AIM Awards Suite of Counselling Qualifications

Level 3 Counselling

Counselling Theory

Marking Scheme

June 2018 Series

V1

AIM Awards Suite of Counselling Qualifications

No	Question	Accepted Responses*	Marks Available	Assessment Criterion
Section A				
Are the following statements true or false?				
1	Cognitive-Behavioural theory maintains that psychological disturbance exists when there is a conflict between a person's tendency to actualise in one direction and his/her self-actualisation, which may lie in another direction	False	**1 mark**	1.1
2	Humanistic theory holds that psychopathology is best understood in terms of alienation	True	**1 mark**	1.1
3	Psychodynamic theory states that each individual has a strong motivation for self-development and growth.	False	**1 mark**	1.1
4	Humanistic theory asserts that anxieties are based on unconscious phantasies about the world	False	**1 mark**	1.1
5	The Cognitive-Behavioural approach seeks to link past experiences with cut-off aspects of the self which can be brought back into use through the therapeutic relationship	False	**1 mark**	1.1
6	Projective identification is an important concept in the Psychodynamic approach	True	**1 mark**	1.1
For each concept, show which approach is most relevant by ticking the appropriate box				
7	Organismic valuing	Humanistic	**1 mark**	1.2
8	Necessary and sufficient conditions	Humanistic	**1 mark**	1.2
9	Overgeneralisation	Cognitive-Behavioural	**1 mark**	1.2
10	Internal conflict resolution	Psychodynamic	**1 mark**	1.2
11	Esteem needs	Humanistic	**1 mark**	1.2
For each intervention, show which approach is most relevant by ticking the appropriate box				
12	Disputing irrational beliefs	Cognitive-Behavioural	**1 mark**	1.3
13	Use of countertransference	Psychodynamic	**1 mark**	1.3
14	Recognising contact boundary disturbances	Humanistic (accept Gestalt)	**1 mark**	1.3
15	Minimal self-disclosure	Psychodynamic	**1 mark**	1.3
Section B				

V1

Read the following scenario and answer the questions which follow.

Sadiq is the clinical director of a voluntary project which offers counselling to the local community. Fees are on a sliding scale according to income. The number of sessions offered is agreed on a case by case basis between Sadiq, the counsellor and their supervisor. Part of Sadiq's role is to carry out assessment interviews with new clients and then to choose which of his team of counsellors on placement would be likely to be most helpful. The counsellors available are all in the final year of their 3 year Diplomas at 2 different training providers. One provider teaches a traditional psychodynamic approach while the other is fundamentally person-centred.

Elsie comes for an assessment with Sadiq. She is 63 years old and was widowed 18 months ago. Her children are both living abroad and her contact with them is intermittent. She has recently retired from her long and satisfying career as a school teacher and now seems to be struggling to find much meaning and purpose in her life. She says she feels "it is important to look forward rather than to dwell on what might have been".

16	If Sadiq chooses a psychodynamically trained counsellor, how might they approach working with Elsie? In your answer, explain what you see as the pros and cons of this choice in terms of helping Elsie. Make reference to the scenario and to key ideas from the psychodynamic approach.	Up to 3 marks for accurate identification of pros and cons e.g. potential long term work ; client search for meaning and purpose ; reluctance to look at past. Up to 3 marks for accurate mention of key ideas e.g need for time for unconscious material to emerge/transference to develop ; importance of formative years ; working with object loss	**Maximum 6 marks**	2.1
17	If Sadiq chooses a person-centred counsellor, how might they approach working with Elsie? In your answer, explain what you see as the pros and cons of this choice in terms of helping Elsie. Make reference to the scenario and to key ideas from the humanistic approach.	Up to 3 marks for accurate identification of pros and cons e.g. potential long term work ; client search for meaning and purpose ; reluctance to look at past. Up to 3 marks for accurate mention of key ideas e.g Meaning/purpose -> actualising tendency/existential angst ; growth/fulfilment of potential	**Maximum 6 Marks**	2.1

Use professional judgment to give credit for other responses which show clear understanding.

Now read the statement below and answer the question which follows.

Some counsellors become convinced that only psychodynamic counselling can properly address clients' presenting problems. Others, however, believe that it is clearly unsuitable for some clients and some presenting issues.

18	Give three examples of possible limitations of psychodynamic counselling. For each example, explain your answer with reference to key ideas from this approach	Up to 3 marks for convincing examples e.g. Too long/expensive; client needs to be psychologically minded ; generally less directive which can be too frustrating for some ; neutral stance/facilitating transference can be confusing if not explained well. Up to 2 marks per example for convincing explanation with key ideas e.g unconscious ; transference ; defence mechanisms	**Maximum 9 Marks**	2.2
	Use professional judgment to give credit for other responses which show clear understanding.			
	<u>**Now read the description below and answer the 2 questions which follow.**</u> *It is easier to use this approach when the client's difficulties can be readily defined as problems to be solved. Its emphasis on self-help may be a challenge.*			
19	To which of the three main theoretical approaches is this description most relevant?	CBT	**1 mark**	2.2
20	Explain your choice with reference to the description and to the possible strengths and limitations of the approach you have chosen for Question 19.	Up to 3 marks for convincing examples e.g. CBT may not be effective for people with more complex mental health issues or for those with learning difficulties. Requires capacity for collaborative learning, observation and recording of dysfunctional thinking e.g. negative automatic thoughts.	**Maximum 3 marks**	2.2
	Use professional judgment to give credit for other responses which show clear understanding.			

* 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.

AIM Awards Suite of Counselling Qualifications

Distribution of marks:

Question	Number of Marks	Criteria Covered	Weighting (%)
1.	1	1.1	2.5%
2.	1	1.1	2.5%
3.	1	1.1	2.5%
4.	1	1.1	2.5%
5.	1	1.1	2.5%
6.	1	1.1	2.5%
7.	1	1.2	2.5%
8.	1	1.2	2.5%
9.	1	1.2	2.5%
10.	1	1.2	2.5%
11.	1	1.2	2.5%
12.	1	1.2	2.5%
13.	1	1.3	2.5%
14.	1	1.3	2.5%
15.	1	1.3	2.5%
16.	6	2.1,2.2	15%
17.	6	2.1,2.2	15%
18.	9	2.1,2.2	22.5%
19.	1	1.3	2.5%
20.	3	2.1,2.2	7.5%
Total	40		
Passmark	26		
Percentage	65%		

V1

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:	**Three**
Unit Guided Learning Hours:	**45**
Ofqual Unit Reference Number:	**F/506/3053**
Unit Review Date:	**31/07/2019**
Unit Sector:	**1.3 Health and Social Care**

Unit Summary

This unit will provide learners with the knowledge and understanding of the three main approaches to counselling and the theorists that underpin most counselling practice. It will enable them to embark on evaluating the strengths and limitations of the main approaches and will also enable them to understand the need for a firm grasp of a coherent theoretical approach to counselling prior to starting work in a supervised placement.

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 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
Understand the key concepts in the **main approaches to counselling**	Explain the view taken of the development and perpetuation of psychological problems as seen by each of the approaches Distinguish between the nature and process of therapeutic change as seen by each of the approaches Summarise the key therapeutic interventions typical of each of the approaches
Understand the **strengths and limitations of the main approaches to counselling**	Explain the key strengths for each of the approaches Explain the key limitations for each of the approaches
Understand the **strengths and limitations of an integrative approach** to counselling	Describe an integrative approach to counselling Discuss the potential advantages for practice of an integrative approach to counselling Discuss the potential disadvantages for practice of an integrative approach to counselling

Assessment

This unit is assessed by:

- an examination which is externally set and marked by AIM Awards.
- an essay of 2000 – 2500 words which is internally set and assessed.

Indicative Content

Learning Outcome 1

Main approaches to counselling: cognitive-behavioural, humanistic, psychodynamic.

Humanistic approaches include: Existential therapy, Gestalt, Person-centred therapy, Transactional analysis and Psychosynthesis.

	Humanistic	Psychodynamic	Cognitive – Behavioural
Development and perpetuation of psychological problems	Philosophy of Humanistic Practice	Conflict	Learned behaviour
	Carl Rogers Core Conditions	Anxiety	Conditioning
	The Therapeutic Relationship	Trauma	Cognitive distortion
	Conditions of Worth	Resistance	Dysfunctional thinking
	Actualising Tendency	Neurosis	Unhealthy schemas
	Presence	Defence mechanisms	Irrational beliefs
	Effective Listening	Repression	
	Non-verbal and Para-verbal Communication	Regression	
	Paraphrase and Reflection	Projection	
	Questions	Introjection	
	Introduction to Transference	Reaction Formation	
	Practice of Skills	Phantasies	
	Development of Self-Awareness	Splitting	
	Resistance and Reluctance	Transference	
	Immediacy	Counter Transference	
	Defence Mechanisms		
	Challenges and Confrontation		
	Johari Window		

	Maslow's Hierarchy of Human Needs		

| Nature and process of therapeutic change | 6 necessary and sufficient conditions | Consciousness

Strengthening of Ego

Transference

Insight

Re-experiencing

Relational Experience

Grieving | Problem solving

Behaviour modification

Rational thinking |
| Typical therapeutic interventions | Non-directive

Provision of relationship

Experiments | Assessment

Neutral stance

Free association
Interpretation of transference and dreams

Use of countertransference | Case conceptualization

Teaching

Use of goals and targets
Homework/tasks |

Learning Outcome 2

Strengths and limitations of the main approaches to counselling:

Humanistic	Psychodynamic	Cognitive – Behavioural
Counsellor's own varying limitations, e.g. lack of congruence. Potential neglect of client's past Might be ineffective for some issues, e.g. OCD, phobias, clients seeking a cure.	Lengthy, expensive, uncertain outcomes. Neglect of social and cultural context	Reliant on client's motivation to change, and to do homework tasks. Benefits may e short-lived

Learning Outcome 3

Strengths and limitations of an integrative approach: One model of integration e.g.

- Egan Skilled Helper
- Schema Therapy
- Clarkson

The difference between eclecticism and integration should be discussed.

Potential advantages and disadvantages include:

An integrative approach may be more flexible in response to a variety of clients and issues. Counselling may need to move on from 'schoolism' and become pluralistic.

It is arguably better to become practiced in one model before attempting to integrate others. A confused or incoherent model of integration readily becomes wild eclecticism.

Reading List

Required Reading

Feltham, C and Horton, **The SAGE Handbook of Counselling and Psychotherapy** London: Sage. Editions 1-3 (2000, 2006, 2012)

Colledge, R. (2002) **Mastering Counselling Theory.** Basingstoke:Palgrave Macmillan. Parts 1,2 and 4

Palmer, S. and Woolfe, R. (Eds) (2000) **Integrative and Eclectic Counselling and Psychotherapy** . London, Sage.

Recommended Reading

Dryden, W. and Mytton, J. (1999) **Four Approaches to Counselling and Psychotherapy.** London: Routledge.

Mcleod, J. (2013) **An Introduction to Counselling** (5th Ed). Maidenhead: Open University Press.

Palmer, S. (2000) (Ed) **Introduction to Counselling and Psychotherapy.** London: Sage.

The qualification specification contains full information on the qualification.