

The
Management
University
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DIPLOMA UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DIPLOMA IN COUNSELING AND PSYCHOLOGY

DCP 104: COUNSELING TECHNIQUES AND SKILLS

DATE: 7TH APRIL 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 HEALING PROCESS

Sarah, is a 28-year-old professional experiencing anxiety and self-doubt as she considers leaving her current job for a new career path. The counselor's goal is to help Sarah explore her feelings, identify underlying concerns, and begin developing strategies to manage her transition.

From the very beginning of the session, the counsellor demonstrates attending by being fully present with Sarah. Through steady eye contact, a forward-leaning posture, and subtle nods, the counsellor conveys genuine interest and empathy. Sarah, sensing that she is being listened to carefully, begins to open up about her stress and uncertainty. This attentive presence builds trust and sets the tone for the conversation.

At one point, Sarah pauses after admitting that she fears failing in a new role. Rather than rushing to fill the silence, the counsellor allows the moment to linger. This silence gives Sarah the space to reflect internally, and after a few seconds she continues, revealing that her deepest worry is disappointing her family. The counsellor's restraint in this moment demonstrates how silence can encourage deeper self-exploration.

As the conversation unfolds, Sarah begins to drift into unrelated frustrations with her friends. The counsellor gently redirects her back to the central issue, showing the skill of focus. By saying, "I hear that your friendships are important, but let's return to how your career decisions are affecting you," the counsellor ensures that the session remains productive and centered on Sarah's career anxiety. This focus helps Sarah stay engaged with the main problem rather than becoming sidetracked.

To deepen the exploration, the counsellor uses questioning, particularly open-ended questions that invite Sarah to elaborate. When asked, "What do you think makes leaving your job feel so overwhelming?" Sarah identifies that her fear stems from uncertainty about her abilities and

financial stability. These questions not only clarify her concerns but also empower her to articulate the roots of her anxiety.

The counsellor then paraphrases Sarah's words, saying, "So, you're saying that the idea of leaving your job feels risky because you're unsure if you'll succeed in a new role." Hearing her own thoughts reframed in this way helps Sarah feel validated and gives her greater clarity about the nature of her fears. Paraphrasing ensures that the counsellor's understanding is accurate while also helping Sarah process her own narrative more clearly.

Finally, the counsellor reflects Sarah's emotions back to her, noting, "It sounds like you feel torn—excited about new opportunities but also anxious about the unknown." This reflection captures the duality of Sarah's feelings and allows her to acknowledge the tension between optimism and fear. By recognizing this conflict, Sarah begins to see that her anxiety is not simply a barrier but part of a natural process of change. Throughout the session, these skills are woven together seamlessly. Attending builds rapport, silence provides space for reflection, focus keeps the discussion on career anxiety, questioning uncovers deeper fears, paraphrasing clarifies Sarah's thoughts, and reflecting validates her emotions. Together, they create a supportive environment in which Sarah feels safe to explore her concerns and begin considering practical strategies for her career transition. By the end of the session, Sarah has not only articulated her anxieties but also started to balance them with a sense of possibility, demonstrating how these counseling skills can guide clients toward meaningful personal growth.

Required:

- a) Explain how the counsellor demonstrated the skill of *attending* in the case study. **(5 marks)**
- b) Discuss the role of *silence* in the session and its impact on Sarah.

(5 marks)

c) Assess how the counsellor used *focus* to keep the session productive.

(5 Marks)

d) Describe one open-ended *question* the counsellor asked and explain its significance. **(5**

marks)

e) Evaluate how *paraphrasing* was used and why it was effective.

(5

marks)

f) Analyse how *reflecting* helped Sarah acknowledge her emotions. **(5 marks)**

QUESTION TWO

a) Discuss four characteristics of Counseling **(5**

Marks)

b) Assess the reasons why a counsellor should use summary in counseling

(5 Marks)

QUESTION THREE

a) Evaluate the reasons why counseling as a profession attaches importance to its members' adherence to professional ethics.

(8 Marks)

b) Explain the importance of non verbal communication

(2 Marks)

QUESTION FOUR

a) Elucidate on eight ways that a counsellor can use to establish rapport.

(8 Marks)

- b) Explain the phrase, “**Moments of Movements**” when used in counseling

(2 Marks)

QUESTION FIVE

- a) Demonstrate an open question that one may use during counseling

(4 Marks)

- b) Examine six aims of counseling. **(6**

Marks)

QUESTION SIX

- a) Discuss five characteristics of a good counsellor. **(5**

Marks)

- b) Describe five stages of a counseling interview. **(5**

Marks)