

AIM Awards Suite of Counselling Qualifications

**Level 4 Counselling**

**Counselling: Embarking on Practice**

June 2016 Series

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| **No.** | **Question** | **Accepted Response** | **Marks Available** | **Assessment Criterion covered by this question** |
| **1** | Assessing the situation with Douglas are there any interventions from your core theoretical model that you would consider:  unhelpful or, helpful.  Choose THREE interventions. Review each intervention in turn and explain your answer in each case. | 3 Interventions | Up to 3 marks  (1 mark per correct intervention given) | 1.1, 1.2, 21.1,2.2 |
| Explanation related to the scenario  for each response given likely to include but not limited to:   * describe how each intervention contributes to the forming of an alliance/collaborationor hinders such an alliance * identify and define appropriate counselling skills that might be employed to deliver the intervention * describe how this client is meant to be helped by the intervention (or not) * can identify at least one advantage for Douglas and one disadvantage of the intervention | 9 marks available  Up to 3 marks per explanation given according to 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 |
| **2a** | Identify THREE of your own thoughts or feelings about the information from Lisa and her behaviour that you would want to discuss in supervision. In each case explain your answer and reflect on how these thoughts or feelings might impinge on the counselling relationship with Douglas. | * gives examples of thoughts feelings that may arise in counsellor as a result of this contamination and can identify how these might impact on both client and counselling process * identifies need for supervision/personal support and can identify strategies to mitigate the impact of own thoughts/feelings on the client/counselling process * considers possibility of informing Douglas( and reasons why) and reasons why this may be difficult/inappropriate or other challenges to achieving this * mentions potential ethical issues can explore tensions in ethical principles | Up to 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 | 1.1  1.2  2.1  2.2 |
| **2b** | What is the key ethical dilemma in this scenario? Explain your answer. | * make sense of what is happening between Lisa and Douglas or allowing Douglas to use the sessions (or not) as he wishes * promoting his autonomy whilst under pressure to protect his job * identify the cause of his relationship problems * explore his thoughts and feelings * enable a greater sense of self-awareness and insight * explore destructive patterns of behaviour/ how he contributes to the problem * explore alternative options and make better choices * help him decide on the best course of action | Up to 3marks  (1 mark per point covered) |  |
|  |  | Explanation of answer | 9 marks available  Up to 3 marks per explanation given according to 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 |  |
| **3** | Describe (from your core theoretical model) how you would approach the second session with Douglas and in particular focussing on how you might address the information from his line manager. | * Explanation of what counselling model is/how it works/ * Establishing whether Douglas would feel it would help * Communicating information from Lisa without Douglas feeling pressurised to continue with counselling * Explanation of contract terms particularly regarding Lisa * Explanation of how core theoretical model is expected to help with relationship problems/bullying * Explanation of appropriate boundaries that are specific to the model and how these could be facilitative for the client * Do **not accept** a repeat of the interventions described in Q1   **Do not accept** answers, which are not consistent with the core theoretical model or could be applied to any model. | Up to 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 |
| **4a** | In the County Hall Staff Counselling Service clients are limited to 8 sessions.  4. (a) Assuming that Douglas was prepared to look at the ‘work issues’ what would your priorities be for the remainder of the relationship. Give three examples of how you would foresee the relationship developing. | * clarify exactly what the client’s goals are exploring the possible use of strategies to ensure client’s autonomy is respected * establish joint agreement on how the ‘problem’ is to be tackled * describes how the client is involved fully in this process, and identifies and defines the use of appropriate counselling skills * identify client’s expectations of the counsellor surfacing any requests for direct intervention * discuss client’s goals and how they might be arrived at, with appropriate examples e.g. enlisting help of trusted colleague, senior management; referral to other sources of support e.g. trade union. Occupational health * identify client’s reaction help him to consider the possible ways in which he contributes to the problem and discuss with him ways in which he could choose to change this | Up to 9marks  **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** | (b) How might an ending of the counselling relationship be facilitated at session 8? Give at least 3 examples. | * Remind client beforehand about number of sessions remaining * Allow client to express thoughts and feelings about the ending * Allow client to express thoughts and feelings about work to date * Look forward to future when counselling has finished * Carry out review of progress made * Evaluate counselling relationship * Identify sources of further support with e.g. (referral, self help, Occ H, Trade Union) * Explore and validate client’s feelings particularly in relation to endings and relate to past experiences of ending | Up to 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 response 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 (%)** |
| **1** | 12 | 1.1, 1.2, 21.1,2.2 |  |
| **2a** | 9 | 1.1, 1.2, 21.1,2.2 |  |
| **2b** | 12 |  |  |
| **3** | 9 | 3.1 |  |
| **4a** | 9 | 3.2 |  |
| **4b** | 9 | 3.3 |  |
| **Total** | **60** |
| **Passmark** | **23** | **38** |

**This assessment is designed to assess the indicated assessment criteria indicated in the unit below.**

**Writers will ensure all assessment criteria are covered in the assessment.**

|  |  |
| --- | --- |
| 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.

The [qualification specification](http://www.aimawards.org.uk/clientfiles/files/units/spec_documents/AIM%20Awards%20Level%204%20Diploma%20in%20Counselling%20Practice%20(QCF)%20Qualification%20Specification%20V5-3.pdf) contains full information on the qualification.