



TRAINING COURSES CONTENTS

CERTIFICATE IN COUNSELLING SKILLS

LESSON ONE

Contents of Lesson One

- Counselling
- Definitions of counselling
- Premises of crisis counselling
- Counselling vocabulary
- Introduction to counselling approaches
- Egan's model
- Counselling approaches: an overview of Carl Rogers
- Pastoral counselling
- Clinical and pastoral counselling
- Active listening
- Learning aids
- Check list of essential details
- Games played by unskilled counsellors
- Common errors of unskilled counsellors
- Self-test exercise
- Assignment 1
- Reading resources

Objectives of Lesson One

Objectives to be fulfilled after studying all the pages in lesson 1.

You should be able to:

1. State the BAC definition of counselling.
2. Know the premises of crisis counselling.
3. Understand counselling vocabulary.
4. Be aware of different counselling approaches.
5. Practise active listening.
6. Complete the self-test exercise.
7. Utilise the check lists of essential details used in counselling.
8. Understand games played by unskilled counsellors.

LESSON TWO

Contents of Lesson Two

- Essential skills of counselling
- Definition of counselling
- Client care
- Counselling as distinguished from other approaches
- Person centred counselling responses
- Focus on skills
- Transference
- Summary of counselling process
- Check list of listening skills
- Essential skills of counselling
- Self-test exercise
- Assignment 2

Objectives of Lesson Two

Objective to be fulfilled after studying all the pages in lesson 2.

You should be able to:

1. Note differences between clinical and pastoral definitions of counselling.
2. Be aware of the uniqueness of counselling.
3. Identify skilled and unskilled responses in counselling.
4. Practise basic listening skills.
5. Outline the check list of listening skills.
6. Complete the self-test exercise.

LESSON THREE

Contents of Lesson Three

- Essential skills of counselling: Introduction to tape 2
- Essential counsellors qualities
- Pastoral qualities
- Developing counsellor qualities
- Pastoral: The clients story
- Introduction to three stage skills model
- Pastoral three stage model
- Pastoral care: using counselling skills
- My beliefs about listening
- Essential skills of counselling

- Self-test exercise
- Assignment 3

Objective of Lesson Three

Objectives to be fulfilled after studying all the pages in lesson 3.

You should be able to:

1. State the essential qualities of a counsellor
2. Develop and nurture counsellor qualities
3. Understand the three stages skills model
4. Understand empathy in terms of a dialogical process
5. Practise empathy skills
6. Complete the self-test exercise

LESSON FOUR

Contents of Lesson Four

- Essential skills of counselling: Introduction to tape 3
- Empathic understanding
- Application of counselling skills
- Flexibility of the 3 stage skills model
- Stage 1: Purpose and skills
- Definitions of exploration skills
- Identification of stage 1 skills
- Developing your interpersonal style
- Essential skills of counselling
- Self-test exercise
- Assignment 4

Objectives of Lesson Four

Objectives to be fulfilled after studying all the pages in lesson 4.

You should be able to:

1. State a clinical definition of empathic understanding
2. Be aware of the flexibility of the three stage skills model.
3. Identify and utilise stage 1 skills
4. Practice skills of attending, paraphrasing, reflecting and summarising.
5. Identify your understanding style
6. Complete the self-test exercise

LESSON FIVE

Contents of Lesson Five

- Essential skills of counselling: Introduction to tape 4
- Exploration skills: acceptance
- Responding to the client
- Unaccepting responses
- Response exercise
- Moving clients forward: summarising
- Examples of summarising
- Moving clients forward: focusing
- Self awareness
- Self-awareness: Johari window
- Johari Window: process of change
- Essential skills of counselling
- Self-test exercise
- Assignment 5

Objectives of Lesson Five

Objective to be fulfilled after studying all the pages in lesson 5.

You should be able to:

1. Communicate acceptance to the client
2. Understand re-interpretation of the clients story within the counselling process
3. Identify unaccepting and accepting responses.
4. Practise methods of moving interviews forward
5. Increase your self-awareness
6. Complete the self-test exercise

LESSON SIX

Contents of lesson six

- Essential skills of counselling
- Understanding counselling skills
- Understanding stage 2 skills
- Examples of understanding skills
- Empathy and advanced empathy
- Responsibility of the counsellor
- Essential skills of counselling
- Self-test exercise
- Assignment

Objectives of Lesson Six

Objectives to be fulfilled after studying all the pages in lesson 6.

You should be able to:

1. Be aware of the role of understanding skills in Egan's Model
2. Identify five stage 2 understanding skills
3. State a definition of empathy and advanced empathy
4. Identify and utilise the skill of advanced empathy
5. Understand the responsibilities of a counsellor
6. Complete the self-test exercise

LESSON SEVEN

Contents of Lesson Seven

- Essential skills of counselling
- Egan's counselling model of explore understand and act
- Alternative frames of reference stage 2 skill
- Self-disclosure: stage 2 skill
- Confrontation: stage 2 skill
- Immediacy: stage 2 skill
- Examples using immediacy
- Approaches to counselling roles
- Crisis counselling
- Counsellor confidentiality
- Essential skills of counselling
- Self-test exercise
- Assignment 7

Objectives of Lesson Seven

Objectives to be fulfilled after studying all the pages in lesson 7.

You should be able to:

1. Utilise the Christian story as an alternative frame of reference
2. Understand appropriate counsellor self-disclosure
3. Illustrate the relationship between empathy and confrontation
4. Identify situations which call for immediacy
5. Understand issues of confidentiality
6. Complete the self-test exercise

LESSON EIGHT

Contents of Lesson Eight

- Essential skills of counselling
- Stage three action skills
- Turning general aims into specific goals
- Using counselling models in stage 3
- Stage 3 skill: Force field analysis
- Force field analysis demonstrated
- Application of force field analysis
- Stage 3 skill: brainstorming
- Stage 3 skill: role play
- The life of the soul (Client) model
- Using the life of the soul (Client model)
- Tensions in the life of the soul (client)
- Life of the soul (client) demonstrated
- Application of the life of the soul (client)
- Essential skills of counselling
- Self-test exercise
- Assignment 8

Objectives of Lesson Eight

Objectives to be fulfilled after studying all the pages in lesson 8.

You should be able to:

1. Define the role of stage 3 action skills in Egan's model
2. Identify the importance of turning general aims into specific goals
3. Utilise the force field analysis model
4. Be aware of brainstorming and role play methods of action
5. Understand the tensions and complexity of the life of the soul (client) model
6. Complete the self-test exercise

LESSON NINE

Contents of lesson nine

- Essential skills of counselling
- Responsibilities of a counsellor
- Issues of confidentiality
- Implications for clients- code of practice
- Informing the clients story with the Christian story
- Ending counselling sessions: clinical
- Ending counselling sessions: pastoral

- Transitions in counselling: clinical
- Transitions in counselling: pastoral
- Revision of three stage skills model
- Essential skills of counselling
- Self-test exercise
- Assignment 9

Objectives of Lesson Nine

Objectives to be fulfilled after studying all the pages in lesson 9.

You should be able to:

1. Understand the dynamics of confidentiality
2. Consider the impact of the Christian story on counselling
3. Appreciate the importance of endings and boundaries in counselling
4. Be aware of issues of transition in a counselling context
5. Review the three stage skills model
6. Complete the self-test exercise

LESSON TEN

Contents of Lesson Ten

- Reasons for referral
- Building a referral network
- Local referral network: clinical
- Local referral network: pastoral
- Telephone referral network
- Letters of referral
- Receiving referrals
- Referrals and relatives
- Practice activity
- What is supervision
- Supervision: 3 key elements
- Codes of ethics and practice
- Self-supervision
- How to choose a supervisor
- The responsibilities of a supervisee
- The supervision session
- Course review questions
- Self-test exercise
- Assignment 10
- Reading resources

Objectives of Lesson Ten

Objectives to be fulfilled after studying all the pages in lesson 10.

You should be able to:

1. Identify reasons for a referral
2. Build a referral network
3. Write a letter of referral
4. Understand the value of supervision
5. Be aware of the responsibilities of supervision
6. Answer the course review questions
7. Complete the self-test exercise





YOUTHSHIFT INTERNATIONAL

TRAINING COURSES CONTENTS

YOUTH COUNSELLING

LESSON 1

CONTENTS OF LESSON ONE

- ❖ Definitions of Counselling
- ❖ The fundamentals of Counselling
- ❖ Development of the Core Conditions
- ❖ The importance of boundaries and knowing your limitations
- ❖ Developing self-awareness
- ❖ Self-test exercise

OBJECTIVES OF LESSON ONE

Objectives to be fulfilled after studying all the pages in Lesson 1.

You should be able to:

- Suggest some counselling definitions
- Outline the fundamentals of counselling
- Describe the core conditions of counselling
- Outline the importance of boundaries and knowing your limitations
- Suggest some ways of developing self-awareness in the counsellor
- Complete the self-test exercise

LESSON 2

CONTENTS OF LESSON TWO

- ❖ Introduction
- ❖ Pam Levin
- ❖ Erik Erikson
- ❖ Abraham Maslow
- ❖ John Bowlby
- ❖ Jean Piaget
- ❖ Lawrence Kohlberg
- ❖ Albert Bandura
- ❖ Self-test exercise
- ❖ Assignment 1

OBJECTIVES OF LESSON TWO

Objectives to be fulfilled after studying all the pages in Lesson 2

You should be able to:

- Describe **The Seven Stages of Being** as set out by Pam Levin
- Describe **The Eight Psychosocial Stages of Development** as set out by Erik Erikson
- Describe Abraham Maslow's **Hierarchy of Needs Model**
- Describe John Bowlby's work and finding on **Attachment Relationships**
- Describe Jean Piaget's **Four Primary Cognitive Developmental Stages**
- Describe Lawrence Kohlberg's **Six Moral Stages of Development**
- Describe the research and findings of Albert Bandura
- Complete the self-test exercise
- Complete Assignment 1.

LESSON 3

CONTENTS OF LESSON THREE

- ❖ Introduction
- ❖ Loneliness
- ❖ Self-Image and Self-Esteem
- ❖ Depression
- ❖ Suicide
- ❖ Anxiety
- ❖ Coping with a disability or long-term illness
- ❖ Grief and Loss
- ❖ Self-test exercise

OBJECTIVES OF LESSON THREE

Objectives to be fulfilled after studying all the pages in Lesson 3.

You should be able to:

- Outline how loneliness affects young people and how the youth counsellor can best support their client.
- Describe the relationship between self-image and self-esteem.
- Outline how depression affects young people and how the youth counsellor can best support their client.
- Identify the risk factors and causes of suicide
- Describe how anxiety affects young people and how the youth counsellor can best support their client.
- Outline how a disability or long-term illness can affect young people and how the youth counsellor can best support their client.

- Describe how grief and loss may impact the life of a young person and how the youth counsellor can best support their client in this situation.
- Complete the self-test exercise.

LESSON 4

CONTENTS OF LESSON FOUR

- ❖ Introduction
- ❖ Issues of Identity
- ❖ Multicultural issues
- ❖ Peer pressure
- ❖ Pop culture and eating disorders
- ❖ Bullying
- ❖ Anger management
- ❖ Self-Test Exercise
- ❖ Assignment 2

OBJECTIVES OF LESSON FOUR

Objectives to be fulfilled after studying all the pages in Lesson 4.

You should be able to:

- Outline the key issues related to identity
- Describe some issues related to multiculturalism and youth
- Describe what is meant by peer pressure and describe how this can affect young people.
- Describe the relationship between 'pop culture' and eating disorders in young people.
- Outline different forms of bullying and describe how this can be addressed with a young person.
- Describe the potential effects of anger and how the counsellor can help a youth to manage this more effectively.
- Complete the self-test exercise.
- Complete Assignment 2.

LESSON 5

CONTENTS OF LESSON FIVE

- ❖ Introduction
- ❖ Healthy family relationships
- ❖ The family as a support system

- ❖ Over-Protective parents
- ❖ Inattentive parents
- ❖ Separation and Divorce
- ❖ The single parent family
- ❖ Blended families
- ❖ Adoption
- ❖ Rebellion
- ❖ Self-test exercise

OBJECTIVES OF LESSON FIVE

Objectives to be fulfilled after studying all the pages in Lesson 5.

You should be able to:

- Briefly describe the 5 areas that help to establish a firm foundation for healthy family relationships.
- Describe the different ways that a family provides support for its members.
- Describe some of the problems related to over-protective parenting.
- Describe some of the problems that result from inattentive parenting.
- Describe how separation and divorce may affect the young person's life.
- Outline some difficulties teens experience in single parent families.
- Outline some difficulties teens experience in blended families
- Describe some challenges associated with adoption.
- Describe the causes and effects of rebellion.
- Complete the self-test exercise.

LESSON 6

CONTENTS OF LESSON SIX

- ❖ Introduction
- ❖ Getting to grips with the terminology
- ❖ Gender role development and sexual stereotypes
- ❖ Gender / Sexual identity
- ❖ Being informed and prepared
- ❖ Premarital sex
- ❖ Unplanned pregnancy
- ❖ Abortion
- ❖ Homosexuality and Lesbianism
- ❖ HIV, AIDS and STDs
- ❖ Self-test exercise
- ❖ Assignment 3

OBJECTIVES OF LESSON SIX

Objectives to be fulfilled after studying all the pages in Lesson 6.

You should be able to:

- Explain the meaning of key terms used in relation to sexual issues.
- Outline the development of Gender roles and sexual stereotypes.
- Describe the development of the adolescent's gender identity and their sexual identity.
- Outline how you can help a teen be more informed about sexual matters.
- Summarise the issues and concerns related to premarital sex.
- Outline the issues related to unplanned pregnancy.
- Outline the issues related to teenage abortion.
- Summarise the issues related to homosexuality and lesbianism.
- Summarise the material related to AIDS and other STDs.
- Complete the self-test exercise.
- Complete Assignment 3.

LESSON 7

CONTENTS OF LESSON SEVEN

- ❖ Introduction
- ❖ Alcohol use and abuse
- ❖ Nicotine addiction
- ❖ Drug use and abuse
- ❖ Gambling
- ❖ Pornography
- ❖ Anorexia and Bulimia nervosa
- ❖ Obsessive compulsive disorder (OCD) versus addiction
- ❖ Self-test exercise

OBJECTIVES OF LESSON SEVEN

Objectives to be fulfilled after studying all the pages in Lesson 7.

You should be able to:

- Summarise key issues related to alcohol use and abuse.
- Summarise the key issues related to nicotine addiction.
- Summarise the key issues related to drug use and abuse.
- Summarise the key issues related to a gambling addiction.
- Discuss the key issues related to pornography.
- Summarise the key issues related to anorexia and bulimia nervosa.
- Describe what is meant by obsessive compulsive disorder (OCD).
- Complete the self-test exercise.

LESSON 8

CONTENTS OF LESSON EIGHT

- ❖ Introduction
- ❖ What is Child Abuse?
- ❖ Incest
- ❖ What are the causes of child abuse?
- ❖ Living with abuse
- ❖ The Law and Abuse
- ❖ Self-test exercise
- ❖ Assignment 4

OBJECTIVES OF LESSON EIGHT

Objectives to be fulfilled after studying all the pages in Lesson 8.

You should be able to:

- Describe the different forms of child abuse.
- Describe the Accommodation Syndrome.
- Summarise the causes of child abuse.
- Outline the effect of living with abuse
- Summarise the issues related to the law and child abuse.
- Complete the self-test exercise.
- Complete Assignment 4.

LESSON 9

CONTENTS OF LESSON NINE

- ❖ Introduction
- ❖ Special educational needs
- ❖ Underachievement and overachievement
- ❖ School phobia
- ❖ Examination anxiety/phobia
- ❖ When I grow up I want to be....
- ❖ Mentoring
- ❖ Self-test exercise

OBJECTIVES OF LESSON NINE

Objectives to be fulfilled after studying all the pages in Lesson 9.

You should be able to:

- Outline the key issues associated with Special Educational Needs.
- Summarise the reasons for, and the effects of, overachievement and underachievement.

- Summarise the symptoms, causes and effects of school anxiety/phobia.
- Summarise the symptoms, causes and effects of examination anxiety.
- Summarise the issues associated with (i) choosing a career, and (ii) pursuing further education.
- Describe what is meant by mentoring, and say how this can benefit young people.
- Complete the self-test exercise.

LESSON 10

CONTENTS OF LESSON TEN

- ❖ Introduction
- ❖ Reviewing the qualifications for counselling young people
- ❖ Professional and ethical practice
- ❖ Attending to closure: Ending well
- ❖ The need for self-care
- ❖ Additional resources for the youth counsellor
- ❖ Self-test exercise
- ❖ Assignment 5

OBJECTIVES OF LESSON TEN

Objectives to be fulfilled after studying all the pages in Lesson 10.

You should be able to:

- Outline the basic qualifications for counselling young people.
- Be familiar with the guidelines associated with professional and ethical practice.
- Understand the importance of 'ending well'.
- Be familiar with the range of resources available to counsellors, young people and their families.
- Understand the importance and value of self-care.
- Complete the self-test exercise.
- Complete Assignment 5.





YOUTHSHIFT INTERNATIONAL

TRAINING COURSES CONTENTS

CERTIFICATE IN COACHING

LESSON 1

Contents of Lesson One

- ▶ Objectives of lesson one
- ▶ Study Instructions
- ▶ Introduction
- ▶ Definitions of coaching
- ▶ Specialised coaching areas
- ▶ Important influences
- ▶ The tasks of a coach
- ▶ The value of coaching – Helping people learn
- ▶ Comparing and contrasting mentoring, coaching and counselling
- ▶ Coaching well – Introducing some coaching do's and don'ts
- ▶ Self-Test exercise

Objectives of Lesson One

- ▶ Give two definitions of coaching
- ▶ Describing the three different types of coaching (one-to-one, group and systems coaching)
- ▶ Identify specialized areas of coaching
- ▶ Identify some of major influences on the field of coaching
- ▶ Outline the tasks of a coach
- ▶ Outline the value of coaching and helping people learn
- ▶ Compare and contrast mentoring, coaching and counselling
- ▶ Outline some coaching 'do's' and 'don'ts'
- ▶ Complete the self-test exercise

LESSON 2

Contents of Lesson Two

- ▶ Objectives of lesson two
- ▶ Study Instructions

- ▶ Introduction
- ▶ Reviewing the nature of coaching
- ▶ The fundamental importance of relationship
- ▶ Who can be a client?
- ▶ The process of developing a winning client/coach relationship
- ▶ Self-Test exercise
- ▶ Assignment 1

Objectives of Lesson Two

- ▶ Briefly describe the coaching process
- ▶ Comment on the fundamental importance of relationship
- ▶ Outline who can be a client
- ▶ Describe the process involved in creating a winning client-coach relationship
- ▶ Complete the self-test exercise
- ▶ Complete Assignment 1

LESSON 3

Contents of Lesson Three

- ▶ Objectives of lesson three
- ▶ Study Instructions
- ▶ Introduction
- ▶ Understanding and identifying different 'learning styles'
- ▶ Describing the learning process
- ▶ Learning versus development
- ▶ Learning inefficiencies
- ▶ Coaching as a process
- ▶ Coaching styles
- ▶ Self-Test exercise

Objectives of Lesson Three

- ▶ Identify different learning styles
- ▶ Describe the learning process
- ▶ Differentiate between learning and development
- ▶ Give reasons for learning inefficiencies
- ▶ Describe coaching as a process
- ▶ Describe what is meant by 'coaching style'
- ▶ Complete the self-test exercise

LESSON 4

Contents of Lesson Four

- ▶ Objectives of lesson four
- ▶ Study Instructions
- ▶ Introduction
- ▶ Coaching inexperienced learners: The practice spiral
- ▶ Coaching inexperienced learners: The skills competency framework
- ▶ The 3-D technique
- ▶ From inexperienced to experienced: The grow technique
- ▶ Self-Test exercise
- ▶ Assignment 2

Objectives of Lesson Four

- ▶ Describe the practice spiral
- ▶ Describe the skills competency framework
- ▶ Describe the GROW Technique
- ▶ Describe The 3-D technique
- ▶ Complete the self-test exercise
- ▶ Complete Assignment 2

LESSON 5

Contents of Lesson Five

- ▶ Objectives of lesson five
- ▶ Study Instructions
- ▶ Introduction
- ▶ Your 'personal truth'
- ▶ Attitude management: coaching and cognitive behavioural therapy (CBT)
- ▶ Perception management
- ▶ Creating a good impression
- ▶ Traits that contaminate
- ▶ Body language
- ▶ Listening skills
- ▶ Self-Test exercise

Objectives of Lesson Five

- ▶ Describe what is meant by 'your personal truth'
- ▶ Describe how Cognitive Behavioural Therapy has contributed to coaching (especially with regards to attitude management)
- ▶ Describe what is meant by 'perception management'
- ▶ Describe how a person can create a good impression

- ▶ Describe the traits that contaminate
- ▶ Describe the significance of body language
- ▶ Describe the role of good listening skills
- ▶ Complete the self-test exercise

LESSON 6

Contents of Lesson Six

- ▶ Objectives of lesson six
- ▶ Study Instructions
- ▶ Introduction
- ▶ Change and the adult life cycle
- ▶ Understanding phases
- ▶ Questions for coaches: assessing a client's stage of development
- ▶ Encourage the client's creativity
- ▶ Biography, rituals and rites of passage
- ▶ Spiritual coaching- Gerkin's life of the soul model
- ▶ Self-Test exercise
- ▶ Assignment 3

Objectives of Lesson Six

- ▶ Describe change and the Adult Life Cycle
- ▶ Describe the different *phases* people move through in life
- ▶ Be able to assess a client's stage of development
- ▶ Be able to develop the client's creativity
- ▶ Outline the role of biography, ritual and rites of passage
- ▶ Describe Gerkin's Life of the Soul model
- ▶ Complete the self-test exercise
- ▶ Complete Assignment 3

LESSON 7

Contents of Lesson Seven

- ▶ Objectives of lesson seven
- ▶ Study Instructions
- ▶ Introduction
- ▶ Understanding core values
- ▶ Core Value 1: Personal Identity
- ▶ Core Value 2: Achievement – 'I Can Do It'

- ▶ Core Value 3: Attachment and Intimacy
- ▶ Core Value 4: Self-Expression, Play and Creativity
- ▶ Core Value 5: The search for meaning – ‘Why am I Here’
- ▶ Core Value 6: Giving and serving
- ▶ Questions for coaches: Helping a client assess values
- ▶ Self-Test exercise
- ▶

Objectives of Lesson Seven

- ▶ Describe Core Value 1: Personal Identity
- ▶ Describe Core Value 2: Achievement – ‘I Can Do It’
- ▶ Describe Core Value 3: Attachment and Intimacy
- ▶ Describe Core Value 4: Self-Expression, Play and Creativity
- ▶ Describe Core Value 5: The search for meaning – ‘Why am I Here’
- ▶ Describe Core Value 6: Giving and serving
- ▶ Help a client to assess their values
- ▶ Complete the self-test exercise

LESSON 8

Contents of Lesson Eight

- ▶ Objectives of lesson eight
- ▶ Study Instructions
- ▶ Introduction
- ▶ Coaching groups
- ▶ The stages of group development
- ▶ Understanding group dynamics
- ▶ Team building – and changing group norms
- ▶ Coaching for performance
- ▶ A new approach to organisational coaching
- ▶ Career coaching
- ▶ Leadership and senior management coaching
- ▶ Executive coaching
- ▶ Common Organisational issues
- ▶ Self-Test exercise
- ▶ Assignment 4

Objectives of Lesson Eight

- ▶ Describe what is involved in coaching groups
- ▶ Describe Tuckman’s stages of group development
- ▶ Demonstrate an understanding of group dynamics

- ▶ Describe the processes involved in team building and in changing group norms
- ▶ Outline the factors associated with 'coaching for performance'
- ▶ Identify recent key changes in organisational coaching
- ▶ Outline the five roles associated with career coaching
- ▶ Describe the strategies associated with leadership and senior management coaching
- ▶ Offer recommendations for selecting and executive coach
- ▶ Describe how a coach can help their clients with common organisational issues
- ▶ Complete the self-test exercise
- ▶ Complete Assignment 4

LESSON 9

Contents of Lesson Nine

- ▶ Objectives of lesson nine
- ▶ Study Instructions
- ▶ Introduction
- ▶ What is a system
- ▶ Systems Coaching: Coaching couples
- ▶ Systems Coaching: Coaching families
- ▶ Self-Test exercise

Objectives of Lesson Nine

- ▶ Describe what is meant by a 'system'
- ▶ Outline some of the main elements related to coaching couples
- ▶ Outline some of the main elements related to coaching families
- ▶ Complete the self-test exercise

LESSON 10

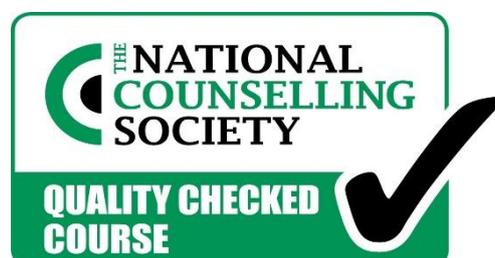
Contents of Lesson Ten

- ▶ Objectives of lesson ten
- ▶ Study Instructions
- ▶ Introduction
- ▶ Evaluating progress
- ▶ Addressing and attending to endings
- ▶ The seven golden rules of simplicity
- ▶ European mentoring & coaching council ethical code
- ▶ The future of coaching
- ▶ Coaching self-assessment questionnaires

- ▶ Course review questions
- ▶ Self-Test exercise
- ▶ Assignment 5

Objectives of Lesson Ten

- ▶ Outline the importance of evaluating progress
- ▶ Outline the importance of addressing and attending to endings
- ▶ Outline the Seven Golden Rules of Simplicity
- ▶ Highlight and briefly describe the key elements in the European Mentoring & Coaching Council Ethical Code
- ▶ Outline the future of coaching
- ▶ Complete the coaching self-assessment questionnaires
- ▶ Complete the course review questions
- ▶ Complete the self-test exercise
- ▶ Complete Assignment 5





YOUTHSHIFT INTERNATIONAL

TRAINING COURSES CONTENTS

CERTIFICATE IN MENTORING

LESSON 1

Contents of Lesson One

- Objectives of lesson one
- Study instructions
- Introduction
- Definitions of mentoring
- The benefits of mentoring
- Where does mentoring occur?
- Tasks of a mentor
- The mentoring partnership
- Mentor or role model
- The rise of mentoring – Important influences
- Comparing and contrasting mentoring, coaching and counselling
- Self-test exercise

Objectives of Lesson One

Objectives to be fulfilled after studying all the pages in Lesson 1.

You should be able to:

- Give two definitions of mentoring
- Outline some of the benefits of mentoring
- Identify different contexts where mentoring occurs
- Outline the tasks of a mentor
- Describe the difference between a mentor and a role model
- Describe the rise of mentoring and outline some important influences
- Complete the self-test exercise

LESSON 2

Contents of Lesson Two

- Objectives of lesson two

- Study instructions
- Introduction
- Making sense of mentoring – Understanding the process
- Smart (Specific, Measurable, Achievable, Relevant and Time-Framed) goals
- The smile (Self-managed integrated learning system) process
- The smile process and Egan’s skilled helper model
- Self-test exercise
- Assignment 1

Objectives of Lesson Two

Objectives to be fulfilled after studying all the pages in Lesson 2.

You should be able to:

- Describe the mentoring process
- Outline the importance of having SMART (Specific, Measurable, Achievable, Relevant and Time-Framed) goals
- Describe Wolsey Hall’s SMILE model (Self-Managed Integrated Learning Systems).
- Describe the relationship between the SMILE process and Egan’s Skilled Helper Model
- Complete the self-test exercise
- Complete Assignment 1

LESSON 3

Contents of Lesson Three

- Objectives of lesson three
- Study instructions
- Introduction
- Qualification/Professional and corporate mentoring
- Mentoring in the professional and corporate world (Understanding and applying the process model)
- A working charter: A Mentor-Mentee contract
- Understanding learning styles and preferences
- Mentoring self-assessment
- Self-test exercise

Objectives of Lesson Three

Objectives to be fulfilled after studying all the pages in Lesson 3.

You should be able to:

- Describe qualification / professional and corporate mentoring
- Describe how The Process Model can be applied when mentoring in the professional and corporate world

- Describe what is meant by a 'working charter'
- Identify different learning styles
- Assess your competency as a mentor
- Complete the self-test exercise

LESSON 4

Contents of Lesson Four

- Objectives of lesson four
- Study instructions
- Introduction
- Community mentoring roles
- The process model and community and mentoring
- Summarising the model for mentoring
- The Kolb learning cycle
- Learning mentoring – A government funded programme
- The Alberta mentor foundation for youth (AMFY)
- The mentoring project group (A programme established in both the UK and North America)
- Self-test exercise
- Assignment 2

Objectives of Lesson Four

Objectives to be fulfilled after studying all the pages in Lesson 4.

You should be able to:

- Identify four roles in community mentoring
- Describe how The Process Model can be applied in community mentoring.
- Describe the KOLB Learning Cycle
- Describe the Learning Mentoring Programme (a government funded programme)
- Describe The Mentoring Project Group (a programme established in both the UK and North America)
- Complete the self-test exercise
- Complete Assignment 2

LESSON 5

Contents of Lesson Five

- Objectives of lesson five
- Study instructions

- Introduction
- Establish and environment of trust
- Convey warmth and empathy
- Demonstrate the acceptance and unconditional positive regard
- Respect values
- Demonstrate social sensitivity / Emotional intelligence
- Self-test exercise

Objectives of Lesson Five

Objectives to be fulfilled after studying all the pages in Lesson 5.

You should be able to:

- Outline how the mentor can establish an environment of trust
- Outline how the mentor can convey warmth and empathy
- Outline how the mentor can convey acceptance and unconditional positive regard
- Describe how the mentor demonstrates respect for the mentee's values
- Outline what I meant by social sensitivity / emotional intelligence
- Describe how the mentor might embrace the appropriate use of humour
- Complete the self-test exercise

LESSON 6

Contents of Lesson Six

- Objectives of lesson six
- Study instructions
- Introduction
- Practise active listening
- Affirm, encourage and support your mentee
- Be an intentional role model
- Encourage and stimulate growth
- Expect excellence
- Confront and challenge, as appropriate
- Encourage creativity
- Narrate your mentee's professional and / or personal development
- Spiritual mentoring – Gerkin's life of the soul model
- Self-test exercise
- Assignment 3

Objectives of Lesson Six

Objectives to be fulfilled after studying all the pages in Lesson 6.

You should be able to:

- Describe what is meant by active listening
- Describe how the mentor can affirm, encourage and support the mentee

- Describe how the mentor can be an intentional role model
- Outline how the mentor encourage and stimulate growth in the mentee
- Explain why it is important for mentors to expect excellence from mentees
- Describe how the mentor can confront and challenge the mentee appropriately
- Describe how the mentor can encourage creativity in the mentee
- Outline how a mentor can help narrate their mentee's professional and / or personal development
- Describe Gerkin's 'Life of the Soul' model
- Complete the self-test exercise
- Complete Assignment 3

LESSON 7

Contents of Lesson Seven

- Objectives of lesson seven
- Study instructions
- Introduction
- The importance of 'The Match'
- Clarify expectations
- Set appropriate boundaries
- Attend to preferred 'Relationship Style'
- Attend to issues of race, ethnicity and religion
- Attend to issues of gender
- Plan and schedule review / Evaluation sessions
- Self-test exercise

Objectives of Lesson Seven

Objectives to be fulfilled after studying all the pages in Lesson 7.

You should be able to:

- Outline what is involved in carefully selecting and 'matching' mentors and mentees
- Describe how the mentor can clarify expectations for the mentorship
- Describe how the mentor can set appropriate boundaries
- Describe how the mentor can attend to and accommodate the mentee's preferred relationship style
- Outline how the mentor can attend to issues of religion, race and ethnicity
- Outline how the mentor can address issues gender
- Describe how why the mentor should plan schedule review / evaluation sessions
- Complete the self-test exercise

LESSON 8

Contents of Lesson Eight

- Objectives of lesson eight
- Study instructions
- Introduction
- The rights of the mentee
- Be competent
- Be accountable
- Do not exploit or harm the mentee
- Continuous professional development
- Practise Self - Care
- Self-test exercise
- Assignment 4

Objectives of Lesson Eight

Objectives to be fulfilled after studying all the pages in Lesson 8.

You should be able to:

- Outline the rights of the mentee
- Describe what the directive 'be competent' means, as applied to the field of mentoring
- Outline how mentors can ensure they do *not* exploit or harm mentees
- Describe the value and function of Continuous Professional Development
- Outline the value of 'self-care'
- Complete the self-test exercise
- Complete Assignment 4

LESSON 9

Contents of Lesson Nine

- Objectives of lesson nine
- Study instructions
- Introduction
- Adhere to a code of ethics
- European mentoring & coaching council ethical code
- Be alert to and read the signs
- Slow down and 'cool of'
- Be open, direct and tell the truth
- Seek consultation
- Document carefully
- Self-test exercise

Objectives of Lesson Nine

Objectives to be fulfilled after studying all the pages in Lesson 9.

You should be able to:

- Give reasons why the mentor should adhere to a code of ethics and outline what this entails
- Be aware of the material included in the EMCC ethical code
- Describe how the mentor can 'be alert to and read signs' when things are going wrong
- Outline how the mentor can 'slow down and cool off'
- Outline the value of being open, honest and committed to telling the truth
- Outline why and when a mentor should actively seek to consult with another colleague or supervisor
- Outline the benefits of documenting carefully
- Complete the self-test exercise

LESSON 10

Contents of Lesson Ten

- Objectives of lesson ten
- Study instructions
- Introduction
- Attending to closure ending well
- Finding ways of saying goodbye
- Mentoring as a way of life
- The ten simplicity tips
- Course review questions
- Are you a good communicator
- Am I ready to be a mentor? Self-Assessment questionnaire
- Self-test exercise
- Assignment 5

Objectives of Lesson Ten

Objectives to be fulfilled after studying all the pages in Lesson 10.

You should be able to:

- Outline the importance of 'ending well'
- Suggest helpful ways of 'saying goodbye'
- Outline the Ten Simplicity Tips
- Complete the course review questions.
- Complete the self-assessment questionnaire: 'Am I a Good Communicator?'
- Complete the self-assessment questionnaire: 'Am I Competent to Be a Mentor?'
- Complete the self-test exercise

➤ Complete Assignment 5





TRAINING COURSE INTRODUCTIONS

INTRODUCTION TO COUNSELLING

The aim of this module is to introduce volunteers to counselling skills and processes related to person centered counselling with emphasis on clinical and pastoral counselling.

The module lessons are designed to assist people who work as counsellors or are interested in developing their counselling ministry. Volunteers will receive training in counselling skills used in the caring professions.

This training course explores the clinical and pastoral aspects of authentic counselling. It considers relevant issues in the practice and use of counselling skills and illustrates some of the essential communication and relationship skills involved.

The task of counselling is to give the client the opportunity to explore, discover and clarify ways of living or coping more resourcefully towards greater well-being. Counsellors establish a relationship with their client, offering positive regard, acceptance and rapport from the counselling session.

On completion of the module, volunteers will be able to:

1. Demonstrate a knowledge of counselling theory, skills and processes at an introductory level within the framework of counselling as defined by the British Association for Counselling (BAC).
2. Recognize common errors of unskilled counsellors, so as to identify and acquire personal skills.
3. Recognize and espouse personal qualities and skills in sustaining a counselling relationship.
4. Demonstrate an understanding of Egan's three-stage counselling model as a client centered process.
5. Integrate clinical and pastoral insights at each stage of the model which are relevant to the life experience of the client. This helps counsellors to show respect for the cultural and religious values of their clients.

6. Demonstrate the skills appropriate to the diagnostic life of the Soul (Client) model and skills appropriate to the problem-solving Force Field Analysis (FFA), used in Stage III of Egan's model.
7. Demonstrate a personal awareness of the Code of Ethics (BAC) and regard for confidentiality in the practice of counselling skills.
8. Demonstrate non-discriminatory and non-judgmental attitudes, rapport, genuineness and unconditional positive regard as core qualities associated with counselling skills in the Rogerian style.
9. Demonstrate an understanding of the support which supervision provides for those involved in the personal and professional use of counselling skills.

NOTE: In this module, people using counselling skills are technically not the same as professional counsellors. Nevertheless, for convenience, professionals 'Doing Counselling' may be referred to in this course simply as counsellors, without any intention of implying that they are professional counsellors in the stricter sense of the term.

YOU ARE THEREFORE NOT A PROFESSIONAL COUNSELLOR, BUT YOU DO COUNSEL AS PART OF YOUR PROFESSIONAL OCCUPATION.

CERTIFICATE IN COACHING

The aim of the course is to deepen your knowledge and to provide you with the skills related to coaching. This is achieved through providing information and training in essential coaching skills. Case studies, practical activities and assignments are included as key teaching tools.

NOTE: Coaching is rooted in developmental psychology and is commonly applied in organizational settings. For example, coaching is often associated with team building, executive coaching, anger/conflict management, life-skills coaching, career development, and so on. A coach is both a mentor and a guide. He or she helps clients define aspirations, recognise patterned ways of relating, identify options, uncover rules, and set new goals that can help them grow - and so become the person they want to be. To this extent, a coach acts as a catalyst for positive change. He or she also helps the person become a more effective part of a 'system' (such as the family, community, church, corporation or industry).

This course is designed to be both relevant and practical. The course is designed for:

- 1) People who are considering coaching as a career and want to gain a certificate in the subject.
- 2) Personal, corporate or organizational coaches who want to enhance their knowledge and skills.
- 3) Trainers, careers advisors, human resource personnel, line, middle and senior management.

- 4) People who work in the caring professions (teachers, nurses, doctors, health visitors, ministers and pastors, community workers, and so on).
- 5) Those interested in the field of coaching.

Your course in coaching includes the following topics:

* Defining coaching. * Describing the coaching process. * The tasks of a coach. * Seven steps to developing a good coach-client relationship. * Understanding and identifying different learning styles. * Attitude and perception management. * Coaching through life transitions. * Coaching core values. * Systems coaching: working with groups (including companies, organizations, families, and the community). * Ethical guidelines for coaches.

CERTIFICATE IN MENTORING

The aim of the course is to equip you with the knowledge and skills to mentor others. This is achieved through providing insight into the process of mentoring, and teaching the essential mentoring skills. Case studies, practical activities and assignments are included as key teaching tools.

NOTE: Mentoring is associated with positive personal and professional growth, career outcomes and development. It is a highly personal relationship that is creative, dynamic and intentional. Specifically, mentoring is where a more experienced individual (mentor) contracts to offer support, knowledge, interest and time to a less experienced individual (mentee). By doing this, the mentor enhances the mentee's personal and professional competency. The result for mentor and mentee is a greater sense of fulfilment, role definition and a more secure identity. This is beneficial to the individual, the organization and the community. It can be seen that skilled mentoring can lead to tangible rewards in management development and practice.

This course is designed to be both relevant and practical. The course is designed for:

- 1) People who work with colleagues/clients, etc. whose lives would be enhanced by a special kind of relationship where objectivity, honesty and trustworthiness are crucial.
- 2) People who are specifically involved in the training and management of others
- 3) People who want to develop and enhance their career in mentoring.
- 4) People who work in a caring /pastoral profession (social workers, nurses, teachers, faith ministers, etc).

The course in mentoring includes the following topics:

* Defining and describing the mentoring process. * Mentoring in the corporate and professional world. * Mentoring in the community. * Essential mentor qualities. * Essential skills in mentoring. * Self-awareness: including demarking and defining the relationship. * Issues of integrity: including, "what if things go wrong?" * Mentoring as a way of life.

YOUTH COUNSELLING

Counselling a teenager can be a challenge. Where the young person is deeply troubled or struggling with important issues, then this can be even more demanding. The wrong approach can quickly backfire and cause the teen to walk away from the counselling relationship. The long-term effects can be devastating for both the youth and their family. It is therefore important to be informed and trained to support the client well.

This course will help you to understand how things look through the young person's eyes. This will help you build a bridge so that the younger client can take a risk, be open and share their concerns with you – a counsellor and 'authority figure'.

Throughout the course, we will systematically explore the following important topics and issues:

Theories and research on human growth and development. This includes examining the work of well-known theorists in the field (such as Levin, Erikson, Maslow, Bowlby, Piaget, Kohlberg, Bandura and so on).

Emotional issues. This includes loneliness, self-image and self-esteem, depression, suicide, anxiety, living with a disability or coping with a long-term illness and grief and loss.

Relational issues. This includes issues of Identity ('feeling that I belong' and 'being free to be me'), multiculturalism, peer pressure, pop culture, bullying, and anger management.

Family issues. Over-protective parents, inattentive parents, separation and divorce, being part of a single parent family, being part of a blended family, being adopted, and developing rebellious attitudes and behaviors.

Sexual issues. This includes gender role development and stereotypes, gender/sexual identity, being informed about sexual matters and preparing for being sexually active, premarital sex, unplanned pregnancies, abortion, issues related to homosexuality and lesbianism, HIV, AIDS and other transmitted sexual diseases.

Addictions and disorders. This includes alcohol and alcohol abuse, cigarettes and nicotine addiction, drug and chemical use and abuse, gambling, pornography, anorexia and bulimia nervosa.

Counselling abused young people. This includes physical abuse, emotional abuse, neglect, child exploitation and sexual abuse.

Educational and Vocational issues. This includes special educational needs, over and under achievement, school phobia, examination anxiety/phobia, further education and careers, and mentoring.

NOTE: We also consider some additional resources that may be useful when counselling young people. These include evaluation and diagnostic services, a range of professional organizations, support groups, help-lines and so on.

