



**PAN AFRICA CHRISTIAN UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
END OF SEMESTER EXAMINATION FOR THE DEGREE OF BACHELOR OF ARTS
COUNSELLING PSYCHOLOGY**

CAMPUS: BLENDED

DEPARTMENT: PSYCHOLOGY

COURSE CODE: COU 2224

COURSE TITLE: COUNSELING SKILLS & TECHNIQUES

EXAM DATE:

TIME:

INSTRUCTIONS:

SECTION A COMPULSORY- 20MKS

QUESTION ONE

- a) Define the role of following skills and techniques in counseling **4mks**
- i. Paraphrasing
 - ii. Reflecting feelings
 - iii. Cognitive Restructuring
 - iv. Empathic Understanding
- b) Discuss **two** tasks to be accomplished in each of the following phases of the counseling process;
- i. Problem definition phase **2mks**
 - ii. Collaborative goal setting phase **2mks**
- c) Explain any **two** principles a counselor should have in Relationship building for effective counseling. **4mks**

- d) Illuminate **four** essential elements of informed consent and their significance in establishing an ethical counseling relationship.
- e) Carefully read the case study and answer the questions that follow;

Tandy is a 16years old student in high school. Tandy visits the counseling center and complains of having a lot of worry, unease and fear. She has lost focus and finds her mind drifting far even when in class. She says she has lost appetite and finds hard in sleeping. During the session, she frequently avoids eye contact, hesitates before speaking, fidgets with her fingers and becomes tearful whenever she discusses her life and especially academic pressure.

- i. Justify two counseling skills that would be appropriate in this situation. **2mks**
- ii. Identify two techniques that a counselor would use to intervene in the above
- iii. Highlight four aspect to consider when setting up the counseling room. **2mks**
- iv. Explore two ethical considerations to observe upon discovering that Tandy is the daughter of your personal salonist. **2mks.**

SECTION B (CHOOSE ANY TWO QUESTIONS) 20MKS

QUESTION TWO

- a. Explain the importance of the following in counseling; **(4mks)**
 - i. Confidentiality
 - ii. Cultural competence
- b) Differentiate the following concepts in counselling; **(6mks)**
 - i) Transference and Countertransference
 - ii) Empathy and Sympathy
 - iii) Confrontational and Challenging skills

QUESTION THREE

- a) Using **two** techniques, evaluate how resistance in counseling can be effectively managed and turned into a productive part of the process. **4mks**
- b) A nursery school staff and her supervisor were conversing at the end of the day on how the new children settled in the play class that day.
 - 1. 'Max was troubled when his mother left but was happy to see her at the end of the day.'
 - 2. 'Jessica arrived clinging to her mother and unsure of the caregiver. I could not calm her down when her mother left and was less interested and hesitant on her return.'

3. 'William barely seemed to notice when his mother left and did not even look up when she returned to collect him.
- i. Clarify the attachment styles from the above conversation of each child. **6mks**

QUESTION FOUR

a) Evaluate **two** ethical considerations counselors must observe when using self-disclosure in a therapeutic setting. **(2mks)**

b) Highlight **two** importance of non-verbal communication in counseling and how it impacts client-counselor interaction. **(4mks)**

c) Study the case study and answer the questions that follow;

Jakes is a 21-year-old university student. He has recently been feeling overwhelmed with academic pressure and experiences intense self-doubt. He has started avoiding classes and procrastinating on assignments. He often says, "I'm just not smart enough", and reports feeling anxious and hopeless about his future.

Jakes is the first in his family to attend university. His parents have high expectations, and he fears disappointing them. He has no diagnosed mental health conditions but reports trouble sleeping, low motivation, and a tendency to overthink. He has come to counseling seeking help to "get back on track."

Explain how the following techniques would be applied to treat the above case. (4mks)

- i) Cognitive Restructuring
ii) Miracle Question

QUESTION FIVE

a) Clarify any **two** circumstances under which therapy sessions can be terminated. **(2mks)**

b) Describe the attending SOLER as a foundational skill in a counselling relationship. **(5mks)**

c) Study the following dialogue between the Counselor(C) and the Client (CL)

C: HI Jane, I'm glad you're here today. You are welcome-this is a safe space just for you.

CL: I don't know why I'm here... It's not going to change anything.

C: It sounds like you're feeling unsure about being here and maybe a bit discouraged...
...Would it be okay if we just talked about what's been going on lately, even just a little?

CL: I'm just tired of trying. I study, I try, and it's never enough. People just expect too much.

C: That sounds really exhausting... Like you're carrying a lot and not feeling recognized for your efforts.

CL: Yeah... I guess that's it.

C: I appreciate you sharing that with me, Jane. What you're feeling makes sense, especially if you've been pushing so hard and still feeling unseen.

C: You know, I remember a time back in school where I felt something similar...like no matter how hard I worked, it didn't seem to be enough for anyone. It wasn't easy, but what helped was having someone to talk to and just... slow down the pressure.

CL: Really? You too?

C: Yes. And what I found is that sometimes, we need a space to unpack that pressure and remind ourselves of our own voice—not just what others expect.

CL: Would you like us to start exploring some of what's been weighing on you lately? You don't have to do it all today, just one small step at a time.

C: Maybe... I guess it would help.

CL: That's a brave step, Jane. Let's look into our conversation today. You've shared that you're feeling overwhelmed and like your efforts aren't being noticed, and that it's been tiring. You've also said maybe talking might help... and that's a really strong place to start.

- i. Highlight any **Three** counseling skills demonstrated in the dialogue. **(3mks)**