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**Level 5 Counselling**

**Psychotherapeutic Counselling**

**Marking Scheme**

June Series

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| **Question** | **Accepted**  **Responses\*** | **Marks**  **Available** | Assessment Criterion |
| One of Michael Carroll’s Seven Tasks of Supervision is what he calls “The Counselling Task”. This task, Carroll says, *“encourages supervisees to reflect on their personal reactions arising in working with clients or indeed supervisors. Even though this is called the ‘counselling’ role in supervision it is not therapy or personal counselling.”*  Discuss, with examples from your own experience of using supervision, how useful you have found it to explore your own reactions to clients or supervisors, and how these seem to have affected the counsellor-client relationship and clinical outcomes. | Responses of a Pass standard are likely to include:  Evidence of ability to evaluate quality of own relationship with supervisor(s)  Qualities of effective supervisory relationship:  Trust  Respect  Collaborative working  Supportive  Safety  Genuine  Challenging  Understanding of parallel process/ countertransference/projection/ projective identification/incongruence.  Importance of clear contracting. Expectation that the supervisory relationship is highly confidential  Awareness of personal biases, assumptions, experiences pertinent to work with clients.  For a Pass, at least one clear and relevant example of own reactions to clients or supervisors, and how these seem to have affected the counsellor-client relationship and clinical outcomes. | Up to **20 marks** available | Counselling Supervision, Ethical and Legal Issues  1.1, 2.1, 2.2 |
| Read the following scenario and answer the question which follows.  *Sajhip is a 20-year-old physics student who comes to counselling because of his habit of procrastination in producing academic work. Sajhip is of Ugandan Asian background, and his father and brother are scientists. As the counselling progresses, Sajhip’s problem becomes clearer. He procrastinates largely because he has little interest in physics. He loves sculpture and has taken several optional courses in art. It seems overwhelmingly clear to his counsellor that sculpture and the creative arts are Sajhip’s true interest, but he resists any suggestion that he may want to consider changing to studying another subject. Instead of talking about his own interests, he discusses the long line of scientists in his family and his need to choose a profession with some relation to science. He says he feels he must therefore focus on the procrastination problem.*  Explain the potential ethical issues the counsellor faces in the above scenario. In your answer, show your understanding of relevant ethical principles. | Responses of a Pass standard are likely to include:  Understanding of counsellor’s power to influence client’s decision.  Understanding of ethical principles of Autonomy, Beneficence, Non-maleficence  Understanding of significance of Sajhip’s cultural background. Influence of own cultural norms, values and beliefs  Ability to consider broader impact on Sajhip’s experience in his family system should he change subject.  Ability to assess pros and cons of prioritising Sajhip’s autonomy over counsellor’s obligation re beneficence and vice versa – influence of individualism re collectivism  Possible harm to Sajhip if counsellor agrees to focus on procrastination problem.  Consideration of what the counsellor might take to supervision.  Influence of counsellor’s own theory and philosophy of counselling, e.g. re being ‘non-directive’  Influence of own counsellor’s values/personal history on the ‘preferred solution’ for Sajhip  Dilemma re respecting/challenging Sajhip’s request to focus on procrastination  Counsellor competence at dealing with more practical presentations like procrastination  Counsellor competence at designing/negotiating action-oriented interventions | Up to **20 marks** available | Counselling Supervision, Ethical and Legal Issues  3.1, 3.2 |
| Read the following scenario and answer the question which follows.  *Karim is a counsellor in a university. One of his clients, Catherine, is academically very able but has been struggling with financial problems for some time. This is having an adverse effect on her studies. Catherine works nights in a local petrol station to make ends meet. During one session, she talks about how difficult it is to focus on her work and discloses that she has resorted to taking Ritalin to cope. Her doctor refuses to prescribe it but her friend showed her how easy it is to obtain it via a website. Karim knows that possession of non-prescribed Ritalin is illegal. In the next session, Catherine tells Karim that several of her fellow students are talking about using the drug. She intends to buy more of it and ease her financial problems by selling it to them.*  Explain the potential ethical and legal issues the counsellor faces in the above scenario. In your answer, show your understanding of relevant ethical principles and legislation. | Responses of a Pass standard are likely to include:  Recognition the ‘problem’ lies with Catherine; recognises that no action is required/no duty in law to protect third parties from harm – potential ‘customers’ are all adults  Understanding of ethical principles of Autonomy, Beneficence, Non-maleficence.  Understanding that use and selling of illegal drugs is not in itself a mandatory reporting requirement.  Understanding that under s52 Drug Trafficking Act 1994, mandatory reporting would apply if money laundering were involved.  Awareness that Karim might feel ethically bound to voice his concerns re multiple risks to Catherine and fellow students:  Side effects of drugs/possible adverse reactions  Contraindications with other prescribed medication or pre-existing medical conditions  Risk of addiction (physical) and psychological dependency- fearing not being able to cope without it  Intent to supply carries heavier legal penalty that possession  Impact of criminal records on future career (DBS disclosure)  Ability to assess pros and cons of prioritising Catherine’s autonomy over counsellor’s obligation re beneficence and vice versa  Ability to separate out ethical, moral and legal factors relevant to scenario and consider each in turn  Recognition that own values, history could influence decisions and outcomes  Consideration of institutional policies and procedures regarding drug use on campus | Up to **20 marks** available | Counselling Supervision, Ethical and Legal Issues  3.1, 3.2 |
| John McLeod has said: “*Case study research occupies a somewhat ambiguous position within the domain of counselling and psychotherapy research”.*  Discuss the advantages and disadvantages of case study based research in counselling, including the ethical considerations involved. | Responses of a Pass standard are likely to include:  Understanding of advantages inc:  Case-based knowledge has an immediate relevance to practice.  Contributes to development of theory  Therapy process involves complex interplay of factors which is hard to investigate by other methods  Overcomes gap between research and practice  Collections of ‘cases’ over time allow identification of common themes and patterns  Understanding of disadvantages inc:  General conclusions cannot safely be drawn from a single case  Analysis of a single case is prone to bias  Therapist as researcher cannot be objective  Therapist as researcher will tend to find what they expect to find  No possibility for independent checking  Awareness that some disadvantages can be overcome e.g. by using a systematic approach such as having a team of researchers examine a case, perhaps from different perspectives.  Ethical considerations:  Difficult to protect identity of client(s) even when age/occupation/gender disguised  Publishing online increases risk  Client may be disturbed by what has been written about them  Client may find it difficult to refuse to be involved |  | Research in Counselling  1.1,1.2,3.1,3.3,4.1 |

***\* 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:**

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| **Question** | **Number of Marks** | **Criteria**  **Covered** | **Weighting**  **(%)** |
| **1.** | 20 | Counselling Supervision, Ethical and Legal Issues 1.1, 2.1, 2.2 | 25% |
| **2.** | 20 | Counselling Supervision, Ethical and Legal Issues 3.1,3.2 | 25% |
| **3.** | 20 | Counselling Supervision, Ethical and Legal Issues 3.1,3.2 | 25% |
| **4.** | 20 | Research in Counselling 1.1,1.2,3.1,3.3,4.1 | 25% |
| **Total** | **80** |

**Generic Marking Grid (max 20 marks per question):**

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|  | **Academic Skills** | **Application of Content** |
| **Good Pass**  **(15-20)** | * Evaluation demonstrates sound analysis, understanding and interpretation. * The answer is well focused and shows coherent elaboration and/or a well-formed argument. Issues/debates/approaches are used effectively. * Ideas are well structured and expressed clearly and fluently. Consistently effective use of relevant terminology. | Content is evaluated in relation to own practice.  *(See content table in relation to question being marked)* |
| **Pass**  **(10-14)** | * Evaluation demonstrates reasonable analysis and understanding. * The answer is generally focused and shows reasonable elaboration and/or clear line of argument is evident. * Issues/debates/approaches are used in a reasonably effective manner. * Most ideas appropriately structured and expressed clearly. Appropriate use of relevant terminology. | Content is analysed with some reference to own practice  *(See content table in relation to question being marked)* |
| **Borderline**  **(5-9)** | * Evaluation demonstrates basic, superficial understanding. * The answer is sometimes focused and shows some evidence of elaboration. * Superficial reference may be made to issues/debates/approaches. * Expression of ideas lacks clarity. Limited use of relevant terminology | Content is mentioned and discussed.  *(See content table below in relation to question being marked)* |
| **Did not**  **achieve**  **(0-4)** | * Evaluation is rudimentary, demonstrating a very limited understanding. * The answer is weak, muddled and incomplete. Material is not used effectively and may be mainly irrelevant. * If reference is made to issues/debates/approaches, it is muddled and inaccurate. * Deficiency in expression of ideas results in confusion and ambiguity. The answer lacks structure, often merely a series of unconnected assertions. | Content is not mentioned or referenced incorrectly  *(See content table in relation to question being marked)* |

**This assessment is designed to assess aspects of the units covered by the synoptic assessment listed.**

**Writers will ensure elements from all units are included from across the exam paper.**

**Unit specifications can be found through the following links:**

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| **Unit Reference Number** | **Unit Title** |
| D/506/3058 | [Counselling Practicum](http://aimawards.org.uk/wp-content/uploads/units/aim_units/Counselling-Practicum-L4-CV20-V1.pdf) |
| T/506/3129 | [Counselling Supervision, Ethical and Legal Issues](http://aimawards.org.uk/wp-content/uploads/units/aim_units/Counselling-Supervision--Ethical-and-Legal-Issues-L5-CV9-V1.pdf) |
| K/506/3130 | [Research in Counselling](http://aimawards.org.uk/wp-content/uploads/units/aim_units/Research-in-Counselling-L5-CV15-V2.pdf) |