Example Scheme of Work: Level 5 Award in Online and Phone Counselling Practice (OPCP-L5)

Unit/Qualification title and level: Award in Online / Phone Counselling Practice	Day/Time of course and total GLH: Monday 10:00 am – 13:00 pm, 45 GLH	Centre name: Southeast College
Tutors: Blake James and Sam Cuther	Course Manager: Colin Smith	Venue/room: Online

Day/ Week No	Date	Topic and Teaching/Learning Activities Please describe your planned learning activities and complete the columns on the right to map these against assessment methods and criteria	Objectives Individual assessment criteria evidenced Trainees will be able to:	Assessment method
1		Welcome Check-in Learning tasks (15 mins) Use **group work** to discuss the ethical and legal implications for both online and phone counselling work in the UK and how this differs from international work. **Use group work to** discuss responsibilities around digital skills and digital footprints when working online and by phone. Use **skills practice and role play scenarios** for establishing a client/counsellor agreement/contract appropriate to online and phone counselling. Use **skills practice and role play scenarios** for practicing negotiating a collaborative working agreement with the client on the telephone or online. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** to discuss how to agree a collaborative working agreement that is based on the client's	Work within a professional, legal and ethical framework for online and phone counselling. (1.1) Work within a professional, legal and ethical framework for online and phone counselling. (1.1) Negotiate a collaborative working agreement to establish a focus for the work for online and phone counselling. (4.2) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1) Review and respond to the changing needs of the client in online and phone counselling. (4.3)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice

		needs, but which also takes account of the mode of counselling being offered, agency policies, resources and provision. Learning review Check-out (15 mins)		
2		Check-in Learning tasks (15 mins) Use **group work** to discuss the use of online client feedback tools for support initial and ongoing assessment. E.g. Norse Feedback / Core IMS. Use **skills practice and role play scenarios** for practicing client assessment of needs and risks consistent with online and phone counselling work. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** to discuss the role of assessment and the need for coherence when assessing clients for online/telephone counselling work. Learning review Check-out (15 mins)	Use a recognised client assessment tool to assess client suitability for online and phone counselling. (4.1) Use a recognised client assessment tool to assess client suitability for online and phone counselling. **(4.1)** Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1) Use a recognised client assessment tool to assess client suitability for online and phone counselling. (4.1)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
3		Check-in Learning tasks (15 mins) Use **group work** to discuss barriers to access online and phone counselling including access; language barriers; disability access;	Reflect on diversity issues that can challenge access to online or phone counselling. (3.2)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and

		socioeconomic status; digital skills; privacy and confidentiality concerns. Use **skills practice and role play scenarios** for working with widening barriers to access for clients. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** and case scenarios to find effective solutions to accessing online and phone counselling. Learning review Check-out (15 mins)	Reflect on diversity issues that can challenge access to online or phone counselling. (3.2) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1) Reflect on diversity issues that can challenge access to online or phone counselling. (3.2)	group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
4		Check-in Learning tasks (15 mins) Use **group work** to discuss diversity issues for online and phone counselling including: cultural competence; racial bias. Use **skills practice and role play scenarios** for practise working sensitively with client diversity. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** and case scenarios to explore scenarios representing diversity issues including: cultural competence; racial bias. **AND** Use **group training supervision** goldfish bowl activities to identify empathic resonance in online or telephone counselling work.	Evaluate ability to work with diverse communities in online and phone counselling. (3.1) Evaluate ability to work with diverse communities in online and phone counselling. (3.1) Use self-awareness and feedback from others to evaluate own effectiveness as an online and phone counsellor (7.1) Evaluate ability to work with diverse communities in online and phone counselling. (3.1) Evaluate ability to work with diverse communities in online and phone counselling. (3.1)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice

		Learning review Check-out (15 mins)		
5		Check-in Learning tasks (15 mins) Use **group work** to discuss relevant research on the virtual therapeutic relationship. AND Use **pairs work** for feedback to create a self-review demonstrating self-awareness around capacity for meaningful connections in an online and phone setting. Use **skills practice and role play scenarios** to facilitate opportunities for candidates to practise developing a therapeutic relationship in online and phone mediums. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** to use for example, the Interpersonal Process Recall model to develop candidates' perceptions and awareness. Learning review Check-out (15 mins)	Evaluate own use of self to create meaningful therapeutic connections in online and phone counselling. (5.1) Establish and maintain therapeutic relationships in online and phone counselling settings (2.1) Establish and maintain therapeutic relationships in online and phone counselling settings. (2.1) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1) Demonstrate use of skills and techniques associated with your modality in online and phone counselling. (6.2)	Document – Learning Review Document – Practice Review Document – Self-Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
6		Check-in Learning tasks (15 mins) Use **group work** to discuss features of the 'therapeutic frame' within the context of online and phone counselling.	Establish and sustain personal and professional boundaries for the duration of	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and

		AND Use **group work** to discuss aspects of the boundaries of the virtual counsellor role, together with examples of how they can be tested by the client. Use **skills practice and role play scenarios** to provide opportunities for candidates to practise managing boundary challenges in online and phone settings, e.g., people in the background etc. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** to use a learning tool, for example Interpersonal Process Recall (IPR) to identify **non-verbal communication, virtual connectivity,** disinhibition, emotional containment, fantasy and assumptions etc., in an online and phone counselling session. Learning review Check-out (15 mins)	online and phone counselling relationships. (2.2) Establish and sustain personal and professional boundaries for the duration of online and phone counselling relationships. (2.2) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1) Work with challenges, difficulties and containment issues that arise in online and phone counselling relationships (2.3)	group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
7		Check-in Learning tasks (15 mins) Use **group work** and case scenarios to discuss a range of influences on the online and phone therapeutic relationship. Use **skills practice and role play scenarios** for practice working with disinhibition in the client and counsellor. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills.	 Work with challenges, difficulties and containment issues that arise in online and phone counselling relationships (2.3) Work with challenges, difficulties and containment issues that arise in online and phone counselling relationships (2.3) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions

		Use **Group training supervision** to discuss experiences of online connection. Learning review Check-out (15 mins)	Evaluate own use of self to create meaningful therapeutic connections in online and phone counselling. (5.1)	Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
8		Check-in Learning tasks (15 mins) *Use **group work** to review learning and application to date.* *Use **group work** to provide guidance on building a portfolio.* Use **skills practice and role play scenarios** for practicing reviewing and responding to changing client needs in online and phone counselling. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **Individual Tutorials and Self–Review** to review experiences and effectiveness in online and phone counselling. (Candidates work in small groups to discuss experiences of online connection) Learning review Check-out (15 mins)	Review and respond to the changing needs of the client in online and phone counselling. (4.3) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
9		Check-in Learning tasks (15 mins) Use **group work** to discuss a range of situations with a potential risk (to client and/or counsellor) for discussion. For example, psychotherapy.net considers whether high-risk clients are suitable for online psychotherapy.	Monitor and work with issues of safeguarding, risk and emergency situations in online and phone counselling. (1.5)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and

		Use **skills practice and role play scenarios** for assessing client needs and risks while occupying separate spaces. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills.	Monitor and work with issues of safeguarding, risk and emergency situations in online and phone counselling. (1.5) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1)	group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions
		Use **group training supervision** to discuss how risk assessments are conducted and how practitioners can respond appropriately to the risks. Learning review Check-out (15 mins)	Monitor and work with issues of safeguarding, risk and emergency situations in online and phone counselling. (1.5)	Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice

10		Check-in
		Learning tasks
		(15 mins)
		
		Use **group work** to discuss research findings on therapists' experiences of working online and by phone. E.g.,
		   o What do we know about online therapy?
		   o Video counselling and psychotherapy: A critical commentary on the evidence base.
		
		Use **skills practice and role play scenarios** in to work to work with a range of lone working situations in online and or phone counselling which involve an element of risk.
		Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills.
		
		Use **group training supervision** to discuss the risks of lone working in counselling work.
			Use research findings to evaluate application of skills in online and phone counselling. (6.3)
			
			Evaluate the personal and professional impact and risks of lone working in online and phone counselling. (5.2)
			Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1)
			
			Evaluate the personal and professional impact and risks of lone working in online and phone counselling (5.2)
				Document – Learning Review
				Document – Practice Review
				
				Tutor observations – tutor feedback on group work and group training supervision discussions
				
				Testimony – peer feedback on group work and group training supervision discussions
				
				Tutor observations – tutor feedback on online and phone skills practice

		Learning review Check-out (15 mins)		Testimony – peer feedback on online and phone skills practice
11		Check-in Learning tasks (15 mins) Use **Group Tutorials** to explore candidates plans for self- care and wellbeing and ongoing professional development for online and phone counselling. (Candidates work in small groups to discuss ideas for self-care and wellbeing and professional development.) Use **skills practice and role play scenarios** for referral and signposting clients to alternative sources of counselling or support. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** and case scenarios and/or real-life situations to discuss candidates' own limits of competence related to online and phone counselling and referral/signposting options. Learning review Check-out (15 mins)	Work within limits of competence and make referrals or signpost appropriately. (1.2) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1) Work within limits of competence and make referrals or signpost appropriately (1.2)	Document – Learning Review Document – Practice Review Document – Tutorial record Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
12		Check-in Learning tasks (15 mins) Use **group work** to discuss case scenarios for ethical challenges and dilemmas for discussions and ethical decisions.	Demonstrate ability to manage ethical dilemmas in online and phone counselling. (1.3)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions

			Use **skills practice and role play scenarios** to practice responses to ethical dilemmas and challenges in online / telephone counselling. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** to explore ways in which the counsellor might use technology to avoid discussing a particular subject and how technology might assist the counsellor to work effectively with implicit material. Learning review Check-out (15 mins)	Demonstrate ability to manage ethical dilemmas in online and phone counselling. (1.3) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1) Work with challenges, difficulties and containment issues that arise in online and phone counselling relationships (2.3)	Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
13			Check-in Learning tasks (15 mins) Use **group work** to discuss working online or by phone using a range of modalities (e.g. person centred, gestalt, CBT, psychodynamic, integrative). Use **skills practice and role play scenarios** to observe the effective application of a given modality to online and phone counselling. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** to share examples of how different modalities might be applied to online and phone counselling. Learning review Check-out	Evaluate the application of your modality within online and phone counselling. (6.1) Evaluate the application of your modality within online and phone counselling. (6.1) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1)	Document – Learning Review Document – Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice

		(15 mins)		Testimony – peer feedback on online and phone skills practice
14		Check-in Learning tasks (15 mins) Use **group work** exercises to facilitate awareness of self-care and wellbeing in online and phone counselling work. Use **skills practice and role play scenarios** to demonstrate the effective use of skills and techniques in online and phone counselling. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills. Use **group training supervision** to share good practice in self-care and wellbeing for online and phone counselling. Learning review Check-out (15 mins)	Reflect on own experiences that might enhance or limit working with online and phone counselling. (5.3) Demonstrate use of skills and techniques associated with your modality in online and phone counselling. (6.2) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1)	Document – Learning Review Document - Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice
15		Check-in Learning tasks (15 mins) **Use group work** exercises such as for example Creately or Mural to collaborate and share reflective practice ideas and create plans for ongoing professional development. Use **skills practice** for observation feedback and self- review of effectiveness of online and phone counselling skills.	Reflect on areas for development as an online and phone counsellor and outline a plan for continuing professional development. (7.2) Use feedback to evaluate own effectiveness as an online and phone counsellor. (7.1)	Document – Learning Review Document - Practice Review Tutor observations – tutor feedback on group work and group training supervision discussions

		Use **group training supervision** to reflect on learning and application of online and phone counselling practice. Ending Check-out (15 mins)			Testimony – peer feedback on group work and group training supervision discussions Tutor observations – tutor feedback on online and phone skills practice Testimony – peer feedback on online and phone skills practice **Portfolio**