**Level 4 Counselling Practice**

**Marking Scheme**

January 2017 Series

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| --- | --- | --- | --- |
| **Question** | **Accepted**  **Responses\*** | **Marks Available** | Assessment Criterion |
| **Scenario**  You have obtained a placement at a local charity that provides services for victims of sexual violence.  These services are only available for clients aged 18 upwards. All clients are assessed by the counselling coordinator and allocated according to their level of complexity. Martina is your first client.  The assessment notes state that Martina was sexually abused at the age of 8 and that social services were involved and the perpetrator was prosecuted and jailed. The reason for coming to counselling is that Martina is having flashbacks that only started a month ago. At the first session Martina is visibly nervous and after agreeing to your contract she starts to sob blurting out that “it was all a lie”. Once she regains her composure she tells you that she passes the charity on her way to school and read about a similar case in the local paper. She told the counselling coordinator a story as she is desperate for someone to help her. Martina, who says she is in reality only 16 had sex with her next-door neighbour (Shirley) about a month ago. Shirley who lives alone and is 35 is threatening to tell Martina’s mother unless she agrees to have sex with her again. Martina says she is convinced that her parents will throw her out of the house if they ever found out. | | | |
| **Question 1**  **A)** What issues would you take to supervision? Explain your answer: | Up to any 3 from the following:   * Nature of contract to be established * Whether you feel competent to deal with this client * Your response to your client’s issues/situation * Your response to what your client has brought about her life * Can an alliance be formed as she may not be able to continue in the service * The issues of being coerced into a sexual relationship and potential for destruction of home life * How the service might respond to an ‘under-age’ client * Sourcing an appropriate referral   Explanation related to the scenario for each response given | **12 marks** available  Up to **3 marks** per explanation given per the following criteria:  **3 marks** good solid reason that demonstrates good understanding of client’s presentation  **2 marks** good reason that is derived from the information in the scenario  **1 mark** tenuous reason but not clearly linked to client scenario  **0 Marks** no reason provided | 4.1, 4.2 |
| **B)** How would you expect supervision to influence your relationship with Martina? Explain your answer: | Up to any 3 from the following:   * Procedural details for referral to a YP service * Any answer which shows awareness of health and safety issues for client * Any answer which shows awareness of agency protocols for 18+ only/ need for specialised service for YP * Own feelings about this client – sexuality, coercive sex, may not be able to continue * Your level of expertise * Possible stereotyping of client * Placement protocols for managing this situation in the relationship with Martina * Wider duty to protect welfare of YP   Explanation related to the scenario for each response given | **12 marks** available  Up to **3 marks** per explanation given per the following criteria:  **3 marks** good solid reason that demonstrates good understanding of client’s presentation  **2 marks** good reason that is derived from the information in the scenario  **1 mark** tenuous reason but not clearly linked to client scenario  **0 Marks** no reason provided | 4.3 |
| **Question 2**  Discuss the strengths and limitations of your chosen core theoretical model in approaching work with Martina.  You should focus on three key concepts from the model you have chosen and show how they might be employed in the counselling with Martina as well as discussing the strengths and limitations of each in turn. | KEY theoretical concepts **used t**o:   * Describe how an alliance/collaboration might be achieved and identify and define appropriate counselling skills that might be employed * Describe what the client needs to understand and how expectations can be surfaced * Explore how goals/outcome/preferred future might be arrived at * Describe how a referral might be necessary/how this might be addressed/negotiated * Discuss what can be achieved in one (or a few) sessions and explore possible agreements for the future | **9 marks**  **3 marks per point** **covered** when mentioned, described and explored containing detailed reference to the scenario  **2 marks per point** **covered** when mentioned, described and containing appropriate reference to the scenario  **1 mark per point** **covered** when mentioned, described and containing reference to the scenario or is not so general it could be applied to any scenario  **0 marks per point covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 3.1 |
| **Question 3**  **A)** Discuss three elements of building a relationship with Martina in the first session: | * Describe relevant contract terms (particularly around age/agency policy/referral) * Describe how an alliance/collaboration/rapport might be achieved and can identify and define appropriate counselling skills that might be employed in the first session * Describe what the client needs to understand and how expectations can be surfaced * Discuss how goals/outcome/preferred future might be arrived at | **9 marks**  **3 marks per point** **covered** when mentioned, described and explored containing detailed reference to the scenario  **2 marks per point** **covered** when mentioned, described and containing appropriate reference to the scenario  **1 mark per point** **covered** when mentioned, described and containing reference to the scenario or is not so general it could be applied to any scenario  **0 marks per point covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 3.1 |
| **B)** How would you use your knowledge of your core theoretical model to explain counselling to Martina? | * Identify client’s understanding of process and expectations * Establish prior experience of counselling (if any) and what worked * Explanation of what counselling is/how it works * Reflects on own thoughts/feelings in relation to presenting issues and how these might impact on the counselling relationship   **Do not accept** answers which are not consistent with the core theoretical model. | **3 marks** | 1.3 |
| **Question 4**  A) What are the considerations for the counselling relationship with Martina if the counselling coordinator insists she is referred to a young people’s service at the earliest opportunity? | * Clarify issue over age of client after discussing this with counselling coordinator, exploring the possible use of strategies to ensure client’s autonomy is respected * Establish joint agreement to contracting on appointment frequency, mention how counsellor would check that client is involved fully in this process, and identifies and defines the use of appropriate counselling skills * Identify client’s expectations of short term counselling, discuss client’s goals, and discuss how they might be arrived at until an appropriate referral can be sourced * Identify what action (if any) Martina wants to take about Shirley * Identify client’s reaction to referral possibility/sexuality/ coercive sex/ parents | **9 marks**  **3 marks per point** **covered** when mentioned, described and explored containing detailed reference to the scenario  **2 marks per point** **covered** when mentioned, described and containing appropriate reference to the scenario  **1 mark per point** **covered** when mentioned, described and containing reference to the scenario or is not so general it could be applied to any scenario  **0 marks per point covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 3.2 |
| **B)** How might this and the details of Martina’s situation impact on the ending of the counselling relationship? | * Discuss placement protocols over age of clientele * Discuss placement protocols over referral and establish joint agreement to contracting, exploring client’s reactions to that * Clarify action to be taken if client wants to proceed against Shirley/avoid any further contact/manage the home situation * Clarify client’s lifestyle, exploring client’s reactions to that? * Consider possibilities for referral and the client’s reaction to that * Unexpected/unplanned ending and strategies to mitigate | **9 marks**  **3 marks per point** **covered** when mentioned, described and explored containing detailed reference to the scenario  **2 marks per point** **covered** when mentioned, described and containing appropriate reference to the scenario  **1 mark per point** **covered** when mentioned, described and containing reference to the scenario or is not so general it could be applied to any scenario  **0 marks per point covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 3.3 |

***\* The accepted responses are not exclusive, examiners are expected to use their professional judgement to give credit to other equally acceptable responses that address the question.***

**Distribution of marks:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Number of Marks** | **Criteria**  **Covered** | **Weighting**  **(%)** |
| **1a** | 12 | 4.1, 4.2 | 19% |
| **1b** | 12 | 4.3 | 19% |
| **2** | 9 | 1.1, 1.2, 2.1, 2.2 | 14% |
| **3a** | 9 | 3.1 | 14% |
| **3b** | 3 | 1.3 | 6% |
| **4a** | 9 | 3.2 | 14% |
| **4b** | 9 | 3.3 | 14% |
| **Total** | **63** |
| **Passmark** | **22** |
| **Percentage** | **35%** |

|  |  |
| --- | --- |
| Unit Credit Value: | **9** |
| Unit Level: | **Four** |
| Unit Guided Learning Hours: | **45** |
| Ofqual Unit Reference Number: | **Y/506/3060** |
| Unit Review Date: | **31/07/2019** |
| Unit Sector: | **1.3 Health and Social Care** |

**Unit Summary**

This unit is intended to provide learners with a solid theoretical background in one of the three major schools of counselling: humanistic, psychodynamic or cognitive-behavioural. This theoretical knowledge will support learners as they begin client work.

**Unit Information**

It is expected that before the unit is delivered, the tutor will have read the Qualification Specification to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled. Additional guidance is available below as Assessment Guidance for Learning Outcomes and Assessment Criteria in **bold**.

**This unit has 4 learning outcomes**

| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** |
| --- | --- |
| **The learner will:** | **The learner can:** |
| 1. Understand key concepts of the chosen **core theoretical model** | * 1. Summarise the key concepts of the core theoretical model   2. Evaluate the key interventions of the core theoretical model   3. Develop self-awareness in relation to the core theoretical model |
| 1. Understand the strengths and limitations of the chosen core theoretical model | * 1. Summarise the key strengths of the core theoretical model   2. Summarise the key limitations of the core theoretical model |
| 1. Understand the process and practice of counselling within the **core theoretical model** | * 1. Evaluate the skills required to establish the counselling relationship within the core theoretical model   2. Evaluate the skills required for developing and sustaining the counselling relationship within the core theoretical model   3. Evaluate the skills required for reviewing and concluding the counselling relationship within the core theoretical model |
| 1. Understand the importance of supervision in counselling practice | * 1. Analyse how supervision helps to monitor, support and challenge ethical practice   2. Explain the key benefits of the supervisor-supervisee relationship   3. Evaluate the contribution of supervision to the client-counsellor relationship |

**Assessment**

This unit is assessed by:

* an examination which is externally set and marked by AIM Awards.
* a Supervisor's report that evidences a counselling placement of at least 50 hours that is internally reviewed.

**Indicative Content**

**Learning Outcome 1**

**Core theoretical model** this unit should be taught from a single core theoretical model i.e. Psychodynamic, Humanistic or Cognitive-behavioural. The content should consider how the core model views the person; the implications for the self; practice of working within the model; and, the practical use of the core model with clients and in a variety of settings.

* the philosophy of the core model
* theorists associated with the core model
* history (social and cultural) relevant to the more model
* key concepts
* beliefs about the nature of the person inherent in the model
* selfin relation to the model
* effects on practice
* limitations for both client and counsellor
* working ethically
* structuring the work
* skills specific to the Core Model
* working with a ‘contract’
* supervision in the core model.

**Reading List**

**Required Reading**

Bond, T (2009) Standards **and Ethics for Counselling in Action** (3rd Ed). London: Sage.

Joseph, S (2010) **Theories of Counselling and Psychotherapy: an introduction to the different approaches.** Basingstoke: Palgrave Macmillan.

**Relevant Texts From**

Howard, S (2009) Skills **in Psychodynamic Counselling and Psychotherapy.** London: Sage.

Jacobs, M (2010) **Psychodynamic Counselling in Action.** (4th Ed). London: Sage.

McLoughlin,B (1995) **Developing Psychodynamic Counselling**. London: Sage.

Mearns, D (2002) **Developing Person-Centred Counselling** (2nd Ed). London: Sage.

Mearns,D; Thorne,B and McLeodJ (2013) **Person-Centred Counselling in Action** (4th Ed). London: Sage.

Scott, M J; Stradling SG and Dryden, W (1995) **Developing Cognitive-Behavioural Counselling**. London: Sage.

Tolan, J (2012) **Skills in Person-Centred Counselling & Psychotherapy** (2nd Ed). London: Sage.

Trower,.P; Jones,J; Dryden, W and Casey, A (2011) **Cognitive Behavioural Counselling in Action** (2nd Ed). London: Sage.

Wills, F (2008) **Skills in Cognitive Behaviour Counselling & Psychotherapy.** London: Sage.

**Recommended Reading**

Hawkins P and Shohet R (2007) **Supervision in the Helping Professions** (3rd Ed). Buckingham: Open University Press.

Howe D (1993) **On Being a Client: Understanding the Process of Counselling and Psychotherapy**. London: Sage.

Kahn M (1997) **Between Therapist and Client: the new relationship.** New York: W H Freeman.

Wosket V (1999) **The Therapeutic Use of Self: counselling practice, research and supervision.** London: Routledge.