PYC3705 EXAM PREPARATION – Previous Exams

This document is an easy to read compilation of past UNISA Exam Questions and Answers

Answers are motivated by a combination of:

- Previous feedback to assignments
- Excerpts from the Study Guide
- Excerpts from the Study Notes

Exams covered are:

- 2018 May June – Exam Paper 2
- 2018 May June – Exam Paper 1
- 2017 Oct Nov
- 2017 May June
- 2016 Oct Nov
- 2016 May June
- 2015 Oct Nov
- 2015 May June
- 2014 Oct Nov
- 2014 May June
- 2013 Oct Nov
- 2013 May June
- 2012 Oct Nov
- 2012 May June
- 2011 Oct Nov

Note that these are arranged with the most recent first, as the format and lay-out of these have changed over time (with the assumption of the most recent being the most relevant – without disregarding the importance of the older papers).

Please note: This document is an additional tool for exam preparation. The Stuvia-user that compiled and uploaded this document takes no responsibility for incorrect answers. Students must ensure that they study the prescribed material and understand the content.
2018 May / June Exam Paper 2

Question 1

The unique aspects of Transformatory Counselling highlighted in the Transformative Counselling Encounters study guide are

a) Holistic understanding of oneself and setting long term goals.
b) Awareness of personal strengths and abilities
c) Unburdening oneself
d) Gaining a new perspective of the same situation

The correct answer is

1. (a) & (d)
2. (b) & (c)
3. (a), (b) & (c)
4. All of the above

Answer: The correct answer is 4

Refer: Tutorial Letter 202/2/2017

Reasoning: The unique aspects of Transformatory Counselling highlighted in the Transformative Counselling Encounters study guide are:

— An orientation towards understanding purposeful encounters between people through meaningful engagement in a counselling framework;
— A sensitivity towards the ethos (characteristics, tone and flavour) of context-appropriate counselling and understanding its potential to enhance humaneness and well-being in society;
— An understanding of reflexivity (awareness, adaptation) as a tool that can enhance purposeful and meaningful engagement and become a tool towards self-and social transformation; an understanding of the world as a set of related systems and recognising that problem-solving contexts do not exist in isolation, and;
— An understanding of the language of process and its potential to evoke a deeper understanding of relational patterns and dynamics in counselling processes.

It also creates an opportunity for the client to gain a deeper understanding of their own potential to make a difference in their personal life. Therefore, counselling involve a professional listening to the client and should provide a safe, sympathetic, accepting environment in which a client can unburden him/herself of problems and become better acquainted with their thoughts, feelings and beliefs.

To come up with a new approach to an old problem, we often need to look at the problem differently. Counsellors can assist a client to see his/her situation more accurately (change perspective on the problem). It is through the use of these skill that the counsellor and client form a partnership in finding solutions. It is emphasised in Transformative counselling that the act of helping the client is to see things more clearly, possibly from a different view-point and creates an opportunity for the client to gain a deeper understanding of their own potential to make a difference in their personal life. It therefore is not preferable to help the client only
to see the same problem in a new perspective without making him/her aware of his/her potential to approach the problem from a different view-point.

**Question 2**

Providing equality of resources and opportunity for all people upholds the ethical principle of ___.

1. veracity
2. autonomy
3. beneficence
4. justice

**Answer:** The correct answer is 4

**Refer:** Tutorial Letter 202/2/2017

**Reasoning:** The study guide suggests that clinical and counselling psychologists (and by implication counsellors) need to take into account more than just the ‘traditional values’ of personal growth, protection of health, and caring and compassion. They suggest attention to group and collective aspects of well-being: diversity, collaboration, support for community infrastructures, and social justice. This can be done by emphasising personal, relational and collective values to avoid disempowerment by blaming an individual, a family or a group.

Value: Social Justice

Ethical Principle: Counsellors challenge social injustice.

Counsellors pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Counselling must strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Question 3**

The study unit on surveying life within the cracks teaches us ___.

1. that by nature, human beings do not have the desire to solve their own problems hence a constant pool towards failing within the cracks
2. to think about people’s experiences of pain, suffering and strive from the context which they are part of
3. to sympathise better with our clients
4. that we will not be able to solve our clients’ problems unless we succeed in identifying pathological patterns in their behaviour

**Answer:** The correct answer is 2

**Refer:** Tutorial Letter 202/2/2017

**Reasoning:** The study unit on surveying life within the cracks teaches us:

- be sensitive to contextual cues and understand that counselling and counselling-related processes happen in context;
- see counselling as a way of being in relationship to others;
- understand the importance of having a frame of reference, and
- see the importance of language as a connective device that can enhance counselling encounters and counselling-related processes.
Question 4

Which of the following is not considered one of the three essential counsellor attributes for building the therapeutic relationship?

1. Congruence
2. Open questioning
3. Unconditional positive regard.
4. Empathy

**Answer:** The correct answer is 2

**Refer:** PYC3705 Study Guide, pg. 64

**Reasoning:** Option 2 refers to an essential micro-skill, while options 1, 3 and 4 refer to essential attributes. Among other things, the counsellor’s warmth, congruence, empathy and non-judgemental and unconditionally accepting attitude towards the client are of great importance.

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Question 5

The following statement by the counsellor is an example of what skill?

Client: What’s the point in trying to stop using, I always relapse sooner or later

Counsellor "You don’t see the benefit of stopping at the moment"

1. Summarising.
2. Paraphrase
3. Reflection
4. Reframe

**Answer:** The correct answer is 2

**Refer:** PYC3705 Study Note 3

**Reasoning:** Reflecting feelings is putting words to feelings observed in the client, while paraphrasing is conveying the same meaning in different words. Note that the counsellor’s response does not add any new content (a feeling) to what the client said, therefore option 2 is the correct answer.

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Question 6

Which of the following responses is a reflection of feeling for the statement?

"The future looks good since I have stopped using alcohol?"

1. "You are anticipating some good times ahead of you now"
2. "That sounds great"
3. "You have done well"
4. "Things are working out for you now"

**Answer:** The correct answer is 1

**Refer:** PYC3705 Study Note 3

**Reasoning:** When reflecting feelings to your client:
• Use an appropriate introductory phrase (e.g., sounds like..., you feel..., it seems... etc.)
• Add a feeling word or emotional label to the stem.
• Add a context or brief paraphrase to anchor or broaden the reflection.

Question 7

Which of the following is an open question?

1. Do you always inject your drugs?
2. Will you consider going into detox?
3. What plans do you have for the next week?
4. How much per week does your drinking cost you?

**Answer:** The correct answer is 3

**Reasoning:** Open ended questions can in most cases not be answered with a one-word response. Options 1 and 2 can be answered yes/no and option 4 can be answered with a value.

Question 8

What is being built in the first interview that is required for counselling to continue?

1. Faith
2. Non-professional relationship
3. Rapport
4. Friendship

**Answer:** The correct answer is 3

**Reasoning:** Rapport can be understood as a harmonious or empathic relationship. The development of rapport starts with the initial contact and continues throughout the counselling process. Effective rapport is crucial for individuals seeking counselling, as this may be the first encounter with a professional counsellor and this interaction may either encourage or discourage the client from seeking counselling in the future or following up for subsequent counselling sessions.

Question 9

The aim of using active listening skills is to

1. Help the client feel understood
2. Encourage the client to disclose information
3. Assist in establishing rapport
4. All of the above

**Answer:** The correct answer is 1

**Refer:** PYC3705 Study Guide, pg. 36
Question 10
The client's right to agree to participate in counselling, assessment, or other professional procedures or service after such services are explained and understood is ___.

1. Professional responsibility
2. Personal responsibility
3. Professional relationship
4. Informed consent.

Answer: The correct answer is 4
Refer: Tutorial Letter 202/2/2017
Reasoning: The psychologist should give the client the information she need to give informed consent right from the start. Topics to discuss include:
- Limits of confidentiality
- Nature and extent of your psychologist’s record-keeping
- Expertise, experience and training
- What services your psychologist can’t or won’t provide
- Estimated length of therapy
- Alternative approaches to treatment or service
- Fees and billing practices

Question 11
You have come across ethical approaches to problem solving in this module. One of those approaches has been to do with considering the effects of particular actions in particular contexts.

1. Normative ethical approach
2. Virtue ethical approach
3. Relational ethical approach
4. Legal ethical approach

Answer: The correct answer is 3
Refer: Study Note 6
Reasoning: Relational approach
- Considering the effects of particular actions in particular contexts
• Combines relationship and ethics into a multidimensional concept
• There is a complex medium through which decisions and interactions associated with a relationship are engaged with
• Codes and standards inform rather than determine our ethical decisions
• Each client, counsellor and situation is unique
• Thinking and feeling through ethical dilemmas

Question 12

Which of the following are not ways of being ethically responsible related to culture?

1. recognizing that traditional ways of providing help may not be sufficient for clients from another culture
2. assuming that the client wants to assimilate into the dominant culture
3. demonstrating interest in the client's culture
4. becoming aware of your own values

Answer: The correct answer is 2

Refer: Tutorial Letter 202/2/2017

Reasoning: It is crucial that counsellors do not become culturally encapsulated. Cultural encapsulation puts counsellors at risk of using stereotypes, becoming judgmental, and imposing their values on their clients. Counsellors’ awareness of personal culture will benefit their clients and help them with the process of gaining awareness of cultures that are different from their own. The most important work for every counsellor is to become more culturally responsive and respectful. Cultural competence is first and foremost a commitment to take the next step, and the next and the next toward offering accessible and appropriate services for the diverse clients and communities being served. Counsellors need to learn to ask questions sensitively and to show respect for different cultural beliefs.

Question 13

The ethical issue of "recognising limits" refers to

1. not going over the established time for the session
2. not practicing beyond the areas of competence
3. 1 and 2
4. none of 1 and 2

Answer: The correct answer is 2

Refer: Tutorial Letter 202/2/2017

Reasoning: As a counsellor, you strive to help your clients come to terms with issues presenting deep concern to their emotional health and well-being. Part of being an effective counsellor relies on knowing when you can be of assistance to your clients and when your duties as a counsellor prevent you from causing undue harm. Your limitations as a counsellor are determined by your level of experience, your expertise in a given counselling area and the legal requirements regarding your responsibility to warn in your practicing state. Counsellors should not practice outside of their area of expertise without proper training and supervision. A counsellor practicing in an academic setting may have received basic training in the treatment of clients with chemical addictions;
however, if this counsellor has not had experience in the treatment of addictions, he/she should seek supervision and training in the area prior to engaging in active treatment with an addictions client. When appropriate, counsellors should refer their clients to other counsellors qualified in treating their patient’s specific needs.

**Question 14**

The client’s right to keep the counselling relationship secret is ___.

1. Confidentiality
2. Their business
3. Privacy
4. The client’s responsibility

**Answer:** The correct answer is

**Refer:** Tutorial Letter 202/2/2017

**Reasoning:** Client’s right to keep the relationship a secret is privacy. There a difference between confidentiality and privacy. We often use the terms "confidentiality" and "privacy" interchangeably in counselling. However, they mean distinctly different things from a legal standpoint. To begin with, confidentiality refers to personal information shared with a counsellor or therapist that generally cannot be divulged to third parties without the express consent of the client. On the other hand, privacy refers to the freedom from intrusion into one’s personal matters, and personal information. While confidentiality is an ethical duty, privacy is a right rooted in common law.

**Question 15**

Unconditional positive regard means ___.

1. liking everyone equally
2. verbalizing a lot of validation to clients
3. accepting a client despite his or her behaviour
4. principle ethics

**Answer:** The correct answer is 3

**Refer:** Tutorial Letter 202/2/2017

**Reasoning:** Unconditional positive regard is a term credited to humanistic psychologist Carl Rogers and is used in client-centred therapy. Practicing unconditional positive regard means accepting and respecting others as they are without judgment or evaluation.

**Question 16**

Empathy involves

1. Feeling sorry for someone
2. Putting others before yourself
3. Putting yourself in someone else's shoes
4. Putting yourself before others.

**Answer:** The correct answer is 3

**Refer:** Tutorial Letter 202/2/2017
**Reasoning:** Empathy has been described in different ways: walking in another's shoes, entering another person's frame of reference or having the ability to experience life as the other person does by entering the person's world of thoughts, feelings, emotions and meanings. In counselling, empathy is an expression of the regard and respect the counsellor holds for the client whose experiences maybe quite different from that of the counsellor. The client needs to feel "held", understood as well as respected. Empathy means the counsellor is capable to accept and support the client through any issues, concerns, problems she/he can bring. The ability to empathise with another is enhanced by an alert attentiveness to facial expressions, body language, gestures, intuition, silences and so on. Sympathy on the other hand is not empathy. Sympathy is feeling sorry for someone. It is to create sorrow in oneself in response to the perceived sense of another. When we feel sympathy for someone we might view them with pity. While pity makes a victim of the sufferer, empathy empowers them: "I have a sense of your world, you are not alone, we will go through this together". Carl Rogers, the founder of person centred counselling, concluded that the important elements of empathy are:
- the counsellor understands the client's feelings
- the counsellor's responses reflect the client's mood and the content of what has been said
- the counsellors' tone of voice conveys the ability to share the client’s feelings.

**Question 17**
Which of the following aspects might be considered as the central tenets of client-centred therapy?

1. Empathy.
2. Unconditional positive regard
3. Congruence.
4. All of the above

**Answer:** The correct answer is 4

**Refer:** PYC3705 Study Guide, pg. 64

**Reasoning:** Among other things, the counsellor’s warmth, congruence, empathy and non-judgemental and unconditionally accepting attitude towards the client are of great importance.

**Question 18**
The study guide of Transformative Counselling Encounters highlighted that counselling must aims to

1. Promote personal growth that allows a person to live a productive and satisfying life
2. Provide a successful diagnosis in psychopathology
3. Ensure that clients are on the correct medication
4. Solely address behaviour

**Answer:** The correct answer is 1

**Refer:** PYC3705 Study Guide, pg. 101

**Reasoning:** To achieve this, a counsellor aims to create and maintain an emotionally safe space and an accepting, caring relationship in which the client can explore, discover and clarify ways of living more satisfyingly and resourcefully. Throughout the counselling
The responsibility for growth and change remains with the client. Essentially, it is about helping others to help themselves, and helping them to grow in the way that they choose. It is ultimately the client’s responsibility and right to choose how they address their own problems or issues (Da Rocha Kustner, Meyersfeld, Brouard & the Adherence Networking Group, 2008). To counsel means to encourage people to make sense of their life experiences and create meaningful aspirations.

**Question 19**

Which of the following specifically restricts the use of psychological measures to appropriately trained psychology professionals?

2. South African Constitution
3. Health Professions Act, No 56 of 1974
4. All are correct

| **Answer:** | The correct answer is 3 |
| **Refer:** | Tutorial Letter 202/2/2017 |
| **Reasoning:** | The use of a psychometric measuring device, test, questionnaire, technique or instrument that assesses intellectual/cognitive ability/functioning, aptitude, interest, personality make-up or personality functioning and which may, in terms of its content or responses required, result in either embarrassment or anxiety to the test-taker, is constituted as being a psychological measure. According to the Health Professions Act, Act 56 of 1974, only registered psychologists are permitted to perform psychological measures which, in relation to evaluation, testing and assessment. |

**Question 20**

The following are important when initiating the termination phase:

1. Ask the client to summarize the main points that have emerged in the session.
2. Emphasize achievements
4. None of 1 & 2

| **Answer:** | The correct answer is 3 |
| **Refer:** | Tutorial Letter 202/2/2017 |
| **Reasoning:** | From the above question options 3 and 4 refer to options 1 and 2. The counsellor summarises the main points of progress and emphasises achievements that the client has made during the session or sessions. Very often, clients will forget the advances they have made, or neglect to give themselves credit for their accomplishments. Doing this with them can instil confidence and provide them with a positive perspective on what counselling helped them to do. The counsellor can also ask the client to summarise main points — ask your clients what they learned, what they intend to do with what they have learned, what they found helpful about their sessions and how they felt about their participation in the process. |
Question 21
Which, if any of the following, would be considered a counsellor's goal in therapy?

1. Managing current problems
2. Developing skills to prevent further problems
3. Developing the (life) skilled person
4. All of the above

**Answer:** The correct answer is 4

Question 22
When is it useful for a counsellor to summarise in an interview with the client?

1. To add direction and coherence to the interview.
2. To conclude an interview
3. At the beginning of a session to review what was discussed last session.
4. All of the above

**Answer:** The correct answer is 4

**Refer:** PYC3705 Tutorial Letter 101/2018

**Reasoning:** Summarisations are frequently used when:

1. You wish to structure the beginning of a session by recalling the high points of a previous session. **Option 3**
2. The client's presentation of a topic has been either confusing or just plain lengthy and rambling. **Option 1**
3. A client seems to have expressed everything of importance to her or him on a particular topic, and summarising provides closure, so you can move on.
4. Plans for taking the next step in counselling require mutual assessment and agreement on what has been learned so far.
5. Summarisation is also used as a way to close a session **Option 2.**

Question 23
If you wanted to establish rapport with a client, which of the following behaviours would you exhibit?

1. Maintain appropriate eye contact.
2. Move around continuously in your seat
3. Mirror your client's actions
4. Both (1) and (3).

**Answer:** The correct answer is 4

**Refer:** PYC3705 Study Guide, pg. 112

**Reasoning:** As facilitator of song and dance you stay in the present and the immediacy of the process. You acknowledge, you mirror, you listen, you ask, and you confirm the person (and not the symptom).

Note that moving around continuously in your seat can make the client uncomfortable, therefore option 2 is incorrect.
Question 24
___ involves accepting the client non-judgmentally as a person of value, regardless of strengths and weaknesses.

1. Congruence
2. Unconditional Positive Regard
3. Therapeutic Alliance
4. Non-judgmental with conditional positive regard

**Answer:** The correct answer is 2

**Refer:** Tutorial Letter 202/2/2017

**Reasoning:** Unconditional positive regard is a term credited to humanistic psychologist Carl Rogers and is used in client-centred therapy. Practicing unconditional positive regard means accepting and respecting others as they are without judgment or evaluation.

Question 25
When the term ___ is applied to counselling, it means that the approach to counselling recognises culture as central and not marginal, fundamental and not exotic, for all appropriate counselling interventions.

1. culture-centred
2. Universal
3. Cross cultural
4. Tolerant

**Answer:** The correct answer is 1

**Refer:** PYC3705 Study Note 5

**Reasoning:** Culture controls our lives and defines reality for each of us, with or without our permission and/or intentional awareness. A “culture-centered” approach to counselling recognises culture as central and not marginal, fundamental and not exotic, for all appropriate counselling interventions.

Question 26
Which of the following might be considered as the central tenets of client-centred therapy:

1. Empathy.
2. Unconditional positive regard
3. Congruence
4. All of the above.

**Answer:** The correct answer is 4

**Refer:** PYC3705 Study Guide, pg. 64

**Reasoning:** Among other things, the counsellor’s warmth, congruence, empathy and non-judgemental and unconditionally accepting attitude towards the client are of great importance.

Question 27
Minimal encouragers are commonly used when two people have a conversation. They are useful to encourage the client to continue talking and can help to give you more information. Minimal encouragers can be either verbal or nonverbal responses that affirm that the counsellor is actually listening to what is being said. An example of a non-verbal minimal encourager includes

1. a head nod
2. mmmm
3. a raised eyebrow
4. only 1 and 3

**Answer:** The correct answer is 4

**Reasoning:** Option 2 refers to a verbal minimal encourager, while the question asks to identify non-verbal minimal encouragers.

**Question 28**

Identify the correct listing of the six basic ethical principles in counselling

1. individuality, autonomy, improve the situation of others, do no harm, justice, and reliability
2. autonomy, improve the situation of others, do no harm, justice, reliability, and genuineness
3. generativity, justice, individuality, liberty, veracity, and improve the situation of others
4. justice, veracity, reliability, consensuality, autonomy, and practicality

**Answer:** The correct answer is 2

**Reasoning:** Definitions of words

- **Veracity** - conformity to facts; accuracy.
- **Individuality** - the quality or character of a particular person or thing that distinguishes them from others of the same kind, especially when strongly marked.
- **Autonomy** - the right or condition of self-government.
- **Justice** - just behaviour or treatment.
- **Reliability** - the quality of being trustworthy or of performing consistently well.
- **Genuineness** - possessing the claimed or attributed character, quality, or origin; not counterfeit; authentic; real
- **Generativity** - ability to transcend personal interests to provide care and concern for younger and older generations
- **Liberty** - the state of being free within society from oppressive restrictions imposed by authority on one's behaviour or political views.
- **Practicality** - the quality or state of being practical.
- **Consensuality** - existing or made by mutual consent

**Question 29**

Which of the following is not a true statement about the use of minimal encourages?

1. Minimal encouragers do not include appropriate silences
2. Affirm that the counsellor is actually listening
3. Overuse can be disruptive and intrusive
4. Encourage the client to continue talking
**Question 30**

The purposes of paraphrasing is ___.

1. To convey that you are understanding the client
2. Help the client by simplifying, focusing and crystallising what they said
3. May encourage the client to elaborate and provide a check on the accuracy of your perceptions
4. All are the purpose of paraphrasing

**Answer:** The correct answer is 4

**Refer:** Study Note 3

**Reasoning:**
- Paraphrasing
  - Conveys the same meaning with different words/ convays the essence of what the client said
  - Tentative, clear and concise, helps clarify things
  - Used to check perceptions
  - Conveys the message “I’m with you”

**Question 31**

Which of the following must you do to achieve cultural competence as a counsellor?

1. Complete at least six hours of graduate level coursework related to working with diverse clients
2. Become aware of your own worldview as well as the assumptions, values, and biases of the counselling approach you are using
3. Effectively provide services to four diverse clients and document that service in your professional portfolio
4. Attend at least one continuing education workshop on multicultural counselling every two years

**Answer:** The correct answer is 2

**Reasoning:** A culturally competent counsellor does not see her or his group’s cultural heritage, history, values, language, traditions, arts/crafts, as superior to that of others. A culturally competent counsellor is open to the values, norms, and cultural heritage of clients and does not impose her or his values/beliefs on clients.

**Question 32**

Those counsellors adopting a ____ perspective argue for the use of culture-specific strategies in counselling.
1. cross-cultural  
2. culturally universal  
3. culturally relative  
4. multicultural  

**Answer:** The correct answer is 3  

**Reasoning:** A cultural universal, as discussed by Emile Durkheim, George Murdock, Claude Lévi-Strauss, Donald Brown and others, is an element, pattern, trait, or institution that is common to all human cultures worldwide. Taken together, the whole body of cultural universals is known as the human condition.  
Cross-cultural - relating to different cultures or comparison between them.  
Multi-cultural - relating to or containing several cultural or ethnic groups within a society  
Culturally relative - Cultural relativism is the idea that a person's beliefs, values, and practices should be understood based on that person's own culture, rather than be judged against the criteria of another.

**Question 33**  
Those counsellors adopting a ____ perspective assume that sound counselling practice will work for anyone and need not vary in different cultural contexts  
1. multicultural  
2. culturally universal  
3. cross-cultural  
4. culturally relative  

**Answer:** The correct answer is 2  

**Reasoning:** A cultural universal, as discussed by Emile Durkheim, George Murdock, Claude Lévi-Strauss, Donald Brown and others, is an element, pattern, trait, or institution that is common to all human cultures worldwide. Taken together, the whole body of cultural universals is known as the human condition.  
Cross cultural - relating to different cultures or comparison between them.  
Multi-cultural - relating to or containing several cultural or ethnic groups within a society  
Culturally relative - Cultural relativism is the idea that a person's beliefs, values, and practices should be understood based on that person's own culture, rather than be judged against the criteria of another.

**Question 34**  
As a counselling practitioner in one of the helping professions, you will be expected to ____.  
1. know not only about theories of counselling, but about how they are relevant to and effective with diverse clients.  
2. develop your own theory of counselling  
3. employ your chosen theoretical orientation with your mainstream clients but ignore theory when working with diverse clients.  
4. be a master of at least two counselling micro-skills  

**Answer:** The correct answer is 1
Question 35

Things such as cultural values, political movements, historical events, and economic factors are known as the ___ within which counselling theories originate

1. contexts
2. factors
3. boundaries
4. frameworks

Answer: The correct answer is 1

Refer: Study Note 6

Reasoning:
Aspects of relational ethics:

• Considering the effects of particular actions in particular contexts
• Combines relationship and ethics into a multidimensional concept
• There is a complex medium through which decisions and interactions associated with a relationship are engaged with
• Codes and standards inform rather than determine our ethical decisions
• Each client, counsellor and situation is unique
• Thinking and feeling through ethical dilemmas

Answer the following essay question:

Question 1

(a) Discuss the role of micro skills in counselling and name any 4 micro skills used in counselling to substantiate your answer (10)

Answer: Counselling Micro-skills are specific skills a counsellor can use to enhance their communication with clients. These skills enable a counsellor to effectively build a working alliance and engage clients in discussion that is both helpful and meaningful. When working with clients, counsellors use a basic set of core micro-counselling skills which assist in developing a therapeutic relationship with the client, and establish a foundation for communication. These skills involve rapport building, the use of active listening, asking open questions, and summarising the information given to them by the client.

The following eight fundamental skills that alone or together can help a client to access their deepest thoughts or clarify their future dreams:

1. Attending Behaviour
2. Questioning
3. Responding
4. Noting and Reflecting
5. Client Observation
6. Confrontation
7. Focusing
8. Influencing

Micro-counselling skills form an integral part of the clinical relationship. It enables trust and rapport as well as more ability to obtain accurate information. Counsellors with empathy, unconditional positive regard and a non-judgemental attitude are essential in the role, and are often better able to quickly establish a positive
therapeutic alliance. When coupled with good micro-skills, including Clarifying, Influencing, Paraphrasing and Summarising they are able to accurately convey these positive attitudes.

- Microskills are the basic foundational skills involved in effective helping relationships.
- They are the foundational tools on which the success of interventions with clients may depend.
- They help to create the necessary conditions from which positive change can take place.
- They provide the client with such alliance building constructs as empathic understanding, genuineness and acceptance, and will greatly facilitate the development of a safe therapeutic environment.
- They will aid in establishing rapport with clients.

(b) Identify the strategy used by the counsellor in the scenario below and briefly explain ethical principles and potentially unethical motivations for the use of the technique in counselling. Refer in your answer how the technique can be beneficial to clients and specific to the benefits that were achieved in the scenario (20)

A young woman wishes to move out of her family home and seeks a counsellor for help. The young woman is very distressed by the possible change and the effect it could have on both her parent’s and her own life. In the counselling setting, she briefly describes her motives for moving out, however, she attests that she does not want to cause emotional strife to her parents.

In that context, she asks the counsellor to help her come up with a way to tell her parents without hurting them. A solution to that situation would relieve the young woman from her personal anxiety.

The counsellor and the client explored all available options and at the end of the counselling session, the young woman is still very emotionally affected by her decision and its possible outcomes.

The counsellor disclosed that her son left the family home only last year, and even though it was a very emotional situation for the family, they understood his decision and moved forward. Nowadays, they regularly meet and have a very positive relationship. At the end of the counselling relationship, the client felt comfortable with the knowledge that a similar situation had ended with a positive outcome, and was able to move forward with her decision without distress.

**Answer:** The strategy used was **self-disclosure**.

Self-disclosure can be a very useful skill, but only if employed properly. Self-disclosure in counselling is when a counsellor shares their own personal views or experience with a client with the purpose of improving the client’s emotional or mental state. It should be done solely for the purpose of helping the client, and not to meet the needs of the counsellor. For example, if a client is upset over their divorce, the counsellor may disclose that he/she, too, have survived a divorce. The intention would be that the counsellor not only has a deeper understanding of the client’s situation, but might be able to offer some insight. Counsellors must be very careful when using self-disclosure. Otherwise the session can become more about the counsellor than the client, and that does not serve the clients’ needs. Counsellors often disagree on what amount of self-disclosure is appropriate. As with most aspects of counselling, there is no clear-cut “right” or “wrong.” As a counsellor, you will need to evaluate for yourself the pros and cons to decide how much of it to integrate into your practice:
1. **Pro:** Self-disclosure can help to reduce the power differential between you and the client.
2. **Con:** The client may become too comfortable with you and begin to view you as a friend instead of a professional helper.
3. **Pro:** Self-disclosure can increase trust in the counselling relationship.
4. **Con:** Poorly timed or executed self-disclosure can increase distrust. The client may question your motives, or see you as getting too involved.
5. **Pro:** The client may feel less alone, knowing the helper has the same issue.
6. **Con:** The client may feel that helper is impaired.
7. **Pro:** The client may feel more understood, knowing the counsellor has similar experience.
8. **Con:** The client may feel that the counsellor is not listening, that they are more focused on their own issues than those of the client.

Consider your client and the effect that your disclosure will have on them. For example, you probably don’t want to self-disclose with client who has dependent personality disorder. The best self-disclosures come from counsellors who are able to share briefly with a client how they are dealing with a similar issue in their personal life. These disclosures make counselling more real, more honest and more collaborative. The therapeutic relationship in counselling therapy is based on empowerment and egalitarianism which enables the client to be expert in their personal life. This therapeutic process is demystified through self-disclosure on the part of the counsellor and an inclusion of the client in all decisions related to the client’s therapy. The client-counsellor relationship models the way to identify and use power responsibly, and works towards equalising the power differential that is inherent in a counselling relationship. Clients are not only included in both the assessment and treatment process, but are active partners in the process.

**2018 May / June Exam Paper 1**

**Question 1**

One of the following terms is defined as an individual’s identification with a group based on culture, nationalism, citizenship, or interactions of race, religion, and socio-political history. Which ONE of the following best describes this identification?

1. Multiculturalism
2. Ethnicity
3. Race
4. Diversity

**Answer:** The correct answer is 2

**Reasoning:**

- **Ethnicity** - the fact or state of belonging to a social group that has a common national or cultural tradition. "the interrelationship between gender, ethnicity, and class"
- **Multiculturalism** - the presence of, or support for the presence of, several distinct cultural or ethnic groups within a society. "our commitment to the values of multiculturalism"
- **Race** - a group of people of common ancestry, distinguished from others by physical characteristics, such as hair type, colour of eyes and skin, stature, etc.
- **Diversity** - the state of being diverse. "there was considerable diversity in the style of the reports"
Question 2

All of the following issues (except for one) are factors that contribute to a counsellor's cultural bias. Which ONE does NOT necessarily contribute to a counsellor's cultural bias, as defined in Transformative Counselling Encounters?

1. The counsellor and client being of different cultural backgrounds
2. Language and other differences that impede counsellor-client communication
3. Minimizing or ignoring the impact of the client's group socio-political history
4. Underuse of client support systems and systemic interventions

Answer: The correct answer is 4

Question 3

All of the following factors (except for one) are systemic (systems) elements that contribute to oppression of culturally different clients (as discussed in Transformative Counselling Encounters). Which ONE of the following IS NOT a systemic factor as discussed by Transformative Counselling Encounters module?

1. Structural discrimination
2. Ignorance
3. Privilege
4. Institutional discrimination

Answer: The correct answer is 3

Question 4

Which ONE of the following terms describes a counsellor's learned ability to both understand and communicate understanding of the culturally diverse client's experience?

1. Cultural empathy
2. Worldview
3. Multiculturalism
4. Cultural trust

Answer: The correct answer is 1

Reasoning: Cultural competence is the ability to interact comfortably in a foreign society. Cultural empathy is the ability to accept another cultural point of view, to think of the particular way in which the people in a foreign society think and interact as the right way.

Question 5

"Tell me about" is an example of

1. An open-ended question
2. A closed-ended question
3. An ethnographic Interviewing technique
4. Theory-guided inquiry

Answer: The correct answer is 1
Question 6

Leaning forward, saying ummm, nodding, are examples of which one of the following interviewing techniques?

1. Paraphrasing
2. Prompting
3. Furthering
4. Checking

**Answer:** The correct answer is 2

**Reasoning:** Minimal encouragers are commonly used when two people have a conversation. They are useful to encourage the client to continue talking (prompting) and can help to give you more information. Minimal encouragers can be either verbal or nonverbal responses that affirm that the counsellor is actually listening to what is being said.

Question 7

Which of the following might be considered as the central tenets of Client-Centred Therapy

1. Empathy
2. Unconditional positive regard
3. Congruence
4. All of the above

**Answer:** The correct answer is 4

Question 8

Empathy involves

1. Feeling sorry for someone
2. Putting others before yourself
3. An objective awareness of and insight into the thoughts, feelings, and behaviour of another (including their meaning and significance)
4. Putting yourself before others

**Answer:** The correct answer is 3

Question 9

From a relational-multicultural perspective, maintaining client confidentiality is based on ___.

1. care for the dignity and privacy of the client
2. fear of disciplinary action from licensing boards
3. a need to hear private personal information about other people
4. fear of getting sued

**Answer:** The correct answer is 1
Question 10

Confidentiality promotes positive changes in clients because it helps provide a context for the experience of ____.

1. safety
2. trust
3. positive emotional experiences
4. all of the above

**Answer:** The correct answer is 4

Question 11

Informed consent can be defined as ____.

1. a relational process between counsellor and client
2. signed and witnessed document to provide sufficient information for the client to make a decision about treatment and to protect the counsellor from liability
3. 1 and 2
4. none of 1 and 2

**Answer:** The correct answer is 3

**Reasoning:** Informed consent - permission granted in full knowledge of the possible consequences, typically that which is given by a patient to a doctor for treatment with knowledge of the possible risks and benefits. "written informed consent was obtained from each patient"
The process of securing informed consent has three phases, all of which involve the exchange of information between counsellor and client. Many scholars emphasize that informed consent is not just signed documents. *It often involves a process, dialogue or discussion between a counsellor and a client.* Generally, the process of informed consent involves three parts: Providing the client with information, evaluating the client's capacity to understand the information and, finally, obtaining consent from the client.

Question 12

The counsellor being in a position of privileged knower having expert knowledge contributes to the ____ in the therapeutic relationship

1. balance of power
2. abuse of power
3. imbalance of power
4. friendship intent

**Answer:** The correct answer is 1

**Reasoning:** A balance of power is a state of stability between competing forces. It refers to equilibrium among the counsellor and the client to prevent any one entity from being too strong and, thus, gaining the ability to enforce its will upon the rest.

Question 13


Self-disclosure of details of the counsellor’s personal life or thoughts and feelings unrelated to therapeutic need and for the primary benefit of the counsellor is an example of ____.

1. boundary violation
2. boundary crossing
3. dual relationship
4. boundary of confidentiality

**Answer:** The correct answer is 2

**Reasoning:** Self-disclosure virtually always poses ethical problems in counselling. It is considered a boundary crossing, but there may sometimes be very good therapeutic reasons for doing so. Every instance should, however, be well considered, and this should include self-scrutiny regarding the motivations for such departure from the usual therapeutic stance.

**Question 14**

Maintaining strict confidentiality in counselling relationships with clients ____.

1. is an important ethical concept but not particularly important to clients
2. is a concept agreed upon by all counselling professionals
3. is not possible
4. none of the above

**Answer:** The correct answer is 2

**Reasoning:** The Health Professions Council of South Africa HPCSA contains a privacy rule that creates national standards to protect individuals’ medical records and personal health information, including information about psychotherapy and mental health. The clauses state that:
- No information is exchanged with a third party, unless with prior client consent.
- The content of the meeting remains private and confidential.
- In extreme circumstances, where the counsellor becomes concerned for the personal safety of the client, the client is informed that confidentiality may be broken.

**Question 15**

Describing the nature of the service, checking and verifying client expectations, appointment times, cancellation policies, confidentiality and its limits - comes from which stage in counselling?

1. Preparation of context and contracting
2. Summarising and termination
3. 1 and 2
4. None of above

**Answer:** The correct answer is 1

**Question 16**

As a counsellor in one of the helping professions, you will be expected to ____
1. know not only about theories of counselling, but about how they are relevant to and effective with diverse clients
2. develop your own theory of counselling
3. employ your chosen theoretical orientation with your mainstream clients but ignore theory when working with diverse clients
4. be able to teach counselling theory to your clients

**Answer:** The correct answer is 1

**Question 17**

To practice as a psychologist you have to belong to ___.

1. A professional body representing psychologists
2. A statutory body that registers psychologists
3. A peer revision group
4. All of the above

**Answer:** The correct answer is 1

**Reasoning:** In South Africa you can register with the Health Professions Council of South Africa (HPCSA)

**Question 18**

The Relational Approach argues that ___.

1. there is a complex medium through which decisions and interactions associated with a relationship are engaged with
2. awareness of ethical codes and legal standards is not important
3. this ethics is universal and absolute
4. that ethical responsibility is not a necessary condition in a counselling relationship

**Answer:** The correct answer is 1

**Refer:** PYC3705 Study Note 6

**Reasoning:** Aspects of relational ethics:
- Considering the effects of particular actions in particular contexts
- Combines relationship and ethics into a multidimensional concept
- There is a complex medium through which decisions and interactions associated with a relationship are engaged with
- Codes and standards inform rather than determine our ethical decisions
- Each client, counsellor and situation is unique
- Thinking and feeling through ethical dilemmas

**Question 19**

Which of the following statements is true for the notion of "opening up the space" for the client within the counselling encounter?

1. Micro-skills should not be used early in the session as they may hinder the client from sharing his/her experiences
2. The counsellor's warmth, congruence and unconditional acceptance of the client irrespective of the client's behaviour are essential in creating space for meaningful engagement.

3. A conducive and welcoming environment may create unrealistic expectations from the client's side, therefore the counsellor needs to be cautious not to open up the space too early in his/her encounter with the client.

4. "Opening up the space" within a counselling context is an automatic process and it requires no effort from the counsellor, otherwise it becomes an artificial and incongruous act.

Answer: The correct answer is 2

Refer: PYC3705 Study Guide, pg. 64

Reasoning: Opening up the space

We have come to understand counselling to be about engaging another person in a transformative encounter. Mostly, but certainly not always, it is around areas and issues that cause the client great discomfort. There is much that skilled counsellors can do to contribute to opening up a space for meaningful engagement. Among other things, the counsellor's warmth, congruence, empathy and non-judgemental and unconditionally accepting attitude towards the client are of great importance.

Question 20

There are many ways, both internally and externally in which the counsellor can prepare for the counselling session with a client. 'Preparation' within a counselling context may mean that a counsellor should ensure that (amongst others)

   a) The counselling environment is as comfortable as possible with minimal distractions
   b) Both the client and the counsellor are emotionally ready and prepared for the session to avoid missing each other's train of thought during the counselling process
   c) Physical security for both the client and the counsellor is considered if possible when preparing for the session
   d) Counselling always takes place within an enclosed setting to ensure ultimate privacy for the client

The correct answer is

1. (a), (c) & (d)
2. (a) & (c)
3. (a) & (d)
4. All of the above

Answer: The correct answer is 2

Reasoning: Statement b is incorrect as the counsellor cannot prepare the clients emotional readiness.

Statement d is incorrect as traditionally, counselling has mostly been limited to the four walls of the counsellor's office. Moving beyond the borders of this tradition, we see the importance of taking counselling to clients. Remember, 'client' in this context goes beyond the individual, the family, couples and groups – it also includes communities. The external environment or physical space here would then mean any place where counselling is planned to take place or is taking place by default. At times, this may mean that you do not even have a room. What then? In other words, with this framework in mind, counselling can even take place under the trees!
Question 21

The study unit on surveying life within the cracks teaches us ___.

1. that by nature, human beings do not have the desire to solve their own problems hence a constant pool towards failing within the cracks
2. to think about people’s experiences of pain, suffering and strive from the context which they are part of
3. to sympathise better with our clients
4. that we will not be able to solve our clients’ problems unless we succeed in identifying pathological patterns in their behaviour

Answer: The correct answer is 2
Refer: Tutorial letter 202/2/2017

Reasoning: The study unit on surveying life within the cracks teaches us:
• be sensitive to contextual cues and understand that counselling and counselling-related processes happen in context;
• see counselling as a way of being in relationship to others;
• understand the importance of having a frame of reference, and
• see the importance of language as a connective device that can enhance counselling encounters and counselling-related processes.

Question 22

In unpacking this statement "End route to becoming a counsellor, self-awareness and the ability to reflexively look at our own experiences and how they influence our ideas and actions become essential ingredients of our learning process", we get an impression that ___.

1. as counsellors, we need not bother ourselves about the effect that we have on our clients
2. we are and we will always be a part of a broader relational network, and as counsellors we need to become acutely aware of this fact
3. the process of self-transformation is an independent process and thus does not involve our clients
4. reflexivity entails avoiding to process our bad life experiences and focussing only on our positive experiences

Answer: The correct answer is 2
Refer: Tutorial Letter 202/1/2017

Reasoning: Self-awareness on the part of the counsellor is useful in a counselling practice. Clients do not expect perfect counsellors, nor do they expect counsellors without issues. The best self-disclosures come from counsellors who are able to share briefly with a client how they are dealing with a similar issue in their personal life. These disclosures make counselling more real, more honest and more collaborative. Some counsellors belong to groups, some journal, some pray and meditate. The desire through these and other activities is to become more self-aware, more knowledgeable and through this awareness and knowledge become better professionals. Counsellors need to take advantage of the associations and professional development workshops that help address current issues in the field of counselling. As with any profession, the initial training and education are simply a foundation upon which to build, not ends in themselves.
Question 23

Which of the following scenarios may lead to role confusion in counselling according to the Normative Approach?

1. Meeting clients at any time of the day
2. Hugging a client at the end of a session
3. Declaring intimate romantic feelings to a client
4. All of the above

Answer: The correct answer is 4

Refer: Tutorial Letter 202/1/2017

Reasoning:
Normative approach is the ethical action. It investigates the set of questions that arise when considering how one ought to act, morally speaking.

- Directs behaviour according to a certain set of norms and values
- Treat all people with respect irrespective of benefit
- Norms and values linked to a code of conduct, religion or philosophy
- Is characteristic of the person
- Stifles ethical thinking
- Does not invite to think but to follow a rule
- Either ethical or unethical not human being with ethical dilemmas
- If you do not follow rules something disastrous will happen
- Universal and absolute

Question 24

The metaphor of "dancing with change" as outlined in study Unit 7 of your study guide, in essence, implies that the counsellor would ___.

1. prevent the client from experiencing too much emotional pain as pain can block the effectiveness of counselling
2. realise that each person is responsible for solving his/her own problems and ultimately the decisions cannot be made in the counselling session
3. explore, clarify and discover the client’s life experiences while at the same time allowing space for the client to create meaningful aspirations
4. respect the client’s need to be helped to solve his/her problems, while at the same time providing the necessary recipe for client’s self-development

Answer: The correct answer is 3

Refer: Tutorial letter 202/1/2017

Reasoning:
When clients talk about something deeply distressing how should counsellors listen and respond in order to be helpful? The response is helpful when it enables the client to explore a problem, clarify feelings, gain insight into a distressing situation and make a potentially difficult decision. Clients do not come for counselling to hear about counsellors’ views on various subjects. The clients want and need help to clarify and resolve, as much as possible, their own personal issues. Counselling has much to do with helping people clarify and work through their thoughts, feelings and actions. The counsellor listened with interest and concern and offered supportive and sometimes gently challenging comments when required.
Counsellors who emphasise change in the number or amount of a characteristic of adult development give attention to ___ ethics, while counsellors who emphasise and consider the effects of particular actions in particular contexts give attention to ___ ethics

1. relational, normative
2. normative, relational
3. value, normative
4. moral, discontinuous

**Answer:** The correct answer is 2

**Refer:** Tutorial Letter 202/1/2017

**Reasoning:**
- Normative approach
  - Directs behaviour according to a certain set of norms and values
  - Treat all people with respect irrespective of benefit
  - Norms and values linked to a code of conduct, religion or philosophy
  - Is characteristic of the person
  - Stifles ethical thinking
  - Does not invite to think but to follow a rule
  - Either ethical or unethical not human being with ethical dilemmas
  - If you do not follow rules something disastrous will happen
  - Universal and absolute

- Relational approach
  - Considering the effects of particular actions in particular contexts
  - Combines relationship and ethics into a multidimensional concept
  - There is a complex medium through which decisions and interactions associated with a relationship are engaged with
  - Codes and standards inform rather than determine our ethical decisions
  - Each client, counsellor and situation is unique
  - Thinking and feeling through ethical dilemmas

**Question 26**

Collaborating across sectors is necessary and important because it ___.

a) enables counsellors to recognise which counselling aspects are universal and which are specific to a professional group
b) draws attention to the usefulness of activating other professional role-players in order to adequately assist clients
c) improves knowledge of the network resources and multidisciplinary services that are available to enhance intervention services that can be rendered to clients
d) enables counsellors to become aware of biases and stereotypes and to question the limitations of their profession

The correct answer is

1. (a) & (d)
2. (b) & (c)
3. (a), (b) & (c)
4. All of the above

**Answer:** The correct answer is 4

**Refer:** Tutorial Letter 202/1/2017
Intersectoral or Cross-sector collaboration involves integrating contributions from different sectors (that is social functions such as health, welfare, education and justice), whether from the NGO sector or the state. Collaboration means working together cooperatively. Intersectoral means between sectors. Therefore, intersectoral collaboration would be people or agencies in different sectors working together.

Cross-sector collaboration is a more efficient and effective way of providing services for individuals and/or families with complex needs. Importantly, cross-sector collaboration allow counsellors to better manage the complex needs of clients, and provide a more holistic and coordinated service. By working across sectors, counselling services can contribute to a growing pool of knowledge, expertise, funding, shared referrals and other valuable resources which can improve outcomes for clients.

Question 27
According to Transformative Counselling Encounters, distinctive issues which arise from the experience of being a self-aware and existing human individual refer to ____.

1. existential concerns
2. humanistic concerns
3. moral issues
4. meaninglessness

Answer: The correct answer is 1

Refer: Tutorial Letter 202/1/2017

Reasoning: Existential concerns operate on the belief that inner conflict within a person is due to that individual's confrontation with the givens of existence. These givens are: the inevitability of death, freedom its attendant responsibility, existential isolation, and finally meaninglessness. These four givens, also referred to as ultimate concerns, form the body of existential psychotherapy and compose the framework in which a therapist conceptualises a client's problem in order to develop a method of treatment.

Question 28
The concept of reflexivity as applied in counselling suggest ____.

a) that an understanding of the counselling process and its facilitation is something that is accomplished through internal dialogue
b) that counselling practices should reflect detachment of the counsellor's self and make the process more visible
c) that counsellors should engage in constant scrutiny of "what they know" and "how they know"
d) that only the client's frame of reference takes precedence in the counselling process

The correct answer is

1. (a)
2. (b) & (d)
3. (a), (b) & (c)
4. (b), (c) & (d)
**Answer:** The correct answer is a and c

**Refer:** Tutorial Letter 202/1/2017

**Reasoning:**

By reflecting feelings a professional counsellor can help the client become aware of the emotions experienced in relation to the issue at hand.

- Reflecting feelings can promote the development of accurate empathy and help to create a safe environment for the client.
- To reflect feelings one must be able to recognize and put words to those feeling states observed in the client.

To aid in identifying a client’s feelings:

- Pay attention to the affective component of the client’s communication
- Pay attention to the client’s behaviour (e.g., posture, tone of voice, facial expression)
- Use a broad range of words to correctly identify the client’s emotions
- Silently name the client’s feeling(s) to yourself

When reflecting feelings to your client:

- Use an appropriate introductory phrase (e.g., sounds like...., you feel...., it seems...etc)
- Add a feeling word or emotional label to the stem
- Add a context or brief paraphrase to anchor or broaden the reflection
- Pay attention to the tense (present tense reflections can often be more powerful)
- Do not repeat the client’s exact words
- Reflect mixed emotions
- Check out the accuracy of the reflection of feeling with the client

**Question 29**

When people engage with and encounter others they bring parts of themselves into the context of relating and create new realities and ways of being that are peculiar to that interactional space. The concept that best describes this process is ____.

1. complexity
2. co-generation of relationships
3. diversity
4. traditions and habits

**Answer:** The correct answer is 2

**Refer:** Tutorial Letter 202/1/2017

**Reasoning:**

A co-generation relationship means we sit and talk with each other, especially those with whom we may think we have the greatest differences. However, talking together all too often means debating, discussing with a view to convincing the other, arguing for our point of view, examining pro’s and con’s.

In a co-generation relationship the intention is not to advocate but to inquire; not to argue but to explore; not to convince but to discover.

**Question 30**

The counsellor overhears two friends, Abby and Lindy, talking about their experiences in relation to their parents. They both expressed feelings of frustration and resentment. Another friend of theirs, Pule, joined them and immediately criticised them for talking so negatively about their parents. Abby and Lindy obviously felt misunderstood and judged by their friend. They also felt that she was
unfair because she did not know why they said what they said about their parents. Which of the following reflections from the counselling framework would mark the counsellor’s impression of the conversation among the three friends?

1. Abby and Lindy are disrespectful towards their parents as opposed to Pule who has good morals and values
2. Pule effectively used the skill of confrontation
3. Pule did not take the context within which Abby and Lindy’s comments were made into consideration before she voiced her opinion
4. The three friends are from diverse backgrounds and therefore there could never be similarities in their viewpoints

**Answer:** The correct answer is 3

**Refer:** Tutorial Letter 202/1/2017

**Reasoning:** All interactions in a counselling session happen within the context of relationships. Reflecting a client’s concern and feelings around a particular concern is often a good first step in establishing a good counselling relationship. If counsellors judge a client’s communication too quickly or even provide an interpretative analysis of an issue too soon, such a client may create a distance from the counsellor. In everyday conversation evaluative responses are the most commonly used and understanding responses the least commonly used. Close the loop on your communications to make sure you understood correctly and that the other person understood you correctly.

**Question 31**

During their counselling session, Martha, a novice counsellor, discovers that her client, Phina’s experiences are similar to her own experiences and feels that it would be worthwhile for her to share her journey to recovery with Phina. However, she was told that self-disclosure virtually always poses ethical problems in counselling as it is considered a boundary crossing. There are also other factors about self-disclosure that she was told about. Which of the following statements about self-disclosure would you align yourself with?

1. Martha can disclose to Phina provided there are sound therapeutic reasons for doing so
2. Self-disclosure is always counter-therapeutic and Martha should not even give it a second thought
3. Self-disclosure marks a shift from a therapeutic relationship to a social one, therefore, Martha would have to choose whether she would like to relate to Phina therapeutically or socially
4. Self-disclosure would be a therapeutic technique of choice as it will assist Phina to take responsibility for her own situation

**Answer:** The correct answer is 4

**Refer:** Tutorial Letter 202/1/2017

**Reasoning:** The therapeutic relationship in counselling therapy is based on empowerment and egalitarianism which enables the client to be expert in their personal life. This therapeutic process is demystified through self-disclosure on the part of the counsellor and an inclusion of the client in all decisions related to the client’s therapy. The client-counsellor relationship models the way to identify and use power responsibly, and works towards equalising the power differential that is inherent in a counselling relationship. Clients are not only included in both the assessment and treatment process, but are active partners in the process.
Consider your client and the effect that your disclosure will have on them. For example, you probably don’t want to self-disclose with client who has dependent personality disorder.

Question 32

One of the Transformative Counselling Encounters students came across the statement "Can I as a psychological counsellor survive on my own in the 'Jungle' out there" when she was reading her study guide. This statement perturbed her a bit and she phoned one of the lecturers to discuss her encounter. In their discussion she discovered that there are quite a number of tools for survival for psychological counsellor which will essentially help them to survive in the 'Jungle' and only a few of them are listed below.

b) Familiarising yourself with the scope of practice of professionals and non-professionals in order to find out where you fit in
c) Ascertaining when, where and how to refer cases which are beyond your scope of practice
d) Sourcing out supervision from an experienced and supportive supervisor who will guide you through your learning process
e) Liasing with colleagues and discussing issues over a cup of tea

Which of the above conditions do you think would help her to survive?

1. (a), (b) & (c)
2. (a) & (c)
3. (a), (b), (c) & (d)
4. None of (a), (b), (c) & (d)

Answer: The correct answer is 1

Refer: Tutorial Letter 202/1/2017

Reasoning: Networking is a way to expand connections in order to increase allies. Networking is also about optimally and efficiently utilising, co-ordinating or linking different services, resources or information in a formal and/or informal manner, with a common goal – to serve as a safety net for the client.

Adopting a holistic view of clients in treatment is especially important for any counsellor making referrals to other providers or agencies. At the point of referral, there is both an opportunity to address a client’s unmet needs and a potential danger of losing the client. Collaboration is crucial for preventing clients from “falling through the cracks” among independent and autonomous agencies. Effective collaboration is also the key to serving the client in the broadest possible context, beyond the boundaries of the counsellor and service providers.

Overview of the continued competency of a registered counsellor as indicated by the practice framework of psychology:

1. Psychological assessment
   — General screening, requiring interpretation of psychological functions (e.g. intellectual/scholastic abilities, aptitude, interests, career placement, personality profiling)
   — Identification of symptoms for referral (e.g. psychopathology, organisational dysfunction)

2. Psychological intervention
   — Basic, short term, supportive counseling
   — Basic psycho-education and training
   — Promotion of primary psychosocial well-being (additional mark)
3. Referral practices
   — Ability to refer to equivalent professional peer within primary healthcare or educational systems (e.g. nurse, social workers, human resources practitioners)
   — Ability to refer to psychologists and others with specialized expertise

4. Research
   — Ability to conduct research project and implement its findings

5. Other competencies
   — Policy and standards implementation
   — Project implementation and management

Question 33
If you ask an open question, the intentional prediction is ____.

1. It will puzzle clients as they need more direction
2. It will seem like an intrusion
3. It won’t work cross-culturally
4. the client will talk more about the topic

Answer: The correct answer is 4

Refer: Study Note 3

Reasoning:
Open ended question
- Effective in gathering information and continuing a conversation
- Provides client with maximum opportunity for self-exploration
- Leads to further explanation of the topic(s) under discussion
- In most cases cannot be answered with one word response
- Can be used to aid clients in exploring their thoughts and feelings
- (Any response which alludes to above suggestions)

Question 34
The learning outcomes of the module Transformative Counselling Encounters reminds us that ____.

1. All interviewing involves multicultural and diversity dimensions
2. Diversity includes areas often missed by definitions of multiculturalism such as experience with trauma, social class, family background, and location and language
3. We will be spending a lifetime learning more about the many issues of diversity
4. All of the above

Answer: The correct answer is 4

Reasoning:
Every human being is unique with a unique frame of reference, regardless of culture, ethnicity, race, gender etc.
Therefore, the issues of diversity are vast, and not encapsulated by one module or one classification.

Question 35
Nicol, a beginning counsellor, has heard many counsellors talk about termination and checking out of counselling. She is worried that she may fall into a trap of terminating counselling too soon or that her termination would be inappropriate and jarring for the client. Which of the following indicators would you suggest she considers when timing the termination of a counselling relationship?
2. Satisfaction that the necessary changes have taken place for the client and that the client is equipped and ready to move on
3. If counter-transference issues persistently interfere with the counselling process
4. If the stress that motivated the client to come for counselling has been reduced
5. If it appears that the client is not benefitting from counselling or that another counsellor may be better suited to take the counselling further

The correct answer is

1. (a) & (c)
2. (a)
3. (a), (c) & (d)
4. All of the above

**Answer:** The correct answer is 4

**Refer:** Tutorial Letter 202/1/2017

**Reasoning:** When any relationship ends, including a counselling relationship, there are many emotions that those individuals involved in the relationship may experience. The Termination Stage is the final stage of counselling, but is just as important as the initial phase of counselling. How you close your counselling relationship can have a significant impact on your client's view of his or her experience in counselling and the likelihood of their practicing what has been learned in counselling after sessions have concluded.

Termination is the final stage of the counselling process but is not something that should be broached during your last (or next to last) session with a client. Doing so does not allow for the proper amount of time for counsellor and client to process what termination means, how the client will handle the conclusion of the counselling relationship, and what follow-up contact or transitioning needs to happen for the client. Termination should be among the first topics that you and your client discuss. The therapist must be clear from the first contact, unless there are mitigating circumstances, which the intent of treatment is to help the (client) function without the therapist. As a counsellor, you are ethically bound to communicate to your client how long you will be available to counsel them, to discuss openly the timeline of your relationship, and to make appropriate referrals or recommendations at the conclusion of your relationship. It is a stage of counselling that clients need to be prepared for and counsellors need to address early on in the counselling process to avoid abandonment.

### SECTION B

Answer the following question.

**Question 1**

A counsellor can encourage a client to continue to talk, open up more freely and explore issues in greater depth by providing accurate responses through encouraging, paraphrasing and summarising. Responding in this way informs the client that the counsellor has accurately heard what they have been saying. Encouragers, paraphrases and summaries are basic to helping a client feel understood. The diagram below shows how encouragers, paraphrases and summaries are on different points of a continuum, each building on more of the information provided by the client to accurately assess issues and events.
Provide short discussions of these three counsellor micro-skills. Express your discussion of each micro-skill with an example. Each discussion counts 10 marks

<table>
<thead>
<tr>
<th>Refer:</th>
<th>Tutorial Letter 201/2018/2</th>
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**Reasoning:**

**Minimal encourager**

Minimal encouragement – to encourage the client to keep talking (“mmm, go on, tell me more, I’m listening”) and make them feel important and listened to.

- Shows counsellor’s involvement with client and encourages them to talk more about the topic
- Confirming and emotionally facilitating responses
- Shows counsellor is listening

**Paraphrasing**

To paraphrase, the counsellor chooses the most important details of what the client has just said and reflects them back to the client. Paraphrases can be just a few words or one or two brief sentences.

Paraphrasing is not a matter of simply repeating or parroting what the client has stated. Rather it is capturing the essence of what the client is saying, through rephrasing. When the counsellor has captured what the client is saying, often the client will say, “That is right” or offer some other form of confirmation.

Client: I have just broken up with Sipho. The way he was treating me was just too much to bear. Every time I tried to touch on the subject with him he would just clam up. I feel so much better now.

Counsellor Paraphrase: You feel much better after breaking up with Sipho.

- Conveys the same meaning with different words/ conveys the essence of what the client said
- Tentative, clear and concise, helps clarify things
- Used to check perceptions
- Conveys the message “I’m with you”

**Summarising**

Summaries are brief statements of longer excerpts from the counselling session. In summarising, the counsellor attends to verbal and non-verbal comments from the client over a period of time, and then pulls together key parts of the extended communication, restating them for the client as accurately as possible.

A check-out, phrased at the end of the summary, is an important component of the statement, enabling a check of the accuracy of the counsellor’s response.

Summaries are similar to paraphrasing, except they are used less frequently and encompass more information.

A summary integrates elements of what the person has been discussing and serves at least three major functions.
1. It may help crystallize in a more coherent and integrated manner what the person has been talking about, and thus helps the person put facts and feelings together.

2. It may serve as a stimulus for further exploration of a particular topic or area.

3. It frequently serves as a necessary perception check for you because it pulls together materials discussed over an extended period of time and allows the client the opportunity to clarify any misconceptions you have in your thinking about him or her.

In a summarisation, the counsellor combines two or more of the client's thoughts, feelings or behaviours into a general theme. Summarisation is usually used as a skill during choice points of a counselling interview in which the counsellor wants to draw connections between two or more topics. Otherwise, when the client appears to be jumping from one topic to another without any particular focus or direction, a summarisation can help the client to decide which topic is most important. Summarisation is also used as a way to close a session.

Summarisations are frequently used when:

1. You wish to structure the beginning of a session by recalling the high points of a previous session.

2. The client’s presentation of a topic has been either confusing or just plain lengthy and rambling.

3. A client seems to have expressed everything of importance to her or him on a particular topic, and summarising provides closure so you can move on.

4. Plans for taking the next step in counselling require mutual assessment and agreement on what has been learned so far.

Client: I really feel guilty about marrying her in the first place. It was not really for love. It was just the convenient thing to do. I feel like I have messed up her life, and now I feel obligated to her. Starting a family and having children has always been important to me and at my age I feel like I should get started soon. I do not want to be in my seventies before my children graduate from high school. Everything in my life feels so unsettled right now. I just started this new job and it would not start paying good until I get a promotion. In order to get a promotion I know that I will have to work overtime and travel frequently. I just do not think that I can handle all of these responsibilities at the same time.

Counsellor: There are a number of areas in your life which make you feel overwhelmed with responsibility. So far, you have indicated that your dissatisfaction with your marriage, the pressure you feel to start a family, and your new job each contribute to the stress you feel. Each area is related to the others by the degree of responsibility you feel and your ability to cope with those responsibilities.

- Encapsulates the client’s or the client’s and the counsellor’s verbalisations, behaviours and feelings and presenting them back to the client
- Integrating and ordering the discussion
- Most important moments are captured
- Links points and themes together
- Helps client gain perspective of his/her situation
2017 October / November Exam Paper
Section A

Question 1

A counsellor can assess a client's non-verbal communication by ____.

1. observing what the client is saying about their problem through his or her spoken words
2. observing what the client is saying through his or her body language and actions
3. observing what the client is writing about himself or herself
4. observing what others are saying about the client’s problem

Answer: The correct answer is 2

Refer: PYC3705 Study Guide, pg. 63

Reasoning:

Observe the following:

- Non-verbal communication: What is the client communicating through his/her body language and actions? (For instance, what may it imply if a client does not reach out to shake your hand and breaks eye contact on meeting you?)

- Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication? For example, Chris Smith in ‘Help! Help! It’s a crisis!’ displays quite a bit of incongruence: While being suicidal, he seems overjoyed at the idea of dying! Note that this may be indicative of a psychotic episode.

Option 1 refers to verbal communication, while option 3 also refers to verbal communication—although not spoken, but written, and option 4 also refers to verbal communication, albeit through the mouths of others.

Question 2

In order to open up the counselling space, the counsellor can implement various micro-skills.

Which one of the following is not one of these micro-skills that should be used to open the counselling space?

1. Attending
2. Minimal encouragers
3. Paraphrasing
4. Incongruence

Answer: The correct answer is 4

Refer: PYC3705 Study Note3

Reasoning:

List of Micro Skills:

- Attending
- Focussing
- Empathic response
- Clarifying/taking note of contradictions
- Minimal encourager
- Paraphrasing
- Closed question
Question 3

Thabo is awaiting the arrival of his first counselling client, but feels nervous and distracted with his own thoughts and feelings related to a fight he had with his wife last night. When his client arrives, Thabo cannot focus on the client’s feelings as he is constantly reminded by how angry he felt when he found out that his wife had an affair.

___ is lacking in terms of Thabo’s preparedness for the counselling encounter?

1. Cognitive preparation
2. Internal preparation
3. Physical preparation
4. Environmental preparation

**Answer:** The correct answer is 2

**Refer:** CMY3705 Study Guide, pg. 70

**Reasoning:**
Part of preparedness for counselling means knowing yourself – that is, your likes, dislikes, strengths, values, vulnerabilities, fears and insecurities. Knowing yourself, however, takes years and is in fact a lifelong process. Self-knowledge is a non-negotiable for counsellors. This is all the more so in terms of being able to recognise your so-called ‘red buttons’ or ‘blind spots’.

You also need to strive to be prepared in relation to a specific client, session or context. Being ready on an emotional level is important. You need to be as clear as possible within yourself before the client arrives. For instance, have you reached sufficient closure around your own issues of having been a victim of childhood abuse to be able to ‘be there’ for your client referred for a similar issue?

When you are concerned about a personal issue, do your best to work it out beforehand.

Question 4

Which of the following are pertinent issues that need to be addressed during the contracting phase of a transformative counselling encounter?

i. Describing the nature of the service
ii. Checking client expectations
iii. Confidentiality and it’s limits
iv. Cancellation policies
v. What feelings the client may not express

The correct answer is ___.

1. i, ii, iii, iv and v
2. i, ii, iii and iv
3. ii, iii, iv and v
4. i and v

**Answer:** The correct answer is 2
Reasoning: Pertinent issues, some of which were illustrated on the DVD, that may be considered when contracting with the client, are the following:

- briefly describing the nature of the service;
- checking and verifying client expectations;
- appointment times;
- cancellation policies;
- how to handle contact outside the counselling context, for example when bumping into your client in the supermarket;
- length, frequency and estimate of number of required sessions, and confidentiality and its limits.

Question 5

When a counselling encounter draws to a close, it is important for the counsellor to ___.

1. remind the client of all his or her weaknesses
2. hug and/or kiss the client goodbye
3. pressure the client to talk faster
4. summarise the main points of the presenting problem

Answer: The correct answer is 4

Reasoning: When initiating termination, it is important to emphasise achievements (not weaknesses), therefore option 1 is incorrect.

Touch is a high-risk activity. Any form of hugging or quick squeezing of the shoulder could be the start of unwanted physical contact and may even be intrusive and/or offensive to some clients. Therefore option 2 is incorrect.

The counsellor summarises the main points of progress and emphasises achievements that the client has made during the session or sessions. Very often, clients will forget the advances they have made, or neglect to give themselves credit for their accomplishments. Doing this with them can instil confidence and provide them with a positive perspective on what counselling helped them to do. The counsellor can also ask the client to summarise main points — ask your clients what they learned, what they intend to do with what they have learned, what they found helpful about their sessions and how they felt about their participation in the process. Therefore option 4 is correct.

Question 6

Which ONE of the following methods is included in strategies that aid in data gathering?

1. Attending and Encouraging
2. Self-disclosure
3. Probing and Leading
4. Confrontation

Answer: The correct answer is 1

Reasoning: Note that options 2, 3 and 4 are not acceptable methods to use in counselling, and should be avoided, regardless of the stage in the counselling encounter.
Question 7

From a relational-multicultural perspective, maintaining client confidentiality is based on ____.

1. care for the dignity and privacy of the client
2. Fear for getting sued
3. a need to hear private personal information about other people
4. All of above

**Answer:** The correct answer is 1

**Reasoning:** Note that options 2 and 3 are not acceptable motivations in counselling. If the counsellor acts in an ethical manner, s/he should have no fear of getting sued.

Question 8

Essential components of effective multicultural counselling include the following except

i. counsellors avoid becoming involved in out-of-office interventions
ii. counsellors feel comfortable with their clients’ values and beliefs
iii. counsellors are aware of how their own biases could affect ethnic minority clients
iv. counsellors employ institutional intervention skills on behalf of their clients when necessary or appropriate

The correct answer is ____.

1. i, ii, iii and iv
2. i, ii, iii
3. iii
4. ii and iii

**Answer:** Not able to answer

**Reasoning:** It is possible to unconsciously slip into your own biases when supporting a person from a different social background or culture, and in subtle ways communicate your disagreement with their religious beliefs or disapproval of their lifestyle. This should be avoided and can be avoided when the counsellor is aware of his own biases (statement iii). Therefore, statement iii refers to a component of effective multicultural counselling.

Note that all the options, 1, 2, 3 and 4 have statement iii listed.

Question 9

Which of the following is most stressed in the Transformative Counselling Encounters module?

1. empathy
2. reciprocity
3. diversity
4. confidentiality

**Answer:** The correct answer is 1

Question 10

Contracting within the counselling context refers to ____.

1. the explicit discussion and agreement on certain matters pertinent to counselling
2. the ability to predict how the session will unfold
3. allowing outside contact with the client
4. respect for the counsellor's boundaries

**Answer:** The correct answer is 1

**Reasoning:** “Within a counselling context, contracting refers to the open discussion and agreement on certain matters and is related to counselling, including the ‘presenting problem’.”

**Question 11**

All of the following factors (except for one) are systemic elements that contribute to oppression of culturally different clients (as discussed in Transformative Counselling Encounters). Which ONE of the following is NOT a systemic factor as discussed in the study guide of Transformative Counselling Encounters?

1. Structural discrimination
2. Ignorance
3. Privilege
4. Institutional discrimination

**Answer:** The correct answer is 3

**Question 12**

There are many ways, both internally and externally in which the counsellor can prepare for the counselling session with a client. 'Preparation' within a counselling context may mean that a counsellor should ensure that (amongst others),

i. The counselling environment is as comfortable as possible with minimal distractions
ii. Both the client and the counsellor are emotionally ready and prepared for the session to avoid missing each other's train of thought during the counselling process
iii. Physical security for both the client and the counsellor is considered if possible when preparing for the session
iv. Counselling always takes place within an enclosed setting to ensure ultimate privacy for the client

The correct answer is ____.

1. (i), (iii) & (iv)
2. (i) & (iii)
3. (i) & (iv)
4. All of the above

**Answer:** The correct answer is 2

**Reasoning:** The counsellor can ensure that s/he is ready on an emotional level for counselling when preparing, but cannot ensure the emotional readiness of the client (although s/he can facilitate it through being empathic and understanding). Therefore statement ii is incorrect. Traditionally counselling happens within four walls, but every client is unique and their situation. External environments can be any place where counselling will take place, even under trees. Therefore, statement iv is incorrect.
Question 13

When the term ___ is applied to you as a counsellor, it means that you understand and respect the worldviews of culturally diverse clients and develop appropriate intervention strategies and techniques consistent with your clients' culture.

1. cross-cultural
2. culturally competent
3. culturally relevant
4. tolerant

Answer: The correct answer is 1

Reasoning: Cross-cultural awareness facilitates the counsellor’s knowledge, understanding, and respect for culturally diverse clientele. A culturally competent counsellor does not see her or his group’s cultural heritage, history, values, language, traditions, arts/crafts, as superior to that of others. A culturally competent counsellor is open to the values, norms, and cultural heritage of clients and does not impose her or his values/beliefs on clients.

Question 14

Which of the following must you do to achieve cultural competence as a counsellor?

1. Complete at least SIX hours of graduate level coursework related to working with diverse clients
2. Become aware of your own worldview as well as the assumptions, values, and biases of the counselling approach you are using
3. Effectively provide services to four diverse clients and document that service in your professional portfolio
4. Attend at least one continuing education workshop on multicultural counselling every two years

Answer: The correct answer is 2

Reasoning: A culturally competent counsellor does not see her or his group’s cultural heritage, history, values, language, traditions, arts/crafts, as superior to that of others. A culturally competent counsellor is open to the values, norms, and cultural heritage of clients and does not impose her or his values/beliefs on clients.

Question 15

When beginning the first session with a client, counsellors should do all of the following, except ___.

1. discuss confidentiality
2. describe the helping process
3. introduce themselves
4. administer a psychological assessment measure
5. use exploration skills

Answer: The correct answer is 4

Question 16

Toward the end of sessions, counsellors might do all of the following, except
1. find out what did and did not work
2. be aware of time to be able to stop on time
3. disregard topics that are brought up when there is not enough time left
4. be genuinely interested in hearing about client reactions to the session
5. reinforce clients for what they have accomplished in the session

**Answer:** The correct answer is 3

**Question 17**
Tandi had a difficult time leaving home and coming to college. She left many friends behind and misses her family a great deal. She is accustomed to relying on her support system and feels very alone. What might be the most difficult part of therapy for Tandi?

1. exploring her feelings of sadness
2. terminating the therapeutic relationship
3. establishing a relationship with someone new
4. taking action because she feels so alone, sad, and hopeless
5. none of the above

**Answer:** The correct answer is 2

**Reasoning:** The final session also deals with the loss of the counselling relationship, appropriate referral, and the implementation and maintenance of the learning that has taken place.

**Question 18**
Clues for determining the appropriate time to terminate helping include _____.

1. external time limits (e.g. 12 sessions allowed)
2. the client’s deciding that he or she is tired of therapy, has reached a plateau, or is ready for a break
3. the client’s accomplishing as much as he or she can with a particular therapist
4. all of the above
5. 1 and 3

**Answer:** The correct answer is 4

**Question 19**
Empathic understanding is which ONE of the following?

1. Empathic understanding is the ability to see the incomplete picture that clients paint with their words
2. Empathic understanding is the ability to feel with clients, as opposed to feeling for clients
3. Empathic understanding is the ability to communicate and demonstrate genuine caring and concern for clients
4. Empathic understanding is the ability to deal with the here-and-now factors that operate within the helping relationship

**Answer:** The correct answer is 2

**Reasoning:** In relating to others, an atmosphere of empathy is created in which we learn to feel with another.
Question 20

Strategies that build rapport and encourage client dialogue include all but one of the following strategies. Which ONE is NOT a strategy to build rapport and encourage client dialogue?

1. Questioning
2. Attending and encouraging
3. Clarifying and perception checking
4. Summarising

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<thead>
<tr>
<th>Answer:</th>
<th>The correct answer is 4</th>
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<td>Helps client gain perspective of his/her situation</td>
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Options 1, 2 and 3 encourages client dialogue, while option 4 orders the discussion.

SECTION B

Answer all 3 questions:

Question 1

In counselling, endings need to be prepared, planned, and mutually understood. Erna has been attending counselling sessions in an agency that offers a six-session contract. With no scope for extra sessions beyond this Erna has been discussing issues of loss. With a counsellor on attending the sixth session, Erna seemed surprised and unprepared when the counsellor mentioned that today is an ending session. Erna clearly became upset, unsettled, and wondered why she was not warned.

(a) Discuss what you would have done differently at the beginning of the counselling relationship at the contracting stage that relates to endings by referring to the following aspects in the first encounter process

- Initial checking-in phase and how it is facilitated
- Contracting aspects covered in session
- Reflection on checking of expectations (15)

| Answer: | Counselling is a professional activity and as such it is important that at the beginning both parties are clear about what is on offer. Rapport can be understood as a harmonious or empathic relationship. The development of rapport starts with the initial contact and continues throughout the counselling process. Effective rapport is crucial for individuals seeking counselling, as this may be the first encounter with a professional counsellor and this interaction may either encourage or discourage the client from seeking counselling in the future or following up for subsequent counselling sessions. So, after meeting your counsellor and chatting through what your difficulties are, the counsellor will invite you to make a ‘contract’ this is basically an agreement which can be verbal or written, it sets out clearly what the counsellor is offering so you the client can make an informed decision on whether to proceed or not. |
— Engage with the client during initial contact
— Opening up the counselling space
— Making an assessment on the client
— Negotiating of the counselling contract together with the client
— Preparation for the session both internally and externally

Contracting issues to be considered in order to set the terms of engagement between the counsellor and client:

A contract will usually cover the following areas;
— Time and day/s of session/s.
— Duration of the session
— How many sessions are available
— What approach the counsellor uses
— Fee (if a paid service)
— Cancellation policies
— How long you notes will be kept for, who can see them, and how they will be disposed of.
— Complaints procedure
— Confidentiality

Checking and verifying client expectations:

As a client you would expect a counsellor to offer confidentiality; however there are some exceptions to confidentiality. Exceptions are disclosures such as:
Harm to self, harm to others, (this is usually the policy of organisations who employ counsellors). Money laundering, Acts of terrorism, Drug Trafficking’ Child protection issues’ which the counsellor has a legal obligation to disclose.
The counsellor may also ask you would like them to respond if for instance you bumped in to them in the street and they were with their family, it might be that your client wants you to ignore them so that they don’t have to answer awkward questions such as ‘who was that?’

Finally, when you agree the contract which in my experience takes about 10 minutes, then the work begins as you explain you issues to the counsellor and together you try to make sense of them and may be come to a resolution.
Confidentiality
— Confidentiality is the process of protecting an individual’s privacy. It pertains to treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission.

(b) Describe three things you would have done differently during maintaining the relationship in the middle stages of counselling that relates to endings (5)

**Answer:**

When any relationship ends, including a counselling relationship, there are many emotions that those individuals involved in the relationship may experience. The Termination Stage is the final stage of counselling, but is just as important as the initial phase of counselling. How you close your counselling relationship can have a significant impact on your client’s view of his or her experience in counselling and the likelihood of their practicing what has been learned in counselling after sessions have concluded.

Termination is the final stage of the counselling process but is not something that should be broached during your last (or next to last) session with a client. Doing so does not allow for the proper amount of time for counsellor and client to process what termination means, how the client will handle the conclusion of the counselling
relationship, and what follow-up contact or transitioning needs to happen for the client. Termination should be among the first topics that you and your client discuss. The therapist must be clear from the first contact, unless there are mitigating circumstances, which the intent of treatment is to help the (client) function without the therapist. As a counsellor, you are ethically bound to communicate to your client how long you will be available to counsel them, to discuss openly the timeline of your relationship, and to make appropriate referrals or recommendations at the conclusion of your relationship. It is a stage of counselling that clients need to be prepared for and counsellors need to address early on in the counselling process to avoid abandonment.

Features of initiating termination:
1. Summarise the session
   — Ask client to summarise the main points that have emerged in the session
   — Refer back to overall goals of the counselling discussed in contract, if established
2. Review and remind about the action plan for after treatment
   — Discuss way forward
   — Establish need for more counselling sessions
   — Establish type of issues to be explored in counselling
   — Establish need for referral or whether help with the remaining problems can be provided within the same counselling process
3. Emphasise achievements
   — Acknowledge progress made and offer word of encouragement if client has made good progress
   — Stress specific outcomes which counsellor thinks has been helpful
   — Invite client to mention the highlights of the sessions
4. Normalise mixed feelings
   — Check feelings of sadness provoked by imminent ending of counselling relationship
   — Remind client that feelings are normal and appropriate
5. Conclude on a high note
   — Give client a meaningful quote or statement to think about
   — Utilise a metaphor where appropriate to describe the counselling process or counselling relationship
   — Thank client for involvement and wish them luck in the implementation of any steps or plans agreed upon
   — Remind client of on-going availability of counsellor

Question 2
(a) Discuss the difference between normative and relational perspectives in therapy. Build examples in the discussion to illustrate your answer (15)

**Answer:**

<table>
<thead>
<tr>
<th>Normative approach</th>
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<tbody>
<tr>
<td>Normative ethic approach is concerned with criteria of what is morally right and wrong. It includes the formulation of moral rules that have direct implications for what human actions, institutions, and ways of life should be like. The central question of normative ethics is determining how basic moral standards are arrived at and justified.</td>
</tr>
<tr>
<td>• Directs behaviour according to a certain set of norms and values</td>
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<tr>
<td>• Treat all people with respect irrespective of benefit</td>
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<tr>
<td>• Norms and values linked to a code of conduct, religion or philosophy</td>
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<tr>
<td>• Is characteristic of the person</td>
</tr>
</tbody>
</table>
• Stifles ethical thinking
• Does not invite to think but to follow a rule
• Either ethical or unethical not human being with ethical dilemmas
• If you do not follow rules something disastrous will happen
• Universal and absolute

Relational approach
The basic premise of relational ethics is that ethical decisions/actions are made within the context of a relationship. To understand engagement from a relational ethic perspective counsellors must reshape the traditional understanding of the self as an independent and autonomous entity. To establish an engaged relationship counsellors must position themselves with the other. Engagement requires an understanding of the complexity of each situation, each person’s perspective, and each person’s vulnerabilities. This presumption is based on the belief that engagement is not an autonomous or individualistic activity. Again, this is a result of the premise that individuals do not exist in isolation – the self is embodied. The self is a product of the relationship with others. Relational ethics requires that counsellors not imagine themselves in the place of their clients; they must identify the unique needs, talents, and capacities of their clients. When counsellors put themselves in the place of their clients, this type of “imagining” maintains the dichotomy between the counsellor and the client. This type of empathy discounts the phenomenological experience of the client. For example, if the counsellor imagined him/herself in a client’s position, ascribed her own values, and believes to the client’s experiences the counsellor would ask him/herself the following questions – Would I want to be readmitted to psychiatric hospital? Would I want someone that I had called to return my telephone calls? Are the side effects of this medication worse than being psychotic? All of these questions assume an individualistic existence of self and represent an unengaged relationship. From a relational ethic standpoint a relationally engaged counsellor would ask – How can I better understand what my client wants? How can I assist my client in achieving her goals? Does my client think being a bit psychotic all the time is ok?

Aspects of relational ethics:
• Considering the effects of particular actions in particular contexts
• Combines relationship and ethics into a multidimensional concept
• There is a complex medium through which decisions and interactions associated with a relationship are engaged with
• Codes and standards inform rather than determine our ethical decisions
• Each client, counsellor and situation is unique
• Thinking and feeling through ethical dilemmas

(b) Briefly explain the difference between empathy and sympathy (5)

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<tr>
<td>Answer:</td>
<td>Empathy has been described in different ways: walking in another’s shoes, entering into another person’s frame of reference or having the ability to experience life as the other person does by entering the person’s world of thoughts, feelings, emotions and meanings. In counselling, empathy is an expression of the regard and respect the counsellor holds for the client whose experiences maybe quite different from that of the counsellor. The client needs to feel “held”, understood as well as respected. Empathy means the counsellor is capable to accept and support the client through any issues, concerns, problems she/he can bring. The ability to empathise with</td>
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</table>
another is enhanced by an alert attentiveness to facial expressions, body language, gestures, intuition, silences and so on. Sympathy on the other hand is not empathy. Sympathy is feeling sorry for someone. It is to create sorrow in oneself in response to the perceived sense of another. When we feel sympathy for someone we might view them with pity. While pity makes a victim of the sufferer, empathy empowers them: "I have a sense of your world, you are not alone, we will go through this together". Carl Rogers, the founder of person centred counselling, concluded that the important elements of empathy are:

- the counsellor understands the client's feelings
- the counsellor's responses reflect the client's mood and the content of what has been said
- the counsellors' tone of voice conveys the ability to share the client's feelings.

**Question 3**

The use of micro-skills to facilitate conversation in the counselling process is very important. List and discuss the counselling micro-skills in the scenarios below

**Scenario A**

Client: My friends seem to be using stuff that makes them legless. I'm not sure I want to go that far

Counsellor: You are finding a limit to the types of drugs you want to use (10)

**Scenario B**

"I think we have done well this session. We covered the difficulties you are having with your husband still using, and how well you are going now it has been a week since your last hit. The ideas we came up with last week appear to have been successful, despite the fact that you were unsure how you would find things. Let's look at a plan to keep you safe over the next week" (10)

**Answer:**

**Scenario A**

Paraphrasing
- Conveys the same meaning with different words/ conveys the essence of what the client said
- Tentative, clear and concise, helps clarify things
- Used to check perceptions
- Conveys the message “I’m with you”

**Scenario B**

Summarising
- Encapsulates the client’s or the client’s and the counsellor’s verbalisations, behaviours and feelings and presenting them back to the client
- Integrating and ordering the discussion
- Most important moments are captured
- Links points and themes together
- Helps client gain perspective of his/her situation
2017 May / June Exam Paper
SECTION A

Question 1
Which, if any of the following, would be considered a counsellor’s goal in therapy?

1. Managing current problems
2. Developing skills to prevent further problems
3. Developing the (life) skilled person
4. All of the above

Answer: The correct answer is 4

Question 2
When is it useful for a counsellor to summarise in an interview with the client?

1. To add direction and coherence to the interview
2. To conclude an interview
3. At the beginning of a session to review what was discussed last session
4. All of the above

Answer: The correct answer is 4
Refer: PYC3705 Tutorial Letter 101/2018
Reasoning: Summarisations are frequently used when:
1. You wish to structure the beginning of a session by recalling the high points of a previous session. Option 3
2. The client’s presentation of a topic has been either confusing or just plain lengthy and rambling. Option 1
3. A client seems to have expressed everything of importance to her or him on a particular topic, and summarising provides closure, so you can move on.
4. Plans for taking the next step in counselling require mutual assessment and agreement on what has been learned so far.
5. Summarisation is also used as a way to close a session Option 2.

Question 3
If you wanted to establish rapport with a client, which of the following behaviours would you exhibit?

1. Maintain appropriate eye contact
2. Move around continuously in your seat
3. Mirror your client’s actions
4. Both (1) and (3)

Answer: The correct answer is 4
Refer: PYC3705 Study Guide, pg. 112
Reasoning: As facilitator of song and dance you stay in the present and the immediacy of the process. You acknowledge, you mirror, you listen, you ask, and you confirm the person (and not the symptom). Note that moving around continuously in your seat can make the client uncomfortable, therefore option 2 is incorrect.
Question 4
Which of the following is not considered one of the three essential counsellor attributes for building the therapeutic relationship?

1. Congruence
2. Open questioning
3. Unconditional positive regard
4. Empathy

**Answer:** The correct answer is 2
**Refer:** PYC3705 Study Guide, pg. 64
**Reasoning:** Among other things, the counsellor’s warmth, congruence, empathy and non-judgemental and unconditionally accepting attitude towards the client are of great importance.

Question 5
The following statement by the counsellor is an example of what skill?

Client: What’s the point in trying to stop using, I always relapse sooner or later.

Counsellor: "You don’t see the benefit of stopping at the moment"

1. Summarising
2. Paraphrase
3. Reflection
4. Reframe

**Answer:** The correct answer is 2
**Refer:** PYC3705 Study Note 3
**Reasoning:** Reflecting feelings is putting words to feelings observed in the client, while paraphrasing is conveying the same meaning in different words. Note that the counsellor’s response does not add any new content (a feeling) to what the client said, therefore option 2 is the correct answer.

Question 6
Which of the following responses is a reflection of feeling for the statement?

"The future looks good since I have stopped using alcohol?"

1. "You are anticipating some good times ahead of you now"
2. "That sounds great"
3. 'You have done well"
4. "Things are working out for you now"

**Answer:** The correct answer is 1
**Refer:** PYC3705 Study Note 3
**Reasoning:** When reflecting feelings to your client:
- Use an appropriate introductory phrase (e.g., sounds like..., you feel..., it seems...etc.)
- Add a feeling word or emotional label to the stem.
Question 7
Which of the following is an open question?

1. Do you always inject your drugs?
2. Will you consider going into detox?
3. What plans do you have for the next week?
4. How much per week does your drinking cost you?

**Answer:** The correct answer is 3

**Reasoning:** Open ended questions can in most cases not be answered with a one-word response. Options 1 and 2 can be answered yes/no and option 4 can be answered with a value.

Question 8
Which of the following is not a true statement about the use of minimal encouragers?

1. Minimal encouragers do not include appropriate silences
2. Affirm that the counsellor is actually listening
3. Overuse can be disruptive and intrusive
4. Encourage the client to continue talking

**Answer:** The correct answer is 1

**Refer:** PYC3705 Study Guide, pg. 114

**Reasoning:** The intentional use of attending skills, such as paraphrasing of content, reflection of feeling, summarising as an outline of content and feeling, open-ended questions, and silences, usually result in less talk by the counsellor and more self-expression by the client. Therefore, appropriate silences, just like nodding one’s head, can be considered a part of minimal encouragers.

Question 9
The aim of using active listening skills is to

1. Help the client feel understood
2. Encourage the client to disclose information
3. Assist in establishing rapport
4. All of the above

**Answer:** The correct answer is 4

**Refer:** PYC3705 Study Guide, pg. 36
Question 10

___ involves accepting the client non-judgmentally as a person of value, regardless of strengths and weaknesses

1. Congruence
2. Unconditional Positive Regard
3. Therapeutic Alliance
4. Non-judgmental with conditional positive regard

**Answer:** The correct answer is 2

**Refer:** Tutorial Letter 202/2/2017

**Reasoning:** Unconditional positive regard is a term credited to humanistic psychologist Carl Rogers and is used in client-centred therapy. Practicing unconditional positive regard means accepting and respecting others as they are without judgment or evaluation.

Question 11

You have come across ethical approaches to problem solving in this module. One of those approaches has been to do with considering the effects of particular actions in particular contexts

1. Normative ethical approach
2. Virtue ethical approach
3. Relational ethical approach
4. Legal ethical approach

**Answer:** The correct answer is 3

**Refer:** PYC3705 Study Notes

**Reasoning:** From a relational ethic standpoint a relationally engaged counsellor would ask – How can I better understand what my client wants? How can I assist my client in achieving her goals? Does my client think being a bit psychotic all the time is ok? Aspects of relational ethics:

- Considering the effects of particular actions in particular contexts
- Combines relationship and ethics into a multidimensional concept
- There is a complex medium through which decisions and interactions associated with a relationship are engaged with
Question 12

"As a client in counselling, you have certain rights and responsibilities that are important for you to understand. There are also legal limitations to those rights that you should be aware of. I, as your therapist, have corresponding responsibilities to you" This statement of rights and responsibilities are described as?

1. Informed Consent for Counselling
2. Therapy cooperation
3. It enables the counsellor to recruit clients of his choice
4. It promotes confidentiality

Answer: The correct answer is 1

Refer: PYC3705 Study Note 1

Reasoning: Informed consent in the field of psychology is extremely important and is most relevant in psychotherapy, counselling, assessment (testing) and research settings. The standard of care in psychotherapy, psychological assessment and mental health research requires that clients be informed so that they fully understand the nature of the proposed interventions or procedures. Informed consent is also relevant in situations where counsellors and clients communicate via email, and when a client authorizes a counsellor to release confidential information or to record a session. There are many other situations where informed consent is applied. Informed consent not only protects the client but also protects the clinician.

Question 13

The ethical issue of "recognising limits" refers to ___.

1. not going over the established time for the session
2. not practicing beyond the areas of competence
3. 1 and 2
4. none of 1 and 2

Answer: The correct answer is 2

Refer: Tutorial Letter 202/2/2017

Reasoning: As a counsellor, you strive to help your clients come to terms with issues presenting deep concern to their emotional health and well-being. Part of being an effective counsellor relies on knowing when you can be of assistance to your clients and when your duties as a counsellor prevent you from causing undue harm. Your limitations as a counsellor are determined by your level of experience, your expertise in a given counselling area and the legal requirements regarding your responsibility to warn in your practicing state. Counsellors should not practice outside of their area of expertise without proper training and supervision. A counsellor practicing in an academic setting may have received basic training in the treatment of clients with chemical addictions; however, if this counsellor has not had experience in the treatment of addictions, he/she should seek supervision and training in the area prior to engaging in active
treatment with an addictions client. When appropriate, counsellors should refer their clients to other counsellors qualified in treating their patient’s specific needs.

Question 14

Some limits to confidentiality are

1. need to discuss helping experiences with supervisor
2. Intent to harm self or others needs to be reported
3. childhood abuse needs to be reported
4. only 2 and 3

**Answer:** The correct answer is 3

**Refer:** PYC3705 Study Guide, pg. 160

**Reasoning:** Ensure that CONFIDENTIALITY is maintained, is an ethical obligation and necessary for effective counselling that a counsellor maintains confidentiality and anonymity when discussing the case in supervision, or with other professionals. A limit of confidentiality occurs when a client is clearly harmful to him- or herself or others, or in the case of sexual abuse. The counsellor is then obliged to divulge information, but should nevertheless inform the client and obtain permission, if possible. Some counsellors ask their clients to sign an informed consent form, where the client is ensured of confidentiality within explained limits.

Question 15

When the term ___ is applied to counselling, it means that the approach to counselling recognises culture as central and not marginal, fundamental and not exotic, for all appropriate counselling interventions

1. culture-centred
2. universal
3. cross cultural
4. tolerant

**Answer:** The correct answer is 1

**Refer:** PYC3705 Study Note 5

**Reasoning:** Culture controls our lives and defines reality for each of us, with or without our permission and/or intentional awareness. A “culture-centered” approach to counselling recognises culture as central and not marginal, fundamental and not exotic, for all appropriate counselling interventions.

Question 16

Empathy involves ___.

1. Feeling sorry for someone
2. Putting others before yourself
3. Putting yourself in someone else's shoes
4. Putting yourself before others

**Answer:** The correct answer is 3

**Refer:** Tutorial Letter 202/2/2017
Reasoning: Empathy has been described in different ways: walking in another's shoes, entering into another person's frame of reference or having the ability to experience life as the other person does by entering the person's world of thoughts, feelings, emotions and meanings. In counselling, empathy is an expression of the regard and respect the counsellor holds for the client whose experiences maybe quite different from that of the counsellor. The client needs to feel "held", understood as well as respected. Empathy means the counsellor is capable to accept and support the client through any issues, concerns, problems she/he can bring. The ability to empathise with another is enhanced by an alert attentiveness to facial expressions, body language, gestures, intuition, silences and so on.

Sympathy on the other hand is not empathy. Sympathy is feeling sorry for someone. It is to create sorrow in oneself in response to the perceived sense of another. When we feel sympathy for someone we might view them with pity. While pity makes a victim of the sufferer, empathy empowers them: "I have a sense of your world, you are not alone, we will go through this together".

Carl Rogers, the founder of person centred counselling, concluded that the important elements of empathy are:
- the counsellor understands the client's feelings
- the counsellor's responses reflect the client's mood and the content of what has been said
- the counsellors' tone of voice conveys the ability to share the client's feelings.

Question 17

Which of the following aspects might be considered as the central tenets of client-centred therapy?

1. Empathy
2. Unconditional positive regard
3. Congruence
4. All of the above

Answer: The correct answer is 4

Refer: PYC3705 Study Guide, pg. 64

Reasoning: Among other things, the counsellor’s warmth, congruence, empathy and non-judgemental and unconditionally accepting attitude towards the client are of great importance.

Question 18

The study guide of Transformative Counselling Encounters highlighted that counselling must aim to ___.

1. Promote personal growth that allows a person to live a productive and satisfying life
2. Provide a successful diagnosis in psychopathology
3. Ensure that clients are on the correct medication
4. Solely address behaviour

Answer: The correct answer is 1

Refer: PYC3705 Study Guide, pg. 101

Reasoning: To achieve this, a counsellor aims to create and maintain an emotionally safe space and an accepting, caring relationship in which the client can explore, discover and clarify ways of living more satisfyingly and resourcefully. Throughout the counselling
process, the responsibility for growth and change remains with the client. Essentially, it is about helping others to help themselves, and helping them to grow in the way that they choose. It is ultimately the client’s responsibility and right to choose how they address their own problems or issues (Da Rocha Kustner, Meyersfeld, Brouard & the Adherence Networking Group, 2008). To counsel means to encourage people to make sense of their life experiences and create meaningful aspirations.

Question 19

Minimal encouragers are commonly used when two people have a conversation. They are useful to encourage the client to continue talking and can help to give you more information. Minimal encouragers can be either verbal or nonverbal responses that affirm that the counsellor is actually listening to what is being said. An example of a non-verbal minimal encourager includes ___.

1. a head nod
2. mmmm
3. a raised eyebrow
4. only 1 and 3

**Answer:** The correct answer is 4

**Reasoning:** Option 2 refers to a verbal minimal encourager, while the question asks to identify non-verbal minimal encouragers.

Question 20

Identify the correct listing of the SIX basic ethical principles in counselling

1. individuality, autonomy, improve the situation of others, do no harm, justice, and reliability
2. autonomy, improve the situation of others do no harm, justice, reliability, and genuineness
3. generativity, justice, individuality, liberty, veracity, and improve the situation of others
4. justice, veracity, reliability, consensuality, autonomy, and practicality

**Answer:** The correct answer is 2

**Reasoning:** Definitions of words

- **Veracity** - conformity to facts; accuracy.
- **Individuality** - the quality or character of a particular person or thing that distinguishes them from others of the same kind, especially when strongly marked.
- **Autonomy** - the right or condition of self-government.
- **Justice** - just behaviour or treatment.
- **Reliability** - the quality of being trustworthy or of performing consistently well.
- **Genuineness** - possessing the claimed or attributed character, quality, or origin; not counterfeit; authentic; real
- **Generativity** - ability to transcend personal interests to provide care and concern for younger and older generations
- **Liberty** - the state of being free within society from oppressive restrictions imposed by authority on one's behaviour or political views.
- **Practicality** - the quality or state of being practical.
- **Consensuality** - existing or made by mutual consent
SECTION B

Answer all 3 questions:

Question 1

In Transformative Counselling Encounters it is emphasised that informed consent is not just signed documents. It often involves a process, dialogue or discussion between a counsellor and a client. Generally, the process of informed consent involves three parts. Providing the client with information, evaluating the client's capacity to understand the information and, finally, obtaining consent from the client. Provide short discussions of these three parts (15)

**Answer:**

The process of securing informed consent has three phases, all of which involve the exchange of information between counsellor and client. Many scholars emphasize that informed consent is not just signed documents. It often involves a process, dialogue or discussion between a counsellor and a client. Generally, the process of informed consent involves three parts: Providing the client with information, evaluating the client’s capacity to understand the information and, finally, obtaining consent from the client. Following are short discussions of these three parts:

1. The counsellor must communicate the nature, risks and benefits of the procedure, treatment, research or any other eventuality that the client is consenting to. This also includes authorizing the counsellor to release information, communicate by email, record a session, etc. At this phase the client gets to ask questions and be engaged in a dialogue or discussion with the counsellor. The counsellor should also outline feasible alternatives to the treatment (if there are any) and emphasize the element of choice (if there is any), so the client is clear on all options. The client should also be presented with information about the most likely outcomes of the treatment, release of information, etc. It is very important that information be presented so that the client can comprehend it clearly and rationally.

2. The counsellor must evaluate whether or not the person has the capacity to understand the information and is competent to make an informed decision regarding his/her healthcare and treatment or other occurrences. Once this has been determined, and the counsellor has provided the necessary information, the counsellor must determine whether or not the information provided was understood. The counsellor must be able to ensure that the client clearly understands and accepts the risks inherent in the procedure, release, or treatment. When appropriate and possible, the counsellor may verify that the individual is proceeding with the identified option with clear knowledge and forethought about its risks and benefits.

3. Finally, the client must acknowledge the s/he has been informed and expresses their consent in some way. There are several ways that a client may acknowledge that s/he has been informed and that consent is given. Written informed consent is only one form of consent, and there are situations where informed consent is either not required or impossible to obtain. Other situations may avail verbal or other consents but not written ones.

Briefly explain Exceptions to Informed Consent (5)
Answer: There are, obviously, many exceptions to the process of securing informed consent in counselling. Emergencies are obvious examples. Many state laws and professional association codes of ethics have provisions that permit or even mandate to release information and provide treatment and assessment under certain circumstances, without an informed consent. These situations may include when a client is in danger to self or others, child or elder abuse or neglect.

Question 2

DISCUSS the role of relational ethics approach in helping relationships (15)

Answer: The basic premise of relational ethics is that ethical decisions/actions are made within the context of a relationship. To understand engagement from a relational ethic perspective, counsellors must reshape the traditional understanding of the self as an independent and autonomous entity. To establish an engaged relationship, counsellors must position themselves with the other. Engagement requires an understanding of the complexity of each situation, each person’s perspective, and each person’s vulnerabilities. This presumption is based on the belief that engagement is not an autonomous or individualistic activity. Again, this is a result of the premise that individuals do not exist in isolation – the self is embodied. The self is a product of the relationship with others. Relational ethics requires that counsellors not imagine themselves in the place of their clients; they must identify the unique needs, talents, and capacities of their clients. When counsellors put themselves in the place of their clients, this type of “imagining” maintains the dichotomy between the counsellor and the client. This type of empathy discounts the phenomenological experience of the client. For example, if the counsellor imagined him/herself in a client’s position, ascribed her own values, and believes to the client’s experiences the counsellor would ask him / herself the following questions – Would I want to be readmitted to psychiatric hospital? Would I want someone that I had called to return my telephone calls? Are the side effects of this medication worse than being psychotic? All of these questions assume an individualistic existence of self and represent an unengaged relationship. From a relational ethic standpoint, a relationally engaged counsellor would ask – How can I better understand what my client wants? How can I assist my client in achieving her goals? Does my client think being a bit psychotic all the time is ok?

Aspects of relational ethics:
- Considering the effects of particular actions in particular contexts
- Combines relationship and ethics into a multidimensional concept
- There is a complex medium through which decisions and interactions associated with a relationship are engaged with
- Codes and standards inform rather than determine our ethical decisions
- Each client, counsellor and situation is unique
- Thinking and feeling through ethical dilemmas

How does culture relate to ethics? (5)

Answer: It is crucial that counsellors do not become culturally encapsulated. Cultural encapsulation puts counsellors at risk of using stereotypes, becoming judgmental, and imposing their values on their clients. Counsellors’ awareness of personal culture will benefit their clients and help them with the process of gaining awareness of cultures that are different from their own. The most important work for every
counsellor is to become more culturally responsive and respectful. Cultural competence is first and foremost a commitment to take the next step, and the next and the next toward offering accessible and appropriate services for the diverse clients and communities being served. Counsellors need to learn to ask questions sensitively and to show respect for different cultural beliefs.

Question 3

a) When working with clients, counsellors use a basic set of core micro-counselling skills which assist in developing a therapeutic relationship with the client, and establish a foundation for communication. Identify and explain the following in the scenarios below.

- Identify the two micro-skills used in the scenarios and briefly explain why it is a useful micro-skill
- Identify four aspects involved in each micro-skill you have identified in the scenarios

Scenario A:
Client: I don’t know why people worry about my kids. I’ve always been able to look after them, even when I'm stoned
Counsellor: You appear to be saying there's no need for anyone to worry about your kids, you are always able to look after them

Scenario B
Client: I thought my mother would understand the problems I'm having
Counsellor: You sound disappointed with your mother's reaction to your problems

Answer:

Scenario A
To **paraphrase**, the counsellor chooses the most important details of what the client has just said and reflects them back to the client. Paraphrases can be just a few words or one or two brief sentences.

- Conveys the same meaning with different words/ conveys the essence of what the client said
- Tentative, clear and concise, helps clarify things
- Used to check perceptions
- Conveys the message “I’m with you”

Scenario B
In this scenario the counsellor is **reflecting the feelings** of the client.

- By reflecting feelings a counsellor can help the client become aware of the emotions experienced in relation to the issue at hand.
- Reflecting feelings can promote the development of accurate empathy and help to create a safe environment for the client.
- To reflect feelings one must be able to recognise and put words to those feeling states observed in the client.

To aid in identifying a client’s feelings:

- Pay attention to the affective component of the client’s communication.
- Pay attention to the client’s behaviour (e.g., posture, tone of voice, facial expression)
- Use a broad range of words to correctly identify the client’s emotions.
- Silently name the client’s feeling(s) to yourself.

When reflecting feelings to your client:
2016 October / November Exam Paper

QUESTION 1

(a) A client-centred counsellor aims to show empathy, warmth and genuineness, which they believe will enable the client’s self-understanding and psychological growth. Provide a brief discussion of each of these aims (15)

**Answer:**

Showing empathy and genuineness encourages the development of trust. Maintaining warmth and understanding, without being judgmental, provides a comfortable foundation from where the counselling relationship can develop. Conveying warmth through body language – using posture, maintaining eye contact and personal space – encourages the development of trust as it provides reassurance. Valuing and respecting other people are of vital importance in any relationship, including a counselling relationship. Accepting the other person totally (flaws and all) shows the individual that you value them and are there to support them through the counselling process, regardless of their weaknesses, negativitiy or unfavourable qualities.

The counselling working alliance depends on an ongoing interpersonal synergy between counsellor and client. It is not the counselling skills that are important, but the interpersonal relationship itself (Theron, 2008; Truax & Carkhuff, 1967). The human interpersonal relationship is the prime counselling agent of change, and not insight, reason or catharsis. In this regard, clients are assisted by counsellors to achieve unconditional self-acceptance instead of conditional self-esteem (Ellis, 1996). Clients’ perceptions of empathy, non-judgemental presence, unconditional acceptance, non-possessive warmth and genuineness therefore foretell the potential success of the helping process!

(b) During their counselling session, Porcha, a novice counsellor, discovers that her client, Phule’s experiences are similar to her own experiences and feels that it would be worthwhile for her to share her journey to recovery with Phule. However, she was told that self-disclosure virtually always poses ethical problems in counselling as it is considered a boundary crossing. There are also other factors about self-disclosure that she was told about. Provide a brief discussion on self-disclosure as a skill for the counsellor to perform (10)

**Answer:**

Self-disclosure is considered a boundary crossing, but there may sometimes be very good therapeutic reasons for doing so. Every instance should, however, be well considered, and this should include self-scrutiny regarding the motivations for such
departure from the usual therapeutic stance. What we do can have good or bad consequences, and we need to practise a kind of accountability for our actions. Counsellors should not:

- Try to become parents to their clients to attempt to make up for their clients' bad childhood.
- Do not adopt the role of a ‘rescuer’.

Clients should meet only in the counsellor’s rooms or designated area of counselling (which could also be under a tree).

**When does boundary crossing occur?**

- When counsellors consistently start or stop sessions early, late or at odd times of the day. Possible ways to uphold such behaviour is to demonstrate that there was an emergency.
- The end of the session is a possible period of a session when many counsellors slip their guard, when they lead them to the door.
- Some clients may try to extend the time boundary.
- There is also a risk that this action may lead to an exchange of confidential information in a ‘public space’.

**Treating clients free of charge**

It is acceptable to treat a client free of charge if it is appropriate. A counsellor’s willingness to treat clients for less, or for free must be discussed with the client.

**Physical contact**

- **Acceptable contact**
  - Physical contact between a counsellor and a client is highly controversial. Handshakes and occasional pats on the shoulders are the limits of physical contact.
- **Unacceptable contact**
  - Any form of hugging or quick squeezing of the shoulder

**Counsellor’s dual role**

All private, non-professional relationships and other formal relationships with clients must be avoided. Counsellors should avoid professional relationships with family members, employees, close associates, students and peers. Dual-role relationships must therefore be avoided, particularly if there is a risk that:

- the counsellor’s professional judgement may be impaired or compromised
- the client’s trust or dependency may be broken
- there may be a conflict of interests.

### QUESTION 2

(a) Asking questions - open and closed - is an important skill in counselling. They can help a person open up or close them down. Explain with reference to an example of how you would use them for asking questions in counselling (15)

**Answer:**

<table>
<thead>
<tr>
<th>Closed question</th>
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<tbody>
<tr>
<td>- Used to narrow the area of discussion</td>
</tr>
<tr>
<td>- Usually answered with yes or no</td>
</tr>
<tr>
<td>- Can be used to direct the person’s thoughts back to the conversation</td>
</tr>
<tr>
<td>- Example: Did you have breakfast this morning?</td>
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</table>

<table>
<thead>
<tr>
<th>Open ended question</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Effective in gathering information and continuing a conversation</td>
</tr>
<tr>
<td>- Provides client with maximum opportunity for self-exploration</td>
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<tr>
<td>- Leads to further explanation of the topic(s) under discussion</td>
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</tbody>
</table>
### Question 1

- In most cases cannot be answered with one word response
- Can be used to aid clients in exploring their thoughts and feelings
- (Any response which alludes to above suggestions)
- Example: How would you have done things differently if you had the chance to do it over?

### Question 2

(b) A counsellor can support the client through their use of non-verbal signals, also known as 'minimal encouragers'. Give two examples of this. (4)

**Answer:**

<table>
<thead>
<tr>
<th><strong>Minimal encourager</strong></th>
<th></th>
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<tbody>
<tr>
<td>Shows counsellor’s involvement with client and encourages them to talk more about the topic</td>
<td></td>
</tr>
<tr>
<td>Confirming and emotionally facilitating responses</td>
<td></td>
</tr>
<tr>
<td>Shows counsellor is listening</td>
<td></td>
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<tr>
<td>Examples of these include a head nod, maintaining eye contact and a raised eyebrow.</td>
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</tbody>
</table>

(c) By accurately observing non-verbal behaviour, a counsellor can gauge the affect her/his words and actions have upon the client. Briefly explain what is meant by inconsistencies between verbal message and non-verbal (body) message (Support your answer with an example) (6)

**Answer:**

Observe the following:

- Non-verbal communication: What is the client communicating through his/her body language and actions? (For instance, what may it imply if a client does not reach out to shake your hand and breaks eye contact on meeting you?) Is the client’s fists clenched or relaxed.
- Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication? For example, is the client stating that he/she is relaxed, but sitting on the edge of the chair with fists clenched?

### Question 3

"Creating an appropriate context and climate from the outset is important to optimise the counselling working alliance"

(a) Discuss the above statement by referring to the following aspects in the first encounter process and incorporate examples to illustrate your answers

- Initial checking-in phase and how it is facilitated
- Contracting aspects covered in session
- Reflection on checking of expectations (15)

**Answer:**

1. **Dealing with risk and scope**

During intake, whether telephonically or in a face-to-face encounter with a client, one of the first priorities will be to ascertain whether you are in a position to accept...
working with the prospective client(s) or should refer them to another counsellor or service.

Intake procedures for new clients may differ from counselling service to counselling service. In the case of some services, the counsellor who first had contact with the client is not necessarily the one to continue a counselling relationship with the client. Some services have the procedures in place to check with the client regarding their counsellor preferences (in respect of age, gender, language, and in some instances sexual orientation, etc.).

2. Contact with the client
   — Initial contact
The client will make the first move by contacting the counsellor by two forms:
   — Telephonically
   — Walk-in
Some clients may be referred to you formally (by a doctor, priest, and another counsellor) or referred informally (self-referral, friend, previous client or family member).

   — Telephonic contact
Phoning for an appointment takes a lot of courage. At this point the counsellor is a stranger to the client and counselling services are also unfamiliar to most new clients. The first telephonic contact is very important for first impressions that impact on both the client and the counsellor. If the impact was ‘negative’ for either, the client may not show up, or the counsellor may no longer be willing to see the client.

A client not wanting to end the session over the phone may become a very difficult situation for a counsellor to manage.

It may be inappropriate and there may not be enough time to have a full session over the phone. At the same time, it is important to ensure that the client does not feel rejected.

This issue can be dealt with sensitivity in the following way:
   — ‘It looks like you really need to address this issue now, but let us talk more about it when you come for the appointment.’

For those who seem hesitant to commit for a session even after phoning in, you could say something like:
   — ‘It seems that you would like to come for counselling but that it is difficult at this point to commit to an appointment …’

The aim is to make the client feel understood rather than judged. This message will then be received as empathetic, understanding and respecting the client’s choice. This is a signal of unconditional positive regard.

• ‘Walk-in’ clients
You may not be in a position to see the client right away, because you might be fully booked. Cases of utmost urgency, the client may perhaps be willing to wait for the appointed time. In cases such as a rape which has just occurred, severe loss or trauma and suicidality you may need to attend to the client immediately or refer him/her to an available counsellor.

3. Assessing your client
   • Listen to:
   — How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)
— How your clients speak about others. (Are they demeaning and dismissive of them? Do they talk in a blaming manner about others? Are there any indications of potential harm to others or their property, perhaps displaced anger that may become violent?)
— How your clients speak about their problems. (How do they allocate responsibility? Do they show resilience in the face of adversity or do they seem totally overwhelmed and desperate? Could it be that they are only half saying what they want to say? May they be presenting an issue in a way as to test your thoughts and feelings in relation to the issue?)

• Observe:
  — Non-verbal communication: What is the client communicating through his/her body language and actions?
  — Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication?

4. Opening up the space
Counselling is about engaging another person in transformative encounter. To open a space for meaningful engagement, counsellors should show warmth, congruence, empathy, be non-judgemental and unconditional acceptance attitudes towards the client.

• Micro skills:
  — Attending (physically, intellectually and emotionally present); counsellor is listening and ready to interact
  — Reflections of thoughts and feelings
  — Paraphrasing and clarification
  — Open and closed questions

5. Preparing for the session
I will do the following external preparations:
• I will make sure that I am at the venue on time, to avoid feeling rushed and looking disorganised.
• I will make sure that I have the following materials:
  — A watch and
  — A tape recorder
  — Pen and note book to take notes during the session
  — Box of tissues
  — A Calendar or a diary to use for future appointment
• I will ensure that the area in which I receive clients is comfortable and just the right temperature.
• The client must feel a sense of privacy so I must ensure that they cannot be overheard during the session.

I will do the following internal preparations:
— I need to know myself in terms of my likes, dislikes, values, fears and insecurities. This might take years but it will facilitate in recognising my “red-buttons”
— I should always be ready on an emotional level for every session. An example of this is that I cannot be there for a client how has been abused, unless I have come to terms with my own experiences of past abuse.
— I must be sure to work out my personal issues before session. I cannot be bombarded with phone calls about my child being sick, while in session with a woman who is struggling to have children.
— I must always be ready to be fully there as a person for my clients.

6. Counselling under a tree?
Traditionally counselling happens within four walls, but every client is unique and their situation. External environments can be any place where counselling will take place, even under trees. Counsellors need to make the most of external counselling environments. Counselling can take place in schools, churches and other community settings as counselling is then taken to the client.

As counsellors we need to address the cause of personal suffering and oppression through structural changes in our society.

Read “Shame on you, Rainbow Nation!” – page 78 in the study guide and “Working with refugee children” – page 79 in the study guide. This will allow better insight on the topic “counselling under a tree”

Contracting issues to be considered in order to set the terms of engagement between the counsellor and client:

A contract will usually cover the following areas;

- Time and day/s of session/s.
- Duration of the session
- How many sessions are available
- What approach the counsellor uses
- Fee (if a paid service)
- Cancellation policies
- How long you notes will be kept for, who can see them, and how they will be disposed of.
- Complaints procedure
- Confidentiality

Checking and verifying client expectations:

As a client you would expect a counsellor to offer confidentiality; however there are some exceptions to confidentiality. Exceptions are disclosures such as: Harm to self, harm to others, (this is usually the policy of organisations who employ counsellors). Money laundering, Acts of terrorism, Drug Trafficking’ Child protection issues’ which the counsellor has a legal obligation to disclose.

The counsellor may also ask you would like them to respond if for instance you bumped in to them in the street and they were with their family, it might be that your client wants you to ignore them so that they don’t have to answer awkward questions such as ‘who was that ?’

Finally, when you agree the contact which in my experience takes about 10 minutes, then the work begins as you explain you issues to the counsellor and together you try to make sense of them and may be come to a resolution.

(b) Discuss two of the characteristics of initiating the termination phase of the session and give your own illustration of how you would apply them to end a session and prepare for the next session(s)

Answer:

Termination is both a difficult and rewarding process of saying goodbye to a client. The following suggestions should be considered when starting the termination process.

1. Summarise the sessions:
   — Ask the client to summarise the main points that have appeared in all sessions.
   — Refer back to the overall goals of the counselling discussed in the contracting phase.

2. Review or remind about the action plan for after treatment:
   — Discuss the way forward: Does the client have a need for more counselling? If so, for what types of issues? Also, if so, does s/he need a referral, or can you help with the remaining problems?
3. Emphasise achievements:
— If the client has made good progress it can sometimes be appropriate to offer words of acknowledgement and encouragement.
— Stress specific outcomes which you think have been helpful.
— Invite the client to mention the highlights of the sessions.

4. Normalise mixed feelings:
The client may be excited and relieved about ending counselling, but may also feel sadness about ending a relationship, especially if it was fruitful and close. It is useful to remind the client that all these feelings are normal and appropriate.

5. Conclude on a high note:
Meaningful quote or statement to think about, thank them for their involvement and wish them good luck.

If you have agreed with the client to end sessions after 50 minutes, it would be advisable to start preparing them 10 to 15 minutes before the session ends. You could use the last few minutes to summarise the session by, among other things, commenting on:
— what you have observed thus far;
— your understanding of the reason for the client’s visit;
— the main points of the client’s presenting problem, and
— your reflections on the client’s situation.

The client may then need to respond to your summary, which will also help you to evaluate your understanding of the client’s situation. You cannot assume that there will necessarily be follow-up sessions. For a variety of reasons, such as distance and transport difficulties, it may not be feasible. Directly enquire about further sessions. If you have decided to continue seeing one another, the format of the next sessions could be discussed. Your discussion may include:
• What will ensure that follow-up encounters are meaningful?
• Agreeing on the transformation the client wishes to see and what the counselling will therefore be working towards.
• When and where you will meet.
• The length and duration of sessions.

QUESTION 4

(a) Briefly discuss the two ethical approaches to problem solving in counselling that you were introduced to in the Transformative Counselling Encounters module. Briefly indicate which ethical approach would you use and why you would prefer to use it (15)

<table>
<thead>
<tr>
<th>Answer:</th>
<th>1. The normative approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the normative approach, the person directs his/her behaviour according to a certain set of norms and values. The person with a normative approach will treat all people with respect, irrespective of whether she/he benefits from it. It is part of his/her value system. These norms and values are usually linked to a code of conduct of philosophy or religion and is characteristic of the person. This shows the person’s strength of character.</td>
<td></td>
</tr>
<tr>
<td>Normative or rule based ethics is that they stifle ethical thinking. They invite us not to think, not to consider the effects of a particular practice on a particular person or family, but simply to follow a rule.</td>
<td></td>
</tr>
<tr>
<td>Physical contact between a counsellor and a client is highly controversial. Handshakes and occasional pats on the shoulders are about the limit of acceptable physical contact. Touch is a high-risk activity. Any form of hugging or quick squeezing of the shoulder would be inappropriate.</td>
<td></td>
</tr>
</tbody>
</table>
could be the start of unwanted physical contact and may even be intrusive and/or offensive to some clients. A client counsellor relationship excludes all other relationships, both private, non-professional relationships and other formal relationships with clients must also be avoided. Counsellors should avoid professional relationships with family members, employees, close associates, students and peers.

2. The relational ethics approach

The basic premise of relational ethics is that ethical decisions/actions are made within the context of a relationship. Relational ethics requires that counsellors not imagine themselves in the place of their clients; they must identify the unique needs, talents, and capacities of their clients.

- Considering the effects of particular actions in particular contexts
- Combines relationship and ethics into a multidimensional concept
- There is a complex medium through which decisions and interactions associated with a relationship are engaged with
- Codes and standards inform rather than determine our ethical decisions
- Each client, counsellor and situation is unique
- Thinking and feeling through ethical dilemmas

(b) A counsellor cannot be expected to work with every client. Give three brief reasons why a counsellor may need to refer a client (5)

**Answer:**

- A counsellor may refer a client on if, for example, the difficulty the client is experiencing is outside of their knowledge base. The counsellor may have a working knowledge of say eating disorders but feels the client would be best served by seeing someone with specialist rather than generic knowledge. In addition, if the counsellor suspects there may be a medical reason for the client’s emotional state. For example, hypothyroidism which can mimic the signs of anxiety. Here the counsellor may refer the client to his/her doctor and support the client until a diagnosis is made when there may be no need for therapy.

- The client has been referred by an organization such as an EAP (Employee Assistance Programme) for six sessions of brief therapy but the therapist believes the person needs much more than the allotted sessions. Here the counsellor may feel that rather than establishing a relationship only to end it quickly, it would serve the client better to start their therapy with someone who can complete it with them. The counsellor may continue to support the client in such an instance until they have found a suitable therapist.

- Another instance is where the type of therapy the counsellor offers may not be suitable for an individual. The Counsellor believing that a different approach would be more beneficial.

- In addition, if the counsellor is in private practice and has concerns about his/her safety. This is especially true if the counsellor works on their own. Here the counsellor may refer the client to an agency setting where a therapist would have better safety arrangements, for example, always ensuring that there was at least one other member of staff on duty when counselling takes place.

- Finally, if the counsellor feels s/he is unable to work with the client. For example, perhaps the counsellor is going through a divorce and can work well with a number of client difficulties but the client’s situation too closely parallels the counsellors own difficulties. Here the counsellor may make the
(c) People are affected in different ways by significant life events and crises and require different kinds of support some require professional psychological help while others find support within their social networks or through other types of services. Describe and explain two types of life events that may require help from a lay counsellor (Support your answer with an example) (5)

| Answer: | A significant life event is an event that interrupts the normal course of our daily lives, and causes an imbalance between ourselves and our environment (i.e. social, physical worlds).
The event forces us to face change and to cope by learning new modes of action, feeling and thought. The event itself may be perceived as pleasant or unpleasant, but it always brings about a change in our life. Some life events can be particularly stressful, such as the birth of a child, transition of a young person to college, a change in jobs, sudden serious illness, marriage or divorce, moving to a new environment or the loss of a loved one.
These events often change someone’s normal daily routines and require them to adapt and develop new coping strategies.

Traumatic/critical events are extreme events that are outside of the realm of usual everyday human experience, threaten life or personal integrity, and cause feelings of intense fear, horror or helplessness. Traumatic events can include actual or threatened experiences of serious bodily harm or possible death, witnessing these events happening to someone else, or hearing that a loved one has experienced such an event.
These are potentially traumatising situations that can be associated with severe stress symptoms. Critical or traumatic events force us to face change in a much bigger way than other significant life events.
A personal crisis is the felt experience of a person – an inner process of questioning or stress – arising from the experience of a significant life event or a traumatic event. Someone in a personal crisis experiences an imbalance between their resources to cope and the stressors they are facing, as well as deeper questions about their life. They may ask themselves, “What is the meaning of my life? How can I live? How will my family survive now we have lost everything? What are the right choices to make? What values should I be directed by?” Every person responds differently to significant or traumatic life events, so the magnitude of crisis each person feels to a particular event can range in severity. |

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2016 May / June Exam Paper

**QUESTION 1**

(a) Briefly discuss what are reflective feelings? Explain the purpose, when it is used in counselling and provide an example (10)

| Answer: | Reflecting feelings: We use reflecting feelings as a micro-skill to help the client to become aware of their emotions they experience regarding the issue at hand. This can also create a sense of empathy towards the client and to create a safe environment to open up in.

*Thembi*: You say you are comfortable, yet it seems as if something may still be creating some unease for you. |
— By reflecting feelings a counsellor can help the client become aware of the emotions experienced in relation to the issue at hand.
— Reflecting feelings can promote the development of accurate empathy and help to create a safe environment for the client.
— To reflect feelings one must be able to recognise and put words to those feeling states observed in the client.

To aid in identifying a client’s feelings:
— Pay attention to the affective component of the client’s communication. Pay attention to the client’s behaviour (e.g., posture, tone of voice, facial expression)
— Use a broad range of words to correctly identify the client’s emotions.
— Silently name the client’s feeling(s) to yourself.

When reflecting feelings to your client:
— Use an appropriate introductory phrase (e.g., sounds like..., you feel..., it seems...etc.)
— Add a feeling word or emotional label to the stem.
— Add a context or brief paraphrase to anchor or broaden the reflection.
— Pay attention to the tense (present tense reflections can often be more powerful).
— Do not repeat the client’s exact words.
— Reflect mixed emotions.
— Check out the accuracy of the reflection of feeling with the client.

(b) Counsellors should be knowledgeable about the different types of techniques, including the appropriate use of them and likely results. Explain the difference between open and closed questions and outline their use in counselling. Provide two examples of each. (10)

<table>
<thead>
<tr>
<th>Answer:</th>
<th>Closed question (directive)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used to narrow the area of discussion</td>
</tr>
<tr>
<td></td>
<td>Usually answered with yes or no</td>
</tr>
<tr>
<td></td>
<td>Can be used to direct the person’s thoughts back to the conversation</td>
</tr>
<tr>
<td></td>
<td>Closed questions are often too restrictive and should be used minimally.</td>
</tr>
<tr>
<td></td>
<td>“Did you cry?”</td>
</tr>
<tr>
<td></td>
<td>“Did it upset you?”</td>
</tr>
</tbody>
</table>

Open ended question (non-directive)
— Effective in gathering information and continuing a conversation
— Provides client with maximum opportunity for self-exploration
— Leads to further explanation of the topic(s) under discussion
— In most cases cannot be answered with one word response
— Can be used to aid clients in exploring their thoughts and feelings
— (Any response which alludes to above suggestions)

Thembi asks “What are your ideas?”
“How did that make you feel”

QUESTION 2

(a) How does one perform non-verbal and verbal attending with regard to 'listening and sensing'? (10)

<table>
<thead>
<tr>
<th>Answer:</th>
<th>Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good communication involves more than just verbal content—much communication takes place non-verbally. Following validation and education, clients</td>
</tr>
</tbody>
</table>
ranked nonverbal gestures and presentation and body language as the most important alliance building factors.
— Non-verbal attending behaviours communicate a counsellor’s interest, warmth and understanding to the client, and include such behaviours as eye contact, body position, and tone of voice.

The SOLER MAP TC framework is a summary of basic non-verbal attending skills. The non-verbal attending framework (SOLER MAP TC) states that as a counsellor attendance means to be physically, emotionally and intellectually present in a counselling session.

By using non-verbal attendance skills counsellors show interest and attentiveness towards their clients in the following ways:
— Sitting Squarely – to face the client and communicate openly
— Open posture – A straight and open posture with no body parts that can be interpreted as a barrier.
— Leaning forward – This shows interest in the client at appropriate times
— Eye contact – to indicate that you are listening

(b) Consider the following client inconsistencies and identify whether the client has displayed

1. Inconsistency between non-verbal behaviours
2. Inconsistency between verbal messages
3. Inconsistencies between verbal message and non-verbal (body) message

Client A: A client states "My husband is always such a giving man, but he doesn’t express any love for me"

Client B: The client says she is feeling happy and yet she is slumped in the chair and has red eyes which seems to indicate that she has been crying

Client C: A client is smiling but his/her fist is tightly clenched

Provide a brief discussion of each client to support your choice (10)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Client A</th>
</tr>
</thead>
<tbody>
<tr>
<td>This client shows inconsistency between verbal messages. She states that her husband is a giving man – but also states the opposite – that he does not express any love for her.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Client B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This client shows inconsistency between verbal message and non-verbal message – she states that she is happy (verbal), yet her non-verbal messages (slumped over with red eyes) gives a different message.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Client C</th>
</tr>
</thead>
<tbody>
<tr>
<td>This client shows inconsistency between non-verbal messages – she is smiling (non-verbal indicating happy, but fists clenched (non-verbal) showing anxiety.</td>
<td></td>
</tr>
</tbody>
</table>

QUESTION 3

(a) This is a first encounter with a client. Write a script for the way in which a counsellor should explain to a client the ethical and professional limits of confidentiality. Please write your script word-for-word as a counsellor would speak to a client (10)

<table>
<thead>
<tr>
<th>Answer</th>
<th>Thembi: Knowing how the slots unfold will make you feel more comfortable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marylinda: Yes, please ...</td>
<td></td>
</tr>
<tr>
<td>Thembi: I am glad you raise these concerns, because they in any case form part of our discussion today. We might as well address them now, since they are already on the table. Our sessions last for 50 minutes, and they are usually scheduled on a weekly basis. However, we can both decide on how frequently we will meet. What are your ideas?</td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>Marylinda: I think the weekly interval will work well for me, but then what happens if I am not able to come for the session due to some difficulties beyond my control?</td>
<td></td>
</tr>
<tr>
<td>Thembi: That is a very important question. We can discuss that as well. According to the regulations here, if you are not able to make it for the session for any reason, we prefer that you notify us well in advance so that we know what is going on. The same applies from our side — we will let you know in time should we encounter any unforeseeable problem with your scheduled slot. We, however, make sure that we honour our commitments.</td>
<td></td>
</tr>
<tr>
<td>Marylinda: Hmm! That sounds reasonable. That line about your commitment sounds reassuring. I already feel comfortable being here ... Mmm ... uhm ... [Frowns, leaning slightly back, as if hesitating to speak.]</td>
<td></td>
</tr>
<tr>
<td>Thembi: You say you are comfortable, yet it seems as if something may still be creating some unease for you ...</td>
<td></td>
</tr>
<tr>
<td>Marylinda: There is something else that I do not feel comfortable with ...</td>
<td></td>
</tr>
<tr>
<td>Thembi: Yes ...? [Nodding her head.]</td>
<td></td>
</tr>
<tr>
<td>Marylinda: The receptionist is a friend of MaKhumalo’s, the lady who suggested I come here. Well, I am not sure how confidential the sessions will be. Please do not get me wrong, it is not that I don’t trust your receptionist; I just want to make sure that I will be protected.</td>
<td></td>
</tr>
<tr>
<td>Thembi: I t sounds like confidentiality is a real concern for you.</td>
<td></td>
</tr>
<tr>
<td>Marylinda: Yes.</td>
<td></td>
</tr>
<tr>
<td>Thembi: I understand. Well, confidentiality is a high priority for us too. Your file is kept locked away and your information will not be divulged to anyone without your permission, unless I pick up that either your life or someone else’s life is in danger. I will, however, discuss everything with you every step of the way.</td>
<td></td>
</tr>
<tr>
<td>Marylinda: Ok. Well, I don’t have any issues about that.</td>
<td></td>
</tr>
<tr>
<td>Thembi: Are there any other issues that you would like us to clarify?</td>
<td></td>
</tr>
<tr>
<td>Marylinda: No.</td>
<td></td>
</tr>
<tr>
<td>Thembi: What about punctuality?</td>
<td></td>
</tr>
<tr>
<td>Marylinda: I am a very punctual person, and I would like us to stick to the agreed time for our appointments. I am not a patient person in terms of waiting.</td>
<td></td>
</tr>
<tr>
<td>Thembi: I can see that you take great pride in being punctual and organised. You value reliability ... So do we agree that punctuality forms part of our agreement and that we will honour our agreed upon appointment times?</td>
<td></td>
</tr>
<tr>
<td>Marylinda: Exactly.</td>
<td></td>
</tr>
<tr>
<td>Thembi: We seem to have agreed on quite a number of issues. These include the duration and frequency of sessions, commitment and prior notice of nonattendance or changes to arrangements, punctuality and confidentiality. Having clarity about the way we will be working together puts you at ease, right?</td>
<td></td>
</tr>
<tr>
<td>Marylinda: I am an organised person and the idea of knowing what to expect pleases me.</td>
<td></td>
</tr>
<tr>
<td>Thembi: That sort of takes care of our contract with one another so far. However, we might need to revisit some of the issues that we have discussed now in later sessions, if the need arises.</td>
<td></td>
</tr>
<tr>
<td>Marylinda: [Nods her head.]</td>
<td></td>
</tr>
</tbody>
</table>
What kinds of information should remain confidential? (10)

**Answer:** Confidentiality is the process of protecting an individual’s privacy. It pertains to treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission.

**Principles of confidentiality within counselling**
Confidentiality within counselling refers to the premise that what you say to your counsellor stays with your counsellor. You do not expect a counsellor to discuss your case sat in a restaurant with friends. Indeed it may be this confidential relationship that attracts people to counselling. Counsellors should make efforts to protect and respect their client’s privacy. This will include looking after personal details as well as records of counselling sessions.

The Health Professions Council of South Africa HPCSA contains a privacy rule that creates national standards to protect individuals' medical records and personal health information, including information about psychotherapy and mental health. The clauses state that:

- No information is exchanged with a third party, unless with prior client consent.
- The content of the meeting remains private and confidential.
- In extreme circumstances, where the counsellor becomes concerned for the personal safety of the client, the client is informed that confidentiality may be broken

**Limitations that prevent total confidentiality:**
Confidentiality is taken seriously by counsellors. However, there is no such thing as absolute confidentiality and it is misleading for a counselling service to imply this. There are a number of limitations that prevent total confidentiality which clients and potential clients should be aware of. Counsellors have legal and ethical obligations which could cause a break in confidentiality. Legally, records can be subpoenaed if it is required by law. Also, there are some laws which demand reporting of child abuse or suspected child abuse. Ethical decisions may have to be made when a counsellor feels other agencies need to be involved. For example, if a client is at a high risk of suicide. Such occurrences are rare and would be discussed with the client first, as long as this is feasible.

There are other possible situations where a client’s case may be discussed with others. What if the client is under 18? Will their case be talked about with the parent? In such cases, counsellor should have a clear guideline of how confidentiality will work and both parent and child should be aware of the situation. If the counsellor works for an organisation or a health centre, client information may be shared with relevant parties. Such discussions would be for professional purposes only, with the client’s wellbeing in mind.

**QUESTION 4**

(a) Explain how the purpose of a professional code of ethics links to the normative approach (10)

**Answer:**

**Approaches to ethics**
If one undertakes a literature study of ethics, one comes across basically two approaches to ethics, namely the normative approach and the relational approach.

**The normative approach**
In the normative approach, the person directs his or her behaviour according to a certain set of norms and values. The person with a normative approach will
treat all people with respect, irrespective of whether s/he benefits from it. It is part of his or her value system. These norms and values are usually linked to a code of conduct or philosophy or religion and is characteristic of the person. This shows the person’s strength of character.

What really disturbs us about normative or rule-based ethics is that they stifle ethical thinking. They invite us not to think, not to consider the effects of a particular practice on a particular person or family, but simply to follow a rule. It’s as if we are either completely ethical or completely not ethical, rather than being human beings struggling with ethical dilemmas. There seems to be an idea that if we do not follow rules, something disastrous will happen. Rule-based ethics is based on a code of conduct that we will provide for you. We would like you to look at these rules critically and weigh them up against relational ethics, which will be discussed later. Read the Code of Conduct for psychologists according to the Health Professions Council of South Africa in your READER.

Although you are not psychologists or counsellors yet, these rules are there for you to remember that they are valuable as an anchor or guideline and that not anything goes in counselling.

(b) It is important for a counsellor to have a wide network of referral options. Why? (10)

**Answer:**

Networked and referral in counselling:
Networked is a way to expand connections in order to increase allies. Networking is also about optimally and efficiently utilising, co-ordinating or linking different services, resources or information in a formal and/or informal manner, with a common goal – to serve as a safety net for the client.

Adopting a holistic view of clients in treatment is especially important for any counsellor making referrals to other providers or agencies. At the point of referral, there is both an opportunity to address a client’s unmet needs and a potential danger of losing the client. Collaboration is crucial for preventing clients from “falling through the cracks” among independent and autonomous agencies. Effective collaboration is also the key to serving the client in the broadest possible context, beyond the boundaries of the counsellor and service providers.

For a network to be effective, partners in the network must have clarity on:

- In what contexts are networks required (national, provincial and local contexts – incorporating both urban and rural settings).
- Why networks do exists (necessity for establishing networks within the programme).
- The target group(s) (Who and what constitute these networks).
- The activities of the established networks.
- Where it operates, for example locally, regionally or internationally.
- How it works in terms of structures, procedures, participation and accountability mechanisms and relationships with stakeholders.
- The desired results of the networks and how results will be visible.

**QUESTION 5**

(a) Describe how you would initiate the termination phase of the counselling relationship (in alignment with the five important suggestions you were introduced to in the Transformative Counselling Encounters module) (10)
Termination is both a difficult and rewarding process of saying goodbye to a client. The following suggestions should be considered when starting the termination process.

1. **Summarise the sessions:**
   - Ask the client to summarise the main points that have appeared in all sessions.
   - Refer back to the overall goals of the counselling discussed in the contracting phase.

2. **Review or remind about the action plan for after treatment:**
   - Discuss the way forward: Does the client have a need for more counselling? If so, for what types of issues? Also, if so, does s/he need a referral, or can you help with the remaining problems?

3. **Emphasise achievements:**
   - If the client has made good progress it can sometimes be appropriate to offer words of acknowledgement and encouragement.
   - Stress specific outcomes which you think have been helpful.
   - Invite the client to mention the highlights of the sessions.

4. **Normalise mixed feelings:**
   - The client may be excited and relieved about ending counselling, but may also feel sadness about ending a relationship, especially if it was fruitful and close. It is useful to remind the client that all these feelings are normal and appropriate.

5. **Conclude on a high note:**
   - Meaningful quote or statement to think about, thank them for their involvement and wish them good luck.
   - If you have agreed with the client to end sessions after 50 minutes, it would be advisable to start preparing them 10 to 15 minutes before the session ends. You could use the last few minutes to summarise the session by, among other things, commenting on:
     - what you have observed thus far;
     - your understanding of the reason for the client’s visit;
     - the main points of the client’s presenting problem, and
     - your reflections on the client’s situation.
   The client may then need to respond to your summary, which will also help you to evaluate your understanding of the client’s situation. You cannot assume that there will necessarily be follow-up sessions. For a variety of reasons, such as distance and transport difficulties, it may not be feasible. Directly enquire about further sessions. If you have decided to continue seeing one another, the format of the next sessions could be discussed. Your discussion may include:
   - What will ensure that follow-up encounters are meaningful?
   - Agreeing on the transformation the client wishes to see and what the counselling will therefore be working towards.
   - When and where you will meet.
   - The length and duration of sessions.

(b) People are affected in different ways by significant life events and crises and require different kinds of support some require professional psychological help while others find support within their social networks or through other types of services. The different types of support that people may need can be illustrated by a pyramid.
Where do lay counsellors and other non-professionals fit into the pyramid? (Support your answer with a brief discussion and an example) (10)

<table>
<thead>
<tr>
<th>Refer:</th>
<th>PYC3705 Study Guide, pp. 39-40</th>
</tr>
</thead>
</table>
| Answer:  | The **bottom layer** includes basic services and security necessary for wellbeing of all persons, such as food, shelter, water and health care. If these basic needs are disrupted, a lay counsellor may help distressed people connect with these kinds of services. **Lay counsellors and non-professionals fits into this tier.**  
Lay counsellors may work in ‘**community and family support’**. Community and family support includes helping people to activate their own social support systems. This may include strengthening community support through women’s groups and youth clubs, helping people to find loved ones after a disaster through family tracing and reunification, or communal mourning or healing events after a disaster. **Lay counsellors and non-professionals fits into this tier.**  
Lay counsellors may assist at this level in helping people to mobilise their support networks. **Focused, non-specialised support** includes individual, family or group psychosocial interventions by trained helpers, such as lay counsellors. This kind of support includes emotional support for people facing significant life stressors or who have been exposed to critical events, and can include psychological support. **Lay counsellors and non-professionals fits into this tier.**  
As we move up the pyramid, we see all people need basic services and security for their wellbeing, many people will need community and family support to help them cope and recover, and some may also need focused, non-specialised support.  
At the top level of the pyramid are **specialised services** by professionals. The lay counsellor is not a professional, and so his/her role would be to connect people who need this specialised support with the appropriate specialists, such as professional counsellors, psychologists or psychiatrists. This can include people who are still experiencing significant suffering and are unable to cope despite the support provided in the other three layers of the pyramid. **Lay counsellors and non-professionals does not fit into this tier.** |
2015 October / November Exam paper

Question 1

List and discuss the micro-skills that the counsellor (Zig) provides to his client (Tidy) in the scenario:

To do this, we will introduce our counsellor, Zig, and his client, Tidy:

It is important that Tidy sees Zig as being empathetic to her feelings. Imagine that Tidy is sad. If Zig doesn’t have the ability to relate to her point of view, it is unlikely that they will be able to develop a therapeutic bond. This is because Tidy wants someone to understand and validate her feelings.

Zig also has to show authenticity. If he fakes his understanding of how Tidy feels, he is less likely to be able to help her. It is also likely that Tidy will realise he is not being genuine with her, and she will not trust him. Let’s assume that Zig genuinely understands how Tidy feels and can relate to her point of view. This is a good start towards a positive counselling relationship, but there are still some things that can get in the way.

Zig must have a tolerance of intimacy in order to fully develop a therapeutic relationship with Tidy. Zig may keep his personal and professional life separate, but he has to have the ability to care for Tidy and allow her to care for him as they work together on her personal issues. If he is unable to allow a close professional relationship to develop, Tidy will not be able to open up to him fully.

Tidy is also going to expect insightfulness from Zig. After all, she is coming to him for help with issues she can’t solve on her own. How do you think Tidy would feel if Zig were constantly distracted by note taking or his body language was less than inviting? What if Zig instead takes a few notes, asks only a few questions to clarify, and is more welcoming with his posture?

Answer:

Micro-skills are the basic foundational skills involved in effective helping relationships. They are the foundational tools on which the success of interventions with clients may depend. They help to create the necessary conditions from which positive change can take place. They provide the client with such alliance building constructs as empathic understanding, genuineness and acceptance, and will greatly facilitate the development of a safe therapeutic environment. They will aid in establishing rapport with clients:

Rapport can be understood as a harmonious or empathic relationship. The development of rapport starts with the initial contact and continues throughout the counselling process. Effective rapport is crucial for individuals seeking counselling, as this may be the first encounter with a professional counsellor and this interaction may either encourage or discourage the client from seeking counselling in the future or following up for subsequent counselling sessions.

Essential Counselling Micro-skills:
The micro-skills are a set of verbal and behavioural responses that facilitate the process of counselling and alliance formation regardless of the counsellors’ theoretical orientation. These skills are presented as a hierarchy that is organised within a systematic framework. At the bottom of the hierarchy are the basic attending skills such as patterns of eye contact, body language, and tone of voice. A bit farther up the skills hierarchy is the...
<table>
<thead>
<tr>
<th>Basic listening sequence, which includes questioning, paraphrasing, summarising, and reflection of feelings.</th>
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<tbody>
<tr>
<td><strong>List of Micro-skills:</strong></td>
</tr>
<tr>
<td><strong>Attending</strong></td>
</tr>
<tr>
<td>— Good communication involves more than just verbal content—much communication takes place non-verbally. Following validation and education, clients ranked nonverbal gestures and presentation and body language as the most important alliance building factors.</td>
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<tr>
<td>— Non-verbal attending behaviours communicate a counsellor’s interest, warmth and understanding to the client, and include such behaviours as eye contact, body position, and tone of voice.</td>
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<tr>
<td><strong>Focussing</strong></td>
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<tr>
<td>— Identification of a problem</td>
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<td>— Zooming in on the clients’ particular thoughts, feelings or behaviours</td>
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<td>— Engages the client by reflecting on the observation(s) made</td>
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<td>— Focuses on the client’s experiences at the moment</td>
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<td>— Empathic response</td>
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<td>— Entering the client’s frame of reference</td>
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<tr>
<td>— Ability to see the client’s point of view</td>
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<td>— Accurate reflection of the client’s issue(s)/situation</td>
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<tr>
<td>— Respond to client’s core message</td>
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<tr>
<td>— Clarifying/ Taking note of contradictions</td>
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<tr>
<td>— Used when what the client says and his/her presentation are at odds</td>
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<tr>
<td>— provides opportunity for deeper exploration</td>
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<td>— Gentle/indirect ways of challenging any contradictions</td>
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<tr>
<td><strong>Minimal encourager</strong></td>
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<tr>
<td>— Shows counsellor’s involvement with client and encourages them to talk more about the topic</td>
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<tr>
<td>— Confirming and emotionally facilitating responses</td>
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<tr>
<td>— Shows counsellor is listening</td>
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<tr>
<td><strong>Paraphrasing</strong></td>
</tr>
<tr>
<td>— Conveys the same meaning with different words/ conveys the essence of what the client said</td>
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<tr>
<td>— Tentative, clear and concise, helps clarify things</td>
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<tr>
<td>— Used to check perceptions</td>
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<tr>
<td>— Conveys the message “I’m with you”</td>
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<tr>
<td><strong>Closed question</strong></td>
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<tr>
<td>— Used to narrow the area of discussion</td>
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<tr>
<td>— Usually answered with yes or no</td>
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<tr>
<td>— Can be used to direct the person’s thoughts back to the conversation</td>
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<tr>
<td><strong>Open ended question</strong></td>
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<tr>
<td>— Effective in gathering information and continuing a conversation</td>
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<td>— Provides client with maximum opportunity for self-exploration</td>
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<tr>
<td>— Leads to further explanation of the topic(s) under discussion</td>
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<tr>
<td>— In most cases cannot be answered with one word response</td>
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<tr>
<td>— Can be used to aid clients in exploring their thoughts and feelings</td>
</tr>
<tr>
<td>— (Any response which alludes to above suggestions)</td>
</tr>
<tr>
<td><strong>Summarising</strong></td>
</tr>
<tr>
<td>— Encapsulates the client’s or the client’s and the counsellor’s verbalisations, behaviours and feelings and presenting them back to the client</td>
</tr>
<tr>
<td>— Integrating and ordering the discussion</td>
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</table>
Most important moments are captured
- Links points and themes together
- Helps client gain perspective of his/her situation

Reflecting Feelings
- By reflecting feelings a counsellor can help the client become aware of the emotions experienced in relation to the issue at hand.
- Reflecting feelings can promote the development of accurate empathy and help to create a safe environment for the client.
- To reflect feelings one must be able to recognise and put words to those feeling states observed in the client.

To aid in identifying a client’s feelings:
- Pay attention to the affective component of the client’s communication. Pay attention to the client’s behaviour (e.g., posture, tone of voice, facial expression)
- Use a broad range of words to correctly identify the client’s emotions.
- Silently name the client’s feeling(s) to yourself.

When reflecting feelings to your client:
- Use an appropriate introductory phrase (e.g., sounds like...., you feel...., it seems...etc.)
- Add a feeling word or emotional label to the stem.
- Add a context or brief paraphrase to anchor or broaden the reflection.
- Pay attention to the tense (present tense reflections can often be more powerful).
- Do not repeat the client’s exact words.
- Reflect mixed emotions.
- Check out the accuracy of the reflection of feeling with the client.

Question 2

a) Explain how a counsellor should structure their initial session with a client (please include details about the way in which a counsellor would begin building rapport (relationship), how they would structure the session, what information should be provided to the client and other significant details (10)

Answer: Counselling is a professional activity and as such it is important that at the beginning both parties are clear about what is on offer. Rapport can be understood as a harmonious or empathic relationship. The development of rapport starts with the initial contact and continues throughout the counselling process. Effective rapport is crucial for individuals seeking counselling, as this may be the first encounter with a professional counsellor and this interaction may either encourage or discourage the client from seeking counselling in the future or following up for subsequent counselling sessions.

So, after meeting your counsellor and chatting through what your difficulties are, the counsellor will invite you to make a ‘contract’ this is basically an agreement which can be verbal or written, it sets out clearly what the counsellor is offering so you the client can make an informed decision on whether to proceed or not.
- Engage with the client during initial contact
- Opening up the counselling space
- Making an assessment on the client
- Negotiating of the counselling contract together with the client
- Preparation for the session both internally and externally
Contracting issues to be considered in order to set the terms of engagement between the counsellor and client:

A contract will usually cover the following areas;
- Time and day/s of session/s.
- Duration of the session
- How many sessions are available
- What approach the counsellor uses
- Fee (if a paid service)
- Cancellation policies
- How long you notes will be kept for, who can see them, and how they will be disposed of.
- Complaints procedure
- Confidentiality

Checking and verifying client expectations:

As a client you would expect a counsellor to offer confidentiality; however there are some exceptions to confidentiality. Exceptions are disclosures such as:

- Harm to self, harm to others, (this is usually the policy of organisations who employ counsellors).
- Money laundering, Acts of terrorism, Drug Trafficking, Child protection issues which the counsellor has a legal obligation to disclose.

The counsellor may also ask you would like them to respond if for instance you bumped in to them in the street and they were with their family, it might be that your client wants you to ignore them so that they don’t have to answer awkward questions such as ‘who was that? ’

Finally, when you agree the contact which in my experience takes about 10 minutes, then the work begins as you explain you issues to the counsellor and together you try to make sense of them and may be come to a resolution.

Confidentiality

Confidentiality is the process of protecting an individual’s privacy. It pertains to treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission.

b) It is important for a counsellor to have intersectoral and multidisciplinary collaboration networks operate in practice. Why? (10)

| Answer: | Networking is a way to expand connections in order to increase allies. Networking is also about optimally and efficiently utilising, co-ordinating or linking different services, resources or information in a formal and/or informal manner, with a common goal – to serve as a safety net for the client.
Adopting a holistic view of clients in treatment is especially important for any counsellor making referrals to other providers or agencies. At the point of referral, there is both an opportunity to address a client’s unmet needs and a potential danger of losing the client.
Collaboration is crucial for preventing clients from “falling through the cracks” among independent and autonomous agencies. Effective collaboration is also the key to serving the client in the broadest possible context, beyond the boundaries of the counsellor and service providers.
For a network to be effective, partners in the network must have clarity on:
- In what contexts are networks required (national, provincial and local contexts –incorporating both urban and rural settings). |
— Why networks do exist (necessity for establishing networks within the programme).
— The target group(s) (Who and what constitute these networks).
— The activities of the established networks.
— Where it operates, for example locally, regionally or internationally.
— How it works in terms of structures, procedures, participation and accountability mechanisms and relationships with stakeholders.
— The desire results of the networks and how results will be visible.

It is important to note that networks are different in different contexts and may require different formats. Networks are comprised of autonomous individuals and organisations. Although they may share a common vision or goal, it is precisely the independence of networking partners that ensures that a diversity of approaches, perspectives, skills and information is devoted to that common purpose.

One of the specified core competencies of both registered psychologists and counsellors is referral expertise. The skill of referral is also key to what will be expected of the proposed mental health assistant.

You cannot optimally refer without an effective network in place. The process of referral is both an art and a skill. It requires a thorough knowledge of all the service providers in the network, their expertise, services, etc., and the insight to refer to the appropriate one.

Referral is about the utilisation of appropriate or available resources or service providers to assist a client with a specific need, problem or condition. Referral is about linking clients with service providers.

It is important to know when to refer, and to be able to recognise when someone requires additional services (additional to what you or your organisation can provide). It is also important to consider when an automatic referral is in order and when one would require consent from the person being referred.

Question 3

a) Professional counsellors must obtain a satisfactory education with experiences that prepare them to practice on their own. Provide an overview of the continued competency of a registered counsellor as indicated by the practice framework of psychology (10)

**Answer:**

**Core competencies of psychologists**

Overview of the continued competency of a registered counsellor as indicated by the practice framework of psychology:

1. **Psychological assessment**
   — General screening, requiring interpretation of psychological functions (e.g. intellectual/scholastic abilities, aptitude, interests, career placement, personality profiling)
   — Identification of symptoms for referral (e.g. psychopathology, organisational dysfunction)

2. **Psychological intervention**
   — Basic, short term, supportive counselling
   — Basic psycho-education and training
   — Promotion of primary psychosocial well-being

3. **Referral practices**
   — Ability to refer to equivalent professional peer within primary healthcare or educational systems (e.g. nurse, social workers, human resources practitioners)
4. Research
   — Ability to conduct research project and implement its findings

5. Other competencies
   — Policy and standards implementation
   — Project implementation and management

b) Multicultural counselling suggests that even in the counselling setting, differences between the client and the counsellor should be recognised. Explain why understanding personal biases and values is important for the counselling professional (10)

**Answer:**

**Explanation of culture-centred counselling:**

Culture controls our lives and defines reality for each of us, with or without our permission and/or intentional awareness. A “culture-centred” approach to counselling recognises culture as central and not marginal, fundamental and not exotic, for all appropriate counselling interventions.

By being culturally aware and recognising how culture will affect the counselling process, this cultural awareness will support the counsellor in developing an empathic understanding towards clients. Furthermore, it stressed the importance of empathic understanding. When counsellors exercise their multicultural counselling skills with their clients, it is imperative to provide them with guidelines which stressed self-experiences, self-awareness, and knowledge of culture. Cross-cultural awareness facilitates the counsellor’s knowledge, understanding, and respect for culturally diverse clientele.

**Understanding personal biases:**

It is crucial that counsellors do not become culturally encapsulated. Cultural encapsulation puts counsellors at risk of using stereotypes, becoming judgmental, and imposing their values on their clients.

Counsellors are encouraged to respect and accept their clients and their life styles, receiving them as who they are, non-judgmentally. However, South African counsellors are faced with many challenges. They must first educate themselves about the new culture, and learn more about their beliefs and values of the people around them. Counsellors might need to ask clients to educate them about their cultures. It is especially important for counsellors to establish trust with clients and to demonstrate unconditional positive regard. Stereotypes, perceptions, and beliefs that counsellors hold concerning groups that are culturally different could hinder their ability to form helpful and effective relationships. Collaborative relationships might be difficult to form in the presence of such hindrances.

Aspects of awareness and differences between the client and counsellor:

A culturally competent counsellor does not see her or his group’s cultural heritage, history, values, language, traditions, arts/crafts, as superior to that of others. A culturally competent counsellor is open to the values, norms, and cultural heritage of clients and does not impose her or his values/beliefs on clients. Perceiving clients from other cultures in a negative way might lead clients to believe that the counsellor is superior to them, impairing the collaborative relationship between the counsellor and the client.

Counsellors’ awareness of personal culture will benefit their clients and help them with the process of gaining awareness of cultures that are different from their own. The most important work for every counsellor is to become more culturally responsive and respectful.

Cultural competence is first and foremost a commitment to take the next step, and the next and the next toward offering accessible and appropriate services for the diverse
clients and communities being served. Counsellors need to learn to ask questions sensitively and to show respect for different cultural beliefs.

Question 4

a) In the following scenario, explain what ethical obligation the counsellor has not met.
A counsellor has been working with her client for several weeks concerning her marriage difficulties. It is agreed that the client’s husband will attend counselling, which the husband is happy to do. The counsellor obtains the husband’s informed consent and begins the session. The wife however becomes upset in their first interview together when the counsellor reveals some issues the wife would have preferred to keep private. (10)

Answer: The counsellor has not met the ethical obligation of confidentiality. What could be disclosed and what not should have been discussed with the client before meeting with her husband.
What happens in the counselling encounter stays in the counselling encounter! Indiscriminate sharing of client information is a breach of trust that cannot be exonerated.
By respecting the client and your explicit or implicit agreement of confidentiality, you demonstrate personal and professional integrity. This evokes respect and a sense of being trustworthy.
Confidentiality is the process of protecting an individual’s privacy. It pertains to treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission.

b) Consider the following case scenario which provides an example of confidentiality violations.
A counsellor is interviewing a client when she receives an urgent phone call from one of her other clients whose case she is managing. This client is very distraught as she is in the process of being evicted from her home. She asks the counsellor to speak to the landlord on her behalf and try to forestall the eviction. Through forthright discussions with the landlord, the counsellor is able to negotiate a temporary stay until their agency can arrange emergency housing for the client. After 10 minutes or so, the counsellor completes the call and returns to the interview.

Explain
• How the counsellor violated the client’s confidentiality?
• How the counsellor could have protected the client’s confidentiality?
(i.e. How the situation could have been handled differently)

Answer: The counsellor violated the clients’ confidentiality by dealing with the situation over the phone in front of another client. The counsellor did not inform the client in crises that she was with another person and ask permission to speak in front of them. Confidentiality within counselling refers to the premise that what you say to your counsellor stays with your counsellor. You do not expect a counsellor to discuss your case sat in a restaurant with friends. Indeed, it may be this confidential relationship that attracts people to counselling. Counsellors should make efforts to protect and respect their client’s privacy. This will include looking after personal details as well as records of counselling sessions. The Health Professions Council of South Africa HPCSA contains a privacy rule that creates national standards to protect individuals’ medical records and personal health
information, including information about psychotherapy and mental health. The clauses state that:

— No information is exchanged with a third party, unless with prior client consent.
— The content of the meeting remains private and confidential.
— In extreme circumstances, where the counsellor becomes concerned for the personal safety of the client, the client is informed that confidentiality may be broken.

The counsellor could have protected the clients’ confidentiality by leaving the room and making the phone call from another office, or asking the client in the office if they would mind waiting in the waiting area as you need to deal with a crisis. Another alternative would be to inform the client on the phone that there is another client in the room and get permission to speak in front of that person.

Question 5

a) Outline the two ethical approaches to problem solving you would adopt in counselling sessions (in alignment with the approach you were introduced to in the Transformative Counselling Encounters module) (10)

<table>
<thead>
<tr>
<th>Answer: Normative approach</th>
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<tbody>
<tr>
<td>Normative ethic approach is concerned with criteria of what is morally right and wrong. It includes the formulation of moral rules that have direct implications for what human actions, institutions, and ways of life should be like. The central question of normative ethics is determining how basic moral standards are arrived at and justified.</td>
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<tr>
<td>— Directs behaviour according to a certain set of norms and values</td>
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<td>— Treat all people with respect irrespective of benefit</td>
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<tr>
<td>— Norms and values linked to a code of conduct, religion or philosophy</td>
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<td>— Is characteristic of the person</td>
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<tr>
<td>— Stifles ethical thinking</td>
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<tr>
<td>— Does not invite to think but to follow a rule</td>
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<tr>
<td>— Either ethical or unethical not human being with ethical dilemmas</td>
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<tr>
<td>— If you do not follow rules something disastrous will happen</td>
</tr>
<tr>
<td>— Universal and absolute</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Answer: Relational approach</th>
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<tbody>
<tr>
<td>The basic premise of relational ethics is that ethical decisions/actions are made within the context of a relationship. Relational ethics requires that counsellors not imagine themselves in the place of their clients; they must identify the unique needs, talents, and capacities of their clients.</td>
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<tr>
<td>— Considering the effects of particular actions in particular contexts</td>
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<td>— Combines relationship and ethics into a multidimensional concept</td>
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<td>— There is a complex medium through which decisions and interactions associated with a relationship are engaged with</td>
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<td>— Codes and standards inform rather than determine our ethical decisions</td>
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<tr>
<td>— Each client, counsellor and situation is unique</td>
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<tr>
<td>— Thinking and feeling through ethical dilemmas</td>
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b) How should a counsellor prepare for a client for the eventual end of the counselling relationship? Consider the following case.
You have been counselling Fiona for the last three months and in that time she has made considerable progress in regard to the issues she initially presented with. You introduce the idea that counselling may not be required too much longer. As Fiona hears what you are saying she begins to react in anger saying that it was “typical”, that you are “just like everyone else” and “can’t handle getting close to her”. She adds “Just when things are going so well you decide to abandon me too”. Fiona has been clearly emotionally affected by your suggestion to end the counselling relationship.

**Answer:**

When any relationship ends, including a counselling relationship, there are many emotions that those individuals involved in the relationship may experience. The Termination Stage is the final stage of counselling, but is just as important as the initial phase of counselling. How you close your counselling relationship can have a significant impact on your client’s view of his or her experience in counselling and the likelihood of their practicing what has been learned in counselling after sessions have concluded. Termination is the final stage of the counselling process but is not something that should be broached during your last (or next to last) session with a client. Doing so does not allow for the proper amount of time for counsellor and client to process what termination means, how the client will handle the conclusion of the counselling relationship, and what follow-up contact or transitioning needs to happen for the client. Termination should be among the first topics that you and your client discuss. The therapist must be clear from the first contact, unless there are mitigating circumstances, which the intent of treatment is to help the (client) function without the therapist. As a counsellor, you are ethically bound to communicate to your client how long you will be available to counsel them, to discuss openly the timeline of your relationship, and to make appropriate referrals or recommendations at the conclusion of your relationship. It is a stage of counselling that clients need to be prepared for and counsellors need to address early on in the counselling process to avoid abandonment.

**Features of initiating termination:**

1. **Summarise the session**
   - Ask client to summarise the main points that have emerged in the session
   - Refer back to overall goals of the counselling discussed in contract, if established

2. **Review and remind about the action plan for after treatment**
   - Discuss way forward
   - Establish need for more counselling sessions
   - Establish type of issues to be explored in counselling
   - Establish need for referral or whether help with the remaining problems can be provided within the same counselling process

3. **Emphasise achievements**
   - Acknowledge progress made and offer word of encouragement if client has made good progress
   - Stress specific outcomes which counsellor thinks has been helpful
   - Invite client to mention the highlights of the sessions

4. **Normalise mixed feelings**
   - Check feelings of sadness provoked by imminent ending of counselling relationship
   - Remind client that feelings are normal and appropriate

5. **Conclude on a high note**
   - Give client a meaningful quote or statement to think about
   - Utilise a metaphor where appropriate to describe the counselling process or counselling relationship
Thank client for involvement and wish them luck in the implementation of any steps or plans agreed upon
— Remind client of on-going availability of counsellor

2015 May / June Exam paper

Question 1

"Creating an appropriate context and climate from the outset is important to optimise the counselling working alliance"

(a) Discuss the above statement by referring to the following aspects in the first encounter process and incorporate examples to illustrate your answers

• Initial checking-in phase and how it is facilitated
• Contracting aspects covered in session
• Reflection on checking of expectations (10)

(b) Discuss two of the characteristics of initiating the termination phase of the session and give your own illustration of how you would apply them to end a session and prepare for the next session(s) (10)

**Answer:**

a) Counselling is a professional activity and as such it is important that at the beginning both parties are clear about what is on offer. Rapport can be understood as a harmonious or empathic relationship. The development of rapport starts with the initial contact and continues throughout the counselling process. Effective rapport is crucial for individuals seeking counselling, as this may be the first encounter with a professional counsellor and this interaction may either encourage or discourage the client from seeking counselling in the future or following up for subsequent counselling sessions.

So, after meeting your counsellor and chatting through what your difficulties are, the counsellor will invite you to make a ‘contract’ this is basically an agreement which can be verbal or written, it sets out clearly what the counsellor is offering so you the client can make an informed decision on whether to proceed or not.

• Engage with the client during initial contact
• Opening up the counselling space
• Making an assessment on the client
• Negotiating of the counselling contract together with the client
• Preparation for the session both internally and externally

**Contracting issues to be considered in order to set the terms of engagement between the counsellor and client:**

A contract will usually cover the following areas;

• Time and day/s of session/s.
• Duration of the session
• How many sessions are available
• What approach the counsellor uses
• Fee (if a paid service)
• Cancellation policies
• How long you notes will be kept for, who can see them, and how they will be disposed of.
• Complaints procedure
• Confidentiality
Checking and verifying client expectations:
As a client you would expect a counsellor to offer confidentiality; however there are some exceptions to confidentiality. Exceptions are disclosures such as: Harm to self, harm to others, (this is usually the policy of organisations who employ counsellors). Money laundering, Acts of terrorism, Drug Trafficking’ Child protection issues’ which the counsellor has a legal obligation to disclose.
The counsellor may also ask you would like them to respond if for instance you bumped in to them in the street and they were with their family, it might be that your client wants you to ignore them so that they don’t have to answer awkward questions such as ‘who was that?’
Finally, when you agree the contact which in my experience takes about 10 minutes, then the work begins as you explain you issues to the counsellor and together you try to make sense of them and may be come to a resolution.

Confidentiality
Confidentiality is the process of protecting an individual’s privacy. It pertains to treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission.

b) Features of initiating termination:

1. **Summarise the session**
   - Ask client to summarise the main points that have emerged in the session
   - Refer back to overall goals of the counselling discussed in contract, if established

2. **Review and remind about the action plan for after treatment**
   - Discuss way forward
   - Establish need for more counselling sessions
   - Establish type of issues to be explored in counselling
   - Establish need for referral or whether help with the remaining problems can be provided within the same counselling process

3. **Emphasise achievements**
   - Acknowledge progress made and offer word of encouragement if client has made good progress
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4. **Normalise mixed feelings**
   - Check feelings of sadness provoked by imminent ending of counselling relationship
   - Remind client that feelings are normal and appropriate

5. **Conclude on a high note**
   - Give client a meaningful quote or statement to think about
   - Utilise a metaphor where appropriate to describe the counselling process or counselling relationship
   - Thank client for involvement and wish them luck in the implementation of any steps or plans agreed upon
   - Remind client of on-going availability of counsellor

**Question 2**
The use of micro-skills to facilitate conversation in the counselling process is very important. List and discuss 4 counselling micro-skills. Build examples in the discussion to illustrate your answer (20)
**Answer:** List of Micro-skills:

**Attending**
- Good communication involves more than just verbal content—much communication takes place non-verbally. Following validation and education, clients ranked nonverbal gestures and presentation and body language as the most important alliance building factors.
- Non-verbal attending behaviours communicate a counsellor’s interest, warmth and understanding to the client, and include such behaviours as eye contact, body position, and tone of voice.

**Focussing**
- Identification of a problem
- Zooming in on the clients’ particular thoughts, feelings or behaviours
- Engages the client by reflecting on the observation(s) made
- Focuses on the client’s experiences at the moment

**Empathic response**
- Entering the client’s frame of reference
- Ability to see the client’s point of view and reflect it accurately
- Accurate reflection of the client’s issue(s)/situation
- Respond to client’s core message

**Clarifying/ Taking note of contradictions**
- Used when what the client says and his/her presentation are at odds
- Provides opportunity for deeper exploration
- Gentle/indirect ways of challenging any contradictions

**Minimal encourager**
- Shows counsellor’s involvement with client and encourages them to talk more about the topic
- Confirming and emotionally facilitating responses
- Shows counsellor is listening

**Paraphrasing**
- Conveys the same meaning with different words/ conveys the essence of what the client said
- Tentative, clear and concise, helps clarify things
- Used to check perceptions
- Conveys the message “I’m with you”

**Closed question**
- Used to narrow the area of discussion
- Usually answered with yes or no
- Can be used to direct the person’s thoughts back to the conversation

**Open ended question**
- Effective in gathering information and continuing a conversation
- Provides client with maximum opportunity for self-exploration
- Leads to further explanation of the topic(s) under discussion
- In most cases cannot be answered with one word response
- Can be used to aid clients in exploring their thoughts and feelings
- (Any response which alludes to above suggestions)

**Summarising**
- Encapsulates the client’s or the client’s and the counsellor’s verbalisations, behaviours and feelings and presenting them back to the client
- Integrating and ordering the discussion
- Most important moments are captured
- Links points and themes together
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**Reflecting Feelings**
- By reflecting feelings a counsellor can help the client become aware of the emotions experienced in relation to the issue at hand.
- Reflecting feelings can promote the development of accurate empathy and help to create a safe environment for the client.
- To reflect feelings one must be able to recognise and put words to those feeling states observed in the client.

**To aid in identifying a client’s feelings:**
- Pay attention to the affective component of the client’s communication. Pay attention to the client’s behaviour (e.g., posture, tone of voice, facial expression)
- Use a broad range of words to correctly identify the client’s emotions.
- Silently name the client’s feeling(s) to yourself.

**When reflecting feelings to your client:**
- Use an appropriate introductory phrase (e.g., sounds like...., you feel...., it seems...etc.)
- Add a feeling word or emotional label to the stem.
- Add a context or brief paraphrase to anchor or broaden the reflection.
- Pay attention to the tense (present tense reflections can often be more powerful).
- Do not repeat the client’s exact words.
- Reflect mixed emotions.
- Check out the accuracy of the reflection of feeling with the client.

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**Question 3**

a) Briefly discuss the two ethical approaches to problem solving in counselling that you were introduced to in the Transformative Counselling Encounters module (10)

**Answer:**

**The normative approach**
In the normative approach, the person directs his or her behaviour according to a certain set of norms and values. The person with a normative approach will treat all people with respect, irrespective of whether s/he benefits from it. It is part of his or her value system.

These norms and values are usually linked to a code of conduct or philosophy or religion and are characteristic of the person. This shows the person’s strength of character.

What really disturbs us about normative or rule-based ethics is that they stifle ethical thinking. They invite us not to think, not to consider the effects of a particular practice on a particular person or family, but simply to follow a rule. It’s as if we are either completely ethical or completely not ethical, rather than being human beings struggling with ethical dilemmas. There seems to be an idea that if we do not follow rules, something disastrous will happen. Rule-based ethics is based on a code of conduct that we will provide for you.

We would like you to look at these rules critically and weigh them up against relational ethics, which will be discussed later. Read the Code of Conduct for psychologists according to the Health Professions Council of South Africa in your READER. Although you are not psychologists or counsellors yet, these rules are there for you to remember that they are valuable as an anchor or guideline and that not anything goes in counselling.

**Relational approach**
The basic premise of relational ethics is that ethical decisions/actions are made within the context of a relationship. Relational ethics requires that counsellors not imagine themselves in the place of their clients; they must identify the unique needs, talents, and capacities of their clients.

- Considering the effects of particular actions in particular contexts
- Combines relationship and ethics into a multidimensional concept
- There is a complex medium through which decisions and interactions associated with a relationship are engaged with
- Codes and standards inform rather than determine our ethical decisions
- Each client, counsellor and situation is unique
- Thinking and feeling through ethical dilemmas

Read the following scenario and then answer question (b) below. (10)

Mrs Winter’s client, Ethan, is an electrician who has been depressed since he lost his job 6 months ago. The company he had worked for the past 10 years merged with another company and many of the workers were retrenched. He has not been able to find work as an electrician because of a slump in the construction industry. Mrs Winter is aware of a construction company that is looking for an experienced electrician. Her husband is the general manager of the company and he does not intend to advertise the position. Should she share this information with Ethan?

b) Indicate which one of the two approaches to ethics you discussed in (a) you would choose to apply to Mrs Winter’s dilemma to share or not to share with Ethan. Give reasons for your choice (10)

**Answer:** I would apply the normative approach to this dilemma. Self-disclosure virtually always poses ethical problems in counselling. It is considered a boundary crossing, but there may sometimes be very good therapeutic reasons for doing so. Every instance should, however, be well considered, and this should include self-scrutiny regarding the motivations for such departure from the usual therapeutic stance.

Disclosing to Ethan that her husband is the general manager of a company that is looking for an electrician would be considered to be inappropriate by many counsellors. Even telling Ethan about the position without revealing that her husband is the general manager is risky, because the client might feel aggrieved if he later finds out what the relationship between the Winter’s is. Nor would it be appropriate for Mrs Winter to approach her husband about this matter. She would be breaching Ethans’ right to confidentiality if she should tell her husband about him and his problems without first getting his consent.

The above case study also illustrates the difference between a counselling relationship and a social one. The support counsellors give differ from that of friends or others in a social setup. This example also clarifies how counsellors should not/cannot take responsibility for a client’s situation.

**Question 4**

Intersectoral and multidisciplinary collaboration is emphasised as vital to your success in counselling endeavours. Discuss the idea of networking and indicate how networks operate in practice (20)

**Answer:** Intersectoral collaboration involves integrating contributions from different sectors (that is, social functions, such as health, welfare, education and justice), whether from
the NGO/NPO sector or the state. Such collaboration can also be between professionals and non-professionals, and between Western and indigenous practices, such as a psychologist who refers a client to a traditional healer. Intersectoral and multidisciplinary collaboration depend greatly on the skills of networking and referral. For instance, in order to maximise collaboration within the VEP, different service providers have to reach out to each other, familiarise themselves with the others’ functions and form service networks that can address the individual needs of victims. The advantage of these networks, apart from providing a variety of services, is that it facilitates the timely processing of clients’ needs. It furthermore strengthens the relationships between the different service providers in the community, and it facilitates referrals. For us, it is useful to remember that people and organisations network for many reasons, including information sharing, advocacy and capacity building. Networks provide opportunities to share experiences, skills, ideas and resources. Networking is a way in which to expand connections in order to increase allies. Networking is also about optimally, effectively and efficiently utilising, co-ordinating or linking different services, resources or information in a formal and/or informal manner, with a common goal – to serve as a safety net for the client. Networking is a continuous process, not only of building relationships between current service providers, but also of extending the services and service providers to include those that may be lacking in a community.

What makes a network effective?

For a network to be effective, partners in the network must have clarity on: context; why it exists; the target group(s); its activities; where it operates, for example locally, regionally or internationally; how it works in terms of structures, procedures, participation and accountability mechanisms and relationships with stakeholders; the desired results, and how results will be visible.

It is important to note that networks are different in different contexts and may require different formats. Networks are comprised of autonomous individuals and organisations. Although they may share a common vision or goal, it is precisely the independence of networking partners that ensures that a diversity of approaches, perspectives, skills and information is devoted to that common purpose.

One of the specified core competencies of both registered psychologists and counsellors is referral expertise. The skill of referral is also key to what will be expected of the proposed mental health assistant.

You cannot optimally refer without and effective network in place. The process of referral is both an art and a skill. It requires a thorough knowledge of all the service providers in the network, their expertise, services, etc., and the insight to refer to the appropriate one. Referral is about the utilisation of appropriate or available resources or service providers to assist a client with a specific need, problem or condition. Referral is about linking clients with service providers.

It is important to know when to refer, and to be able to recognise when someone requires additional services (additional to what you or your organisation can provide). It is also important to consider when an automatic referral is in order and when one would require consent from the person being referred.

Question 5

a) Describe the core competencies of a registered counsellor as indicated by the practice framework of psychology (10)

Answer: Core competencies of psychologists

Overview of the continued competency of a registered counsellor as indicated by the
### Practice Framework of Psychology:

1. **Psychological Assessment**
   - General screening, requiring interpretation of psychological functions (e.g. intellectual/scholastic abilities, aptitude, interests, career placement, personality profiling)
   - Identification of symptoms for referral (e.g. psychopathology, organisational dysfunction)

2. **Psychological Intervention**
   - Basic, short term, supportive counselling
   - Basic psycho-education and training
   - Promotion of primary psychosocial well-being

3. **Referral Practices**
   - Ability to refer to equivalent professional peer within primary healthcare or educational systems (e.g. nurse, social workers, human resources practitioners)
   - Ability to refer to psychologists and others with specialized expertise

4. **Research**
   - Ability to conduct research project and implement its findings

5. **Other Competencies**
   - Policy and standards implementation
   - Project implementation and management

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b) Describe the two broad areas that a counsellor needs to consider when assessing a client in a counselling setting (10)

**Answer:**

Psychological assessment can guide you in understanding your client’s functioning and how his/her problems are manifested. Consider the following broad areas when assessing your client:

**Listening**

Listen to:
- How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)
- How your clients speak about others. (Are they demeaning and dismissive of them? Do they talk in a blaming manner about others? Are there any indications of potential harm to others or their property, perhaps displaced anger that may become violent?)
- How your clients speak about their problems. (How do they allocate responsibility? Do they show resilience in the face of adversity or do they seem totally overwhelmed and desperate? Could it be that they are only half saying what they want to say? May they be presenting an issue in a way as to test your thoughts and feelings in relation to the issue?)

**Observing**

Observe the following:
- Non-verbal communication: What is the client communicating through his/her body language and actions? (For instance, what may it imply if a client does not reach out to shake your hand and breaks eye contact on meeting you?)
Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication? For example: being suicidal, but overjoyed at the idea of dying! Note that this may be indicative of a psychotic episode.

2014 October / November Exam paper

Read the following scenario and answer questions ONE and TWO below:

Kunjulwa related the following story during a telephonic interview with Hilda who is a counsellor:

Kunjulwa and her family had just come home from her grandmother’s funeral one night and checked that all doors were securely locked before they went to sleep. The family woke up the next day and found that doors were wide open and electronic equipment were missing. As if the burglars were making a mockery of them, they stole all the clothes in the bedroom in which her son had been sleeping and left only one suit and very old shoes. ever since the incident, the children have been too scared to sleep alone, insisting on sleeping on the floor in her bedroom and waking up at every little sound or movement in the middle of the night. She allowed this temporary arrangement thinking that the children will soon adjust and feel comfortable to go back to their rooms. However, weeks went passed and she does not seem to be able to get her children to settle down and the frequent interruptions of sleep are starting to bother her.

Kunjulwa and the counsellor then set up an appointment for a face-to-face session.

Question 1

Construct a hypothetical OR imaginary dialogue that would capture a typical counselling session between Kunjulwa and Hilda.

The transcript copy of your imaginary counselling session should incorporate the following points:

- Negotiation of contracting
- Use at least five micro-skills of counselling (25)

**Answer:**

**Telephonic Conversation:** (if this question is asked instead)

**Hilda:** Hello, Hilda here. [She speaks in a welcoming voice.]

**Kunjulwa:** Yes, my name is Kunjulwa. I was given your number by Margie. Would it be possible to see you? [She speaks in short, clipped sentences.]

**Hilda:** [Hilda can hear that there is some discomfort in Kunjulwa’s voice.] Hello Kunjulwa. Yes, of course. I have an opening tomorrow. Would you be able to attend during office hours, or after? [She phrases the question in an open-ended and engaging way.]

**Kunjulwa:** Well, I work until 5 pm. Can I see you after that? [She sounds relieved.]

**Hilda:** How about 6 o’clock tomorrow night?

**Kunjulwa:** That will be good. Where are you based?

**Hilda:** I work from the Victim Support Centre’s other offices in Madiba Street, in Morgenson. It’s on the corner of Madiba and Main Streets. Can I enquire what this is about? [She asks in a neutral but concerned tone of voice, opening a space for the counselling encounter.]

**Kunjulwa:** Yes ... 3 Weeks ago we were burgled while we were sleeping. My children have been very affected by this and are too scared to sleep in their own room. I
thought they would have gone back to their own rooms by now but they are still sleeping with me and wake all through the night. It is becoming very difficult to handle the constant sleep interruptions.

**Hilda:** I’m sorry to hear that Kunjulwa. I understand. This must be a difficult time for you and your family. What would you like to discuss with me? [He empathises, and steers the direction of the conversation towards the here and now. In his response, he is setting a context for a counselling contract.]

**Kunjulwa:** I’d like to talk to someone – I mean, to you about what I need to do. Margie gave me a pamphlet and I’ve noticed some of the things mentioned in there come up for me.

**Hilda:** Mmm, yes? [She probes.]

**Kunjulwa:** Well, I’ve been having difficulty with the children. [She feels that she is out of her depth.]

**Hilda:** I imagine it must be quite stressful, for you and for them …

**Kunjulwa:** Yes. Sometimes I can’t sleep, and I sometimes when I can sleep, the children keep me awake.

**Hilda:** Right. Well, let’s see what we can do. [She joins the system as another resource to help them cope with the changes and disruption without going too deep in this encounter.] I know that it is hard for you, and I hear that the events are still fresh in your mind and in those of your children. [She provides reflection of content and reassurance about the normality of Kunjulwa’s experience of the trauma.] Let’s meet tomorrow and continue the conversation.

**Kunjulwa:** Yes, thank you. That will be fine.

**Hilda:** Take care. Until tomorrow, then!

**Kunjulwa:** Yes. See you tomorrow.

**Hypothetical Counselling Session:**

**Hilda:** Morning, Kunjulwa. Welcome. How are you doing today?

**Kunjulwa:** I am fine, thank you. I hope you are also well. I have just filled in this form from the receptionist and she said I should hand it over to you.

**Hilda:** Yes, thank you. How would you like us to proceed from here?

**Kunjulwa:** I just need clarity about these forms, and I guess … well … this is the first time I come for counselling, so it is pretty much unclear to me as to what to expect and so on.

**Hilda:** It sounds like the form took you by surprise … The procedure here is that you fill in this form at the reception, and as you can see, it contains all your details and it consumes quite a bit of time. This is in addition to the information that we obtained during the telephonic session. Completing the form in advance serves to avoid taking the bulk of this session to gather information. Do you have other questions which you need clarified?

**Kunjulwa:** Yes, I do have questions. How long are the sessions going to be and how often will I need to come to see you?

**Hilda:** Knowing how the slots unfold will make you feel more comfortable?

**Kunjulwa:** Yes, please …

**Hilda:** I am glad you raise these concerns, because they in any case form part of our discussion today. We might as well address them now, since they are already on the table. Our sessions last for 50 minutes, and they are usually scheduled on a weekly basis. However, we can both decide on how frequently we will meet. What are your ideas?

**Kunjulwa:** I think the weekly interval will work well for me, but then what happens if I am not able to come for the session due to some difficulties beyond my control?

**Hilda:** That is a very important question. We can discuss that as well. According to the
regulations here, if you are not able to make it for the session for any reason, we prefer that you notify us well in advance so that we know what is going on. The same applies from our side—we will let you know in time should we encounter any unforeseeable problem with your scheduled slot. We, however, make sure that we honour our commitments.

Kunjulwa: H’mm! That sounds reasonable. That line about your commitment sounds reassuring. I already feel comfortable being here ... Mmm ... uhm ... [Frowns, leaning slightly back, as if hesitating to speak.]

Hilda: You say you are comfortable, yet it seems as if something may still be creating some unease for you ...

Kunjulwa: There is something else that I do not feel comfortable with ...

Hilda: Yes ...? [Nodding her head.]

Kunjulwa: The receptionist is a friend of MaKhumalo’s, the lady who suggested I come here. Well, I am not sure how confidential the sessions will be. Please do not get me wrong, it is not that I don’t trust your receptionist; I just want to make sure that I will be protected.

Hilda: It sounds like confidentiality is a real concern for you. Am I correct?

Kunjulwa: Yes.

Hilda: I understand. Well, confidentiality is a high priority for us too. Your file is kept locked away and your information will not be divulged to anyone without your permission, unless I pick up that either your life or someone else’s life is in danger. I will, however, discuss everything with you every step of the way.

Kunjulwa: Ok. Well, I don’t have any issues about that.

Hilda: Are there any other issues that you would like us to clarify? (Waits while Kunjulwa thinks)

Kunjulwa: No.

Hilda: What about punctuality?

Kunjulwa: I am a very punctual person, and I would like us to stick to the agreed time for our appointments. I am not a patient person in terms of waiting.

Hilda: I can see that you take great pride in being punctual and organised. You value reliability ... So do we agree that punctuality forms part of our agreement and that we will honour our agreed upon appointment times?

Kunjulwa: Exactly.

Hilda: We seem to have agreed on quite a number of issues. These include the duration and frequency of sessions, commitment and prior notice of non-attendance or changes to arrangements, punctuality and confidentiality. Having clarity about the way we will be working together puts you at ease, right?

Kunjulwa: I am an organised person and the idea of knowing what to expect pleases me.

Hilda: That sort of takes care of our contract with one another so far. However, we might need to revisit some of the issues that we have discussed now in later sessions, if the need arises.

Kunjulwa: [Nods her head.]

Hilda: Shall we proceed with what brings you here, taking the discussion further that we started on the phone?

[The session continues...]

List of Micro-skills:

Attending
— Good communication involves more than just verbal content—much communication takes place non-verbally. Following validation and education,
clients ranked nonverbal gestures and presentation and body language as the most important alliance building factors.

- Non-verbal attending behaviours communicate a counsellor’s interest, warmth and understanding to the client, and include such behaviours as eye contact, body position, and tone of voice.

### Focussing
- Identification of a problem
- Zooming in on the clients’ particular thoughts, feelings or behaviours
- Engages the client by reflecting on the observation(s) made
- Focuses on the client’s experiences at the moment

### Empathic response
- Entering the client’s frame of reference
- Ability to see the client’s point of view and reflect it accurately
- Accurate reflection of the client’s issue(s)/situation
- Respond to client’s core message

### Clarifying/ Taking note of contradictions
- Used when what the client says and his/her presentation are at odds
- Provides opportunity for deeper exploration
- Gentle/indirect ways of challenging any contradictions

### Minimal encourager
- Shows counsellor’s involvement with client and encourages them to talk more about the topic
- Confirming and emotionally facilitating responses
- Shows counsellor is listening

### Paraphrasing
- Conveys the same meaning with different words/ conveys the essence of what the client said
- Tentative, clear and concise, helps clarify things
- Used to check perceptions
- Conveys the message “I’m with you”

### Closed question
- Used to narrow the area of discussion
- Usually answered with yes or no
- Can be used to direct the person’s thoughts back to the conversation

### Open ended question
- Effective in gathering information and continuing a conversation
- Provides client with maximum opportunity for self-exploration
- Leads to further explanation of the topic(s) under discussion
- In most cases cannot be answered with one word response
- Can be used to aid clients in exploring their thoughts and feelings
- (Any response which alludes to above suggestions)

### Summarising
- Encapsulates the client’s or the client’s and the counsellor’s verbalisations, behaviours and feelings and presenting them back to the client
- Integrating and ordering the discussion
- Most important moments are captured
- Links points and themes together
- Helps client gain perspective of his/her situation

### Reflecting Feelings
- By reflecting feelings a counsellor can help the client become aware of the emotions experienced in relation to the issue at hand.
Reflecting feelings can promote the development of accurate empathy and help to create a safe environment for the client. To reflect feelings one must be able to recognise and put words to those feeling states observed in the client.

**To aid in identifying a client’s feelings:**
- Pay attention to the affective component of the client’s communication. Pay attention to the client’s behaviour (e.g., posture, tone of voice, facial expression)
- Use a broad range of words to correctly identify the client’s emotions.
- Silently name the client’s feeling(s) to yourself.

**When reflecting feelings to your client:**
- Use an appropriate introductory phrase (e.g., sounds like..., you feel...., it seems...etc.)
- Add a feeling word or emotional label to the stem.
- Add a context or brief paraphrase to anchor or broaden the reflection.
- Pay attention to the tense (present tense reflections can often be more powerful).
- Do not repeat the client’s exact words.
- Reflect mixed emotions.
- Check out the accuracy of the reflection of feeling with the client.

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**Question 2**

Discuss how you would have prepared for the session had you been the counsellor in the above scenario (20)

**Answer:**

**External preparation**

When utilising a counselling room, it is necessary to have the venue and all the materials necessary for counselling ready prior to the session. Arriving at the venue some time before the session is due to start will ensure that you do not start off feeling disorganised, rushed or having to apologise to the client for being late. The last thing you want to be is uncontained, as this will most certainly spill over into the session and heighten potential feelings of uncontainment for the client.

Materials that may come in handy for the session include a watch, a tape recorder – if you have negotiated with the client to use it, a pen and paper if you need to take notes during the session, and a box of tissues, in case required. Note-taking during the session should, however, always be done unobtrusively so as not to serve as a distraction. A calendar and a diary to set follow-up sessions will also be necessary.

Irrespective of where the counselling takes place, it is important to observe some basic criteria as outlined below:
- Comfort: The environment needs to be as comfortable as possible.
- Minimal distractions: Excessive heat or cold, or sounds or other interferences do not contribute to a climate conducive for counselling
- Privacy: It is not comfortable if the client fears that s/he may be overheard while talking.
- Physical security for both client and counsellor is also of the utmost importance.

Note that, while you cannot always control the context or external factors, feelings of containment achieved through internal preparation may greatly optimise the counselling process.

**Internal preparation**
Part of preparedness for counselling means knowing yourself – that is, your likes, dislikes, strengths, values, vulnerabilities, fears and insecurities. Knowing yourself, however, takes years and is in fact a lifelong process. Self-knowledge is a non-negotiable for counsellors. This is all the more so in terms of being able to recognise your so-called ‘red buttons’ or ‘blind spots’.

You also need to strive to be prepared in relation to a specific client, session or context. Being ready on an emotional level is important. You need to be as clear as possible within yourself before the client arrives. For instance, have you reached sufficient closure around your own issues of having been a victim of childhood abuse to be able to ‘be there’ for your client referred for a similar issue?

When you are concerned about a personal issue, do your best to work it out beforehand. For instance, imagine having just been dumped over the telephone by your partner. Your next client is someone experiencing relationship difficulties, and their partner is very much similar to your now ex-partner.

Being with a client means being ready to be fully there as a person for them. Therefore, while our own process is always ‘on line’ during a consultation, it should definitely be in the background. It is unethical to consciously or unconsciously manipulate a counselling session with a client to primarily further your own process.

### Question 3

Define ethics or ethical behaviour in the context of psychological counselling as discussed within the Transformative Counselling Encounters module (5)

**Answer:**

Ethics can be defined as the science and study of moral norms and laws. This includes the ability to differentiate between what is good and what is bad and to do the good or right thing. What the right thing is may unfortunately not always be simple, easy or obvious. Ethics includes the fundamental ground rules according to which we live and behave. The values that guide us to behave decently are moral values. Examples of such values are honesty, warmth, congruence, holding things in confidence, mutual respect and fairness in our dealings with others.

There are always three aspects involved in ethics, namely the self, other people, and the good. The self can be you, the individual or a group. The same applies to the other: it can be another person or group or all the stakeholders of an organisation. The good is more difficult to define. This, of course, begs the question: What is good? It can be that what you value, believe in and those norms or codes of conduct that you follow constitute the good. In the latter part of this discussion we will look at ways to derive at the ‘good’, namely the normative and relational approaches to ethics. Whilst acknowledging that ethics has connections with codes, philosophical theories and morality, the points below show its broader, practical, everyday face:

- Ethics is about relationships.
- It’s about working to develop a well-informed conscience.
- It’s about being true to the idea of who we are and what we stand for.
- It’s about having the courage to explore difficult questions.
- It’s about accepting the cost (being accountable).

### Question 4

List and discuss five values and ethical behaviours in counselling that you have been introduced to in the Transformative Counselling Encounters module (15)
Answer:

1. **Acknowledge that CLIENTS ARE UNIQUE.**

   It is important that we recognise clients as individuals with unique qualities. This means that although people may share common personality traits and life experiences, every person is different, and every problem is experienced differently. People have different strengths and weaknesses and ways of dealing with problems.

   Do not say: ‘My partner also cheated on me last year, so I know exactly what you are going through. I understand!’

2. **Allow clients to FREELY EXPRESS FEELINGS.**

   We should be aware of the importance of allowing clients to express their feelings freely, especially negative feelings. Clients should feel comfortable and supported when expressing their feelings, not discouraged. Expressing feelings allows the client to relieve tension, and also to see the problem more clearly.

   Do not say: ‘Please don’t cry so much, it’s going to be okay … Here’s a tissue!’

3. **Be aware of the CLIENT-COUNSELLOR relationship.**

   It is important that counsellors always monitor their own feelings in counselling. This awareness enables counsellors to separate their feelings from the client’s feelings, and thus enables counsellors to maintain a non-judgemental, empathic and ethical interaction. The counselling relationship is different to a social relationship. Supervision is useful to explore boundaries.

   It is a problem if you say: ‘I’m losing sleep thinking about my one client’s problems. It feels like I am the one with anxiety!’ or: ‘Let’s go for a drink after our session …’

4. **Show clients ACCEPTANCE.**

   This involves accepting the clients, as they are, with their strong points and weak points. An atmosphere of acceptance in the counselling relationship facilitates trust and growth. Acceptance does not mean overlooking destructive thoughts and/or behaviours, but showing that you care for the client despite these. Acceptance creates a safe space to explore these thoughts or behaviours.

   It is a problem if you say: ‘This client of mine is so full of fury and rage. Sometimes he shouts in the session and it freaks me out!’ (Imagine the counsellor’s non-verbal behaviour in session.)

5. **Show a NON-JUDGMENTAL attitude.**

   The counsellor’s responsibility is not to evaluate whether clients’ behaviour, beliefs or attitudes are right or wrong, or whether they are to blame for their problems or not. Rather, the counsellor should create a space where clients can understand and explore problems, without their thoughts, feelings or actions being judged.

   Do not say: ‘Shouting at your mom is not going to help anyone. It is actually making things worse!’

6. **Acknowledge that CLIENTS ARE RESPONSIBLE for themselves.**

   Counselling should empower people to see that they have resources to solve their own problems. In difficult situations, clients often appear helpless, and it is tempting for the counsellor to be the ‘rescuer’. It may make the counsellor feel important and powerful. This, however, often backfires in that the client may become dependent on the counsellor, or may blame the counsellor if the ‘solution’ does not work. Also, the ‘saviour counsellor’ sends the message that s/he agrees that the client is too helpless or fragile to solve his/her own problems. Remember: It is ultimately the clients’ responsibility and right to choose how they solve their own problems!

   Do not say: ‘Have you tried …? It usually works well in these situations.’

   Rather ask: ‘What have you tried?’

7. **Be aware of your own LIMITATIONS as a counsellor.**

   It is important that a counsellor is well informed and feels sufficiently skilled to deal with a client. This is done by completing the required training, regularly attending
supervision, and developing knowledge by reading. Also, counsellors should be clear on when to refer clients.
It is a problem if you say: ‘My client says that she is anorexic. I have read up a bit on it and I am sure I will be able to handle it’

8. Ensure that CONFIDENTIALITY is maintained.
It is an ethical obligation and necessary for effective counselling that a counsellor maintains confidentiality and anonymity when discussing the case in supervision, or with other professionals. A limit of confidentiality occurs when a client is clearly harmful to him- or herself or others, or in the case of sexual abuse. The counsellor is then obliged to divulge information, but should nevertheless inform the client and obtain permission, if possible. Some counsellors ask their clients to sign an informed consent form, where the client is ensured of confidentiality within explained limits.
It is a problem if you say: ‘You will never guess who came to me for counselling the other day ... Mary, our old boss!’

Question 5
Discuss the core competencies of registered counsellors as indicated by the practice framework for psychology. Provide examples of the core competencies that you discuss (20)

Answer: Core competencies of psychologists
Overview of the continued competency of a registered counsellor as indicated by the practice framework of psychology:
1. Psychological assessment
   — General screening, requiring interpretation of psychological functions (e.g. intellectual/scholastic abilities, aptitude, interests, career placement, personality profiling)
   — Identification of symptoms for referral (e.g. psychopathology, organisational dysfunction)
2. Psychological intervention
   — Basic, short term, supportive counselling
   — Basic psycho-education and training
   — Promotion of primary psychosocial well-being
3. Referral practices
   — Ability to refer to equivalent professional peer within primary healthcare or educational systems (e.g. nurse, social workers, human resources practitioners)
   — Ability to refer to psychologists and others with specialized expertise
4. Research
   — Ability to conduct research project and implement its findings
5. Other competencies
   — Policy and standards implementation
   — Project implementation and management

Question 6
Intersectoral and multidisciplinary collaboration depend greatly on the skills of networking and referral. Describe at least five characteristics of effective networks (10)

Answer: Networking and referral in counselling:
Networking is a way to expand connections in order to increase allies. Networking is also about optimally and efficiently utilising, co-ordinating or linking different services, resources or information in a formal and/or informal manner, with a common goal – to serve as a safety net for the client.

Adopting a holistic view of clients in treatment is especially important for any counsellor making referrals to other providers or agencies. At the point of referral, there is both an opportunity to address a client’s unmet needs and a potential danger of losing the client.

Collaboration is crucial for preventing clients from “falling through the cracks” among independent and autonomous agencies. Effective collaboration is also the key to serving the client in the broadest possible context, beyond the boundaries of the counsellor and service providers.

For a network to be effective, partners in the network must have clarity on:
- In what contexts are networks required (national, provincial and local contexts – incorporating both urban and rural settings).
- Why networks do exists (necessity for establishing networks within the programme).
- The target group(s) (Who and what constitute these networks).
- The activities of the established networks.
- Where it operates, for example locally, regionally or internationally.
- How it works in terms of structures, procedures, participation and accountability mechanisms and relationships with stakeholders.
- The desire results of the networks and how results will be visible.

Question 7

Observation skill is one of the important tools that a counsellor uses to assess a client in counselling. Briefly discuss what a counsellor would be observing for when assessing a client during a consultation (5)

**Answer:**

Observe the following:
- **Non-verbal communication:** What is the client communicating through his/her body language and actions? (For instance, what may it imply if a client does not reach out to shake your hand and breaks eye contact on meeting you?)
- **Are there any discrepancies between what the client is saying and how s/he is behaving?** For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication? Note that this may be indicative of a psychotic episode.

Look at your clients’ self-care. Being dishevelled and un-kept could be a sign of depression.

2014 May / June Exam paper

Marylinda arrives for her first session at Thembi’s office and the encounter progresses as follows:

**Thembi:** Morning, Marylinda. Welcome. How are you doing today?
Marylinda: I am fine, thank you. I hope you are also well. I have just filled in this form from the receptionist and she said I should hand it over to you.

Thembi: Yes, thank you. How would you like us to proceed from here?

Marylinda: I just need clarity about these forms, and I guess ... well ... this is the first time I come for counselling, so it is pretty much unclear to me as to what to expect and so on.

Thembi: It sounds like the form took you by surprise ... The procedure here is that you fill in this form at the reception, and as you can see, it contains all your details and it consumes quite a bit of time. This is in addition to the information that we obtained during the telephonic session. Completing the form in advance serves to avoid taking the bulk of this session to gather information. It sounds like you have other questions which you need clarified?

Marylinda: Yes, I do have questions, but it is not about the form. How long are the sessions going to be and how often will I need to come to see you?

Thembi: Knowing how the slots unfold will make you feel more comfortable?

Marylinda: Yes, please

Thembi: I am glad you raise these concerns, because they in any case form part of our discussion today. We might as well address them now, since they are already on the table. Our sessions last for 50 minutes, and they are usually scheduled on a weekly basis. However, we can both decide on how frequently we will meet. What are your ideas?

Marylinda: I think the weekly interval will work well for me, but then what happens if I am not able to come for some reason due to some difficulties beyond my control?

Thembi: that is a very important question. We can discuss that as well. According to the regulations here, if you are not able to make it for the session for any reason, we prefer that you notify us well in advance so that we know what is going on. The same applies from our side – we will let you know in time should we encounter any unforeseen problem with your scheduled slot. We, however, make sure that we honour our commitments.

Marylinda: Hmm! That sounds reasonable. That line about your commitment sounds reassuring. I already feel comfortable being here. Mmm umh (Frowns, leaning slightly back, as if hesitating to speak)

Thembi: You say you are comfortable, yet it seems as if something may still be creating some unease for you.

Marylinda: There is something else that I do not feel comfortable with.

Thembi: Yes? (Nodding her head)

Marylinda: The receptionist is a friend of MaKhumalo’s, the lady who suggested I come here. Well, I am not sure how confidential some sessions will be. Please do not get me wrong, it is not that I do not trust your receptionist, I just want to make sure that I will be protected.

Thembi: It sounds like confidentiality is a real concern for you

Marylinda: Yes
Thembi: I understand. Well, confidentiality is a high priority for us too. Your file is kept locked away and your information will not be divulged to anyone without your permission, unless I pick up that either your life or someone else’s life is in danger, I will, however, discuss everything with you every step of the way.

Marylinda: Ok. Well. I don’t have any issues about that.

Thembi: Are there any other issues that you would like us to clarify?

Marylinda: No

Thembi: What about punctuality?

Marylinda: I am a very punctual person, and I would like us to stick to the agreed time for our appointments. I am not a patient person in terms of waiting.

Thembi: I can see that you take great pride in being punctual and organised. You value reliability. So, do we agree that punctuality forms part of our agreement and that we will honour our agreed upon appointment times?

Marylinda: Exactly

Thembi: We seem to have agreed on quite a number of issues. These include the duration and frequency of sessions, commitment and prior notice of non-attendance or changes to arrangements, punctuality and confidentiality. Having clarity about the way we will be working together puts you at ease, right?

Marylinda: I am an organised person and the idea of knowing what to expect pleases me.

Thembi: That sort of takes care of our contract with one another so far. However, we might need to revisit some of the issues that we have discussed now in later sessions, if the need arises.

Marylinda: (nods her head)

Thembi: Shall we proceed with what brings you here, taking the discussion further that we started on the phone?

Question 1

Summarise the encounter above between Thembi and Marylinda in your own words, incorporate your observations as comprehensively as possible. (5)

**Answer:** It is unusual for a first counselling session encounter to focus in so quickly on contracting. In this instance, it demonstrates how Thembi followed Marylinda’s lead and unconditional regard for the importance of clarity and structure for Marylinda. The skilled counsellor will also have a hunch about how the need for predictability and structure may suggest some anxiety and potentially even distrust at a deeper level. Such a counsellor will also tentatively wonder about where these patterns originate from and how they impact on other relationships in Marylinda’s life. In this initial phase of a counselling process, it is greatly about establishing rapport – that is, a meaningful relationship, whether with an individual client, a couple, a counselling group, or the community in which the counselling encounter occurs. The principle is about moving into a new space or context in a manner that is sensitive, respectful and appropriate. The possibility is that if the counsellor is negative and
rejecting, the client might withdraw and cease to share his/her stories. Thembi’s preparation ensured that Marylinda was comfortable to continue with the session.

Question 2
Comment on Thembi’s facilitation of the checking in process of this session (5)

Answer: We have come to understand counselling to be about engaging another person in a transformative encounter. Mostly, but certainly not always, it is around areas and issues that cause the client great discomfort. There is much that skilled counsellors can do to contribute to opening up a space for meaningful engagement. Among other things, the counsellor’s warmth, congruence, empathy and non-judgemental and unconditionally accepting attitude towards the client are of great importance. Thembi was well prepared for her session with Marylinda. On the day of their appointment, Thembi is anxious about seeing Marylinda, who has a different cultural background and so much experience in marriage. Her prospective client, Marylinda, is also almost her mother’s age. With all this in mind, she is reflecting a lot on her initial telephonic contact with Marylinda. With regard to the presenting problem, Thembi understands that Marylinda requires assistance in making a final decision about a divorce, as she feels she has been going around in circles. Reflecting on their telephonic conversation further, Thembi recalls experiencing Marylinda as a fairly confident person, despite talking about her problems in an overwhelmed way, as if feeling helpless from fear of losing control of her situation. Having tried for a long time to hide her unhappiness, she now feels that enough is enough. In their conversation, Marylinda was approachable, and had a good sense of humour. Having spent some time reflecting on their conversation, Thembi now feels comfortable, prepared and emotionally ready to see Marylinda for the first counselling session. As per usual, Thembi has also made sure in advance that the counselling room is available, free from distractions, and ready with two chairs, a pen and a memo pad at hand.

Question 3
Discuss two of the characteristics of initiating the termination phase and give your own illustration of how you would apply them to end this session and prepare for the next session(s). (10)

Answer: Termination is both a difficult and rewarding process of saying goodbye to a client. The following suggestions should be considered when starting the termination process.
1. Summarise the sessions:
   - Ask the client to summarise the main points that have appeared in all sessions.
   - Refer back to the overall goals of the counselling discussed in the contracting phase.
2. Review or remind about the action plan for after treatment:
   - Discuss the way forward: Does the client have a need for more counselling? If so, for what types of issues? Also, if so, does s/he need a referral, or can you help with the remaining problems?
3. Emphasise achievements:
— If the client has made good progress it can sometimes be appropriate to offer words of acknowledgement and encouragement.
— Stress specific outcomes which you think have been helpful.
— Invite the client to mention the highlights of the sessions.

4. Normalise mixed feelings:
The client may be excited and relieved about ending counselling, but may also feel sadness about ending a relationship, especially if it was fruitful and close. It is useful to remind the client that all these feelings are normal and appropriate.

5. Conclude on a high note:
Meaningful quote or statement to think about, thank them for their involvement and wish them good luck.

If you have agreed with the client to end sessions after 50 minutes, it would be advisable to start preparing them 10 to 15 minutes before the session ends. You could use the last few minutes to summarise the session by, among other things, commenting on:

• what you have observed thus far;
• your understanding of the reason for the client’s visit;
• the main points of the client’s presenting problem, and
• your reflections on the client’s situation.

The client may then need to respond to your summary, which will also help you to evaluate your understanding of the client’s situation. You cannot assume that there will necessarily be follow-up sessions. For a variety of reasons, such as distance and transport difficulties, it may not be feasible. Directly enquire about further sessions. If you have decided to continue seeing one another, the format of the next sessions could be discussed. Your discussion may include:

• What will ensure that follow-up encounters are meaningful?
• Agreeing on the transformation the client wishes to see and what the counselling will therefore be working towards.
• When and where you will meet.
• The length and duration of sessions.

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**Question 4**

List and describe 3 counselling micro-skills that are evident in the counselling session scenario. Extract examples from the scenario to illustrate your answer. (20)

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<th><strong>Answer:</strong></th>
<th><strong>Paraphrasing</strong></th>
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<tbody>
<tr>
<td><strong>This is feedback to the client about what had just been spoken. This is an effective micro-skill as it mirrors back to the client their thoughts and feelings in a non-judgemental way. This is also a way for the counsellor to ensure that he/she is understanding the client correctly.</strong></td>
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<tr>
<td><strong>Thembi:</strong> <em>I can see that you take great pride in being punctual and organised. You value reliability. So, do we agree that punctuality forms part of our agreement and that we will honour our agreed upon appointment times?</em>**</td>
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**Reflecting feelings**

We use reflecting feelings as a micro-skill to help the client to become aware of their emotions they experience regarding the issue at hand. This can also create a sense of empathy towards the client and to create a safe environment to open up in.

*Thembi: You say you are comfortable, yet it seems as if something may still be creating some unease for you.*
Summarising
This is when the counsellor puts together the key points of the session to help the client move forward. This is a very effective micro-skill as the counsellor is helping the client make sense of the situation where it might have been a lot more confusing and overwhelming before the session started. Summarising is used during the session when needed and not just at the end of the session as this helps to bring focus to the problem and staying on track.

Thembi: We seem to have agreed on quite a number of issues. These include the duration and frequency of sessions, commitment and prior notice of non-attendance or changes to arrangements, punctuality and confidentiality. Having clarity about the way we will be working together puts you at ease, right?

- minimal encouragers – Thembi encouraged Marylinda with her facial expressions, nodding her head and her body language.
- questions (open and closed) – Thembi asks “What are your ideas?”, thus giving Marylinda an opportunity to voice her thoughts and opinions. She also asked closed questions for clarity.
- paraphrasing – Thembi repeats sentences back to Marylinda using difference words to clarify and make sure she understands what is being said.

Question 5
Provide a comprehensive comment on the significance of structuring a contract or contracting within the counselling context (10)

Answer: Contracting
Within a counselling context, contracting refers to the open discussion and agreement on certain matters and is related to counselling, including the ‘presenting problem’.

There are a few contracting issues, some of which are practical and others therapeutic in nature. A clients’ expectations must be verified during contracting. You cannot predict how the session may go and this will save you the awkwardness of explaining some details of what the counselling service offers. Only provide the client with the minimal information so you do not create false hope or contaminate the counselling process.

The following information should be addressed during contracting with the client:
- briefly describing the nature of the service
- check and verify the clients expectations
- explain appointment times
- briefly discuss cancellation policies
- Explain how to handle contact outside the counselling context, for example when bumping into your client in the supermarket
- length, frequency and estimate of number of required sessions, and
- Be sure to explain confidentiality and its limits.

The term ‘contract’ is often unpopular and may be open to being misunderstood. By contracting, within this context, we refer to the explicit discussion and agreement on certain matters pertinent to counselling, including the ‘presenting problem’. It among other things involves setting the terms of engagement (also known as ground rules) in the interest of clarity and fairness and to set the tone for a counselling encounter that will assist in keeping the sessions on track. There are several issues involved in contracting, some of which are practical and others therapeutic in nature.
Question 6
Describe the core competencies of a registered counsellor as indicated by the practical framework of psychology (10)

**Answer:** Core competencies of psychologists
Overview of the continued competency of a registered counsellor as indicated by the practice framework of psychology:

1. **Psychological assessment**
   - General screening, requiring interpretation of psychological functions (e.g. intellectual/scholastic abilities, aptitude, interests, career placement, personality profiling)
   - Identification of symptoms for referral (e.g. psychopathology, organisational dysfunction)

2. **Psychological intervention**
   - Basic, short term, supportive counselling
   - Basic psycho-education and training
   - Promotion of primary psychosocial well-being

3. **Referral practices**
   - Ability to refer to equivalent professional peer within primary healthcare or educational systems (e.g. nurse, social workers, human resources practitioners)
   - Ability to refer to psychologists and others with specialized expertise

4. **Research**
   - Ability to conduct research project and implement its findings

5. **Other competencies**
   - Policy and standards implementation
   - Project implementation and management

Question 7
Describe the two broad areas that a counsellor needs to consider when assessing a client in a counselling setting (10)

**Answer:**
- Listen to:
  - How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)
  - How your clients speak about others. (Are they demeaning and dismissive of them? Do they talk in a blaming manner about others? Are there any indications of potential harm to others or their property, perhaps displaced anger that may become violent?)
How your clients speak about their problems. (How do they allocate responsibility? Do they show resilience in the face of adversity or do they seem totally overwhelmed and desperate? Could it be that they are only half saying what they want to say? May they be presenting an issue in a way as to test your thoughts and feelings in relation to the issue?)

Observe:

- Non-verbal communication: What is the client communicating through his/her body language and actions?
- Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication?

Read the following scenario and then answer question EIGHT below.

Mrs Green is a middle-aged client. Mike is a draftsperson who has been depressed since he lost his job. The company he had worked for since his early twenties was taken over by another company. He has not been able to find work as a draftsperson because of a slump in the building industry. Mrs Green is aware of a small construction company that is looking for an experienced draftsperson. Her husband is the general manager of this company and he does not intend to advertise this position. Should she share this information with Mike?

**Question 8**

Indicate which one of the two approaches to ethics you would choose to apply to Mrs Green’s dilemma to share or not to share with Mike. Give a reason for your choice (10)

**Answer:**

Disclosing to Mike that her husband is the general manager of a company that is looking for a draftsperson would be considered to be inappropriate by many counsellors. Even telling Mike about the position without revealing that her husband is the general manager is risky, because the client might feel aggrieved if he later finds out what the relationship between the Greens is. Nor would it be appropriate for Mrs Green to approach her husband about this matter. She would be breaching Mike’s right to confidentiality if she should tell her husband about him and his problems without first getting his consent.

I would have used the normative ethics approach as disclosing information to either her husband or to Mike will jeopardise the professional relationship and stand in the way of Mike’s counselling process.

The above case study also illustrates the difference between a counselling relationship and a social one. The support counsellors give differ from that of friends or others in a social setup. This example also clarifies how counsellors should not/cannot take responsibility for a client’s situation.

**Question 9**

Briefly discuss the two ethical approaches to problem solving in counselling that you were introduced to in the Transformative Counselling Encounters module (10)

**Answer:**

1. The normative approach
In the normative approach, the person directs his/her behaviour according to a certain set of norms and values. The person with a normative approach will treat all people with respect, irrespective of whether she/he benefits from it. It is part of his/her value system. These norms and values are usually linked to a code of conduct of philosophy or religion and is characteristic of the person. This shows the person’s strength of character.

Normative or rule based ethics is that they stifle ethical thinking. They invite us not to think, not to consider the effects of a particular practice on a particular person or family, but simply to follow a rule.

Physical contact between a counsellor and a client is highly controversial. Handshakes and occasional pats on the shoulders are about the limit of acceptable physical contact. Touch is a high-risk activity. Any form of hugging or quick squeezing of the shoulder could be the start of unwanted physical contact and may even be intrusive and/or offensive to some clients.

A client counsellor relationship excludes all other relationships, both private, non-professional relationships and other formal relationships with clients must also be avoided. Counsellors should avoid professional relationships with family members, employees, close associates, students and peers.

2. The relational ethics approach

The basic premise of relational ethics is that ethical decisions/actions are made within the context of a relationship. Relational ethics requires that counsellors not imagine themselves in the place of their clients; they must identify the unique needs, talents, and capacities of their clients.

- Considering the effects of particular actions in particular contexts
- Combines relationship and ethics into a multidimensional concept
- There is a complex medium through which decisions and interactions associated with a relationship are engaged with
- Codes and standards inform rather than determine our ethical decisions
- Each client, counsellor and situation is unique
- Thinking and feeling through ethical dilemmas

Question 10

Intersectoral and multidisciplinary collaboration depends greatly on the skill of networking and referral.

Discuss the idea of networking and indicate how networks operate in practice (10)

**Answer:**

**What is networking?**

This is when different service providers reach out to each other, familiarise themselves with the others’ functions and form service networks that can address the individual needs of victims.

**Advantages:**

- Providing a variety of services to the individual
- It facilitates the timely processing of clients’ needs.
- Strengthens the relationships between the different service providers in the community.
- Facilitates referrals
- Including information sharing
- Support and encouragement
- Capacity building
- Share experiences, skills, ideas and resources
**Purposes of networking?**

— Networking is a way in which to expand connections in order to increase allies.
— Networking is also about optimally, effectively and efficiently utilising, coordinating or linking different services, resources or information in a formal and/or informal manner, with a common goal.
— To building relationships between service providers, but also of
— To extend services and service providers to include those that may be lacking in a community.

**What makes a network effective?**

An effective network will have partners that are clear on the following topics:

— Context
— why it exists
— the target group(s)
— its activities
— where it operates, for example locally, regionally or internationally
— how it works in terms of structures, procedures, participation and accountability mechanisms and relationships with stakeholders
— the desired results, and how results will be visible.

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**2013 October / November Exam paper**

Read the following non-sequential extract from Nkunzi Zandile Nkabinde’s story and answer the following question.

**Out and about and doing things differently**

At school I started to isolate myself. I became quiet. I was falling back with my schoolwork and my teacher could tell that there was something wrong. She told my mother that I was not concentrating and that there was a problem.

There was this girl who was sharing a desk with me. When she touched me, I started to sweat. This was disturbing me. The teacher noticed and she told my mother but my mum didn’t take it seriously. The teacher sent me to the social worker and the social worker wrote a letter to my mother to take me to a counselling centre in town.

When we arrived there, my mother went in alone first and spoke to the social worker. Then I went in and my mother waited outside. After I closed the door, the social worker said, “You are beautiful.”

I turned because I thought she was talking to someone behind me, so she said, “It is only you and me in this room”, she told me to sit down and after a while she said, “Come here”. So, I went to her and she said “kiss me”. I bent over and gave her a baby kiss and she grabbed me and kissed me. I couldn’t believe what was happening to me. It was so wonderful.

She told me I was a lesbian. I didn’t know what a lesbian was, but I knew that whatever it was, I wanted to be one. I was so happy. She said, “let’s keep this a secret” I nodded my head. Everything looked different. I felt that my whole life had changed. This woman gave me an opportunity to find out about my sexuality and I couldn’t turn it down. I was 13 and she was 30 when our affair started. It went on for five years until I was 18 and she went to live overseas.

**Question 1**
Discuss how self-disclosure and the idea of dual role as ethics issues apply to the story (10)

**Answer:**

<table>
<thead>
<tr>
<th>Self-disclosure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-disclosure is considered a boundary crossing, but there may sometimes be very good therapeutic reasons for doing so. Every instance should, however, be well considered, and this should include self-scrutiny regarding the motivations for such departure from the usual therapeutic stance. What we do can have good or bad consequences, and we need to practise a kind of accountability for our actions.</td>
</tr>
<tr>
<td>Counsellors should not:</td>
</tr>
<tr>
<td>— Try to become parents to their clients to attempt to make up for their clients bad childhood.</td>
</tr>
<tr>
<td>— Do not adopt the role of a ‘rescuer’.</td>
</tr>
<tr>
<td>Clients should meet only in the counsellor’s rooms or designated area of counselling (which could also be under a tree).</td>
</tr>
<tr>
<td>When does boundary crossing occur?</td>
</tr>
<tr>
<td>— When counsellors consistently start or stop sessions early, late or at odd times of the day. Possible ways to uphold such behaviour is to demonstrate that there was</td>
</tr>
<tr>
<td>• an emergency.</td>
</tr>
<tr>
<td>• The end of the session is a possible period of a session when many counsellors slip their guard, when they lead them to the door.</td>
</tr>
<tr>
<td>• Some clients may try to extend the time boundary.</td>
</tr>
<tr>
<td>• There is also a risk that this action may lead to an exchange of confidential information in a ‘public space’.</td>
</tr>
<tr>
<td>Treating clients free of charge</td>
</tr>
<tr>
<td>It is acceptable to treat a client free of charge if it is appropriate. A counsellor’s willingness to treat clients for less, or for free must be discussed with the client.</td>
</tr>
<tr>
<td>Physical contact</td>
</tr>
<tr>
<td>• Acceptable contact</td>
</tr>
<tr>
<td>Physical contact between a counsellor and a client is highly controversial. Handshakes and occasional pats on the shoulders are the limits of physical contact.</td>
</tr>
<tr>
<td>• Unacceptable contact</td>
</tr>
<tr>
<td>Any form of hugging or quick squeezing of the shoulder</td>
</tr>
<tr>
<td>Counsellor’s dual role</td>
</tr>
<tr>
<td>All private, non-professional relationships and other formal relationships with clients must be avoided.</td>
</tr>
<tr>
<td>Counsellors should avoid professional relationships with family members, employees, close associates, students and peers. Dual-role relationships must therefore be avoided, particularly if there is a risk that:</td>
</tr>
<tr>
<td>• the counsellor’s professional judgement may be impaired or compromised</td>
</tr>
<tr>
<td>• the client’s trust or dependency may be broken</td>
</tr>
<tr>
<td>• there may be a conflict of interests.</td>
</tr>
</tbody>
</table>

**Question 2**

List 5 counselling ethics and values and describe how they apply to the story (15)

**Answer:**

| 1. Acknowledge that CLIENTS ARE UNIQUE. |
| 2. Allow clients to FREELY EXPRESS FEELINGS. |
| 3. Be aware of the CLIENT-COUNSELLOR relationship. |
| 4. Show clients ACCEPTANCE. |
5. Show a NON-JUDGMENTAL attitude.
6. Acknowledge that CLIENTS ARE RESPONSIBLE for themselves.
7. Be aware of your own LIMITATIONS as a counsellor.
8. Ensure that CONFIDENTIALITY is maintained.

Read the following scenario and answer questions 3, 4, 5 and 6 below:

Botumelo is an eighteen-year old girl who is currently writing matric. She stays with her mother and her younger brother in Johannesburg. She was referred to you as a registered counsellor by a nurse who works at a local clinic. According to the referral note, Botumelo is struggling to sleep, which is having a substantial impact on her studies. The nurse explored how things were with Botumelo, and although she reported no unusual stressors, it later evolved that she had recently lost a close friend in an accident. Botumela had been with her friend during the accident and had watched the medical team unsuccessfully tried to save her life. The nurse had discussed very briefly with Botumelo how both the trauma and the bereavement can impact her life, and suggested counselling.

Botumelo had been somewhat hesitant about the idea of counselling. She agreed to go because she is scared that not sleeping during her matric year might have negative effects on her performance. She calls you, as the registered counsellor to set up an appointment.

**Question 3**

Describe what preparations would be important for you as a registered counsellor to do before the session (20)

**Answer:**

I will do the following external preparations:

- I will make sure that I am at the venue on time, to avoid feeling rushed and looking disorganised.
- I will make sure that I have the following materials:
  - A watch and
  - A tape recorder
  - Pen and note book to take notes during the session
  - Box of tissues
  - A Calendar or a diary to use for future appointment
- I will ensure that the area in which I receive clients is comfortable and just the right temperature.
- The client must feel a sense of privacy so I must ensure that they cannot be over heard during the session.

I will do the following internal preparations:

- I need to know myself in terms of my likes, dislikes, values, fears and insecurities. This might take years but it will facilitate in recognising my “red-buttons”
- I should always be ready on an emotional level for every session. An example of this is that I cannot be there for a client how has been abused, unless I have come to terms with my own experiences of past abuse.
- I must be sure to work out my personal issues before session. I cannot be bombarded with phone calls about my child being sick, while in session with a woman who is struggling to have children.
  - I must always be ready to be fully there as a person for my clients.

**Question 4**
Provide 3 considerations in terms of intake procedure for new clients in order to encourage a good working alliance. (10)

### Answer:

**1. Dealing with risk and scope**

During intake, whether telephonically or in a face-to-face encounter with a client, one of the first priorities will be to ascertain whether you are in a position to accept working with the prospective client(s) or should refer them to another counsellor or service.

Intake procedures for new clients may differ from counselling service to counselling service. In the case of some services, the counsellor who first had contact with the client is not necessarily the one to continue a counselling relationship with the client. Some services have the procedures in place to check with the client regarding their counsellor preferences (in respect of age, gender, language, and in some instances sexual orientation, etc.).

**2. Contact with the client**

- **Initial contact**
  
The client will make the first move by contacting the counsellor by two forms:
  - Telephonically
  - Walk-in

Some clients may be referred to you formally (by a doctor, priest, and another counsellor) or referred informally (self-referral, friend, previous client or family member).

- **Telephonic contact**

  Phoning for an appointment takes a lot of courage. At this point the counsellor is a stranger to the client and counselling services are also unfamiliar to most new clients. The first telephonic contact is very important for first impressions that impact on both the client and the counsellor. If the impact was ‘negative’ for either, the client may not show up, or the counsellor may no longer be willing to see the client.

  A client not wanting to end the session over the phone may become a very difficult situation for a counsellor to manage. It may be inappropriate and there may not be enough time to have a full session over the phone. At the same time, it is important to ensure that the client does not feel rejected.

  This issue can be dealt with sensitivity in the following way:

  - ‘It looks like you really need to address this issue now, but let us talk more about it when you come for the appointment.’

  For those who seem hesitant to commit for a session even after phoning in, you could say something like:

  - ‘It seems that you would like to come for counselling but that it is difficult at this point to commit to an appointment …’

  The aim is to make the client feel understood rather than judged. This message will then be received as empathetic, understanding and respecting the client’s choice. This is a signal of unconditional positive regard.

- **‘Walk-in’ clients**

  You may not be in a position to see the client right away, because you might be fully booked. Cases of utmost urgency, the client may perhaps be willing to wait for the appointed time. In cases such as a rape which has just occurred, severe loss or trauma and suicidality you may need to attend to the client immediately or refer him/her to an available counsellor.
Describe what checking-in involves and briefly describe the elements you would consider when negotiating entry into a new context (10)

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<th>3. Assessing your client</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Listen to:</td>
</tr>
</tbody>
</table>

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— How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)

— How your clients speak about others. (Are they demeaning and dismissive of them? Do they talk in a blaming manner about others? Are there any indications of potential harm to others or their property, perhaps displaced anger that may become violent?)

— How your clients speak about their problems. (How do they allocate responsibility? Do they show resilience in the face of adversity or do they seem totally overwhelmed and desperate? Could it be that they are only half saying what they want to say? May they be presenting an issue in a way as to test your thoughts and feelings in relation to the issue?)

**Observe:**
— Non-verbal communication: What is the client communicating through his/her body language and actions?
— Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication?

**4. Opening up the space**

Counselling is about engaging another person in transformative encounter To open a space for meaningful engagement counsellors should show warmth, congruence, empathy, be non-judgemental and unconditional acceptance attitudes towards the client

**Micro skills:**
— Attending (physically, intellectually and emotionally present); counsellor is listening and ready to interact
— Reflections of thoughts and feelings
— Paraphrasing and clarification
— Open and closed questions

**5. Preparing for the session**

I will do the following external preparations:

— I will make sure that I am at the venue on time, to avoid feeling rushed and looking disorganised.
— I will make sure that I have the following materials:
  — A watch and
  — A tape recorder
  — Pen and note book to take notes during the session
  — Box of tissues
  — A Calendar or a diary to use for future appointment
— I will ensure that the area in which I receive clients is comfortable and just the right temperature.
— The client must feel a sense of privacy so I must ensure that they cannot be over heard during the session.

I will do the following internal preparations:
— I need to know myself in terms of my likes, dislikes, values, fears and insecurities. This might take years but it will facilitate in recognising my “red-buttons”
— I should always be ready on an emotional level for every session. An example of this is that I cannot be there for a client how has been abused, unless I have come to terms with my own experiences of past abuse.
— I must be sure to work out my personal issues before session. I cannot be bombarded with phone calls about my child being sick, while in session with a woman who is struggling to have children.
— I must always be ready to be fully there as a person for my clients.

6. Counselling under a tree?
Traditionally counselling happens within four walls, but every client is unique and their situation. External environments can be any place where counselling will take place, even under trees. Counsellors need to make the most of external counselling environments. Counselling can take place in schools, churches and other community settings as counselling is then taken to the client.

As counsellors we need to address the cause of personal suffering and oppression through structural changes in our society.

Read “Shame on you, Rainbow Nation!” – page 78 in the study guide and “Working with refugee children” – page 79 in the study guide. This will allow better insight on the topic “counselling under a tree”

7. Dealing with boundary issues
Contracting, within this context, refers to the open discussion and agreement on certain matters and is related to counselling, including the ‘presenting problem’. There are a few contracting issues, some of which are practical and others therapeutic in nature. A clients’ expectations must be verified during contracting. You cannot predict how the session may go and this will save you the awkwardness of explaining some details of what the counselling service offers. Only provide the client with the minimal information so you do not create false hope or contaminate the counselling process.

The following information should be addressed during contracting with the client:
• briefly describing the nature of the service
• check and verify the clients expectations
• explain appointment times
• briefly discuss cancellation policies
• Explain how to handle contact outside the counselling context, for example when bumping into your client in the supermarket
• length, frequency and estimate of number of required sessions, and
• Be sure to explain confidentiality and its limits.

8. Ending the session
50 minute session should start preparing for the end of the session 10-15 minutes before the end of the session.

The last few minutes of the session should be used to summarise the session and in the following topics:
• What has been observed thus far
• What is your understanding of the client’s reason for counselling?
• The main points of the clients problem
• Reflect on the client’s situation

Remember that the client may need to respond to the summary and this will help you to evaluate your understanding of the client’s situation.
It is important to inquire about future sessions with the client if you have decided to continue seeing each other and then the format of the next session can be discussed which may include the following:

- What will ensure that follow-up encounters will be meaningful
- Agree on what transformation the client wants to see and how it will be reached through further counselling
- When and where
- Length and duration of the next sessions

9. Process and content; thoughts and feelings

As a counsellor it is important to reflect on counselling sessions with our clients. We can use the following questions to reflect on sessions:

- What impact did the client’s story have on me?
- How did the client as a person have an impact on me?
- Do I want to continue with this client?
- Do I, as counsellor, need any support regarding my feelings at this point and time?

Question 6

Listening and observation are important parts of assessing your client.

Explain and provide examples of what you would want to listen for and what you would be observing for in your session with Boitumelo (15)

**Answer:**

- **Listen to:**
  - How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)
  - How your clients speak about others. (Are they demeaning and dismissive of them? Do they talk in a blaming manner about others? Are there any indications of potential harm to others or their property, perhaps displaced anger that may become violent?)
  - How your clients speak about their problems. (How do they allocate responsibility? Do they show resilience in the face of adversity or do they seem totally overwhelmed and desperate? Could it be that they are only half saying what they want to say? May they be presenting an issue in a way as to test your thoughts and feelings in relation to the issue?)
- **Observe:**
  - Non-verbal communication: What is the client communicating through his/her body language and actions?
  - Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication?
2013 May / June Exam paper

Question 1
Discuss the importance of frame of reference within a counselling context (10)

**Answer:**
Frame of references help us to understand a situation or an event. Our personal frames of references help us then to interpret and draw conclusions, based on how we understand and see things. Everyone has different frames of references depending on their life experiences and thought processes. As counsellors we need to understand that we will have a different frame of reference than our client. This is important because we need to go into a session without any preconceived ideas of the client and make the counselling space a safe and non-judgmental environment where the client can grow. Like Mr. A. Shot and killed a dog that came running at him but to you it is clear that the dog was just playing because your frame of reference for. Dogs are friendly. After putting your own frame of reference aside and talking to Mr. A you realize he was almost killed by a similar dog when he was young... thus his framework for dogs led him to his behaviour by shooting and killing a dog.
Read more about frame of reference on page 52 – 53 in the study guide.

Question 2
Describe the three ways that MacLeod (2008) suggests the social nature of counselling can affect the work of counsellors (6)

**Answer:**
Firstly, going to see a counsellor and the change arising from counselling will always have an effect on the social world of the client. Secondly, the power/status of the counsellor derives from the fact that he/she occupies a socially sanctioned role of healer/helper. The specific role the counsellor adopts will depend on the cultural context. Thirdly, client and counsellor re – enact in their various relationships the various modes of social interaction they use in the everyday world.

Question 3
When beginning a counselling session, psychological assessment provides a guide for understanding the clients functioning and how their problems are manifested.

Discuss the two broad areas that a counsellor needs to take into account when assessing a client (10)

**Answer:**
- Listen to:
  - How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)
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- Observe:
  - Non-verbal communication: What is the client communicating through his/her body language and actions?
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**Question 4**

Read the following statement and answer the question that follows:

“The ability to manage boundaries is a competency that all counsellors and therapists should have”

By referring to the above statement, name and discuss five ethical behaviours in counselling that a counsellor should adhere to: (15)

**Answer:** There are various values and ethical behaviours in counselling.

1. **Acknowledge that CLIENTS ARE UNIQUE.**
   It is important that we recognise clients as individuals with unique qualities and that every problem is experienced differently.

2. **Allow clients to FREELY EXPRESS FEELINGS.**
   Clients should feel comfortable and supported when expressing their feelings (negative or positive), not discouraged. Expressing feelings allows the client to relieve tension, and also to see the problem more clearly.

3. **Be aware of the CLIENT-COUNSELLOR relationship.**
   It is important that counsellors always monitor their own feelings in counselling to enable the counsellor to remain non-judgemental, empathic and ethical interaction.

4. **Show clients ACCEPTANCE.**
   This involves accepting the clients, as they are, with their strong points and weak points. An atmosphere of acceptance in the counselling relationship facilitates trust and growth.

5. **Show a NON-JUDGMENTAL attitude.**
   The counsellor should create a space where clients can understand and explore problems, without their thoughts, feelings or actions being judged.

6. **Acknowledge that CLIENTS ARE RESPONSIBLE for themselves.**
   Counselling should empower people to see that they have resources to solve their own problems.

7. **Be aware of your own LIMITATIONS as a counsellor.**
   It is important that a counsellor is well informed and feels sufficiently skilled to deal with a client. This is done by completing the required training, regularly attending supervision, and developing knowledge by reading.

8. **Ensure that CONFIDENTIALITY is maintained.**
   It is an ethical obligation and necessary for effective counselling that a counsellor maintains confidentiality and anonymity when discussing the case in supervision, or with other professionals. A limit of confidentiality occurs when a client is clearly
harmful to him- or herself or others, or in the case of sexual abuse. The counsellor is then obliged to divulge information, but should nevertheless inform the client and obtain permission, if possible. Some counsellors ask their clients to sign an informed consent form, where the client is ensured of confidentiality within explained limits.

Question 5
Name and discuss two aspects of preparation that you would consider to organise a counselling session properly and effectively (24)

**Answer:**
I will do the following external preparations:
- I will make sure that I am at the venue on time, to avoid feeling rushed and looking disorganised.
- I will make sure that I have the following materials:
  - A watch and
  - A tape recorder
  - Pen and note book to take notes during the session
  - Box of tissues
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- I must be sure to work out my personal issues before session. I cannot be bombarded with phone calls about my child being sick, while in session with a woman who is struggling to have children.
  - I must always be ready to be fully there as a person for my clients.

Question 6
Discuss the practical and therapeutic issues that you would consider as part of contracting with the client. (15)

**Answer:**
There are several issues regarding contracting, namely practical and therapeutic issues. All clients have different expectations during the contracting period of counselling, that is why it is important to provide the client with minimal information about the counselling process. The following contracting points should be discussed with the client:
- briefly describing the nature of the service
- checking and verifying client expectations
- appointment times
- cancellation policies
2012 October / November Exam paper

Edward: Hello Bupe

Bupe: Hi Edward

Edward: Bupe, I'd like to talk to you, um, about some stuff that's really troubling me at the moment

Bupe: Um-hm

Edward: I'm getting very uptight and worrying about things and I thought that perhaps having a chat with you would help

Bupe: Mm-hm. you are feeling anxious Edward and you would like to talk about the things that are worrying you

Edward: Yes. I would Umm What's gelling me down is, ah, really that I feel totally overloaded and feel as though I'm just not coping with the amount that I've got to do and there is just too much going on in my life

Bupe: Umm mm Lots of pressure in relation to what’s happening to you in your life at the moment.

Edward: Yes. All the parts of my life seem to be pushing in on top of each other and it seems like the week just isn't long enough. There's, my work, there's umm, training that I am doing outside my work and there's also trying to maintain social contacts and social relationships. and there just isn’t time to fit them in

Bupe: Mm-hm

Edward: I am getting very worn out. Whenever something goes wrong I seem to get blamed. I run around looking after other people’s needs and in turn I get no thanks and lots of criticism. It’s just not fair. The more I do, the less I am appreciated.

Bupe: you feel really unhappy with your job and resentfull that other people don’t appreciate your efforts

Edward: I feel like though I’m going under

Bupe: Mm-hm You feel overcrowded with work, other pressures outside wont and not enough time for your social life and It’s really getting you down

Edward: Yes. It is getting me down, and it’s starting to despair about it. I just don’t know how to get over the problem. I feel sort of trapped and the more I struggle, the more the work seems to build up and the worse the situation seems to get. I really don’t know whether I'll ever be able to get myself out of this.

Bupe: Right now it seems like, Edward, you can’t see a way out, and you’re really hooked in there

Edward: No, I can’t, umm, I suppose the part of my life that is most crowded is my work, and it seems like that’s expanding to push out the other parts of my life, so that there's more and more
work coming my way, my working hours are getting longer, they're getting more crowded and I'm starting to feel, "Oh, dear, I wish I could take a break"

**Bupe**: Ok, so work is the main pressure in your life, it's taking over and becoming a really heavy load by the sound of things.

**Edward**: Yes, it is, and I guess it's a bit of a trap because I'm a counsellor and as a result of being a counsellor, I find that people who are emotionally disturbed make demands on me. They think that I'm available at any time and it's very hard for me to say, "No, I won't see you because I haven't an appointment space for a couple of weeks". It's umm, it's much easier for me to say, "Oh, well, I'll fit you in my lunch break or I'll work late tonight, or I'll come in early in my morning", and umm, as a result I'm caught up in feeling that there's no way that I can reduce the amount of work I've got to do.

**Bupe**: What seems to be happening at work is that you find it very difficult to say "No" when you see people who need your help and consequently your lunch breaks and after hours are becoming overloaded with taking on and meeting those people's needs.

**Edward**: Yes, that's right and I suppose that the essence of my problem - that I haven't yet learnt how to say "No" and I haven't yet learnt how to set limits on what to do, and I guess that talking to you now, I'm starting to realise that maybe it's time that I did start to say "No" I've got needs, I can't always be looking after other people's needs first.

**Bupe**: Edward, you seem to be saying that the answer is to learn to say "No" and set some limits, but that will be difficult for you in that you haven't been able to do that up to now.

**Edward**: Yes, you're so right! I now realise that the problem lies within me, and I'm sure I can attend to the issue and team to say "No". Thank you for listening to me.

### Question 1

1.1. List any three micro-skills of counselling that are applied in the transcript of the hypothetical counselling session above (3)

| **Answer:** | Paraphrasing  
|---|---|
| | Summarising  
| | Reflecting feelings  

1.2. Provide a description of the micro-skills of counselling that you have identified in question 1.1 above (15)

| **Answer:** | Paraphrasing  
|---|---|
| | This is feedback to the client about what had just been spoken. This is an effective Micro-skill as it mirrors back to the client their thoughts and feelings in a non-judgemental way. This is also a way for the counsellor to ensure that he/she is understanding the client correctly.  
| | Reflecting feelings  
| | We use reflecting feelings as a micro-skill to help the client to become aware of their emotions they experience regarding the issue at hand. This can also create a sense of empathy towards the client and to create a safe environment to open up in.  
| | Summarising  
| | This is when the counsellor puts together the key points of the session to help the client move forward. This is a very effective micro-skill as the counsellor is helping the
client make sense of the situation where it might have been a lot more confusing and overwhelming before the session started. Summarising is used during the session when needed and not just at the end of the session as this helps to bring focus to the problem and staying on track.

1.3 Extract one example of each of the three micro-skills that you have identified in question 1.1 above (6)

**Answer:**

**Paraphrasing**

Edward: I feel like though I’m going under
Bupe: Mm-hm You feel overcrowded with work, other pressures outside wont and not enough time for your social life. and It’s really getting you down

**Reflecting feelings**

Bupe: you feel really unhappy with your job and resentfull that other people don’t appreciate your efforts

**Summarising**

Bupe: What seems to be happening at work is that you find it very difficult to say "No" when you see people who need your help and consequently your lunch breaks and after hours are becoming overloaded with taking on and meeting those people's needs.

**Question 2**

Discuss the usefulness of the micro-skill of immediacy within the context of psychological counselling (6)

**Answer:**

Immediacy / reflection of process

This skill is done by commenting on what seems be happening during the counselling session. E.g. “You feel embarrassed talking to me about personal things?”

“When you said your partner had left you, I noticed tears came into your eyes – this makes you very sad?”

Immediacy can also refer to the issue that the client is facing in normal life that is playing out during the counselling session. Therefore, the counsellor must make these feeling visible so the client can identify these feelings and issues.

This skill requires a high level of trust to be effective, empathy, non-judgemental and open-ended questions so the client can decide whether he / she would like to engage with the issue.

By using skills of immediacy, will the counsellor get to the root of the problem and this will allow the air to be cleared.

**Question 3**

Discuss the importance of distinguishing between competencies of psychologists and registered counsellors (10)

<table>
<thead>
<tr>
<th>Core competencies of psychologists</th>
<th>Core competencies of registered counsellors</th>
</tr>
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<tbody>
<tr>
<td>2. Psychological assessment</td>
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</tr>
<tr>
<td>— Specialised screening, requiring in depth interpretation of psychological dynamics and dysfunction (including the use of approved assessment instruments)</td>
<td>— General screening, requiring interpretation of psychological functions, e.g. intellectual/scholastic abilities, aptitude, interests, career placement, personality profiling</td>
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### Question 4

Discuss the skill of referral as well as factors that a psychological counsellor needs to consider as part of Intersectoral collaboration (20)

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<thead>
<tr>
<th>Answer:</th>
<th>Referral skills</th>
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<td>Referral is about linking clients with service providers and is both an art and a skill. It requires knowledge of all service providers in the network, namely the following:</td>
<td></td>
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<tr>
<td>• Their expertise</td>
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<tr>
<td>• Services</td>
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<tr>
<td>• Insight to refer to the appropriate one.</td>
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<tr>
<td>Referral is about using appropriate resources or service providers to assist a client with a specific need, problem or condition.</td>
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<td>Counsellors must have the following knowledge when using referral:</td>
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<tr>
<td>• Know when to refer</td>
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<tr>
<td>• Recognise when someone requires additional services (additional to what you or your organisation can provide).</td>
<td></td>
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• When is an automatic referral in order and when one would require consent from the person being referred?

**Factors to consider when referring a client**

• Get a clear idea of what the problem is before referring.
• Know your limitations and do not get out of your depth of competence.
• Choose your words carefully. Possible phrases include:
  — You might find it helpful to ...
  — You might like to talk with ...
  — Would you consider talking with ...?
  — I think it might be useful for you to ...
  — Do not say, ‘You need to see ’ or ‘You must talk ’
• Be honest. Tell the person why you are not the best person or why someone else might be better at helping them at that moment.
• Do not feel overwhelmed or guilty if you cannot help.
• Reflect the client’s feelings around being referred empathically.

**Question 5**

Read the following fictional counselling scenario and answer the questions that follow below:

Soon after Mrs Kirk’s session with Lee Church (the client) she receives a telephone call from Lee’s mother. Mrs. Church asked Mrs Kirk what Lee had told her about Lee’s relationship with her fiancé, John. Though she and Lee had discussed this relationship, Mrs Kirk refused to confirm that they had discussed the matter or give information in this regard. Mrs Church told Mrs Kirk that she wanted to give her information that she was sure her daughter would not convey to Mrs Kirk. She asked Mrs. Kirk to give her an undertaking that she would not tell Lee about the call. Mrs Kirk responded that under such circumstances she would prefer not to be informed. Instead she suggested that if both Mrs Church and Lee were willing, the three of them could have a joint session during which Mrs Church could share the information with her in the presence of lee. Mrs Church furiously refused this offer.

5.1. Which two counselling ethics and values are prominent in the above scenario?

**Answer:**
1. Clients are responsible for themselves
2. Ensure confidentiality is maintained.

5.2 Discuss both counselling ethics and values and indicate relevance of each in the fictional counselling scenario (10)

**Answer:**

1. **Clients are responsible for themselves:**
   Mrs Kirk acknowledge this ethical value to counselling as she realised that Lee’s mother was trying to interfere in solving her own problems. Counsellors must empower people to the resources and solutions to their problems, which they have to conclude by themselves. Telling Lee’s mother of the topic discussed would have influenced her progress in the counselling process and would have been highly unethical

2. **Ensure confidentiality is maintained.**
   If Mrs Kirk were to give Lee’s mother any information regarding their counselling sessions together she would be breaking contract with Lee and their relationship of trust would fall to pieces. It is highly unethical to disclose a client’s information about their counselling process unless there are seen as harmful to themselves and to
others. In Lee’s case there has been no such signs and the counsellor cannot give her mother any indication of what has been discussed her progress in counselling.

Question 6
Discuss the elements of checking into a counselling session (20)

Answer:

1. Dealing with risk and scope
   During intake, whether telephonically or in a face-to-face encounter with a client, one of the first priorities will be to ascertain whether you are in a position to accept working with the prospective client(s) or should refer them to another counsellor or service.
   Intake procedures for new clients may differ from counselling service to counselling service. In the case of some services, the counsellor who first had contact with the client is not necessarily the one to continue a counselling relationship with the client. Some services have the procedures in place to check with the client regarding their counsellor preferences (in respect of age, gender, language, and in some instances sexual orientation, etc.).

2. Contact with the client
   — Initial contact
   The client will make the first move by contacting the counsellor by two forms:
   - Telephonically
   - Walk-in
   Some clients may be referred to you formally (by a doctor, priest, and another counsellor) or referred informally (self-referral, friend, previous client or family member).
   - Telephonic contact
   Phoning for an appointment takes a lot of courage. At this point the counsellor is a stranger to the client and counselling services are also unfamiliar to most new clients. The first telephonic contact is very important for first impressions that impact on both the client and the counsellor. If the impact was ‘negative’ for either, the client may not show up, or the counsellor may no longer be willing to see the client. A client not wanting to end the session over the phone may become a very difficult situation for a counsellor to manage. It may be inappropriate and there may not be enough time to have a full session over the phone. At the same time, it is important to ensure that the client does not feel rejected.
   This issue can be dealt with sensitivity in the following way:
   - ‘It looks like you really need to address this issue now, but let us talk more about it when you come for the appointment.’

   For those who seem hesitant to commit for a session even after phoning in, you could say something like:
   - ‘It seems that you would like to come for counselling but that it is difficult at this point to commit to an appointment …’

   The aim is to make the client feel understood rather than judged. This message will then be received as empathetic, understanding and respecting the client’s choice. This is a signal of unconditional positive regard.
   - ‘Walk-in’ clients
   You may not be in a position to see the client right away, because you might be fully booked. Cases of utmost urgency, the client may perhaps be willing to wait for the appointed time. In cases such as a rape which has just occurred, severe loss or
trauma and suicidality you may need to attend to the client immediately or refer him/her to an available counsellor.

3. **Assessing your client**
   - **Listen to:**
     - How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)
     - How your clients speak about others. (Are they demeaning and dismissive of them? Do they talk in a blaming manner about others? Are there any indications of potential harm to others or their property, perhaps displaced anger that may become violent?)
     - How your clients speak about their problems. (How do they allocate responsibility? Do they show resilience in the face of adversity or do they seem totally overwhelmed and desperate? Could it be that they are only half saying what they want to say? May they be presenting an issue in a way as to test your thoughts and feelings in relation to the issue?)
   - **Observe:**
     - Non-verbal communication: What is the client communicating through his/her body language and actions?
     - Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication?

4. **Opening up the space**
   Counselling is about engaging another person in transformative encounter. To open a space for meaningful engagement counsellors should show warmth, congruence, empathy, be non-judgemental and unconditional acceptance attitudes towards the client
   - **Micro skills:**
     - Attending (physically, intellectually and emotionally present); counsellor is listening and ready to interact
     - Reflections of thoughts and feelings
     - Paraphrasing and clarification
     - Open and closed questions

5. **Preparing for the session**
   I will do the following external preparations:
   - I will make sure that I am at the venue on time, to avoid feeling rushed and looking disorganised.
   - I will make sure that I have the following materials:
     - A watch and
     - A tape recorder
     - Pen and note book to take notes during the session
     - Box of tissues
     - A Calendar or a diary to use for future appointment
I will ensure that the area in which I receive clients is comfortable and just the right temperature.

The client must feel a sense of privacy so I must ensure that they cannot be over heard during the session.

I will do the following internal preparations:

- I need to know myself in terms of my likes, dislikes, values, fears and insecurities. This might take years but it will facilitate in recognising my “red-buttons”
- I should always be ready on an emotional level for every session. An example of this is that I cannot be there for a client how has been abused, unless I have come to terms with my own experiences of past abuse.
- I must be sure to work out my personal issues before session. I cannot be bombarded with phone calls about my child being sick, while in session with a woman who is struggling to have children.
- I must always be ready to be fully there as a person for my clients.

6. Counselling under a tree?
Traditionally counselling happens within four walls, but every client is unique and their situation. External environments can be any place where counselling will take place, even under trees. Counsellors need to make the most of external counselling environments.

Counselling can take place in schools, churches and other community settings as counselling is then taken to the client. As counsellors we need to address the cause of personal suffering and oppression through structural changes in our society.


This will allow better insight on the topic “counselling under a tree”

7. Dealing with boundary issues
Contracting, within this context, refers to the open discussion and agreement on certain matters and is related to counselling, including the ‘presenting problem’. There are a few contracting issues, some of which are practical and others therapeutic in nature. A clients’ expectations must be verified during contracting. You cannot predict how the session may go and this will save you the awkwardness of explaining some details of what the counselling service offers. Only provide the client with the minimal information so you do not create false hope or contaminate the counselling process.

The following information should be addressed during contracting with the client:

- briefly describing the nature of the service
- check and verify the clients expectations
- explain appointment times
- briefly discuss cancellation policies
- Explain how to handle contact outside the counselling context, for example when bumping into your client in the supermarket
- length, frequency and estimate of number of required sessions, and
- Be sure to explain confidentiality and its limits.

8. Ending the session
50 minute session should start preparing for the end of the session 10-15 minutes before the end of the session.

The last few minutes of the session should be used to summarise the session and in the following topics:

- What has been observed thus far
- What is your understanding of the client’s reason for counselling?
• The main points of the client’s problem
• Reflect on the client’s situation
Remember that the client may need to respond to the summary and this will help you to evaluate your understanding of the client’s situation.
It is important to inquire about future sessions with the client if you have decided to continue seeing each other and then the format of the next session can be discussed which may include the following:
• What will ensure that follow-up encounters will be meaningful
• Agree on what transformation the client wants to see and how it will be reached through further counselling
• When and where
• Length and duration of the next sessions

9. Process and content; thoughts and feelings
As a counsellor it is important to reflect on counselling sessions with our clients.
We can use the following questions to reflect on sessions:
• What impact did the client’s story have on me?
• How did the client as a person have an impact on me?
• Do I want to continue with this client?
• Do I, as counsellor, need any support regarding my feelings at this point and time?

Question 7
List 5 elements that psychological counsellors need to take into consideration when initiating the termination of a counselling relationship (5)

Answer: Termination is both a difficult and rewarding process of saying goodbye to a client. The following suggestions should be considered when starting the termination process.
1. Summarise the sessions:
   — Ask the client to summarise the main points that have appeared in all sessions.
   — Refer back to the overall goals of the counselling discussed in the contracting phase.
2. Review or remind about the action plan for after treatment:
   — Discuss the way forward: Does the client have a need for more counselling? If so, for what types of issues? Also, if so, does s/he need a referral, or can you help with the remaining problems?
3. Emphasise achievements:
   — If the client has made good progress it can sometimes be appropriate to offer words of acknowledgement and encouragement.
   — Stress specific outcomes which you think have been helpful.
   — Invite the client to mention the highlights of the sessions.
4. Normalise mixed feelings:
   — The client may be excited and relieved about ending counselling, but may also feel sadness about ending a relationship, especially if it was fruitful and close. It is useful to remind the client that all these feelings are normal and appropriate.
5. Conclude on a high note:
   — Meaningful quote or statement to think about, thank them for their involvement and wish them good luck.

There are 6 guidelines to ending an intense relationship in a positive way:
— Be clearly aware of the client’s needs and wants.
— Be clearly aware of your own needs and wants.
— Be aware of your previous experiences with separation and your inner reaction to these experiences.
— Invite the client to share how she or he feels about ending the experience.
— Share honestly with the client how you feel about the counselling experience.
— Supportively acknowledge the changes the client has made. At this point, the counsellor lets the client know that he or she recognises the progress that has been achieved and actively encourages the client to maintain it.

2012 May / June Exam paper

**Ricky:** Hello Lerato

**Lerato:** Hi Ricky

**Ricky:** Lerato, I’d like to talk to you, um, about some stuff that’s really troubling me at the moment

**Lerato:** Um-hm

**Ricky:** I’m getting very uptight and worrying about things and I thought that perhaps having a chat with you would help

**Lerato:** Mm-hm. you are feeling anxious Ricky and you would like to talk about the things that are worrying you

**Ricky:** Yes. I would Umm What’s gelling me down is, ah, really that I feel totally overloaded and feel as though I’m just not coping with the amount that I’ve got to do and there is just too much going on in my life

**Lerato:** Umm mm Lots of pressure in relation to what’s happening to you in your life at the moment.

**Ricky:** Yes. All the parts of my life seem to be pushing in on top of each other and it seems like the week just isn’t long enough. There’s, my work, there’s umm, training that I am doing outside my work and there’s also trying to maintain social contacts and social relationships. and there just isn’t time to fit them in

**Lerato:** Mm-hm

**Ricky:** I feel like though I’m going under

**Lerato:** Mm-hm You feel overcrowded with work, other pressures outside wont and not enough time for your social life. and It’s really getting you down

**Ricky:** Yes. It is getting me down, and it’s starting to despair about it. I just don’t know how to get over the problem. I feel sort of trapped and the more I struggle, the more the work seems to build up and the worse the situation seems to get. I really don’t know whether I’ll ever be able to get myself out of this.

**Lerato:** Right now it seems like, Ricky, you can’t see a way out, and you’re really hooked in there

**Ricky:** No, I can’t, umm, I suppose the part of my life that is most crowded is my work, and it seems like that’s expanding to push out the other parts of my life, so that there’s more and more work
coming my way, my working hours are getting longer, they’re getting more crowded and I’m starting to feel, “Oh, dear, I wish I could take a break”

**Lerato:** Ok, so work is the main pressure in your life, it’s taking over and becoming a really heavy load by the sound of things.

**Ricky:** Yes, it is, and I guess it's a bit of a trap because I'm a counsellor and as a result of being a counsellor, I find that people who are emotionally disturbed make demands on me. They think that I'm available at any time and it's very hard for me to say. "No, I won’t see you because I haven't an appointment space for a couple of weeks” It’s umm, it’s much easier for me to say, "Oh, well, I’ll fit you in my lunch break or I’ll work late tonight, or I'll come in early in me morning”, and umm, as a result I’m caught up in feeling that there’s no way that I can reduce the amount of work I’ve got to do.

**Lerato:** What seems to be happening at work is that you find it very difficult to say "No" when you see people who need your help and consequently your lunch breaks and after hours are becoming overloaded with taking on and meeting those people’s needs.

**Ricky:** Yes, that’s right and I suppose that the essence of my problem -that I haven’t yet learnt how to say "No" and I haven’t yet learnt how to set limits on what to do, and I guess that talking to you now, I’m starting to realise that maybe it’s time that I did start to say “No” I’ve got needs, I can’t always be looking after other people’s needs first.

**Lerato:** Ricky, you seem to be saying that the answer is to learn to say "No" and set some limits, but that will be difficult for you in that you haven't been able to do that up to now

**Ricky:** Yes, you’re so right! I now realise that the problem lies within me, and I’m sure I can attend to the issue and team to say "No". Thank you for listening to me

**Question 1**

Identify and describe two micro-skills that have been used in the above fictitious transcript of a counselling session between Lerato and Ricky (10)

| **Answer:** | 1. Lerato is paraphrasing. She is using this micro skill to reflect Ricky’s feelings and thoughts back to him, by repeating what he has said and in turn, it is evident to Ricky that Lerato is listening to him.  
2. Lerato is reflecting Ricky’s feeling by using “it seems like…” Using this micro-skill is enabling Lerato to identify Ricky’s true feelings.  
3. It is evident that Lerato is using open-ended questions, as she wants to lead Ricky into a certain direction. By using the word what or why in a question she is creating an open-ended question.  
4. At the end of the session Lerato summarises the session to accurately reflect on Ricky’s feelings and she is putting together key themes that Ricky can focus on to help him improve his situation. |

**Question 2**

Discuss the effectiveness of micro-skills that you have identified within the context of the entire counselling session provided in the transcript (10)
### Answer:

**Paraphrasing:** This is feedback to the client about what had just been spoken. This is an effective micro-skill as it mirrors back to the client their thoughts and feelings in a non-judgemental way. This is also a way for the counsellor to ensure that he/she is understanding the client correctly.

**Reflecting feelings:** We use reflecting feelings as a micro-skill to help the client to become aware of their emotions they experience regarding the issue at hand. This can also create a sense of empathy towards the client and to create a safe environment to open up in.

**Open-ended questions:** This is used to gather information from the client and allows the counsellor to assess the client issues and proceed to focus the client’s attention on certain issues to make the most of the session. Be careful not to drill the client with too many questions as it may delay communication.

**Summarising:** This is when the counsellor puts together the key points of the session to help the client move forward. This is a very effective micro-skill as the counsellor is helping the client make sense of the situation where it might have been a lot more confusing and overwhelming before the session started. Summarising is used during the session when needed and not just at the end of the session as this helps to bring focus to the problem and staying on track.

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### Question 3

Discuss the elements that a counsellor needs to take into consideration in order to facilitate the beginning part of counselling in an effective manner (20)

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<thead>
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<td>Phoning for an appointment takes a lot of courage. At this point the counsellor is a stranger to the client and counselling services are also unfamiliar to most new clients. The first telephonic contact is very important for first impressions that impact on both the client and the counsellor. If the impact was ‘negative’ for either, the client may not show up, or the counsellor may no longer be willing to see the client. A client not wanting to end the session over the phone may become a very difficult situation for a counsellor to manage. It may be inappropriate and there may not be enough</td>
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time to have a full session over the phone. At the same time, it is important to ensure that the client does not feel rejected.

This issue can be dealt with sensitivity in the following way:

- ‘It looks like you really need to address this issue now, but let us talk more about it when you come for the appointment.’

For those who seem hesitant to commit for a session even after phoning in, you could say something like:

- ‘It seems that you would like to come for counselling but that it is difficult at this point to commit to an appointment …’

The aim is to make the client feel understood rather than judged. This message will then be received as empathetic, understanding and respecting the client’s choice. This is a signal of unconditional positive regard.

- ‘Walk-in’ clients

You may not be in a position to see the client right away, because you might be fully booked. Cases of utmost urgency, the client may perhaps be willing to wait for the appointed time. In cases such as a rape which has just occurred, severe loss or trauma and suicidality you may need to attend to the client immediately or refer him/her to an available counsellor.

3. Assessing your client
   - Listen to:
     - How your clients speak about themselves. (For instance, is there evidence of self-hatred and other self-defeating statements and/or behaviours? Are there perhaps indications of potential self-harming behaviour, whether suicidality or potentially lethal substance abuse? Or is the client able to separate his/her current issues from his/her identity? In other words, clients can forgive themselves or be angry with themselves, but only in relation to the issue.)
     - How your clients speak about others. (Are they demeaning and dismissive of them? Do they talk in a blaming manner about others? Are there any indications of potential harm to others or their property, perhaps displaced anger that may become violent?)
     - How your clients speak about their problems. (How do they allocate responsibility? Do they show resilience in the face of adversity or do they seem totally overwhelmed and desperate? Could it be that they are only half saying what they want to say? May they be presenting an issue in a way as to test your thoughts and feelings in relation to the issue?)
   - Observe:
     - Non-verbal communication: What is the client communicating through his/her body language and actions?
     - Are there any discrepancies between what the client is saying and how s/he is behaving? For example, the client is sharing something that is extremely painful, but s/he is smiling and appears to be in a happy mood. In other words, is there a discrepancy between the content and the process of the client’s communication?

4. Opening up the space

Counselling is about engaging another person in transformative encounter. To open a space for meaningful engagement counsellors should show warmth, congruence, empathy, be non-judgemental and unconditional acceptance attitudes towards the client.

- Micro skills:
5. Preparing for the session

I will do the following external preparations:
- I will make sure that I am at the venue on time, to avoid feeling rushed and looking disorganised.
- I will make sure that I have the following materials:
  - A watch and
  - A tape recorder
  - Pen and note book to take notes during the session
  - Box of tissues
  - A Calendar or a diary to use for future appointment

- I will ensure that the area in which I receive clients is comfortable and just the right temperature.
- The client must feel a sense of privacy so I must ensure that they cannot be overheard during the session.

I will do the following internal preparations:
- I need to know myself in terms of my likes, dislikes, values, fears and insecurities. This might take years but it will facilitate in recognising my “red-buttons”
- I should always be ready on an emotional level for every session. An example of this is that I cannot be there for a client how has been abused, unless I have come to terms with my own experiences of past abuse.
- I must be sure to work out my personal issues before session. I cannot be bombarded with phone calls about my child being sick, while in session with a woman who is struggling to have children.
- I must always be ready to be fully there as a person for my clients.

6. Counselling under a tree?

Traditionally counselling happens within four walls, but every client is unique and their situation. External environments can be any place where counselling will take place, even under trees. Counsellors need to make the most of external counselling environments.

Counselling can take place in schools, churches and other community settings as counselling is then taken to the client. As counsellors we need to address the cause of personal suffering and oppression through structural changes in our society.


This will allow better insight on the topic “counselling under a tree”

7. Dealing with boundary issues

Contracting, within this context, refers to the open discussion and agreement on certain matters and is related to counselling, including the ‘presenting problem’.

There are a few contracting issues, some of which are practical and others therapeutic in nature. A clients’ expectations must be verified during contracting. You cannot predict how the session may go and this will save you the awkwardness of explaining some details of what the counselling service offers. Only provide the client with the minimal information so you do not create false hope or contaminate the counselling process.

The following information should be addressed during contracting with the client:
8. Ending the session

A 50-minute session should start preparing for the end of the session 10-15 minutes before the end of the session. The last few minutes of the session should be used to summarise the session and in the following topics:

- What has been observed thus far
- What is your understanding of the client’s reason for counselling?
- The main points of the client’s problem
- Reflect on the client’s situation

Remember that the client may need to respond to the summary and this will help you to evaluate your understanding of the client’s situation.

It is important to inquire about future sessions with the client if you have decided to continue seeing each other and then the format of the next session can be discussed which may include the following:

- What will ensure that follow-up encounters will be meaningful
- Agree on what transformation the client wants to see and how it will be reached through further counselling
- When and where
- Length and duration of the next sessions

9. Process and content; thoughts and feelings

As a counsellor it is important to reflect on counselling sessions with our clients. We can use the following questions to reflect on sessions:

- What impact did the client’s story have on me?
- How did the client as a person have an impact on me?
- Do I want to continue with this client?
- Do I, as counsellor, need any support regarding my feelings at this point and time?

Question 4

Define ethics or ethical behaviour in the context of psychological counselling as discussed within the Transformative Counselling Encounters module (5)

**Answer:** There are various values and ethical behaviours in counselling.

1. Acknowledge that CLIENTS ARE UNIQUE.
2. Allow clients to FREELY EXPRESS FEELINGS.
3. Be aware of the CLIENT-COUNSELLOR relationship.
4. Show clients ACCEPTANCE.
5. Show a NON-JUDGMENTAL attitude.
6. Acknowledge that CLIENTS ARE RESPONSIBLE for themselves.
7. Be aware of your own LIMITATIONS as a counsellor.
8. Ensure that CONFIDENTIALITY is maintained.
Question 5

Read the following statement and answer the question that follows below:

“What really disturbs us about rule-based ethics is that they stifle ethical thinking”

Discuss the above statement by referring to the two approaches in ethics that you have been exposed to in the Transformative Counselling Encounters Module (15)

Answer:

1. The normative approach
   In the normative approach, the person directs his/her behaviour according to a certain set of norms and values. The person with a normative approach will treat all people with respect, irrespective of whether she/he benefits from it. It is part of his/her value system. These norms and values are usually linked to a code of conduct of philosophy or religion and is characteristic of the person. This shows the person’s strength of character.
   Normative or rule based ethics is that they stifle ethical thinking. They invite us not to think, not to consider the effects of a particular practice on a particular person or family, but simply to follow a rule.
   Physical contact between a counsellor and a client is highly controversial. Handshakes and occasional pats on the shoulders are about the limit of acceptable physical contact. Touch is a high-risk activity. Any form of hugging or quick squeezing of the shoulder could be the start of unwanted physical contact and may even be intrusive and/or offensive to some clients.
   A client counsellor relationship excludes all other relationships, both private, nonprofessional relationships and other formal relationships with clients must also be avoided.
   Counsellors should avoid professional relationships with family members, employees, close associates, students and peers.

2. The relational ethics approach
   This approach makes one consider the effects of particular action in specific context
   - Relational ethics combines relationship and ethics in a multidimensional concept
   - Codes and standards inform rather than determine our ethical decisions
   - Each client, counsellor and situation is unique

Question 6

Discuss the skill of referral as well as the factors to consider when referring a client as part of Intersectoral collaboration (20)

Answer:

Referral skills
Referral is about linking clients with service providers and is both and art and a skill. It requires knowledge of all service providers in the network, namely the following:
- Their expertise
- Services
- Insight to refer to the appropriate one.
Referral is about using appropriate resources or service providers to assist a client with a specific need, problem or condition.
Counsellors must have the following knowledge when using referral:
• Know when to refer
• Recognise when someone requires additional services (additional to what you or your organisation can provide).
• When is an automatic referral in order and when one would require consent from the person being referred?

**Factors to consider when referring a client**

• Get a clear idea of what the problem is before referring.
• Know your limitations and do not get out of your depth of competence.
• Choose your words carefully. Possible phrases include:
  — You might find it helpful to ...
  — You might like to talk with ...
  — Would you consider talking with ...?
  — I think it might be useful for you to ...
  — Do not say, ‘You need to see ...’ or ‘You must talk ...’
• Be honest. Tell the person why you are not the best person or why someone else might be better at helping them at that moment.
• Do not feel overwhelmed or guilty if you cannot help.
• Reflect the client’s feelings around being referred empathically.

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**Question 7**

Describe the core competencies of a registered counsellor as indicated by the practical framework of psychology (20)

<table>
<thead>
<tr>
<th><strong>Answer:</strong></th>
<th><strong>Core competencies of psychologists</strong></th>
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| **A. Psychological assessment** | — Specialised screening, requiring in-depth interpretation of psychological dynamics and dysfunction (including the use of approved assessment instruments)  
— Diagnosis (in-depth diagnosis of dynamics within an individual, couple, group, community, social system or organisation according to an accepted diagnostic methodology) |
| **B. Psychological intervention** | — Specialised, complex, advanced reconstructive and long-term counselling  
— Advanced psycho-education and training  
— Promotion of primary, secondary and tertiary psychosocial wellbeing  
— Psychotherapy |
| **C. Referral expertise** | — Ability to refer to equivalent professional peer within primary, secondary and tertiary healthcare systems, e.g. medical practitioner or specialist, public health professional, educationist  
— Ability to refer to a registered counsellor for intense and more routine interventions |
| **D. Research** | — Ability to design, manage, and execute research projects/programmes that contribute to the science of psychology  
— Ability to scientifically report on research results  
— Ability to implement findings |
| **E. Other competencies** | • Consulting  
• Policy formulation and standards setting |
2011 October / November Exam paper

**Question 1**

Discuss 3 guidelines a counsellor can use to end an intense counselling relationship in a positive way. Provide an example for each (15)

**Answer:**

1. **Be aware of the client's needs and wants**
   The client might want to talk to the counsellor about approaching termination and might require a few sessions.

2. **Be aware of your own needs and wants**
   Counsellors who do not take care of themselves find termination of clients just as difficult. Acknowledgement of personal feelings before a session ends is vital.

3. **Be aware of previous experiences with separation and your inner reaction to these experiences.**
   A counsellor should be emotionally aware to avoid counter transference and be genuine in the relationship.

**Read the following scenario and then answer questions TWO and THREE below:**

Mrs Green is a middle-aged client. Mike is a draftsperson who has been depressed since he lost his job. The company he had worked for since his early twenties was taken over by another company. He has not been able to find work as a draftsperson because of a slump in the building industry. Mrs Green is aware of a small construction company that is looking for an experienced draftsperson. Her husband is the general manager of this company and he does not intend to advertise this position. Should she share this information with Mike?

**Question 2**

Briefly discuss the two ethical approaches in counselling. (15)

**Answer:**

1. **The normative approach**
   In the normative approach, the person directs his/her behaviour according to a certain set of norms and values. The person with a normative approach will treat all people with respect, irrespective of whether she/he benefits from it. It is part of his/her value system. These norms and values are usually linked to a code of conduct of philosophy or religion and is characteristic of the person. This shows the person's strength of character.

   Normative or rule-based ethics is that they stifle ethical thinking. They invite us not to think, not to consider the effects of a particular practice on a particular person or family, but simply to follow a rule.

   Physical contact between a counsellor and a client is highly controversial. Handshakes and occasional pats on the shoulders are about the limit of acceptable physical contact. Touch is a high-risk activity. Any form of hugging or quick squeezing of the shoulder could be the start of unwanted physical contact and may even be intrusive and/or offensive to some clients.

   A client counsellor relationship excludes all other relationships, both private, non-professional relationships and other formal relationships with clients must also be avoided.
Counsellors should avoid professional relationships with family members, employees, close associates, students and peers.

2. The relational ethics approach

This approach makes one consider the effects of particular action in specific context

- Relational ethics combines relationship and ethics in a multidimensional concept
- Codes and standards inform rather than determine our ethical decisions
- Each client, counsellor and situation is unique

Question 3

Indicate which one of the two approaches to ethics you would choose to apply to Mrs. Green’s dilemma to share or not to share with Mike. Give a reason for your choice. (10)

**Answer:** Disclosing to Mike that her husband is the general manager of a company that is looking for a drafts-person would be considered to be inappropriate by many counsellors.

Even telling Mike about the position without revealing that her husband is the general manager is risky, because the client might feel aggrieved if he later finds out what the relationship between the Greens is. Nor would it be appropriate for Mrs Green to approach her husband about this matter. She would be breaching Mike’s right to confidentiality if she should tell her husband about him and his problems without first getting his consent.

I would have used the normative ethics approach as disclosing information to either her husband or to Mike will jeopardise the professional relationship and stand in the way of Mike’s counselling process.

Question 4

Discuss the importance of contracting within a counselling context (10)

**Answer:** Contracting, within this context, refers to the open discussion and agreement on certain matters and is related to counselling, including the ‘presenting problem’. There are a few contracting issues, some of which are practical and others therapeutic in nature. A client’s expectations must be verified during contracting. You cannot predict how the session may go and this will save you the awkwardness of explaining some details of what the counselling service offers. Only provide the client with the minimal information so you do not create false hope or contaminate the counselling process.

The following information should be addressed during contracting with the client:

- briefly describing the nature of the service
- check and verify the client’s expectations
- explain appointment times
- briefly discuss cancellation policies
- Explain how to handle contact outside the counselling context, for example
- when bumping into your client in the supermarket
- length, frequency and estimate of number of required sessions, and
- Be sure to explain confidentiality and its limits.

Read the following scenario and answer questions FIVE and SIX below

During a telephonic interview with Boitumelo who is a counsellor, Bertha relates the following story:
Upon Bertha and her family’s return from holiday, they found that burglars had broken into their home. The burglars had taken most of their electronic equipment and left their home in a terrible state – it reeked of alcohol and urine. Ever since then, Bertha has had difficulty sleeping, listening to every little noise and movement.

Bertha and the counsellor then set up an appointment for a face-to-face session.

**Question 5**

Construct a hypothetical or imaginary dialogue that would capture a typical counselling session between Boitumelo and Bertha.

The transcript should incorporate the following points:

- Understanding the client’s problem
- Use of micro-skills of counselling
- Process of checking in
- Process of checking out

**Answer:** Find below a dialogue example for each of the above-mentioned points:

The following dialogue contains examples of the above stated points:

- Understanding the client
- Use of micro-skills
- Process of checking in

**Thembi:** Knowing how the slots unfold will make you feel more comfortable?

**Marylinda:** Yes, please ...

**Thembi:** I am glad you raise these concerns, because they in any case form part of our discussion today. We might as well address them now, since they are already on the table. Our sessions last for 50 minutes, and they are usually scheduled on a weekly basis. However, we can both decide on how frequently we will meet. What are your ideas?

**Marylinda:** I think the weekly interval will work well for me, but then what happens if I am not able to come for the session due to some difficulties beyond my control?

**Thembi:** That is a very important question. We can discuss that as well. According to the regulations here, if you are not able to make it for the session for any reason, we prefer that you notify us well in advance so that we know what is going on. The same applies from our side – we will let you know in time should we encounter any unforeseeable problem with your scheduled slot. We, however, make sure that we honour our commitments.

**Marylinda:** Hmm! That sounds reasonable. That line about your commitment sounds reassuring. I already feel comfortable being here … Mmm … uhm … [Frowns, leaning slightly back, as if hesitating to speak.]

**Thembi:** You say you are comfortable, yet it seems as if something may still be creating some unease for you …

**Marylinda:** There is something else that I do not feel comfortable with …

**Thembi:** Yes …? [Nodding her head.]

**Marylinda:** The receptionist is a friend of MaKhumalo’s, the lady who suggested I come here. Well, I am not sure how confidential the sessions will be. Please do not get me wrong, it is not that I don’t trust your receptionist; I just want to make sure that I will be protected.

**Thembi:** It sounds like confidentiality is a real concern for you.

**Marylinda:** Yes.
Thembi: I understand. Well, confidentiality is a high priority for us too. Your file is kept locked away and your information will not be divulged to anyone without your permission, unless I pick up that either your life or someone else’s life is in danger. I will, however, discuss everything with you every step of the way.

Marylinda: Ok. Well, I don’t have any issues about that.

Thembi: Are there any other issues that you would like us to clarify?

Marylinda: No.

Thembi: What about punctuality?

Marylinda: I am a very punctual person, and I would like us to stick to the agreed time for our appointments. I am not a patient person in terms of waiting.

Thembi: I can see that you take great pride in being punctual and organised. You value reliability ... So do we agree that punctuality forms part of our agreement and that we will honour our agreed upon appointment times?

Marylinda: Exactly.

Thembi: We seem to have agreed on quite a number of issues. These include the duration and frequency of sessions, commitment and prior notice of nonattendance or changes to arrangements, punctuality and confidentiality. Having clarity about the way we will be working together puts you at ease, right?

Marylinda: I am an organised person and the idea of knowing what to expect pleases me.

Thembi: That sort of takes care of our contract with one another so far. However, we might need to revisit some of the issues that we have discussed now in later sessions, if the need arises.

Marylinda: [Nods her head.]

Thembi: Shall we proceed with what brings you here, taking the discussion further that we started on the phone?

Marylinda: [Looks inquiringly at Thembi, presumably waiting for her to initiate the talk about her problem.]

Thembi: You look puzzled.

Marylinda: Yes.

Thembi: How come?

Marylinda: How do I get out of this situation?

Thembi: It sounds difficult for you?

Marylinda: That’s the thing. I don’t know where and how to start. It’s been a long journey. I am just tired, tired of everything; I want out.

Thembi: Please tell me more about that? You mention that you are tired of everything and that you want out.

Marylinda: Yes. I want a divorce, but I am not sure if that is the right decision.

Thembi: You sound uncertain.

Marylinda: Yes.

Thembi: Uhm ... Uhm ...

Marylinda: [In a raised voice.] I am tired of being accused of having extra-marital affairs. That is not me. My husband is jealous, paranoid and everything else.

Thembi: You sound upset.

Marylinda: Very upset. I am suffocating and I cannot take it anymore.

Thembi: On the one hand it looks like you have made up your mind, but on the other it looks like there are things holding you back.

Marylinda: Correct, and I am not even sure if I know what is holding me back, but I feel the indecisiveness. I wish I could figure it out.

Thembi: It sounds important for you to know what is holding you back.
Marylinda: Oh yeah. Otherwise it becomes difficult to make a final decision. I know that it is a major thing to do and that there are many issues involved ...

Thembi: Like?

Marylinda: There are a number of questions going on in my mind right now.

Thembi: Uhm ... Uhm ...

Marylinda: I don’t know how it will affect our children, or how society will react to this. How will our friends look at me after the divorce? You know? Things like that.

Thembi: It looks like you are applying your mind to the indecisiveness you have been talking about.

Marylinda. You know what? Sadly, all the things I mentioned are about them and nothing about me.

Thembi: Who are you referring to as ‘them’?

Marylinda: Them! My children, for starters. And they are adults with their own families, and they know what I am going through. They have witnessed the physical abuse I have been subjected to on numerous occasions. They will surely understand. Then I am thinking about my friends and others in the community, but they do not feel the pain I am feeling. Why should I sacrifice myself for them? Where am I in the whole picture?

Thembi: Correct me if I am wrong, but it sounds like you feel as if you are in the background; as if you are prioritising others in your decisions.

Marylinda: Exactly! The bell rings clearly in my mind now.

Thembi: That sounds interesting, but what do you mean by that?

Marylinda: I know what I want for myself and not for them.

Thembi: Tell me more about that.

Marylinda: I am ready for the divorce. I have been ready for a very long time. I guess my focus was more on how my decision was going to affect other people.

Thembi: I am happy for you that you are gaining some clarity about your situation. We are nearing the end of our session and I would like us to summarise what we talked about as well as make arrangements for the next session.

Marylinda: I agree. Much as I know what I want to do, I would still like to talk about my own fears associated with being divorced. I guess that is the scary part. But at least it is about me for a change. [She laughs.]

Marylinda arrives for her first session and the encounter progresses as follows:

Thembi: Morning, Marylinda. Welcome. How are you doing today?

Marylinda: I am fine, thank you. I hope you are also well. I have just filled in this form from the receptionist and she said I should hand it over to you.

Thembi: Yes, thank you. How would you like us to proceed from here?

Marylinda: I just need clarity about these forms, and I guess ... well ... this is the first time I come for counselling, so it is pretty much unclear to me as to what to expect and so on.

Thembi: It looks like the form took you by surprise ... The procedure here is that you fill in this form at the reception, and as you can see, it contains all your details and it consumes quite a bit of time. This is in addition to the information that we obtained during the telephonic session. Completing the form in advance serves to avoid taking the bulk of this session to gather information. It sounds like you have other questions which you need clarified?

Marylinda: Yes, I do have questions, but it is not about the form. How long are the sessions going to be and how often will I need to come to see you?

Thembi: The next part of the dialogue continues and is a good example of how to checkout with a client.

The session between Thembi and Marylinda continues.
[They are both silent for about two minutes.]

After three subsequent sessions, Marylinda reported feeling much better and empowered to make decisions about her life and her relationship with her husband. She expressed gratitude for the fact that Thembi had never judged her, nor influenced her in any way to make a particular decision. On realising that she was able to do all of the aforementioned on her own, having benefited from the counselling relationship in which she felt so accepted, Marylinda stated she would recommend Thembi to anyone.

Question 6

Discuss how you would have prepared for this session. (10)

**Answer:**

I will do the following external preparations:

- I will make sure that I am at the venue on time, to avoid feeling rushed and looking disorganised.
- I will make sure that I have the following materials:
  - A watch and
  - A tape recorder
  - Pen and note book to take notes during the session
  - Box of tissues
  - A Calendar or a diary to use for future appointment
- I will ensure that the area in which I receive clients is comfortable and just the right temperature.
- The client must feel a sense of privacy so I must ensure that they cannot be over heard during the session.

I will do the following internal preparations:

- I need to know myself in terms of my likes, dislikes, values, fears and insecurities. This might take years but it will facilitate in recognising my “red-buttons”
- I should always be ready on an emotional level for every session. An example of this is that I cannot be there for a client how has been abused, unless I have come to terms with my own experiences of past abuse.
- I must be sure to work out my personal issues before session. I cannot be bombarded with phone calls about my child being sick, while in session with a woman who is struggling to have children.
  - I must always be ready to be fully there as a person for my clients.

Question 7

Describe the Solar MAP TC framework as applied in a counselling context (20)

**Answer:**

The **SOLER MAP TC** framework is a summary of basic non-verbal attending skills. The non-verbal attending framework (SOLER MAP TC) states that as a counsellor attendance means to be physically, emotionally and intellectually present in a counselling session.

By using non-verbal attendance skills counsellors show interest and attentiveness towards their clients in the following ways:

- **Sitting Squarely** – to face the client and communicate openly
- **Open posture** – A straight and open posture with no body parts that can be interpreted as a barrier.
— Leaning forward – This shows interest in the client at appropriate times
— Eye contact – to indicate that you are listening
— Relaxed posture – to be calm and contained and not making any excessive body gestures like tapping feet or clicking a pen.

The MAP acronym is used for the following:
— Minimal encouragement – to encourage the client to keep talking (“mmm, go on, tell me more, I’m listening”) and make them feel important and listened to.
— Attentive – This is to show non-verbally that you are listening to the client by not interrupting and giving the client moments of silence to think.
— Presentation – These are signs to look out for in the client.
   1. General mood
   2. Body language being used by the client
   3. Physical characteristics – fitness, BMI (body mass index), complexion
   4. Physical presentation – neat, messy, careless, grooming etc.
   5. Use of language – tone, volume

The counsellor is responsible for the following presentation skills:
— Be appropriately dressed, neat, tidy and a professional attitude
— It is important to attend to the following language uses and vocal styles during sessions:
   o Volume and tone of voice – convey calmness, warmth and empathy
   o Rate of speech – speak at a slow rate
   o Rhythm of speech – modify rhythm to the situation to be clear and sound interesting
   o Appropriate words and descriptions – use words and phrases the client will understand and use

**TC**

**Touch**

It is important to consider what the norms are around touch, because in some cultures touching can signify empathy and understanding. Then we find other cultures where cross-gender touching is completely prohibited. Therefore a counsellor should avoid all touch with new clients to create a professional distance.

**Cultural differences**

There are cultural differences in regards to appropriate non-verbal actions and expressions. Therefore, mastering and understanding appropriate non-verbal communication is of great importance.

Read pg. 157 (READER) for examples of appropriate non-verbal communication in regards to cultural differences.

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**Question 8**

**8.1 Discuss the idea of reflexivity as outlined by Smith (2006) (10)**

**Answer:**
— Reflexivity is a method that fully embraces and exploits the subjectivity of the researcher.
— It can also be defined as the extent to which individuals can reflect upon themselves and modify their actions and thought processes accordingly.
— Effective reflexivity means the ability to treat oneself as the object of inquiry within the world.
— The notion of reflexivity implies a shift in people’s understanding of the data and its collection towards something that is accomplished through internal dialog and a constant scrutiny of “what I know” and “how I know it”
— The need to consider how issues of gender, class, age and disability might shape the construction must be considered.
— All these issues may influence the researcher’s interactions in the field of:
  1. Who gets studied,
  2. Which questions are asked and which are left unasked
  3. How knowledge of participants in the study is constructed and portrayed though text.

8.2 Intersectoral and multidisciplinary collaboration depend greatly on the skills of networking and referral.

Discuss the idea of networking and indicate how networking operate in practice (10)

**Answer:**

— What is networking?
This is when different service providers reach out to each other, familiarise themselves with the others’ functions and form service networks that can address the individual needs of victims.

— Advantages:
  o Providing a variety of services to the individual
  o It facilitates the timely processing of clients’ needs.
  o Strengthens the relationships between the different service providers in the community.
  o Facilitates referrals
  o Including information sharing
  o Support and encouragement
  o Capacity building
  o Share experiences, skills, ideas and resources

— Purposes of networking?
  o Networking is a way in which to expand connections in order to increase allies.
  o Networking is also about optimally, effectively and efficiently utilising, coordinating or linking different services, resources or information in a formal and/or informal manner, with a common goal.
  o To building relationships between service providers, but also of
  o To extend services and service providers to include those that may be lacking in a community.

— What makes a network effective?
An effective network will have partners that are clear on the following topics:
  o Context
  o why it exists
  o the target group(s)
  o its activities
  o where it operates, for example locally, regionally or internationally
  o how it works in terms of structures, procedures, participation and accountability mechanisms and relationships with stakeholders
  o the desired results, and how results will be visible.