

The
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CERTIFICATE UNIVERSITY EXAMINATIONS
SCHOOL OF ARTS, HUMANITIES, DEVELOPMENT
STUDIES AND SOCIAL SCIENCES (SADS)
CERTIFICATE IN COUNSELLING AND PSYCHOLOGY

CCP 101: BASIC COUNSELING TECHNIQUES

DATE: 30TH JULY 2026

DURATION: 2 HOURS

**MAXIMUM
MARKS: 70**

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **FOUR** questions.
6. Question **ONE** carries **30 MARKS** and the rest carry **10 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided.**

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

THE PROCESS OF COUNSELING

Mary, a 17-year-old high school student, had begun to struggle with her academic performance and was frequently absent from class. Concerned, her teacher referred her to the school counsellor. Counselling, by definition, is a professional relationship in which a trained counsellor helps an individual explore problems, feelings, and behaviors in order to promote growth and effective decision-making. Unlike general guidance, which provides advice and direction on broad issues such as career or education, counselling is more personal, therapeutic, and tailored to the individual's emotional and psychological needs. This distinction became clear as Mary's situation required more than advice; it demanded a deeper exploration of her challenges.

The counsellor's first aim was to help Mary understand herself better, cope with stress, and regain focus on her studies. Counselling has multiple dimensions, including emotional, educational, and social aspects, all of which were relevant in Mary's case. To structure the process, the counsellor applied the Relating-Understanding-Changing (RUC) model. By relating, the counsellor built trust and rapport with Mary; by understanding, they explored the underlying causes of her absenteeism, such as family stress and peer pressure; and by changing, they worked together to develop coping strategies and healthier study routines.

This process drew on different types of counselling, including individual counselling for personal issues, educational counselling for study habits, and personal counseling for emotional support. To achieve these aims, the counsellor relied on effective counselling skills. These included active listening, empathy, and thoughtful questioning. The core skills of attending, reflecting, summarizing, and probing were central to the sessions. For example, when Mary expressed feeling overwhelmed, the counsellor reflected her emotions back to her, helping her feel

understood. By summarizing her concerns and probing gently, the counsellor guided Mary toward setting achievable goals. This demonstrated how to use effective counselling skills in practice.

One of the most important skills applied was attending. The counsellor showed full presence through eye contact, open posture, and attentive listening. Knowing how to attend meant minimizing distractions and using non-verbal cues to show genuine interest. This skill was vital because attending builds trust, conveys respect, and encourages the client to open up honestly. For Mary, this created a safe space where she could share her struggles without fear of judgment.

Through this counselling process, Mary learned stress-management techniques, improved her study habits, and regained confidence in her abilities. The case illustrates not only the definition and concept of counselling but also its aims, dimensions, models, skills, and the critical importance of attending. It highlights how counselling differs from guidance and demonstrates how effective skills, applied with empathy and structure, can bring meaningful change in a young person's life.

Required:

- a)** By use of illustrations from the case study, differentiate between guidance and counselling.

(8 Marks)

- b)** Propose the aims of counselling in Mary's situation. **(4 Marks)**

- c)** How do the emotional, educational, and social dimensions of counselling apply to her case?

(6 Marks)

- d)** Describe how the Relating-Understanding-Changing (RUC) model was applied in Mary's counselling process.

(6 Marks)

- e)** Evaluate the effective and core counselling skills demonstrated by the counsellor in Mary's sessions. **(6 Marks)**

QUESTION TWO

- a) Silence and attentive listening are powerful tools in counselling. Propose the reasons for silence in counselling.

(8 Marks)

- b) Effective communication skills such as paraphrasing further strengthen empathy and therapeutic connection. Explain the importance of effective paraphrasing in counselling.

(2 Marks)

QUESTION THREE

- a) Counselling relies on purposeful communication and a supportive relationship that enables clients to explore their concerns. Demonstrate the qualities of appropriate questioning.

(3 Marks)

- b) Suggest the features of counselling that a counsellor should be familiar with

(7 Marks)

QUESTION FOUR

- a) Propose the main consideration for focusing in a therapeutic relationship

(3 Marks)

- b) Discuss the aims of counselling.

(7

Marks)

QUESTION FIVE

- a) The success of counselling depends greatly on the quality of the relationship between the counsellor and the client. Analyse the

main consideration in establishing rapport with a client.

(5 Marks)

- b) Establishing rapport and applying effective counselling skills create an atmosphere of trust, empathy, and acceptance that encourages open communication. Elaborate on the use of effective counselling skill. **(5 Marks)**

QUESTION SIX

- a) Counselling sessions are enhanced through skills that promote understanding, reflection, and engagement. Assess the importance of summaries in counselling.

(5 Marks)

- b) Summaries help organize and clarify discussions, while attending skills demonstrate active interest and support for the client. Propose the main aspects of attending

(5 Marks)