



**ASSESSOR GUIDE**

**CHCCSL006**

# Select and use counselling therapies | Introduction

Assessment 2 of 2

Case Studies



## Assessment Instructions

### Task overview

This assessment task is divided into seven (7) 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:

- 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

Imagine that you are a counsellor conducting an initial session with a new client, Dannielle.

Dannielle is a 19-year-old university student who tells you that she has come to counselling at the urging of her mother, who has grown concerned about Dannielle's well-being. Dannielle tells you that she has mood swings. Sometimes, she feels energetic and focused and can study day in and day out for weeks at a time, but then, at other times, she crashes hard for weeks and even months.

During these times, Danielle says that she feels hopeless and lost and struggles to get out of bed in the morning. Dannielle tells you that this pattern of behaviour has led to wild fluctuations in her academic results. Some semesters, she gets high marks and other semesters, she fails all of her subjects because she doesn't submit assignments or sit for her exams.

Dannielle hopes you can work with her to keep her mood up so she can always be a good student.

- a) Consider your initial assessment of Dannielle's needs. What indications are there that Dannielle could benefit from a referral to another professional?

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student's response must demonstrate an ability to identify client issues requiring referral.

The student's response needs to include references to the following points.

- Danielle appears to have serious mental health issues that require a referral [e.g., periods of high energy/mania in which she constantly studies, followed by periods of depression in which she feels hopeless, lost and struggles to get out of bed].
- Danielle could benefit from referral to a psychologist/mental health professional for assessment.

- b) Imagine that you have discussed the referral with Dannielle, and she has agreed. Your organisation requires you to complete a referral form to make a referral. Complete the blank fields in the following referral form to make a referral for Dannielle.

**Assessor instructions:** The student's response must demonstrate the ability to analyse a case and apply classical conditioning [stimulus-response] theory in counselling practice by providing a reasonable and appropriate response to a client.

Responses need to reflect the content in the following sample answer.

Referral form	
Date	12/04/201X
Client's full name	Dannielle Norman
Address	123 High St, Maintown

Phone Number	9876 5432		
Reason for referral	The student's response must refer to the reasons for the referral in professional language. Responses may include details of Dannielle's behaviour using Dannielle's language or reference the reported behaviours and requested assessment.		
Is the client currently in crisis?	<input type="checkbox"/>	Yes	
	<input checked="" type="checkbox"/>	No	
Referral completed by:	Student's name		
Organisation:	Brightside Counselling Service		
Address:	987 Main St, Maintown		
Phone:	9812 3456	Fax:	9812 3456

## Question 2

Imagine that you are a counsellor working in a small counselling organisation. You are conducting an initial session with a new client, 19-year-old Bree. Bree tells you that she thinks she has been having 'panic attacks' lately and that she has issues with bulimia. She tells you that she only eats one meal a day, and for the last six months, she generally forces herself to vomit after this meal.

She says she decided to seek help because she has fainted a few times over the last month and is concerned that she might injure herself. You notice that Bree appears to be very underweight and pale. When you ask Bree whether she has spoken to anyone else about her concerns, she tells you she has not.

What steps would you take in this case?

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding that a referral should be made in this case.

The student's response must include reference to the following points.

- Discuss the need for a referral with Bree.
- Make a referral.
- Follow organisational policies/procedures to make referrals to a specialist. Forward a brief report to the new service provider [with Bree's consent].
- Seek the advice of a supervisor.
- Document referral.

**Note:** Students may only mention some of these actions. It is only required that the student's response demonstrates a proper understanding of the general need to make a referral. Students may also indicate continuing to work with Bree on some issues during or after referral.

### Question 3

Imagine that you have completed your diploma and have become a practising counsellor. You are also a member of the Australian Counselling Association (ACA). The ACA's *Code of Ethics and Practice* (2019, p. 7) states that ACA counsellors will:

*xii. Be responsible for your updating and continued knowledge of theories, ethics and practices through journals, the association and other relevant bodies.*

Briefly explain how the statement in the blue shaded box may apply to your practice, particularly your skills and knowledge to use theoretical approaches and techniques in counselling.

[Approximate word count: 20 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how codes of conduct/practice are applied in relation to the use of counselling therapies.

The student's response needs to include references to the following points.

- Counsellors must update and continue their knowledge of theories of their counselling approaches.

### Question 4

Imagine that you are a solution-focused counsellor, and your client would like you to help them with mindfulness techniques used in the ACT approach. How would you use work-role boundaries considerations to guide your decisions and actions in this case?

[Approximate word count: 45 – 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of work-role boundaries and how they are applied in practice.

The student's response must reflect the content in the following sample answer.

The client's preferences and needs fall beyond my expertise and training. Hence, it may not be appropriate for me to work with this client. If they agree, I would discuss this with them and refer them to an ACT counsellor.

### Question 5

Imagine you are a counsellor and have been working with a client, Anita, for the last six weeks. Today, Anita came into your office with bruises on her arms and a black eye. She tells you that her partner came home drunk the other night and beat her and their 5-year-old son. Anita tells you that this is the third time that it has happened since her partner lost his job six months ago.

Anita says that she would like your help learning how to cope with the abuse but doesn't want to contact the police or leave her partner, and asks you not to tell anyone else what has happened.

Complete the following table by briefly explaining how the following legal/ethical considerations apply to or influence your actions as Anita’s counsellor.

[Approximate word count: 20 - 35 words per cell]

**Assessor instructions:** The student’s response must demonstrate how privacy, confidentiality disclosure, duty of care, and mandatory reporting considerations apply in individual practice.

Student responses need to reflect the content in the following sample answers.

Legal/Ethical considerations	How does this consideration influence your actions?
a) Privacy, confidentiality and disclosure	“Anita has a right to have her information kept private and confidential (e.g., not to be disclosed to any third party without her consent) unless it falls within limits of confidentiality.”
b) Duty of care	“I have a duty of care to Anita (and her son). This means I should assess for safety risks and provide assistance to support Anita’s well-being following my organisational policies and procedures.”
c) Mandatory reporting	“Anita has disclosed that her 5-year-old son was hit by her partner. I may need to make a report to the child protection authority about this disclosure under mandatory reporting legislation.”
d) Records management	“Steps taken to assess risk and report must be documented in the case notes.”

### Question 6

For each of the following three clients, Paula, Jim and Alex, identify whether or not person-centred therapy would be an appropriate approach for the client. Justify your response.

**Hint:** Consider the benefits and limitations of using the person-centred approach to address each client’s needs/issues/goals.

- a) Paula is a 36-year-old woman who has just discovered that she is pregnant. Paula is married and has two children, 12-year-old Sam and 8-year-old Bella. This pregnancy is unplanned, and Paula is unsure that she wants to take it to term. Paula considers her family ‘complete’, but she knows that her husband, Tim, will be thrilled because he always wanted a third child. Paula is confused and doesn’t want to talk to Tim until she has resolved her feelings about the pregnancy, so she has sought counselling.

Do you think person-centred therapy would be appropriate for Paula? Why or why not?

[Approximate word count: 40 - 45 words]

**Assessor instructions:** The student’s response must demonstrate understanding the benefits/limitations of person-centred counselling for this client.

Responses need to include references to the following points.

- Person-centred counselling is generally effective for dealing with unexpected life events.
- Person-centred counselling would allow Paula to express and explore her feelings in a safe and non-judgmental setting and avoid conditions of worth impacting her decision-making processes.

b) Jim is a 62-year-old man who has sought out counselling to address feelings of guilt that he is currently having. Jim's wife of forty years died last year, and Jim has recently started having romantic feelings for a new neighbour. Jim feels guilty about moving on and is concerned that he is not showing his wife's memory enough respect.

Do you think person-centred therapy would be appropriate for Jim? Why/why not?

[Approximate word count: 30 - 35 words]

**Assessor instructions:** The student's response must demonstrate understanding the benefits/limitations of person-centred counselling for this client.

Responses need to include references to the following points.

- Person-centred counselling is generally effective for dealing with loss/grief, anxiety and relationship issues.
- Person-centred counselling would allow Jim to express and explore his feelings and behavioural options in a safe and non-judgmental setting.

c) Alex is a 35-year-old electrician who has just started his own business. He feels very stressed, and there are never enough hours in the day. Alex has sought counselling to learn time management skills and techniques for better handling his stress.

Do you think that person-centred therapy would be appropriate for Alex? Why/why not?

[Approximate word count: 25 - 30 words]

**Assessor instructions:** The student's response must demonstrate understanding the benefits/limitations of person-centred counselling for this client.

Student responses need to include references to the following points.

- While person-centred counselling can be effective for helping Alex with associated issues, it is not the ideal therapeutic approach for learning time management skills.
- Person-centred counselling techniques can be combined with other techniques (i.e., stress management and time management techniques) to help Alex meet his needs.

## Question 7

Imagine being a person-centred counsellor working with a new client, 26-year-old Brooke. Brooke has sought counselling because she is struggling with the recent breakdown of her relationship with her fiancé, Peter.

Brooke broke up with Peter three weeks ago after discovering that Peter had been sending sexually explicit text messages to one of his co-workers.

Peter has been pressuring Brooke for the last three weeks to get back together with him. While Brooke still loves Peter, she is very hurt and doesn't think that she will ever be able to trust him again. Brooke's confusion has been further exacerbated by her mother, who is also pressuring Brooke to give Peter a second chance and continue with the wedding scheduled for next month. Brooke doesn't know what to do – she feels she is being pulled in different directions.

- a) Consider what you have learned about person-centred therapy. What benefits would person-centred counselling have for Brooke?

[Approximate word count: 90 - 100 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the benefits of person-centred counselling for Brooke.

Student responses need to include references to the following points.

- Effectively using the three core conditions [empathy, congruence and unconditional positive regard] to provide a safe therapeutic relationship in which Brooke can explore her feelings without external opinions or conditions of worth being placed on her.
- The non-directive and accepting nature of the counselling relationship would allow Brooke to explore what she wanted rather than what others in her life like her to do.
- Using person-centred techniques would help Brooke feel heard and understood and allow her to process her thoughts/feelings more effectively during this difficult time.

- b) Imagine that Brooke asks you to tell her what to do regarding her relationship with Peter. In the space provided, write what you would say to Brooke to explain the person-centred approach and why you will not tell her what to do.

[Approximate word count: 75 – 90 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the person-centred approach and the ability to communicate details of the approach using language that the client would understand.

Student responses need to reflect the content in the following sample answer.

“Brooke, I work from the person-centred approach. I believe that you are the expert in your own life. You are the only person who knows what is best for yourself. I believe my role as a counsellor is not to tell you what to do but to provide you with a safe and accepting space to explore your thoughts and feelings and make the right decisions for you.”



- c) Imagine that, during the session, Brooke says, “I just feel so lost. My friends tell me that cheaters never change, my mum tells me that I should take him back, and Peter calls me every night telling me how sorry he is and how much he loves me. I miss Peter, but I don’t know what to do. I’m such a mess.”

Write what you would say to Brooke in the space provided to demonstrate person-centred empathy.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student’s response must demonstrate an ability to apply person-centred empathy.

Student responses need to reflect the content in the following sample answer.

“It sounds like you feel you are being pulled in all sorts of different directions with all of the opinions those closest to you are expressing and that you’re feeling confused. Is that right?”

- d) Briefly outline two [2] methods that you would use to evaluate your counselling work with Brooke.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student’s response must demonstrate an understanding of two appropriate methods to evaluate a person-centred counselling process.

Student’s responses need to reflect the content of any two of the following sample answers.

- Asking Brooke to reflect upon her progress and satisfaction with the counselling process.
- Self-evaluation of the counselling relationship and use of the person-centred approach.
- Gathering feedback from Brooke via a feedback form.

**Assessment checklist:**

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

1	Seven (7) questions are to be completed in the format requested.	<input type="checkbox"/>
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**Congratulations, you have reached the end of this assessment**

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