



*Counselling Skills
Training Cards
Papua New Guinea*

About the cards

This set of counselling skills training cards were produced as part of a Graduate Certificate in Counselling delivered by the School of Human Services and Social Work at Griffith University, Queensland, Australia. The Graduate Certificate in Counselling was delivered simultaneously with a Certificate IV in Training and Assessment to 25 Papua New Guinean nationals with the intention that participants in the program would contribute to capacity building by training fellow counsellors on their return to their home country. The cards were produced to assist with that training.

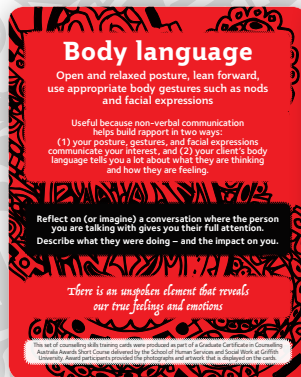
The artwork on the cards

The photographs and artwork on the cards were provided by participants in the program. Each participant was invited to contribute one or more photographs that were meaningful to them in some way – a traditional or typical PNG scene, a picture of their home-town or village, a snapshot of family or friends, and so on. One participant (Phillip So'on) also provided, drawn by his own hand, the traditional Papua New Guinean artwork that is overlaid on each card and which is the focus of the 'Self-care' card.

Photographs and artwork were supplied by: Cathleen Alua, Marlene Asoh, Raymond Atam, Claire August, Alice Biko, Linda Dentana, Elizabeth Dominic, Simon Kange, Amanda Kevo, Michael Kawak, Julie Kitoneka, Anna Kuben, Esther Levi, Mary Ludwig, Judith Nagamisovo, Vanessa Noruka, Rebecca Piam, Rose Pyarambon, Jodie Rosenzweig, Hendrina Sinipo, Phillip So'on, Wendy Tame, Onnie Teio, Christine Upaiga, and Wilson Wilo.

The content of the cards

There are 24 cards in the set and each card presents a particular counselling skill. Each card is presented in a similar format: the name of the skill, followed by a brief definition or description and a statement about the usefulness of the skill in counselling. An activity is then provided that can be used for skills training. Finally, there is a saying or quote that reflects (in most cases) the beauty, value, or intent of the skill. This saying is repeated in Tok Pisin (or Pidgin), an official language that is spoken throughout Papua New Guinea, on the artwork side of the card.



The content of the cards

Body language

Open and relaxed posture, lean forward, use appropriate body gestures such as nods and facial expressions

Useful because non-verbal communication helps build rapport in two ways:

(1) your posture, gestures, and facial expressions communicate your interest, and (2) your client's body language tells you a lot about what they are thinking and how they are feeling.

Counselling skill

definition/
description

usefulness

Reflect on (or imagine) a conversation where the person you are talking with gives you their full attention. Describe what they were doing – and the impact on you.

activity

There is an unspoken element that reveals our true feelings and emotions

saying/quote

The content of the cards



*Tokbokis i stap wei i ken autim
trupla pilim long bel bilong yumi*

The saying/
quote from
the previous
page in Tok
Pisin'

The colour coding on the cards

The cards have been divided into six suits (not in equal numbers). The suits align with a simple framework for the way basic counselling skills can be taught. The suits are identified by different colours. Facilitators can use the colour coding to make a quick selection of cards if they wish to focus on a particular set of skills.

The **red cards** are attending behaviours.

The **orange cards** are types of questioning.

The **yellow cards** are reflections and summarising.

The **green cards** are therapeutic relationship and rapport.

The **teal cards** are core counselling conditions.

The **blue cards** are the phases of facilitating a counselling session.

In addition to the six suits there is a single 'trump' card reminding all counsellors to attend to their own well-being so that they are in a better position to assist others.



The red cards

There are four red cards that describe attending behaviour, that is giving full attention to what someone is saying or doing, valuing them as worthy individuals. Without using words, you are communicating that you are listening to the person.

Eye contact: direct gaze with occasional breaks, if culturally appropriate.

Vocal quality: tone of voice and speech rate communicate warmth, acceptance, and ease.

Body language: open and relaxed posture, lean forward, use appropriate body gestures such as nods and facial expressions.

Verbal tracking: minimal encouragers such as 'uh-huh', 'tell me more', and 'what else?'



The orange cards

There are five orange cards that describe types of questioning. Questions can help someone open up, they assist in pinpointing and clarifying issues, open up new areas for discussion, and help with self-exploration.

Open questions: elicit a response of more than a few words; usually start with 'how' and 'what'

Closed questions: can be answered with a minimal response, often as little as 'yes' or 'no'

Clarifying questions: attempt to confirm or disconfirm what has been said such as 'Are you saying that...?'

Specifying questions: seek concrete information and detail such as 'How long have you been...?'

Elaborating questions: seek further explanation or expansion of what is being discussed such as 'Could you tell me more about...?'



The yellow cards

There are three yellow cards that describe the key ways a counsellor reflects back what has been expressed by the client. These skills show that the client has been heard and understood.

Reflection of content: use your own words to repeat back or rephrase what has been said.

Reflection of feeling: use an 'emotion' or 'feeling' word or phrase to capture the feeling that has been expressed through either verbal or non-verbal behaviour.

Summarising: draw together, recapture, and review what has been covered to a certain point, both during and at the end of a conversation.



The green cards

There are two green cards that describe the therapeutic alliance. The collective goal of these two skills is to create a safe psychological space for clients to identify and work through their concerns.

Relationship: collaborate and work together; key tool for achieving positive change, includes shared goals and appropriate emotional bonding.

Rapport: establish trust, respect, and connection, being able to step in and out of another's experience with sensitivity and understanding.



The teal cards

There are four teal cards that describe the core counselling conditions that are needed to create a positive and growth-promoting climate.

Congruence: being real, authentic, and genuine, with non-verbals such as facial expressions and body language matching with spoken words

Unconditional positive regard: genuine care without evaluation or judgment of thoughts, feelings, and behaviours as good or bad

Empathy: sense the feelings and personal meanings that are being experienced and communicate this understanding, moment-to-moment sensitivity in the 'here and now'

Respect: treat a person with dignity, consideration, and courtesy, listen without judgment, bias, or interruption.



The blue cards

There are five blue cards that describe the phases or structure for facilitating a counselling session.

Open the session: establish a safe and collaborative working relationship; explain ethical guidelines.

Hear the story: gather information and draw out stories, concerns, problems, or issues by facilitating the process with attending, questioning, and reflecting

Prioritise primary concerns: collaboratively assess and agree on the main issues, from the story, to be focused and worked on

Work on change: collaboratively work on methods or ways to bring about change to the main issues that emerged from the story

Close the session: bring the conversation to a close while allowing time to 'change gear' or become 'grounded' before leaving the session.



'Self care' card

There is a single multi-coloured 'trump' card that describes the importance of 'self-care' for counsellors.

The '**self-care**' card stresses the importance of taking care of our own mental, emotional, and physical health so that we are in a better position to assist others. It reminds counsellors to take time to replenish their body, mind, and spirit.



The activities on the cards

The activities on the cards have been designed so that they can be used by individuals, pairs, and small or large groups. They may be used for reflection, discussion, role-play, and/or as the basis for numerous forms of creative learning and training activities.

For example, look at the activity on the card below.

*...tells of voice can open someone up and invite them to
dive deeper into their story with you.*

**How many emotions and messages can you convey
with these phrases, simply by changing your vocal
quality – tone, volume, and pace:
What would you like to talk about?
Thank you.
It sounds like it has been difficult for you.**

Your mind, your body, and your voice

activity

Individuals may reflect on these phrases, come up with a range of emotions and messages they could convey, and practice by experimenting with different tone, volume and pace – either alone or in their daily interactions with others.

Pairs may reflect on the phrases, discuss them with their partner and generate alternative ideas, and practice them via role-play.

Small groups may take the same approach as individuals and pairs, with the added dimension of having observers provide feedback on their delivery. Small groups could extend the activity to role-playing longer counselling sessions, particularly focussing on the emotions and messages conveyed by the counsellor by their tone, volume, and pace.

Large groups could incorporate any of the above ideas, with the additional opportunities of brainstorming ideas (generating a broader range of ideas) and/or facilitating a fishbowl activity (in this case, a counselling role-play between two participants and involving the rest of the participants in observations and discussion).



This set of counselling skills training cards were produced as part of a Graduate Certificate in Counselling Australia Awards Short Course delivered by the School of Human Services and Social Work at Griffith University. Award participants provided the photographs and artwork that is displayed on the cards.