

# Curriculum for Psychosocial Counselor [PSC]



Council for Technical Education and Vocational Training (CTEVT)  
**Curriculum Development Division**  
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## **Introduction**

This competency based curriculum on **‘Psychosocial Counseling Training’** is designed to produce competent human resources in the field of psychosocial counseling. They will be equipped with knowledge, skills, and attitudes related to the psychosocial counseling. The trainees will practice psychosocial counseling skills as prescribed by this curriculum. Once the trainees acquire the competencies specified in this curriculum they will have plentiful of opportunities for employment through which they will contribute to the nation where the psychosocial problems remain.

## **Aim**

The aim of the curricular program is to produce and supply competent ‘Psychosocial Counselors’ equipped with knowledge, skills and attitude necessary for psychosocial counseling so as to fulfill the need of such human resources in the country and abroad.

## **Objectives**

After the completion of program trainees will be able to:

- **To perform psychosocial intervention**
  - To apply skills / knowledge of wellbeing/intervention / community based intervention(CBI) in psychosocial counseling
  - To apply skills / knowledge of mental health in psychosocial counseling
  - To apply skills / knowledge of gender/ culture / counseling in psychosocial counseling
  - To apply skills / knowledge of human development / behavior in psychosocial counseling
  - To deal with some of the /common special Issues
- **To manage cases**
  - To manage counseling center
  - To perform documentation
  - To perform supervision
  - To perform linkage/ coordination / referrals
- **To apply counseling skill and process**
  - To apply counseling approaches
  - To state basics of counseling
  - To apply counseling skills
  - To carry out counseling process
  - To apply alternative tools
- **To build capacity**
  - To apply facilitation skills
  - To be developed professionally

## **Description**

This curriculum is based on the tasks required for psychosocial counseling at counseling centers, related community centers, nursing homes, schools, orphanages, elderly homes, private homes, and hospital/health centers, rehabilitation centers in country and abroad.

This curriculum consists of four modules [as (1) Psychosocial intervention (2) Case Management (3) Counseling Skill and Process (4) Capacity Building] and On the Job Training (OJT). The duration of particular module and its sub modules will be as stated in the course structure. The instructors/trainers will demonstrate the skills in the classrooms and trainees will get the opportunity to practice the skills/tasks included in this curriculum. Trainees will practice & learn skills using appropriate tools, materials and equipment necessary for this curricular program.

This curricular program incorporates the skills and knowledge related to psychosocial intervention (psychosocial wellbeing/intervention/ CBI, mental health, gender/culture / counseling, human development and behavior, & special issues); case management (managing counseling center, documentation, supervision & linkage/coordination/ referrals); counseling skill and process (counseling approaches, basic of counseling, counseling skills, counseling process and alternative tools); and capacity building (facilitation skills & professionalism development). The trainees will also get an opportunity to participate in on the Job training (OJT) (of 160 hrs.), which will allow them to apply an exercise skills in the real world of work.

### Course Structure

Job Title: <i>Psychosocial Counselor (PSC)</i>	Nature	Time (hours)			Marks		
		Th.	Pr.	Tot	Th.	Pr.	Tot.
<b>1. Psychosocial Intervention</b>	<b>T+P</b>	<b>111</b>	<b>54</b>	<b>165</b>	<b>20</b>	<b>80</b>	<b>100</b>
1. Psychosocial Wellbeing, Intervention and Community Based Intervention(CBI)	T+P	10	10	20			
2. Metal Health	T+P	24	10	34			
3. Culture and Counseling	T+P	18	6	24			
4. Human Development and Behavior	T+P	14	4	18			
5. Special Issues	T+P	45	24	69			
<b>2. Case Management</b>	<b>T+P</b>	<b>26</b>	<b>34</b>	<b>60</b>	<b>30</b>	<b>120</b>	<b>150</b>
1. Managing Counseling Center	T+P	8	4	12			
2. Documentation	T+P	6	6	12			
3. Supervision	T+P	6	12	18			
4. Linkage, Coordination and Referrals	T+P	6	12	18			
<b>3. Counseling Skill and Process</b>	<b>T+P</b>	<b>129</b>	<b>191</b>	<b>322</b>	<b>40</b>	<b>160</b>	<b>200</b>
1. Counseling Approaches	T+P	18	12	30			
2. Types/forms of counselling	T+P	25	18	43			
3. Basics of Counseling	T+P	8	6	14			
4. Applying Communication Skills	T+P	24	75	99			
5. Counseling Process	T+P	36	46	82			
6. Alternative Tools and techniques	T+P	18	36	54			
<b>4. Capacity Building</b>	<b>T+P</b>	<b>20</b>	<b>55</b>	<b>73</b>	<b>10</b>	<b>40</b>	<b>50</b>
1. Facilitation Skill	T+P	12	47	59			
2. Professionalism Development	T+P	8	8	16			
<b>Sub-Total:</b>		<b>284</b>	<b>334</b>	<b>620</b>	<b>100</b>	<b>400</b>	<b>500</b>
OJT	P		160	160		100	100
<b>Total:</b>		<b>284</b>	<b>494</b>	<b>780</b>	<b>100</b>	<b>500</b>	<b>600</b>

## **Duration**

The total duration of the course extends over 6 months (i.e. 6×130 hours equal to 780 hours) within which 620 hours of in-house training and 160 hours of OJT is included.

## **Target Group**

The target group for this training program will be all interested individuals with educational prerequisite of minimum of Intermediate or +2 pass

## **Target Location**

The target location for this training program will be all over Nepal.

## **Group Size**

The group size for this training program will be of maximum 20 provided all necessary resources to practice the tasks/competencies as specified in this curriculum.

## **Medium of Instruction**

The medium of instruction for this program will be Nepali or English or both

## **Pattern of Attendance**

The trainees should have 90% attendance during the training period to get the certificate.

## **Focus of Curriculum**

This is a competency-based curriculum and emphasizes on competencies /performances. Even though this course needs communication skill to counsel the patients or the victims, the main focus will be on the performance of the competencies included in this curriculum including the practical application of communication skills/competencies.

## **Entry Criteria**

Individuals who meet the following criteria will be allowed to enter into this curricular program:

- Minimum of Intermediate or +2 pass pass
- Nepali citizen
- Minimum of 21 years of age
- Positive attitude
- Should pass entrance examination

## **Instructional Media and Materials**

The following instructional media and materials are suggested for the effective instruction and demonstration.

- **Printed Media Materials** (Assignment sheets, Case studies, Handouts, Information sheets, Individual training packets, Procedure sheets, Performance Check lists, Textbooks etc.).
- **Non-projected Media Materials** (Display, Models, Flip chart, Poster, Writing board etc.).
- **Projected Media Materials** (Opaque projections, Overhead transparencies, Slides etc.).
- **Audio-Visual Materials** (Audiotapes, Films, Slide-tape programs, Videodiscs, Videotapes etc.).
- **Computer-Based Instructional Materials** (Computer-based training, Interactive video etc.).

## **Teaching Learning Methodologies**

The methods of teachings for this curricular program will be a combination of several approaches. Such as illustrated lecture, group discussion, demonstration, simulation, guided practice, practical experiences, fieldwork and other independent learning.

- Theory: Lecture, Discussion, Assignment, Group work.
- Practical: Demonstration, Observation, Guided practice and Self-practice.

### **Follow up suggestion**

- First follow up: Six months after the completion of the program
- Second follow up: Six months after the completion of the first follow up
- Follow up cycle: In a cycle of one year after the completion of the second follow up for five years

### **Grading System**

The trainees will be graded as follows based on the marks in percentage secured by them in tests/evaluations.

- Distinction: Passed with 80% or above
- First Division: passed with 75% or above
- Second Division: passed with 65% or above
- Third Division: passed with 60% or above

### **Students Evaluation Details**

- Continuous evaluation of the trainees' performance is to be done by the related instructor/trainer to ensure the proficiency over each competency under each part of the subjects.
- Related technical knowledge learnt by trainees will be evaluated through written or oral tests as per the nature in the institutional phase of training.
- Trainees must secure minimum marks of 60% in an average of both theory and practical evaluations.
- There will be three internal evaluations and one final evaluation.
- Trainees evaluation can also be done through writing, role play, report writing and aptitude tests

### **Trainers' Qualification (Minimum)**

- Master's degree in "Social Science" with at least 780 hours (4 months) training on "Psychosocial Counseling"; with training on "TOT" and also with 1 years' experience in the related field of expertise (with case expertise)

Or

- Bachelor's degree in "Social Science" with at least 780 hours (4 months) training on "Psychosocial counseling"; with training on "TOT" and also with 2 years' experience in the

### **Trainer-Trainees Ratio**

- In theory classes: 1 (trainer): 10 (trainees) ratio
- In practical classes (in workshop and laboratory); 1(trainer): 5 (trainees) ratio

### **Suggestions for Instruction**

- Select instructional methods
  - Teacher centered methods: like lecture, demonstration, question answers inquiry, induction and deduction methods.
  - Student initiated methods like experimental, field trip/excursion, discovery, exploration, problem solving, and survey methods.
  - Interaction methods like discussion, group/team teaching, microteaching and exhibition.
  - Dramatic methods like role play and dramatization
- Select Instructional method (s) on the basis of objectives of lesson plans and KAS domains.
- Select appropriate educational materials and apply at right time and place.
- Evaluate the trainees applying various tools to correspond the KAS domains.

- Make plans for classroom / field work / workshop organization and management.
- Coordinate among objectives, subject matter and instructional methods.
- Prepare lesson plan for theory and practical classes.
- Deliver /conduct instruction / program.
- Evaluate instruction/ program.

#### **Special suggestion for the performance evaluation of the trainees**

- Perform task structure.
- Develop a detail task performance checklist.
- Perform continuous evaluation of the trainees by applying the performance checklist.

#### **Provide trainees the opportunities to practice the task performance demonstration**

- Provide opportunity to trainees to have guided practice.
- Create environment for practicing the demonstrated task performance.
- Guide the trainees in each and every step of task performance.
- Provide trainees to repeat and re-repeat as per the need to be proficient on the given task performance.
- Switch to another task demonstration if and only trainees developed proficiency in the task performance.

#### **Other suggestions**

- Apply principles of skill training.
- Allocate 20% time for theory classes and 80% time for task performance while delivering instructions.
- Apply principles of learning relevant to the learners' age group.
- Apply principles of intrinsic motivation.
- Facilitate maximum trainees' involvement in learning and task performance activities.
- Instruct the trainees on the basis of their existing level of knowledge, skills and attitude.

#### **Certificate Requirements**

The related training institute will provide the certificate of "**Psychosocial counselor**" to those trainees who successfully complete the prescribed course and conducted evaluation.

#### **Possible Places for OJT placement**

- Children homes/orphanages
- Elderly homes
- Private homes
- Hospital/health centers
- Rehabilitation centers
- Schools /colleges

#### **Possible organizations for holding jobs**

The psychosocial counselors will be employed/ self-employed in following areas:

- Children homes/orphanages
- Elderly homes

- Private homes
- Hospital/health centers
- Rehabilitation centers
- Private care centers (being an entrepreneur)
- NGOs and INGOs which are working with psychosocial intervention
- Related foreign organizations (for foreign employment)

**List of modules and sub modules**

**Module: 1: Counseling Skill and Process**

*Sub module: 1: Psychosocial wellbeing, Intervention and CBI*

*Sub module: 1: Counseling approaches*

*Sub module 2: Basics of counseling*

*Sub module 3: Applying counseling Skills*

*Sub module 4: Counseling process*

*Sub module 5: Alternative Tools and Skills*

**Module: 2: Psychosocial Intervention**

*Sub module: 2: Mental Health*

*Sub module: 3: Culture and Counseling*

*Sub module: 4: Human Development*

*Sub module: 5: Special Issues*

**Module: 3: Case Management**

*Sub module: 1: Managing Counseling Setting*

*Sub module: 2: Documentation*

*Sub module: 3: Supervision*

*Sub module: 4: Linkage, coordination and referrals*

**Module: 4: Capacity Building**

*Sub module: 1: Facilitation skill*

*Sub module 2: Professionalism Development*

## Details of modules and sub modules

<b>Module: 1: Counseling Skills and Process</b>	
<b>Description:</b> It deals with the knowledge and skills related to applying counseling approaches, basics of counseling, counseling skills, counseling process & alternative tools.	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To state concept of psychosocial wellbeing, intervention and community based intervention</li> <li>• To state different forms/types of counseling</li> <li>• To apply counseling approaches</li> <li>• To state basics of counseling</li> <li>• To apply communication skills</li> <li>• To carry out counseling process</li> <li>• To apply alternative tools</li> </ul>	
<b>Sub modules:</b> <ol style="list-style-type: none"> <li>1. Psychosocial Wellbeing, Intervention and Community Based Intervention (CBI)</li> <li>2. Counseling Approaches</li> <li>3. Forms/types of counseling</li> <li>4. Basics of counseling</li> <li>5. Applying communication skills</li> <li>6. Counseling process</li> <li>7. Alternative tools and Techniques</li> </ol>	
<b>Sub module: 1: Psychosocial Wellbeing, Intervention and Community Based Intervention (CBI)</b>	
<b>Description:</b> It deals with the knowledge and skills related to concept of psychosocial intervention	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To define the concept of Psychosocial wellbeing/ health</li> <li>• To define the concept of Psychosocial Intervention</li> <li>• To state the basic rights of women, children and old age people and psychosocial work</li> <li>• To define multidisciplinary holistic approach</li> </ul> <p>To state concept of community based intervention</p>	
10 Hrs. (Th.) + 10 Hrs. (Pr.) = 20 Hrs.	
<b>Tasks/skills</b>	<b>Related technical knowledge</b>
State concept of psychosocial well-being /health	<b><u>Concept of psychosocial well-being /health:</u></b> <ul style="list-style-type: none"> <li>• Concept of psychosocial wellbeing/ health (WHO)</li> </ul> Dimension of psychosocial health
State concept of psychosocial Intervention	<b><u>Concept of psychosocial Intervention:</u></b> <ul style="list-style-type: none"> <li>• Meaning and types of psychosocial intervention (Galapatti)</li> <li>• The Pyramid of need and intervention</li> </ul>

		<ul style="list-style-type: none"> <li>• Individual Vs community based intervention</li> <li>• Principle of psychosocial intervention</li> <li>• Ethics of psychosocial worker/ counselor</li> </ul> <p>Qualities of Psychosocial workers</p>
	Be familiar with basic rights and psychosocial work	<p><b><u>Basic Rights and Psychosocial work:</u></b></p> <ul style="list-style-type: none"> <li>• Brief knowledge on human rights</li> <li>• Brief knowledge on Women rights</li> <li>• Brief knowledge on Child rights (CRC)</li> <li>• Role and function of psychosocial care providers (worker) {As a Psychosocial Counselor, Social worker Vs Case manager}</li> </ul> <p>Right based approach and psychosocial work</p>
	State concept of multidisciplinary holistic approach	<p><b><u>Multi-disciplinary holistic approach:</u></b></p> <ul style="list-style-type: none"> <li>• Definition and importance of multidisciplinary holistic approach</li> <li>• Integration of Counseling</li> <li>• Importance of referral</li> </ul> <p>Coordination and linkage</p>
	State concept of community based intervention	<p><b><u>Community based intervention:</u></b></p> <ul style="list-style-type: none"> <li>• Definition and concept of community based intervention</li> <li>• Community resiliency</li> <li>• Importance of community based intervention</li> <li>• Community Mobilization</li> <li>• Working with group</li> </ul>
<b><i>Sub module: 2: Counseling approaches</i></b>		
It deals with the knowledge and skills related to applying counseling approaches		
Objective		
<ul style="list-style-type: none"> <li>• To be familiar with counseling approaches</li> <li>• To apply counseling approaches</li> </ul>		
18 Hrs. (Th.) +12 Hrs. (Pr.) =30 Hrs.		
	Task	Related technical knowledge
1.	Be familiar with psychodynamic approach	<p><b><u>Familiarize with psychodynamic approach:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application of psychodynamic approach</li> <li>• Steps of psychodynamic approach</li> <li>• Merits and demerits of psychodynamic approach</li> <li>• Application of psychodynamic approach</li> <li>• Criticism of psychodynamic approach</li> </ul>
2.	Be familiar with behavioral approach	<p><b><u>Familiarize with behavioral approach:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application of behavioral approach</li> <li>• Types of behavioral approach</li> <li>• Merits and demerits of behavioral approach</li> </ul>

		<ul style="list-style-type: none"> <li>• Application of <u>behavioral</u> approach</li> <li>• Criticism of <u>behavioral</u> approach</li> </ul>
3.	Be familiar with humanistic approach	<p><b><i><u>Familiarize with humanistic approach:</u></i></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application of humanistic approach</li> <li>• Steps of psychodynamic approach</li> <li>• Merits and demerits of humanistic approach</li> <li>• Application of humanistic approach</li> <li>• Criticism of humanistic approach</li> </ul>
4.	Be familiar with Cognitive behavioral approach	<p><b><i><u>Familiarize with cognitive behavioral approach:</u></i></b></p> <ul style="list-style-type: none"> <li>• Cognitive process of a human being</li> <li>• Concept, need, application of Cognitive behavioral approach</li> <li>• Steps of Cognitive behavioral approach</li> <li>• Merits and demerits of Cognitive behavioral approach</li> <li>• Application of Cognitive behavioral approach</li> <li>• Criticism of Cognitive behavioral approach</li> </ul>
5.	Be familiar with exposure technique	<p><b><i><u>Familiarize with exposure technique:</u></i></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application of exposure technique</li> <li>• Steps of exposure technique</li> <li>• Merits and demerits of psychodynamic technique</li> <li>• Application of exposure technique</li> <li>• Criticism of exposure technique</li> </ul>
6.	Be familiar with socio-cultural approach	<p><b><i><u>Familiarize with socio-cultural approach:</u></i></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application of socio-cultural approach</li> <li>• Steps of socio-cultural approach</li> <li>• Merits and demerits of socio-cultural approach</li> <li>• Application of socio-cultural approach</li> <li>• Criticism of socio-cultural approach</li> </ul>
7.		•
<b><i><u>Sub module: 3: Forms/Types Of Counseling</u></i></b>		
It deals with the knowledge and skills related to applying various forms of counseling		
Objective		
<ul style="list-style-type: none"> <li>• To be familiar with various forms/types of counseling</li> <li>• To apply different forms/types of counseling</li> </ul>		
25 Hrs. (Th.) +18 Hrs. (Pr.) =43 Hrs.		
1.	Provide individual counseling	<p><b><i><u>Individual counseling:</u></i></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of individual counseling</li> <li>• Principles and procedures /process of individual</li> </ul>

		<p>counseling</p> <ul style="list-style-type: none"> <li>• Providing individual counseling</li> <li>• Precautions to be followed</li> </ul> <p>Records to be kept</p>
2.	Provide family counseling	<p><b><u>Family counseling:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of family counseling</li> <li>• Principles and procedures for family counseling</li> <li>• Providing family counseling</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
3.	Provide group counseling	<p><b><u>Group counseling:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of group counseling</li> <li>• Principles and procedures for group counseling</li> <li>• Providing group counseling</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
4.	Provide crisis counseling	<p><b><u>Crisis counseling:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of crisis counseling</li> <li>• Principles and procedures for crisis counseling</li> <li>• Providing crisis counseling</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
5.	Provide supportive counseling (emotional support)	<p><b><u>Supportive counseling:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of supportive counseling</li> <li>• Principles and procedures for supportive counseling</li> <li>• Providing supportive counseling</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
6.	Provide couple/marriage counseling	<p><b><u>Couple/ marriage counseling:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of couple counseling</li> <li>• Principles and procedures for couple counseling</li> <li>• Providing couple counseling</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
7.	Provide task oriented counseling	<p><b><u>Task oriented counseling:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of task oriented counseling</li> <li>• Principles and procedures for task oriented counseling</li> <li>• Providing task oriented counseling</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
<b>Sub module 4: Basics of counseling</b>		

	<b>Description:</b> It deals with the knowledge and skills related to basics of counseling necessary for psychosocial counselor to carry out counseling activities in a professional way.	
	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To be aware about oneself</li> <li>• To define counseling</li> <li>• To be familiar with the mode of counseling</li> <li>• To be familiar with the situation of counseling in Nepal</li> <li>• To apply the ethics of counseling</li> </ul>	
	8 Hrs. (Th.) + 6 Hrs. (Pr.) =14 Hrs.	
	Task	Related technical knowledge
1.	Make oneself aware	<u><b>Making oneself aware:</b></u> <ul style="list-style-type: none"> <li>• Concept, need, importance of self –awareness</li> <li>• Different forms of self awareness exercise</li> <li>• Applying self awareness exercise in counseling sessions</li> <li>• Record keeping</li> <li>• Safety measures while applying and analyzing</li> </ul>
2.	Define counseling	<u><b>Counseling:</b></u> <ul style="list-style-type: none"> <li>• Definition of counseling, what is not counseling and misconception of the word counseling</li> <li>• Advantages of counseling</li> <li>• Counseling for whom?</li> <li>• Dos and don'ts of counseling</li> </ul>
3.	Describe situation of counseling in Nepal	<u><b>Counseling in Nepal:</b></u> <ul style="list-style-type: none"> <li>• History of counseling in world and Nepal</li> <li>• Practice of counseling in Nepal</li> <li>• Current situation of counseling in Nepal</li> <li>• Human resources</li> <li>• Organizations/counseling centers</li> </ul>
4.	Describe mode of counseling	<u><b>Mode of counseling:</b></u> <ul style="list-style-type: none"> <li>• What is mode of counseling</li> <li>• Advice oriented, informative and psychological/psychosocial counseling</li> <li>• Concept, nature and importance of Centre based and community based counseling service</li> <li>• Role of a counselor in different setting</li> <li>• Safety provisions</li> </ul>
5.	Apply ethics of counseling	<u><b>Ethics of counseling:</b></u> <ul style="list-style-type: none"> <li>• Concept, importance of ethics of counseling</li> <li>• Code of conduct of counseling</li> <li>• Legal implications</li> </ul>

		<ul style="list-style-type: none"> <li>• Importance of confidentiality</li> <li>• Maintaining ethics in special condition (suicide, homicide cases and/or legal matters)</li> </ul>
<b>Sub module 5: Applying Communication Skills</b>		
<b>Description:</b> It deals with the knowledge and skills related to applying non-verbal communication skills (SOLER, humming and nodding, silence, observation) and verbal communication skills (questioning, repetition of key words, reflection of feeling, paraphrasing, summarizing, challenge, feedback, information giving, self disclosure, psycho education, brainstorming, reflection of meaning) necessary for psychosocial counselor to carry out counseling activities in a professional way.		
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• To be familiar with / identify basic and advance counseling skills</li> <li>• To apply basic and advance counseling skills</li> </ul>		
24 Hrs. (Th.) + 75 Hrs. (Pr.) =99 Hrs.		
	Task	Related technical knowledge
1.	Apply SOLER (sitting position, leaning towards client, open posture, eye contact, relax)	<p><b><u>SOLER (sitting position, leaning towards client., Open posture, eye contact, relax):</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of applying SOLER</li> <li>• Components of SOLER - sitting position, leaning towards client., Open posture, eye contact, &amp; relax</li> <li>• Procedures for applying SOLER</li> <li>• Applying</li> <li>• Related precautions to be taken</li> </ul>
2.	Apply nodding, humming (affirming)	<p><b><u>Humming/nodding affirming:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of applying “affirming”</li> <li>• Advantages/benefits of applying “affirming”</li> <li>• Related precautions to be taken</li> </ul>
3.	Apply silence	<p><b><u>Applying silence:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of applying “silence”</li> <li>• Advantages/benefits of applying “silence”</li> <li>• Applying</li> <li>• Related precautions to be taken</li> </ul>
4.	Apply observation	<p><b><u>Applying observation:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of observation</li> <li>• Advantages/benefits of applying observation</li> <li>• Procedures of observation</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
5.	Apply questioning skills	<p><b><u>Applying questioning skills:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, types and importance of “questioning skills”</li> <li>• Advantages/benefits of applying “questioning skills”</li> <li>• Applying</li> <li>• Examples</li> </ul>

		<ul style="list-style-type: none"> <li>• Related precautions to be taken</li> </ul>
6.	Apply paraphrasing	<p><b><u>Applying paraphrasing:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “paraphrasing”</li> <li>• Advantages/benefits of applying “paraphrasing”</li> <li>• Applying</li> <li>• Examples</li> <li>• Related precautions to be taken</li> </ul>
7.	Apply summarizing	<p><b><u>Applying summarizing:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “summarizing”</li> <li>• Advantages/benefits of applying “summarizing”</li> <li>• Applying</li> <li>• Examples</li> <li>• Related precautions to be taken</li> </ul>
8.	Apply repetition of key words	<p><b><u>Applying repetition of key words:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “repetition of key words”</li> <li>• Advantages/benefits of applying “repetition of key words”</li> <li>• Applying</li> <li>• Related precautions to be taken</li> </ul>
9.	Apply reflection of feeling	<p><b><u>Applying reflection of feeling:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “reflection of feeling”</li> <li>• Advantages/benefits of applying “reflection of feeling”</li> <li>• Applying</li> <li>• Examples</li> <li>• Related precautions to be taken</li> </ul>
10.	Apply challenge	<p><b><u>Applying challenge:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “challenge”</li> <li>• Advantages/benefits of applying “challenge”</li> <li>• Applying</li> <li>• Example</li> <li>• Related precautions to be taken</li> </ul>
11.	Apply feedback	<p><b><u>Applying feedback:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “feedback”</li> <li>• Advantages/benefits of applying “feedback”</li> <li>• Applying</li> <li>• Examples</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
12.	Provide "Information giving"	<p><b><u>Providing information:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “giving information”</li> <li>• Advantages/benefits of “giving information”</li> <li>• Applying</li> </ul>

		<ul style="list-style-type: none"> <li>• Examples</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
13.	Apply "self-disclosure"	<p><b><u>Applying self-disclosure:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “self-disclosure”</li> <li>• Advantages/benefits of applying “self-disclosure”</li> <li>• Applying</li> <li>• Examples</li> <li>• Related precautions to be taken</li> </ul>
14.	Provide psycho-education	<p><b><u>Providing psycho- education:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “psycho- education” and “providing psycho- education”</li> <li>• Advantages/benefits of “providing psycho- education”</li> <li>• Procedures for “providing psycho- education”</li> <li>• Applying</li> <li>• Example</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
15.	Apply brainstorming	<p><b><u>Applying brainstorming</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of <u>brainstorming</u></li> <li>• Advantages/benefits of applying “<u>brainstorming</u>”</li> <li>• Applying</li> <li>• Example</li> <li>• Procedures for applying “<u>brainstorming</u>”</li> </ul>
16.	Observe / apply nonverbal communication	<p><b><u>Observing / applying nonverbal communication:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “observation” and “nonverbal communication”</li> <li>• Advantages/benefits of applying “nonverbal communication”</li> <li>• Applying nonverbal communication</li> <li>• Procedures for applying “nonverbal communication”</li> <li>• Related precautions to be taken</li> </ul>
17.	Apply reflection of meaning	<p><b><u>Applying reflection of meaning:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “providing reflect of meaning”</li> <li>• Advantages/benefits of “providing reflect of meaning”</li> <li>• Applying</li> <li>• Examples</li> <li>• Related precautions to be taken</li> </ul>
<b>Sub module 6: Counseling process</b>		
<p><b>Description:</b> It deals with the knowledge and skills related to counseling process necessary for psychosocial counselor to carry out counseling activities in a professional</p>		

	way.	
	<b>Objective:</b> <ul style="list-style-type: none"> <li>• To build rapports</li> <li>• To assess the client</li> <li>• To make strategies for implementation</li> <li>• To implement strategies</li> <li>• To terminate / follow up the cases</li> </ul>	
		36 Hrs. (Th.) + 46 Hrs. (Pr.) = 82 Hrs.
	Task	Related technical knowledge
1.	Set environment	<u><b>Setting environment:</b></u> <ul style="list-style-type: none"> <li>• Concept, need and application of setting environment</li> <li>• Process of setting environment</li> <li>• Setting the environment</li> <li>• Related precautions to be taken</li> <li>• Related records keeping</li> </ul>
2.	Identify client/problem	<u><b>Identifying client/</b></u> problem: <ul style="list-style-type: none"> <li>• Concept of client</li> <li>• “Why and how” of the client identification/problem</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
3.	Introduce yourself	<u><b>Self introduction</b></u> <ul style="list-style-type: none"> <li>• Why, when, where and how of introducing yourself</li> <li>• Greet the client</li> <li>• Talk informally</li> <li>• Introduce yourself and the counseling</li> <li>• Related precautions and records keeping</li> </ul>
4.	Talk about confidentiality	<u><b>Talking about confidentiality:</b></u> <ul style="list-style-type: none"> <li>• Concept and need for confidentiality</li> <li>• Talking about confidentiality</li> <li>• Related precautions</li> </ul>
5.	Find out client's expectation	<u><b>Finding out client's expectation:</b></u> <ul style="list-style-type: none"> <li>• Concept and need for finding out client's expectation</li> <li>• Asking client's expectation</li> <li>• Related precautions</li> <li>• Records keeping</li> </ul>
6.	Provide information about counseling	<u><b>Informing client about counseling:</b></u> <ul style="list-style-type: none"> <li>• Need to inform client about counseling</li> <li>• How to inform client about counseling</li> <li>• Related precautions and records keeping</li> </ul>
7.	Assess psychosocial problems	<u><b>Assessment of psychosocial problems:</b></u> <ul style="list-style-type: none"> <li>• Concept and need of psychosocial problems</li> <li>• Indicators of psychosocial problems (4 dimensions,</li> </ul>

		<p>frequency, intensity)</p> <ul style="list-style-type: none"> <li>• Identifying problem-situation</li> <li>• Process/technique of assessing</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
8.	Assess daily functioning	<p><b><u>Assessment of daily functioning:</u></b></p> <ul style="list-style-type: none"> <li>• Concept of daily functioning</li> <li>• Why to assess daily functioning</li> <li>• Procedure/process/method/technique of assessing daily functioning</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
9.	Assess the family environment	<p><b><u>Assessment of family environment:</u></b></p> <ul style="list-style-type: none"> <li>• Concept of family and family tree</li> <li>• Need of assessing family environment</li> <li>• Areas within family to be assessed</li> <li>• Relation and communication pattern between family members to be assessed</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
10.	Assess the work/school environment	<p><b><u>Assessment of work/school environment:</u></b></p> <ul style="list-style-type: none"> <li>• Structure of work/school setting</li> <li>• Need of assessing work/school environment</li> <li>• Areas within work/school to be assessed</li> <li>• Relation and communication pattern</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
11.	Assess the childhood history of the client	<p><b><u>Assessing the childhood history of the client:</u></b></p> <ul style="list-style-type: none"> <li>• Concept of childhood history</li> <li>• Need of assessing childhood history</li> <li>• Areas within childhood history to be assessed</li> <li>• attachments</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
12.	Assess decision making	<p><b><u>Assessment of decision making:</u></b></p> <ul style="list-style-type: none"> <li>• Concept of decision making</li> <li>• Why to assess decision making</li> <li>• Assessing clients decision making via communication</li> <li>• Procedure of assessing decision making</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
13.	Assess suicidal thoughts	<p><b><u>Assessment of suicidal thoughts :</u></b></p> <ul style="list-style-type: none"> <li>• Concept of suicidal thoughts</li> </ul>

		<ul style="list-style-type: none"> <li>• Why to assess suicidal thoughts</li> <li>• Signs and symptoms of suicidal thoughts</li> <li>• Causes of suicidal thoughts</li> <li>• Technique of assessing suicidal thoughts</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
14.	Work on/with coping behavior	<p><b><u>Assessment of coping behavior:</u></b></p> <ul style="list-style-type: none"> <li>• Concept stress and coping behavior</li> <li>• Why to assess stress and coping mechanism</li> <li>• Identifying stressors and coping mechanism</li> <li>• Technique of assessing coping behavior</li> <li>• Modifying destructive coping into constructive coping mechanism</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
15.	Assess social support	<p><b><u>Assessment of social support:</u></b></p> <ul style="list-style-type: none"> <li>• Concept of social support</li> <li>• Why to assess social support</li> <li>• Technique of assessing social support (me- map)</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
16.	Identify of psychotic features in client (hallucination, delusion, disorientations)	<p><b><u>Identification of psychotic features in client:</u></b></p> <ul style="list-style-type: none"> <li>• Concept of hallucination and delusions</li> <li>• Why to assess hallucination</li> <li>• technique of assessing orientation of time / place / person</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
17.	Identify core problems	<p><b><u>Identifying core problems :</u></b></p> <ul style="list-style-type: none"> <li>• Concept of core problems</li> <li>• Prioritizing problems</li> <li>• Identifying core problems</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
18.	Make formulation (vulnerable, maintaining, triggering and protective factor)	<p><b><u>Making formulation (vulnerable Concept and need of strategy and strategy formulation</u></b></p> <ul style="list-style-type: none"> <li>• Concept of vulnerable, maintaining, triggering and protective factor</li> <li>• Procedures for formulating strategy (vulnerable, maintaining, triggering protective factor)</li> <li>• Formulations of strategies</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>

19.	Set goal	<p><b><u>Goal setting:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and need of goal and goal setting</li> <li>• Identification of goal(s)</li> <li>• prioritizing goals</li> <li>• Making goal specific, measurable, achievable, realistic and time bound</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
20.	Implement strategies	<p><b><u>Implementing strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and need of strategy implementation</li> <li>• Identification of strategies to be implemented</li> <li>• Strategy implementation schedule</li> <li>• Procedures for implementing strategies</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
21.	Evaluate counseling process	<p><b><u>Evaluating counseling process:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and need of evaluation and evaluation of client</li> <li>• Identification of session to be evaluated</li> <li>• Things to be asked oneself</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
22.	Follow up the client	<p><b><u>Follow up of client:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and need of follow up and follow up of client</li> <li>• Identification of client to be followed up</li> <li>• Procedures for follow up of client</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
23.	Terminate cases	<p><b><u>Termination of cases:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and need of termination of cases</li> <li>• Identification of cases to be terminated</li> <li>• Meet client and/or clients' party</li> <li>• Evaluate the progress report of the client</li> <li>• Have mutual agreement to terminate the case</li> <li>• Fill client's satisfaction form</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
24.	Client Counselor Relationship	<p><b><u>Dealing With Client Counselor Relationship Problem</u></b></p> <ul style="list-style-type: none"> <li>• Therapeutic Alliance</li> <li>• Problem in the Therapeutic relationship</li> <li>• How to deal with therapeutic relationship problem</li> </ul>

<b>Sub module 7: Alternative Tools and Skills</b>		
<b>Description:</b> It deals with the knowledge and skills related to alternative tools and techniques necessary for psychosocial counselor to carry out counseling activities in a professional way.		
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• To identify alternative tools and techniques</li> <li>• To apply alternative tools and techniques</li> </ul>		
18 Hrs. (Th.) + 36 Hrs. (Pr.) = 54 Hrs		
	Task	Related technical knowledge
1.	Apply activities (play, game, drawing)	<u><b>Applying activities (play, game, drawing):</b></u> <ul style="list-style-type: none"> <li>• Concept, need and application of activities(play, game, drawing)</li> <li>• How to apply activities(play, game, drawing)</li> <li>• Related precautions and records keeping</li> </ul>
2.	Apply check lists (sentence completion test, social emotional checklist, HOPKINs Checklist, PTSD checklist, Subjective unit of distress scale)	<u><b>Applying check lists (sentence completion test):</b></u> <ul style="list-style-type: none"> <li>• Concept, need and uses of check lists</li> <li>• Identification of relevant check lists</li> <li>• Formats of check lists</li> <li>• Preparation of check lists</li> <li>• Procedures for applying check lists</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
3.	Apply relaxation techniques (deep breathing, imaginary, safe place, Progressive muscles techniques, counting exercise)	<u><b>Applying relaxation techniques (deep breathing, imaginary, safe place, Progressive muscles techniques):</b></u> <ul style="list-style-type: none"> <li>• Concept and importance of relaxation techniques</li> <li>• Advantages of relaxation techniques</li> <li>• Preparation for relaxation techniques</li> <li>• Procedures for relaxation techniques</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
4.	Apply dairy maintaining/journal writing	<u><b>Applying dairy maintaining/journal writing :</b></u> <ul style="list-style-type: none"> <li>• Concept and importance of “dairy maintaining”</li> <li>• Advantages of “dairy maintaining”</li> <li>• Preparation for “dairy maintaining”</li> <li>• Procedures for “dairy maintaining”</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
5.	Apply narrative exposure technique (retelling or narrative technique)	<u><b>Applying narrative exposure/retelling:</b></u> <ul style="list-style-type: none"> <li>• Concept and importance of narrative exposure/retelling</li> <li>• Advantages of narrative exposure/retelling</li> <li>• Procedures for narrative exposure/retelling</li> <li>• Precautions to be followed</li> </ul>

		<ul style="list-style-type: none"> <li>• Records to be kept</li> </ul>
6.	Apply “tree of life”/ river of life	<p><b><u>Applying “tree of life”/ “river of life”</u></b></p> <ul style="list-style-type: none"> <li>• Concept and importance of “tree of life”</li> <li>• Advantages of “tree of life”</li> <li>• Applying “tree of life”</li> <li>• Precautions to be followed</li> <li>• Records to be kept</li> </ul>
<b>Module: 3: Psychosocial Intervention</b>		
<b>Description:</b> It deals with the knowledge and skills related to psychosocial/ Mental health & intervention.		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To apply skills / knowledge of mental health in psychosocial counseling</li> <li>• To apply skills / knowledge of gender/ culture / counseling in psychosocial counseling</li> <li>• To apply skills / knowledge of human development / behavior in psychosocial counseling</li> <li>• To deal with some of the /common special Issues</li> </ul>		
<b>Sub modules:</b> <ol style="list-style-type: none"> <li>1. Mental Health</li> <li>2. Gender, Culture and Counseling</li> <li>3. Human Development and Behavior</li> <li>4. Special Issues</li> </ol>		
<b>Sub module: 2: Mental Health</b>		
<b>Description:</b> It deals with the knowledge and skills related to mental health.		
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To be familiar with the concept of mental health/ mental illness</li> <li>• To identify the causes of mental illness</li> <li>• To identify on the various types of mental illness</li> </ul>		
24 Hrs. (Th.) + 10 Hrs. (Pr.) = 34 Hrs.		
	<b><i>Tasks/skills</i></b>	<b><i>Related technical knowledge</i></b>
1.	State concept of mental health	<p><b><u>Concept on Mental health:</u></b></p> <ul style="list-style-type: none"> <li>• Normality vs. Abnormality</li> <li>• Definition of Mental health and illness</li> <li>• Common misconception towards mental illness</li> <li>• Traditional treatment of mental ill people in Nepal</li> <li>• Mental health service in Nepal</li> <li>• Current status of mental health service in Nepal</li> <li>• Nepal Mental Health Policy</li> </ul>
2.	Identify the causes of mental illness	<p><b><u>Causes of mental illness:</u></b></p> <ul style="list-style-type: none"> <li>• Biological factors(Physiological factors)</li> <li>• Psychosocial factors</li> </ul>

		<ul style="list-style-type: none"> <li>• Environmental factors</li> </ul>
3.	Identify types of mental illness	<p><b><u>Types of mental illness (Common Mental Disorders):</u></b></p> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Conversion Disorder (Conversion Vs Epilepsy)</li> <li>• Psychosis</li> <li>•</li> </ul>
4.	Be familiar with child's mental illness	<p><b><u>Child's mental illness:</u></b></p> <ul style="list-style-type: none"> <li>• Mental Retardation</li> <li>• Conduct disorder (ADHD Temper tantrums)</li> </ul>
<b>Sub module: 3: Culture and Counseling</b>		
<b>Description:</b> It deals with the knowledge and skills related to the Gender, Culture and Counseling		
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define culture and cultural aspect of psychosocial intervention</li> <li>• To state role of culture in psychosocial intervention</li> </ul>		
18 Hrs. (Th.) + 6 Hrs. (Pr.) = 24 Hrs.		
	<b><i>Tasks/skills</i></b>	<b><i>Related technical knowledge</i></b>
1.	<b><u>Culture and Counseling</u></b>	<b><u>Culture and Counseling</u></b>
2.	Be familiar with the concept of culture	<p><b><u>Concept of culture and Context:</u></b></p> <ul style="list-style-type: none"> <li>• What do we mean by culture?</li> <li>• Characteristics of culture</li> <li>• Norms, values and socialization</li> <li>• Concept of healing</li> </ul>
3.	State role of culture in counseling/ PS intervention	<p><b><u>Culture in counseling:</u></b></p> <ul style="list-style-type: none"> <li>• Cultural idioms of distress</li> <li>• Culture bound syndrome (Dhat, Possession, soul loss)</li> <li>• Traditional healing system</li> <li>• Local understanding of body, health and illness</li> <li>• Role of culture in PS intervention</li> </ul>
<b>Sub module: 4: Human Development and Behavior</b>		
<b>Description:</b> It deals with the knowledge and skills related to human development and behavior necessary for psychosocial counselor to carry out counseling in a professional way.		
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• To be familiar with human needs and behavior</li> <li>• To state the determinants of human development</li> <li>• To state the human development stages and tasks</li> </ul>		
14 Hrs. (Th.) + 4 Hrs. (Pr.) = 18 Hrs.		
	<b><i>Tasks/skills</i></b>	<b><i>Related technical knowledge</i></b>
1.	Identify determinants of	<b><u>Determinants of human development:</u></b>

	human development	<ul style="list-style-type: none"> <li>• Biological</li> <li>• Cognitive processes</li> <li>• Socio-cultural</li> <li>• Environment</li> </ul>
2.	Identify human needs/ behavior	<p><b><u>Human needs and behavior:</u></b></p> <ul style="list-style-type: none"> <li>• Biological needs</li> <li>• Psychological needs</li> <li>• Social needs</li> <li>• Maslow's hierarchy of need</li> </ul>
3.	State Erik Erikson's theory of human development	<p><b><u>Human development</u></b></p> <ul style="list-style-type: none"> <li>• Erik Erikson's psychosocial theories of developmental stages, task and the possible hazards.</li> </ul>
<b>Sub module: 5: Special Issues</b>		
<b>Description:</b> It deals with the knowledge and skills related to some special issues necessary for psychosocial counselor to carry out counseling in a professional way.		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To be familiar with the case of HIV/AIDS</li> <li>• To be familiar with the case of substance Abuse</li> <li>• To be familiar with the case of suicide</li> <li>• To be familiar with case of gender and GBV</li> <li>• To be familiar with the case of medically unexplained somatic Complaints</li> <li>• To be familiar with the case of Medically unexplained symptoms</li> <li>• To be familiar with the case of trauma</li> <li>• To be familiar with the case of Introduction to PFA</li> </ul>		
45 Hrs. (Th.) + 24 Hrs. (Pr.) = 69 Hrs.		
	Tasks/skills	Related technical knowledge
1.	Be familiar with the case of HIV/AIDS	<p><b><u>HIV and AIDS</u></b></p> <ul style="list-style-type: none"> <li>• Definition, consequences and mode of transmission</li> <li>• Situation of HIV and AIDS in Nepal</li> <li>• Counseling people with HIV and AIDS <ul style="list-style-type: none"> <li>▪ Important psychosocial challenges faced by people living with HIV and AIDS</li> <li>▪ An introduction to VCT</li> </ul> </li> </ul>
2.	Be familiar with the case of substance Abuse	<p><b><u>Substance Abuse</u></b></p> <ul style="list-style-type: none"> <li>• Definition, types, causes, effects and consequences</li> <li>• Terminologies (dependency/ addiction, recovery and relapse, codependency)</li> <li>• Substance abuse in Nepal</li> <li>• Counseling and substance abuse <ul style="list-style-type: none"> <li>▪ Dealing with substance users</li> <li>▪ Dealing with co-dependents</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Motivational Interview</li> <li>▪ Stages of change model (Prochaska and DiClemente's)</li> </ul>
3.	Be familiar and dealing with the case of suicidal ideation	<p><b><u>Suicidal ideation:</u></b></p> <ul style="list-style-type: none"> <li>• Definition, forms, signs and symptoms</li> <li>• Situation of suicide in Nepal</li> <li>• Dealing with suicidal ideation <ul style="list-style-type: none"> <li>▪ Suicide assessment and prevention plans</li> <li>▪ Management of suicidal behaviors</li> </ul> </li> </ul>
4.	Be familiar with concept of Gender and GBV	<p><b><u>Gender and Gender Based Violence (GBV)</u></b></p> <ul style="list-style-type: none"> <li>• Different between sex and gender</li> <li>• Gender roles and needs</li> <li>• Gender equity and equality</li> <li>• Sexuality</li> <li>• Introduction and types of GBV</li> <li>• Causes of GBV</li> <li>• Support to people affected by GBV (Right based approach+GBV)</li> </ul>
5.		<ul style="list-style-type: none"> <li>•</li> </ul>
6.	Deal with medically unexplained symptoms	<p><b><u>Medically unexplained symptoms</u></b></p> <ul style="list-style-type: none"> <li>• Definition and causes of medically unexplained somatic complaints</li> <li>• Dealing with people having medically unexplained symptoms</li> <li>• Brief knowledge on Sociogenic illness</li> </ul>
7.	Dealing with Trauma survivors <ul style="list-style-type: none"> <li>• Provide basic information on Trauma</li> <li>• Provide knowledge required to deal with people after trauma</li> </ul>	<p><b><u>Trauma</u></b></p> <ul style="list-style-type: none"> <li>• Definition, types, causes, consequences (Post Traumatic Stress, Post Traumatic Stress disorder)</li> <li>• How trauma works?</li> </ul> <p><b><u>Dealing with r trauma survivors</u></b></p> <ul style="list-style-type: none"> <li>• Supportive counseling</li> <li>• Working on distorted thoughts</li> <li>• Concept of Narrative exposure therapy</li> <li>• Relaxation Techniques (deep breathing, Progressive Muscle Relaxation (PMR), Safe Place)</li> </ul>
8.	Deal with emergency situation <ul style="list-style-type: none"> <li>• Provide basic information on emergency situation</li> <li>• Provide psychosocial support in emergency situation</li> </ul>	<p><b><u>Emergency situation:</u></b></p> <ul style="list-style-type: none"> <li>• Definition, types, causes, consequences</li> </ul> <p><b><u>Psychosocial Support in Emergency situation</u></b></p> <ul style="list-style-type: none"> <li>• Types of support</li> <li>• Introduction to PFA</li> <li>• Introduction to IASC Guideline in emergency situation</li> </ul>

<b>Module: 2: Case Management</b>		
	<b>Description:</b> It deals with the knowledge and skills related to managing counseling center, documentation, supervision, linkage, coordination & referral of cases necessary for psychosocial counselor to carry out counseling activities in a professional way.	
	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To manage counseling center</li> <li>• To perform documentation</li> <li>• To undergo supervision</li> <li>• To perform linkage/ coordination / referrals</li> </ul>	
	<b>Sub modules:</b> <ol style="list-style-type: none"> <li>1. Managing Counseling Center</li> <li>2. Documentation</li> <li>3. Supervision</li> <li>4. Linkage, Coordination and Referrals</li> </ol>	
	<b>Sub module: 1: Managing Counseling Center</b>	
	<b>Description:</b> It deals with the knowledge and skills related to managing counseling center necessary for psychosocial counselor to carry out counseling activities in a professional way.	
	<b>Objective:</b> <ul style="list-style-type: none"> <li>• To manage counseling center</li> </ul>	
	8 Hrs. (Th.) + 4 Hrs. (Pr.) = 12 Hrs.	
	Task	Related technical knowledge
1.	Choose peaceful / confidential place/ relaxing room	<b><u>Choosing peaceful / confidential place:</u></b> <ul style="list-style-type: none"> <li>• Identification of peaceful / confidential place</li> <li>• Setting comfortable room / environment</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
2.	Arrange relaxation materials (relaxing chair, cushions, CDs, CD players, scripts )	<b><u>Arranging relaxation materials:</u></b> <ul style="list-style-type: none"> <li>• Identification of relaxation materials</li> <li>• Arranging relaxation materials</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
3.	Collect Materials (chair, color, paper, cushion, dolls, games, play tissue paper, first aid box, water)	<b><u>Collecting Materials (chair, color, paper, cushion, dolls, games, play, tissue paper, first aid box, water):</u></b> <ul style="list-style-type: none"> <li>• Identification of materials (emphasizing local materials)</li> <li>• “How to” collect Materials)</li> <li>• Collecting Materials</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
4.	Manage waiting space/materials	<b><u>Managing waiting space/materials:</u></b> <ul style="list-style-type: none"> <li>• Identifying waiting space /materials requirement</li> <li>• Managing waiting space/materials</li> </ul>

		<ul style="list-style-type: none"> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
5.	Manage documents	<p><b><u>Managing documents/formats:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, uses/application and importance of documents and their management</li> <li>• Identification of various documents</li> <li>• Collecting formats of various documents used</li> <li>• procedures for managing documents</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
6.	Maintain safety/ Managing barriers (noise, smokes, alcohols, other interference)	<p><b><u>Maintaining safety:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of safety and its management</li> <li>• Identifying the barriers (noise, smokes, alcohols, other interference)</li> <li>• Safety rules</li> <li>• Maintaining safety</li> <li>• Related records to be kept</li> </ul>
7.	Maintain /keep/circulate information regarding the client	<p><b><u>Maintaining /keeping/circulating information regarding the client</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of receiving / keeping/circulating information regarding the client</li> </ul>
8.	Circulate messages / information regarding counseling centre and its activities	<p><b><u>Circulating messages / information regarding counseling centre and its activities:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of circulating messages / information</li> <li>• Identification of messages / information to be circulated</li> <li>• Identification of people to whom the message has to be circulated (communicating with senior and/or subordinates)</li> <li>• Contents of message</li> <li>• Procedures for circulating messages / information</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
<b>Sub module: 2: Documentation</b>		
<b>Description:</b> It deals with the knowledge and skills related to keeping and maintaining documents necessary for psychosocial counselor to carry out counseling activities in a professional way.		
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• To keep / maintain documents</li> <li>• To monitor the documents regarding cases</li> </ul>		
6 Hrs. (Th.) + 6 Hrs. (Pr.) = 12 Hrs.		
	Task	Related technical knowledge

1.	Keep/maintain intake form	<p><b><u>Keeping/maintaining intake form:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of intake form</li> <li>• Identification of intake form</li> <li>• Format of intake form</li> <li>• procedures for keeping/maintaining intake form</li> <li>• Keeping/maintaining intake form</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
2.	Keep/maintain register/daily record file	<p><b><u>Keeping/maintaining register /daily record file:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of register</li> <li>• Identification of register</li> <li>• Format of register</li> <li>• procedures for keeping/maintaining register</li> <li>• Keeping/maintaining register</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
3.	Keep/maintain individual file	<p><b><u>Keeping/maintaining individual file:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of individual file</li> <li>• necessary documents of individual file (intake form, session report, medical reports, consent form, case update form, assessment form, case study, referral form, client satisfaction form, case termination form )</li> <li>• procedures for Keeping/maintaining individual file (Determining of code no, Keeping/maintaining code no for each client)</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
4.	Keep/maintain session note / report	<p><b><u>Keeping/maintaining session note / report:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of session note / report</li> <li>• Format of session note / report (including presenting problems, interventions done, intervention plan)</li> <li>• procedures for keeping/maintaining session note / report</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
5.	Keep/maintain case study report	<p><b><u>Keeping/maintaining case study report :</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of case study report</li> <li>• Identification of case study report</li> <li>• Format of case study report</li> <li>• procedures for keeping/maintaining case study report</li> </ul>

		<ul style="list-style-type: none"> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
6.	Keep/maintain supervision form / report	<p><b><u>Keeping/maintaining supervision form / report :</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of supervision form / report</li> <li>• Format of supervision form / report</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
7.	Keep/maintain check lists (social emotional checklist, HOPKINs Checklist, PTSD checklist)	<p><b><u>Keeping/maintaining check lists:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of check lists</li> <li>• Identification of check lists (social emotional checklist, HOPKINs Checklist, PTSD checklist)</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
<b>Sub module: 3: Supervision</b>		
<b>Description:</b> It deals with the knowledge and skills related to supervision necessary for psychosocial counselor to carry out counseling activities in a professional way.		
<b>Objective:</b>		
<ul style="list-style-type: none"> <li>• To perform supervision</li> </ul>		
6 Hrs. (Th.) + 12 Hrs. (Pr.) = 18 Hrs.		
	Task	Related technical knowledge
1.	Supervise subordinate staff/ CPSWs	<p><b><u>Supervision of subordinate staff/CPSWs:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of supervising</li> <li>• Identification of subordinate and CPSWs</li> <li>• Format of supervising</li> <li>• Procedures for supervising</li> <li>• Manner of dealing with</li> <li>• Supervising</li> <li>• Related precautions to be taken</li> <li>• Collect relevant information from subordinate staff/CPSWs</li> <li>• Related records to be kept</li> </ul>
2.	Supervise with/in peer group	<p><b><u>Supervision with/in peer group:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of supervising peer group</li> <li>• Identification of peer group</li> <li>• procedures for supervising peer group</li> <li>• Manner of dealing with peer group</li> <li>• Supervising peer group</li> <li>• Related precautions to be taken</li> <li>• Collect relevant information</li> <li>• Related records to be kept</li> </ul>

3.	Communicate with clients' family/party	<p><b><u>Communicating with clients' family about client's behaviors/problem:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of communicating with clients' family</li> <li>• Preparing the contents</li> <li>• Procedures for communicating with clients' family</li> <li>• Mannerism of dealing with clients' family</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
4.	Communicate with client regarding time/ fixing sessions/follow ups	<p><b><u>Communicating with client regarding time/ fixing sessions/follow ups:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of communicating with client regarding time/ fixing sessions/follow ups</li> <li>• Procedures for communicating with client</li> <li>• Manner of dealing with client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
5.	Communicate with the supervisor via mail, fax or in person regarding the case	<p><b><u>Communicate with the supervisor via mail, fax or in person regarding the case :</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, importance and purpose of communicating with via emails / fax or in person</li> <li>• Preparing the contents</li> <li>• Procedures for communicating with via emails / fax or in person</li> <li>• Handling information from feedback of supervisor</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
<b>Sub module: 4: Linkage, coordination and referrals</b>		
<b>Description:</b> It deals with the knowledge and skills related to linkage, coordination and referral of cases necessary for psychosocial counselor to carry out counseling activities in a professional way.		
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• To link / coordinate with stakeholders</li> <li>• To identify cases to be referred</li> <li>• To refer cases</li> </ul>		
6 Hrs. (Th.) +12 Hrs. (Pr.) = 18 Hrs.		
	Task	Related technical knowledge
1.	Network with teacher / schools	<p><b><u>Networking with teacher / schools:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of networking with teacher / schools</li> <li>• Identification of teacher / schools</li> <li>• Procedures for networking with teacher / schools</li> <li>• Manner of dealing with teacher / schools</li> <li>• Related precautions to be taken</li> </ul>

		<ul style="list-style-type: none"> <li>• Related records to be kept</li> </ul>
2.	Coordinate/network with referral channels	<p><b><u>Coordinating/networking with referral channels:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of Coordinating/networking with referral channels</li> <li>• Identification of referral channels</li> <li>• Procedures for Coordinating/networking with referral channels</li> <li>• Manner of dealing with referral channels</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
3.	Coordinate/network with security persons	<p><b><u>Coordinating/networking with security persons:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of Coordinating/networking with security persons</li> <li>• Identification of security persons</li> <li>• Procedures for Coordinating/networking with security persons</li> <li>• Manner of dealing with security persons</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
4.	Participate in meeting / seminar with Stakeholder	<p><b><u>Participating in meeting / seminar with Stakeholder:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and functions of meeting / seminar with stakeholder</li> <li>• Participation in meeting / seminar with stakeholder</li> <li>• preparing agendas</li> <li>• Collecting relevant information</li> <li>• Report writing/reporting</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
5.	Coordinate and network with club (child, Youth, mother, woman) members and other social organizations	<p><b><u>Coordination and networking with club (child, Youth, mother, woman) members and other social organizations:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of coordination and networking with club (child, Youth, mother, woman) members and other social organizations</li> <li>• Identification of club (child, Youth, mother, woman) members and other social organizations</li> <li>• Making aware/giving information regarding psychosocial issues</li> <li>• Procedures for coordination and networking club (child, Youth, mother, woman) and other social organizations</li> <li>• Manner of dealing with club (child, Youth, mother, woman) and other social organizations</li> </ul>

		<ul style="list-style-type: none"> <li>• Coordination and networking club (child, Youth, mother, woman) and other social organizations</li> <li>• Related precautions to be taken</li> <li>• Collect relevant information</li> <li>• Related records to be kept</li> </ul>
6.	Coordinate and network Health Post Workers (HPW) trained in psychosocial	<p><b><u>Coordination and networking Health Post Workers (HPW) trained in psychosocial health:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of coordination and networking psychosocial trained HPW</li> <li>• Identification of psychosocial trained HPW</li> <li>• Making aware/giving information regarding psychosocial issues</li> <li>• Procedures for coordination and networking psychosocial trained HPW</li> <li>• Manner of dealing with psychosocial trained HPW</li> <li>• coordination and networking psychosocial trained HPW</li> <li>• Related precautions to be taken</li> <li>• collect relevant information</li> <li>• Related records to be kept</li> </ul>
7.	Coordinate and network with existing government and non-government committees (including child protection committee)	<p><b><u>Coordination and networking with existing government and non-government committees (including child protection committee):</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of coordination and networking protection committee</li> <li>• Identification of protection committee</li> <li>• Procedures for coordination and networking with protection committee</li> <li>• Manner of dealing with protection committee</li> <li>• coordination and networking protection committee</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
8.	Coordinate and network with traditional healers	<p><b><u>Coordination and networking with traditional healers:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need, application and importance of coordination and networking</li> <li>• Identification of traditional healers</li> <li>• Making aware/giving information regarding psychosocial issues to traditional healers</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
9.	Establish/strengthen network with individual /	<p><b><u>Establish/strengthen network with individual / organizations/psychosocial workers :</u></b></p>

	organizations/ psychosocial workers	<ul style="list-style-type: none"> <li>• Concept, need, application and importance of Establishing/strengthening network with individual / organizations/psychosocial workers</li> <li>• Identification of individual / organizations/ psychosocial workers</li> <li>• Procedures for establishing/strengthening network with individual / organizations/psychosocial workers</li> <li>• Manner of dealing</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
10.	Refer to senior counselor / practitioner psychologist/ psycho therapist	<p><b><u>Referring to senior counselor / psychologist/ psycho therapist:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of cases to be referred to senior counselor / psychologist</li> <li>• Identification of counselor / practitioner psychologist</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to senior counselor / psychologist</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
11.	Refer severe mental cases to psychiatrist	<p><b><u>Referring severe mental cases to psychiatrist:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of severe mental cases to be referred to psychiatrist</li> <li>• Identification of psychiatrists</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter/ related documents</li> <li>• Process of referring to psychiatrist</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
12.	Refer to lawyer	<p><b><u>Referring to lawyer:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of legal issues to be referred to lawyer</li> <li>• Identification of lawyers</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to lawyer</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
13.	Refer physical health	<p><b><u>Referring physical health cases to Doctor/ hospital:</u></b></p>

	cases to Doctor/ hospital	<ul style="list-style-type: none"> <li>• Identification of physical health cases to be referred to Doctor/ hospital</li> <li>• Identification of doctors/hospitals</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to Doctor/ hospital</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
14.	Refer to expert counselor/ therapist in relevant issue (Volunteer Counseling and testing (VCT) counselor/drug counselor )	<p><b><u>Referring to Volunteer counselor/ therapist in relevant issue (Volunteer Counseling and testing (VCT) counselor/drug counselor ):</u></b></p> <ul style="list-style-type: none"> <li>• Identification of cases to be referred to VCT counselor</li> <li>• Identification of VCT counselors</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to VCT counselor</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
15.	Refer to physiotherapist	<p><b><u>Referring to physiotherapist:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of cases to be referred to physiotherapist</li> <li>• Identification of physiotherapists</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to physiotherapist</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
16.	Refer to rehab center/ shelter / home	<p><b><u>Referring to rehab center/ shelter / home:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of cases to be referred to rehab center/ shelter / home</li> <li>• Identification and collecting information of rehab center/ shelter / home</li> <li>• Format of referral letter</li> <li>• Communicating with relevant person of rehab center/ shelter / home</li> <li>• Process of referring to rehab center/ shelter / home</li> <li>• Preparation of related referral letter</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> </ul>

		<ul style="list-style-type: none"> <li>• Related records to be kept</li> </ul>
17.	Refer for community services	<p><b><u>Referring for community services:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of cases to be referred to community services</li> <li>• Identification of community service centre</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to community services</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
18.	Refer to vocational training	<p><b><u>Referring to vocational training:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of cases to be referred to vocational training</li> <li>• Identification of training institutes/ experts</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to vocational training</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
19.	Refer to human rights organizations	<p><b><u>Referring to human rights organization:</u></b></p> <ul style="list-style-type: none"> <li>• Identification of cases to be referred to human rights</li> <li>• Identification of human rights organization</li> <li>• Format of referral letter</li> <li>• Preparation of related referral letter</li> <li>• Process of referring to human rights</li> <li>• Providing related referral information to the client</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
		Sub-total:
<b>Module: 4: Capacity Building</b>		
	<b>Description:</b> It deals with the knowledge and skills related to facilitation & professionalism development necessary for psychosocial counselor to carry out counseling activities in a professional way.	
	<b>Objectives:</b>	
	<ul style="list-style-type: none"> <li>• To apply facilitation skills</li> <li>• To develop professionally</li> </ul>	
	<b>Sub modules:</b>	
	<ol style="list-style-type: none"> <li>1. Facilitation skills</li> <li>2. Professionalism development</li> </ol>	
<b>Sub module: 1: Facilitation skill</b>		
	<b>Description:</b> It deals with the knowledge and skills related to facilitation skills necessary for psychosocial counselor to carry out counseling activities in a professional way.	

	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• To identify facilitation skills</li> <li>• To apply facilitation skills</li> </ul>	
	12 Hrs. (Th.) + 47 Hrs. (Pr.) = 59 Hrs. (Tot.)	
	Task	Related technical knowledge
1.	Prepare plan for conducting awareness program	<u><b>Preparing plan for conducting awareness program:</b></u> <ul style="list-style-type: none"> <li>• Concept, need and importance of awareness program / awareness program plan</li> <li>• Identifying materials/things to be needed</li> <li>• Identifying place, date and time for awareness program</li> <li>• Procedures for preparing awareness program plan</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
2.	Select target group for awareness program	<u><b>Selecting target group:</b></u> <ul style="list-style-type: none"> <li>• Concept and nature of target group</li> <li>• Criteria for selecting target group</li> <li>• Procedures for selecting target group</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
3.	Circulate information about the program	<u><b>Circulating information about the program:</b></u> <ul style="list-style-type: none"> <li>• Whom, where, and why to inform about the program</li> <li>• Means of circulating information about the program</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
4.	Arrange for conducting the program	<u><b>Arranging for conducting the program:</b></u> <ul style="list-style-type: none"> <li>• Need of arranging to conduct the program</li> <li>• Procedures for arranging to conduct the program</li> <li>• Collecting the materials needed</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
5.	Prepare program schedule	<u><b>Preparing program schedule:</b></u> <ul style="list-style-type: none"> <li>• Concept and need of program schedule</li> <li>• Prepare program schedule</li> <li>• Methodology of program</li> <li>• Sharing roles and responsibilities for program</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
6.	Conduct awareness programs	<u><b>Conducting awareness programs:</b></u> <ul style="list-style-type: none"> <li>• Concept and need of conducting awareness program</li> <li>• C awareness program according to schedule</li> <li>• Related precautions to be taken</li> </ul>

		<ul style="list-style-type: none"> <li>• Related records to be kept</li> </ul>
7.	Evaluate/ follow up the programs	<p><b><u>Evaluating/ following up of the programs:</u></b></p> <ul style="list-style-type: none"> <li>• Need of evaluating/ following up of the program</li> <li>• Procedures for evaluating/ following up of the program</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
8.	Prepare the program reports	<p><b><u>Preparing program reports:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and need of program report/preparation of program report</li> <li>• Format of a program report</li> <li>• Procedures for the preparation of program report</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
9.	Develop content of training program	<p><b><u>Concept of training program :</u></b></p> <ul style="list-style-type: none"> <li>• Concept of training and training contents</li> <li>• Format of writing/organizing training contents</li> <li>• Developing training contents</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
10.	Prepare training materials	<p><b><u>Preparing training materials:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of training materials</li> <li>• Types of training materials</li> <li>• Identification of training materials</li> <li>• How to prepare various types of training materials</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
11.	Assign role / responsibilities	<p><b><u>Assigning role / responsibilities:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of role and responsibilities</li> <li>• Process of assigning role and responsibilities</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
12.	Manage venue	<p><b><u>Managing venue:</u></b></p> <ul style="list-style-type: none"> <li>• Concept and need of training venue</li> <li>• Requirements of a training venue</li> <li>• How to manage training venue</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
13.	Prepare session / lesson plan	<p><b><u>Preparing session / lesson plan:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of session plan and lesson plan</li> <li>• Format of session plan and lesson plan</li> </ul>

		<ul style="list-style-type: none"> <li>• How to prepare session plan and lesson plan</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
14.	Manage human resources	<p><b><u>Managing human resources :</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of human resources</li> <li>• How to manage human resources</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
15.	Administer pre test	<p><b><u>Administering pretest:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of pretest/ administering pretest</li> <li>• How to administer pre test</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
16.	Administer post test	<p><b><u>Administering posttest:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of posttest/ administering posttest</li> <li>• How to administer post test</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
17.	Prepare action plans	<p><b><u>Preparing action plans:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of action plans</li> <li>• Format of action plan</li> <li>• How to prepare action plans</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
18.	Evaluate expected outcomes	<p><b><u>Evaluating expected outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of expected outcomes/ evaluating expected outcomes</li> <li>• How to evaluate expected outcomes</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
19.	Follow up the training	<p><b><u>Following up of the training:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of follow up of a training</li> <li>• Format of a training follow up form</li> <li>• How to follow up of a training</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
20.	Conduct refresher training for CPSWs	<p><b><u>Conducting refresher training for CPSWs :</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of refresher training for CPSWs</li> <li>• Contents development of refresher training</li> </ul>

		<ul style="list-style-type: none"> <li>• How to conduct refresher training</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
21.	Minimize communication barriers	<p><b><u>Minimizing communication barriers:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and application of communication barrier</li> <li>• Types of communication barriers</li> <li>• How to minimize communication barriers</li> <li>• Related precautions to be taken</li> <li>• Related records to be kept</li> </ul>
<b>Sub module 2: Professionalism Development</b>		
<b>Description:</b> It deals with the knowledge and skills related to professionalism development necessary for psychosocial counselor to carry out counseling activities in a professional way.		
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• To state need to develop professionally</li> <li>• To develop professionally</li> </ul>		
8 Hrs. (Th.) + 8 Hrs. (Pr.) = 16 Hrs.		
	Task	Related technical knowledge
1.	Improve personal situational analysis skill	<p><b><u>Improving situational analysis skill:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of personal situational analysis skills</li> <li>• How to improve situational analysis skills</li> <li>• impact in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
2.	Deal cases regularly	<p><b><u>Dealing cases regularly:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of dealing cases regularly</li> <li>• Process of dealing cases regularly</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
3.	Read related books/ journals/articles/ manuals	<p><b><u>Reading related books, journals, articles and manuals:</u></b></p> <ul style="list-style-type: none"> <li>• Need and importance of reading related books, journals, articles and manuals</li> <li>• Sources of the related books, journals, articles and manuals</li> <li>• Reading related books, journals, articles and manuals</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
4.	Browse WWW	<p><b><u>Browsing WWW:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of browsing WWW</li> </ul>

		<ul style="list-style-type: none"> <li>• Process of browsing WWW</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
5.	Consult seniors	<p><b><u>Consulting with seniors:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of consulting with seniors</li> <li>• Consulting seniors</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
6.	Advocate for psychological counseling services	<p><b><u>Advocating for psychological counseling services:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of advocating for psychological counseling services</li> <li>• How to advocate for psychological counseling services</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
7.	Participate in meeting/seminars/workshops/ training	<p><b><u>Participating in meeting, seminars, workshops &amp; training:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of meeting, seminars, workshops &amp; training</li> <li>• How to participate in meeting, seminars, workshops &amp; training</li> <li>• Their role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
8.	Conduct exposure visit	<p><b><u>Conducting exposure visits:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of running exposure visit</li> <li>• How to run exposure visit</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
9.	Be member in professional association	<p><b><u>Being member in professional association:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of professional association</li> <li>• How to participate in professional association</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
10.	Attend relevant refresher training (first AID training, Yoga training, ToT,)	<p><b><u>Attending relevant refresher training:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of psychological refresher training</li> <li>• How to attend psychological refresher training</li> <li>• Its role in professional development</li> </ul>

		<ul style="list-style-type: none"> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
11.	Watch/ Listen related electronic medias	<p><b><u>Watching hear related electronic medias :</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of electronic medias/ watching hear related electronic medias</li> <li>• How to watch hear related electronic medias</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
12.	Attend for higher studies	<p><b><u>Attending for higher studies:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of</li> <li>• How to</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>
13.	Participate in care for caregiver training	<p><b><u>Participating in care for caregiver training:</u></b></p> <ul style="list-style-type: none"> <li>• Concept, need and importance of participating in care for caregiver training</li> <li>• How to participate in care for caregiver training</li> <li>• Its role in professional development</li> <li>• Related precautions to be followed</li> <li>• Related records keeping</li> </ul>

<b>Tools, materials and equipment</b>	
<ul style="list-style-type: none"> <li>• Memory Game</li> <li>• CD Player</li> <li>• Mattress</li> <li>• Cushion</li> <li>• Pen</li> <li>• Diary</li> <li>• Meta Card</li> <li>• Stationary Materials</li> <li>• Assessment Tools</li> <li>• Alternative Tools</li> <li>• Camera</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone</li> <li>• Fax</li> <li>• Mobile</li> <li>• Computer</li> <li>• Multi Media</li> <li>• OHP</li> <li>• Pen Drive</li> <li>• Picture</li> <li>• IEC Materials</li> <li>• Doll House</li> <li>• Color Pencil</li> <li>• Puzzle</li> </ul>
<b>Facilities</b>	
<ul style="list-style-type: none"> <li>• Well-equipped classroom</li> <li>• Well-equipped lab (practical room)</li> <li>• Hostel (optional)</li> <li>• Office room</li> <li>• Principal's room</li> <li>• Administrative staff's room</li> <li>• Teaching staff room</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting room</li> <li>• Store room</li> <li>• Audio/Visual room</li> <li>• Vehicle (optional)</li> <li>• Computer with multimedia (optional)</li> <li>• OHP</li> <li>• Library with equipped facility</li> </ul>

## Appendices

### Task analysis sheet (A format)

Task: Theory (hrs.): Practical (hrs.): Total (hrs.):

Task steps	Terminal performance objectives	Related technical knowledge
	<p><u>Condition(Given):</u></p> <p><u>Task(What):</u></p> <p><u>Standard(How well):</u></p>	

Tools/materials/equipment:

Safety:

### Task performance check list(A format)

Name of the training institute

Task performance check list:

Training program: .....

Batch: .....

Name of the trainee/student.....Roll No.....

Task assigned.....

S.N. of task steps	Did the trainee  Task steps	Observation			Marks	
		Yes		No	Full	obtaine d
		Partially done	Completely done			
<b>Total:</b>						

Instructor:

Signature:

Date:

Certificate(A format)

संस्थाको नाम

संस्थाको ठेगाना

(प्राविधिक शिक्षा तथा व्यावसायिक तालीम परिषद्बाट सम्बन्धन प्राप्त)

(Affiliated to council for technical education and vocational training (CTEVT))

(संस्थाको लोगो)

प्रमाण - पत्र

CERTIFICATE

श्री/श्रमिती/सुश्री ..... निवासी श्री ..... का छोरी/ छोराले ..... विषय लिई  
वि.सं. २० ..... देखि वि.सं. २० ..... सम्म जम्मा ..... घण्टाको तालिम सफलतापूर्वक सम्पन्न गरेको प्रमाणित गरिन्छ ।

This is to certify that Mr. / Mrs. / Miss.....son/daughter of  
Mr.....resident of.....has successfully completed the training  
entitled.....from 200.....to 200.....with total.....hours.

Date of issue.....

.....

Principal

.....

Managing Director

## List of duty and tasks from DACUM

### Duty: A: Manage Counseling Center

#### Tasks:

1. Choose Peaceful / Confidential Place
2. Set Cozy Room / Environment
3. Set Conducive Room / Environment
4. Arrange Relaxation Room
5. Arrange Relaxation Materials
6. Collect Materials (chair, color, paper, cushion, dolls, games, play)
7. Manage waiting space
8. Manage documents
9. Maintain safety
10. Make tissue paper & drinking water
11. Arrange first AID box

### Duty: B: Apply Communication Skills

#### Tasks:

1. Apply SOLAR (sitting position, leaning towards client., Open posture, eye contact, relax)
2. Apply affirming
3. Apply silence
4. Apply Active listening skills
5. Apply questioning skills
6. Apply paraphrasing
7. Apply summarizing
8. Apply repetition of key words
9. Apply reflection of feeling
10. Apply suggest and fade
11. Apply challenge
12. Apply feedback
13. Give information
14. provide emotional support
15. Apply self-disclosure
16. Provide psycho- education
17. Apply empathy
18. Observe / apply nonverbal communication
19. Interpret verbal communication
20. Interpret nonverbal communication
21. Console/ provide water, tissue paper, appropriate touch
22. Provide reflect of meaning

### Duty: C: Build Rapport

#### Tasks:

1. Arrange sitting
2. Set environment
3. Greet client
4. Introduce yourself
5. Ask for introduction

6. Talk informally
7. Talk about confidentiality
8. Find out client's expectation
9. Inform client about counseling
10. Apply activities (play, game, drawing)

**Duty: D: Assess Client**

**Tasks:**

1. Assess sadness level
2. Assess anxious level
3. Assess activeness (Hyper/hypo)
4. Assess sleep disturbances
5. Assess loneliness
6. Assess helplessness
7. Assess fear level
8. Assess daily functioning
9. Assess irritation
10. Assess aggressiveness
11. Assess motor skills
12. Assess nightmare
13. Assess speech disturbances
14. Assess functional complains
15. Assess social behavior
16. Assess substance abuse
17. Assess self esteem
18. Assess decision making
19. Assess loss of interest
20. Assess weight loss
21. Assess appetite
22. Assess suicidal thoughts
23. Assess sexual problems
24. Assess adjustment problems
25. Assess fits
26. Assess anger
27. Assess feeling of security
28. Assess shyness
29. Assess coping behavior
30. Assess social support
31. Assess flash back
32. Assess guilt
33. Assess hallucination
34. Assess delusion
35. Assess orientation of time / place / person
36. Assess strength and weakness of the client

**Duty: E: Keep / Maintain Documents**

**Tasks:**

1. Keep/maintain intake form

2. Keep/maintain register
3. Keep/maintain individual file
4. Keep/maintain code no for each client
5. Keep/maintain documents safe and confidential
6. Keep/maintain confidentiality form
7. Keep/maintain information release form
8. Keep/maintain Intervention plan
9. Keep/maintain for report / assessment forms
10. Keep/maintain session note / report
11. Keep/maintain summary report
12. Keep/maintain case update form
13. Keep/maintain progress report
14. Keep/maintain clinical supervision form / report
15. Keep/maintain check lists
16. Keep/maintain referral forms
17. Keep/maintain case study forms / report
18. Keep/maintain closing forms
19. Keep/maintain client satisfaction forms

**Duty: F: Apply Counseling approaches**

**Tasks:**

1. Make intervention plan
2. Implement intervention plan
3. Provide individual counseling
4. Provide family counseling
5. Provide group counseling
6. Provide crisis counseling
7. Provide supportive counseling
8. Provide couple counseling
9. Provide task oriented counseling

**Duty: G: Prepare / Apply intervention Tools**

**Tasks:**

1. Apply Check lists
2. Apply Me-mapping
3. Apply deep breathing
4. Apply safe place relaxation
5. Apply imaginary relaxation
6. Apply progressive muscles relaxation
7. Apply counting exercise
8. Apply emotional freedom techniques (FFT)
9. Apply drawing exercises
10. Apply dairy maintaining
11. Apply retelling
12. Draw a man test
13. Apply dance movement Techniques (DMT)
14. Apply tree of life
15. Apply play

16. Apply sentence completion test (SCT)
17. Apply who am I ?
18. Apply river of life
19. Tell story
20. Apply wide deep breathing
21. Apply brain storming

**Duty: H: Refer Cases**

**Tasks:**

1. Refer to senior counselor / Psychologist
2. Refer severe mental cases to Psychiatrist
3. Refer legal problem to Lawyer
4. Refer physical health cases to Doctor/ hospital
5. Refer to traditional healer
6. Refer to VCT counselor
7. Refer to Physiotherapist
8. Refer to psycho therapist
9. Refer to rehab center/ shelter / home
10. Refer for community services
11. Refer to vocational training
12. Refer to human rights

**Duty: I: Communicate with Others**

**Tasks:**

1. Receive / transfer telephone calls
2. Transfer telephone calls
3. Note / write telephone messages / information
4. Process messages / information
5. Circulate messages / information
6. Prepare mail / fax messages
7. Communicate with clients' family
8. Send e-mails / fax
9. Write Letters / memos
10. Communicate with client
11. Communicate with family
12. Communicate with peers
13. Communicate with teacher / schools
14. Communicate with referral channels
15. Communicate with security persons
16. Communicate with senior staff
17. Communicate with Junior staffs
18. Communicate with employer

**Duty: J: Perform Coordination / Networking**

**Tasks:**

1. Identify Stakeholder (GO, NGO, INGO, Private, organization)
2. Contact with focal person of Stakeholder
3. Arrange meeting with Stakeholder

4. Participate in meeting / seminar with Stakeholder
5. Collect related information from Stakeholder
6. Establish / strengthen network with social institutional groups
7. Established network with referred individual / organization
8. Established network with likeminded organization
9. Established network among Psycho social counselor

**Duty: K: Follow up / terminate the cases**

**Tasks:**

1. Review cases
2. Meet client
3. Meet related person of the client
4. evaluate the progress report of the client
5. Prepare follow up schedule
6. Inform the client about case closing
7. Terminate the cases

**Duty: L: Perform Supervision**

**Tasks:**

1. Supervise junior staff
2. Supervise CPSWs
3. Supervise trainees
4. Supervise Psychosocial trained teacher
5. Supervise peer group
6. Supervise trained club (child, Youth, mother, woman)
7. Supervise psychosocial trained HPW
8. Supervise protection committee
9. Supervise trained mother group

**Duty: M: Conduct orientation /awareness program**

**Tasks:**

1. Prepare plan for conducting awareness program
2. Select target group
3. Inform about the program
4. Arrange for conducting the program
5. Prepare session plans
6. Run awareness programs
7. Evaluate/ follow up the programs
8. Prepare the program Reports

**Duty: N: Conduct Training**

**Tasks:**

1. Develop Content
2. Prepare training materials
3. Assign role / responsibilities
4. Manage venue
5. Prepare session / lesson plan
6. Manage Human resources

7. Administer pre test
8. Run training
9. Administer post test
10. Prepare action plans
11. Evaluate/ expected outcomes
12. Follow up training
13. Conduct refresher training
14. Minimize Communication Barrier

**Duty: O: Develop professionalism**

**Tasks:**

1. Improve interpersonal communication
2. Maintain professional ethics
3. Improve situational analysis skill
4. Deal cases regularly
5. Read related books, journals, articles manuals
6. Browse WWW
7. Consult seniors
8. Advocate for psychological counseling services
9. Participate meeting, Seminars, workshops, training
10. Run exposure visit
11. Participate in professional association
12. Attend psychological refresher training
13. Watch hear related electronic medias
14. Addend first AID training
15. Attend Yoga training
16. Attend for Higher studies
17. Attend in TOT
18. Attend research training / orientation
19. Market counseling skill
20. Participate in Care for caregiver Training

**Duty: P: Assist to Research**

**Tasks:**

1. Read / interoperate research proposal
2. Assist to Prepare data collection tools
3. Assist to Collect data
4. Assist to Process / present data
5. Assist to analyze data
6. Assist to Interpret data
7. Assist to Draw conclusion
8. Assist to Perform recommendation
9. Assist to Prepare research report
10. Disseminate research report

**Duty: Q: Apply counseling process**

**Tasks:**

1. Identify client

2. Build rapport
3. Assess client
4. Prioritize problems
5. Fix/Determine/ Identify core problems
6. Formulate Strategy (predisposing, Maintaining, triggering Protective factor)
7. Set goal
8. Implement strategies
9. Evaluate client
10. Follow up client/
11. Refer/client
12. Terminate cases

**Duty: R: Manage barriers**

**Tasks:**

1. Manage Noise
2. Manage Interference
3. Manage Smoking
4. Manage Alcohol
5. Manage Language

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