

# TC-L4 Role-Play Activities – To Support the Internal Assessment Process

## Tips

The following role-play activities can be used to assess counselling skills during counselling practice sessions in class, online or by telephone. Several types of portfolio evidence can be generated from these activities. For example:

### Document

Candidates could write a learning review or self-review following the experience of being any or all of the participants in the triad. Questions could include:

What did you learn about yourself?

How did you feel?

What did you discover about this type of interaction?

What impact did the feedback have on your perception/understanding of self and others?

### Tutor observation

Tutors can give written feedback using the observation sheet.

### Testimony

Both observer and client can give written feedback using the feedback sheet.

## Activity - role-play triads

### Triad work:

20 minutes, with 10 minutes feedback time as follows:

Observer feedback to counsellor – 2 minutes

Counsellor's self-evaluative comment – 2 minutes

Tutor feedback to counsellor and observer – 4 minutes

Client comment – 2 minutes.

NB: The duration of triad sessions will increase as candidates become more proficient i.e. from 10-15 minutes to 30 minutes each.

### Three trainees practising skills:

Person A – the client

Person B – the counsellor

Person C – the observer

Each person has an opportunity to play all triad roles – therefore the activity will take at least 1½ hours.

The feedback/self-review sheets provided (which can be copied) can be completed and then filed as coursework in portfolios.

Transcripts of recorded sessions and observation feedback can be filed as coursework in portfolios.

The same members of a triad can continue to work together over a period of time so that there can be on-going work on the same presenting concern. Over time everyone must take part in each role and be observed in each role by the tutor.

## Scenario examples

### **DIPLOMA YEAR 1 example scenarios:**

#### **Scenario 1**

A College student presents at the first session in a distressed state. They have a feeling that they are never as popular as they feel they would like to be. They “get it wrong” in the social scene and are left out of things.

#### **Scenario 2**

A person who is part of a support group for carers presents at your agency requesting counselling because they are feeling useless and unable to carry on. They have been assessed by the senior counsellor and although they have been suicidal in the past they are not now feeling that way.

#### **Scenario 3**

A parent has self-referred to your agency because they are unable to be resigned to the fact that both children are now away from the family home. The family have been very close and now there seems to be nothing in their lives. This client is finding it particularly difficult as the partner will not speak about the problem.

#### **Scenario 4**

You work with a refuge hostel that provides counselling for the women who come there. Your client has been to counselling before but found it too difficult to continue the process. Her partner has been violent and she has at last decided to leave the home with the young child. She feels there is no future.

#### **Scenario 5**

A young resident of a homeless shelter agency attends a first session for online counselling. Although the agency have assessed their suitability for working online, you notice that they are sitting in a public area and seem very reserved.

### **DIPLOMA YEAR 2 example scenarios:**

#### **Scenario 1**

A young professional has gone into personal crisis after throwing a drink in a colleague’s face at an office party. They are normally very controlled and are horrified at this uncharacteristic behaviour and afraid it will affect their career.

**Scenario 2**

A woman seeks counselling from the agency because she has mixed feelings about having a first child in her late 30s. She is angry at herself for waiting so long and angry with her husband for putting pressure on her to have a baby. Now she feels that she might be too old.

**Scenario 3**

A trainee counsellor from another College is attending personal therapy as part of their course requirements. They are irritated at the attitude of one of their peers who they say gives them “bad feedback”. They sometimes feel vindictive and want to retaliate. They want to understand their feelings that seem unreasonably strong.

**Scenario 4**

A young artist comes to your agency feeling depressed and unable to concentrate. They are almost afraid of putting pictures on paper and find it increasingly difficult to believe their friends who say that their work is good. This has been getting worse over the past six months. They are on medication for depression.

**Scenario 5**

A person with relationship difficulties has been having online counselling for 10 weeks. In this session, they report a recent separation from their partner, and appear to be wearing pyjamas and drinking wine.

## TC-L4 Skills: Tutor/peer feedback comments or self-review sheet

Counsellor role: ..... Date: .....

Client role: ..... Observer (peer or tutor): .....

| Skill  | Related criteria number          | How demonstrated? (Peer or tutor comments) | Self-reflection and evaluation (Counsellor comments) |
|--|----------------------------------|--|--|
| Demonstrate understanding of ethical, legal and professional requirements  | 1.1.1<br>1.1.2<br>1.1.4<br>1.2.1 |  |  |
| Make suicidal risk assessment if appropriate   | 1.3.2                            |  |  |
| Set and maintain appropriate boundary limits - relevant to time and setting  | 2.1.2<br>2.1.3                   |  |  |
| Negotiate a shared agreement with your client - in a way which is 'user-centred'   | 4.1.2                            |  |  |
| Establish a therapeutic relationship   | 2.2.2                            |  |  |
| Work with difficulties and conflicts as part of the content of the work  | 2.2.5                            |  |  |
| Use the counselling relationship to inform and enhance therapeutic effectiveness   | 2.2.4                            |  |  |
| Use knowledge of diversity:<br>a) to explore difference in your work with clients<br>b) to enhance your empathic accuracy in work with clients | 3.1.1<br>3.1.2<br>3.1.3          |  |  |
| Actively review the working agreement with the client  | 4.1.3                            |  |  |

|  |       |  |  |
|--|-------|--|--|
| Use active listening skills appropriately and to help the client identify, prioritise and stay focused on their agenda i.e.:<br>1. Focusing<br>2. Clarifying<br>3. Prioritising  | 4.2.1 |  |  |
| Use active listening and responding skills to tune into and explore the client's unspoken agenda:<br>1. Attending<br>2. Reflecting<br>3. Restating<br>4. Checking<br>5. Open questioning<br>6. Immediacy<br>7. Summarising | 4.2.3 |  |  |
| Use active listening skills appropriately to communicate congruence, warmth, safety and accurate empathic understanding  | 4.2.3 |  |  |
| Use skills and techniques associated with your theoretical model to enhance your client work   | 6.1.4 |  |  |
| Summarise accurately<br>End the session safely and appropriately   | 2.1.4 |  |  |
| Give constructive feedback (as observer) to help peers to identify their progress and learning needs   | 7.1.2 |  |  |

**Self-review and development plan (to be completed by candidate) related to assessment criteria 7.1.1:**