

Level 3 Diploma in Counselling Skills

Unit 3 – Working Ethically with Counselling Skills
Professional Discussion Form

Learning
Outcome:

Qualified Assessor feedback:

<p>3 Understand the importance of the setting in which counselling skills are used</p> <p>3.1 Compare different contexts where counselling skills are used</p> <p>3.2 Explain issues that impact on the use of counselling skills in different settings</p>	<p>3.1. Lizzie identified different services which offer counselling to clients including: CBT, hypnotherapy, alternative medicine, psychotherapy, person-centred therapy, holistic therapy, bereavement therapy. Lizzie has also identified several professions in which counselling skills can be applied outside of counselling and psychotherapy specifically. These included: teaching, pastoral work, mentoring positions, management positions, police work, rehabilitation work, doctors and nurses.</p> <p>Drawing upon her own professional experiences, Lizzie highlighted that counselling skills (and theory) remain relevant to education/educators - citing Maslow's hierarchy of needs as an example. Using anecdotal references, Lizzie drew upon times where she has used open questions, active listening, UPR and empathy to resolve conflicts between children at schools. Lizzie suggested that counselling skills could be more broadly applied during professional counselling sessions due to the designated time allowance given to clients - unlike shorter conversations with students which lack the same focus.</p> <p>Lizzie has also discussed how professionals in senior/management positions will also need to use counselling skills to support other members of staff within companies/schools/workforce.</p> <p>3.1 Lizzie highlighted several main issues which could impact upon the use of counselling skills within different settings, including: environment, legal responsibilities (safeguarding), relationship between parties and power dynamic.</p> <p>Environment: Lizzie suggested that the different environments (classrooms, staff-rooms, GP room, hospital) may determine how many skills are consciously/sub-consciously applied in order for the 'helpee' to feel relaxed enough to co-operate with the situation. Drawing on further anecdote, Lizzie recognised that some students find it difficult to respond within the context of a classroom and seem more responsive within other arenas, e.g. whilst playing, drawing, or being outside.</p> <p>Legal Responsibilities: Lizzie noted that within caring professions/school positions staff have a legal responsibility to safeguard children which may necessitate the application counselling skills. Lizzie acknowledged that there are professional boundaries: having a legal responsibility to safeguard children does not qualify one to become a student's counsellor.</p> <p>Relationships: Lizzie noted that counselling skills are often used sub-consciously between friends/family when supporting one another - within this context application of skills will be more informal than other arenas.</p> <p>Power Dynamic: Lizzie raised the point that while counselling aims for a more 'egalitarian' relationship - it would be difficult to overcome power dynamic with prison rehabilitation for instance.</p>
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Qualified Assessor comments:

Lizzie has a comprehensive understanding of the different settings in which counselling skills are used. Lizzie drew upon her own experience to discuss the application of counselling skills within the school environment. Lizzie also recognised the importance of professional boundaries/legal responsibility and why it is inappropriate to adopt a counselling role without full qualification.

To improve, Lizzie could explore the complex role of (prison) rehabilitation officer which seemed to interest her during conversation.

Student comments:

I particularly enjoy exploring the application of counselling skills within different professional practices; I believe I have garnered further interest due to my current role supporting children in a primary school and my previous experience in a secondary school.

I am particularly interested in the implications of power within a trusting safeguarding relationship; this seems especially poignant in light of recent social movements such as the 'Me Too' movement. I agree that in order to make further progress academically, I should research this in greater depth.

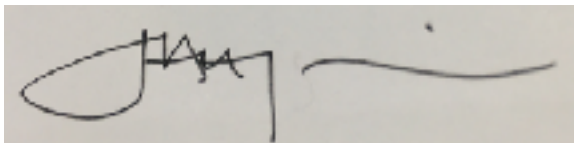
Qualified Assessor name:

Julie Hazeldine

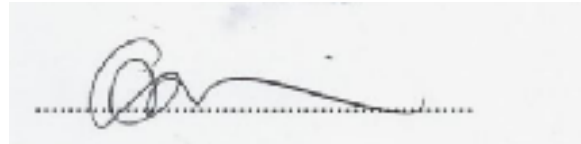
Student name:

Elizabeth Hazeldine

Qualified Assessor signature:



Student signature:



Date: 13/01/19

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