

Introduction to Care and Counselling

Course synopsis

This course is designed to introduce students to careers in the field of social service. It provides basic understanding of Communication skills in Counselling, Current Social Problems, the ethical and professional responsibilities of carers and counsellors, Different recipients of Care and the Skills, Basic child care, Introduction to social care.

Course Title	Course Duration
Introduction to Care and Counselling	3 months – Level 3
<p>Objectives of the course and career paths available following completion of the course</p> <p>There is an increasing need for such services, both in Sri Lanka and abroad, where the provision of care services is expanding apace. This course introduces students to basic concepts in the different areas in which social support is needed and provides understanding of how care and counselling services operate. It will also hone communication skills and develop empathy which will facilitate gaining the confidence of those who need support.</p> <p>Students will be introduced to the ethical norms (+ associated/accompanying standards) that should govern all such services, and will be able to conceptualize the different ways in which support services are needed. They will acquire basic competencies that will enable them to work under supervision in the different fields, and also to identify the different situations in which care and counselling are required. They will acquire knowledge of the services available, and how they are most readily accessed.</p> <p>The course is of 3 months duration, and will provide basic training in child care, general Social care and identification of counselling needs. It will be followed by a further three months practical training in any relevant field, during which students must maintain records and prepare a portfolio of the work they do.</p> <p>Possible placements for work experience are pre – schools, hospitals and nursing homes, a Divisional Secretariat under the supervision of counsellors, at probation department under the supervision of probation officer, schools under supervision of qualified school counsellors, care homes, elders’ homes (options could be expanded) etc.</p> <p>Possible career paths, following further study, for those obtaining this qualification are</p> <ul style="list-style-type: none">• Pre School Assistant or Teacher or Manager• Counsellor• Student Counsellor, Career Counsellor• Drug and Alcohol Counsellor• Family Support worker• Nurse aide or nurse• Carer for the elderly or disabled	

Competencies / modules to be covered

a Communication Skills in Counselling

This subject provides the necessary communication skills for counselling. It includes active listening skills and ensuring responsiveness and empathy, understanding body language, use of different question types, promoting confidence

b Current social problems in Sri Lanka

Students will be given an overview of prevalent problems with particular attention to those of students and adolescents, including pressures caused by the prevailing education system. The impact of current social changes including the impact of conflict and deprivation, increasing migrant labour and single parent families, media and social media effects will be studied, with discussion of possible social interventions to mitigate problems.

c. The ethical and professional responsibilities of carers and counsellors. These include ensuring the autonomy and privacy of the vulnerable, attention to individual rights including child rights, awareness of the need for consultation and ensuring appropriate expertise, and understanding of the social and legal context.

d. Befriending those in need and providing guidance, with particular understanding of adolescent needs and including awareness of economic and sexual problems, and social and career needs and ambitions

e. Basic child care, and dealing with physical needs, emotional needs, cognitive development

f. Introduction to social care, including understanding what professional social care is and the concepts involved; identifying social care services and how to access them and coordinate support; consider the need for social care in the context of social changes

Recommended teaching methods :

e. g.: role plays, simulations, technical projects, experiments, case studies, student presentations, panel discussions, educational games etc.

Entry criteria of the course

The key applicants for this course are potential new entrants to the field who;

- a) Will be able to work in the field under supervision
- b) Will develop understanding of the field with a view to making a career in it
- c) Promote ethical behaviour in the field and understand the special care due to the vulnerable and recognize signs of need

As the course will be conducted in the English medium, a pre-requisite will be an NVQ Level 1 or 2 qualification in Career Skills, a pass in Advanced Level General English, or relevant work experience) e of at least two years along with a portfolio of what they have achieved.

Module Title :	Course Duration
Communication Skills in Counseling	
<p>Objectives of the module</p> <p>This subject provides the necessary communication skills for counselling. It includes active listening skills and ensuring responsiveness, understanding body language, use of different question types, funnelling, paraphrasing, summarising, effective use of humour, etc.</p>	
<p>Competencies to be covered</p> <ol style="list-style-type: none"> 1. Careful and responsive listening 2. Ability to restate major ideas express by the interlocutor 3. Ability to reflect the interlocutor’s basic feelings 4. Use of appropriate open and close ended questions 5. Encouragement of interlocutor to have a frank discussion 6. Identify differences in tone of voice of interlocutor and respond appropriately 7. Maintain appropriate eye contact with interlocutor and develop confidence 8. Maintain gestures, postures and facial expressions 9. Prepare useful short notes on conversations 10. Self awareness and recognition of the possible impact of personal emotions 11. Maintaining good public relations 	
Recommended teaching methods :	e. g.: role plays and simulations, listening exercises in ‘Advancing Career Skills’.

Module Title : Current Social problems in Sri Lanka	Course Duration:
Objectives of the module <p>Students will be given an overview of prevalent problems with particular attention to those of students and adolescents, including pressures caused by the prevailing education system. The impact of current social changes including the impact of conflict and deprivation, increasing migrant labour and single parent families, media and social media effects will be studied, with discussion of possible social interventions to mitigate problems.</p>	
Competencies / modules to be covered <ol style="list-style-type: none"> 1. Recognizing reasons for pressures on young persons – peer, educational, parental 2. Understanding problems caused by conflict, and bereavement 3. Identifying the importance of knowledge of Reproductive Health, difficulties about promoting it, and problems caused by prejudicial social beliefs and stereotypes with regard to Reproductive Health 4. Participating safely and sensibly in social media interactions, and avoiding misuse 5. Being aware of issues of child abuse, bullying and street harassment 6. Identifying social and environmental factors affecting mental wellbeing, including poverty and aging 7. Identifying causes of gender based violence 8. Understanding dangers and problems with regard to drink and drugs and cancer promoting habits 9. Recognizing issues arising from labour migration, in particular impact on single parent families 	
Recommended teaching methods :	e. g.: role plays, simulations, technical projects, experiments, case studies, student presentations, panel discussions, educational games etc.

Module Title	Course Duration
Ethical and professional responsibilities of carers and counsellors.	
<p>Objectives of the module</p> <p>Ensuring the autonomy and privacy of the vulnerable, attention to individual rights including child rights, awareness of the need for consultation and ensuring appropriate expertise, and understanding of the social and legal context.</p>	
<p>Competencies to be covered</p> <ol style="list-style-type: none"> 1. Understanding the principle of personal autonomy and the importance of self determination, and maintaining confidentiality and privacy 2. Awareness of the basic rights of children, elders, the disabled and women, and the social and legal contexts in which they may be exercised 3. Identifying responsibilities with regard to the vulnerable, and understanding the role of the state and methods and parameters of intervention 4. Studying the roles of different state agencies with regard to protection and care issues, and appreciating when it is appropriate to refer to a responsible agency 5. Assessing the effectiveness of interventions and exploring alternative models in the best interests of the vulnerable 	
Recommended teaching methods :	e. g.: role plays, simulations, case studies, student presentations, panel discussions

Module Title	Course Duration
Providing guidance and support	
<p>Objectives of the module</p> <p>d. Befriending those in need and providing guidance, with particular understanding of adolescent needs and including awareness of economic and sexual problems, and social and career needs and ambitions</p>	
<p>Competencies to be covered</p> <ol style="list-style-type: none"> 1. Exploring examples of adolescent concerns and interventions to provide support 2. Understanding current structures of providing guidance and support to adolescents 3. Appreciating the different ways of overcoming problems – checking on facts, seeking agreement on opinions, negotiating between interests, mediating between desires, promoting justice and equity 4. Ensuring open discussion and promoting cooperation 5. Understanding the importance of soft skills in improving interpersonal relations 6. Encouraging the development of systems and routines and good habits with appreciation of how these enhance self worth 	
Recommended teaching methods :	e. g.: case studies, personal narratives, role plays, simulations, group presentations of situations

Module Title	Course Duration
Basic child care	
Objectives of the Module Being able to deal with physical needs, emotional needs, cognitive development	
Competencies to be covered <ul style="list-style-type: none"> 1. Maintain safe and hygienic physical environment 2. Provide food and beverages to children, including preparation of infant formula and feeding infants 3. Promote healthy eating practices through age–appropriate awareness raising activities 4. Engage children in stimulating play activities 5. Provide physical and hygienic care, including first aid, and being able to respond to cues 6. Provide love, support, encouragement and promote positive attachment 7. Manage children’s behavior through positive disciplining methods 8. Foster holistic development of children (physical, motor, emotional, social, moral, cognitive skills). while providing space for their views to be heard 	
Recommended teaching methods :	e. g.: role plays, simulations, technical projects, experiments, case studies, student presentations, panel discussions, educational games etc.

Module Title	Course Duration
Introduction to social care	
<p>Objectives of the module</p> <p>Understanding what professional social care is and being able to perform some required functions, with awareness of the needs of vulnerable groups such as the elderly and disabled</p>	
<p>Competencies to be covered</p> <ol style="list-style-type: none"> 1. Understand the concept of Social Care, and the importance of promoting psychological as well as physical well being 2. Ensuring hygiene, both personal and in subjects of care, and for clothes and linen 3. Carry out good care practices that help protect and maintain the health and safety of the vulnerable 4. Provide necessary first aid 5. Knowing when professional interventions, medical or social, are necessary, and calling these in 6. Providing stimulating companionship for the vulnerable 5. Identify how to coordinate with the agencies for Social Care 7. Identify the need for Social Care in the context of social change 8. Understanding the particular needs of the elderly 	
Recommended teaching methods :	e. g.: role plays, simulations, technical study, case studies