



ASSESSOR GUIDE

CHCCSL007

Support Counselling Clients in Decision-Making Processes

Assessment 2 of 2

Case Studies



Assessment Instructions

Task overview

This assessment task is divided into seven (7) short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need the following:

- Learning resources.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

John is 45 years old and married with three children. He and his family have recently moved to Sydney from Brisbane, and he still feels unsettled. His new job is demanding and requires a lot of overtime. He has not made any friends and spends his weekends catching up on paperwork. He is tired, feels down and has back pain.

John's relationship with his wife is strained – she did not want to move and has not attempted to find another job. The family has incurred substantial expenses due to the move, and his wife has been spending a lot on new clothes and jewellery, resulting in significant financial strain. John feels worried and stressed all the time.

- a) Identify three (3) possible issues or problems that John and his counsellor could focus on in counselling.

[Approximate word count: 10- 15 words]

Assessor Instructions: The student must demonstrate an understanding of identifying possible issues or problems to work on with clients.

Responses must include three possible issues/problems. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Lack of friends and hobbies.
- Stressful job
- His financial situation.
- His lack of physical fitness.
- His relationship with his wife.

- b) Choose one of the issues or problems you identified in Question 1 a) and write down a practical goal that would address the issue or problem.

[Approximate word count: 15-20 words]

Assessor Instructions: The student must demonstrate an ability to identify a broad goal addressing one of the issues identified in the previous question.

An exemplar response is provided in the following table:

Lack of friends and hobbies - Increase the number of enjoyable/social activities.

- c) Imagine that John says his goal is to get his wife to want to go back to work to ease the financial pressure. Why might this goal be challenging to achieve?

[Approximate word count: 15-20 words]

Assessor Instructions: The student must demonstrate an ability to consider factors affecting whether client goals are realistic and practical.

The student's response must be consistent with the following:

This goal might be difficult to achieve because John does not control it.

d) Discuss with John how his goals might be modified based on his strengths.

[Approximate word count: 150 words]

Assessor Instructions: The student's response must be consistent with the following. Wording may differ but must reflect the themes and characteristics of the following examples.

Reflect on strengths: For example, begin by acknowledging the challenges John is currently facing and validate his feelings of stress and worry. Then, explore and reflect on any strengths or positive qualities he possesses. This could include his dedication to his job, his commitment to his family, or any other personal strengths that emerge during the conversation.

Identify potential strengths: Engage in a discussion with John to identify any strengths that can be leveraged to address his current goal of increasing enjoyable/social activities. This could involve exploring his skills, interests, or personal qualities that can be applied in social settings or hobbies. Encourage John to think about activities or situations in which he feels most comfortable and confident. Explore times when he and his wife's relationship was on more solid ground, what activities did they enjoy together, what could he use now to strengthen his relationship with her?

Summary: Based on the exploration of John's strengths, work together with him to establish modified goals that are realistic and tailored to his specific situation.

Question 2

Imagine that you are working with a client and you are interested in brainstorming potential courses of action to help them achieve their goals.

Briefly describe three (3) things you should keep in mind to help make the brainstorming process effective.

[Approximate word count: 100 words]

Assessor Instructions: The student must demonstrate an understanding of three ways to make the brainstorming process effective.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Delaying evaluation. Agree with the client to write down every idea they might come up with regardless of feasibility and evaluate them at the end of the brainstorming process.
- Encouraging multiple options. Produce as many ideas as possible. The availability of a number of potential solutions will increase the chances of eventually identifying a particularly effective one. The first idea that comes to mind may not always be the best one.
- Encouraging creativity. Get rid of normal constraints to thinking. It is generally easier to cut down on suggested options than expand them. Give clients permission to explore all ideas by encouraging them to let themselves go and explore 'wild' possibilities.

Question 3

Mike, a married father of two young children, is very unhappy in his current job as a truck driver.

- a) Imagine you are Mike's counsellor. Use the **seven-step problem-solving approach** to help Mike decide what to do.

[Approximate word count: 30 - 60 words per step description]

Assessor instructions: Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Seven-step problem-solving approach	Describe how you would apply each step to Mike's situation.
Step one: Clarify and define the problem	Begin by exploring Mike's concerns about his current job as a truck driver. Ask questions to help him clarify the specific aspects of his career that make him unhappy. For example, he might mention that he spends too much time away from home, that the work is physically demanding, or that he doesn't feel appreciated by his employer.
Step two: Establishing realistic goals	Work with Mike to establish realistic goals for his future career. Ask him what he wants to achieve in the next few years and what kind of work he is interested in pursuing. For example, he might desire to work closer to home or pursue a career in a different industry.
Step three: Generate multiple solutions	Brainstorm potential solutions to help Mike achieve his career goals. This might involve exploring different career paths or improving his current job situation. Encourage Mike to think creatively and consider all his options.
Step four: Evaluate and compare solutions	Help Mike evaluate and compare the different solutions he has generated. Discuss the pros and cons of each option and encourage him to consider how each option aligns with his goals and values.
Step five: Decide on a feasible, appropriate solution (and alternatives)	Based on the previous steps, work with Mike to identify a feasible, appropriate solution that aligns with his goals and values. This might involve exploring alternatives and considering potential challenges or obstacles.
Step six: Implement the solution	Once Mike has identified a solution, work with him to create an action plan. This might involve updating his resume, networking with potential employers, or pursuing additional training or education.
Step seven: Evaluate the outcome	After Mike has implemented his solution, evaluate the outcome to determine whether it has successfully achieved his goals. This might involve monitoring his job satisfaction, assessing his career progress, and adjusting as needed.

- b) One option that Mike and you identify is to return to study full-time to complete a Diploma in Counselling. Consider Mike's situation and list two [2] potential pros and two [2] potential cons that Mike would likely identify regarding this proposed course of action.

[Approximate word count: 40 words]

Assessor Instructions: The student must demonstrate an ability to assess a course of action's advantages and

disadvantages.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Pros	Cons
1. May feel more fulfilled and less unhappy.	1. No income while he is studying.
2. Might have better career options after completing his Diploma.	2. Extra time he will need to study means less time with his children.

Question 4

Imagine that you are a counsellor working with Max. Max has sought counselling because he feels “a bit lost”. Max finished high school three years ago. While Max obtained above-average marks, he wasn’t passionate about studying anything in particular, so he decided to take a “gap year” after high school to figure out his priorities.

That “gap year” has now turned into three, and Max is unhappy with his life's direction. He still lives at home and works part-time as a crew member at his local McDonald’s. Max thinks it’s time to get his life “in order” but is unsure of what direction he wants to move in and feels lost.

Max has an intense interest in both game programming and web design but has been hesitant to undertake formal study in these areas because he is unsure whether or not he would be able to get a job at the end of it. He has been toying with enrolling in a TAFE course in one of these areas for quite a while now but hasn’t yet taken the plunge because he is concerned that it could “end up being a waste of time and money.” Recently, Max’s parents also talked to him about the possibility of obtaining a plumbing apprenticeship at the business of a close family friend. While Max is far from interested in plumbing work, he sees it as a “safe” option for his future.

Max is very confused about what he should do next. He has sought counselling to help him figure out what he wants to do and where to go. Max has come to counselling very excited about the prospect of taking some direction in his life but also very nervous about the thought of engaging in counselling and opening himself up to talk about his dreams and goals.

- a) During the counselling session, Max identified that his main goal was to decide which work or study option he would pursue. To assist Max with this goal, you think it would be helpful for Max to explore his preferences for and ability to achieve each potential course of action.

List three (3) questions you could ask Max to help him explore his preferences and abilities.

[Approximate word count: 25 – 40 words]

Assessor Instructions: The student must demonstrate three appropriate open questions the counsellor could ask to help Max explore his preferences and abilities.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Max, please tell me more about the options you have been thinking about.
- What appeals to you most about each option?

- What concerns you about each option?
- What are your strengths? In what ways do you think your strengths tie in with each option?
- Which option appeals to you most? Why?"

b) You also want to help Max explore the likely consequences of each potential course of action (i.e., attending TAFE or doing the plumbing apprenticeship). What could you say to Max to facilitate this exploration? Provide three (3) questions.

[Approximate word count: 40 - 50 words]

Assessor Instructions: The student must demonstrate an understanding of the types of questions a counsellor could ask to help a client explore the consequences of possible courses of action.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- "What outcomes would be likely if you decided to do the TAFE course?"
- "How would you feel if you decided to go with the plumbing apprenticeship?"
- "What would your family say if you chose to go to TAFE? How would things be if you chose plumbing instead?"
- "Imagine you have chosen to go to TAFE/plumbing apprenticeship. What would you have to do to make this happen? How would choosing that option impact your day-to-day life? What does choosing this option mean for your long term?"

c) Imagine you and Max exploring the advantages/disadvantages of the TAFE course and the plumbing apprenticeship.

Complete the table below by identifying at least one advantage and one disadvantage for both options.

[Approximate word count: 20 words]

Assessor Instructions: The student must demonstrate an understanding of the advantages and disadvantages of both options.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Option	Advantages	Disadvantages
TAFE course	Enjoys programming and web design.	Uncertain job prospects.
Plumbing apprenticeship	<ul style="list-style-type: none"> • "Safe option." • Guaranteed apprenticeship. 	Not interested in plumbing at all.

- d) Imagine that Max decides that he wants to enrol in a TAFE course on web design to obtain a formal qualification while at the same time establishing his own web design company. Together, you identify that the first step Max would need to take is to enrol in his desired course. Max is keen to complete his research and process his enrolment before your next session. He states that he will conduct some online research and enrol online.

You want to ensure that Max has an alternative course of action [e.g., to call the enrolments office] if he has difficulties obtaining information or enrolling online. What could you say to Max to respectfully acknowledge his preferred method but also to encourage him to consider what alternatives he could use if necessary?

[Approximate word count: 75 words]

Assessor Instructions: The student must understand how a counsellor may encourage clients to consider alternative options.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

“Max, you clearly know how to take your next step, but let’s explore what options you would have in case you can’t find the information you need online or if you can’t enrol online. What other action could you take to get your enrolment processed?” Wait for Max to respond and suggest calling the enrolments office if he cannot think of an appropriate contingency plan.

- e) Max is determined by the end of your session – he tells you he will enrol before your next session.

Your organisation requires you to keep brief case notes for each session that detail the focus of the session, any major interventions used or outcomes reached, and any ‘homework’ tasks that have been set so that the counsellor will be reminded to ask the client about this at the beginning of the next session.

What specific points would you include in your case notes to document your work with Max during this session and ensure decisions and agreed ongoing support is documented within organisation guidelines?

[Approximate word count: 100 words]

Assessor Instructions: The student should include a reference to the fact that the focus of the session was on deciding between work/study options and that the client evaluated potential courses of action before deciding on enrolling in the web design TAFE course, which establishes their own web design company and that “homework” was that Max would enrol in TAFE before the next session. The student should include that all the case notes need to be documented based on the organization's guidelines for case note documentation, using the correct form and terminology, including focus of the session, any major interventions, outcomes reached, agreed ongoing support and homework.

Question 5

Counsellors must ensure they act legally and ethically while assisting clients in decision-making. Read the following examples and identify which legal/ethical principle is most involved in each scenario and what the counsellor should do to ensure legal/ethical practice.

- a) Huan has been involved in an escalating conflict with his inconsiderate neighbours. He said he and

his friends would 'sort them out for good' in his counselling session on Saturday. The counsellor believes that Huan means to assault his neighbour physically.

Which legal/ethical principle is involved here?

- i. Duty of care
- ii. Discrimination
- iii. Privacy
- iv. Work health and safety

What should the counsellor do?

[Approximate word count: 50 words]

Answer: I Duty of care

Assessor Instructions: The student must identify that the counsellor has a duty of care to intervene/stop the client from physically assaulting another person. Responses may refer to discussing potential consequences with Huan to help him decide not to assault the neighbour and/or report the matter to the police if Huan insists on harming the neighbour.

- b) Eliza comes to counselling to discuss her options for an unplanned pregnancy. The counsellor, Carol, assumes Eliza won't be a good mother because she is young and economically disadvantaged and finds herself persuading her to give the baby up for adoption. The ethical principle involved here is: [Circle the correct answer].

Which legal/ethical principle is involved here?

- i. Duty of care
- ii. Discrimination
- iii. Privacy
- iv. Work health and safety

What should the counsellor have done?

[Approximate word count: 50 words]

Answer: ii Discrimination

Assessor Instructions: The student must identify that the counsellor has a duty of care to treat all clients equally and not make judgements about them. The counsellor should have worked impartially with the client to help the client make a decision that was most appropriate for them.

- c) Poornima's parents have always wanted her to be a doctor; however, she is unsure. Her personal and cultural beliefs dictate that parental authority should not be questioned, but she is conflicted about her future. Poornima's counsellor, Jimmy, thinks she should be more assertive and challenge her parent's authority, but he is unsure whether he should encourage her.

Which legal/ethical principle is involved here?

- i. Duty of care
- ii. Privacy
- iii. Human rights

- iv. Work health and safety

What should the counsellor have done?

[Approximate word count: 30 words]

Answer: iii Human rights

Assessor Instructions: The student must identify that each client has fundamental rights that should be respected and that the counsellor should respect the client's beliefs and work with her to explore options that fit within this cultural context

- d) Markos is a counsellor working with a new client, Paula. At the beginning of the session, Paula appears very nervous and says that she doesn't want anyone to know that she is in counselling and that she needs to ensure that Markos will never tell anyone what they speak about. Markos assures Paula that no one can overhear their conversation and that everything they discuss in the session will remain between them. He then goes on to explore her concerns.

Which legal/ethical principle is involved here?

- i. Practitioner/client boundaries
- ii. Human rights
- iii. Duty of care
- iv. Privacy, confidentiality, disclosure, and records management

What should the counsellor have done?

[Approximate word count: 15-20 words]

Answer: iii Privacy, confidentiality, disclosure, and records management

Assessor Instructions: The student must identify that the counsellor should have provided further information about the limits of confidentiality.

- e) A counsellor, Indira, has developed a close bond with a long-term client, Mary. Indira feels very protective of Mary, and after one session in which Mary describes a dispute she is having with her landlord, Indira takes it upon herself to call the landlord to dispute the situation on Mary's behalf.

Which legal/ethical principle is involved here?

- i. Practitioner/client boundaries
- ii. Human rights
- iii. Duty of care
- iv. Discrimination

What should the counsellor have done?

[Approximate word count: 30 words]

Answer: I Practitioner/client boundaries

Assessor Instructions: The student must identify that the counsellor should not have gone outside of professional boundaries and should have worked with Mary to help her manage the situation herself.

- f) A private practice counsellor, Sam, sees that one of the seats in his counselling room has a wobbly leg that could break soon. Sam doesn't currently have the funds to replace this chair, so he continues to use it but makes a mental note to replace it once funds come in.

Which legal/ethical principle is involved here?

- i. Duty of care
- ii. Human rights
- iii. **Work health and safety**
- iv. Work role boundaries

What should the counsellor have done?

[Approximate word count: 25 words]

Answer: iii

Assessor Instructions: The student must identify that the counsellor should have maintained a safe environment by immediately replacing the chair or at least removing it to remove the hazard.

- g) Mark is a counsellor for a sizeable counselling organisation. This organisation requires counsellors to keep notes of each client interaction, develop a counselling plan with each client, and document this in the client's file. Mark does not personally like taking notes or documenting counselling plans and often skips these with clients – reasoning that by not doing this, he is focusing on the therapeutic relationship and empowering clients by allowing them to direct the counselling sessions.

Which legal/ethical principle is involved here?

- i. Duty of care
- ii. **Responsibilities of workers**
- iii. Human rights
- iv. Work health and safety

What should the counsellor have done?

[Approximate word count: 25 words]

Answer: ii

Assessor Instructions: The student must identify that the counsellor has a responsibility to follow organisational policies and that he should keep notes and document plans.

- h) Vivian has just finished her Diploma in Counselling and started her private counselling practice. Steven, one of her first clients, tells her he has a severe drug addiction and has come to counselling to help him overcome it. Vivian has no experience counselling drug and alcohol issues and knows drug withdrawal can be dangerous if not managed properly. However, Vivian does not want to lose a client, so she tells Steven she can help him. Vivian intends to 'read up' on counselling for drug and alcohol issues before their next session.

Which legal/ethical principle is involved here?

- i. **Work role boundaries**
- ii. Duty of care
- iii. Human rights
- iv. Work health and safety

What should the counsellor have done?

[Approximate word count: 20 words]

Answer: i

Assessor Instructions: The student must identify that the counsellor should have acknowledged her limitations and made an appropriate referral.

Question 6

Arnold is experiencing workplace bullying following the appointment of a new supervisor at this work. He consults a counsellor to help him weigh his options – should he leave?

Consider what you have learned about the four-option model. Describe how you, as his counsellor, would apply each step to Arnold's situation.

[Approximate word count: 20 – 30 words per option description]

Assessor instructions: According to the four options model, the student's response must demonstrate an understanding of the four courses of action available to a client.

Responses must be consistent with the following:

Four-option model – steps	Describe how you would apply each step to Arnold's situation
Option one: Leave the situation	Arnold could leave his current job and look for employment within his existing company or externally.
Option two: Stay, and change what can be changed.	Arnold could stay in his current role but learn ways of responding assertively to the supervisor and techniques to manage the effects of the bullying. He also informs Human Resources.
Option three: Stay and accept what can't be changed	Arnold could decide to stay and accept his supervisor's management style, quietly doing his job to the best of his ability.
Option four: Stay, and rely on [unhelpful] coping strategies	Arnold could stay in his current situation and manage by drinking every night to help him feel better about the bullying.

Question 7

Emily's parents bring her to you for counselling as she suffers from a severe eating disorder. Emily does not think she has a problem and refuses to engage in counselling. Emily's parents are deeply concerned because Emily is now dangerously underweight.

If Emily refuses to engage in counselling, other referrals and alternative sources of guidance and support can still be offered to her.

Provide and describe four options for referrals/alternative sources of guidance and support to Emily.

[Approximate word count: 35 – 50 words per option description]

Assessor instructions: Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Provide the option	Describe why you selected each option.
Option one: Medical professionals	It is essential to prioritise Emily's physical health, especially since she is dangerously underweight. The counsellor can refer Emily to a primary care physician or a specialist in eating disorders who can assess her physical health and provide necessary medical attention.
Option two: Support groups	The counsellor can provide information about local support groups for individuals with eating disorders. These groups can provide a safe and supportive space for Emily to share her experiences and receive encouragement and guidance from others who have gone through similar struggles.
Option three: Online resources	There are several online resources available that provide information and support for individuals with eating disorders. The counsellor can inform Emily about reputable websites, forums, and social media groups offering guidance, support, and community.
Option four: Nutritionists/dietitians	Emily may benefit from working with a nutritionist or dietitian who can provide guidance and support in developing a healthy relationship with food. These professionals can help Emily establish a balanced and nutritious meal plan that meets her needs and preferences.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	Seven (7) short answer questions are to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations, you have reached the end of your Assessment!

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