don't leave personal information on your desk - always lock paper files in your desk when you are not there. If you have this information on a computer make sure you log out of your computer when you are not using this information.
6. If you receive an e-mail that wasn't intended for you, close and delete it the moment you realise this. Notify the sender.



## HANDOUT 4

### SUPPORTING INDIVIDUALS

### ACTION PLAN

Developing a trusting, supportive relationship with your team will naturally mean that you learn more about them personally. This is where respecting their confidentiality is vitally important.

Use the table below to describe:-

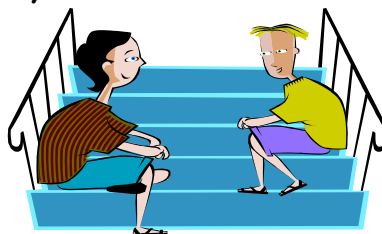
- ❖ What you already do in order to maintain confidentiality in the workplace
- ❖ What you intend to do, looking forward, as a result of what you have learned in this section.

What I already do to maintain confidentiality
Additional things I intend to do going forward

## HANDOUT 5



### So, What's Next For You?



### A Guide to Next Steps in Study

Congratulations, you have nearly finished your course. If you have enjoyed it, don't stop now. Why not think about other courses that you could join? There are all sorts of courses out there, so there's bound to be one for you. Choose from:

- Courses for fun such as crafts or sport
- Courses for work such as NVQs, which are mostly carried out in the workplace
- Higher level courses in maths or English such as the national tests, key skills or GCSEs
- Learndirect courses in a whole bunch of subjects, which you learn about using the computer
- Family Learning which will help you to support your child with their reading and maths.

There are all sorts of ways to find out more about what is out there:

- Talk to your tutor
- Ask to see a list of courses offered - most colleges have a brochure
- When you have decided on the course you think you would like to take, ask to see a course description to make sure you have made the right choice
- Book an appointment with someone to talk about your options - your tutor will tell you how
- Phone link2learn on 01329 227559. There are all sorts of ways they can help you. They will chat to you on the phone about what is out there, or arrange for someone to sit with you to talk through your options.
- Go to [www.essu.org](http://www.essu.org)

We hope this helps you to find out more about your options. Why not complete the form below to help you plan your learning?

NAME:

## Handout 6

### SECTION 1

Use the box below to list the courses you have already attended since leaving school. Don't forget to include the course you are on now.

Course	Date Attended	Qualification

### SECTION 2

Use column 1 below to list the further skills you would like to develop. For example, you may like to improve your word processing skills or your spelling. Now think about a course, which would help you to develop that skill. Your tutor can help you here, or you may even like an interview with our information and advice expert. When you have decided on the course, fill out the details in column 2. In column 3 give details of your plans. Are you going to enrol on the course? If so when? How much will it cost? Where is it?

1:Skills required	2:Course to address skills needs	3:Actions