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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Psychology**

Registered by NSB 07, Human and Social Studies, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards upon which qualifications are based. The qualifications and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 76 January 2005*. All correspondence should be marked **Standards Setting – SGB for Psychology** and addressed to

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EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### Further Education and Training Certificate: Lay Counselling

SAQA QUAL ID	QUALIFICATION TITLE	
49256	Further Education and Training Certificate: Lay Counselling	
SGB NAME	SGB Psychology	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HUM-4-National Certificate	National Certificate	General Social Science
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
131	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

This is an entry level qualification to recognise the competence of those learners who may already be acting in some capacity as lay counsellors, as well as for those learners who may wish to enter the field of counselling as part of their career path. Many of the people who may be interested in the qualification will be acting in a capacity or occupation other than direct psychological services, but may occasionally offer counselling.

The qualification is intended to meet the needs of a wide variety of lay counsellors including traditional healers, trauma counsellors, religious counsellors, peer counsellors, skills development facilitators, career counsellors and health and wellness practitioners. The counselling may take place in a wide variety of contexts including but not limited to formal and informal structures, in communities, organisations, religious centres, the workplace, sports centres, education and training facilities, schools, hospitals, clinics and support agencies.

The qualification will be useful to those who provide lay counselling to adults, children, individuals, families, groups, couples and youth. The counsellors may find themselves dealing with immediate needs, containment and referral in relation to a number of areas including HIV&AIDS, rape, abortion, life-skills development, life orientation, careers, marriage, and various crises. The qualification addresses counselling that is carried out in a structured and professionally supervised and mentored environment.

People credited with this qualification can:

- > Establish, maintain and conclude a formal health and wellness helping relationship in a variety of contexts;
- > Contribute to the setting up of social support structures and identify support systems and resources;
- > Promote health and wellness;
- > Contain emotional distress;
- > Clarify problems, identify and select interventions, provide guidance into the exploration of options and implement plans of action, maintain records, report, refer, integrate and supply information and guidance; and
- > Perform basic health and wellness screening to make a diagnosis for appropriate interventions and/or referrals.

Rationale for the qualification

The present context is one where there is very limited or no recognition or regulation concerning lay counselling, with very little consistency across provinces and within provinces in South Africa, and little consistency across different contexts. There is thus a need for uniformity in the means for evaluating lay counselling, and this qualification will provide a consistent basis for evaluating and regulating lay counselling.

In addition, this qualification will provide an alternative career path into psychology and therefore will provide an entry point to give access to a wider group of people into the field of psychology.

Furthermore, there have not been recognised qualifications available for lay counsellors in the past, yet there is a massive need for lay counsellors to operate in a variety of contexts, including but not limited to HIV and AIDS, rape, abortion, life-skills development, life orientation, careers, marriage, and various crises.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

Communication at NQF Level 3 or equivalent.

Recognition of prior learning

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

#### **QUALIFICATION RULES**

Fundamental

- > Communication
- > Candidates are required to achieve 20 credits for Communications.
- > In terms of the requirements for an FETC, candidates are required to achieve 20 credits obtained in a second official language at a minimum of NQF level 3.
- > Mathematical Literacy - Candidates are required to demonstrate achievement of the 16 credits for the mathematical literacy unit standards as stated in the FETC policy document.

Core

- > All 64 credits in the Core category are compulsory.

Electives

- > A minimum of 11 credits can be taken from the elective component. Learners can also choose additional electives from across the 12 fields and with the approval of the relevant ETQA.

#### **EXIT LEVEL OUTCOMES**

1. Communicate in a variety of ways in lay counselling situations.
2. Apply mathematical literacy in real life situations and in relation to counselling situations.
3. Provide direct lay counselling services.
4. Facilitate problem solving and provide counselling support services.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.

- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Communication is clear, understandable and effective and contributes to successful counselling engagements.
  - > Records and reports are accurate, comprehensive and suitable for maintaining records of counselling interventions.
2.
  - > Mathematical literacy is applied appropriately within a variety of lay counselling situations, in particular when preparing for, resourcing and reporting on counselling interventions.
3.
  - > Lay counselling services are provided in accordance with established principles, ethics and protocols for counselling.
  - > Counselling services are appropriate to the given need and context.
  - > Counselling facilitates ways of meeting given needs.
  - > The unit standards associated with this exit level outcome, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.
    - > Apply basic interactional skills in a group counselling context
    - > Conduct basic lay counselling in a structured environment
    - > Describe and explain general principles of counselling
    - > Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour
    - > Demonstrate knowledge of the ethics and legal frameworks related to lay counselling
    - > Demonstrate basic understanding of the developmental stages of humans
4.
  - > Support is provided in accordance with established principles, ethics and protocols for counselling support
  - > Support services are appropriate to the given need and context.
  - > Support is provided in a way that facilitates ways of meeting given needs.
  - > The unit standards associated with this exit level outcome, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.
    - > Provide basic counselling support in an individual context
    - > Provide counselling support services
    - > Facilitate the health and wellness problem solving process
    - > Engage in the promotion of health and wellness
    - > Perform basic health and wellness screening

#### **Integrated assessment**

Assessment is to take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome. Over and above the achievement of the specified unit standards, evidence of integration will be required as per the broad assessment criteria specified above, all within the context of an active lay counselling environment, dealing with divergent and random demands related to counselling activities.

Assessors should note that the evidence of integration could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

#### **INTERNATIONAL COMPARABILITY**

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from Canada, England, Australia and USA were examined and compared. In Australia and the USA there is a three level counselling structure, namely, Basic, Intermediate and an Advanced level. This qualification compares favourably with the Basic level.

The scope of these qualifications relate to the understanding and application of counselling skills in a wide

variety of contexts and situations.

The competencies that are covered are;

- > Use terminology and concepts of counselling
- > Define the extent of counselling skills to be used
- > Establish appropriate counselling goals and action plans
- > Demonstrate counselling skills
- > Conduct initial counselling sessions

#### **ARTICULATION OPTIONS**

This qualification is an entry-level qualification and is thus a starting point for many learners. The qualification will serve as a possible building block for learning towards qualifications at NQF level 5 in Psychology, Social work, Education and training, Human Resources, and related areas.

#### **MODERATION OPTIONS**

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant Education and Training Quality Assurance Body (ETQA).
- > Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.
- > Moderators must be registered as assessors with the appropriate ETQA, or with an ETQA that has a Memorandum of Understanding with the appropriate ETQA.
- > Moderation should include both internal and external moderation where applicable.
- > Accreditation and moderation mechanisms and requirements must meet the requirements of SAQA ensuring that the processes that are followed are transparent, affordable and support the development of the NQF.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

- > Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA.
- > Assessors must be registered as assessors with the appropriate ETQA.
- > Assessors must have a qualification in counselling or a related qualification at NQF level 5.

#### **NOTES**

N/A

#### **UNIT STANDARDS**

*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	114478 Conduct basic lay counselling in a structured environment	Level 4	15	Registered
Core	117849 Apply basic interactional skills in a group lay counselling context	Level 4	9	Draft - Prep for P Comment
Core	117859 Demonstrate basic understanding of the developmental stages of humans	Level 4	3	Draft - Prep for P Comment
Core	117860 Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour	Level 4	5	Draft - Prep for P Comment
Core	117862 Describe and explain general principles of lay counselling	Level 4	3	Draft - Prep for P Comment
Core	117863 Engage in the promotion of health and wellness	Level 4	5	Draft - Prep for P Comment
Core	117866 Demonstrate knowledge of the ethics and legal frameworks related to lay counselling	Level 4	3	Draft - Prep for P Comment
Core	117869 Facilitate the health and wellness problem solving process	Level 4	8	Draft - Prep for P Comment
Core	117873 Perform basic health and wellness screening	Level 4	4	Draft - Prep for P Comment
Core	117875 Provide basic lay counselling support in an individual context	Level 4	5	Draft - Prep for P Comment
Core	117878 Provide lay counselling support services	Level 4	4	Draft - Prep for P Comment
Elective	110053 Conduct a basic community needs assessment	Level 4	12	Registered
Elective	114483 Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	Level 4	6	Registered

Elective	<b>15094</b> Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5	Registered
Elective	<b>15096</b> Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Fundamental	<b>8968</b> Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	<b>8969</b> Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	<b>8970</b> Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	<b>8973</b> Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	<b>7468</b> Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	<b>8974</b> Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	<b>8975</b> Read, analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	<b>8976</b> Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	<b>8979</b> Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	<b>9015</b> Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	<b>12417</b> Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply basic interactional skills in a group lay counselling context

SAQA US ID	UNIT STANDARD TITLE		
117049	Apply basic interactional skills in a group lay counselling context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION.		
Human and Social Studies	General Social Science		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	9

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Describe the elements of successful group lay counselling interventions.

**SPECIFIC OUTCOME 2**

Set up and initiate a lay counselling interaction.

**SPECIFIC OUTCOME 3**

Facilitate and manage a lay counselling interaction.

**SPECIFIC OUTCOME 4**

Conclude and terminate lay counselling interactions.

**SPECIFIC OUTCOME 5**

Evaluate lay counselling interactions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

2

**Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
117860	Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour		
	<b>SGB NAME</b>	<b>ABET BAND</b>	<b>PROVIDER NAME</b>
	SGB Psychology	Undefined	
	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
	Human and Social Studies	General Social Science	
	<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>
	HUM-GSS-0-SGB Psych	Regular	Level 4
			<b>CREDITS</b>
			(5)

**Specific Outcomes:**

**SPECIFIC OUTCOME 1**

Explain the role of emotions and how personal experiences shape behaviour.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of attitudes, values and coping mechanisms.

**SPECIFIC OUTCOME 3**

Demonstrate an understanding of the role of gender and sexuality.

**SPECIFIC OUTCOME 4**

Demonstrate understanding of the impact of life, death and dying.

**SPECIFIC OUTCOME 5**

Explain how to deal with diversity.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

3

## Demonstrate basic understanding of the developmental stages of humans

SAQA US ID	UNIT STANDARD TITLE		
117859	Demonstrate basic understanding of the developmental stages of humans		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	General Social Science		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	3

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Describe and explain the developmental stages of the foetus.

**SPECIFIC OUTCOME 2**

Describe and explain the developmental stages of childhood.

**SPECIFIC OUTCOME 3**

Describe and explain the developmental stages of adolescence.

**SPECIFIC OUTCOME 4**

Describe and explain the developmental stages of adulthood.

**SPECIFIC OUTCOME 5**

Describe and explain the developmental stages of old age.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate knowledge of the ethics and legal frameworks related to lay counselling

SAQA US ID	UNIT STANDARD TITLE		
117866	Demonstrate knowledge of the ethics and legal frameworks related to lay counselling		
SGB NAME	ABET BAND	PROVIDERNAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	3

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Demonstrate understanding of the importance and components of ethical practice.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of the basic ethical principles of lay counselling practice.

**SPECIFIC OUTCOME 3**

Demonstrate understanding of the limits and boundaries of lay counselling practice.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

5

## Describe and explain general principles of lay counselling

SAQA US ID	UNIT STANDARD TITLE		
117862	Describe and explain general principles of lay counselling		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined	I	
FIELD DESCRIPTION	SUBFIELD DESCRIPTION.		
Human and Social Studies	General Social Science		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-O-SGB Psych	Regular	Level 4	3

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Describe and explain the principles involved with initiating lay counselling.

**SPECIFIC OUTCOME 2**

Describe and explain the principles involved with facilitating and managing lay counselling.

**SPECIFIC OUTCOME 3**

Describe and explain the principles involved with concluding lay counselling.

**SPECIFIC OUTCOME 4**

Describe and explain the purpose and principles involved with evaluating the quality of the lay counselling intervention.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

6

## Engage in the promotion of health and wellness

SAQA US ID	UNIT STANDARD TITLE		
117863	Engage in the promotion of health and wellness		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-O-SGB Psych	Regular	Level 4	5

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Identify environments for promotion of mental health.

**SPECIFIC OUTCOME 2**

Investigate risk behaviour and related stressors that impact on or influence mental health.

**SPECIFIC OUTCOME 3**

Access, interpret and apply information concerning recent and relevant research findings on mental health.

**SPECIFIC OUTCOME 4**

Develop and implement plans to reduce risk behaviour

**SPECIFIC OUTCOME 5**

Reflect on the implementation of the intervention.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

Facilitate the health and wellness problem solving process

SAQA US ID	UNIT STANDARD TITLE		
117869	Facilitate the health and wellness problem solving process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	(CREDITS)
HUM-GSS-0-SGB Psych	Regular	Level 4	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Describe the processes of setting up counselling support.

##### **SPECIFIC OUTCOME 2**

Establish and maintain a purposeful helping process.

##### **SPECIFIC OUTCOME 3**

Identify and clarify the client's problem.

##### **SPECIFIC OUTCOME 4**

Explore a client's options.

##### **SPECIFIC OUTCOME 5**

Compile a client action plan.

##### **SPECIFIC OUTCOME 6**

Reflect on the problem solving process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

8

## Perform basic health and wellness screening

SAQA US ID	UNIT STANDARD TITLE		
117873	Perform basic health and wellness screening		
SGB NAME	(ABET BAND)	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	General Social Science		
UNIT STANDARD CODE	(UNIT STANDARD TYPE)	NQF LEVEL	(CREDITS)
HUM-GSS-O-SGB Psych	Regular	Level 4	4

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Explain the meaning and identify signs of "functional" versus "dysfunctional" behaviour.

**SPECIFIC OUTCOME 2**

Describe the nature, function and rationale of screening.

**SPECIFIC OUTCOME 3**

Identify broad categories of health and wellness dysfunction.

**SPECIFIC OUTCOME 4**

Conduct screening.

**SPECIFIC OUTCOME 5**

Reflect on the screening process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

9

Provide basic lay counselling support in an individual context

SAQA US ID	UNIT STANDARD TITLE		
117875	Provide basic lay counselling support in an individual context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	(General Social Science)		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	5

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Engage a person in a helping relationship.

**SPECIFIC OUTCOME 2**

Negotiate a contract with the client.

**SPECIFIC OUTCOME 3**

Facilitate and manage the helping relationship.

**SPECIFIC OUTCOME 4**

Manage uncooperative clients.

**SPECIFIC OUTCOME 5**

Conclude the helping relationship.

**SPECIFIC OUTCOME 6**

Reflect on the helping relationship.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

10

**Provide lay counselling support services**

SAQA US ID	UNIT STANDARD TITLE		
117878	Provide lay counselling support services		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	(General Social Science)		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	(Regular	Level 4	4

**Specific Outcomes:**

**SPECIFIC OUTCOME 1**

Identify need(s) for supportive intervention services.

**SPECIFIC OUTCOME 2**

Select and implement a supportive intervention approach or method.

**SPECIFIC OUTCOME 3**

Administer and manage support services.

**SPECIFIC OUTCOME 4**

Identify the impact of the supportive intervention.