

Counselling Skills

Semester	1
Module Title	Counselling Skills Development 1
Module Code	COUN 6013
Module Credits	5

Module Description

<https://mtu.akarisoftware.com/index.cfm/page/module/moduleId/32983>

Module Assessment

Assessment Type	Essay based on Practical/Skills
Assessment Description	Essay
Learning Outcomes Addressed	1,2,3,4,5,6
Overall Module Grade	100%

Assessment Description:

Counselling practice assessment analysing the experience of using counselling skills. Students will present an early analysis of their experience in week 7 worth 30% of the overall 100% available for this module. Feedback will be given at week 7 in response to the submission.

Assignment

- Keep a reflective journal of all counselling sessions with peers (both in class and outside of class).
- Timepoint 1: Identify strengths and weaknesses in your skillset of counselling skills so far and create a plan for developing targeted skill sets based on your own experience and feedback you have received (400 words).
- Timepoint 2: Write a summary review and analysis of skills development to date based on the plan you developed in week 7 (800 words).

Guidelines for Skills Application Logging Record – Semester 1

We recommend that each student will keep a journal to record their learning experiences in skills sessions and peer practice sessions. This may include insights gained through the experience of writing a summary review and analysis, receiving and giving feedback in their participation in the skills sessions.

Some suggestions to reflect on may include the following:

1. Your experience as “counsellor”- this will include interventions used, particularly how you present, reflective listening, inquiry, exploration, etc. This could also include an analysis on your effectiveness and how the experience impacted you.
2. Review. This will include a summary review and analysis of your skills experience to-date, reflecting on the learning experiences that have informed and influenced your development as a counselling trainee, and highlighting strengths and areas for development. This review will take account of your experience in the skills sessions.

All reading resources are listed on the module descriptor

Assessment Scale

Major Strength	Strength	Adequate	Needs Development	Needs Much Development
Excels in this area	Performs in a consistently competent and confident way	Performs at an adequate level but has scope for development	Performs somewhat less than adequately and needs development	Performs considerably less than adequately and needs development

Student Name

Brief: Identify strengths and weakness in your counselling skill sets so far and create a plan for developing targeted skill sets based from own experience and feedback you have received.

Criterion	Weighting	Excellent 70-100%	Very Good 60-69%	Satisfactory	Needs Work	Unsatisfactory
1. Identification of Strengths 15% (LO5)	15 marks	Clearly identifies relevant strengths and supports them with specific examples from practice/experience. Demonstrates strong	Identifies relevant strengths with appropriate examples and some reflection.	Identifies strengths with limited supporting evidence.	Strengths are identified but are vague or insufficiently evidenced.	Strengths are unclear, inappropriate or largely absent.
2. Identification of Weaknesses / Development Needs (LO5)	20 marks	Provides a thoughtful and honest analysis of key weaknesses, clearly explaining why they require development and supporting this with	Identifies relevant weaknesses and explains their significance with good supporting evidence.	Identifies weaknesses but analysis and evidence are limited.	Weaknesses are identified but lack clarity, depth or supporting examples.	Little or no meaningful identification of weaknesses or development needs.
3. Use of Experience and Feedback (LO3)	20 marks	Effectively integrates specific personal experiences and feedback to support the identification of strengths and weaknesses. Demonstrates clear learning from	Makes good use of experience and feedback, with clear links to development.	Refers to experience and/or feedback but links to development are limited.	Makes minimal use of relevant experience or feedback.	Little or no evidence of using experience or feedback.
4. Targeted Skills Development Plan (LO2)	30 marks	Presents a highly focused, realistic and actionable plan. Clearly identifies targeted skills, specific actions, timescales and measures of progress/success.	Presents a clear and realistic plan with appropriate actions and timescales.	Provides a suitable development plan, although some actions or outcomes lack specificity.	Plan is basic, vague or only partly connected to identified needs.	Development plan is absent, unrealistic or unrelated to identified needs.
5. Reflection and Integration (LO5)	10 marks	Makes strong connections between current skills, experience, feedback and future development. Demonstrates	Demonstrates good reflection and makes clear connections between learning and development.	Some reflection is evident, but tends toward description.	Limited reflection or connections between experience and future development.	Little evidence of reflection or learning.
6. Structure, Clarity and Presentation	5 marks	Exceptionally clear, concise and well structured. Makes excellent use of the 400-word limit.	Clear and well organised with minor issues.	Generally clear but may be repetitive or unevenly structured.	Difficult to follow in places or poor use of the word limit.	Poorly structured, unclear, or substantially fails to meet the brief/word limit.
	5 marks	8 - 10 marks	7 marks	6 marks	4 - 5 marks	0 - 3 marks
		5 marks	4 marks	3 marks	2 marks	0 - 1 marks

Student Name: _____

COUN6013 Write a summary review and analysis of skills development to date based from the plan you developed in week 7 (800 words)

Criteria	Weighting	Excellent (70-100%)	Very Good (60-69%)	Satisfactory (50-59%)	Needs Work (40-49)	Unsatisfactory
Review of Skills Development Since Week 7 (LO1 and LO2)	20 Marks	Provides a comprehensive, insightful, and well-supported review of skills development. Demonstrates substantial growth in counselling skills with clear evidence from practice experiences. Shows excellent understanding of learning gained and its	Provides a detailed review of skills development with clear evidence of progress. Demonstrates good awareness of learning and professional growth, supported by relevant examples.	Provides an adequate overview of skills development. Some evidence of progress is presented, although discussion tends to be	Provides a limited review of skills development. Evidence of learning is vague, incomplete, or	Provides little or no meaningful review of skills development. Minimal evidence of learning or growth is demonstrated.
Analysis of Progress Against Week 7 Development Plan (LO1 and LO2)	25 Marks	Critically evaluates progress against all development goals. Clearly identifies achievements, challenges, barriers, and areas requiring further development. Uses specific evidence to demonstrate learning and achievement.	Analyses progress against most development goals. Demonstrates good understanding of achievements and areas for improvement, supported by examples.	Discusses progress against some goals but analysis lacks depth. Connections between goals and outcomes are evident but underdeveloped.	Makes limited reference to the development plan. Discussion is largely descriptive with little evaluation	Fails to meaningfully evaluate progress against stated goals. Limited or no engagement with the development
Reflection on Feedback Received and Used (LO3)	15 Marks	Demonstrates sophisticated reflection on feedback received from tutors and peers. Clearly explains how feedback was accepted, interpreted, and applied to improve practice. Shows high levels of self-	Demonstrates thoughtful reflection on feedback and provides evidence of how feedback informed learning and practice.	Identifies feedback received and demonstrates some application of learning, though reflection remains limited.	Mentions feedback but shows little evidence of reflection or implementation.	Little or no evidence of engaging with or applying feedback.
Reflection on Peer Learning and Giving Feedback (LO4)	10 Marks	Demonstrates excellent understanding of peer learning. Critically reflects on both giving and receiving feedback, showing sensitivity, professionalism, and awareness of collaborative learning processes.	Reflects effectively on peer learning experiences and demonstrates understanding of constructive feedback processes.	Discusses peer learning experiences adequately but reflection lacks critical depth.	Limited discussion of peer feedback experiences and learning gained from group.	No meaningful discussion of peer learning or feedback experiences.
Self-Awareness and Reflection on Personal Process (LO5)	15 Marks	11-15 marks. Demonstrates exceptional self-awareness and critical reflection. Explores strengths, limitations, emotional responses, and self-management strategies with considerable insight. Identifies realistic	9-10 marks. Demonstrates good self-awareness and reflection. Identifies strengths, challenges, and areas for future development with reasonable	8 marks. Demonstrates adequate self-awareness. Reflection is evident but tends to focus on description rather than	6-7 marks. Reflection lacks depth and insight. Limited evidence of self-awareness or	0-5 marks. Minimal self-reflection or understanding of personal
Analysis of Counselling Practice Experience (LO6)	10 Marks	8-10 marks. Provides insightful analysis of counselling practice experiences, considering the client's experience, counsellor's experience, therapeutic process, and working alliance. Effectively links experience to counselling theory and	7 marks. Provides a clear analysis of practice experiences and demonstrates good understanding of counselling processes and skills.	6 marks. Provides an adequate discussion of practice experiences with some evidence of analysis.	4-5 marks. Discussion remains largely descriptive. Analysis of counselling practice is limited or	0-3 marks. Little or no analysis of counselling practice experiences.
Academic Writing, Structure and Presentation	5 Marks	Exceptionally well organised and professionally presented. Writing is clear, coherent, and concise. Excellent academic style with virtually no grammatical, spelling,	Well-structured and clearly written. Minor language errors do not detract from overall quality.	Adequately organised and generally clear. Some issues with grammar, structure, or academic	Weak organisation and frequent language errors reduce clarity and	Poorly organised and difficult to follow. Significant errors impede
Comment:		5 marks.	4 marks.	3 marks.	2 marks.	0-1 marks.
					Marks: _____	Total Mark
						0

Counselling Skills Application

Semester	1
Module Title	Counselling Skills Application
Module Code	COUN 6011
Module Credits	5

Module Description

<https://mtu.akarisoftware.com/index.cfm/page/module/moduleId/32982>

All reading resources are listed on module descriptor.

Module Assessment

Assessment Type	Practical/Skills Evaluation
Assessment Description	Counselling Skills Application (with other students)
Learning Outcomes Addressed	1, 2, 3, 4.
Overall Module Grade	70%

Assessment Type	Written Report
Assessment Description	Process Commentary Report
Learning Outcomes Addressed	5, 6.
Overall Module Grade	30%

Coun6011 Assignment Overview

- 10 minute in person counselling skills session (video)
- Transcribe the 10 minute of the session. Follow this with a 1000 word report.

Assessment

Following recording each student will transcribe **ten minutes** of the interview. They will then write a process commentary report on the **section of the** interview. Guidelines for the report are provided below

The process commentary report, transcript along with the recording will be submitted via canvas to the skills lecturer.

Students will be assessed on

1. Practice performance measured against the relevant performance criteria set out for the course.
2. Degree of awareness of the counselling process demonstrated in the process commentaries.
3. Degree of awareness and competence in the counselling process demonstrated in the role of counsellor.
4. Degree of skills practice development manifest over the course of the semester and level of skills practice capability attained and sustained.

Process Commentary Report Guidelines

(Word count – 1000) – 30%

1. Brief description of the interview.

2. A process review of the session.

This will involve reviewing and analysing the session in terms of:

- a. The client – presenting issues, client's presentation, style and needs from the session. How the client was in the session and what happened for them and your assessment of this
- b. Interventions – What were your aims as the counsellor. What interventions were used and why. Did they work or not and why do think so? Were there any significant choice points. Did any movement occur and if so, how was it facilitated and your assessment of this? Comment on the pace you used. (You will need to demonstrate all the foregoing with concrete instances from the session). The key here is a concise synthesis of the interventions.
- c. The Relationship between client and counsellor – how they were with each other and how they worked together and your assessment of this.
- d. The internal/personal process of the counsellor – subjective responses, thoughts, feelings, images, metaphors, fantasies, bodily reactions. How you experienced yourself in the session and your assessment of this.

3. A review of the feedback which was given after the PRACTICE sessions in class and your own assessment of this.

4. Key learnings from the session itself, the review and feedback.

5. Plans and challenges to improve or sustain current performance.

Transcript

Skills Group (Subgroup eg 2a.)	
Student Name	
Round Number	
Session Date	
Start and finish time from the audio recording (state minutes and seconds)	

Use the template provided below to create the transcript of your dialogue with your client. Number the lines as shown below: **1 Co**, **2 Cl**, **3 Co**, **4 Cl**, etc. **Co stands for counsellor** and **Cl stands for client**. Use the bold option when presenting the dialogue of the counsellor. Please **do not** alter the column sizes or edit this template in any way.

Use the right-hand column to note observations adding a **brief note** on what was happening in your personal process and in your relationship with the client, as relevant. You will have room to expand on whatever seems most significant when you write your **process commentary report**.

If you wish to refer to elements of the transcript in your report, please do **not** quote large quantities of the dialogue, just quote the **line reference** from your transcript. For example - *“My intervention at ‘3 Co’ seemed to help client manage their distress; it also helped me to settle my own nervousness and focus on the client.”*

Prior to uploading to Canvas, title this assignment as follows: **Your Name and Round Number.**

Co or Cl	Dialogue with client	Analysis
1 Co	Welcome Mary. How would you like to use this time?	Welcome and opening exploration
2 Cl	Thanks, I’m not really sure what I want to talk about really.	I thought the client looked a bit nervous
3 Co	That’s ok, why don’t you take a minute, put your feet on the floor and take a few breaths. Take your time.	I suggested grounding and I too did this with the client. (On reflection, I realised that I was feeling nervous also).
4 Cl	I think I need to talk about my son	I see tears in the client’s eyes
5 Co	(Nodding)	Non-verbal encourager. Giving the client some space, waiting for more.

Process Commentary Report

Lecturer:

Name	
Semester	
Date of Session	
Date of Submission	
Wordcount	

NB: Submit Review as Word Document

Word Count: 800 (Exclusive of headings)

Use Bullet Points to describe your observations

Assignment Cover Sheet: Page one of the same document (See template)

1. Brief description of session

The client – story, issues, client's needs from the session, client's presentation and style.

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2. Commentary on the session/process review:

- a) **Interventions** - Catching what the client brings and interventions you made in response - **eg:** What were your aims. What interventions did you use and why. (Reflective Response/Use of silence/ Paraphrasing/Use of exploration/Minimal encouragers) Pace of session. Interventions which worked/didn't work and why. Significant choice points. (Use concrete examples from the session).

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- b) **Relationship between Client & Counsellor** (speaker & listener) - What is **your** assessment of how you worked together and how you were with each other.

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- c) **Internal/Personal Process of Counsellor** - Subjective experience within the session. How did the story/session impact on you - Thoughts, feelings, fantasies, bodily reactions. Explore how you experienced yourself intra-personally in the session and your assessment of this.

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- d) Client Process/Movement** - What did you notice etc? What happened for them in the session and your assessment of this. Movement which occurred and how it was facilitated and your assessment of this (Use concrete examples from the session).

- 3. Review of feedback given and own assessment of this.**

- 4. Key learnings from the session, process review and feedback.**

- 5. Plans and challenges to improve or sustain current performance.**



Consent to Practice

BA in Counselling and Psychotherapy

Peer to Peer Practice Counselling Session. (Upload to Canvas)

Practice counselling sessions are very helpful learning tools for students in developing their counselling skills. These practice counselling sessions will take place only with the client's consent.

The content of the sessions remains confidential:

- A recording of these sessions MAY take place.
- These sessions are not discussed with any other person except in the training group.
- Written reviews of these sessions focus on counsellor **process** and **learning**.

I agree to participate in counselling practice sessions with my peer.

Signed:

Student in client role

Student in listener role

Date

Practice Guidelines

1. Create an effective therapeutic relationship that offers contactful, empathic attunement with appropriate separateness and boundaries.
2. Use relevant counselling skills - tracking, reflecting, and exploring to facilitate the client to process their experience
3. Guided by an understanding of the counselling process, facilitate the client to address their issue from a position of self-compassion. Assist them to develop some awareness and movement around it. Show awareness of and capacity to reflect on their own process and manage themselves appropriately during and after the skills sessions
4. Write a competent process commentary on the counselling practice sessions, providing a capable analysis of the counselling process and taking account of the experience of the client, the counsellor, the process and the relationship

Skills/ Interventions

1. **Counselling relationship:** Establishing a genuine, accepting, empathic relationship. Communicating and modelling non-judgmental curiosity and compassion. Welcoming and valuing all aspects and parts of the client's process. Accompanying with supportive silence when appropriate
2. **Congruence:** Maintaining a separate, authentic presence, i.e. being yourself as a counsellor rather than being stuck in a role. Feeling into the client's experience while maintaining awareness of self-other boundary. Using verbal and non-verbal responses that are chosen in awareness of and consistent with counsellor's internal experience. Sharing, when appropriate, counsellor's felt-sense imagery or observation of body process
3. **Reflective listening:** Getting on the client's wavelength, communicating understanding of the client's perspective. This involves non-verbal attending, encouraging, actively listening and clarifying, reflecting both the content and the feelings of the client's experience.
4. **Facilitative exploration:** Using exploratory questions, exploratory reflections, advanced empathy, focusing, making observations, noticing discrepancies and themes. Exploring the positive intent of coping strategies and patterns. Providing feedback, making connections that enable the client to contact and explore more of their own inner perspective and develop a deeper sense of awareness and insight.
5. **Allowing the client to own the problem, issue or experience:** Avoiding fixing or offering solutions. Communicating a calm, grounded presence in tolerating the unknown or not-yet-known. Supporting the client's capacity to find their own solutions in their own time. Focusing on the internal experience of the client, accompanying them rather than solving the problem, facilitating mindful self- observation.

Managing the session: Creating safety and structure for the work of the session. This is done through contracting, grounding and keeping to time.

Coun6011 Counselling Skills Application (video)		In session Practice	Student Name				
Competency		Major Strength (5)	Strength (4)	Adequate (3)	Needs Development (2)	Needs Much Development (1)	
		Excels in this area	Performs in a consistently competent and confident way	Performs at an adequate level but has scope for development	Performs somewhat less than adequately and needs development	Performs considerably less than adequately and needs development	
Marking Criteria		Excellent 70-100	Very Good 60-69	Satisfactory 50-59	Needs work 40-49	Unsatisfactory 20-39	Total Mark
Forming an empathic and attuned relationship with the client (LO2 & LO3)		<i>Demonstrates clear non verbal communication throughout (eye contact, nodding, nodding and head tilt) and assertive posture. Allows space for client to speak (Silent stance). Uses appropriately responsive tone and pace when interpreting. Shows excellent attunement to clients emotional state and non-verbal communication.</i>	<i>Shows solid ability to establish rapport, solid attunement to clients state. Clear understanding of non verbal cues. Good tone and presence, good use of silence, good non verbal communication throughout.</i>	<i>Adequate ability to establish rapport, adequate attunement to client, adequate understanding of non verbal, occasional use of silence.</i>	<i>Frequently struggles with establishing a rapport. Minimal attunement, limited understanding of non verbal, limited use of silence, limited ability to use intonations.</i>	<i>Unable to establish rapport insufficient attunement, poor understanding of non verbal, lack of presence inability to use silences effectively.</i>	
	40						
Mark		40 (27.8 - 40)	27.6 (24-27.6)	23.6 (20 - 23.6)	19.6 (16-19.6)	15.6 (8-15.6)	
Using counselling skills to enhance interpersonal communication and facilitate the therapeutic experience (LO1, LO3)		<i>Both non-verbal and verbal offerings. Uses paraphrasing, a range of reflections (simple reflections, double sided reflections, etc). Demonstrates significantly additive empathic responses. Uses silence spaces effectively, excellent ability to track process.</i>	<i>Very good reflection of content and feeling, effective use of paraphrasing, good tracking of client process. Good identification of meaning.</i>	<i>Adequate accuracy in reflections, adequate use of paraphrasing, adequate tracking ability, adequate identification of meaning.</i>	<i>Limited accuracy of reflections. Basic use of paraphrasing. Limited tracking ability, limited identification of meaning.</i>	<i>Inaccurate reflections, poor use of paraphrasing, inadequate tracking, poor identification of meaning.</i>	
	40						
Mark		40 (31-40)	27.6 (24-27.6)	23.6 (20 - 23.6)	19.6 (16-19.6)	15.6 (8-15.6)	
Reflecting on their own process and manage themselves appropriately during the skills training (LO4)		<i>Maintains grounding through effective means (connection with breath, etc). Remains non-directive throughout, excellent management of triggers, excellent awareness of own process.</i>	<i>Very good awareness of own process, good pacing of interventions, good ability to remain non directive throughout, very good management of own process.</i>	<i>Adequate awareness of own process, Adequate management of own triggers. Adequate management of self-regulation, adequate self-regulation, adequate self-use intonations.</i>	<i>Limited self-awareness of process, basic management of triggers, limited self-regulation, limited ability to accurately use intonations.</i>	<i>Lacks awareness of process, insufficient self-regulation and self-awareness inadequate self-reflection.</i>	
	20						
Mark		20 (14-20)	13.5 (12-13.5)	11.5 (10-11.5)	9.5 (8-9.5)	7.5 (4-7.5)	

