

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**COUNSELING**

**KNQF LEVEL 6**

**ISCED PROGRAMME CODE: 0923 554A**

**First published 2025**

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# FOREWORD

Provision of quality education and training is fundamental to the Government’s overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya’s development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence and mode of delivery that allows for multiple entry and exit in TVET programs.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role in the development of competent human resource for the mental health sector’s growth and sustainable development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

Kenya Vision 2030 aims to transform Kenya into a newly industrializing middle-income country, providing high-quality life to all its citizens by the year 2030. Kenya intends to create globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through lifelong education and training. TVET has a responsibility to facilitate the process of inculcating knowledge, skills, and worker behaviour necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency-Based Education and Training (CBET).

TVET Act, CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

# ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support were received from industry and various organizations.

I appreciate National Counselling Sector Skills Committee who enabled the development of this curriculum. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this curriculum.

I also thank all stakeholders in the Counselling sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in the Counselling sector will acquire competencies that will enable them to perform their work more efficiently.

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# ABBREVIATIONS AND ACRONYMS

AIDS Acquired Immunodeficiency Syndrome

BC Basic Unit

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment Certification Council

CEO Council Secretary

CO Counselling

CPSY Counselling Psychology

CU Curriculum

DSM Diagnostic and Statistical Manual of Mental Disorder

HE Health

HIV Human Immunodeficiency Virus

KCPA Kenya Counselling Psychological Association

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

PESTEL Political Environmental Social Technological Economic Legal

PFA Psychological First Aid

PPE Personal Protective Equipment

PTSD Post Traumatic Stress Disorder

PSY Psychology

Q&A Questions and Answer

SSAC Sector Skills Advisory Committee

SWOT Strength Weakness Opportunity Threat

TVET Technical and Vocational Education and Training

# KEY TO ISCED UNIT CODE



# COURSE OVERVIEW

Counselling Level 6 qualification consists of competencies that a person must achieve to enable him/her to be certified as a counselor.

The counselor must be able to demonstrate underpinning knowledge and competence in supporting or enabling the use of counselling skills. Carryout client assessment, provide specialized counselling care for specific mental health needs, and coordinate Installation operation, and maintenance counselling activities.

Kenya National TVET Counselling Certificate level 6 comprises the units of learning which include the following basic and core competencies:

**MODULAR UNIT SUMMARY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| **MODULE I** | | | |
| **0923 451 01A** | Basic Counselling Services | 260 | 26 |
| **0031 441 02A** | Communication Skills in Counselling | 40 | 4 |
| **0611 441 03A** | Digital Literacy in Counselling | 40 | 4 |
| **MODULE II** | | | |
| **0923 451 04A** | Psychological First Aid (PFA) Services | 110 | 11 |
| **0413 441 05A** | Entrepreneurship in Counselling | 60 | 4 |
| **0923 451 06A** | Community Counselling | 110 | 11 |
| **MODULE III** | | | |
| **0923 451 07A** | Administrative Duties in Provision of Counselling Services | 280 | 28 |
| **0031 451 08A** | Work Ethics and Practices | 40 | 4 |
|  |  |  |  |
| **MODULE IV** | | | |
| **0923 551 09A** | Client Assessment | 150 | 15 |
| **0923 551 10A** | Career Guidance and Counselling | 120 | 12 |
| **0923 551 11A** | Work Place Counselling | 110 | 11 |
| **0923 551 12A** | Special Needs and Disability Counselling | 120 | 12 |
| **MODULE V** | | | |
| **0923 551 13A** | Marriage And Family Counselling | 140 | 14 |
| **0923 551 14A** | Child And Adolescent Counselling | 140 | 14 |
| **0923 551 15A** | Addiction Counselling | 130 | 13 |
| **0923 551 16A** | Loss, Grief and Bereavement Counselling | 140 | 14 |
| **MODULE VI** | | | |
| **0111 541 17A** | Research In Counselling | 120 | 12 |
| **0923 551 18A** | Mental Illnesses Counselling | 140 | 14 |
| **0923 551 19A** | Crisis And Trauma Counselling | 130 | 13 |
| **0923 551 20A** | Counselling Services Management | 100 | 100 |
| **Sub Total** | | **2480** | **94** |
| **Industry Training** | | **480** | **48** |
| **GRAND TOTAL** | | **2960** | **296** |

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

a) Kenya Certificate of Secondary Education (K.C.S.E.) with a minimum mean grade of C- (minus), General certificate of education (advanced level) UK, KCE division III, KACE 1 Principal and 1 subsidiary.

**Or**

b) An equivalent qualification of KNQF 5

**Or**

c) Any other equivalent qualification as determined by TVETA.

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Possession of a higher qualification than Counselling level 7 or in related trade area; and
2. Licensed by TVETA.
3. Be registered by the Counsellors and Psychologist Board.

**Industrial Attachment**

An individual enrolled in this course will be required to undergo Industrial attachment for a minimum period of 480 hours in a counselling sector.

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment, all performance criteria shall be assessed based on performance criteria weighting.
2. Summative assessment shall focus more on critical aspects of the Unit of competency.
3. During summative assessment, basic and common units shall be integrated or assessed concurrently with the core units.
4. Formative and summative assessment weights shall constitute 60% and 40% of the overall score, respectively.
5. Theoretical and practical weighting for each unit of learning shall be as follows:
6. 30:70 for units in module I, module II and module III;
7. 40:60 for units in module IV, module V and module VI

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

1. Obtained at least 40% in theory assessment in formative and summative assessments.
2. Obtained at least 50% in practical assessment in formative and summative assessment where applicable.
3. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
4. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/Irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the Kenya National TVET Certificate in Counselling Level 6, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates shall be issued by QAI

# MODULE I

## **BASIC COUNSELLING SERVICES**

**UNIT CODE:** 0923 451 01A

**Relationship to Occupational Standards**

**Duration of Unit: 260 hours**

**Unit Description**

This unit describes the competencies required to provide basic counselling services. It involves preparing to provide basic counselling services, providing basic counselling services, evaluating counselling services and terminating counselling services

**Summary of learning outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Set up for counselling session | **30** |
| 2. | Provide basic counselling services | **100** |
| 3. | Evaluate counselling services | **70** |
| 4. | Apply Ethical principles and professional standards in counselling | **30** |
| 5 | Terminate counselling services | **30** |
| **Total** | | **260** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Set up for counselling session | 1.1 Counselling venue preparation  Types and use of counselling tools e.g.   * + Consent form   + Contract form   + Intake form   1. Types and use of assessment tools e.g.   + Personality tests   + Anxiety tests   + PTSD tests   + Suicidality tests | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 2. Provide basic counselling services | 2.1Introduction to counselling   * 1. Meaning of counselling   2.3Counselling concepts and principles  2.4Application of:   * Human development concepts to counselling * Contextual issues * Theories of counselling e.g. psychoanalytic, behavioural and humanistic approaches * Basic counselling skills and techniques   2.5 Counselling process   * Reviewing client assessment * Intake process * Collecting client’s bio data * Relationship building * Developing a counselling plan * Providing individual counselling * Providing group counselling * Providing client referral * Providing client follow up | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 3.Evaluate counselling services | * 1. Use of evaluation tools * Types of evaluation * Client evaluation * Counselor evaluation * Counselor supervision | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 1. Apply Ethical principles and professional standards in counseling | * 1. Explore core ethical principles   4.2Examine different ethical theories  4.3Apply relevant codes of ethics and professional standards within the counseling field.  4.4Make Ethical Decisions:   * + - Develop a process for identifying and analyzing ethical dilemmas.     - Apply ethical principles and codes of conduct to specific situations.     - Consider the potential consequences of different courses of action. * Address Specific Ethical Issues in Counseling: * Understand relevant laws and regulations impacting counseling practice. | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 1. Terminate counselling services | 5.1Termination process   * 1. Counselling report preparation and sharing | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |

**Suggested Methods of Instruction**

* Facilitation of theory by trainer
* Demonstration of task by trainer
* Practice by trainee
* Role plays
* Case studies
* Audio-visuals presentations

**Recommended Resources**

* Counselling venue
* Counselling tools e.g. consent form, intake form, contract form
* Assessment tools e.g. Personality tests, Psychometric tests, DSM
* Audio-visual equipment
* Training aids
* Reference materials

## **COMMUNICATION SKILLS IN COUNSELING**

**UNIT CODE:** 0031 441 02A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills in counselling

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes knowledge, skills, and attitudes required to Apply Communication Skills in counseling. This involves: Promoting positive counselling outcome through communication channels, communicating through verbal, written, non-verbal, and visual and audio-visual media, conducting interviews and conducting technology in communications

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply counselling through communication channels | **8** |
| 2. | Communicate through verbal means | **8** |
| 3. | Communicate through written medium | **8** |
| 4. | Communicate through non-verbal medium | **6** |
| 5 | Conduct interviews | **5** |
| 6 | Apply technology in communications | **5** |
| **Total** | | **40** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Apply counselling through communication channels | * 1. Meaning of communication   2. Objectives of communication   3. Communication process   1.4 Principles of communication   * 1. Effective communication   2. Barriers to communication   3. Channels of communication. | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Communicate through verbal medium | * 1. Meetings   2. Speeches   3. Briefings   4. Interviews   5. Discussions   2.6 Conversations | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Communicate through written medium | * 1. Client contracts   2. Session notes   3Referral letters   * 1. Minutes   2. Memos   3. CV   4. Reports   5. Notices   6. Memorandum of Understanding (M.O.U)   7. Resource requisitions and checklist forms  1. Invoices | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Communicate through non-verbal medium | * 1. Body language   2. Dressing code   3. Signs, symbols and signals   4. Color codes | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Conduct interviews | 5.1 Preparation for interview   * 1. interview techniques   2. Records of interviews | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Apply technology in communication | * 1. Emails   2. Online meetings   3. Social media platforms**.**   4. Text messages   5. Digital presentations.   6. Communicate through visual and audio-visual media | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction
* Demonstration
* Field trips

**Recommended Resources for 25 trainees**

|  |  |  |
| --- | --- | --- |
| **General Resources** | **Tools and Equipment** | **Materials and Supplies** |
| 1.25 Desktop computers/laptops | Mobile phones | Flashcards |
| 1. Internet connection |  | Flip charts |
| 1. 1 Projector 2. 1 Printer |  | 2 packets of assorted colors of whiteboard marker pens |
| 1. 1 Whiteboard |  | Printing papers |
| 1. Report writing templates |  |  |

## **DIGITAL LITERACY IN COUNSELING**

**UNIT CODE:** 0611 441 03A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply digital literacy in counselling

**Duration of Unit:** 40 Hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration, applying cyber security skills and job entry techniques, and performing jobs online.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Operate Computer Devices | **6** |
| 2. | Solve Tasks Using Office Suite | **6** |
| 3. | Manage Data and Information | **6** |
| 4. | Perform Online Communication and Collaborations | **6** |
| 5 | Apply Cyber security Skills | **5** |
| 6 | Perform Online Jobs | **5** |
| 7 | Apply job entry techniques | **6** |
| **Total** | | **40** |

**Learning Outcomes, Content, and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment Methods** |
| 1. Operate computer devices | * 1. Meaning and importance of digital literacy   2. Functions and Uses of Computers   1.3Components of a computer system   * 1. Computer Hardware   2. The System Unit E.g. Motherboard, CPU, casing   3. Input Devices e.g. pointing, keying, scanning, voice/speech recognition, direct data capture devices.   4. Output Devices e.g. hardcopy output and softcopy output   5. Storage Devices e.g. main memory e.g. RAM, secondary storage   6. Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.   7. Operating system functions   8. Procedure for turning/off a computer   9. Mouse use techniques   10. Keyboard Parts and Use Techniques   11. Desktop Customization   12. File and Files Management using an operating system   13. Computer Internet Connection Options   14. Mobile Networks/Data Plans   15. Wireless Hotspots   16. Cabled (Ethernet/Fiber)   17. Dial-Up   18. Satellite   1.21Computer external devices management   * 1. Device connections   2. Device controls (volume controls and display properties) | * Observation * Written assessment * Oral assessment * Practical assessment |
| 1. Solve tasks using Office suite | * 1. Meaning and Importance of Word Processing   2. Examples of Word Processors   3. Working with word documents   4. Open and close word processor   5. Create a new document   6. Save a document   7. Switch between open documents   2.8 Enhancing productivity   * 1. Set basic options/preferences   2. Help resources   3. Use magnification/zoom tools   4. Display, hide built-in tool bar   5. Using navigation tools   6. Typing Text   7. Document editing (copy, cut, paste commands, spelling and Grammar check)   8. Document formatting   9. Formatting text   10. Formatting paragraph   11. Formatting styles   12. Alignment   13. Creating tables   14. Formatting tables   15. Graphical objects   16. Insert object (picture, drawn object)   17. Select an object   18. Edit an object   19. Format an object   20. Document Print setup   + Page layout,   + Margins set up   + Orientation.   2.28 Word Document Printing  2.29 Meaning & Importance of electronic spreadsheets   * 1. Components of Spreadsheets   2.31Application areas of spreadsheets   * 1. Using spreadsheet application   2. Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.   3. Cell Data Types   4. Block operations   5. Arithmetic operators (formula bar (-, +, \*, /).   6. Cell Referencing   7. Data Manipulation   8. Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)   9. Using Formulae   10. Sorting data   11. Filtering data   12. Visual representation using charts   13. Worksheet printing   14. Electronic Presentations   2.46 Meaning and Importance of electronic presentations   * 1. Examples of Presentation Software   2. Using the electronic presentation application   3. Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).   4. Open and close presentations   5. Creating Slides (Insert new slides, duplicate, or reuse slides.)   6. Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).   7. Use magnification/zoom tools   8. Apply or change a theme.   9. Save a presentations   10. Switch between open presentations   2.57Developing a presentation   * 1. Presentation views   + Slides   + Master slide * Text   + Editing text   + Formatting   + Tables * Charts   + Using charts   + Organization charts * Graphical objects   + Insert, manipulate   + Drawings * Prepare outputs   + Applying slide effects and transitions   1. Check and deliver      + Spell check a presentation      + Slide orientation      + Slide shows, navigation * Print presentations (slides and handouts) | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Manage Data and Information | * 1. Meaning of Data and information   2. Importance and Uses of data and information   3. Types of internet services   4. Communication Services   5. Information Retrieval Services   6. File Transfer   7. World Wide Web Services   8. Web Services   9. Automatic Network Address Configuration   10. News Group   11. Ecommerce   12. Types of Internet Access Applications   3.13 Web browsing concepts   * + Key concepts   + Security and safety   1. Web browsing   2. Using the web browser   3. Tools and settings   4. Clearing Cache and cookies   5. URIs   6. Bookmarks   7. Web outputs   8. Web based information search   9. Critical evaluation of information   10. Copyright, data protection   11. Downloads Management   12. Performing Digital Data Backup (Online and Offline)   13. Emerging issues in internet | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform online communication and collaboration | 4.0Netiquette principles   * 1. Communication concepts   2. Online communities   3. Communication tools   4. Email concepts   5. Using email   + Sending email   + Receiving email   + Tools and settings   + Organizing email   1. Digital content copyright and licenses   2. Online collaboration tools   3. Online Storage (Google Drive)   4. Online productivity applications (Google Docs & Forms)   5. Online meetings (Google Meet/Zoom)   6. Online learning environments   7. Online calendars (Google Calendars)   8. Social networks (Facebook/Twitter - Settings & Privacy)   9. Preparation for online collaboration * Common setup features * Setup   1. Mobile collaboration   + Key concepts   + Using mobile devices   + Applications   + Synchronization | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Apply cyber security skills | 5.1Data protection and privacy   * + Confidentiality of data/information   + Integrity of data/information   + Availability of data/information   1. Internet security threats   + Malware attacks   + Social engineering attacks   + Distributed denial of service (DDoS)   + Man-in-the-middle attack (MitM)   + Password attacks   + IoT Attacks   + [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks)   + [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware)   5.3 Computer threats and crimes  5.4 Cyber security control measures   * + Physical Controls   + Technical/Logical Controls (Passwords, PINs, Biometrics)   + Operational Controls   5.5 Laws governing protection of ICT in Kenya   * + The Computer Misuse and Cybercrimes Act No. 5 of 2018   + The Data Protection Act No. 24 Of 2019 | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform Online Jobs | * 1. Introduction to online working   2. Types of online Jobs   3. Online job platforms   + Remo task   + Data annotation tech   + Cloud worker   + Upwork   + Oneforma   + Appen   1. Online account and profile management   6.5 Identifying online jobs/job bidding  6.6 Online digital identity   * 1. Executing online tasks   6.8 Management of online payment accounts. | 1. Observation 2. Portfolio of Evidence 3. Project 4. Written assessment 5. Practical assessment 6. Oral assessment |
| 1. Apply job entry techniques | 7.1 Types of job opportunities   * Self employment * Service provision * product development * salaried employment   1. Sources of job opportunities   7.3Resume/ curriculum vitae   * What is a CV * How long should a CV be * What to include in a AC * Format of CV * How to write a good CV * Don’ts of writing a CV   1. Job application letter * What to include * Addressing a cover letter * Signing off a cover letter   7.5 Portfolio of Evidence   * Academic credentials * Letters of commendations * Certification of participations * Awards and decorations   7.6 Interview skills   * Listening skills * Grooming * Language command * Articulation of issues * Body language * Time management * Honesty   1. Generally knowledgeable in current affairs and technical area | * + Observation   + Oral assessment   + Portfolio of evidence   + Third party report  1. Written assessment |

**Suggested Methods Instruction**

* + Instructor-led facilitation using active learning strategies
  + Demonstration by trainer
  + Practical work by trainees
  + Viewing of related videos
  + Group discussions
  + Project
  + Role play
  + Case study

**Recommended Resources for 25 Trainees**

* 25 computers with the following software:
  + Windows/Linux/Macintosh Operating System
  + Microsoft Office Software
  + Google Workspace Account
  + Antivirus Software
* 2 Printers
* Printing Papers
* External storage media
* 1 Projector
* 1 Whiteboard
* 1 Smartboard/Smart TV (Where applicable)
  + Assorted whiteboard markers
  + Internet connection
  + 5 samples of CVs
  + 5 samples of job applications

# MODULE II

## **PSYCHOLOGICAL FIRST AID (PFA) SERVICES**

**UNIT CODE:** 0923 451 04A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Provide Psychological First Aid (PFA) services

**Duration of Unit:** 150hours

**Unit Description**

This unit describes the competencies required to provide psychological first aid. It involves preparing to provide psychological first aid services, providing psychological first aid services, evaluating psychological first aid services and terminating psychological first aid services.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Setting up for psychological first aid session | 70 |
| 2. | Provide psychological first aid services | 20 |
| 3. | Evaluate psychological first aid services | 10 |
| 4. | Terminate psychological first aid services | 10 |
| **Total** | | **110** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Setting up for psychological first aid session | * Counselling venue preparation * Types and use of counselling tools e.g.   + Consent form   + Contract form   + Intake form * Types and use of assessment tools e.g.   + PFA tools   + Anxiety tests   + Panic disorder tests   + Suicidality tests   + PTSD tools | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 2.Provide psychological first aid services | * Intervention plan development * Provision psychological services * Provision of psycho-education * Mobilization of resources * Collaborative services * Contextual issues * Implementation of client follow up * Client referrals * Application of ethical and legal standards | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 3.Evaluate psychological first aid services | * Use of evaluation tools * Types of evaluation * Client evaluation * Counsellor evaluation * Counsellor supervision | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 4.Terminate psychological first aid services | * Termination process * Psychological First Aid Services report preparation and sharing | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |

**Suggested Methods of Instruction**

* Facilitation of theory by trainer
* Demonstration of task by trainer
* Practice by trainee
* Role plays
* Case studies
* Audio-visuals presentations

**Recommended Resources**

* Counselling venue
* Counselling tools e.g. consent form, intake form, contract form
* Assessment tools e.g. Personality tests, DSM
* Audio-visual equipment
* Training aids
* Reference materials

## **ENTREPRENEURSHIP IN COUNSELING**

**UNIT CODE: 0413** **441 05A**

**Relationship to occupational standards**

This unit addresses the unit of competency: Apply entrepreneurship in counseling

**Duration of unit:** 60 hours

**Unit Description:**

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves demonstrating an understanding of financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, and developing business innovative strategies and business plans.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply the fundamentals of entrepreneurship in counselling. | 10 |
| 2. | Apply the entrepreneurial concept | 10 |
| 3. | Identify entrepreneurship opportunities | 5 |
| 4. | Apply business legal aspects | 10 |
| 5. | Innovate Business Strategies | 5 |
| 6. | Develop a counselling business plan | 20 |
| **Total** | | **40** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply the fundamentals of entrepreneurship in counseling. | * Personal finance management * Balancing between needs and wants * Budget Preparation * Saving management * Factors to consider when deciding where to save * Debt management * Factors to consider before taking a loan * Investment decisions * Types of investments * Factors to consider when investing money * Insurance services * insurance products available in the market * Insurable risks | * Observation * Project * Written assessment * Oral assessment * Third party report * Interviews |
| 2.Apply entrepreneurial concept | * Difference between Entrepreneurs and Business persons * Types of entrepreneurs * Ways of becoming an entrepreneur * Characteristics of Entrepreneurs * salaried employment and self-employment * Requirements for entry into self-employment * Roles of an Entrepreneur in an enterprise * Contributions of Entrepreneurship | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 3.Identify entrepreneurship opportunities | * Sources of business ideas * Factors to consider when evaluating business opportunity * Business life cycle | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 4.Apply business legal aspects | * Forms of business ownership * Business registration and licensing processing * Types of contracts and agreements * Employment laws * Taxation laws | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 5.Innovate business Strategies | * Creativity in business * Innovative business strategies * Entrepreneurial Linkages * ICT in business growth and development | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 6.Develop counseling business plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Observation * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

* Direct instruction with active learning strategies
* Project (Business plan)
* Case studies
* Field trips
* Group Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training
* Guest speakers

**Recommended Resources for 25 Trainees**

* 5 Case studies
* 5 Business plan templates
* 10 Computers
* 1 Overhead projectors
* Internet
* Video clips
* 5 Newspapers and Handouts
* 5 Business Journals
* 25 sets of Writing materials

## **COMMUNITY COUNSELLING**

**UNIT CODE: 0923 451 06A**

**UNIT DURATION: 100 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; provide community counselling

**Unit Description**

This unit specifies the competencies required to provide community counselling. It entails preparing to provide community counselling, carrying out community counselling, evaluating community counselling and terminating community counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to provide community Counseling | 20 |
| 2. | Carry out community Counseling | 40 |
| 3. | Evaluate community Counseling | 20 |
| 4. | Terminate community Counseling | 20 |
| **Total** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to Provide community Counseling | * 1. Introduction to community counseling      1. Definition of terms: * Community * Norms * Culture   + 1. Roles of counselors in the community     2. Factors influencing community counseling     3. Importance of community counseling     4. Community counseling Theory * Labeling theory   1. Community Counseling venue preparation      1. Factors to consider when preparing community counseling venue   2. Identification of community counseling contract form   3. Community counseling tools      1. Types of community counselling assessment tools * Diagnostic Statistical Manual (DSM 5- TR) * International Classification of Diseases (ICD) * Post -Traumatic Stress Disorder (PTSD) tests   + 1. Uses of community counseling assessment tools   1. Identification of treatment plan   2. Community underling issues | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Carry out community Counseling | 2.1 Establishment of rapport  2.1.1 Ccharacteristics of a good therapeutic relationship  2.2 Completion of Contract and Intake forms   * + 1. Importance of completing contract and intake forms   1. Administration of Assessment tools   2. Determination Assessment outcome      1. Analysis of assessment outcome      2. Importance of analyzing assessment outcome   3. Completion of treatment plan   4. Conducting community counseling session   2.6.1 Types of services   * Debriefing * Support services * Mental health awareness * Rehabilitation services * Crisis Preventive and outreach   2.7 Ongoing reassessment   * Importance of client exploration   2.8Importance of maintaining client-counselor relationship   * 1. Facilitating client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate community Counseling | * 1. Evaluation of community counseling      1. Types of evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * checklist   + 1. Types of evaluation * Outcome * Impact * Psychological * Summative * Formative   + 1. Client evaluation   1. Preparation of Evaluation report   2. Documentation of community records * Importance of Documentation | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 4. Terminate community Counseling | * 1. Reviewing of community counseling goals   2. Termination process   4.2.1 Types of termination   * Client initiated * Counsellor initiated   4.3 Providing continuum of care   * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

# MODULE III

**MODULE THREE**

## **ADMINISTRATIVE SERVICES IN COUNSELLING FACILITIES**

**UNIT CODE:**  **0923 451 07A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Perform administrative duties for counselling services

**Duration of Unit:** 230 hours

**Unit Description**

This unit describes the competencies required to perform administrative duties in the provision of counseling services. It involvespreparing to perform administrative duties in counseling services, performing administrative duties in counseling services and evaluating performance of administrative duties

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to perform administrative duties in counselling services | 85 |
| 2. | Perform administrative duties in counselling services | 100 |
| 3. | Evaluate performance of administrative duties | 95 |
| **Total** | | **280** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * Prepare to perform administrative duties in counseling services | * Development of work plans and budgets * Requisition of materials and supplies * Mobilization of resources * Application of ethical and legal standards | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| * Perform administrative duties in counseling services | * Overview of: * Day to day operations * Implementation of policies * Human resource management * Financial literacy and management * Marketing, sales and advocacy * Networking * Management of supplies and stock * Occupational safety and health adherence * Counsellor supervision enforcement * Counselling services regulations implementation * Preparation and sharing of management reports | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| * Evaluate performance of administrative duties | * Use of evaluation tools * Continuous monitoring and evaluation * Record keeping * Types of evaluation * Self-evaluation * Staff evaluation * Clients evaluation * Visitors evaluation * Senior management evaluation | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |

**Suggested Methods of Instruction**

* Facilitation of theory by trainer
* Demonstration of task by trainer
* Practice by trainee
* Role plays
* Case studies
* Audio-visuals presentations

**Recommended Resources**

* Counselling venue
* Counselling tools
* Assessment tools
* Audio-visual equipment
* Reference materials
* Training aids\

## **WORK ETHICS AND PRACTICES** **IN COUNSELING**

**UNIT CODE:** 0031 451 08 A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply work ethics and practices.

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving, and promote customer care.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply self-management skills | 10 |
| 2. | Promote ethical practices and values | 5 |
| 3. | Promote Teamwork | 5 |
| 4. | Maintain professional and personal development | 10 |
| 5. | Apply Problem-solving skills | 5 |
| 6. | Promote Customer care. | 15 |
| **Total** | | **50** |

**Learning Outcomes, Content, and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply self-management skills | * Self-awareness * Formulating personal vision, mission, and goals * Healthy lifestyle practices * Strategies for overcoming work challenges * Emotional intelligence   Coping with Work Stress.  Assertiveness versus aggressiveness and passiveness   * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Time management * Setting performance targets * Monitoring and evaluating performance targets | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote ethical work practices and values | * Integrity * Core Values, ethics and beliefs * Patriotism * Professionalism * Organizational codes of conduct * Industry policies and procedures | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Teamwork | Types of teams  Team building  Individual responsibilities in a team  Determination of team roles and objectives  Team parameters and relationships  Benefits of teamwork  Qualities of a team player  Leading a team  Team performance and evaluation  Conflicts and conflict resolution  Gender and diversity mainstreaming  Developing Healthy workplace relationships  Adaptability and flexibility  Coaching and mentoring skills | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Maintain professional and personal development | * Personal vs professional development and growth * Avenues for professional growth * Recognizing career advancement * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Dynamism and on-the-job learning | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Apply Problem-solving skills | * Causes of problems * Methods of solving problems * Problem-solving process * Decision making * Creative thinking and critical thinking process in development of innovative and practical solutions | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Customer Care | * Identifying customer needs * Qualities of good customer service * Customer feedback methods * Resolving customer concerns * Customer outreach programs * Customer retention | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |

**Suggested Methods of Instruction**

* Instructor lead facilitation of theory using active learning strategies.
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Projects
* Case studies
* Assignments

**Recommended Resources for 25 Trainees**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# MODULE IV

## **CLIENT ASSESSMENT**

**UNIT CODE: 0923 551 09A**

**UNIT DURATION: 150Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of learning: Conduct client assessment

**Unit Description**

This unit specifies the competencies required to conduct client assessment which is the second step during the counselling process. It entails preparing to conduct client assessment, carrying out client assessment, evaluating client assessment and terminating client assessment.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to conduct client assessment | 40 |
| 2. | Carry out client assessment | 60 |
| 3. | Formulate psychological diagnosis | 10 |
| 4. | Evaluate client assessment | 10 |
| 5. | Prepare assessment report | 10 |
| 6. | Refer and follow up on client progress | 10 |
| **Total** | | **140** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Prepare to conduct client assessment | 1.1 Introduction to psychological  testing and assessment   * + 1. Technical issues in psychological testing and assessment     2. Forms and methods of psychological testing and assessment     3. Psychological testing and assessment process     4. Importance of assessment   1. Selection Counselling venue selection * Factors to consider in counselling venue selection   1. Setting up Counselling venue   2. Identification of contract form      1. Components of Assessment contract * Consent form * Client bio data * Terms of engagement * Payment mode * Number of sessions   1. Acquisition of assessment tools   1.5.1 Types and uses of client assessment tools   * Psychometric tests * Personality tests * Diagnostic Statistical Manual (DSM5-TR) * Self-esteem assessment tools * Post-Traumatic Stress Disorder (PTSD) assessment tools * Anxiety inventories * Suicidal tests * Depression tools   1.5.2 Factors to consider in choice of assessment tools | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 2.Carry out client assessment | * 1. Rapport building   2. Completion of assessment contract for   3. Structuring counselling sessions   4. Administration of assessment tools   5. Interpretation of assessment scores * Analysis of assessment outcome * Importance of analyzing assessment outcome   1. Preparation of Assessment reports | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 3.Formulate counselling diagnosis | * 1. Counselling issues in diagnosis   2. diagnosis Process   3. treatment plan   4. Assessment report | 1. Practical Assessment 2. Third party report 3. Portfolio of evidence 4. Written assessment 5. Audio-visual reviews 6. Role plays 7. Case studies |
| 4.Evaluate client assessment | * 1. Interpretation of assessment reports   2. Counselling recommendations   3. Facilitation of counseling referrals   4. Maintaining of client assessment records * Evaluation report * Importance of Documentation | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 5.Terminate client assessment.. | **5.1. Introduction to Client Assessment Reports**  Purpose and importance of assessment reports  Role in case management and intervention planning  **5.2 Components of an Assessment Report**  Client identifying information  Reason for referral / presenting issue  Background and history (social, medical, psychological, educational, etc.)  Observations and behavioural presentation  Assessment tools used  Analysis and interpretation of findings  Summary and clinical impressions  Recommendations / next steps  **5. 3: Information Gathering Techniques**  Effective interviewing skills  Building rapport and trust with clients  Using standardized assessment tools  Working with clients from diverse backgrounds  Collaboration with family members and other professionals  **5. 4: Writing the Report**  Structuring the report logically  Using objective and professional language  Writing clearly and concisely  Balancing description and analysis  Avoiding bias and judgment  Sample formats and templates  Editing and proofreading  Peer review and supervision feedback  Confidentiality and secure storage  **5. 5: Ethical and Legal Considerations**  Informed consent and client rights  Documentation standards  Handling sensitive or high-risk information  Legal implications of assessment reports | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 6. Refer and follow up on client progress | * + client referral form   + Client referral process   + Conditions for referral   + Follow up process   + Continuum Care   + Termination process   + Assessment report preparation and dissemination | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **CAREER GUIDANCE AND COUNSELLING**

**UNIT CODE: 0923 551 10A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Provide career guidance and counselling

**Unit Description**

This unit specifies the competencies required to provide career guidance and counselling. It entails preparing to provide career guidance and counselling, carrying out career guidance and counselling, evaluating career guidance and counselling and terminating career guidance and counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to Provide Career Guidance and Counseling | 40 |
| 2. | Carry out Career Guidance and Counselling | 40 |
| 3. | Evaluate Career Guidance and Counseling | 20 |
| 4. | Terminate Career Guidance and Counseling | 20 |
| **Total** | | **120** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Prepare to Provide Career Guidance and Counselling | * 1. Introduction to guidance and counselling      1. Definition of terms: * Career * Vocation * Guidance   + 1. Goals of career guidance and counselling     2. Factors to consider when choosing your career     3. Career development Theories   + Bandura social cognitive theory     1. Importance of career guidance and counselling   1. Guidance and Counselling venue preparation * Factors to consider when preparing guidance and counselling venue   1. Guidance and counselling contract form   1.4 Guidance and counselling tools   * + 1. Types of guidance and counselling assessment tools * Psychometric tools * Myers and Briggs Temperament Indicator (MBTI) * Realistic Investigative Artistic Social Enterprising Conventional (RIASEC) Model   + 1. Uses of guidance and counselling assessment tools | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Carry out Career Guidance and Counselling | 2.1 Establishment of rapport   * characteristics of a good therapeutic relationship   2.2 Completion of Contract and Intake forms   * Importance of completing contract and intake forms   1. Administration of Assessment tools   2. Determination of Assessment outcome      1. Analysis of assessment outcome      2. Importance of analyzing assessment outcome   3. Conducting guidance and counselling session   4. Ongoing client reassessment * Importance of client exploration   1. Facilitate client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate Career Guidance and Counselling | * 1. Evaluation guidance and counselling outcome      1. Types of evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * checklist   + 1. Types of evaluation * Outcome * Impact * Psychological * Summative * Formative   + 1. Client evaluation   1. Preparation of Evaluation report   2. Documentation of guidance and counselling records      1. Importance of Documentation | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 4. Terminate Career Guidance and Counselling | * 1. Reviewing of guidance and counselling goals   2. Termination process   4.2.1 Types of termination   * Client initiated * Counsellor initiated   4.3 Providing continuum of care   * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aid

## **PROVIDE WORKPLACE COUNSELLING**

**UNIT CODE: 0923 551 11A**

**UNIT DURATION: 110 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of learning: conduct workplace counselling

**Unit Description**

This unit describes the competencies required by a counsellor to conduct workplace counselling. It involves competencies for assessing the client, developing treatment plan, providing employee wellness program, psycho education and debriefing. Additionally, it includes counselling for stress and burn out, managing referral process and providing continuum of care1.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare for workplace counselling | 20 |
| 2. | Conduct assessment for work place counselling | 20 |
| 3. | Carry out workplace counselling | 30 |
| 4. | Conduct employee assistance program | 20 |
| 5. | Evaluate workplace counselling | 10 |
| 6. | Terminate workplace counselling | 10 |
| **Total** | | **110** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare for workplace counselling | * 1. Counselling venue preparation   2. counselling contract   3. assessment   4. Counselling process   5. Types and use of workplace counselling tools | * Practical Assessment * Third party report * Portfolio of evidence * Written assessment * Audio-visual reviews * Role plays * Case studies |
| 2.Conduct assessment for workplace counselling | * 1. Client Biodata form   2. Psychological Assessment   3. Types of assessment tools | * Practical Assessment * Third party report * Portfolio of evidence * Written assessment * Audio-visual reviews * Role plays * Case studies |
| 3.Provide workplace counselling | * 1. organizational psychology   2. treatment plan   3. Counselling theories   4. Human development theories   5. Contextual issues   6. Relationship building   7. Process of counselling   8. continuum of care   9. client referral | * Practical Assessment * Third party report * Portfolio of evidence * Written assessment * Audio-visual reviews * Role plays * Case studies |
| 4. Conduct Employee Assistance Programs | * 1. Employee Assistance Program (EAP) * Induction * Team building * Career development * Psycho-education * Mentorship * Coaching * Stress and burnout management * Psychological debriefing * Life skills * Conjoint counselling | * Practical Assessment * Third party report * Portfolio of evidence * Written assessment * Audio-visual reviews * Role plays * Case studies |
| 5.Evaluate workplace counselling service | * 1. Use of evaluation tools   2. Types of evaluation * Client evaluation * Counsellor evaluation   1. ethical and legal issues in counselling | * Practical Assessment * Third party report * Portfolio of evidence * Written assessment * Audio-visual reviews * Role plays * Case studies |
| 6.Terminate workplace counselling service | 1. Termination process    1. Assessment report preparation and dissemination | * Practical Assessment * Third party report * Portfolio of evidence * Written assessment * Audio-visual reviews * Role plays * Case studies |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **SPECIAL NEEDS AND DISABILITY COUNSELLING**

**UNIT CODE: 0923 551 12A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of learning, providing special needs and disability counselling.

**Unit Description**

This unit specifies the competencies required to provide special needs and disability counselling. It entails preparing to provide special needs and disability counselling, carrying out special needs and disability counselling, evaluating special needs and disability counselling and terminating special needs and disability counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to Provide Special Needs and Disability Counselling | 40 |
| 2. | Carry out Special Needs and Disability Counselling | 40 |
| 3. | Evaluate Special Needs and Disability Counselling | 20 |
| 4. | Terminate Special Needs and Disability Counselling | 20 |
| **Total** | | **120** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Prepare to provide Special Needs and Disability Counselling | * 1. Introduction to special need and disability counseling      1. Meaning of special need and disability      2. Categories of special needs   + Refugees and displaced persons   + Orphans   + Abled differently   + Terminally ill persons   + Marginalized people   1. Identification of special needs and disability Counselling venue/room   2. Setting up of special needs and disability counselling venue/room   3. Rapport building with the parent/guardian   4. Conducting Parental intake interview   5. Identification of Parental Informed Consent Form   6. Identification of special needs and disability assessment tools   1.7.1 Types and use of special needs and disability counselling tools   * Diagnostic Statistical Manual (DSM-5-TR) * Personality tests * Post-Traumatic Stress Disorder (PTSD) tests * Intelligence Tests * Kaufman Assessment Battery for Children (K-ABC) * Differential Ability scales (DAS) * Woodcock-Johnson II (WTII) * Performance, Portfolio and Authentic Assessment * Peer appraisal techniques * Measuring study, habits, interests and attitudes * Adult Disability Assessment tools * Rapid Assessment of Disability (RAD)   1.7.2 Factors to consider in choice of assessment tools | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| * 1. Carry out Special Needs and Disability Counseling | * 1. Maintaining rapport with client   2. Completing contract form   3. Administration of assessment tools * Important characteristics of a good therapeutic relationship   1. Determination of assessment outcome   2. Completion of treatment plan   3. Counselling session      1. Counselling services in special need and disability * Debriefing * Self-awareness   2.7 Parent feedback session  2.7.1 Meaning and importance of parent feedback session  2.8 Ongoing client reassessment   * Importance of client exploration   2.9 Significance of maintaining client-counselor relationship  2.10 Facilitating referrals   * Reasons for referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| * 1. Evaluate Special Needs and Disability Counseling | 3.1 Determination of special needs and disability counselling  3.2 Parent consultation session   * Reasons for conducting parent consultation session   3.3Review of counselling session outcome   * 1. Preparation of client progress report   2. Documentation of evaluation report | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| * 1. Terminate Special Needs and Disability Counseling | * 1. Review of special needs and disability counselling goals   2. Termination process   4.2.1 Types of termination   * Client initiated * Counsellor initiated   4.3 Providing continuum of care   * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

# MODULE V

## **MARRIAGE AND FAMILY COUNSELLING**

**UNIT CODE: 0923 551 13A**

**UNIT DURATION: 140 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of learning; provide marriage and family counselling

**Unit Description**

This unit specifies the competencies required to provide marriage and family counselling. It entails preparing to provide marriage and family counselling, carrying out marriage and family counselling, evaluating marriage and family counselling and terminating marriage and family counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to offer marriage and family counselling | 20 |
| 2. | Conduct assessment for marriage and family counselling | 20 |
| 3. | Carry out marriage and family counselling | 40 |
| 4. | Evaluate marriage and family counselling | 10 |
| 5. | Terminate marriage and family counselling | 10 |
| **Total** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to offer marriage and family counselling | 1.1 Iintroduction to marriage and family counselling  1.1.1 Definition of terms:   * Marriage * Family   1.1.2 Types of:   * Marriages * Families   + 1. Goals of marriage and family counselling     2. Importance of marriage and family counselling     3. Theories of marriage and family counselling * Structural-functional theory * Bowen theory   1. Identification of counselling room/venue   2. Setting up Counselling venue/room   3. Identification of Marriage and family counselling contract form      1. Significance of client contract   4. Identification of marriage and family assessment tools      1. Types of marriage and family counselling tools * Diagnostic Statistical Manual (DSM 5-TR) * Anxiety inventories * Suicidal tests * Panic tests * Behavior Checklists * Patient Health Questionnaire (PHQ) * Genogram   + 1. Factors to consider in choice of assessment tools     2. Uses of marriage and family counselling tools   1. Identification of treatment plan * Factors to consider when choosing a treatment plan * Component of a treatment plan | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Carry out marriage and family counselling | * 1. Rapport building in marriage and family counselling      1. Important characteristics of a good therapeutic relationship   2. Administration of marriage and family assessment tools   3. Determination of marriage and family assessment outcome * Analysis of assessment outcome * Importance of analyzing assessment outcome   1. Completion of treatment plan   2. Conducting of marriage and counselling sessions      1. Types of marriage and family counselling * Premarital Couple/marriage Parental * Family Providing psycho- education   1. Carrying out marriage ongoing reassessment   2. Maintaining Client-counsellor relationship   3. Facilitating client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate marriage and family counselling | 3.1 Evaluation Marriage and family counseling session outcome  3.1.1 Use of evaluation tools  3.1.2 Types of evaluation   * Outcome * Impact * Psychological * Summative * formative   3.1.3 Client evaluation  3.2. Preparation of marriage and family counselling evaluation report   * Preparation and sharing   1. Documentation of marriage and family counselling records * Importance of records keeping in marriage and family counselling | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Terminate marriage and family counselling | 4.1 Reviewing of marriage and family counselling outcome goals  4.2 Termination process  4.2.1 Types of termination   * Client initiated * Counsellor initiated   1. Providing continuum of care * Psycho education * Referral for medical services * Referral for legal services * 4.4 Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **CHILD AND ADOLESCENT COUNSELLING**

**CODE: 0923 551 14A**

**UNIT DURATION: 140 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of learning; Provide child and adolescent

**Unit Description**

This unit specifies the competencies required to provide adolescent counselling. It entails preparing to provide child and adolescent counselling, carrying out child and adolescent counselling, evaluating child and adolescent counselling and terminating child and adolescent counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to provide adolescent counselling | 20 |
| 2. | Carry out adolescent counselling | 60 |
| 3. | Evaluate adolescent counselling | 10 |
| 4. | Terminate adolescent counselling | 10 |
| **Total** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. 1. Prepare to provide child and adolescent counselling | * 1. Introduction to child and adolescent counselling   1.1.1 Meaning of terms;   * Child * Adolescent   1.1.2 Importance of child and adolescent counselling  1.1.3 Child growth and development theories   * Psychodynamic. * Cognitive * Behavioral * Humanistic   1. Identification of child and adolescent Counselling venue/room   2. Setting up of child and adolescent Counselling venue/room   3. Rapport building with the parent/guardian   4. Conducting Parental intake interview   5. Identification of Parental informed consent form   6. Child and adolescent assessment tools   1.7.1 Types and use of child and adolescent counselling tools   * Diagnostic Statistical Manual (DSM) * Relationship tools * Parenting/parental tools: parent stress scale, parental bonding scales, parenting questionnaire * Strength and difficulty questionnaire * Suicide scale * Child Health Questionnaire * Impact of event scale * Child PTSD Scale for DSM * Child depression Inventory   1.7.2 Factors to consider in choice of assessment tools | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 2. carry out child and adolescent counselling | * 1. Conduct Initial meeting/contact with the child or adolescent   2. Rapport with child or adolescent   3. Administration of assessment tools * Important characteristics of a good therapeutic relationship   1. Conducting Parent feedback session      1. Meaning and importance of parent feedback session   2. Preparation for child and adolescent referrals * Reasons for referrals   1. Development of child and adolescent treatment plan * Factors to consider when choosing a treatment plan   1. Structuring child and adolescent counselling session      1. Counselling services in child and adolescent counselling:   + Psycho education   + Life skills training   + Vocational/career   guidance   * + Coaching and mentorship   + Loss, grief and trauma counselling   2.8 Maintain client-counsellor relationship | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 3.Evaluate child and adolescent counselling | 3.1 Carrying out ongoing child and adolescent reassessment  3.2 Conduct Parent consultation session  3.3 Review of child and adolescent Counseling session outcome   * + 1. Analysis of assessment outcome     2. Importance of analyzing assessment outcome     3. Types of evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * checklist   + 1. Types of evaluation * Outcome * Impact * Psychological * Summative * formative   + 1. Client evaluation   1. Conduct parent/teacher conference   2. Preparation of client progress report   3. Documentation of report | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 4.Termination of child and adolescent counselling service | 4.1 Review of marriage and family counselling outcome goals  4.2 Termination process  4.2.1 Types of termination   * Client initiated * Counsellor initiated   1. Providing continuum of care * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **ADDICTION COUNSELLING**

**UNIT CODE: 0923 551 15A**

**UNIT DURATION: 130 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of learning; Provide addiction counselling

**Unit Description**

This unit specifies the competencies required to provide addiction counselling. It entails preparing to provide addiction counselling, carrying out addiction counselling, evaluating addiction counselling and terminating addiction counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to provide addiction counselling | 40 |
| 2. | Conduct assessment for addiction | 30 |
| 3. | Carry out addiction counselling | 30 |
| 4. | Evaluate addiction counselling | 10 |
| 5. | Terminate addiction counselling | 10 |
| **Total** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to offer addiction counselling | * 1. Introduction to addiction counselling      1. Definition of key terms * Addiction * Withdrawal syndrome * Relapse * Rehabilitation * Dependency   + 1. Importance of addiction counselling     2. Types of addiction     3. Effects of addictions     4. Prevention of addiction     5. Factors contributing to need for addiction counselling   1. Addiction Counselling venue preparation      1. Factors to consider when selecting addiction counselling venue   2. Identification of contract form      1. Components of addiction counselling contract * Name * Age * Education level * Occupation * Gender * Contacts * Position of birth * Significant contact   1.3.2 Importance of client contract   * 1. Selection of addiction Counselling tools      1. Types of addiction Counselling tools * Diagnostic and Statistical Manual of Mental Disorders (DSM5-TR) * Anxiety inventories * Suicidal tests * Panic tests * Behavioral Checklists * Michigan Alcoholism Screening Test (MAST) * CAGE questionnaire, Drug Abuse Screening Test (DAST) * Alcohol, Smoking and Substance Involvement Screening Tests. (ASSIST) * Addiction Severity Index (ASI) * Washington Alcohol Screening Inventory (WASI) * Alcohol Use Disorders Identification Tests (AUDIT)   + 1. Factors to consider in choice of assessment tools     2. Uses of addiction counselling tools   1. Identification of treatment plan form      1. Components of treatment plan * Assessment * Goals * Interventions * Timeline * Evaluation * Modifications   1.5.2 Factors to consider when choosing a treatment plan | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Conduct client assessment | * Conducting Assessment * Diagnosis client * Types of assessment tools | * Practical Assessment * Third party report * Portfolio of evidence * Written assessment * Audio-visual reviews * Role plays * Case studies |
| 1. Carry out addiction counselling | * 1. Rapport building in addiction counselling   2. Addiction counselling contract completion      1. Significance of completing addiction contract form   3. Administration of assessment tools   4. Determination of assessment outcome * Analysis of assessment outcome * Importance of analyzing assessment outcome   1. Completion of treatment plan   2. Conduction of addiction counselling   3. Ongoing client re-assessment   4. Significance of maintaining Client-counsellor relationship   5. Facilitating client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate addiction counselling | 3.1 Evaluation of addiction counselling services  3.1.1 Types of evaluation tools   * Questionnaires * Observation * Portfolios * Rating scales * checklist   3.1.2 Types of evaluation   * Outcome * Impact * Psychological * Summative * formative   3.1.3 Client evaluation  3.2. Evaluation report   * Preparation and sharing   3.3 Documentation of addiction counselling evaluation reports   * Importance of records keeping in counselling | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Termination of addiction counselling service | 4.1 Review of outcome goals  4.2Termination process  4.2.1Types of termination   * Client initiated * Counsellor initiated   1. Determining continuum of care * Psycho-education * Referral for medical services * Referral for legal services * Outreach services * psychospiritual * nutritional * Economic support | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **LOSS, GRIEF AND BEREAVEMENT COUNSELLING**

**UNIT CODE: 0923 551 16A**

**UNIT DURATION: 140 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of learning; Provide loss, grief and bereavement counselling

**Unit Description**

This unit specifies the competencies required to provide Loss, grief and bereavement counselling. It entails Prepare to provide Loss, grief and bereavement counselling, carrying out Loss, grief and bereavement counselling, evaluating Loss, grief and bereavement counselling and terminating to provide Loss, grief and bereavement counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to provide Loss, grief and bereavement counselling | 60 |
| 2. | Carry out Loss, grief and bereavement counseling | 60 |
| 3. | Evaluate Loss, grief and bereavement counseling | 10 |
| 4. | Terminate Loss, grief and bereavement counseling | 10 |
| 5. | Prepare to provide Loss, grief and bereavement counselling | 60 |
| **Total** | | **200** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to provide Loss, grief and bereavement counselling | * 1. Introduction to loss, grief and bereavement counselling      1. Definition of terms * Loss * Grief * Bereavement   + 1. Goals of grief counselling     2. Types of losses     3. Manifestation of grief     4. Theories of grief * Attachment theory * Psychoanalytic * Psychosocial   + 1. Stages of grief * Elizabeth Kubler Ross   + 1. Factors that hinder grief counselling     2. Importance of loss, grief and bereavement counselling   1. Identification of Counselling venue   2. Setting up Loss, grief and bereavement counselling venue/room   3. Loss, grief and bereavement counselling contract * Significance of client contract   1. Loss, grief and bereavement assessment tools   1.5.1 Types and use of loss, grief and bereavement counselling tools   * Diagnostic Statistical Manual (DSM) * Traumatic Stress Disorder (PTSD)tests * International Classification ofDiseases-11th edition (ICD-11)   Prolonged Grief Disorders Scale  Grief Experiences Questionnaire  1.5.3 Factors to consider in choice of assessment tools  1.6 Content of treatment plan  1.7 Meaning of referrals forms | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Carry out Loss, grief and bereavement counselling | 2.1 Establishment of rapport  2.1.1 Ccharacteristics of a good therapeutic relationship  2.2 Completion of Contract and Intake Forms   * Importance of completing contract and intake forms   2.3 Administration of Assessment Tools   * 1. Determination Assessment Outcome      1. Analysis of assessment outcome      2. Importance of analyzing assessment outcome   2. Completion of treatment plan   3. Conducting Loss, grief and bereavement counselling session   2.6.1 Types of services   * + Psychological debriefing in Loss and grief counsel - ling   + Conflict management   + Coping mechanisms   2.7 Ongoing client reassessment   * Importance of client exploration   1. Importance of maintaining client-counsellor relationship   2. Facilitating client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate Loss, grief and bereavement counselling | * 1. Evaluation of loss, grief and bereavement counselling      1. Types of evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * checklist   + 1. Types of evaluation * Outcome * Impact * Psychological * Summative * Formative   + 1. Client evaluation   1. Preparation of Evaluation report   2. Documentation of loss, grief and bereavement records * Importance of Documentation | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 4.Termination of Loss, grief and bereavement counselling | 4.1 Reviewing of loss, grief and bereavement counselling goals   * 1. Termination process   4.2.1 Types of termination   * Client initiated * Counsellor initiated   4.3 Providing continuum of care   * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* Lecture chairs
* Adequate Training aids

# MODULE VI

## **RESEARCH IN COUNSELLING**

**UNIT CODE: 0021 541 17A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Learning: Conduct Research in counselling

**Unit Description**

This unit specifies the competencies required to conduct research in counselling. It entails preparing to develop a research proposal in counselling, collecting data in counselling, analyzing data research findings and finally disseminate research findings

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Develop Research proposal | 40 |
| 2. | Conduct Data collection |  |
| 3. | Analyse collected Data |  |
| 4. | Prepare and disseminate a research report | 40 |
| **Total** | | **40** |

**Learning Outcomes, Content, and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Develop Research proposal | 1.1 Introduction to research in counselling   * + 1. Meaning research in counselling     2. Importance of research counselling   1. Research problem identification * Literature review * Literature review analysis * Research problem analysis   1. Research topic approval      1. Research standards and bodies * African Population and Health Research Centre   1. Research proposal development      1. Formulate Research plan      2. Scope of the study      3. Research Timeframe      4. Research budget      5. Research sample size   1.5 Research proposal approval | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Conduct Data collection | 2.1 Administration of data collection tools   * + 1. Research tool designs     2. Research tool tests     3. Research tools validity and reliability   1. Data collection      1. Types of data      2. Methods of data collection      3. Establishment and training of the data collection team      4. Ethics in data collection      5. Steps in data collection      6. Challenges in data collection   2.3 Organization of data | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Analyse collected Data | * 1. Data analysis      1. Importance of data analysis      2. Process of data analysis      3. Methods of data analysis      4. Tools of data analysis      5. Types of data analysis   2. Development of research report      1. Types of research reports      2. Characteristics of a research report      3. Structure of a research report      4. Steps in research report writing      5. Significance of a research report   3.3 Generation of research findings  3.4 Coding and presenting analysed data | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Disseminates research findings | * 1. Compiling of research report   2. Sharing of research report   3. Implementation of research findings | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **MENTAL ILLNESSES COUNSELLING**

**UNIT CODE: 0923 551 18A**

**UNIT DURATION: 140 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Provide mental illnesses counselling

**Unit Description**

This unit specifies the competencies required to provide mental illnesses counselling. It entails preparing to provide mental illnesses counselling, carrying out mental illnesses counselling, evaluating mental illnesses counselling and terminating mental illnesses counselling.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to provide mental illness counseling | 40 |
| 2. | Carry out mental illnesses counseling | 80 |
| 3. | Evaluate mental illnesses counseling | 10 |
| 4. | Terminate mental illnesses counseling | 10 |
| **Total** | | **140** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to Provide mental illnesses counselling | * 1. Introduction to mental illnesses counselling   1.1.1Definition of terms   * + Mental health   + Mental illness   + Deviant behavior   + Abnormal psychology     1. Characteristics of a healthy person     2. Factors influencing mental health     3. Importance of mental health     4. Signs and symptoms of mental illnesses     5. Types of mental illnesses     6. Causes of mental illnesses     7. Mental illnesses Theories * Psychodynamic theories * Cognitive theories * Biological * Humanistic * Social theories   1. Preparation of Mental illnesses Counselling venue * Factors to consider when preparing mental illnesses counselling venue   1.3 Identification of mental illnesses counselling contract form  1.4 Mental illnesses counselling tools   * + 1. Types of mental illnesses counselling assessment tools * Diagnostic Statistical Manual (DSM 5- TR) * International Classification of Diseases (ICD) * Post -Traumatic Stress Disorder (PTSD) tests   + 1. Uses of mental illnesses assessment tools   1. Identification of treatment plan | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Carry out mental illnesses counselling | 2.1 Establishment of rapport   * characteristics of a good therapeutic relationship   2.2 Completion of Contract and Intake forms   * Importance of completing contract and intake forms   Administration of Assessment tools   * 1. Determination of Assessment outcome      1. Analysis of assessment outcome      2. Importance of analyzing assessment outcome   2. Completion of treatment plan   3. Conducting mental illnesses counselling session   2.6.1 Types of services   * Debriefing * Support services * Mental health awareness * Rehabilitation services * Crisis Preventive and outreach   2.7 Ongoing client reassessment   * Importance of client exploration   1. Importance of maintaining client-counsellor relationship   2. Facilitating client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate mental illnesses counselling | * 1. Evaluation of mental illnesses counselling      1. Types of evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * checklist   + 1. Types of evaluation * Outcome * Impact * Psychological * Summative * Formative   + 1. Client evaluation   1. Preparation of Evaluation report   2. Documentation of mental illnesses counselling records * Importance of Documentation | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 4. Terminate mental illnesses counselling | * 1. Reviewing of mental illnesses counselling goals   2. Termination process   4.2.1 Types of termination   * Client initiated * Counsellor initiated   4.3 Providing continuum of care   * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **CRISIS AND TRAUMA COUNSELLING**

**UNIT CODE: 0923 551 19A**

**UNIT DURATION: 130 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Provide crisis and trauma counselling

**Unit Description**

This unit specifies the competencies required to provide crisis and trauma counselling. It entails preparing to provide crisis and trauma counselling, carrying out crisis and trauma counselling, evaluating crisis and trauma counselling and terminating crisis and trauma counselling.

**Summary of Learning Outcomes.**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to Provide Crisis and trauma Counseling | 30 |
| 2. | Carry outCrisis and trauma Counseling | 80 |
| 3. | Evaluate Crisis and trauma Counseling | 10 |
| 4. | Terminate Crisis and trauma Counseling | 10 |
| **Total** | | **130** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to Provide Crisis and trauma Counselling | * 1. Introduction to crisis and trauma counselling      1. Meaning of; * Crisis * Trauma   + 1. Types of; * Crisis * Trauma   + 1. Goals of Crisis and trauma counselling     2. Manifestation of crisis and trauma     3. Theories of grief   + Attachment theory   + Psychodynamic   + Cognitive behavioral theory   + Social learning     1. Factors that hinder crisis and trauma counselling     2. Importance of crisis and trauma counselling   1. Counselling venue preparation * Factors to consider when preparing crisis and trauma counselling room   1. Identification Crisis and trauma counselling contract form   2. Crisis and trauma contract assessment tools      1. Types of crisis and trauma counselling tools * Diagnostic Statistical Manual (DSM5-TR) * International Classification of Diseases (ICD-11) * Personality tests * Post-Traumatic Stress Disorder (PTSD) tests * Crisis Assessment Tools (CAT)   + 1. Uses of crisis and trauma counselling tools     2. Factors to consider in choice of assessment tools   1. Identification of treatment plan | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Carry out Crisis and trauma Counselling | 2.1 Establishment of rapport  2.1.1 characteristics of a good therapeutic relationship  2.2 Completion of Contract and Intake forms   * Importance of completing contract and intake forms   1. Administration of Assessment tools   2. Determination Assessment outcome      1. Analysis of assessment outcome      2. Importance of analyzing assessment outcome   3. Completion of treatment plan   4. Conducting crisis and trauma counselling session   2.6.1 Types of services   * Debriefing * Support services * Mental health awareness * Rehabilitation services * Crisis Preventive and outreach   2.7 Ongoing client reassessment   * Importance of client exploration   1. Importance of maintaining client-counsellor relationship   2. Facilitating client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate Crisis and trauma Counselling | * 1. Evaluation of crisis and trauma counselling      1. Types of evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * checklist   + 1. Types of evaluation * Outcome * Impact * Psychological * Summative * Formative   + 1. Client evaluation   1. Preparation of Evaluation report   2. Documentation of crisis and trauma counselling records * Importance of Documentation | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 4. Terminate Crisis and trauma Counselling | * 1. Reviewing of crisis and counselling goals   2. Termination process   4.2.1 Types of termination   * Client initiated * Counsellor initiated   4.3 Providing continuum of care   * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

## **COUNSELLING SERVICES MANAGEMENT**

**UNIT CODE: 0923 551 20A**

**UNIT DURATION: 100 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Learning: Manage counselling services

**Unit Description**

This unit specifies the competencies required to provide managerial counselling services. It entails preparing to provide managerial counselling services, carrying out managerial counselling services, evaluating managerial counselling services and terminating managerial counselling services.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to provide managerial functions in counseling | 40 |
| 2. | Carry out management functions in counseling | 40 |
| 3. | Evaluate counseling services | 20 |
| **Total** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| * + - 1. Prepare to provide managerial functions in counselling | * 1. Introduction to manage counselling services      1. Development of workplans and budgets      2. Procurement of supplies   2. Legal documents * Counsellors and psychologist Act 2014 * Ethical codes * Education Act * Lease Agreement * Data protection Act   1. Mobilization of Management Resources * Material and non-material resources * Human and non-human resources   1. Meaning of counselling service charter   1.4.1 Development of counselling service charter   * 1. Standard operation procedures      1. Definition of standard operation procedures      2. Importance of standard operating procedures      3. Types of standard operation procedures * Code of ethics: Kenya Counsellors and Psychologist Association KCPA code of ethics (2022) * Guidelines that regulate the profession of counselling: Counsellors and Psychologists Act (2014) * American Counselling Association ACA * British Association of Counsellors and Psychotherapists (BACP) * National Campaign Against Drugs and Substance Abuse (NACADA)   1.6 Identification of monitoring and evaluation tools   * + 1. Types of monitoring and evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * Checklist | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 2. Carry out management functions in counselling | * 1. Importance of legal documents   2. Management functions * Planning * Coordinating * Recruiting * Staffing * Supervision * Staffing * Coordination * Organization * Budgeting   1. Duties are assigned   2. Supervision of duties | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 3. Evaluate counselling services | 3.1 Administration of monitoring and evaluation tools  3.1.1 Develop monitoring and evaluation tools   * + 1. Structure of counselling, monitoring, and evaluation tools     2. Factors to consider when developing evaluation tools     3. Importance of evaluating counselling services     4. Challenges encountered when monitoring and evaluating counselling services   1. Carry out data analysis   2. Prepared and shared a report   3. Document management of counselling services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids