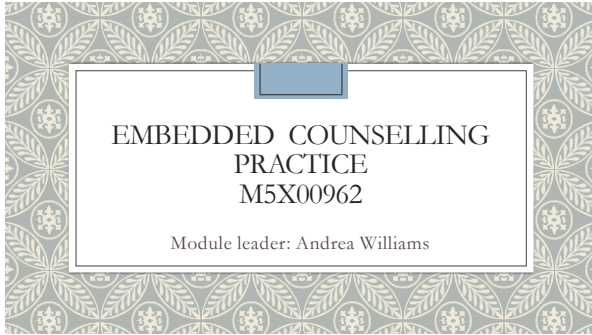
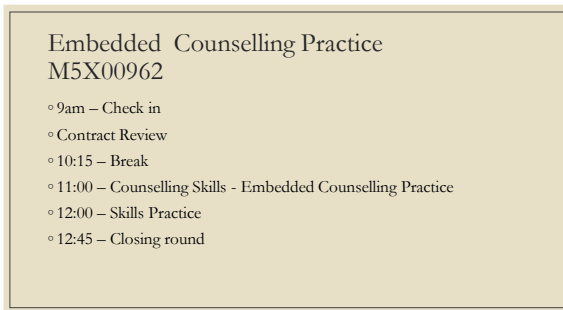
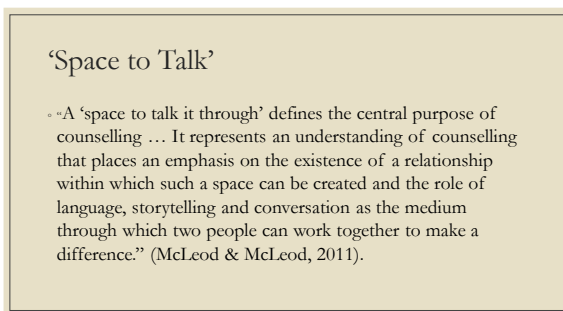








Creating a Space

Two key features:

- ❖ A boundary – it must be clear when the space has been entered, who can enter it and when it is exited.
- ❖ Rules for what can happen inside the space.

(McLeod, 2007)

Creating a space

McLeod (2007) identifies four aspects that need to be considered:

- ❖ The purpose of the space – what is it for?
- ❖ The personal relationship within which the space exists.
- ❖ Setting the scene – the physical quality of the space.
- ❖ Values – moral significance of the space.

Reflect on your own
Morals and Values for a
moment

Embedded
Counselling
Practices

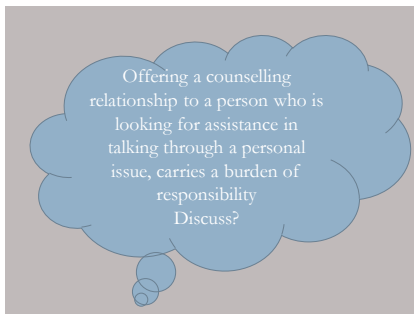
Values

- Respect
- Affirmation and authentication
- Inclusiveness
- People as relational beings
- People develop
- People are reflexive
- Expert on their own life
- Reality is constructed
- People are agents
- People are embodied
- To be a person is to struggle with existential dilemmas

	Counselling	Supportive Help Using Counselling Skills
Role	Explicitly identified as a counsellor to clients, strives to avoid or minimize any role conflict and ambiguity	Combines offering support with other roles; may involve some role conflict and role ambiguity
Authority	Has neither managerial nor other formal authority over client	May have managerial or other formal authority over client
Contract	Explicit agreement to offer counselling to client, including clarity about confidentiality and boundaries	Uses discretion about whether to have a contract or to use counselling skills spontaneously; confidentiality often implicit and boundaries may not be explicitly defined.

	Counselling	Supportive Help Using Counselling Skills
Time	Planned and protected from interruptions	May not be planned; can be a spontaneous response to someone needing help
Professional Support	Works to ethical guidelines that require regular supervision to enhance quality of service	May not have either a professional ethical framework or receive supervision
Process	Assist clients to make their own decisions and take action for themselves	May advise, coach, distribute physical resources or act on behalf of clients

	Counselling	Supportive Help Using Counselling Skills
Focus	The 'person in context'; the client is at the centre; the context provides perspective for both self and practitioner assessment; the goals and aims of others are considered to the extent that they relate to the client	The 'person and context(s)'; the helper may have a dual focus and be required to take account of the context in which the help is offered; for example, to balance organizational needs and requirements with those of the individual seeking help



Embedded
Counselling
Skills Practices

Embedded Counselling Practice

- Important to work within a robust framework for practice and to be prepared
- Important to refer to a model or counselling process as a means of reflecting on what is happening and to be able to explain to the service user what to expect
- Counselling skills can be viewed as the basic building blocks of a facilitative relationship,
- Grounded in life experience
- Learning how to apply what you already know in a more purposeful manner to achieve a particular result
- Pay attention to the discreet skills of counselling, such as listening, reflecting, presence and empathic attunement.

Microskills Model (Allen Ivey 2010)

- Model has been around since 1960s
- Highly complex and multidimensional

Main Assumptions:

- Core skills, (attending skills) are essential in all helping situations
- Strong emphasis on the helper being aware of the therapeutic process and able to select appropriate responses and strategies at the appropriate moment using a variety of skills and ideas.
- Acknowledges cultural diversity, flexibility in adapting to different needs and assumptions.
- Three Vs + B visuals, vocals, verbals and body language.

Microskills Model

Integrating basic attending skills into a 'well-formed interview' (Ivey et al, 2010: 209-11)

- ❖ Developing a relationship and rapport, structure.
- ❖ Listening to the person's story
- ❖ Identifying goals, what is the person hoping to achieve?
- ❖ Re-storying, exploring alternatives and confronting incongruities
- ❖ Action, acting on new understanding. Endings

Failure to complete this sequence within an interaction, runs risk of leaving the client feeling confused, frustrated or feeling hopelessness, whereas completing this process produces a feeling of making progress

Advanced Skills

- ❖ Identifying contradictions and mixed messages within a client's story
- ❖ Challenging a client in a supportive manner
- ❖ Clarifying issues from multiple perspectives
- ❖ Psychoeducation
- ❖ Reframing and reinterpreting the client's experience
- ❖ Immediacy and working with the 'here and now'

Three- Stage Model (Robert Carkhuff, 1969, Clara Hill, 2004 and Gerard Egan, 2004)

- **Exploration:** Open questions, attending, listening, reflection of feelings, silence, establishing a rapport, developing a therapeutic relationship, encouragement, facilitation. Listening to the clients story, identifying emotion and feelings
- **Insight:** Challenging, interpretation, self-disclosure of insight, immediacy, enable clients to construct own meaning and insight, encourage client to determine their role in their thoughts, feelings and actions, work with client to address issues in the relationship (Misunderstandings)
- **Action:** Feedback and guidance, self-help strategies and techniques, homework tasks, exploring new behaviour and responses, skills for action, changing behaviour, self evaluation, modifying action plans

Clara Hill (2004)

Summarises this process as: 'the helping process' involves taking clients 'down and into' understanding themselves more and the 'up and out' into the world, better able to cope with problems'

- The **Exploration** stage is informed by the person-centred approach (Carl Rogers)
- The **Insight** stage draws on psychoanalytic concepts developed by Freud and others
- The **Action** stage draws on CBT principles developed by Aaron Beck and Albert Ellis

It is essential that the practitioner works with the client to maintain an agreed focus (Hill, 2001)

The Skilled Helper Model (Gerard Egan, 2004)

Stage 1: Helping the client to tell their story

- Tuning in, Empathic presence, listening to verbal and no-verbal communication, reflection, highlighting core issues, probing, summarising, identifying blindspots, problems and opportunities, identifying contradictions, challenging

Stage 2: Helping the client to determine what they need and want

- Goal-setting, decision-making, identifying possibilities for a better future, moving possibilities to choices, commitment to change

Stage 3: Implementing action strategies to help the client to get what they need and want

- Identifying and evaluating strategies, making an action plan, making change happen

Conclusions

- The idea that the counselling process can be organised into three stages makes a lot of sense to people
- Offers direction and momentum
- Identifies aims and purpose of particular skills
- A three stage model is Non directive, avoids a 'fix-it' advice-giving approach. Appreciates that a problem needs to be recognised, understood and described before it can be resolved.
- Recognises that 'just talking about it' is not always enough. At some point the client needs to make changes in their life and move on.
- Limitations:
 - With many clients, this approach might not be effective
 - Overly simplistic
- Does not take sufficient account of the complex personal awareness of some clients, the personal awareness of the practitioner, the relationship between practitioner and client, and the organisational context

Essential Reading

- ◆ McLeod, J., (2007) *Counselling skills*. Maidenhead: Open University Press.
- ◆ McLeod, J. and McLeod, J. (2011) *Counselling skills: a practical guide for Counsellors and helping professionals*. Maidenhead, Berkshire: McGrawHill/Open University Press. eBook
- ◆ Larson, D. (1984) Teaching psychological skills: A model for giving psychology away. Monterey, CA: Brooks/Cole
- ◆ Midwinter, R. (2015) *Embedding Counselling and Communication Skills*. East Sussex: Routledge.
- ◆ SEDDEN, J. (2005) *Counselling Skills in Social Work Practice, 2nd edn*. Open University Press
