



CHCMHS001

Work with people with mental health issues

Assessment 2 of 2

Role Plays & Reflective Questions



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCMHS001	Work with people with mental health issues	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
ASSESSMENT TYPE		
Assessment Method:	Written Assessment Choose an item. Choose an item.	
<i>Select all that apply.</i>		

SECTION 2
STUDENT INSTRUCTIONS
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>
Student instructions
This is assessment 2 of 2 for CHCMHS001 work with people with mental health issues. This assessment requires you to read the case studies provided, conduct simulated role plays and answer the questions to test your knowledge and understanding required of this unit. To be assessed as competent, you must complete all tasks in the spaces required.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.

Supporting documents

To answer some of the questions, you will need to access the following documents:

- Access to your learning materials.
- Access to a computer and the Internet.
- Access to workplace's (or work placement) policies and procedures.

Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submit the following files:

- Assessment document

Submission instructions

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

Click the **File** tab

Click **Save As**

To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder

In the **File Name** box, enter a name for the file, if you haven't already

In the **Save as type** list, click **PDF (*.pdf)**.

If you want the file to open in the selected format after saving, select the Open file after publishing check box.

If the document requires high print quality, click Standard (publishing online and printing).

If the file size is more important than print quality, click Minimum size (publishing online).

Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.

Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

Click the **File**

Click **Save As**

Click **File Format** towards the bottom of the window

Select **PDF** from the list of available file formats

Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessment Instructions

Task overview

This assessment consists of four (4) tasks. There are three (3) role plays and that you will need to complete for this assessment along with one (1) reflective question task that you will be required to complete.

- Carry out role play 1.
- Carry out role play 2.
- Carry out role play 3.
- complete reflective questions

Additional resources and supporting documents:

- Access to LMS learning content.
- Access to Empower Care Community Services Handbook including the following policies and procedures:
 - Privacy and confidentiality
 - Consent policy
 - Documentation and reporting policies and procedures
 - Crisis intervention policies and procedures
- Access to at least two (2) participants to play the role of client or colleague in the role plays.
- Access to the following template:
- Appendix 1: Referral from Wellbeing connect referral services.
- General Crisis assessment template (within this document)
- Referral Form Template (within this document)

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



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.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



CHCMHS001 Work with people with mental health issues

Student Instructions:

Role Play 1:

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

This is role play 1. This role play will demonstrate your skills to work with people with mental health issues. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student (Yourself)
- Participant B: Mark – (Client with mental health issues)

Role Play Scenario:

You (Harry J) work as a support worker at Empower Care Community Services organisation that supports people with mental health issues, you have been assigned to provide support to Mark. The client Mark has been referred to your organisation by wellbeing connect referral services that connects people with mental health issues to appropriate community services organisations. Mark experiences mild anxiety symptoms and struggles with face-to-face interactions. He is seeking assistance from you in managing social anxiety and improving his social skills. Your role involves supporting Mark in appropriately addressing and meeting his needs and preferences and support him in achieving his goals to reduce social anxiety and improve social skills.

Read the role play brief below to become acquainted with your role and the roles of other participants.

Role-play participant A (student) brief who will play the role of support worker (Harry J)

Participant A (Support worker Harry J): As an employee of Empower Care Community Services, your primary responsibility involves providing assistance to Mark, a client dealing with mild social anxiety. You are required to read the referral, gather information about Mark, engage in a conversation with Mark to further explore his needs and preferences related to his mental health condition and provide and adapt services to meet his needs. As you progress through the tasks, you are required to complete relevant sections of the tasks along with completing documentation and answering questions as per tasks requirements.

Remember you will be marked on this assessment based on the techniques you apply during the role play and task completion.

Role-play participant B (Person with social anxiety) Mark brief:

Participant B (Person with Social Anxiety Mark) Instructions: Your role involves portraying an individual with mild anxiety who is proactively seeking to acquire new techniques for managing social anxiety. You will assume the character of Mark, who has experienced mild anxiety symptoms since childhood. Mark feels a degree of anxiety in social situations that require face-to-face communication with new people, and he often experiences stress in both social and at work. Mark finds pleasure in activities such as online gaming and reading, but he tends to avoid social events with large crowds.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Recently, Mark has met Harry J (Participant A), a dedicated support worker from Empower Care Community Services.

Harry will be working with Mark to assist him in ways that will help him manage his social anxiety better and find solutions to improve engagement.

During the role play Harry J the support worker will engage with you (the student playing the role of Mark) in a series of conversations and tasks and will ask you specific questions around Mark's goal, interest, preferences and needs. You are required to:

- Keep in mind that Mark's primary motivation is to improve his coping skills in relation to his anxiety management.
- Reflect Mark's struggles with participating actively in work activities due to his barriers. Mention these challenges when appropriate in conversations with Harry.
- Understand that your collaboration with Harry will result in a comprehensive plan to support your desire to control social anxiety as the task is primarily focussed on managing your anxiety issues and achieving your desired goals.

Remember, the goal is to step into Mark's shoes and authentically represent his journey, while also drawing on your own experiences and emotions to make the role play engaging and relatable. Your insights into your own interests, skills, and preferences will enhance the portrayal of Mark's character and his quest for personal development.

Please note you the student playing Mark's role will not be marked on this assessment.

Your video recording must be no more than 30 minutes in duration.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Role play 1- Student Instructions

a) In this task you are required to:

Read and access the following documents before you commence the activities below:

(Both these documents are provided as attachments in the LMS in the assessment page)

- Read the referral – Appendix 1 and learn about Mark.
 - Read the Empower Care Community services organisation relevant sections on clients' rights and privacy and confidentiality.
- I. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable and obtain the client consent to carry out activities.
 - II. Engage in a conversation with Mark in a respectful manner applying positive communication strategies to build trust and hope that lead to self-direction.
 - III. Ask open-ended questions to explore Mark's aspirations and what he envisions for his recovery. Ensure that goals are person-centred, achievable, and aligned with their values.
 - IV. Read the relevant section of the Empower Care Community services handbook and explain and support Mark to understand and exercise his rights.
 - V. Read the relevant section of the Empower Care Community Services Handbook and explain the participant about their rights to privacy and confidentiality as per organisations policies and procedures.

b) In this task you are required to

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- I. Read Mark's referral document (Appendix 1) and gather, explore and inquire about Mark's interests, such as online gaming and reading and discuss and write two (2) ways these activities contribute to his well-being and help him manage anxiety.

Assessor note: Sample answers provided below however student wording may vary based on experience with online gaming and reading activities. However, the student answers must clearly reflect how these activities help Mark in anxiety management and wellbeing.

Approximate word count (75-85 words)

- Gaming serves as a constructive outlet for stress and anxiety. The immersive nature of gaming provides a mental break, helping Mark shift his focus and temporarily alleviate anxious thoughts. It becomes a coping mechanism that allows him to recharge and manage anxiety more effectively.
- Mark's interest in reading provides a mindful and tranquil experience. The act of reading allows him to immerse himself in different worlds, promoting relaxation, intellectual stimulation, and a sense of accomplishment.
- Reading serves as a mindful activity that helps Mark redirect his thoughts and focus. Engaging in a good book provides a healthy escape, allowing him to temporarily detach from stressors and reduce anxiety levels.
- Mark's proficiency in online gaming may lead to a sense of achievement and mastery. Successfully navigating challenges within games contributes to a positive self-esteem and a feeling of competence.
- Gaming can serve as a platform for Mark to build and showcase skills. The sense of accomplishment derived from mastering in-game challenges can translate into increased confidence, positively impacting his ability to cope with anxiety.

- II. Read the recommendations in Mark's referral document (Appendix 1). Based on the recommendations, discuss, and write in the table below two (2) services and (2) strategies for implementation and their benefit that can assist Mark in coping with social anxiety.

Assessors note: Sample answers provided below however student wording may vary based on experience with online gaming and reading activities. However, the student answers must clearly reflect two (2) strategies that are in line with the referral that can assist Mark in his anxiety management.

(Approximate word count 130-140 words)

Individual Counselling or Therapy service:

- Strategy: Recommend individual counselling or therapy sessions with a mental health professional who specializes in anxiety. The counselling process is customized to address the unique challenges and goals of the client. The counsellor and client work collaboratively to develop strategies and solutions.

Anxiety Management Workshops:

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- Strategy: Enrol Mark in workshops focused on anxiety management and coping skills. Provide information about available workshops, ensuring they align with Mark's interests and availability. Workshops provide a range of coping strategies that can be applied in various situations, empowering individuals to respond effectively to anxiety triggers. Workshops encourage self-reflection, helping participants become more aware of their thoughts, feelings, and behaviours related to anxiety. Participants learn effective stress reduction techniques that can contribute to overall well-being. These techniques may include time management, problem-solving skills, and assertiveness training.

- III. Allow Mark to choose one (1) service/ strategy from the recommendations and maintain a non-judgmental stance. If Mark expresses views or preferences that differ from your own values, refrain from passing judgment and focus on understanding the person's perspective.
- IV. Once Mark has selected his preference initiate an open and honest conversation with Mark about the concept of duty of care and dignity of risk in line with Marks selected preference/activity. Explain that the goal is to ensure his safety while respecting his autonomy and choices.

Complete the questions below.

Assessor note: Sample answers provided below however student wording may vary based on experience with online gaming and reading activities. However, the student answers must clearly explain the duty of care and dignity of risk as aligned to Mark's chosen activity.

Briefly explain the role duty of care plays in context of ensuring safety and wellbeing of Mark as per his chosen activity.

(Approximate word count 90-100 words)

Duty of care refers to the legal and ethical responsibility to take reasonable steps to ensure the safety and well-being of an individual. In the context of Mark's chosen activity, which may involve engaging in counselling, or attending anxiety management workshops, duty of care is paramount. This includes implementing measures to address potential risks, providing adequate information, and being vigilant to protect Mark from harm. The duty of care extends to considering his emotional and psychological well-being throughout the chosen activities, ensuring that the support provided is conducive to his overall safety.

Briefly explain what does dignity of risk mean and how does it relate to the activity Mark wants to pursue?

(Approximate word count 90-100 words)

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Dignity of risk acknowledges an individual's right to make choices, take risks, and experience life on their own terms, even if those choices involve some level of uncertainty or potential challenges. In the context of Mark's desired activities, such as counselling, or attending anxiety management workshops, dignity of risk means respecting his autonomy and personal choices. It involves recognizing that pursuing these activities may involve some degree of discomfort or uncertainty, but it's crucial to honour Mark's right to make decisions that contribute to his growth and well-being.

- V. Collaborate with Mark to set one (1) specific goal for his selected activity and discuss how they align with his overall objective.
(Approximate word count 60-70 words)

Assessor note: Sample answers provided below however student wording may vary based on the goals Mark wants to achieve in line with the selected activity the student answers must clearly explain the goal/objective aligned to Mark's chosen activity.

- Goal is to learn and apply a variety of coping strategies presented in the sessions/workshops with the overall objective to manage anxiety symptoms in social situations and improve interactions.
- Goal is to Practice self-reflection to gain awareness of thoughts and behaviors related to anxiety. With the overall objective to Cultivate a sense of confidence and ease in social situations through the consistent practice of coping strategies and self-reflection.

Inquire about Mark's support network this could be his family/friends and obtain his consent to write an email in the space given below where you are required to summarise the activities completed in above tasks and share insights on Marks chosen activity, goals, and preferences with the person in Mark's care network fostering a collaborative approach.

Assessor note: Sample answers provided below however student wording may vary based on needs, preference, strategy, goals and activities. The student answers must clearly summarise activities completed as aligned to Mark's chosen activity.

(Approximate word count 160-170 words)

Write a brief email to Marks preferred family/friend summarising Marks interest and strategies and goals discussed to assist Mark in managing social anxiety.

Dear [Family/Friend's Name],

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



I trust this message finds you well. I wanted to provide you with a brief update on Mark's recent engagement with our support services.

Mark has shared with us his interests in online gaming and reading, highlighting their positive impact on his well-being. Based on the recommendations in Mark's referral, we have discussed two strategies aligned with his needs. We are considering individual counselling or therapy sessions, providing personalized strategies for anxiety management. Additionally, Mark may enrol in anxiety management workshops, offering coping skills tailored to his need and preference for anxiety management.

Importantly, we respect Mark's autonomy in choosing his preferred service/strategy, adhering to the concepts of duty of care and dignity of risk.

In collaboration with Mark, we've set a specific goal aligned with his chosen activities. The goal is to learn and apply coping strategies to manage anxiety symptoms and improve interactions in social situations.

We appreciate your collaboration and ongoing support, and please feel free to reach out if you have any questions or concerns.

Warm regards,

[Your Name] [Your Position]
Empower Care Community Services

- VI. Mark is now on to planning and implementation stage however Mark informs you that he must move to a new location, which could potentially affect access to his preferred activity (counselling or workshops) due to transportation issues and hence proving to be a challenge to establish regular attendance for in-person counselling sessions or workshops. Adaptations may be necessary to ensure continuity of care and support during this transition. You are required to discuss two (2) adaptation strategies with Mark and complete the questions below.

Student Instructions: Discuss this situation with the student playing the role of Mark and complete the questions below.

Assessor note: Sample answers provided below however students answers may vary depending on the strategies discussed.

Write and discuss one obvious challenge that Mark is facing?
(Approximate word count 20-25 words)

Assessor note: Sample answers provided below students answer must be as per the sample answer provided however wording may vary.

Mark faces barriers in accessing therapy due to transportation issues and his regular attendance for in person counselling session or workshop may get impacted due to this.

Briefly describe two(2) strategies you identified that you applied to Marks changing circumstances
Provide adaptations /adjustments support worker can make to better suit Mark's needs?

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



(Approximate word count 90-100 words)

Assessor note: The sample answers are provided below however the strategies the students identifies will be dependent on the conversation they have with Mark. The answer would be deemed correct if the strategies identified are in line with the challenge Mark is facing.

If Mark faces barriers in accessing therapy due to transportation issues or time constraints, the support worker works within organizational policies to explore teletherapy options or adjust appointment times to better suit Mark's needs.

1. Flexible Scheduling:

- Collaborate with the mental health professional to explore flexible scheduling options for counselling sessions, accommodating Mark's potential changes in location. Flexibility in Appointment Scheduling: The support worker can collaborate with the therapist to explore flexible scheduling options. This may involve offering evening or weekend sessions to better align with Mark's needs and preferences. Teletherapy or online sessions could also be considered as alternatives to traditional in-person sessions.

2. Remote Participation:

- If relocation is necessary, explore options for remote counselling sessions or workshops to ensure continuity of support. This addresses the challenge of physical distance.

3. Online Resources and Training:

- Provide support and resources to address technological barriers. Help in setting up and navigating online platforms and share information about user-friendly resources for online engagement.

c) In this task you are required to complete case notes providing a summary of the tasks completed above as a record keeping document as per organisations policies and procedures in the template provided below

The case notes must include:

- A concise introduction that includes the purpose of the case notes
- Outlines interventions, techniques, or strategies used to address the client's concerns.
- Objectively and clearly summarise the outcomes of the activities completed in all tasks.
- Address any challenges or setbacks, along with potential reasons and proposed solutions.
- Reflects a professional and respectful tone throughout the case note.
- Clearly indicate the date and time of the case note. Include your signature or initials to authenticate the entry.

Student note: Once the case notes is completed students must save and upload it for the assessor to mark the assessment.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessor note: Completing reporting documentation is a critical aspect of maintaining accuracy, consistency, and compliance within an organization. The students must complete the case notes summarising the task they completed. Sample report provided below however students wording may vary depending on the individual conversations, strategies and techniques applied during the role play.

Case Notes:

Ensure your case notes reflects and include the relevant details as per task completed

(Approximate word count 350-400 words)

Assessor note: Student must complete a comprehensive report as per the sample below however the wording may vary. The report must include an introduction, brief case notes as summary for each of the sections below and a conclusion.

Introduction: This case note documents the activities undertaken to support Mark, an individual dealing with social anxiety. The primary goal is to enhance Mark's well-being and manage anxiety through the incorporation of his interests and the implementation of therapeutic strategies.

Gathering Information about Mark's Interests

Provide a brief Summary: In exploring Mark's interests of online gaming and reading, it was identified that these activities contribute significantly to his well-being and anxiety management. Online gaming serves as a constructive outlet, providing a mental break and coping mechanism. Reading offers a mindful and tranquil experience, helping Mark redirect his thoughts and detach from stressors.

Discussing Strategies for Coping with Social Anxiety and Time Management Skills

Provide a brief Summary : Two strategies were discussed for implementing coping mechanisms: Individual Counselling or Therapy, and Anxiety Management Workshops. The approach involved recommending individual therapy sessions with a focus on allowing Mark to choose therapeutic approaches that resonate with him. Additionally, suggesting enrolling in anxiety management workshops aligning with Mark's interests.

Inquiring about Mark's Preferences and Maintaining a Non-Judgmental Stance

Provide a brief Summary: Mark's preferences were explored, allowing him to select an activity aligned with his interests. A non-judgmental stance was maintained, ensuring respect for his views even if they differed from the support worker's values.

Initiating a Conversation on Duty of Care and Dignity of Risk

Provide a brief Summary: An open conversation with Mark regarding duty of care and dignity of risk was initiated, emphasizing the goal of ensuring his safety while respecting autonomy and choices in his selected preference/activity.

Prioritizing Identified Goals based on Mark's Preferences and sharing with Mark's care network

Provide a brief Summary: Collaboratively set realistic and achievable goals aligned with Mark's aspirations and recovery journey. Shared information with Mark's consent with his support network about his progress fostering a collaborative approach.

Adapting to Changes in Mark's Circumstances and strategies applied

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Provide a brief Summary: Mark's impending move was addressed, and adaptations to ensure continuity of care and support were discussed. Strategies included exploring teletherapy options and adjusting appointment times to accommodate his changing needs and exploring options to attend sessions online.

Conclusion: These case notes encapsulate the comprehensive approach taken to support Mark, ensuring his mental health plan is tailored to his preferences, adaptable to changes, and aligned with organizational policies and procedures. The ongoing collaboration aims to empower Mark in his recovery journey.

Case Notes completed: Date:

Student Signature:

Student note: Once you have completed this task student must save and upload the document for marking.

Assessor note: Student must complete all parts of the assessment and submit it at the end of all the tasks.

End of role play 1 – Submission.

Student note: You must complete all sections of the tasks including any templates, upload and submit it for marking along with this document.

Assessor note: Student must complete all the tasks including the templates and submit it for marking.

ASSESSOR CHECKLIST

Role play 1 video recording – Mark Observation Checklist

During the role play the student was able to:		
a(i)	<p>Provide a comfortable and safe working environment to work with Mark.</p> <p>Student must provide a safe environment when speaking with Mark:</p> <ul style="list-style-type: none"> Respecting Mark's privacy by ensuring a private closed off area to speak with Mark 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



a(ii,iii)	<p>Demonstrate the use of verbal and non-verbal communication skills to establish, develop and maintain a respectful relationship with Mark</p> <p>Student must demonstrate the following:</p> <p>Constructive verbal communication skills include the demonstration of:</p> <ul style="list-style-type: none"> • An awareness of the words being used and how they are being delivered. For instance, speaking in plain English, speaking positively. • Speaking clearly, ensuring words are pronounced with clarity so that the information is clear. • Being aware of their pitch and tone so that it is appropriate for the situation • Being aware of how fast they are speaking – ensuring there are pauses in between and slowing their speech to a level so that it is understood. • Good body posture, leaning in slightly forward to convey engagement • Frequent eye contact (where appropriate), for instance some cultures deem frequent or direct eye-contact as a sign of disrespect • Positive gestures and movement (nodding to demonstrate understanding) • Respecting the space of their participant 	<input type="checkbox"/> S <input type="checkbox"/> NS
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Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



a(iv,v)	<p>The student read the relevant section of the Empower Care Community services handbook and support Mark to understand and exercise his rights, provides information on privacy and confidentiality as per organisations policies and procedures ensuring that they are always maintained.</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • read the relevant sections of the Empower Care Community Services handbook clearly and audibly. • Ensured Mark has the opportunity to ask questions or seek clarification during the reading. • Provide a clear and concise explanation of Mark's rights, ensuring he comprehends the content. • Explains Mark's rights to privacy and confidentiality as per organizational policies and procedures. 	<input type="checkbox"/> S <input type="checkbox"/> NS
b(i)	<p>Student explores Marks needs and preferences as per the referral. Student completed all questions within the task correctly.</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Reviewed Mark's referral document and identified interests in online gaming and reading. • Explored and discussed how gaming and reading contribute positively to Mark's well-being and anxiety management. • Acknowledged the significance of these activities in providing coping mechanisms for stress and anxiety. 	<input type="checkbox"/> S <input type="checkbox"/> NS
b(ii)	<p>Student Read the recommendation section in Marks referral document and completed the questions with two services and two strategies as aligned to the referral.</p> <p>Student must demonstrate the following:</p> <ul style="list-style-type: none"> • Discussed and recommended individual counseling or therapy sessions tailored to Mark's anxiety challenges. • Suggested enrolling Mark in anxiety management workshops as a strategy aligned with the referral recommendations. • Emphasized the importance of selecting services in line with Mark's 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



	interests and preferences.	
b(iii)	Student communicated with Mark in a way that helped Mark to express his views and select the activity and during the conversation the student did not impose their own views and opinions on Mark.	<input type="checkbox"/> S <input type="checkbox"/> NS
b(iv)	<p>During the role play, the student clearly articulated the duty of care and dignity of risk in line with Marks chosen activity and completed the questions within the task correctly.</p> <ul style="list-style-type: none"> Allowed Mark to choose a preferred service/strategy, maintaining a non-judgmental stance. Explained the concepts of duty of care and dignity of risk in alignment with Mark's chosen activity. Emphasized the commitment to ensuring Mark's safety while respecting his autonomy and choices. 	<input type="checkbox"/> S <input type="checkbox"/> NS
b(v)	<p>Collaborated with Mark to set one goal and completed an email summarizing the activities previously completed with Mark and seeking their collaboration.</p> <ul style="list-style-type: none"> Collaborated with Mark to set a specific goal for his selected activity related to anxiety management. Discussed how the goal aligns with Mark's overall objective of managing social anxiety and improving interactions. Collaborated with Mark to set a specific goal for his selected activity related to anxiety management. Discussed how the goal aligns with Mark's overall objective of managing social anxiety and improving interactions. 	<input type="checkbox"/> S <input type="checkbox"/> NS
b(vi)	<p>The student demonstrated problem solving strategy to assist and discuss with Mark the issue he is facing in implementation of the activity and adapting two strategies as solutions to help Mark with the issue.</p> <ul style="list-style-type: none"> Acknowledged Mark's potential challenge in accessing therapy due to relocation and transportation issues. Discussed and proposed two adaptation strategies: flexible scheduling and remote participation to accommodate the changes. 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



c	Student completed the case notes as per sample answers provided and within the word limit	<input type="checkbox"/> S <input type="checkbox"/> NS
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COMMENTS
(Assessor to add comments related to the achievement of the assessment requirements above)

Instructions

Role Play - 2

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

This is role play 2. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student (Yourself)
- Participant B: Anika (Client with mild depression)

Role Play Scenario:
 You (Harry J) work as a support worker at Empower Care Community Services organisation a community support organisation, you have been assigned to provide support to Anika. Anika, a 30-year-old individual, has been diagnosed with mild depression and approaches the community support service seeking assistance for mild depression. Originally from a Southeast Asian country, Anika migrated to a Western country a few years ago. Despite adapting well to the new environment, Anika faces mental health challenges, including feelings of sadness, low energy, and a loss of interest in previously enjoyed activities such as social outings, cooking etc. In many Southeast Asian cultures, socializing and communal gatherings

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



are integral of daily life. The mental health issues Anika is grappling with are primarily linked to her experience of depression and social isolation. Anika, as a non-native English speaker, encounters ongoing barriers, hindering her ability to make new friends and fully integrate into the social fabric of her new environment. These language-related challenges contribute significantly to her feelings of sadness and social isolation, amplifying the impact of her mild depression. Anika expresses a strong desire to enhance her emotional well-being and restore a sense of normalcy in her daily life, highlighting the importance of addressing both the language barriers and the associated mental health issues.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Support worker Harry J): You are employed at Empower Care Community Services and your role is to assist and empower Anika in overcoming mild depression, acknowledging, and respecting her diverse cultural background. You are required to provide person-centred care, incorporating culturally sensitive approaches to promote mental well-being and her emotional wellbeing. Throughout the role play your task will be to carry out and engage in conversations and activities to identify Anika's existing skills, interest, goals, needs, and preferences exploring her background information. You will find strategies that can assist the client and complete required documentation and a review report.

Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B (Person with mild depression) Anika brief:

Participant B (Person with mild depression) Instructions: You will be taking on the role of Anika a 30-year-old individual, who has sought support from a community service as she has been diagnosed with mild depression. Anika originally hails from a Southeast Asian country and relocated to a Western country a few years ago. While adapting well to the new environment, Anika grapples with persistent feelings of sadness, low energy, and a diminished interest in activities she once enjoyed, given that English is not her first language, has been a contributing factor to her feelings of sadness. She expresses a keen desire to enhance her emotional well-being, restore a sense of normalcy in her daily life.

Recently, you have met Harry J (Participant A), a dedicated support worker from Empower Care Community Services. Harry has been appointed to assist you to look for services and activities to support your emotional wellbeing. Together, you and Harry will engage in a series of conversations and activities aimed at identifying specific cultural needs, goals, and preferences.

During the role play your task will be to reflect on the challenges, and struggles Anika faces due to her CALD background and language barrier and mention these challenges when appropriate in conversations with Harry and understand that your collaboration with Harry will result in a comprehensive plan to support Anika achieve her goals.

Please note you the student playing the role of (Anika) will not be marked on this assessment.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Your video recording must be no more than 30 minutes in duration.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Role play 2- Student Instructions

a) In this task you are required to:

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- I. Choose a suitable location that replicates a workplace setting and ensure the space is accessible and comfortable.
- II. You are to engage in a conversation with Anika using culturally sensitive communication techniques that explore Anika's cultural background including her social, cultural and spiritual needs and preferences and allows her to express herself freely and validate her emotions to help build trust.

Complete the questions below:

Provide and explain three (3) communication techniques you used to carry out and ensure a culturally sensitive conversation while acknowledging cultural differences.

(Approximate word count 55-65 words)

Assessor note: Sample answers provided below however student answers may vary however they will be deemed competent if they have applied culturally sensitive communication techniques.

1. Active Listening:

- Engage in active listening to ensure a full understanding of Anika's experiences, challenges, and preferences related to her cultural background.

2. Clarifying Questions:

- Ask clarifying questions to ensure comprehension and avoid making assumptions about Anika's cultural context.

3. Use of Empathy:

- Express empathy and understanding towards Anika's experience of adapting to a new culture and language.

4. Respectful Language:

- Choose language that is respectful and culturally sensitive, avoiding stereotypes or assumptions.

5. Non-Verbal Cues:

- Pay attention to non-verbal cues and body language to enhance communication understanding, as cultural nuances may be conveyed through non-verbal communication.

Briefly explain two (2) aspects where you recognise and respect Anika's social, cultural and spiritual differences in relation to western culture?

(Approximate word count 120-130 words)

1. Acknowledging particular cultural aspects such as social celebrations:

- Recognize and acknowledge important cultural celebrations or events in Anika's life and offer support that aligns with her cultural values. Anika's Southeast Asian background suggests that socializing and communal gatherings are integral to her daily life. In many Southeast Asian cultures, social connections hold great importance, and communal events play a significant role in fostering community bonds. In contrast, Western cultures may exhibit varying degrees of emphasis on social gatherings.

2. Cultural differences in culinary practices:

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



- Anika's loss of interest in activities like cooking may be influenced by cultural differences in culinary practices. Southeast Asian cuisines often involve elaborate preparation and communal eating, while Western cultures may have different culinary preferences. Acknowledging the cultural significance of food and its role in fostering connections is essential.

3. Communication Styles and language barrier:

- In many Southeast Asian cultures, indirect communication is common, relying on non-verbal cues and implicit expressions. Western cultures, on the other hand, often value direct and explicit communication. Anika, as a non-native English speaker, might find the Western communication style more assertive and straightforward, contributing to potential challenges in expressing herself. Anika's struggles with the English language may go beyond mere communication challenges. It could impact her sense of identity and connection to her cultural roots. Respecting these language-related barriers is key to providing effective support.

III. Discuss and write two (2) strategies for implementation that can assist Anika in meeting her cultural, social and spiritual needs and assist in her mental health and wellbeing.

Assessor note: Sample answers are provided below however please note the students answers will depend on the conversation with Anika about cultural beliefs and background however the strategies should align with the barriers identified by the student during the conversation.

Language and Communication Skills Development:

Support Anika in enhancing her English language skills. This can involve connecting her with language courses, conversation partners, or online platforms that offer language learning resources. Facilitate access to language support services for Anika. This could include providing information in her native language, arranging language assistance during appointments.

Tailoring support services:

Referral to psychologists or counsellors who have expertise in cross-cultural issues can ensuring that Anika receives mental health support tailored to her background.

Community / social Integration Programs:

Collaborate with Anika to identify and enrol Anika in community integration programs that cater to newcomers. These programs often provide cultural orientation, language classes, and social activities, fostering a sense of belonging and reducing social isolation.

Connecting Anika to local multicultural community centres: These centres often organize cultural events, celebrations, and social gatherings that align with Anika's cultural values.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Multicultural mental health support groups: Connecting Anika with support groups that focus on mental health and well-being, with an understanding of cultural nuances, can provide a sense of community and understanding.

- IV. During one of your check-in sessions with Anika, she discusses the challenge she is facing. Despite significant improvements in her language skills, Anika is struggling to find suitable employment. She explains that her lack of confidence in initiating conversations is hindering her professional prospects. Anika expresses a strong desire to seek networking opportunities and secure suitable employment. Provide two (2) strategies you would adapt to meet Anika's changing needs?

Student note: You must discuss the issue with Anika and come up with strategies that can assist Anika in resolving the issue.

Assessor note: Sample answers provided below students must provide strategies that align with Anika's needs however the wording may vary.

Complete the questions below.

Briefly explain two (2) strategies to assist Anika in meeting her changing needs?
(Approximate word count 35-45 words)

- Collaborate with local businesses and employers to create job opportunities that are open to individuals from diverse backgrounds.
- Offer assistance in resume building, interview preparation, and job search strategies to increase Anika's confidence in the application process.
- Conduct mock interviews and role-playing sessions to help Anika practice and build confidence in professional communication. Provide constructive feedback to address specific areas for improvement.
- Facilitate networking events tailored to individuals from CALD backgrounds. These events can provide a more structured and culturally sensitive environment for Anika to connect with professionals, share experiences, and build confidence in networking.

Assessor note: Student must complete all parts of the assessment and submit it at the end of all the tasks.

End of role play 2 – Submission

Student note: You must complete all sections of the tasks including any templates, upload and submit it for marking along with this document.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Assessor note: Student must complete all the tasks including any templates and submit it for marking.

Role play 2 video recording – Anika - Assessor Observation Checklist		
During the role play the student was able to:		
i	Provide a comfortable and safe working environment to work with Anika Student must provide a safe environment when speaking with Anika <ul style="list-style-type: none"> Respecting privacy and confidentiality by ensuring a private closed off area to speak with Anika. 	<input type="checkbox"/> S <input type="checkbox"/> NS
ii	Demonstrate the use of verbal and non-verbal communication skills to establish, develop and maintain a respectful relationship with Anika in a culturally sensitive manner. Demonstrate communication techniques that show cultural sensitivity: Student must demonstrate any of the following: Constructive verbal communication skills include the demonstration of: <ul style="list-style-type: none"> An awareness of the words being used and how they are being delivered. For instance, speaking in plain English, speaking positively. Speaking clearly, ensuring words are pronounced with clarity so that the information is clear. Being aware of their pitch and tone so that it is appropriate for the situation. Being aware of how fast they are speaking – ensuring there are pauses in between and slowing their speech to a level so that it is understood. Communicate in a way that respects and acknowledges cultural diversity and norms. Encourage clients to asks questions and seek clarity. Completed all questions correctly and within the word limit. 	<input type="checkbox"/> S <input type="checkbox"/> NS

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



iii	Discussed two (2) strategies for implementation to support Anikas cultural needs and mental health wellbeing Student must demonstrate any of the following: <ul style="list-style-type: none"> • Being genuine and focusing on the person and not the potential barriers • Use affirming responses. • Focus in on active listening. • Paying attention to body language, facial expressions, and tone of voice • Complete all questions within the tasks. 	<input type="checkbox"/> S <input type="checkbox"/> NS
iv	Provide support and adaptation strategy to meet Anikas needs and preferences and complete the questions correctly.	<input type="checkbox"/> S <input type="checkbox"/> NS
COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)		
Empty space for comments		

Role play 3- Instructions

Overview

The objective of this role play is to provide you with the opportunity to practice and demonstrate the knowledge and skills required to work effectively with a client in a crisis.

To carry out this task you will need to read:

- Empower Care Community services organisations crisis intervention policies and procedure.
- Complete, save and submit the general crisis assessment template provided within this document.
- Complete, save and submit a referral document provided within this document.

IMPORTANT: This is a role play *simulation* only. Please ensure the privacy and dignity of your participants are respected.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



This is role play 3. To carry out this role play you will need two (2) participants including yourself as per below.

- Participant A: Harry J - Support Worker – Student (Yourself)
- Participant B: Christine Baker (Client going through a crisis situation)

Role Play Scenario:

You (Harry J) work as a support worker at Empower Care Community Services organisation a community support organisation, you have been assigned to provide support to Christine Baker a client facing crisis. On one of the occasions while taking your clients on a community outing, Christine shares with you her feelings of loss and betrayal, hopelessness, and agitation that she has been experiencing over the past few weeks after she discovered that her partner of six years, Michael, had been cheating on her with one of his ex-girlfriends, Stephanie. Christine has decided to stay with her partner for now but is mentally very agitated which has also started to affect her daily life. She has support of her close friends who know of the situation. You have previously observed Christine as a very calm, precise, and neatly dressed woman. However, recently you notice that her clothes and hair are messy and that she appears agitated. She also seemed to have loss of appetite and you notice that she has refused to eat or drink all day while at the outing. You are concerned about Christine's behaviour, as she looks like she is in a state of crisis.

Role-play participant A (student) brief who will play the role of support worker.

Participant A (Support worker Harry J): You are employed at Empower Care Community Services and your role is to support Christine in this crisis and promote her well-being by assisting her in navigating the challenges she is facing. To do this you are required to recognize the signs of crisis in Christine's behaviour and take immediate action to intervene. This will involve completing a crisis assessment, applying crisis intervention strategies, coordinating with relevant professionals, and initiating a referral to a mental health professional to support her emotional well-being.

Please note you will be marked by you assessor based on the techniques you have used during the role play along with completing all tasks requirements.

Role-play participant B (Person facing Crisis) Christine brief:

Participant B (Person with mild depression) Instructions: You are playing the role of Christine, a woman who has recently discovered that her long-time partner, Michael, has been cheating on her with an ex-girlfriend named Stephanie. Despite the betrayal, you have chosen to stay with Michael for now, but the emotional turmoil has left you feeling a deep sense of loss, betrayal, hopelessness, and agitation. Your close friends are aware of the situation and have been very supportive of you. Typically, calm, and precise, your recent behaviour has shifted – messy clothes and hair, signs of agitation, and a loss of appetite. You have met Harry J (Participant A), a dedicated support worker from Empower Care Community Services. Harry has been appointed to assist you to explore coping strategies and help during a time of crisis. Together, you and Harry will engage in a series of conversations and activities aimed at identifying your goals, preferences, and needs. As a student taking on the role of Christine, your primary role will be to convey the emotions and challenges you are experiencing.

Student name:

Student number:



Please note you student playing the role of Christine will not be marked on this assessment.

Your video recording must be no more than 30 minutes in duration.

Recording instructions

To ensure that the recorded elements of this task meet assessment requirements, carefully review the *Observation Checklist* below that will be completed by the Assessor, based on your performance in the video recording.

The recordings must be clearly labelled 'yymmdd_studentname_studentID_CHCCS031_AT2_Task1 and submitted with your assessment for marking.

Consent

Consent to participate in the recording must be captured for all participants (in this case: the workplace supervisor, clients, colleagues and yourself) at the start of the meeting. This is achieved by you reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission.

Role play 3

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Student Instructions

a) In this task you are required to:

- I. Greet Christine and use appropriate communication techniques that promotes respect, hope, trust, and self-direction.
- II. Discuss and assess Christine's immediate safety and well-being and complete the following sections in the crisis assessment template provided below (Section 1-5)

Assessor note: Sample answers are provided within the crisis assessment template below for (Section 1-5). However, students' answers may differ slightly based on there communication during the role play with the client however the answers will be deemed competent if they are in line with the over all crisis situation that Client is facing and as per the scenario provided

- III. You are now required to undertake the provision and adaptation of services that focus on addressing Chritine's immediate needs and manage her emotional distress. To carry out this activity you are required to :

- Apply two(2) crisis Intervention technique/strategy within the boundary of your role and complete the crisis assessment template provided below (Section – 6)
- As part of crisis intervention, explore options for support for self-recovery to include services such as regular counselling or therapy sessions.

Assessor note: Sample answers are provided within the crisis assessment template below for (Section -6). However, students' answers may differ slightly based on their communication during the role play with the client however the answers will be deemed competent if they are in line with the overall crisis that client is facing and as per the scenario and task instructions.

Complete the question below:

List two (2) communication techniques you employed to reassure her and foster a sense of safety?
(Approximate word count 25-35 words)

Assessors note: Sample answers provided below student's answers may vary depending on the communication technique they have used during the role play. Students' answers will be deemed competent if the communication techniques used are in line with crisis management.

- I actively listened to Christine, creating a safe space for her to express her emotions without judgment.
- Implemented empathetic communication, acknowledging her feelings and providing verbal reassurance.
- Offered comfort, ensuring she feels supported and not alone in her distress.

Briefly explain how can counselling or therapy assist Christine in self-recovery.
(Approximate word count 45-55 words)

Assessors note: Sample answers provided below however student wording may vary.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Counselling offers Christine a therapeutic partnership aimed at fostering self-recovery. Through emotional expression, skills development, exploration of underlying issues, empowerment, and ongoing support, Individual counselling or targeted therapy sessions provides the tools and guidance needed for Christine to navigate and overcome the emotional challenges she is currently facing.

IV. In this task you are required to demonstrate skills to work within the limits of own knowledge, abilities and work role and complete the crisis assessment template provided below (Section – 7) and initiate a referral to counselling/therapy services as indicated by Christine in the above task and complete a referral form provided below including the case notes within the referral form summarising the activities you undertook and details of crisis assessment/intervention strategies you applied.

Assessors note: Sample answers are provided within the crisis assessment template below for (Section -7) and the crisis referral form. However, students' answers may differ slightly based on their communication during the role play with the client however the answers will be deemed competent if they are in line with the overall crisis that client is facing and as per the scenario. The crisis referral should be written based on the student's instructions provided below and as per sample answer.

Student Instructions for writing the case notes within the case referral form template below:

To ensure that you write comprehensive case notes follow the instructions:

Introduction:

- Begin with a concise introduction that outlines the referral reason for Christine.

Eligibility for Counselling:

- Break down the eligibility criteria into four key sections: Evident Risk Factors, Warning Signs, Protective Factors, and Crisis Intervention Strategies as per the role play and crisis assessment.

Crisis Intervention Strategies:

- Detail the crisis intervention strategies applied in Christine's case. Explain how providing immediate emotional support, discussing coping strategies, and exploring additional support options underscore the severity of her situation and indicate the need for ongoing therapeutic intervention.

Summary:

- Conclude by summarizing Christine's eligibility for counselling. Reinforce that her eligibility is based on a comprehensive assessment of risk factors, warning signs, and crisis intervention strategies. Mention why counselling would be preferred for Christine and how it can benefit her.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



General Crisis Assessment – TEMPLATE

Please complete this form if you receive information that makes you suspect or confirm a crisis situation.

Student note: Once completed, you must save this document and upload it for marking and grading by your Assessor.

SECTION 1 - Name of Person Completing this form:

First Name:	Student name	Family Name:	Student Family name
Position:	Student	Name of the service:	
Email:	N/A	Phone (direct):	N/A
Date:		Time:	
Was there any volunteer/ other person involved in the disclosure	N/A		

SECTION 2 - Name of client experiencing the crisis situation:

First Name:	Christine	Family Name:	Baker		
Address:	N/A				
Suburb:	N/A	State:	N/A	Postcode:	N/A
Is the client:	Aboriginal or Torres Strait Islander <input type="checkbox"/>	CALD <input type="checkbox"/>	N/A <input type="checkbox"/>		

SECTION 3 – Client Risk Factors

List at least two (2) evident risk factors (approximate 8-15 words)

Assessor note: Sample answers provided below students answers must be as per the below however wording may vary.

- Recent discovery of partner's infidelity
- Agitation and hopelessness
- Decline in personal hygiene and appearance.
- Loss of appetite and refusal to eat/drink.
- Persistent feelings of loss and betrayal

SCETION 4 – Evident Protective factors:

List at least two (2) evident protective factors

Assessors note: Sample answers provided below students answers must be as per the below however wording may vary

- Christine's ability to recognize and communicate her emotional state indicates a level of self-awareness.
- Identified support network, including close friends.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text

- Previous observations of calm and precise behaviour

SECTION 5 – Evident Warning Signs:

List at least two (2) Warning Signs

Assessors note: Sample answers provided below students answers must be as per the below however wording may vary

- Messy clothes and hair
- Agitation and refusal to eat or drink.
- Verbal expression of hopelessness

SECTION 6 : Crisis Intervention Strategies

List atleast two (2) Crisis Intervention Strategies you applied

Assessor note: Sample answers provided below students answers must be as per the below however wording may vary

- Provide immediate emotional support.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text

- Discuss coping strategies for managing emotional distress.
- Explore options for additional support from the mental health professional.
- Introduce mindfulness and relaxation exercises to help Christine manage immediate emotional distress.

Write a report to Supervisor which includes a brief introduction, a summary of the above sections, justification for referral and your work role boundaries and a conclusion

(Approximate word count 325-350 words)

Assessors note: Sample answers provided below student's answers must be as per the below however wording may vary.

I am writing to provide an update on my recent interactions with Christine, who has been grappling with significant emotional distress following the recent discovery of her partner's infidelity. During my engagement with Christine, several evident risk factors have emerged, including the recent revelation of her partner's infidelity, agitation, hopelessness, decline in personal hygiene, loss of appetite, and persistent feelings of betrayal. On a positive note, there are evident protective factors that we can leverage. Christine has demonstrated an ability to recognize and communicate her emotional state, indicating a level of self-awareness. Additionally, she has an identified support network, including close friends, and previous observations revealed calm and precise behaviour. Despite the protective factors, there are warning signs that require attention, such as messy clothes and hair, agitation, refusal to eat or drink, and verbal expressions of hopelessness. In response to the immediate crisis, I applied the following intervention strategies: Provided immediate emotional support to address Christine's acute distress, discussed coping strategies for managing emotional distress, emphasizing mindfulness and relaxation techniques. Explored options for additional support from a mental health professional, considering the severity of Christine's emotional state.

Recommendation for Referral:

Given the complexity of Christine's emotional distress and the observed warning signs, I recommend a referral to a mental health professional for more in-depth assessment and therapeutic support. This will complement the immediate crisis interventions and contribute to Christine's long-term well-being.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



Brief description on how you maintained your Work Role Boundary while providing support to client:

While providing emotional support and crisis intervention, I maintained clear communication regarding my role boundaries. It was emphasized that my role is to offer immediate support and explore coping strategies, but ongoing therapeutic intervention should be provided by a mental health professional.

Conclusion:

In conclusion, the current situation with Christine demands a collaborative approach, combining immediate crisis interventions, protective factors, and a referral to a mental health professional for sustained support. I appreciate your guidance and welcome any additional recommendations for ensuring Christine's well-being.

Report to Supervisor

Date: [Add the date of submission]

Name: [Add your name]

Supervisors Name:[student add your assessor name] [Add your supervisors name]

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



REFERAL FORM- Template

Student note: After completion you must save this document and upload it for marking by your Assessor.

<h1 style="margin: 0;">Consent to share information</h1>	<p>Consumer</p> <p>Name: Add name of Client</p> <p>Date of Birth: 1/1/00</p> <p>Sex: F</p> <p>Referral provided by Agency: Empower Community Care Services organisation</p> <p>Name of person providing Referral: [student name]</p> <p>Designation:[Support worker]</p>
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Section 1: Personal/health information to be shared

Service Type	Name of Agency	Purpose/s
Counselling therapy services	ABC counselling services	To obtain counselling support to help with managing emotional distress through individual therapy.

Consent to Share Information

Section 2: Record of consent

<p>Written consumer consent</p> <p><i>The worker/practitioner has discussed with me how and why certain information about me may be shared with other service providers, as above. I understand this and I give my consent for the information to be shared.</i></p> <p>Signed: _____</p> <p>Dated (dd/mm/yyyy): _____</p>

To ensure that the consumer’s authorised representative can make an informed decision about consenting to the sharing of information as detailed above, the worker/practitioner should (tick when completed):

1. Discuss with the client the proposed sharing of information with other services/agencies
2. Explain that the client information will only be shared with these services/agencies if the consumer has agreed and, when referring, advise that referral for service can still proceed if the consumer does not want information disclosed
3. Provide the consumer with information about privacy and confidentiality as per organisations policies and procedures.

Consent obtained/witnessed by:		
Name: [student name]	Agency: Empower Support Worker	
Sign: _____	Date: _____	Contact number: _____
Name: _____	Position/Agency: _____	
Sign: _____	Date: _____	Contact number: _____

Referral form

REFERRAL		Date:		
Name of Agency or Practice:	Counselling Therapy practice			
Contact Person/s:	ABC(Counsellor)			
Contact Numbers:				
Phone:	N/A	Fax:	N/A	
Email:	N/A			
Street Address:	N/A			
Suburb:	N/A			
Post Code:	N/A			
Eligibility/ Entry Requirements: (students provide brief description of why you think Christine is eligible for the services) Assessors note: Sample answers provided below students answer must include relevant details about Christine's willingness and need for counselling services.				
During my conversation with Christine, she expressed a recognized need for emotional support and counselling, indicating a willingness to engage in the therapeutic process. Christine acknowledged and demonstrated emotional distress related to the recent discovery of her partner's infidelity, indicating a readiness to address these challenges in a therapeutic setting. Christine demonstrated a willingness to actively participate in the counselling process, engage in self-reflection, and collaborate with the counsellor to achieve therapeutic goals. Christine acknowledged the potential need for crisis intervention strategies, understanding that counselling services may involve immediate emotional support and exploration of coping strategies.				
Business Hours days/ times:				
Signed:		Date:		

Case Notes

Student name:

Student number:



Client Name:	Christine Baker
Date:	[date of role play]

(Approximate word count 300-350 words)

Assessors note: Sample answer provided below however student wording may vary. Student will be deemed competent if they clearly present the case notes to include Christines emotional distress, provide depth and accuracy of the discussion regarding the various factors listed below. Provide a clear summary in conclusion.

Introduction/Referral Reason: Christine is experiencing significant emotional distress following the recent discovery of her partner's infidelity. Her behaviour includes agitation, hopelessness, decline in personal hygiene, loss of appetite, and persistent feelings of loss and betrayal.

Christine is eligible for counselling due to several factors that indicate significant emotional distress and challenges in coping with the recent discovery of her partner's infidelity. The eligibility for counselling is based on the following:

1. Evident Risk Factors:

- Christine exhibits clear risk factors, including agitation, hopelessness, decline in personal hygiene, loss of appetite, and persistent feelings of loss and betrayal. These factors indicate a substantial impact on her emotional well-being and the need for professional support.

2. Warning Signs:

- Warning signs such as messy appearance, agitation, refusal to eat or drink, and verbal expressions of hopelessness highlight the urgency of intervention. These signs suggest that Christine is struggling to cope with the emotional turmoil and may benefit from specialized counselling to address these challenges.

3. Protective Factors:

- While there are protective factors such as Christine's ability to recognize and communicate her emotional state and her identified support network, the presence of evident risk factors and warning signs emphasizes the need for professional intervention. Counselling can help strengthen these protective factors and provide Christine with tools to navigate and overcome her current difficulties.

4. Crisis Intervention Strategies:

- The application of crisis intervention strategies, including providing immediate emotional support, discussing coping strategies, and exploring options for additional support, underscores the severity of Christine's situation. These strategies are indicative of the need for ongoing therapeutic intervention to address her emotional distress.

In summary, Christine's eligibility for counselling is grounded in the observed risk factors, warning signs, and the application of crisis intervention strategies. Counselling can offer her a structured and supportive environment to explore and address the emotional challenges arising from the recent discovery of her partner's infidelity.

Assessors note: Student must complete all parts of the assessment including the two templates in this tasks and submit it for marking.

Student name: Click or tap here to enter text

Student number: Click or tap here to enter text



End of role play 3 – Submission.

Student note: You must complete all sections of the tasks and upload and submit it for marking along with this document. This also includes completed two templates crisis assessment and referral.
Assessors note: Student must complete all the tasks and submit it for marking including the two templates.

Role play 3 - video recording – Christine- Assessor Observation Checklist

During the role play the student was able to:		
i	<p>Demonstrate the use of verbal and non-verbal communication skills to establish, develop and maintain a respectful relationship with Christine:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none">• Demonstrated a warm and respectful greeting to Christine.• Utilized appropriate communication techniques that promote respect, hope, trust, and self-direction.• Maintained a professional and empathetic demeanor throughout the interaction.• Completed all questions correctly and within the word limit.	<input type="checkbox"/> S <input type="checkbox"/> NS
ii	<p>Student provided immediate safety and wellbeing to the client</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none">• Initiated a discussion to assess Christine's immediate safety and well-being.• Used the crisis assessment template to systematically gather information in Sections 1-5.• Demonstrated active listening skills during the assessment process.• Applied appropriate questioning techniques to gather relevant information.• Ensured a safe and confidential environment for Christine to share information.• Completed the crisis assessment template	<input type="checkbox"/> S <input type="checkbox"/> NS
iii	<p>Provide support and adaptation strategy to meet Christine's needs:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none">• applied two crisis intervention techniques/strategies within the boundaries of the role• Documented the crisis intervention techniques in Section 6 of the crisis assessment template.• Explored options for support for self-recovery with Christine.	<input type="checkbox"/> S <input type="checkbox"/> NS

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	<ul style="list-style-type: none"> • Included services such as regular counseling or therapy sessions in the discussion. • Ensured that the exploration of support options aligns with Christine's preferences and needs. 	
iv	<p>Student demonstrated the skills to work within the boundary of their role and and carry out Referral Process:</p> <p>Student demonstrated the following:</p> <ul style="list-style-type: none"> • Demonstrated awareness of the limits of own knowledge, abilities, and work role. • Completed Section 7 of the crisis assessment template, providing clear information about working within personal limits. • Initiated a referral to counselling/therapy services based on indications from Christine. • Verified the appropriateness of the referral based on the crisis assessment findings. • Explained the purpose and potential benefits of counseling/therapy to Christine. • Addressed any concerns or questions Christine may have had about the referral process. • Ensured that the referral process aligns with organizational protocols and ethical standards. <p>Referral Form Completion:</p> <ul style="list-style-type: none"> • Completed the referral form accurately, including all required information. • Included a summary of the activities undertaken with Christine. • Provided details of crisis assessment/intervention strategies applied in the referral form. • Ensured clarity and professionalism in documenting case notes within the referral form. • Maintained confidentiality and privacy standards in the referral documentation. 	<input type="checkbox"/> S <input type="checkbox"/> NS
<p>COMMENTS (Assessor to add comments related to the achievement of the assessment requirements above)</p>		
Empty space for comments		

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Task 4 – Reflective questions and answer task

This is the question answer section which requires you to reflect on your role plays you completed and answer the following questions below. You must complete all the questions.

Once you have completed the answers save this document and submit it for marking by your assessor.

Reflective questions

a)	Consider your communication approaches during the role plays. Describe three (3) techniques you employed to convey respect, hope, trust, and support self-direction to the client, in your interactions. (80-100 words)
	<p>Assessors note: Sample answers provided below students responses must align to the sample answers however wording may vary.</p> <ul style="list-style-type: none">• To help build a good relationship with the client, it is important to gain a client's trust. This is demonstrated through being respectful, an active listener, being aware of body language tone of voice and verbal/non-verbal communication.• Acknowledging a client's concerns, issues, supports, and needs also helps to build trust and hope.• Having knowledge of services and how these can be accessed can provide the client with different areas to consider before they make a decision on what supports or services they would like.• Using positive person centred and strength-based approaches when communicating with the client can also support hope, trust and self-direction.
b)	In context of mental health briefly explain why is it important to discuss privacy, confidentiality, and informed consent with a client? (80 - 100 words)
	<p>Assessor note: Sample answers provided below students responses must align to the sample answers however wording may vary.</p> <p>In the realm of mental health, discussing privacy, confidentiality, and informed consent with a client is vital to establish a therapeutic foundation. Addressing these aspects fosters trust, ensuring clients feel safe to share sensitive information. Privacy discussions emphasize the sanctity of personal details, promoting openness. Confidentiality assures clients that their information won't be disclosed without permission, reinforcing a sense of security. Informed consent ensures clients are aware of the therapeutic process, empowering them in decision-making. Overall, these discussions uphold ethical standards, safeguard client autonomy, and contribute to a therapeutic alliance conducive to mental health progress.</p>
c)	Choose a role play that you conducted and think about what strategies you discussed to uphold the rights of your client? (40 - 50 words)

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Assessor note: Sample answers provided below students responses must align to the sample answers however wording may vary.

- Providing the client with timely and relevant information on their rights and responsibilities
- Provide clarity and summarise the information
- Minimise the use of jargon and repeat information if necessary
- Asking the client if they understand their rights and responsibilities
- Encouraging the client to ask questions or seek feedback if unsure

d) Reflecting on your role plays, briefly explain how you were able to avoid imposing your own attitudes and values while supporting the client's needs and aspirations (40 - 50 words)

Assessor note: Sample answers provided below students responses must align to the sample answers however wording may vary.

- Developing a sense of self-awareness ensuring your values and beliefs are not imposed on clients (intentionally or unintentionally)
- Engaged in active listening to truly understand the client's perspective without projecting my own biases.
- Used reflective statements to confirm understanding and encourage the client to share more about their values and aspirations.
- Acknowledged and respected the diversity of values and cultural backgrounds.
- Adapted communication styles and interventions to align with the client's cultural context, ensuring that my approach was inclusive and respectful.
- Demonstrated empathy by putting myself in the client's shoes, recognizing the validity of their feelings and experiences.
- Maintained a non-judgmental stance, refraining from expressing personal opinions that could influence the client's decisions.
- Clarified any assumptions or potential misunderstandings to ensure accurate interpretation of the client's values.
- Validated the client's feelings and choices, even if they differed from my own beliefs, emphasizing the importance of individual autonomy.
- Clearly communicated the boundaries of my role, emphasizing that my goal was to support the client in their unique journey rather than imposing my own values.
- Encouraged open dialogue about any concerns or discomfort the client might have had regarding the support provided.
- Collaboratively set goals that aligned with the client's aspirations, taking into account their values and preferences.

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	<ul style="list-style-type: none"> • Ensured that the goals were driven by the client's needs and not influenced by any personal biases or assumptions on my part. • Use self-reflection techniques. • Always maintained a neutral position.
e)	<p>Explain why it is important to document case notes and use the appropriate workplace documentation according to workplace policies and procedures (50 – 60 words)</p> <p>Assessors note: Sample answers provided below students responses must align to the sample answers however wording may vary.</p> <ul style="list-style-type: none"> • Case notes are an integral and important part of practice. • It is important to comply with policies and procedures to ensure legislative obligations are met • Poor case notes can result in poor decision-making and adverse client outcomes • Case notes may be subject to a range of legislative processes and requirements and can be subpoenaed for any number of reasons.
f)	<p>Choose one role play and explain how you managed to meet the needs and supports of the client that were outside the scope of your work role? (50 – 60 words)</p> <p>Assessors note: Sample answers provided below student's responses must align to the sample answers however wording may vary.</p> <ul style="list-style-type: none"> • Recognising when a client needs more than what can be provided by the service or worker. • Discussing other forms of referral to the client and reasons why, e.g., outside of scope of role or service may not be provided. • Managing the referral process sensitively if support to be provided by another service or health professional. • Reporting and discussing with the immediate supervisor where there is need for referral to a health care provider.

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Assessment checklist:

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

Role Play 1		
1	Completed the tasks requirements	<input type="checkbox"/>
Role Play 2		
1	Completed All tasks requirements	<input type="checkbox"/>
Role Play 3		
1	Completed All tasks requirements	<input type="checkbox"/>
Task 4		
1	Completed all questions	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 2!

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