

Faculty of Health Continuing Professional Development, University of Central England,  
Birmingham

Counselling Skills

# A three day introduction to Basic Counselling Skills Day Three

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# Egan's Skilled Helper Model

## 3 Stage Integrative Model

1.Exploration . . . Current Scenario

2.Goal Setting . . . Preferred Scenario

3.Action . . .Strategy : Getting There

Geldard, K., & Geldard, D., 2002, Counselling Children A Practical Introduction. Sage, London



# Counselling Skills

Initiating the exchange

Active listening

- Non Verbal
- S.O.L.E.R.
- Para Verbal
- Verbal

Open Questioning

Paraphrasing

Reflecting Back

Summarising

Silences

Confrontation

- Probing
- Immediacy
- Clarification

Ending the exchange

Issues

- Self Disclosure
- Touching
- Catharsis/Crisis



# Intervention Style

## Authoritative

1. Prescriptive: advice and directive behaviour
2. Informative : instruct imparting new knowledge
3. Confronting: direct feedback and challenges

## Facilitative

1. Cathartic : Releasing emotions
2. Catalytic: Reflect , explore and problem solve
3. Supportive : approving, confirming and validating



# Exercise: practicing counselling skills

Working in pairs, take it in turn to role play

a → counsellor                      b → client

Take 20 minutes in each role and then swap.

Take 5-10 minutes between roles to discuss your experiences.

In the client role either:

- **Talk about what winning £100,000 would be like,**  
Or
- **Talk about your ideal holiday,**  
Or
- **Talk about your worst holiday,**  
Or
- **Talk about a problem that is manageable and/or related to work.**

The aim of the exercise is not therapy but to practice skills.  
On completion take a 15 minutes break and we will then discuss your experiences.



# Issues in using Counselling Skills

- Ethics
- Individual or team supervision or support
- Referral network
- Management support and recognition of emotional wear and tear



# Specific Issues

- Starting and Finishing
- Silences
- Touching
- Self Disclosure
- Catharsis /Crisis
- Anger
- Referring On
- Responsibility for Change



# Problem Solving Approach

Basic assumptions:

- Thoughts affect feelings
- Distress is the result of negative interpretations of events, perceptions or sensations
- We do not need to experience or get into emotions to feel better.
- Face to face contact can be intimidating and make both counsellor and client feel self conscious



# Defence Mechanisms or How we react to social anxiety

- Suppression
- Repression
- Sublimation
- Conversion
- Regression
- Reaction Formation
- Introjection
- Projection
- Rationalisation
- Diffusion
- Hostility
- Displacement



# Why is Self-Awareness Important?

- Because it can enhance managerial effectiveness and well-being
- The more you know about self:
  - Able to choose fulfilling jobs
  - Make informed task decisions
  - Make informed career decisions
  - Develop effective relationships with others
- Schutz: self-awareness “gives you the tools for running your own life.”



# Nonverbal Communication

**Nonverbal Communication** - all elements of communication that do not involve words


- an individual's perception & use of space  
(**Proxemics**)
- study of body movements, including posture  
(**Kinesics**)
- Other movements that add cues for the receiver  
(**Facial & Eye Behavior**)
- variations in speech, such as pitch, loudness, tempo, tone, duration, laughing, & crying (**Paralanguage**)



# Examples of Decoding Nonverbal Cues

He's unapproachable!

Boss fails to acknowledge employee's greeting



The illustration shows a woman in a green suit walking past a man in a blue suit who is sitting at a desk. The man is looking away, and a clock on the wall shows 10:10. The woman has a thought bubble that says 'He's unapproachable!'. Below the illustration, the text reads 'Boss fails to acknowledge employee's greeting'.

Boss breathes heavily & waves arms

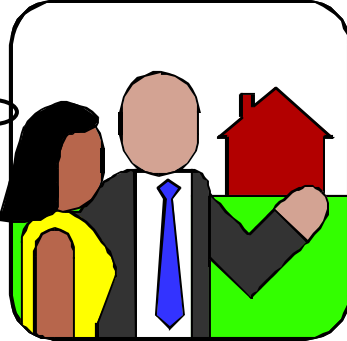
He's angry! I'll stay out of his way!



The illustration shows a man in a blue suit standing at a whiteboard, pointing and waving his arms. Three people are sitting at a table in front of him, looking at their papers. The man has a thought bubble that says 'He's angry! I'll stay out of his way!'. Below the illustration, the text reads 'Boss breathes heavily & waves arms'.

I wonder what he's hiding?

No eye contact while communicating



The illustration shows a man in a suit and a woman in a yellow top standing together. The man is looking down, and a red house icon is behind him. The woman has a thought bubble that says 'I wonder what he's hiding?'. Below the illustration, the text reads 'No eye contact while communicating'.

My opinion doesn't count

Manager sighs deeply



The illustration shows a woman in a yellow top standing in front of a blue screen, looking thoughtful. Three people are sitting at a table in front of her, looking at their papers. The woman has a thought bubble that says 'My opinion doesn't count'. Below the illustration, the text reads 'Manager sighs deeply'.

# Factors in Self -Disclosure

- Context in which it is used
- Timing
- Extent of use
- Nature of clients problem
- Level and Complexity
- Accompanying non-verbal behaviour
- **Intention**



# Further training

- Universities,  
Academically consistent can be inconsistent on skills training
- Local Charities and Pressure Groups  
High on practice and supervision but may not be academically linked
- Single School Institutes  
Can be expensive, and too narrow in scope of application

