

Counselling People Towards Behaviour Change

	Unit 1 Introductions and Course Overview	Unit 2 Alcohol knowledge
Aims	<ol style="list-style-type: none"> 1. To begin building an environment safe for training within the group of participants. 2. To look back at the generic counselling skills course and forward at the behaviour change specialist course and begin building links between the two. 3. To air some of the fears, hopes and expectations of the participants. 	<p>To raise participants' awareness and knowledge of :-</p> <ol style="list-style-type: none"> 1. what alcohol is. 2. the effects of alcohol on physical and mental health and social wellbeing. 3. the uses and risks of alcohol consumption. 4. substance use & society.
Learning outcomes On completion of the unit participants will:-	<ol style="list-style-type: none"> 1. be able to list some of their fears, hopes and expectations and share them with a small group. 2. understand the skills they have and the skills they need to acquire. 3. be able to establish a group working agreement. 4. be able to contract a course working agreement. 	<ol style="list-style-type: none"> 1. have raised their awareness of the nature of alcohol and its effect on self, others and communities. 2. have raised their awareness and knowledge of the role of alcohol and the variety of peoples' attitudes to it in contemporary society. 3. have explored their belief systems in relation to alcohol and other behaviours.
Performance Criteria Participants will be able to:-	<ol style="list-style-type: none"> 1. demonstrate the ability to build a 'working relationship' with other course members. 2. demonstrate understanding of the commitment required to undertake learning within the context of this course. 	<ol style="list-style-type: none"> 1. explain the role of alcohol in contemporary society. 2. convey understanding of why people use alcohol. 3. demonstrate an understanding of their beliefs in relation to alcohol and/or other behaviours.

	Unit 3 Theory and Ethics	Unit 4 Theories, concepts and models of behaviour
Aims	<ol style="list-style-type: none"> 1. To explain, in terms familiar from previous learning, the similarities and differences of working with people in relation to behaviour change. 2. To re-acquaint participants with what they have learned previously and to extend their knowledge in ways relevant to counselling people in the process of change. 3. To consolidate & expand ethical practice. 	<p>Ensure that participants understand:-</p> <ol style="list-style-type: none"> 1. their own beliefs about the complexities of behaviour. 2. theoretical concepts of the origin of behaviours. 3. theoretical concepts of the maintenance of behaviours.
Learning outcomes On completion of the unit participants will have :-	<ol style="list-style-type: none"> 1. contextualised their knowledge and experience of developing a therapeutic relationship. 2. been introduced to the Transtheoretical Model of Change. 3. been introduced to Motivational Interviewing. 4. been introduced to tools and strategies necessary in behaviour change. 5. been introduced to Relapse Prevention. 6. been made aware of some ethical considerations prominent in behaviour change counselling. 	<ol style="list-style-type: none"> 1. identified their own, if any, behaviours they rely on and described how they feel about them. 2. shared these behaviours with other participants. 3. an understanding of concepts that explain the development and maintenance of people's belief systems in relation to their behaviours.
Performance Criteria Participants will be able to:-	<ol style="list-style-type: none"> 1. explain the relevance of certain theoretical approaches utilised in generic counselling contextualised specifically to working with people in the process of change. 2. explain the model of counselling utilised with clients presenting as a result of their need and desire to change behaviour. 3. explain and discuss the ethical framework within which behaviour change counselling must always take place. 	<ol style="list-style-type: none"> 1. articulate their own thoughts and feelings about behaviours they rely on personally and those of others. 2. demonstrate the ability to articulate a range of theories and models that explain people's behaviour.

	Unit 5 The transtheoretical model of change	Unit 6 Introduction to Motivational Interviewing
Aims	<p>To ensure participants knowledge and understanding of:-</p> <ol style="list-style-type: none"> 1. Prochaska & DiClemente's Stages of Change Model. 2. the application of the Stages of Change Model experientially. 	<ol style="list-style-type: none"> 1. To understand the link between the theory of motivational interviewing and the human dilemma of changing attitudes and behaviour. 2. To reflect on what is meant by ambivalence and the righting reflex. 3. To appreciate the implications of the spirit of motivational interviewing and how that connects with the principles of other counselling approaches. 4. To observe a counselling session using motivational interviewing approach.
Learning outcomes On completion of the unit participants will have:-	<ol style="list-style-type: none"> 1. been introduced to Prochaska & DiClemente's Stages of Change Model. 2. an understanding of their own and other peoples patterns of change using the Stages of Change Model. 3. the ability to identify the appropriate intervention based on the clients stage within the Stages of Change Model. 	<ol style="list-style-type: none"> 1. an understanding of the key elements of the theory of motivational interviewing. 2. had an opportunity to recognise how ambivalence and the righting reflex play a role in their own day to day life. 3. identified how they use open questions, affirmations, reflective listening, and summarising (OARS) in the different developmental phases. 4. explored the crucial similarities and differences between motivational interviewing and other counselling approaches by considering the spirit of motivational interviewing and the continuum of a directing, guiding, and following approach.
Performance Criteria Participants will be able to:	<ol style="list-style-type: none"> 1. describe Prochaska and Di Clemente's Stages of Change Model. 2. demonstrate knowledge of the Stages of Change process as a spiral. 3. demonstrate understanding that effective help takes into account where the person currently stands in relation to the Stages of Change spiral. 	<ol style="list-style-type: none"> 1. describe how motivational interviewing was developed. 2. identify examples of their own ambivalence when faced with the dilemma of change, and recognise how their righting reflex comes into play in their relationships with others. 3. discuss how motivational interviewing differs from other counselling approaches.

	Unit 7 Motivational Interviewing(continued)	Unit 8 Beginnings
Aims	<ol style="list-style-type: none"> 1. To understand the importance of engaging skills. 2. To explore what is meant by using responses and interventions strategically. 3. To participate in a counselling session using motivational interviewing approach 4. To become familiar with 'sustain talk' and 'change talk'. 	<ol style="list-style-type: none"> 1. To explore the similarities and differences of establishing a therapeutic relationship within the context of behaviour change agency. 2. To introduce the use of comprehensive assessment and action planning within a collaborative therapeutic relationship. 3. To help participants relate to their client through the use of Prochaska & DiClemente's Transtheoretical Model of change and Miller & Rollnick's Motivational Interviewing. 4. To learn the key elements of comprehensive assessment and action planning in the context of a recovery model.
Learning outcomes On completion of the unit participants will:-	<ol style="list-style-type: none"> 1. recognize 'sustain talk' and 'change talk' and how it relates to psycholinguistic evidence. 2. have identified how they use open questions, affirmations, reflective listening, and summarising (OARS) in the different developmental phases. 3. recognize the strategic use of interventions to acknowledge sustain talk and to encourage change talk. 4. have observed the skills, strategies and values demonstrated in the course of a motivational interviewing counselling session. 5. have participated in a counselling session using the skills, strategies and values needed within a motivational interviewing style. 	<ol style="list-style-type: none"> 1. have a contextualised knowledge of contracting within a behaviour change approach. 2. have learned that assessment is a process of self-reflection by the client, supported by the counsellor. 3. have learned that a comprehensive assessment will enable the client to examine current and historic behaviours; related patterns of behaviour; the severity of any historic withdrawal symptoms and other risks; use of other drugs and medications; and will consider lifestyle; major strengths and weaknesses; and major life areas of satisfaction and dissatisfaction. 4. Have an understanding of how to identify the client initial life and therapy goals
Performance Criteria Participants will be able to:-	<ol style="list-style-type: none"> 1. describe what different skills and strategies they might use in the different phases of work. 2. demonstrate the use of engaging skills with other course participants. 3. identify what they have learnt from the demonstration of a motivational interviewing session and how that might inform their practice. 4. work with a dilemma presented by another participant using a motivational interviewing style. 5. identify examples of 'sustain talk' and 'change talk'. 	<ol style="list-style-type: none"> 1. demonstrate their ability to contract for a programme of counselling. 2. demonstrate ability to establish a collaborative therapeutic relationship, and manage a process of assessment and action planning in a structured manner. 3. demonstrate ability to work with clients to enable them to assess their behaviour, current lifestyle and perceived strengths and weaknesses. 4. demonstrate the ability to help clients identify and plan initial personal objectives and to structure these into realistic, attainable stages.

	Unit 9 Middles	Unit 10 Middles –preventing and managing relapse
Aims	<ol style="list-style-type: none"> 1. To review learning to date and relate it to the counselling process. 2. To expand the range of therapeutic interventions available to the counsellor. 3. To learn how to use supervision effectively. 	<ol style="list-style-type: none"> 1. To learn the theoretical processes of relapse. 2. To introduce the theories, concepts & models of relapse
Learning outcomes On completion of the unit participants will have:-	<ol style="list-style-type: none"> 1. understanding of learning gained. 2. identified their own learning needs. 3. been introduced to a range of approaches in relation to behaviour change. 4. understanding of the use of supervision to become a reflective practitioner. 	<ol style="list-style-type: none"> 1. understanding of the key conceptual frameworks and models for preventing and dealing with relapse. 2. understanding of the counsellor’s role and interventions in relapse.
Performance Criteria Participants will be able to:	<ol style="list-style-type: none"> 1. describe learning to date. 2. begin to prioritise their learning needs in relation to their development as a behaviour change counsellor. 3. demonstrate at least one new intervention learned in the context of behaviour change approach. 4. describe how they might use supervision to work more effectively. 	<ol style="list-style-type: none"> 1. apply their understanding of the key theories and models of relapse to a personal situation. 2. identify high risk situations and strategies for anticipating, preventing and dealing with relapse. 3. demonstrate the application of relapse interventions and strategies in a skills practice.

	Unit 11 Significant others	Unit 12 Endings
Aims	<ol style="list-style-type: none"> 1. To understand the impact that others behaviour has on significant others. 2. To be able to respond to the unique needs of significant others and respond appropriately 3. To extend participants' understanding of the theories, concept and models of behaviour change and how to apply it in their work with significant others. 	<ol style="list-style-type: none"> 1. To explore the similarities and differences of ending a therapeutic relationship within the context of a behaviour change agency. 2. To experience and reflect upon the end of working with this group.
Learning outcomes On completion of the unit participants will:	<ol style="list-style-type: none"> 1. understand behaviours from a significant others perspective. 2. have knowledge, confidence and skills to engage effectively with significant others. 3. provide appropriate information, enabling significant others to gain more insight into their and others behaviours. 4. help significant others devise effective coping strategies to promote their own health and wellbeing. 	<ol style="list-style-type: none"> 1. be able to explain the concepts of endings within a behaviour change counselling approach. 2. be able to discuss the characteristics and tasks of an endings phase. 3. be able to finish the group process and take leave of the group.
Performance Criteria Participants will be able to:	<ol style="list-style-type: none"> 1. demonstrate the appropriate use of counselling skills in working with family members and significant others. 2. accurately assess the needs of significant others and provide appropriate interventions according to need. 3. enable the development of effective coping responses and strategies unique to the significant others circumstances. 	<ol style="list-style-type: none"> 1. demonstrate the process of endings within the context of a behaviour change counselling framework. 2. demonstrate the process of endings within the context of the group process.