

Level 3 Diploma in Counselling Skills

Unit 1 – Developing Counselling Skills

Observation Form

Learning Outcome:	Feedback:
<p>2 Be able to establish a relationship using counselling skills</p> <p>2.1 Demonstrate the skills required to establish a working relationship</p>	<p>Lizzie demonstrated her understanding of the skills required to establish a working relationship through her friendly and welcoming demeanour initially. She developed upon this through the use of open questions within the context of a role-played scenario such as 'what brought you here today?' During this role-played scenario Lizzie ensured she explained confidentiality to the 'client' (played by myself). Lizzie explained how long the sessions would be (in this case, 20 minutes) and worked with the 'client' to establish what could be achieved in the session (meeting each other, understanding motivations of client for seeking help, setting some aims for next time).</p>
<p>4 Be able to develop a relationship using counselling skills</p> <p>4.1 Demonstrate ways to integrate counselling skills into an interactive process</p> <p>4.2 Apply strategies for problem solving and decision making</p>	<p>Lizzie demonstrated a strong understanding of how to integrate counselling skills within the process, leading with open questions. Her open questions allowed her the opportunity to demonstrate her active listening, reflection and summarising skills. Throughout the conversation, Lizzie demonstrated that she is empathetic and non-judgemental of the client's material, consistent with a person-centred approach.</p> <p>During the role play scenario, the 'client' was not forth-coming with material for the session and so Lizzie applied some problem-solving strategies to navigate around the situation by asking 'how often do you get to talk about yourself at home?' and 'how do you feel when speaking about yourself?'</p>

6 Be able to conclude an interaction using counselling skills

6.1 Demonstrate skills for managing an appropriate ending to interaction

6.2 Analyse benefits of the interaction with individuals in a helping relationship

6.3 Evaluate outcome of the interaction

6.1) 5 minutes before the end of a 20 minute hypothetical session, Lizzie made the client aware of the remaining time. During these five minutes, Lizzie took time to summarise the client's material and to reflect on the client's main concerns. During this time, Lizzie also paraphrased some of the content to allow her to focus on those main issues raised.

6.2) The skills Lizzie used demonstrated good potential within a professional helping relationship. Following our role play scenario Lizzie demonstrated further understanding of using these skills within a helping relationship through discussion with myself; Lizzie noted her own strengths in problem solving through using other effective micro-scripts within the interaction and her strength in open questions. She expressed that she would like to develop her confidence in using silence as a counselling skill.

6.3) Overall, Lizzie used the best of her skills and knowledge (at Level 3 standard) to inform the 'client' of the necessary protocols such as confidentiality. Lizzie also ended the outcome with enough time to confidently summarise the client's main concerns and focus on the positive elements of the session. By focusing on what they had achieving during the session - which was a reflection of her starting aims - Lizzie was able to complete a well-rounded interaction.

Any further comments:

Qualified Assessor feedback:

Lizzie demonstrated great potential in her journey to become a counsellor. To develop her skills, Lizzie should continue to cautiously use closed questions, whilst confidently using open questions to help guide the client. Lizzie should also continue to develop her use of silence during the interaction and recognise silence as being a strong tool within the interaction to encourage the client to reflect on or question their own material.

Overall, Lizzie showed good understanding of the basic skills necessary in a helping relationship at Level 3 standard.

Student comments:

Initially, I was nervous in beginning a role-played scenario in case the inauthentic experience hindered a more natural approach. Following the role-played scenario, I am happy with this feedback. I understand I should use silence and develop more confidence in using this skill rather than punctuate the entire conversation with speech.

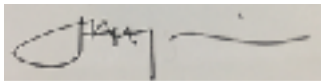
Qualified Assessor Name:

Julie Hazeldine

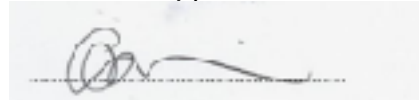
Student Name:

Elizabeth Hazeldine

Qualified Assessor Signature:



Student Signature:



Date: 13/01/19

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