



Vocationally Related Qualification

Counselling Skills 0505

V11W Skills Acquisition and Practice

Mark Scheme

2007 examination – January series

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1 The following statements are about counselling and counselling skills.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

Statement		True	False
(a)	A nurse can use counselling skills without needing counselling supervision.	✓	
(b)	Counsellors should be prepared to offer their clients legal and medical advice.		✓
(c)	The ‘Unknown’ part of the Johari Window also represents the unconscious mind.	✓	
(d)	A rhetorical question needs no response.	✓	
(e)	The Ethical Principle <i>Beneficence</i> means: acting in the best interest of the client.	✓	
(f)	Silence should be used to help the talker to suppress their feelings.		✓

1 mark for each correct response.

(6 marks available for this question)

2 The following statements are about counselling and counselling skills.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

Statement		True	False
(a)	A client reports that he is always seeking the approval of others. This is an example of 'conditions of worth'.	✓	
(b)	A key task of the counsellor is to promote client dependency.		✓
(c)	The Ethical Principle <i>Non-Maleficence</i> means: avoiding exploitation or incompetence.	✓	
(d)	A client is not normally informed when a counsellor has to break confidentiality.		✓
(e)	Closed questions should never be used by a counsellor.		✓
(f)	A counsellor provides counselling to her clinical supervisor. This is an example of a 'dual relationship'.	✓	

1 mark for each correct response.

(6 marks available for this question)

3 Correct responses:

Uniqueness of individual experience	(1 mark)
Congruence	(1 mark)
Actualising tendency	(1 mark)

(3 marks available for this question)

4 Barriers to communication may be set up by:

Poor use of NVC e.g. eye contact, posture, facial expression	(1 mark)
Using inappropriate language level e.g. talking down, patronising	(1 mark)
‘Second guessing’, making assumptions and thereby not listening	(1 mark)
Physical barrier e.g. desk	(1 mark)
Judgemental comments	(1 mark)

(3 marks available for this question)

5 Counselling skills to promote expression of feelings:

Reflection	(1 mark)
Immediacy	(1 mark)
Challenge/confrontation	(1 mark)
Empathy/advanced empathy	(1 mark)

(3 marks available for this question)

- 6** (a) Sineeta should not acknowledge Jan unless Jan makes first move. Even then contact should be brief and not involve any discussion about Jan’s counselling.
- (b) Sineeta should explain that her relationship is with Jan only, and that couples counselling is not appropriate.
- (c) Sineeta should not disclose the purpose of the call or her relationship with Jan. She may leave her first name and ask that he passes on a message for Jan to call her.

One mark for each correct response. A short/brief response may be expected and marks should be awarded if sense is correct.

(3 marks available for this question)

7 Challenge may help to move the session on by:

- (a) Helping client to face reality of situation
 Allowing the client to face up to responsibility of behaviour/actions
 Highlighting game-playing
 Pointing out rationalisations
 Identifying discrepancies
 Pinpointing inconsistencies (2 marks)
- (b) An example of a clumsy challenge with
 how it might set back the counselling relationship. (2 marks)

One mark to be given for only one response.

(4 marks available for this question)

- 8 (a) Empathy or Empathic Understanding (1 mark)
- (b) Genuineness or Congruence (1 mark)
- (c) Unconditional Positive Regard or Acceptance or Non-Possessive Warmth (1 mark)

(3 marks available for this question)

For 1 mark candidate should give the recognised term, as above. A made-up description should not be awarded a mark

9

EGO	ID	SUPEREGO
In touch with reality (1 mark)	Instinctual desires (1 mark)	Moral judge (1 mark)

(3 marks available for this question)

10 **Two** distinctly different types of boundaries required e.g. time-keeping, confidentiality, social or sexual contact, missed appointments, legal advice (not given), medical advice (not given) or any other sensible application of boundaries (1 mark for each).

(2 marks available for this question)

- 11 (a) ‘Ending’ statements need to clearly indicate the end of the meeting and not encourage the introduction of new topics. Something along the lines of:

‘I’m aware that we have about ten minutes left ...’
‘We are reaching near to the end of our session ...’
‘We have only ten minutes left ...’

This may be accompanied by a second element ‘...perhaps I can summarise what we have covered today’.

For a well-formulated statement that contains both elements award 2 marks. (2 marks)
Give 1 mark for a sensible example containing just one element.

- (b) Accept something that acknowledges the time-frame left, and prepares the client for the eventual ending.

Example: ‘We have three more sessions left, perhaps we can review the progress you’ve made and check out how you’re feeling about finishing our work together’.

For a full carefully formulated statement as in example above, award 2 marks. (2 marks)

One mark for a more superficial but relevant statement.

(4 marks available for this question)

(40 marks available for overall test)

Assessment Grid

Assessment Objective	Question which addresses this Assessment Objective
Know the meaning of the term Counselling Skills as defined by the BACP. *	1, 8, 10
Know the place of counselling skills on a helping continuum.	6, 10
Know health and safety precautions	1, 6, 7, 10
Understand how counselling skills relate to helping as a process.	1, 2, 4, 5, 6, 7
Identify and demonstrate the Active Listening Skills required for establishing a helping relationship.	1, 5, 7, 8, 10
Understand the need to move helping interviews forward.	4, 7, 8
Understand, at a basic level, some concepts from the three main "roots" of counselling.	2, 3, 9
Demonstrate the skills needed to develop and maintain the helping relationship.	4, 6, 7, 8
Understand how endings are an integral aspect of the helping process.	11
Demonstrate how endings are an opportunity for growth, in relation to goal and target setting.	11
Demonstrate the appropriate skills to conclude a helping relationship.	11

* meaning of the term is not currently defined by BACP.