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Mid Term Examinations - October 2026

Date: 08/10/2026 **Time:** 02:00 PM - 03:30 PM

Course Code: MSP4303 **Course Name:** Therapeutic Communication

Semester: Third Semester **Max. Marks:** 50 **Weightage:** 50%

CO - Levels	CO1	CO2	CO3
Marks	28	42	20

PART A: Answer Following Questions. 10 M

Q.N.	Questions	M	CO	BT
1	Identify the type of therapeutic presence demonstrated when a therapist accurately notices and responds to a client's emotional state.	2	CO1	BT1
2	A therapist feels unusually irritated whenever a particular client questions her suggestions and begins responding more firmly than necessary. Identify the possible countertransference issue in this situation.	2	CO1	BT1
3	What practice can a therapist use to become aware of their countertransference responses?	2	CO1	BT1
4	Why are consistent time and role boundaries important in therapy?	2	CO1	BT1
5	What is metacommunication? Give one example.	2	CO2	BT1

PART B : Answer Any 1 Following Questions. 10 M

Q.N.	Questions	M	CO	BT
6	During a counselling session, Riya says, "My manager and I are getting along perfectly." However, she avoids looking at the therapist, gives very short answers and repeatedly sighs. The therapist notices these changes but responds, "Good. Let's focus on the assignment you mentioned last week." Explain how the therapist could use the client's verbal and non-verbal communication to create space for further exploration.	10	CO1	BT2
7	Explain how a therapist can use pauses intentionally when a client is experiencing strong emotions. Discuss how silence can support exploration without making the client feel pressured.	10	CO1	BT2

PART C: Answer Any 1 Following Questions. 10 M

Q.N.	Questions	M	CO	BT

8	A therapist notices that she becomes particularly anxious when a client discusses conflict with their parents. She starts giving the client frequent advice and tries to prevent the client from discussing difficult family experiences. During supervision, the therapist realises that the client's situation reminds her of unresolved experiences from her own family life. a) Apply the concept of countertransference to explain how the therapist's personal experiences may be affecting her responses to the client. (5) b) Suggest two ways the therapist can recognise and manage countertransference constructively. (5)	10	CO2	BT3
9	Demonstrate the importance of maintaining professional boundaries in therapeutic relationships. Distinguish between boundary crossings and boundary violations, using suitable examples.	10	CO2	BT3

PART D: Answer Any 1 Following Questions. 10 M				
Q.N.	**Questions**	**M**	**CO**	**BT**
10	A client tells the therapist that they are thinking about changing their career path. The therapist responds, “You should not do that. I know what is best for you.” When the client continues to express doubts, the therapist refers to information shared in previous sessions and says, “You always make poor decisions, and this is another example.” Explain how the therapist’s behaviour may affect the client’s autonomy and participation in decision-making. Rewrite the therapist’s response in a manner that supports client autonomy and encourages exploration of the client’s perspective.	10	CO3	BT2
11	Explain how power operates within a therapeutic relationship. Discuss how a therapist can use professional authority responsibly while protecting client autonomy, maintaining ethical boundaries and recognising the influence of countertransference.	10	CO3	BT3

PART E: Answer Any 1 Following Questions. 10 M				
Q.N.	**Questions**	**M**	**CO**	**BT**
12	A client says to the therapist, “I feel like you’re not really interested in what I’m saying.” The therapist replies, “Of course I’m interested. Now, tell me exactly what happened during your argument with your friend.” The client continues speaking but gives shorter answers and avoids looking at the therapist. Apply the concepts of metacommunication and alliance rupture to analyse this interaction. Explain how the therapist could recognise the relationship-level message and work towards repairing the interaction.	10	CO2	BT3
13	Apply the concept of metacommunication to explain how tone, non-verbal behaviour and relationship-level messages can influence communication in professional settings. Use examples from either a clinical or organisational context.	10	CO2	BT3