



Name: Alketa Lata

Student ID: 2510172

Module Code: LCHS4001

Module: Academic and Employability Skills

Lecturer: Muhammed Khan

Submitted on: 13/12/2025

Table of Contents

1.1 Introduction	3
2 Youth Counselling in the Health and Social Care Field	3
2.1 Description of Youth Counsellor in Health and Social Care.....	
2.2 Explanation of Most Significant Skills Needed for Youth Counsellor in Health and Social Care.....	3
3 Strategies for Skill Improvement for Youth Counselling	5
3.1 Three Strategies to Improve the Skills for Youth Counsellors.....	
4 Conclusion.....	
5 Reference List.....	

1.1 Introduction

Health and social care is a wide system of services that, when combined, help support people's physical, mental and emotional well-being. One key role in this system is the Youth Counsellor who offers professional support to young people experiencing difficulties with anxiety, trauma and social pressure from an early stage. This report will address the background of health and social care, followed by an explanation of the role. It highlights the impact counselling has on young people, skills required, and the importance of confidentiality. Youth counselling focuses on providing the right support to children and adolescents with mental health problems in adolescence that can continue into adulthood if not addressed (National Youth Agency, 2018).

2 Youth Counselling in the Health and Social Care Field

2.1 Description of Youth Counselling in Health and Social Care

Youth Counsellors in health and social care are essential because the number of young people experiencing mental health difficulties is rising rapidly (NHS England, 2022). Many face challenges such as neglect, family conflict, abuse, or witnessing domestic violence at home. In schools, they may struggle with bullying, stress, and social isolation, which can leave them feeling excluded from society (Youth Access, 2020). These issues highlight why the role of a Youth Counsellor is so important: they provide a safe and confidential space where young people can share their feelings without fear of judgment.

The main duties of a Youth Counsellor include listening to young people, helping them explore their emotions, and guiding them toward healthier coping strategies. They also support goal-setting and resilience- building, while working alongside families, schools, and other professionals to ensure that young people receive the care they need (SBRG, 2025).

To carry out this role effectively, counsellors need key skills such as empathy, active listening, rapport building, and cultural sensitivity. They must also maintain confidentiality, show patience, and use effective questioning to understand the young person's experiences. These skills help foster trust and create positive outcomes, making Youth Counsellors a vital part of health and social care.

2.2 Explanation of Most Significant Skills Needed for Youth Counselling in Health and Social Care

Youth Counselling requires professional skills to support young people effectively. One of the most important skills is active listening. Active listening requires more than simply hearing words; it involves recognising the emotions and meanings behind what is

expressed. Counsellors must ensure that sessions are free from distractions and avoid judgement, even when a client's experiences appear confusing. This approach helps young people feel respected and valued, which builds trust and encourages openness (Young Minds, 2024).

Another central skill is empathy, which allows counsellors to understand a young person's feelings and perspectives without criticism. Adolescents often face challenges such as family conflict, peer pressure, stress, and identity issues. When counsellors demonstrate empathy, young people feel safe and listened to, which is essential for establishing trust in the therapeutic relationship (Rogers, 1957). Empathy also enables counsellors to connect more deeply, guiding young people toward resilience and growth. It strengthens communication, improves relationships, and contributes to positive outcomes in therapy with children and adolescents (Barnardo's, 2024; Geldard, Geldard & Foo, 2018).

Confidentiality and professionalism are equally vital. At the beginning of any session and build trust. Questioning skills also play a significant role. Open-ended questions invite deeper reflection, while clarifying questions ensure mutual understanding. When used sensitively, questioning empowers young people to take responsibility, supports communication, and complements empathy and listening by helping them articulate feelings and explore coping strategies (Egan, 2014; McLeod, 2017).

The absence of these skills can have serious consequences. Young people may feel ignored, unsafe, or misunderstood, which undermines trust and discourages engagement. Without effective listening, empathy, and questioning, counsellors risk misinterpreting issues, overlooking emotional needs, and failing to guide clients toward constructive coping strategies. This can hinder therapeutic progress and negatively affect wellbeing outcomes (Rogers, 1957; McLeod, 2017).

Practical examples highlight these skills in action. If a teenager says, "No one understands me," a counsellor might respond empathetically: "It sounds like you feel isolated, as though people are not hearing you." Similarly, if a young person admits experimenting with vaping, the counsellor avoids criticism and instead asks, "Tell me more about what encouraged you to try it." Such responses maintain communication and trust.

The Handbook of Counselling Children and Young People identifies active listening as essential for trust, while Harvard's Centre on the Developing Child emphasises rapport as a foundation for effective therapeutic outcomes.

3 Strategies for Skill Improvement for Youth Counselling

3.1 Three Strategies to Improve the Skills for Youth Counselling

Communication is the foundation of youth counselling, and Continuous Professional Development (CPD) is the most effective strategy for improving this skill. CPD involves structured training workshops where counsellors practise techniques such as eye contact, body language, tone, patience, and open-ended questioning. These workshops provide opportunities to role-play scenarios and receive feedback, which helps counsellors refine their ability to explore emotions more deeply. Evidence shows that CPD enhances professional competence and ensures counsellors remain updated with best practices across diverse areas, including trauma-informed care and digital counselling (Social Work Institute, 2024). For example, a counsellor attending a CPD workshop on non-verbal communication may learn how subtle changes in posture or facial expression can make young people feel more understood. This strategy ensures counsellors continually strengthen their communication skills, enabling them to build trust and support young people effectively.

Rapport building is essential for creating a safe and trusting environment, and informal conversation is a proven strategy to achieve this. By starting with light topics such as hobbies or daily routines, counsellors reduce tension and encourage openness. This approach helps young people feel valued and respected, which lowers anxiety and fosters disclosure. Rogers (1957) highlighted that genuine interest and empathy are central to building rapport, and informal conversation provides a natural way to demonstrate these qualities. For instance, when working with a teenager experiencing family conflict, a counsellor might begin by asking about their favourite music or sports. This informal exchange creates a relaxed atmosphere, making it easier for the young person to share deeper concerns. Evidence from Newport Healthcare (2023) confirms that strong rapport reduces resistance and increases engagement, leading to more meaningful therapeutic relationships.

Cultural sensitivity ensures inclusivity and respect for diverse identities, and adapted questioning is a key strategy for improving this skill. Counsellors must frame questions in ways that acknowledge cultural values and avoid assumptions, which reduces barriers to communication. McLeod (2017) emphasised that culturally aware questioning helps young people explore their experiences more openly, while the American Psychological Association (2020) identified cultural competence as essential for effective practice. For example, when supporting a client from a minority background, a counsellor may adapt language to reflect cultural traditions or respect identity issues. This approach prevents misinterpretation and ensures care is person-centred. Evidence shows that culturally sensitive questioning strengthens trust and helps young people feel understood, which is critical for therapeutic success.

Together, CPD, informal conversation, and adapted questioning provide practical strategies for improving communication, rapport, and cultural sensitivity. Supported by reliable evidence, these approaches ensure counsellors can meet the diverse needs of young people and promote positive outcomes in health and social care.

4 Conclusion

In conclusion, Youth Counselling is a vital part of health and social care, offering young people emotional and psychological support while ensuring their safety through risk assessments and a confidential environment. Counsellors work with patience and compassion to build resilience and self-esteem, using empathy, honesty, and unconditional positive regard to help young people feel valued and understood. Their role is not only to provide guidance but also to leave a positive impact, ensuring every interaction brings comfort and hope. Through reflection and continuous professional development, counsellors strengthen their skills, empowering young people to overcome challenges and create brighter, healthier futures.

5 Reference List

C, E. (n.d.). *The Science of Healing Patient Outcomes and Key Findings*. [online] Available at: <https://www.newporthealthcare.com/wp-content/uploads/2024/05/Booklet-Outcomes-2023-Digital.pdf> [Accessed 12 Dec. 2025].

Cody, 16 (2024). *The power of empathy – young people’s experiences accessing mental health support*. [online] Barnardo’s. Available at: <https://www.barnardos.org.uk/blog/the-power-of-empathy> [Accessed 4 Dec. 2025].

Counselling Education. (n.d.). *Counselling Skills List | Counselling Education*. [online] Available at: https://counseling.education/counseling/skills/skills_list.html. (Accessed: 10 December 2025).

DeAngelis, T. (2015). In search of cultural competence. *American Psychological Association*, [online] Mar., p.64. Available at: <https://www.apa.org/monitor/2015/03/cultural-competence>.

Department for Education (2023b). *Working together to safeguard children*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#full-publication-update-history>.

Egan, 2014; McLeod, 2017 (2019). *Google Books*. [online] Google.co.uk. Available at: https://www.google.co.uk/books/edition/Changing_Cultures_of_Ageing_and_Spiritua/KLnLEAAQBAJ?hl=en&gbpv=1&dq=Egan [Accessed 13 Dec. 2025].

England, N. (2022). *NHS England» NHS boosts children's mental health workforce by 40%*. [online] [www.england.nhs.uk](https://www.england.nhs.uk/2022/07/nhs-boosts-childrens-mental-health-workforce-by-40/). Available at: <https://www.england.nhs.uk/2022/07/nhs-boosts-childrens-mental-health-workforce-by-40/>.

University college London (2025). *Home - SBRG*. [online] SBRG -. Available at: <https://sbbresearch.org/>.