



PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

DEPARTMENT OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION: DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: TRAINER	
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DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Dr K Junias
MODERATOR:	Ms Claudia Maritshane

INSTRUCTIONS	
<ol style="list-style-type: none">1. This question paper consists of Sections A, B and C2. Answer ALL the questions in Sections A and B3. For Section C, Answer Any two questions.4. Read all the questions carefully before answering.5. Number the answers clearly	

THIS QUESTION PAPER CONSISTS OF 9 PAGES (Including this front page)

SECTION A RESTRICTED RESPONSE QUESTIONS
QUESTION 1 MULTIPLE CHOICE QUESTIONS

[10]

Instruction: Write down the letter representing the correct answer.

1.1 What is the primary focus of guidance and counselling?

- a) Guidance focuses on providing information and advice, while counselling focuses on emotional support.
- b) Guidance and counselling both focus on emotional and psychological support.
- c) Guidance focuses on career and educational decisions, while counselling focuses on personal and emotional issues.
- d) Guidance and counselling have the same primary focus.

1.2 Which of the following statements is true regarding the confidentiality of guidance and counselling sessions?

- a) Guidance sessions are always confidential, while counselling sessions may not be.
- b) Counselling sessions are always confidential, while guidance sessions may not be.
- c) Both guidance and counselling sessions are always confidential.
- d) Neither guidance nor counselling sessions are confidential.

1.3 What is the role of self-awareness in counselling?

- a) It's not relevant to counselling
- b) help the counsellor understand their clients and their biases
- c) It leads to increased judgment and criticism
- d) It makes the counsellor emotionally distant from clients

1.4 Which of the following traits should a good counsellor possess?

- a) Limited cultural awareness
- b) Unwillingness to adapt to different clients
- c) Cultural competence and sensitivity
- d) A rigid therapeutic approach

Please Turn Over

1.5 In the counselling referral process, what should the counsellor provide to the client when making a referral?

- a) A bill for the referral service
- b) A diagnosis of the client's condition
- c) A list of potential providers or resources
- d) A termination of the counselling relationship

1.6 Which of the following is a potential outcome of a counsellor's self-evaluation?

- a) Decreased client trust
- b) Increased empathy
- c) Enhanced counselling skills
- d) Decreased ethical standards

1.7 What is the primary goal of cognitive therapy?

- a) Exploring past traumas and treating them
- b) Changing negative thought patterns and beliefs
- c) Prescribing medication for mental illness
- d) Promoting relaxation techniques

1.8 Which of the following conditions is often treated by cognitive therapy?

- a) Physical ailments
- b) Relationship issues
- c) Mental health issues
- d) Mental and physical illness

Please Turn Over

1.9 Which component of the psyche, as proposed by Freud, is responsible for controlling our instinctual and impulsive desires?

- a) Ego
- b) Superego
- c) Id
- d) Self-concept

1.10 In humanistic counselling, what term is used to describe the process of being in touch with and fully experiencing one's emotions, thoughts, and behaviours?

- a) Self-actualization
- b) Self-disclosure
- c) Congruence
- d) Mindfulness

QUESTION 2 TRUE OR FALSE

[20]

Instruction: Indicate whether the following statements are True or False.

2.1 One of the objectives of counselling is to help individuals gain self-awareness and self-understanding.

2.2 Guidance and counselling can be beneficial for individuals at all stages of life.

2.3 The principle of competence suggests that counsellors should only work with clients whose issues they have personal experience with.

2.4 It is important for guidance counsellors to respect individual differences and diversity.

2.5 The counselling process is a one-time event and does not involve multiple sessions.

2.6 Building rapport and trust with the client is an important aspect of the counselling process.

2.7 The primary goal of psychoanalytic counselling is to help clients gain insight into their unconscious conflicts and achieve personal growth.

Please Turn Over

2.8 The psychoanalytic approach believes that unconscious conflicts and desires can manifest in dreams and slips of the tongue.

2.9 Behavioural perspective believes that internal thoughts and feelings are the primary determinants of behaviour.

2.10 Behavioural counsellors often use systematic desensitization to help clients overcome phobias and anxieties.

2.11 Punishment is always an effective way to eliminate undesirable behaviours.

2.12 In holistic counselling, the focus is primarily on addressing specific, isolated problems rather than the interconnected aspects of an individual's life.

2.13 Mindfulness and meditation techniques are often incorporated into holistic counselling to promote self-awareness and stress reduction.

2.14 Cognitive behavioural therapy is effective in treating depression.

2.15 The primary focus in rational emotive therapy is changing external circumstances to alleviate emotional problems.

2.16 Academic guidance and counselling are only necessary for struggling students; high-achieving students do not benefit from it.

2.17 The vocational guidance process is a one-time event and does not involve ongoing support.

2.18 Self-evaluation is a critical aspect of maintaining ethical and professional counselling practices.

2.19 Open-ended questions are useful in counselling as they encourage clients to provide detailed responses and explore their thoughts and feelings.

2.20 Counsellors are not obligated to report cases of abuse or harm to authorities, as it may breach client confidentiality.

Please Turn Over

SECTION B CASE STUDIES

Instruction: Read the case studies below and answer the questions that follow.

QUESTION 1

Background: Sarah is a trainee at Imperial Technical College studying Fitting and Turning. She has always been a dedicated student but has been struggling with test anxiety for the past year. Her anxiety has started to affect her academic performance, causing her to perform below her potential. She has reached out to her trainer for help.

Mrs Ujaha: Welcome, Sarah. I'm here to help you with your test anxiety. Can you tell me more about when this problem started?

Sarah: It started about a year ago when I had a major panic attack during a midterm exam. I couldn't focus, my heart was racing, and I blanked out. Ever since then, I get really anxious before and during exams.

Mrs Ujaha: I see. Can you describe what specific thoughts or feelings you experience when you're about to take a test?

Sarah: I start feeling really nervous, and my mind races with thoughts like, "What if I fail?" or "I'm going to embarrass myself." I also get physical symptoms like sweaty palms and a racing heart.

Mrs Ujaha: Thanks for sharing that. It's important to understand the thoughts and physical sensations associated with your anxiety. Have you tried any strategies to cope with this anxiety on your own?

Sarah: I've tried deep breathing and some relaxation techniques, but they don't seem to help much. It's like my anxiety takes over, and I can't control it.

Mrs Ujaha: It's understandable that you're having trouble managing this on your own. We can work together to explore more effective strategies. Do you think there might be any specific triggers or stressors in your life that are contributing to this anxiety?

Sarah: Well, I do put a lot of pressure on myself to excel academically, and I'm afraid of disappointing my parents. Plus, I often compare myself to my classmates, which makes me feel even more anxious.

Mrs Ujaha: It sounds like there's a combination of academic pressure and self-comparison contributing to your anxiety. Let's work on ways to address these issues. Have you ever considered talking to your parents about your feelings and concerns?

Sarah: No, I haven't. I don't want them to worry about me.

Mrs Ujaha: It's important to have a support system in place, including your parents. They may be more understanding and helpful than you think. Would you be willing to consider discussing your anxiety with them?

Please Turn Over

Sarah: I'll think about it, but it's scary.

Mrs Ujaha: That's completely understandable, Sarah. We can explore ways to have that conversation if you decide it's something you want to do. In the meantime, let's work on some practical strategies to manage your test anxiety. How would you feel about trying some guided imagery exercises or cognitive-behavioural techniques to address your anxious thoughts?

Sarah: I'm open to trying anything at this point if it helps.

Mrs Ujaha: Great. We'll start with some relaxation exercises and then move on to addressing those negative thought patterns. We'll work together to build your confidence and reduce your test anxiety over time.

1 (a)

(i) what type of guidance and counselling is demonstrated in the scenario. **[1]**

(ii) Justify your answer in (i) **[1]**

(b) Citing the exact words or phrases, show how Mrs Ujaha has demonstrated the following counselling skills and techniques: **[4]**

(i) Establishing rapport

(ii) Summarising

(iii) Questioning

(iv) Unconditional positive regard

(c) Mrs Ujaha tried to apply the holistic approach.

(i) which two dimensions or components of a human being were explored in this scenario according to the holistic approach? **[2]**

(ii) Justify your answer in (i) citing exact words or phrases from the scenario that talk to the dimensions. **[2]**

Please Turn Over

QUESTION 2

Background: John is a Level 3 trainee studying office administration at Windhoek Vocational Training centre. He lives with his mother, Jane, and his younger sister, Sarah. John's parents divorced when he was 7 years old, and he primarily lives with his mother. His mother works full-time to support the family, and John spends a significant amount of time at his grandmother's house when she is not available.

Mr Nakambale, the office administration trainer observed that John displays behavioural problems in the classroom and on the campus premises. The main behavioural issues observed include:

Aggression: John often displays aggressive behaviour towards his classmates, such as hitting, pushing, or verbally insulting them during conflicts. **Inattention:** He frequently appears distracted in class, struggles to focus on tasks, and frequently forgets to complete his assignments or bring necessary materials to school. **Impulsivity:** John often acts impulsively without considering the consequences of his actions. He may disrupt lessons, shout out inappropriate comments, or refuse to follow classroom rules. **Non-compliance:** He frequently refuses to follow instructions from his trainer, arguing with them or engaging in defiant behaviour. **Emotional Outbursts:** John occasionally exhibits emotional outbursts, such as crying or screaming when he becomes frustrated or overwhelmed.

Taking into account the different perspectives and their strategies of guidance and counselling you studied in this course; outline how you would help John to effectively address his behavioural problems and allow him to make progress academically and socially. **[10]**

Please Turn Over

SECTION B EXTENDED RESPONSE (ESSAY) QUESTIONS

Instruction: Answer any two questions.

1. Assess how educational guidance contribute to improving trainee retention and reducing dropout rates at Vocational Training Centres. [25]
2. Provide a case study or real-world example of educational institution that has successfully integrated a holistic perspective into its guidance and counselling services. [25]
3. Explain the core principles of humanistic perspective showing how TVET trainers can apply them to guidance and counselling practices at the Vocational Training Centres. [25]

The End