

Academy for Counselling and Coaching (ACC)

Counselling and Coaching Training - Worldwide - English Version

The Netherlands: www.counselling.nl - www.coachacademie.nl

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The Learning Goals

Paul van Schaik - Els Barkema-Sala

1 - Knowledge

2 - Practice

3 - Inner Growth/Personal Development

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The Learning Goals

Introduction to Counselling and Coaching Academic Counsellor and Coach

1 - Knowledge

Knowledge - Reading list

By knowledge we mean theoretical knowledge and understanding that you gain from the literature, multimedia or internet. When your essays are approved, you will receive an invitation for the oral exam. During the exam, questions will be asked about theory, about your experiences of training and about your personal growth. When you pass the exam, you will receive the Diploma for Level 1. If you fail the exam, you can ask for a retry.

For this exam you need to study or acquaint yourself with the following, in this order:

Our studymaterial:

- The ACA Code of Ethics. (Learn thoroughly and apply)
- The Art of Feedback. (Learn thoroughly and apply)
- The Regulations. (Read through and apply)
- The Learning Goals. (Read through and apply)
- The Criteria. (Read through and apply)
- The Forms. (Read through and apply)
- The Examination. (Read through and apply)
- The Art of Counselling (or Life Coaching) (Learn thoroughly)
- Practice Exercises. (Read through and practise)

The following books you need to get and study thoroughly:

1 - The skilled helper: A problem management and opportunity development approach to helping - Gerard Egan

Paperback | 416 Pages | Thomson Learning | International ed

ISBN10: 0495127957 | ISBN13: 9780495127956 - estimated price € 54,99

2 - Approaches to psychology - William E. Glassman & Marilyn Hadad

Paperback | 544 Pages | Open University Press | 4th Revised edition

ISBN10: 0335213480 | ISBN13: 9780335213481 - estimated price € 49,99

3 - An introduction to counselling - John McLeod

Paperback | 464 Pages | Open University Press | 3rd Revised edition

ISBN10: 0335211895 | ISBN13: 9780335235445 - estimated price € 54,18

4 - Person-centred counselling in action - Dave Mearns & Brian Thorne

Paperback | 264 Pages | SAGE Publications Ltd | 3rd Revised edition

ISBN10: 1412928559 | ISBN13: 9781412928557 - estimated price € 33,99

5 - Handbook Coaching - Rudy Vandamme

Paperback | Pages | Entos | The 'Print on Demand Edition' is out now.

Not yet available in the bookshops !!

(We will order this book exclusively for our students when the training starts.)

ISBN10: | ISBN13: - estimated price € 37,00

Knowledge - General Learning Goals and Examination

The selected studybooks are clear, concise and purposefully written. They do not contain excessive material, nor do they miss out on essential information. In addition to extensive treatment of the material that details all learning goals, they often provide exercises that you can do by yourself, with fellow students, or during training days. This exercise - the application of knowledge into practice - is necessary to really grasp the material. It then becomes experiential learning. Knowledge - Practice Training - Inner Growth all make up one unit. The ultimate learning goal is to be able to counsel or coach well. That can be achieved by applying all you learn during training into practice. This will facilitate positive change and help improve counselling/coaching skills.

The specific learning goals of the studybooks you can find in the books themselves. They can be summarised as:

- knowing how to formulate knowledge (Case Study and Oral Exam)
- being able to cross-reference various kinds of knowledge (Case Study and Oral Exam)
- being able to grasp the knowledge (Case Study and Oral Exam)
- applying knowledge in practice (Training, Case Study and Essays, see Practice)
- utilising knowledge for inner growth..... (Free choice and Essays, see Inner Growth)

The first three items will be first tried out in a Case Study that is to be submitted in the period: training day 5 to training day 8. Your trainer will provide detailed instructions and suggestions, as well as an example. You need to submit the Case Study in writing and it will be read by an external examiner and your trainer, and be handed back to you with brief comments or suggestions (it is not graded). This will be an opportunity to hone your skills in presenting and commenting on a part of actual clientwork, including theoretical aspects and reflections on the client's process, as well as your own.

Furthermore, your knowledge and your ability to utilise/apply it, will be tested in an oral exam. Exam questions will pertain only to our own study material and the prescribed literature. Some answers to the questions will be found literally in the books, other questions will test your comprehension. They may concern a combination of topics. A third kind of questions, about more fundamental matters, can only be answered after you have absorbed the material and can deduct what the answer should be by applying logical reasoning and reflection. Some of those answers you can only know if you have applied theory into practice.

The exam is not an easy matter. The reason for that is, that we want you to have a good quality base, that you can build on for years to come. You study for a new profession, one in which you work with people and try to help them. So we judge that applying yourself and studying the best books we could find, is a must. Just skimming them is not enough, you need to really absorb them. In subsequent levels we attach less importance to knowledge and theory, and more to practical work, a broad mind and creativity. But for this you need a solid theoretical base, because otherwise you may come across as too eclectic or vague and harm people instead of helping them, without even realising why. In addition to the required literature, you are of course free to study a lot more. You can for example already read up on your chosen field or specialisation, so that you could get more out of Level 2.

We suggest you find out what is the best way for you to study. For some, it requires setting aside a fixed time in the week, for others 'random or chaotic learning' works, still others prefer a couple of months of burying themselves in the books. For some people books are almost precious, others don't mind marking them extensively. Reading out loud, visualisation, meditation, repetition, audiotaping, making excerpts or summaries, discussions, etc. are all methods to learn the material. On internet and in various books one can find a great number of learning methods. You need to find your own method and pace. You can go for the oral exam when your essays have been approved.

It is important to let practice follow theory, so that the trainer will not have to spend too much time explaining basic concepts. So read up on things in advance.

Integrate the theory and the understanding you gain during practice into your own personal system, so that inner growth and counselling and coaching become a lived reality. Ask your trainer or fellow students to explain anything that is not clear to you.

2 - Practice

Practice - Training, Learning Goals and Essays

The knowledge that you gain from the books, can be immediately applied in practice. There are several training possibilities that you can utilise in this first level:

- | | |
|--|---------------------|
| • Practice training days at the training centre | 60 hrs (P1) |
| • Practising at home with fellow students | 30 hrs (P2) |
| • Counselling/coaching people (with simple problems) | 15 hrs (P3) |
| • Individual supervision on your clientwork | min. 3 hrs (P4) |
| • Have personal counselling or coaching | min. 3 hrs (P5) |
| • If necessary (or desired) additional workshops | .. hrs (P6) |
| • Case study of part of actual clientwork | 10 hrs (P7) |
| • Total hours of practice training is minimal | <u>121 hrs</u> (PT) |

Everything you do in practice, you can use in your essay on professional development, which provides evidence of what you have learned and understood and how you have applied it. In your essay you provide practical examples of all learning goals you have achieved. On the list of learning goals you indicate on which page of your essay that particular learning goal is detailed. Many learning goals come across several times during the year, in that case you can provide several examples of what occurred. When your essay is ready, send it to us by post, together with your essay on inner growth or personal development. In consultation with your trainer we can determine whether the facts are accurate and whether your practice has been deemed successful. Your score should be 100%. If your score is lower than that, you will need to complete the suggested assignments. At the end of the Introductory course (Level 1) you should have a reasonable overview of counselling/coaching. You should be able to help people with fairly simple problems by counselling or coaching them. Up to 10% of the practice lessons may be missed. If you miss more, you can opt for workshops that have been approved, in that case we will verify the content and the number of hours. Alternatively, the trainer may give additional assignments.

On training days the emphasis is on trying out skills for counselling/coaching and on putting them into practice. You need to study the theory in advance, so that the lessons can be used for training and evaluation and not for explaining things that are explained in the books. That way you can learn a great deal in at least 121 hours of practice.

Overview of the Learning Goals for the Introductory course (Level 1):

1. Learn to work safely and effectively within a counselling/coaching relationship.
2. Learn to develop a trusting relationship with clients within the boundaries of a sound ethical and professional code.
3. Learn to work with diverse views, values, norms, cultures and traditions.
4. Learn to work with the personal experiences of clients and of your own.
5. Achieve personal growth that can be expressed in increased openness, honesty, integrity and authenticity.
6. Learn to work independently as counsellor or coach.
7. Learn to work creatively while maintaining an eye for coherence.
8. Being able to express fully and coherently what counselling or coaching is.

These learning goals can be achieved by putting the theory you learn into practice. In the essay about your professional development you provide evidence of achieving particular learning goals. In the margin of your essay you note each time which learning goal is described (e.g. 3a) and on the roster of learning goals you indicate the pages of your essay that provide evidence of having achieved them. (Behind 3a for example pages 2, 5, 10, 20.) Take care to provide several examples for each. Describe briefly what ensued each time. Write your essay in chronological order and number the pages. By cross-referencing you will be able to determine whether you have met all criteria and obtained all learning goals. Pay particular attention to the emotional aspects. How did you feel? What did you learn? How did it affect or change you? How did the other feel? Is there an open atmosphere in the group? Make connections between what you learn about theory, what you apply in practice and your inner growth or personal development. Your own learning experience is central, with real examples, not a theoretical treatise. “The Practice Exercises” will provide an example.

Details of the Learning Goals for the Introductory Course (Level 1):

1. Organisational issues and working safely within a counselling or coaching relationship. You can...
 - a. create an atmosphere in which the client feels safe
 - b. guarantee the privacy of the client and maintain confidentiality
 - c. have clear financial agreements with your client
 - d. have clear agreements about start, length, continuation, evaluation and termination of the counselling/coaching relationship.

2. Within the framework of the Ethical Code maintaining a trusting, sound relationship with your client. You can...
 - a. formulate in your own words the goal and content of the Ethical code for counsellors or coaches and you can elaborate on it and subscribe to it
 - b. demonstrate that you are able to observe your own emotional reactions to the client or to what is presented and are able to manage and put things in perspective, or address them when it seems in the client's best interest
 - c. gauge the influence of your own mood, emotions or affect on clientwork and outcome and take appropriate steps when necessary
 - d. observe the influence of moods, emotions and feelings of the client on yourself, as well as the influence of whatever the client brings, and put this in perspective and handle it in daily life (outside of the counselling relationship).

3. Ability to work with diverse views, values, norms, cultures, traditions, (mis)conceptions that exist between yourself and your client. You can...
 - a. respectfully and without judging or condemning, interact with those who think differently
 - b. give evidence of respecting the norms and values of the client in the counselling relationship, even when they clash with your own norms and values
 - c. recognise prejudice/bias within yourself, as well as in the client, and address it when appropriate
 - d. within the counselling relationship, consider the social and cultural background of the client, including inherent or dominant traditions and convictions held dear by the client.

4. Ability to work with the personal experiences of the client and of yourself. You can...
 - a. see your own experiences and those of the client as equally valid
 - b. be open to the experiences of the client and be prepared to take them as base for further exploration and to test their reality carefully, if need be
 - c. introduce your own experiences in an appropriate manner into the counselling relationship, if/when it is deemed beneficial.

5. Express your inner growth in openness, honesty, integrity, authenticity and empathy. You can...
 - a. be congruent and consistent in the relationship, in all you do or say and in body language and attitude
 - b. be held accountable, also outwith the relationship, for content, congruence, consistency of your (communicative) behaviour, and for the norms and values that you maintain within the counselling relationship
 - c. accept supervision and/or intervision and actively take part in supervision, intervision, further education and ongoing development
 - d. work actively on continued personal development and inner growth, in which not imitation of others, but realisation of your own identity is central.

6. Ability to work as counsellor or coach. You can...
 - a. put clients at ease and build a trusting relationship with them
 - b. employ simple relaxation techniques
 - c. endure and utilise silences in the interaction
 - d. interpret non-verbal communication and check it with the experience/intention of the client
 - e. handle aggression, anger and rage
 - f. handle confusion, shy or withdrawn behaviour and disappointment in the client
 - g. recognise signals of depression, fear or panic and know how to respond
 - h. recognise signals of (sexual) arousal or excitement and know how to respond
 - i. recognise signals of over-extension or burnout and know how to respond
 - j. handle suicidal thoughts and ideation a client might experience
 - k. indicate and maintain your own boundaries within the relationship
 - l. demonstrate that you know when/how to refer a client appropriately to more suitable or specialised professionals
 - m. apply Egan's model and in principle be informed about other models
 - n. distinguish between sympathy, antipathy and empathy and show evidence of that
 - o. utilise all major techniques and skills without flaw. Techniques such as:

- | | |
|-------------------------|-------------------------------|
| 1. Open questions | 21. Challenging |
| 2. Paraphrasing | 22. Self-challenging (daring) |
| 3. Reflecting | 23. Modelling |
| 4. Closed questions | 24. Motivating |
| 5. Specific questions | 25. Dealing with resistance |
| 6. Probing questions | 26. Confrontation |
| 7. Exploration | 27. Listening |
| 8. Inventarisation | 28. Understanding |
| 9. Intuition | 29. Empathy |
| 10. Gauging the problem | 30. Deep Empathy |
| 11. Recognition | 31. Homework |
| 12. Directing attention | 32. Humour |
| 13. Focusing | 33. Being open |
| 14. Sharing information | 34. Respect |
| 15. New information | 35. Being genuine |
| 16. Brainstorming | 36. Tuning in |
| 17. Disclosure | 37. Acceptance |
| 18. Immediacy | 38. Paying attention |
| 19. Being direct | 39. Trust |
| 20. Assertivity | 40. Time, Space and Silence |

7. In working with clients you give evidence of creativity and you can foster creativity in clients. At the same time you hold on to the process model of counselling/coaching, so that it is coherent for the client. You can...
 - a. conduct an intake session, come to an initial evaluation and formulate a plan of action
 - b. in the course of the counselling/coaching relationship, if necessary, come to improvised changes you can motivate as far as method and interaction with the client is concerned
 - c. write an objective written report and notes of a session, in which particularly the emotional aspects of the personal process of the client are noted
 - d. stimulate clients to assume responsibility for their own decision-making process and implications thereof
 - e. show willingness to evaluate the progress of the counselling relationship and its outcome with the client and/or supervisor
 - f. put the meaning of the counselling relationship for yourself, as well as for the client, in a broader perspective by applying a wider view and by taking into account the personal development that the client may be experiencing in many areas.

8. You know well what counselling and coaching is and you can place it in the broader context of other approaches, cures, sciences, religions, philosophy, disciplines. You can...
 - a) formulate similarities and differences between counselling, coaching, clinical psychology, psychotherapy and (psycho)social work and you can elaborate on this
 - b) express the differences between the various specialisations of counselling and coaching
 - c) make use of relevant views, models and methods of other fields, such as biology, physics and ecology
 - d) make use of relevant views, models and methods of psychology, sociology and related fields
 - e) make use of relevant views, models and methods of the regular and complementary or alternative approaches
 - f) indicate when referral or consultation with a GP or therapist is necessary
 - g) be reasonably sure there is no evidence of pathology
 - h) describe the main characteristics of the most important (alternative) therapies
 - i) make use of relevant views, models and methods of the most important (world)religions and beliefs, such as Christianity, Islam, Hinduism, Buddhism, Judaism or Humanism, etc.

Practice - Learning Goals Roster for use in the Professional Development Essay

learning goal	page essay	learning goal	page essay	learning goal	page essay
1a		6o1		7a	
1b		6o2		7b	
1c		6o3		7c	
1d		6o4		7d	
		6o5		7e	
2a		6o6		7f	
2b		6o7			
2c		6o8		8a	
2d		6o9		8b	
		6o10		8c	
3a		6o11		8d	
3b		6o12		8e	
3c		6o13		8f	
3d		6o14		8g	
		6o15		8h	
4a		6o16		8i	
4b		6o17			
4c		6o18		Practice training	
		6o19			Proof Hours
5a		6o20		P1	Encl. 1
5b		6o21		P2	Encl. 2
5c		6o22		P3	Encl. 3
5d		6o23		P4	Encl. 4
		6o24		P5	Encl. 5
6a		6o25		P6	Encl. 6
6b		6o26		P7	Encl. 7
6c		6o27		PT	
6d		6o28			
6e		6o29			
6f		6o30			
6g		6o31			
6h		6o32			
6i		6o33			
6j		6o34			
6k		6o35			
6l		6o36			
6m		6o37			
6n		6o38			
		6o39			
		6o40			

This roster needs to be placed in the very first section of your essay. Behind each learning goal you note the page numbers of your essay, where that learning goal is detailed. In the margin of your essay you note the number and letter of that particular learning goal, so that it can be easily traced. Every single learning goal needs to be achieved. Send evidence for all practice hours (the indicated forms) as enclosures. If you have had e.g. 3 hrs of supervision, make sure you attach your own report of this and the signed form from your supervisor. If you have had counselling or have attended a workshop, follow the same procedure. No proof = not done. Mind that enclosures do not count for the total number of pages of your essays. See the practice book for an example.

There is no minimum or maximum number of pages, but it should be possible to establish well enough that you have achieved all learning goals.

3 - Inner Growth/Personal Development

Inner Growth/Personal Development - Learning goals and Essay

In the section Inner Growth or Personal Development you have the most freedom. The section Knowledge provides nurture and a stable base, so that you can be securely rooted. By applying knowledge into practice, you can grow as counsellor or coach. Inner growth concerns how you grow and develop as a human being. This development occurs simultaneously with your growth as professional counsellor or coach.

Inner Growth could have constituted the major bulk of this course. We could have summed up all possible forms, ways, paths and routes that you could choose. This would have been excessive, though, because there is only one way that suits you: *your own way*. We teach you how you can work independently on your inner growth. You can choose a form that suits you best. You may also consciously choose not to develop further. It may be the case you are perfectly happy with who you are, how you are, what you do and that you want to keep it that way. You are entirely free in this.

Development goals:

1. Working on your inner growth or personal development.
2. Writing an essay about this (during the training period and minimally 20 pages).

The essay “Inner Growth” you send in at the same time as your essay “Professional Development”, together with all other documents required. When the essays are approved, you will get an invitation for the oral exam.

Your personal development and your professional development as counsellor or coach occur simultaneously. Inner growth is often more important than learning from books, especially in the field of counselling and coaching, where you yourself as counsellor or coach are the instrument with which you work. If you only work with your mind, you can only help on an intellectual level. In order to help optimally, a harmonious development of all parts of yourself is necessary. You can learn that in this section.

During Level 1 we lay the base. Your growth and development can continue throughout your lifetime, though. There can be periods of little or no movement, or when your development seems to go in a totally opposite direction. It does not matter, as long as you can pick up the thread again when you are ready.

Let's start our adventurous journey. Together we set out and see what comes our way. You decide the route, what luggage to take and when you want to pause. When you say left - we go left and when you say right - we go right. If you wish, I can be the coach on your discovery, who will help you along when you feel lost or who helps you explore things, so that you can take the right decision. In addition to that I can point out pitfalls, deadends, highwaymen, bears, bottomless pits, seductions, shortcuts, fair views, energy sources and other items you can encounter on your trip.

Here are some ideas to work out for yourself.

(Not for your essay. They might be a topic for discussion in your studygroup at some point.)

1. Describe your development from birth up to now.
While you do that, note your emotions, your thoughts and your physical body.
2. What things have changed and what has remained unchanged?
3. What patterns can you discover in your life?
4. How do you now regard your thinking, your emotions and your body?
5. What is your life philosophy or belief like?
6. Imagine you would now write a scenario for the rest of your life, how would it read?
7. Ask yourself the following question: "Who am I?" The aim is: inner searching. Try to involve as many parts of yourself as possible: your thoughts, your emotions, your body. Let each part of you ask/answer that question, apart and jointly.

Before we set out, we can peruse the travel possibilities. A good resource for that is the library, where all books can be skimmed rapidly. The books are sorted by topic. If a particular topic does not have much meaning for you (at this time), you can skip it. You can also peruse brochures regarding trainings and workshops or discuss things with other people. Select a top 10 of topics that engage you. Choose a number of them that you would like to get more information on. Skim information about them via books, internet, lectures, workshops and Open Days. "Shop around". Continue until you get to the feeling you have found something that can serve for your inner growth. There is no right or wrong method, it just needs to be something that fits you at this particular moment. Later on it might be something entirely different.

8. Why does that topic engage you so?
9. What do you expect it to offer you?
10. In what ways can you find out more about that way?

You can work on your thinking, your feeling, your body, your intuition, etcetera. All parts of you are necessary to make up a complete human being. Some methods help you develop your thinking, others help your emotional growth, your body or your intuition. Sometimes there is overlap.

Self-development is particularly something you can do. Reading a travel guide is nice and inspiring, a first step. Setting out for real is the next step. Before you set out, you can make an action plan. In this you describe the route you wish to follow (what you are going to do at a particular time and place.) Make a plan for your body, your emotions and your mind. They cannot exist without each other. Often illnesses, difficulties or problems occur, because the person has developed in a one-sided manner. The plan you make is flexible so that you can adjust it anytime, if necessary. Before you set out, you can discuss your action plan with me or someone else, to see if it can be improved still.

Resources:

In fact, anything can be a resource. Most often resources are right at hand. Things you need right now are near you. What you will need later, will be around then. This is because you can only use that which is available. In theory 10 million Euros is an excellent resource for many things. If you don't have them, they are not the indicated means for you. The same goes for books or other resources. Look around what you can find in your surroundings. Books, people, animals, plants, internet, yourself, your unconscious, your situation, your problems, your goals.

11. What can assist your inner growth?
(Think of internal and external resources.)
12. How could those things help you?

What will be in your essay?

1. Your point of reference - *How am I now?* - *What is my current position?* - *Where am I?*
2. What direction you choose - *How do I want to be?* - *Where am I in a year's time?*
3. How you came to that choice - *What was your reason for choosing it?*
4. Why you chose that particular direction - *Why do I want to develop in that particular direction?*
5. A summary of the content of that direction - *What method do I use?*
6. Your action plan - *What do I do when?* - *Time scheme* - *Planning* - *Logistics (SMART)*.
7. A travelogue - *Report of your development during the period of the course (Level 1)*.
8. What it has brought you - *Taking stock* - *Profits* - *Was it what I expected?*
9. How you want to proceed - *Another round?* - *Continue as is?*
10. Other things that are important to you.
11. Literature list, media-, internetlink references.

In what form can you send it in?

In the form of an extended essay. You send it in together with your essay on professional development. We respect everyone's privacy, therefore we do not keep essays after having examined them. You need to store your own essays. After the oral exam, your essays will be returned to you.