

**Cork Counselling Services Training Institute**  
**IACP Accredited**  
**Year One B.Sc. (Hons) Counselling & Psychotherapy/**  
**Certificate in Introduction to Counselling and Psychotherapy Studies**

**CCS4001: Personal Development Social Awareness and Lifespan Development**

**Personal and Professional Development Criteria**

1. Verbalise and appropriately express emotional experiences

This includes trainees being aware and being able to express their own emotions appropriately e.g. being congruent, allowing themselves to experience uncertainty, doubt, confusion, vulnerability and other difficult emotions without detaching, minimising, becoming overwhelmed or rigid in the experience. Also students need to have an ability to contain and hold difficult situations or feelings until there is an appropriate training space to express them.

2. Introduce personal issues and deal with them in the group context

Trainees are expected to be able to take risks and bring their issues and their histories into the group. They need to be able to negotiate their needs for time support and challenge within the group. Again the boundary between therapy and training is to the forefront here.

3. Show openness and care in their interactions in the group

Trainees are expected to be open and direct yet also respectful towards others in their communication in the group. They are expected to develop sensitivity and the ability to challenge when appropriate. They are expected to be able to assume personal responsibility for their interactions in the group.

4. Explore and continue to make sense of the person they are

Students needs to be able to engage in self-reflection. This includes trainees having a readiness to explore their own story. They need to develop and have the capacity to engage in their own personal development. Trainees are expected to embark on a continual exploration of their own story and how this impacts them currently in their lives. They

need to be able to make sense of who they are. Particularly trainees are exploring how their history is positive or negative in their ability to be with others. Trainees need to be able to do this work in the training group. They are also expected to negotiate the boundary between therapeutic and training needs. Personal development must be at a level so that it can be attended to within a training context. In this way the learning tasks of the training remain the primary focus.

5. Take care of themselves in a variety of situations

Students need to be able to manage their self care and pacing in a variety of situations. They need to be able to be compassionate towards self and able to self soothe. They need to balance their own needs while being sensitive and aware of responsibility towards others.

This also includes making space to cope with the demands of the course, keeping appropriate boundaries, timely completion of assignments. It involves developing the professional capacity to monitor their own wellbeing so that they can stop professional work if this is appropriate.

6. Express themselves in interactive exercises and creative media

Trainees need to be able to develop an ease in interacting with others in many different ways and to be open to using different creative media. This is particularly important in developing flexibility and adaptability in working with clients.

7. Discuss the theory of Integrative Humanistic counselling and be able to say how it compares to some of the other models of counselling

This is ongoing work. The student reads, presents and writes on different aspects of theory. This work takes place on their own, in tutorial and study groups and during workshops.

8. Display the beginning of theoretical knowledge and understanding of the different lifespan development stages and their relevance to the counselling relationship.

Students begin to explore the impact of developmental needs on client's issues. They also begin to read and critically reflect on the theorists who present models to aid our understanding of this. Trainees also apply this theory to case studies of different client issues.

9. Recognise crises and intervene appropriately

Trainees learn how to identify hallmarks of crises and what is required to make safe constructive interventions. They need to be aware and have worked through crises in their own lives. They should also be able to explore some models of crises and practice role playing interventions with clients.

#### 10. Use basic listening assessment and feedback appropriately

Many skills of listening are practiced. Trainees are expected to be able to summarise, mirror, respond with empathy and clarify appropriately in their listening skills. They also practice assessment and feedback skills. This means that students at the end of the year need to be able to give and receive appropriate constructive feedback. Trainees need to be open to hearing feedback from others. They also need to be able to deal appropriately with unhelpful feedback. Students need to be able to take risks, try things out and to use mistakes and weaknesses as opportunities for further learning and development.