

Advanced Certificate in Counselling and Communication Skills

Module Descriptors

Fundamentals of a Helping Relationship (NQF 5, 14 credits)

This module introduces the student to the essential skills embedded in the helping relationship and prepares the student with the fundamental skills for providing counselling support to others. The module lays a foundation for students in understanding the terminology, key concepts, and the relevant theoretical models related to the profession of counselling. It further teaches the student how to engage in helping relationships and the values that drive these relationships. The module focuses on core counselling skills, such as: attending skills, active listening skills, contracting skills, paraphrasing, summarising, identifying and reflecting feelings, asking questions, the skill of challenging, goal setting and evaluation, and supporting and encouraging the client. The student will explore the value of the counselling environment and the importance of becoming a reflexive practitioner. The Relational Skills Model will be unpacked and comprise of five phases, these are: (i) establishing the relationship, (ii) developing the relationship, (iii) working with the relationship, (iv) the established relationship, and (v) maintaining the relationship.

Developmental Psychology B (NQF 6, 14 credits)

This module explores adult lifespan development and ageing within the framework of the major areas of development; inclusive of physical development, cognitive development, personality development, and social development. Key theoretical approaches will be discussed that explain adult development and ageing across the major areas of development. This module adopts a holistic approach to adult development and ageing through consideration of the challenges that people experience as they age, alongside its effects on the person's general health and well-being.

Counselling Skills and Process Development (NQF 6, 14 credits)

This module builds on and consolidates counselling competencies gained in Fundamentals of a Helping Relationship and continues to develop the students counselling skills. The module addresses on a deeper level the counselling framework from Fundamentals of a Helping Relationship and places particular focus on the integration of Egan's Skilled Helper Model. The module provides students with an opportunity to further operationalize their helping skills through counselling role plays. Throughout the module, students will be taught to engage in a process of critical self-reflexivity as they sharpen their counselling skills.

Ethics in Counselling (NQF 6, 14 credits)

This module explores ethics in the helping professions. It aims to provide students with foundational knowledge about universal ethical principles, ethical reasoning and ethical decision-making models. The

module cultivates a sense of ethical commitment in students, as they develop a growing awareness of ethical dilemmas and the impact of their own personal values and biases on the ethical decision-making process. The implications and considerations of applying ethics within a multicultural context will be discussed, as well as the role of ethics from a social justice perspective. This module requires the student's personal involvement and commitment to participate.

Self-Esteem and Motivation (NQF 6, 14 credits)

This module explores the conceptual and theoretical definitions of self-esteem and motivation and engages the student in a discussion on the key concepts that aid in explaining self-esteem and motivation. The factors that contribute to the varying levels of these constructs in persons will be discussed to better determine which methods and strategies must be employed to enhance self-esteem and motivation in people. Cognition, life experiences, emotion and one's self-concept play a great role in how these concepts manifest and influence one's behaviour. Students will be taken on a journey of critical self-reflection in which they explore the context of their self-esteem and motivation levels and consider various strategies to enhancing it.

Crisis and Trauma Counselling (NQF 6, 14 credits)

This module explores the counselling context with particular reference to people who have experienced situations of crisis and trauma. The module provides the student with the knowledge and skills needed for the effective intervention and management of a crisis. In this module, students would be able to differentiate between a crisis and trauma, and the types of intervention strategies that each requires. This module explores the foundations of trauma counselling related to health, illness, death, the family context and the phenomenology of rape in South Africa. It further provides an understanding of the effects of indirect trauma and introduces the student to the following intervention strategies: brief interventions, cognitive behavioural counselling, narrative practices, and strengths-based interventions. Further areas of foci for this module include the exploration of ways to effectively manage behavioural and emotional responses to crisis and trauma contexts, the assessment of a person who has been exposed to crisis and trauma incidents, as well as how best to respond in such contexts, and when to refer the person for specialist services.

Community Psychology (NQF 6, 14 credits)

The module introduces the student to the field of community psychology, specifically looking at the historical development of community psychology in the South African context. The unique social challenges faced by communities in South Africa will be explored through its conceptual definitions, looking at the implications for the community and the intervention strategies proposed. This will acquaint the student with the realities faced by many South African citizens. The module further delves into the concept of an African cosmology as well as culture, how the individual perceives themselves existing in a community with others, and how this reality impacts their position and role in the community. Considering that people interact with their social and physical environments and that a community may be considered a social system, with its interacting members comprising of various subsystems within it, students are familiarized with various ecological approaches that are used to better understand the community as a system. This module offers insight into the assessment of a community's needs and existing resources, as well as information on what to consider when planning and implementing a community project. This

module further places emphasis on bringing community members together to collaboratively work on empowering the community resulting in greater social change.

Work Integrated Learning (Part 1 and 2) (NQF 6, 20 credits)

Work Integrated Learning is regarded as a rewarding and essential component of a student's learning experience. SACAP's vision is to continue to grow and develop as a centre of excellence for education, research and personal and professional development in the field of applied psychology. An integral component of this vision is to establish links with various psychosocial organisations in the community services, health, welfare, etc. It is intended that such collaborative work will promote excellence in the education and training of students within these fields. The WIL module runs over the course of two academic terms and offers students a comprehensive practical placement within an organisational setting specifically related to various psychosocial fields.

Elective Modules

Addiction Counselling (NQF 6, 15 credits)

This elective module provides an overview of addiction, addiction models, and addiction counselling, by examining the theoretical models and counselling approaches used to understand, intervene and treat addictions. A differentiation between substance and non-substance related addictions (process addictions) are explored, providing clarification on the common features and defining characteristics of each. Students will be introduced to various screening tools for the assessment of addiction and learn about common co-occurring disorders. Crisis intervention, individual counselling, group counselling and family counselling will be explored when working in the context of addiction treatment. Treatment and aftercare issues as they relate to gender, ethnicity, sexual orientation, disability and age, will be engaged with. Specific emphasis will be placed on the family of the addict and the children in the family system. Finally, this module concludes with insights into harm reduction, relapse prevention practices as well as 12-step self-help groups.

Counselling in Loss (NQF 6, 15 credits)

This module provides students with the knowledge, skills and attributes to effectively and appropriately work with those experiencing a variety of loss and grief issues. Students study the dynamics of the grieving process and the impact that cultural, social, and religious perspectives and beliefs have on the experience of grief and loss. The module introduces the students to complicated, disenfranchised and ambiguous loss and how to work with and/or refer clients. The aim of the module is to assist the student to integrate their developing knowledge and understanding of the counselling process to confidently and appropriately counsel clients as they move through the grieving and loss process.

Family Work and Relationships (NQF 6, 15 credits)

The module introduces family theories and family therapies, with a focus on viewing the family from a systemic perspective. Various explanatory models will be explored with the aim of understanding family functioning, processes and relationships. This includes intergenerational family therapies, experiential family therapies, strategic family therapies, systemic family therapies, and postmodern family therapies. Students will be equipped with the knowledge and skill to formulate a comprehensive framework from

which to work within a family context. This module further gives recognition to the complexities of diversity and multiculturalism that are present within families and various family forms. Furthermore, the module seeks to engage students in a discussion about indigenizing western family therapies for the South African context.

Gender, Sexuality and HIV Counselling (NQF 6, 15 credits)

This module offers a theoretical foundation of the key concepts embedded in the study of gender, sexuality and the Human Immunodeficiency Virus (HIV). It further provides students with a good grounding of the issues related to gender, sexuality, and the current HIV discourses in South Africa. This module encourages the student to engage with contemporary material, that is exciting, challenging, and key to our fluid and dynamic identities, intimate relationships, and our social and cultural positions. The student is encouraged to engage in a process of critical self-reflection on their relationship with gender and sexuality in a counselling context. The student will grapple with the complexity of gender-related challenges and the importance of gender and sexuality in a variety of social contexts and circumstances. Additionally, this module scrutinises gender discourses with respect to persons whose gender identities, and/or behaviours are dissimilar from traditional binary gender roles. This module further explores how gender fluidity and non-conforming genders and identities are currently expressed within the South African context. Finally, this module will address the contemporary landscape of HIV, tuberculosis and sexually transmitted infections in South Africa, with special reference to prevention, antiretroviral (ARV) compliance, and the impact of the disclosure of HIV status with specific reference to the adolescent population.

Sports Psychology (NQF 6, 15 credits)

This module introduces the student to the field of sport psychology. This module covers the essential topics pertaining to sport psychology and will enable the student in profiling the athlete, so as to better understand the drivers behind the athlete's performance. The application of psychological theory and research within the context of sport will enable the student to assist athletes and/or coaches improve the athlete's performance and enjoyment in sport. This module concludes with teaching students how to conceptualise and develop a psychological and physical skills training programme.

Working with Children and Adolescents (NQF 6, 15 credits)

Children and adolescents have distinct physical, cognitive and emotional characteristics. As such, the counselling context of young people is unique and different from the counselling context of adults. The differences will be explored in this module with the nuances emphasised and explained. The first few sessions of the module aim to provide students with a theoretical and conceptual framework from which to understand the development and context of young people and moves toward a more practical exploration of the counselling process with a focus on developmentally sensitive counselling skills, the different child-and-adolescent-friendly ways of working with young people in counselling, how to incorporate different forms of media and play in counselling, and fostering an awareness of the ethical dilemmas which they may face. Students are encouraged to think creatively and to develop child-and-adolescent-friendly strategies that will enhance communication and understanding when working with this population. Specific challenges which young people may face, including the family break up, grief, trauma, child abuse, violence, bullying and self-harm, are discussed.