



**ASSESSOR GUIDE**

**CHCCCS014**

# Provide brief interventions

## Assessment 2 of 2

### Case Studies



## Assessment Instructions

### Task overview

This assessment task is divided into twenty-three (23) questions. Read each carefully before typing your response in the provided space.

### 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 you are a counsellor providing brief interventions and have just started working with a new client, Juliana. Juliana is 18 years old and wants to lose weight, but says that she struggles because her family is full of “foodies”, and all her family gatherings revolve around food.

List one (1) question that you could ask Juliana to understand the following contexts of her current behaviour better and how this context could impact her change efforts.

a) Cultural context

[Approximate word count: 10 - 15 words]

**Assessor instructions:** The student's response must demonstrate an understanding of at least three questions that could be asked to understand better the cultural context of Juliana's current behaviour and the impact this context could have on her change efforts.

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

- Do the cultural values you have create a fixed view of yourself?
- Would you be resistant to changes based on this cultural identity?

b) Family context

[Approximate word count: 10 - 15 words]

**Assessor instructions:** The student's response must demonstrate an understanding of at least one question that could be asked to understand better the family context of Juliana's current behaviour and the impact this context could have on her change efforts.

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

- Does your family approve of your desire to lose weight?
- Do they see your weight as a problem?

c) Community context

[Approximate word count: 10 - 15 words]

**Assessor instructions:** The student's response must demonstrate an understanding of at least one question that could be asked to understand better the community context of Juliana's current behaviour and the impact this context could have on her change efforts.

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

Will there be sufficient positive reinforcement and support for you to recognise your problems and maintain changes?

## Question 2

Setting goals for the client is particularly useful in substance use with the outcome of reducing risky behaviour and harm.

Drake has come to you with the mindset that he cannot change his behaviour and move away from alcohol.

Explain the importance of exploring choices and setting goals with your client, Drake.

[Approximate word count: 120 - 160 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the goals of brief intervention and how it can reduce the risk of harm/relapse from continued use of substances.

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

- The most significant degree of harm reduction would result from abstinence. However, each client's specific goal is determined by his consumption pattern, the consequences of his use, and the setting in which the brief intervention is delivered. Focusing on intermediate goals allows for more immediate successes in the intervention and treatment process, whatever the long-term goals are. In specialised treatment, intermediate goals might include quitting one substance, decreasing the frequency of use, attending the next meeting, or doing the next homework assignment. Immediate success is essential to keep the client motivated.
- Setting client goals is particularly useful in centres specialising in substance abuse treatment. Performing brief interventions in this setting requires simplifying and reducing a client's treatment plan to smaller, measurable outcomes, often expressed as "objectives" in the Joint Commission on the Accreditation of Healthcare Organisations (JCAHO) language of treatment planning. The clinician must know the many everyday circumstances in which clients with substance abuse disorders face ambivalence during treatment.

## Question 3

Imagine you are a brief intervention counsellor working for an organisation using the ASSESS, ASK, and ASSIST framework. Use this framework to respond to the following questions.

a) You are working with a client who says, "I am a little concerned about my weight, and I really ought to tackle it, but I've always found it difficult to change what I eat."

i) Briefly identify and explain the stage of change the client is in.

[Approximate word count: 25 - 35 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify the correct stage of change the client is in.

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

The client contemplates change as they are aware of the issue concerning their weight but have faced obstacles along the way.

- ii) List three (3) strategies that you would consider implementing under the framework to assist this client.

[Approximate word count: 60 - 70 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify appropriate 'assist' strategies based on this client's stage of change.

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

- Explore what might be difficult about changing diet and discuss the barriers.
- Increase the client's motivation by listening and encouraging the client to talk. Reflect on the importance of change by exploring concerns and benefits, and 'confidence' by allowing reflection on experience and building on this. 'Visualise the future benefits if you make this change.'
- Refer to a relevant leaflet.

- b) You are working with a client who says, "I stopped drinking three months ago. I'm proud of myself for making the change, but it's getting hard. All of my friends and family drink, and I am often tempted to return to the drinking and fun times I used to have with them."

- i) Briefly identify and explain the stage of change the client is in.

[Approximate word count: 30 - 40 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify the correct stage of change the client is in.

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

- The client is in the maintenance stage as they have made the change and progressed through; however, they are concerned about relapsing and need some relapse prevention strategies to guide them.

- ii) List three (3) strategies that you would consider implementing under the framework to assist this client.

[Approximate word count: 30 - 40 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify appropriate 'assist' strategies based on this client's stage of change.

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

- Reflect on lessons learned – how have they maintained the change?
- Discuss other support options available.
- Reinforce the benefits and importance of change and encourage them to talk personally about how much better they feel.

#### Question 4

Brief intervention counsellors often use various resources to support the brief intervention. However, the resources used should be specific to the client's needs and appropriate to their stage of change.

Suggest one appropriate resource a counsellor could use for the following three clients.

- a) A client with problematic drinking behaviours who is in the contemplation stage.

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student's response must demonstrate an understanding of an appropriate resource for a client with problematic drinking behaviours in the contemplation stage.

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

- A pamphlet on the dangers of drinking behaviours and tips for reducing drinking
- Displays about the harmful effects of drinking

- b) A client who had problematic drinking behaviours but who decided to quit drinking and is now in the maintenance stage.

[Approximate word count: 15 - 20 words]

**Assessor instructions:** The student's response must demonstrate an understanding of an appropriate resource for a client with problematic drinking behaviours but is in the maintenance stage.

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

- Brochures for local support groups
- Valuable books to support their change

- c) A client who wants to come off using cocaine, which is a hard drug to come out of, but they want to do it abruptly.

[Approximate word count: 15 - 20 words]

**Assessor instructions:** The student's response must demonstrate an understanding of referring to other sources of assistance and giving the client enough information about other opportunities to gain support.

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

- Rehabilitation centres
- Detoxification
- Alcohol and drug treatment centres

### Question 5

Once a counsellor has identified the client's stage of change and appropriate strategies, they must communicate effectively with the client to help facilitate decision-making and change.

Imagine that you are a brief intervention counsellor. For each of the following scenarios, write one question or statement that you could say to the client to facilitate the change process.

- a) You are working with Ben, who is not interested in changing his drug use habits. You want to highlight the possible benefits of change to get Ben thinking about change.

Write one question or statement you could ask the client to facilitate the change process.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student's response must provide one statement/question that will likely highlight to the client the possible benefits of change.

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

- "If you were to change your drug use habits now, how would your life look in five years?"
- "Often, when people stop using drugs, it can result in many positive changes in their health, well-being, relationships and overall life. What do you think about that?"

- b) You are working with Christy regarding weight management. You have discussed a few strategies to help Christy manage her weight. You want to encourage Christy to decide from among these options so that she can move from the preparation stage into the action stage.

Write one question or statement you could ask the client to facilitate the change process.

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student's response must provide an appropriate statement that will likely facilitate the client's decision-making and help promote action.

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

- “Christy, it looks like you have a few choices here. What do you see as the best course of action for you going forward?”
- “Christy, it sounds like you have a few choices here. Which of these most closely aligns with where you want to be?”

### Question 6

Imagine that you work as a drug and alcohol counsellor for a centre that uses a brief intervention framework. The intake worker has brought in a new client, Ford.

- a) Write what you could say to Ford to initiate the brief intervention discussion in the space provided.

[Approximate word count: 20 - 25 words]

**Assessor instructions:** The student's response must provide an appropriate question/statement to begin the brief intervention process.

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

- Hello Ford, I'm \_\_\_\_\_. Would you like to tell me more about what brings you here?

- b) Briefly identify two [2] active listening techniques that you would use when engaging Ford in the session.

[Approximate word count: 10-30 words]

**Assessor instructions:** The student's response must provide two examples of active listening techniques appropriate for a counsellor to use in a brief intervention session.

The student's response must include references to **two** of the following points.

- I would maintain appropriate eye contact with Ford
- Maintain an open body posture
- I would use minimal encouragers or nod
- I would use paraphrasing and summarising of anything Ford mentions or speaks about
- I would also use clarifying questioning such as ‘So did you mean X causes Z?’

- c) Ford says, “I’m here because my wife thinks I have a drinking problem. I don’t, but I was done for DUI last week, and now she won’t shut up about it. She insisted I come in here to talk to someone.”

In the space provided, identify one [1] question that you could ask Ford to obtain more information on



his non-judgmental attitudes and intentions towards change.

[Approximate word count: 5-15 words]

**Assessor instructions:** The student's response must provide one question that will likely help determine Ford's needs and awareness towards change.

The student's response must reflect the content from **one** of the following exemplar answers.

- "Are you considering quitting drinking?"
- Do you want to do something about your drinking?"
- Do you feel drinking has any negative consequences in your life?"

d) Ford tells you that he can understand that his wife is annoyed because of the DUI and that he does drink a lot when he is "out with the boys", but that he doesn't have "a problem" and doesn't want to change his drinking behaviour.

Consider the stage of change that Ford appears to be in.

Briefly outline the approach/strategies you would use in your brief intervention session with Ford, given his stage of evolution.

[Approximate word count: 105 – 115 words]

**Assessor instructions:** The student's response must demonstrate that Ford is in the pre-contemplation stage and an understanding of appropriate approaches/strategies that would suit Ford and his stage of change.

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

- Because Ford is in the pre-contemplation stage, I would focus on encouraging him to consider that he might have problematic drinking behaviours.
- I would take a supportive and non-judgmental approach to explore his drinking behaviours and the events that precipitated his coming here.
- I would help Ford explore/highlight the benefits of reducing drinking.
- Provide information pamphlets on drinking and its health impacts to raise Ford's awareness.
- If Ford indicated a potential desire to make small changes, I would discuss simple changes that Ford could make to cut down on drinking behaviour.
- I would seek better to understand the broader context of Ford's drinking behaviour.

e) After some discussion, it is revealed that Ford goes to the pub with his "mates" every day after work, drinks 6-10 bottles of beer, and regularly drinks double that on the weekends.

You are interested in raising Ford's awareness of the health impacts of his drinking behaviour. You have an information pamphlet you wish to provide Ford that outlines these health impacts and some tips for

reducing drinking behaviours.

In the space provided, write what you would say to Ford to non-judgementally raise the health concerns and provide him with this pamphlet.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must provide an appropriate statement/question that non-judgmentally raises health concerns and introduces the pamphlet.

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

- Drinking alcohol every day can impact a person's health. I have a pamphlet outlining the possible health impacts of consuming alcohol daily. Would you like to read it to learn more about the effects of drinking on your health?

### Question 7

Read the following case scenario about Sam and her client. Then, answer questions a) to c).

Sam is a counsellor and works in the local community centre. She was assigned a new client, Blake, who is a 29-year-old woman and has been referred to the centre for being unemployed for almost four months due to her anger problems. She is aware of the problems while unemployed and wants to seek help.

Sam has now explained the organisation's confidentiality and privacy policies; after that, she explains the brief assessment process and purpose to Blake and receives her informed consent. Subsequently, Sam begins her brief assessment interview with Blake to gather more information about her situation.

Using the stages of intervention, briefly answer the following questions.

- a) Provide two [2] questions that you can ask Sam to discuss and gather more information about Blake's unemployment.

[Approximate word count: 15 - 20 words]

**Assessor instructions:** The first stage of intervention is 'Introducing the issue'. Therefore, students need to understand this stage and demonstrate that they are trying to seek more information about the client's alcohol use.

The student's response must reflect the content of **two** of the following exemplar answers.

- "So, can you tell me what made you unemployed?"
- "When did the problems start?"
- "What made you get angry and caused you to be unemployed?"
- "How long have you considered getting a job or staying in one?"

After discussing with Blake about her unemployment status and the series of events that led to this use,

Sam gathered that Blake became unemployed because she refuses to get along with her colleagues and constantly lashes out aggressively. This has led her to get fired with no job references for her next job.

Blake claimed she typically argues with colleagues on a daily basis and would not take 'no' for an answer. She now does not want to put effort into joining the job-seeker community since she has no references from previous employees.

- b) Now that Blake has completed and gone through the screening process, Sam must discuss the findings and the next steps towards Blake's intervention.

What would you say and ask Blake during the stage of 'feedback?'

[Approximate word count: 125 - 130 words]

**Assessor instructions:** The student's response must demonstrate the ability to ask questions during the "feedback" stage.

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

"Blake, I have gone through your unemployment screening assessment for this long through the questions you answered. It seems like you have not been employed or have put any effort into finding a job. Have you had any problems with your health, family, personal life, or work in the last three months? Many problems are associated with unemployment, such as medical problems like depression, hypertension and sleep disorders. Are you aware of this? Do you agree with me, or do you think otherwise? [Blake's answers] All right, Blake, let's try and help you get back on track. How about we make sure you enrol in the local job seeker association, regardless of whether you do or do not have a previous employment reference?"

- c) Blake has now admitted that she has more problems staying in her job than her aggression. You are shifting Blake into the 'talking about change and setting goals' stage a week late.

What would you say to Blake about making that big move to change her behaviour?

[Approximate word count: 195 - 210 words]

**Assessor instructions:** The student's response must describe what they would say to Blake about changing her behaviour.

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

"So, Blake, you said that you cannot stay in a job for more than three months, which has caused some problems between you and your family. But you also mentioned that you don't believe it's all about being committed to a job, but the resentment from your past relationship at work is annoying. But are you willing to think about this and try to erase this memory?"

Can you identify where the problem is?

I believe that it's your thoughts that are driving you towards aggressive behaviour. Is that an accurate assessment of how you see it?

Today, you mentioned that you did not go for the 3 km walk because you fought with your co-worker, and this took you by surprise because you had started enjoying the walks around your neighbourhood. Is that about, right?

Do you think you can try to take a stroll when you feel like quitting the job?

Well, Blake, we have looked at ways to try and make you stay at a job and remain committed; I hope you will take that initiative to at least try for the next few weeks until we meet again.

### Question 8

Imagine that you are working with Sean, who is in the pre-contemplation stage regarding his methamphetamine use. He does not view his drug use as a problem and is only talking to you at the insistence of his mother, who is deeply concerned after discovering he has been using it on weekends.

- a) Considering Sean's stage of change, what would be the primary goal of your brief intervention session?

[Approximate word count: 15 - 25 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the aim of brief intervention in supporting clients at the pre-contemplation stage.

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

To raise Sean's awareness of the impact that using methamphetamines is having on him.

- b) Briefly outline how you would work with Sean to support the goal stated in Question 8 a). In your response, you must briefly summarise four (4) strategies/techniques that you would use.

[Approximate word count: 60-100 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how to appropriately work with a client in the pre-contemplation stage, including four strategies/techniques that would be useful.

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

- Establish trust and rapport by acknowledging Sean's perspective [e.g., don't dismiss or seek to control him].
- Explore the events that precipitated Sean seeing me [e.g., ask him why his mother thinks he has a problem and has insisted on him seeing me].
- Commend Sean for coming.
- Raise Sean's awareness of his drug use's impact on him and those around him.
- Provide Sean with information about the negative impacts of meth use in a personalised way [e.g., information about how it could impact him]
- Encourage self-exploration [e.g., Body Scan, Be a Witness or behavioural experiments] to facilitate the mind-body connection and improve his connection to his internal experience.
- Do not try to force Sean to change but instead seek to raise his awareness of the negative impacts of his drug use in multiple aspects of his life so that it increases his desire to change.

c) In the space provided, write one question/statement you could ask/say to non-judgementally help raise Sean's awareness of the issue.

[Approximate word count: 15 - 20 words]

**Assessor instructions:** The student's response must demonstrate an ability to raise a client's awareness of their issue non-judgementally.

The student's response must reflect the content of **any** question in the following exemplar answer.

- Why do you think your mother insisted upon you coming in today?
- What do you think your mother is concerned about?
- Do you have any concerns about your meth use? Do you think it is having an impact on any areas of your life?

## Question 9

Imagine you are working with Mary, who has come to counselling after her husband threatened to leave the relationship if she does not address her drinking. You decide to use motivational interviewing skills to work with Mary.

a) In the space provided, write an open-ended question that you could ask Mary to help her engage with the process and focus on her drinking behaviour.

[Approximate word count: 20 - 25 words]

**Assessor instructions:** The student's response must provide one open-ended question to help Mary engage with the process and focus on her drinking behaviour.

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

I understand that you have some concerns about your drinking. Can you tell me about them?

- b) During the conversation, Mary tells you that while she will often have "a few drinks" after a stressful day at work, the real reason her husband is threatening to leave is that a few weeks ago, she drank "a little too much" and passed out on the couch, leaving their three-year-old daughter unsupervised until her husband arrived home three hours later.

Mary tells you that she and her husband have been arguing about her drinking since then. Mary tells you she feels horrible about what happened and says she should do something about her drinking.

In the space provided, write what you could say to Mary to affirm and reflect on what Mary has told you.

(Approximate word count: 70 - 80 words)

**Assessor instructions:** The student's response must provide a statement that suitably affirms and reflects upon what Mary has said.

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

I appreciate that you took a lot of courage to discuss your drinking with me today. Thank you for hanging in there with me. It seems you enjoy how alcohol helps you unwind after a stressful day at work, but you are beginning to worry about the impact of drinking on your family. You appear to love your husband and daughter greatly and want to make a change, which is commendable.

- c) Mary tells you that she has wanted to cut down on drinking for the last few weeks and has been thinking about stopping, but she is scared. Mary says she has tried cutting down in the past but returns to drinking every time within a few days. Mary tells you that she's worried that if she tries to stop this time and fails again, it will mean she is a lousy mother because she's not strong enough to stop for her daughter.

In the space provided, write what you would say to summarise what Mary has told you.

(Approximate word count: 80 - 90 words)

**Assessor instructions:** The student's response must provide a statement that suitably summarises what Mary has said.

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

If it's okay with you, just let me check that I understand everything we have discussed. Since that night you left your daughter unattended, you have been seriously considering cutting down or even stopping your drinking, but every time you've tried cutting down in the past, you have struggled and returned to drinking, so you're worried that you won't be able to stop this time either, even though you want to for your daughter. How am I doing?

## Question 10

Imagine you are working with a client who is in the process of changing their behaviour, which is a year-long drug addiction. They are showing resistance to change.

What would you say to highlight the benefits of change to support them through the transition?

[Approximate word count: 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how to support the client in changing a behaviour.

The student's response must reflect the exemplar response provided below.

I would emphasise the positive aspects of change by acknowledging their journey and expressing understanding about the challenges they face. I might say, "I understand that change can be daunting, especially after a year-long addiction. Together, we can work on manageable steps, and I'll support you every step of the way."

The student must display the following:

- Show the client you are on their side
- Show no judgement
- Do not seek to persuade
- Be curious, seek to understand the client's perspective

## Question 11

Once a client is ready to make a change, the counsellor must focus on selecting appropriate strategies to support them in exploring their choices, setting goals, and identifying relapse prevention strategies.

Imagine you are a counsellor working with Clive, who has decided to reduce his alcohol intake.

- a) List two [2] questions you could ask to help Clive explore possible choices for reducing his alcohol intake.

[Approximate word count: 30 - 40 words]

**Assessor instructions:** The student's response must demonstrate an understanding of two appropriate questions that could help Clive explore his choices regarding reducing his alcohol intake.

The student's response must reflect the content of **two** of the following exemplar answers.

- When you say you want to reduce your alcohol intake, what do you have in mind?
- What are the different steps you could take to reduce your alcohol intake?
- Who could support you in the changes you plan to make?

- b) You have decided to help Clive set measurable and achievable goals using a goal-setting worksheet. List five (5) statements that you would include on this worksheet for Clive to fill out.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student's response must demonstrate an understanding of five statements that could be included in Clive's goal-setting worksheet for him to complete.

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

- I am going to...
- The most important reasons I want to achieve this goal are...
- Things that stop me from achieving this goal are...
- Things I can do to overcome these dangers are...
- The ways other people can help me are [name the person and how they can help]...
- I will start achieving this goal by...
- I will know when I've achieved this goal because...

## Question 12

Imagine in your counselling role that you have a client named Maya. Over the course of your counselling, Maya has reduced her drinking and has happily contained herself. Also, she has less aggressive behaviour now and does not need to drink when things upset her. Maya has also gotten into a new relationship and is very happy with her partner. Maya visits you once a month, but this time, she worries that she might relapse into drinking.

- a) As a counsellor, what would you say to Maya in this session to reassure her and ensure she does not relapse?

[Approximate word count: 180 - 200 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the importance of documenting goals and steps towards a relapse prevention strategy.

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

"Hello, Maya; it is wonderful to know that you are achieving your goals and now in a happy relationship. I understand you are here today to ensure you stay on track and not relapse. Have I gathered that correctly? Why don't you tell me if you have faced any environmental challenges, such as going out with your new partner and then having to have a drink or two? Has your new partner been supportive and understanding towards your pathway to change? All right, he works at a bar, and you meet him there, so this feeds into your urgency to drink – but your partner always says no? Is that correct?"



How about taking your dates or meetings to another place - maybe the park – so let's plan next time you want to meet him.

You are making significant progress, and do not feel ashamed of having that one drink on your date. But are you able to stop that drink? I understand it's tempting, but you have been doing well and have a supportive partner. I am certain you can make even more significant progress.

b) Identify possible barriers or challenges that Maya might face during her change efforts.

List three (3) potential barriers/challenges that she might face.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of at least three potential barriers/challenges.

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

- Environmental challenges (e.g., friends and family are heavy drinkers or stressful work environment reinforcing drinking behaviours).
- Lack of resources / social support to sustain change.
- The presence of underlying issues that caused the emergence of the drinking behaviour.

c) List three (3) strategies to overcome any challenges that Maya might face in the process.

[Approximate word count: 35 - 45 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how to discuss outcomes with the client in an appropriate manner.

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

- Reinforce the client's intrinsic strengths and problem-solving abilities to reframe these challenges.
- Discuss support options.
- Maintain a collaborative approach with the client, gather information carefully, and plan in detail regarding circumventing the barriers.

### Question 13

Imagine that you are working with an 18-year-old client, Shania, who has occasionally been using 'ice' [methamphetamine] for the last year. Shania's mother recently discovered Shania's drug use and is very concerned and insisted that Shania attend counselling. Shania is studying to become a nutritionist at university and is not worried about her ice use. Shania says that everyone uses it occasionally and that her mother is overreacting.

- a) In your first session, Shania clarified that she does not believe she has a problem worthy of counselling. Briefly describe your approach to raising Shania’s awareness of her problematic behaviour.

[Approximate word count: 75 - 85 words]

**Assessor instructions:** The student’s response must demonstrate an understanding of strategies to raise awareness with a pre-contemplative client.

The student’s response must reflect the content in the following exemplar answer.

“I would acknowledge Shania’s perspective and gently encourage her to consider the impacts of her ice use in various aspects of her life. I would also suggest an activity to help her become aware of the impact of using ice. I could also ask Shania why she thinks her mother wanted her to attend counselling and whether she has noticed any changes in her life from doing ice that she is unhappy with.

- b) In the third session, Shania tells you that she is thinking about quitting ice entirely, but she is unsure how to give it up when all her friends are on it and would exclude her if she quit altogether. Briefly describe your approach to support Shania in developing strategies to address these barriers.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student’s response must demonstrate an understanding of the appropriate approach to support a client in developing strategies to address barriers to change.

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

- I will maintain a collaborative approach with Shania and plan in detail to circumvent these barriers.
- I would provide her with information about strategies for quitting ice and explore support options.
- I will work with Shania to identify other sources of social support and activities she could do with her friends.

- c) Once Shania has set some goals regarding her behaviour change, you encourage her to share them with trusted support people like her mother. Explain why this is beneficial to Shania’s process of making change.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student’s response must demonstrate an understanding of the importance of sharing goals for promoting social accountability.

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

Sharing goals with her mother will help Shania stay on track with her plan by promoting social accountability. This will also promote understanding of and commitment to the goal as Shania discusses the end goals and the planned steps she will take to achieve her desired result.

- d) Imagine that Shania tells you she has successfully been able to stay off the ice for one month. In the space provided, write a statement you could communicate to Shania that demonstrates encouragement and support.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of an appropriate statement that is likely to show encouragement and support to a person who has made a change.

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

"That is wonderful! Congratulations! So, you have not used ice for over a month and are on target to achieve your goal. Your achievements are difficult, but your commitment and determination have kept you going. Great work!"

- e) During your next session, Shania will tell you that she has lapsed into using ice twice over the last week and does not think she is strong enough to continue her change efforts. Shania tells you that social contact is vital to her, and because all of her friends currently use it, she is struggling to be around them and not use it herself.

Consider Shania's needs and possible sources of support. Briefly outline how you would assist Shania in this situation.

[Approximate word count: 45 - 55 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify the client's needs and sources of assistance.

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

- Normalise the lapse and highlight the positive changes that were previously made.
- Explore alternatives for social contact with Shania (e.g., other existing friends, family, etc.)
- Explore referral to a support group and, if Shania is interested, support her to follow through on this.

## Question 14

Imagine that you have been working with 20 year old Jason concerning his use of Xanax. He has already been making progress in slowly letting go of the use of this drug.

Briefly describe how you would review Jason's progress.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the importance of reviewing brief intervention work with clients.

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

"I would initiate a discussion by looking at the goals we had first decided on and reviewing where Jason stands today. I would also ask if he was satisfied with the changes in his life due to his sessions with me."

### Question 15

Imagine that you are working with a client who is seeking help to improve her health by introducing exercise and a healthy diet. You want to discuss the outcomes of the intervention in your third session.

List three (3) questions or statements you could use to initiate this discussion.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must provide three appropriate questions or statements that are likely to initiate a discussion of the outcomes of the intervention with a client.

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

- Let us review the goals we had first decided on and where we stand today.
- Are you satisfied with the changes you have made in your life?
- Do you think your initial plan for your diet and exercise was realistic?

### Question 16

Imagine working with a client who dislikes social interaction but is doing their best to make a change.

Why is it essential to have an excellent therapeutic rapport when discussing the outcomes of a brief intervention?

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the importance of positive therapeutic rapport in discussing outcomes with the client.

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

Behaviour change in the context of harmful practices usually carries a lot of guilt and social stigma. Therefore, it is essential that an excellent therapeutic rapport has been developed and the counsellor approaches these discussions sensitively.

### Question 17

During a review, your client tells you that she is struggling to maintain the changes she has made to her smoking habits. Briefly describe what you could do to support this client.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student's response must demonstrate the ability to adjust the approach or make referrals according to the client's needs.

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

I will discuss options for additional support with the client, such as a pastor, support group, colleague, friend, EAP counsellor, parent, etc. If it is apparent that brief interventions cannot meet the client's needs, I will refer them to appropriate support services.

### Question 18

Imagine that you are working with a client to reduce his alcohol intake. After three sessions, there seemed to be no change in his alcohol intake, and the client also revealed that he had developed liver cirrhosis. You are concerned about his health and the apparent failure of the brief intervention.

What step would you take?

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student's response must demonstrate the ability to make referrals according to the client's needs.

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

I would refer him to a specialist alcohol and drug service for rehabilitation in consultation with my supervisor and client.

### Question 19

Imagine you have been working with a client, Sheldon, regarding his smoking habit. In your last session, he told you, "I am aware that I have a problem with smoking, but it has helped me during times of stress'."

In the space provided, write down how you would document Sheldon's stage of change.

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student's response must refer to the contemplation stage and demonstrate an understanding of how to document client information appropriately.

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

Sheldon is in the contemplation stage, as evidenced by his statement, 'I am a little concerned about my smoking habit and want to change, but I don't know how'.

### Question 20

Counsellors must develop a comprehensive file on the client's progress. List three (3) things that a counsellor should record on a client file.

[Approximate word count: 15 words]

**Assessor instructions:** The student's response must identify three things a counsellor should record on a client file.

The student's response needs to come from the following:

- Referrals made for a client
- Client's stage of change and decision-making
- Client's commitment to change
- Client's needs for support

### Question 21

Your client, Maya, from Question 12, has been unemployed for some time, however, she has successfully moved away from alcohol. You discover that she recently got into an argument at a local bar. She has now been detained at the local police station.

In a meeting with your supervisor, identify two (2) services you will need to refer Maya to, in order to continue supporting her. Remember that Maya is also unemployed.

[Approximate word count: 5 words]

**Assessor instructions:** The student's response must demonstrate an understanding of drawing on previous knowledge of professional roles.

Students' responses may vary but demonstrate an ability to identify the need for referral to other services and take action in consultation with a supervisor.

The student's response needs to come from the following:

Services may include:

- Mental health service
- Counselling service
- Employment or training service.

## Question 22

Imagine that you work at a community health centre. Karina, 20 years old, has been referred to you concerning her concern with weight loss. She has recently started overeating, and her meals are based on high-calorie diets, causing her to gain weight. Her partner, Zach, is very concerned and wants her to get some help.

- a) In your first session with Karina, she seemed distracted and not keen to discuss herself. You asked her what brought her to counselling, and she responded, "I have no clue what I am doing here. Zach thinks I have an eating and weight problem but is paranoid. It's all good."

In the space provided, write down how you would document Karina's stage of change in your notes.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how to record a person's stage of decision-making appropriately.

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

"Karina is in a pre-contemplative stage as evidenced by her disinterest and lack of participation in counselling and her statement, "I have no clue what I am doing here. Zach thinks I have an eating or weight problem but is paranoid. It's all good."

- b) After you have worked with Karina for a few sessions and made a range of changes, you want to initiate a discussion on outcomes from the intervention.

Write one statement you could say to Karina in the space provided to begin this discussion.

[Approximate word count: 10-20 words]

**Assessor instructions:** The student's response must provide an appropriate statement that is likely to initiate a discussion on outcomes from the intervention.

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

- Karina, how about we look at the goals we decided on and review where we stand today?
- Are you satisfied with the changes in your life due to our sessions?

- c) During the review process, Karina says she feels she is not getting enough support to overcome her unhealthy eating habits.

List two [2] resources that you could suggest to Karina for her to feel more supported in changing her behaviour.

[Approximate word count: 25-30 words]

**Assessor instructions:** The student's response must demonstrate an understanding of appropriate adjustments/sources of support.

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

- I could provide her with brochures or pamphlets.
- I could suggest a support group she could join or take the help of a pastor/friend/colleague/parent, or partner for additional support.

d) You realise that a brief intervention will not be enough to solve Karina's issues as she has consistently been unable to stick to her goals due to her physical dependence on unhealthy food.

What do you think would be the best step to take?

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of making referrals per client needs.

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

"Since the client's issues of concern can't be fully dealt with by way of the help of a brief intervention, I will discuss the possibility of a referral to a rehabilitation centre with Karina in consultation with my supervisor."

### Question 23

Imagine you have just started working with a new client, Lisa Carr. She has been drinking alcohol since she was a teenager and is now 46 years old. She has started drinking excessively over the past five years since her husband died. In these five years, she had a period of 1 month when she didn't touch alcohol, but could not sustain the change.

During the session, Lisa tells you she drinks up to half a bottle daily. She reports that she has decided to give up drinking but is clueless about how to go about it. She shares why she wants to quit a man she has been dating and is very interested in. However, he has been a little wary of her drinking, and she doesn't want to lose him. She also tells you that her children are fed up with her drinking, and she no longer wants to be selfish.

When you ask her what she gains by drinking, she tells you that it helps her to dull the pain of losing her husband in an accident. But now that she has this new friend, she hopes to stay clean. You praise and encourage Lisa for making this decision and also provide Lisa with brochures on the 'ills of alcohol' and also provide details of the support group she can join. Lisa's goal is to drink only when she is with her friend and be accountable to her eldest daughter by keeping her informed of her drinking routine.

Complete the following assessment form to record Lisa's client details and stage of change based on the information provided.

[Use the approximate word limit specified on the assessment form.]



**Assessor instructions:** The student's response must reflect the content in the following exemplar assessment form.

New Light Interventions   Stage of change assessment form	
Session Number: 1 Date: Counsellor:	Client name: Lisa Carr Age: 46 Gender: Female
Issues of concern (mark with an 'x'): <input type="checkbox"/> Drug Use <input checked="" type="checkbox"/> Alcohol Use <input type="checkbox"/> Nutritional Concerns <input type="checkbox"/> Other (Specify) _____	
Explanation of the issue of concern raised [20 words]:	
Consuming around three glasses of whiskey every day	
Date when the problem started [20 words]:	
Since she was a teenager, more than 30 years	
History of the issues (express any time when this was not a concern and how the situation has progressed) [20 words]:	
Started drinking heavily after the death of my spouse five years ago. Quit for one month.	
Current situation:	
Cl. drinks half a bottle of liquor daily	
The current stage of change (mark with an 'x'): <input type="checkbox"/> Pre-contemplative <input type="checkbox"/> Contemplative <input checked="" type="checkbox"/> Preparation <input type="checkbox"/> Action <input type="checkbox"/> Maintenance	
Evidence for the stage of change [30 words]:	
Cl shares that she wants to give up drinking but doesn't know how to. Also shares she doesn't want to be a selfish person anymore.	
Costs and Benefits of current behaviour [30 words]:	
Pros: Helps her to dull the pain of losing her spouse in an accident.	
Cons: May lose a prospective partner; children are fed up with the behaviour	

## New Light Interventions | Stage of change assessment form

Support provided [30 words]:

Praised, encouraged and commended the client for deciding to make the change. Explored her support system. Handed her the ills of alcohol brochure and told her about the weekly support group.

Client plan [30 words]:

To drink only with her friend, join a support group, and be accountable to her daughter to stay on target. Next session on '-----'

Follow up:

N/A

### Assessment checklist:

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

1	Twenty-three [23] questions are to be completed in the format requested.	<input type="checkbox"/>
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**Congratulations, you have reached the end of your Assessment!**

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