



Diploma of Counselling | Practical Block 1

Role-plays

ASSESSOR GUIDE

CHCCSL001 Establish and confirm the counselling relationship

CHCCSL002 Apply specialist interpersonal and counselling interview skills

CHCCSL007 Support counselling clients in decision-making processes

CHCCSL004 Research and apply personality and development theories

CHCCSL005 Apply learning theories in counselling



Assessment Instructions

Task overview

This Student Guide aims to provide you with instructions for completing Counselling Practical Block 1.

The theory for this practical component has been covered in the learning topics, readings and assessments for:

- CHCCSL001 Establish and confirm the counselling relationship
- CHCCSL002 Apply specialist interpersonal and counselling interview skills
- CHCCSL007 Support counselling clients in decision-making processes
- CHCCSL004 Research and apply personality and development theories
- CHCCSL005 Apply learning theories in counselling.

Before your assessment, it is essential that:

- ✓ You are familiar with all material covered in the learning, readings and assessments for modules in Block 1.
- ✓ Before undertaking this practical block, you must have gained competency for Assessments 1 to 2 for each module listed above.

Additional resources and supporting documents

To complete this assessment, you will need the following:

- Learning materials
- Readings.

General Information

It is strongly recommended that you thoroughly review all the information in this Student Guide and practice each of your role-plays.

However:

- You should **NOT** write a script or read pre-prepared material during your role-play assessment.
- It is acceptable to have a notepad listing what you need to cover during the role-play,
- You should not read directly from your notepad or break character and interrupt your role-play to refer to it.
- Practicing multiple times before attempting your practical assessment will allow you to gain skill and confidence in acting as a counsellor.

Please note that while we expect you to act professionally throughout the role-plays, we do not expect the role-play to be perfect.

Role-play variations:

There is one [1] option for the completion of practical assessments.

You must:

1. Participate in a private online assessment.
- The role-play assessments will be held live (real-time) assessments with your participant and assessor.
 - Your assessor will be assessing you remotely, online and in real-time.
 - You and the client (your volunteer) must be physically present in the same room for each role-play and visible to your assessor. (i.e. your live online assessment must clearly show student and client in the same room).
 - The assessor will provide the participant with the briefing and instructions (Appendices E-J) on the assessment day. This will be done privately between the assessor and participant before the role play commences. The assessor will discuss the participant's role and provide private prompting to the participant throughout the session as needed.
 - All students must complete the same assessment tasks.

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.

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Block 1 Role-plays: Assessment Overview

Practical 1A

This practical assessment has **one role-play** and **one reflection**:

Role-play 1

- **Part A:** You must role-play, conducting an initial counselling session with a new client, Michelle Smith. [This role-play should run for approximately 20 minutes].
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Practical 2A

This practical assessment consists of **two different role-plays**. For each role-play, you will also be required to self-reflect and answer a few questions.

Role-play 1

- **Part A:** You must role-play, conducting an initial counselling session with a new client, Simon Leung. You must use a basic decision-making model to assist the client during this session. [This role-play should run for approximately 20 minutes].
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Role-play 2

- **Part A:** You must role-play, conducting an initial counselling session with a new client, Claire Bowman. You must use a basic decision-making model to assist the client during this session. [This role-play should run for approximately 20 minutes].
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Practical 3A

This practical consists of **two different role-plays**. For each role-play, you will also be required to self-reflect and answer a few questions.

Role-play 1

- **Part A:** You must role-play, conducting a second counselling session with Michelle Smith [from Counselling Practical 1A]. [This role-play should run for approximately 15 minutes].
- **Part B:** In this part of the assessment, you must reflect upon and analyse the role-play and answer a few questions.

Role-Play 2

- **Part A:** You must role-play, conducting a second counselling session with Simon Leung [from Counselling Practical 2A]. [This role-play should run for approximately 15 minutes].
- **Part B:** In this part of the assessment, you must reflect upon and analyse the role-play and answer a few questions.

Practical 4A

This practical assessment consists of **one role-play** and **one reflection**:

Role-play 1

- **Part A:** You will be required to role-play, conducting the beginning of a third* counselling session with Claire Bowman (from Counselling Practical 2A) in which you help her develop a behaviour change program. [This role-play should run for approximately 20 minutes].
- **Part B:** In this part of the assessment, you must reflect upon and analyse the role-play and answer a few questions.

***Note:** The second counselling session has not been role-played. You are to conduct this session as if it were the third, using information supplied in the assessment instructions in Practical 4A. The assessment will simulate a **middle-phase counselling session** with a client.

Practical 1A

Practical 1A

This practical assessment has **one role-play** and **one reflection**:

Role-play 1

- **Part A:** You must role-play, conducting an initial counselling session with a new client, **Michelle Smith**. (This role-play should run for approximately 20 minutes).
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Overview

Practical 1 allows you to practice and demonstrate the knowledge and skills required to conduct an introductory counselling session and utilise appropriate communication skills to establish a counselling relationship.

Your practical assessment will consist of a role-play in which you will act as the counsellor, conducting an initial counselling session with a new client and a self-reflection on your role-play.

Supporting Evidence

You will also need to submit the following with your role-play:

- Counselling Contract and Agreement Form [APPENDIX A]
- Counselling Notes Template [APPENDIX B]
- Counselling Plan Template [APPENDIX C]



Practical 1A

Role-play 1: Michelle Smith

Practical 1A

Role-play 1: Part A: Initial Session with Michelle Smith

Student Instructions

Conduct an initial session with Michelle Smith (approximately 20 minutes)

Part A of the assessment will simulate an initial counselling session with a new client, Michelle Smith, who made an appointment with you to discuss “stress” and “time management”.

You are required to conduct this session following the policies and procedures of your organisation (as provided in the role-play information and the Appendices).

You will be assessed on your ability to competently conduct an initial counselling session in which you follow the structure and process of an initial counselling interview, use appropriate counselling communication techniques, and develop an appropriate counselling plan.

Key Observation Criteria

Specifically, you will be required to:

1. **Greet the client and begin to build rapport (approximately 1 minute).**
2. **Begin the contracting process by providing information about the service on offer and clarifying the client’s understanding (approximately 2-4 minutes).**

After the initial greeting, you should begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form (APPENDIX A)**.

3. **Select and use communication skills effectively to gather information and explore the client’s needs/concerns (approximately 3-5 minutes).**
4. **Facilitate decision-making regarding the client’s primary or most immediate need/concern (approximately 5-7 minutes).**
5. **Facilitate case planning and bring the session to a close (approximately 5-7 minutes).**

Your organisation has a default monitoring process of asking clients to complete a client satisfaction feedback form in session 3; ensure you explain this to your client.

Agree on a general plan for counselling. Use the **Counselling Plan Template (APPENDIX C)** to guide you.

Once this is done, you can conclude the role-play.

Note: Throughout this role-play, you will also be required to **demonstrate appropriate counsellor behaviour**.

Assessor instructions: Students must participate in a role-play with one (1) other using the following role-play instructions.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers who you are already working with within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role-play/meeting must not exceed 20 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role-play/meeting, a role outline to play with participant briefing instructions and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role-play/meeting.

To inform consent, peers must state their name and job title at the start of the role-play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions and Key Observation Criteria only to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role-play/meeting to inform consent.

Submission instructions:

Submit your completed Counselling Contract and Agreement Form, Counselling Notes Template and Counselling Plan Template as one (1) PDF file using the following naming convention:

- yy_mm_dd_yourname_Practical Block 1_04_1A_Part A_Role-play Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct an initial counselling session in which they followed the structure and process of an initial counselling interview, used appropriate counselling communication techniques, and developed an appropriate counselling plan?</p> <p>Specifically, did the student competently:</p>			
<p>Ob1. Greet the client and begin to build a relationship and rapport, as demonstrated by:</p>			
a) Greeting the client by name and welcoming them	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student greeted the client by name, introduced themselves, and welcomed the client.</p> <p>For example: "Hi, Michelle. My name is. Welcome."</p>
b) Engaging in appropriate small talk to help the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student made some brief small talk to let the client settle in and become comfortable.</p> <p>For example: "I hope you had no trouble finding us?"</p>
c) Using appropriate communication skills to respond to the client	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used appropriate communication skills to respond to Michelle (i.e., acknowledge their response) and help them to feel comfortable.</p>
<p>Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding, as demonstrated by:</p>			
a) Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student provided sufficient information to enable the client to understand the nature of the counselling service.</p>
b) Clarifying expectations and commitment to the counselling relationship and confirming with the client by asking the client to sign the Counselling Contract and Agreement Form.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <p>Discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling.</p> <p>Ensured the client signed the Agreement.</p>
c) Clearly explaining confidentiality and disclosure	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student explained confidentiality and disclosure.</p>

Observation	S	NYS	Comments
	<input type="checkbox"/>	<input type="checkbox"/>	
d) Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, and ending counselling	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling.
e) Asking for permission to take notes during the session	<input type="checkbox"/>	<input type="checkbox"/>	The student asked for permission to take notes during the session.
f) Responding appropriately to any questions that the client had	<input type="checkbox"/>	<input type="checkbox"/>	The student responded appropriately to any questions that the client had.
Ob3. Select and use communication skills effectively to gather information and explore the client's needs/concerns, as demonstrated by:			
a) Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's immediate needs and concerns	<input type="checkbox"/>	<input type="checkbox"/>	The student structured the time for the session and drew out the client's story and explored what they wanted to achieve through counselling. For example, "Michelle, we have approximately 15 minutes today.... During this time, I'd like to know what has brought you here and what you'd like to achieve through counselling. How does that sound?"
b) Using attending behaviours – active listening, body language	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> • Demonstrated conveying a genuine interest in the client. • Eye contact and body language suggested that they were interested and listening. • Non-verbal gestures were used to encourage and facilitate client engagement. • Observed the client's body language and responded appropriately.
c) Using questions effectively to help gather appropriate information and explore the client's concerns – probing and open and closed questions	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> • Used open and closed questions as appropriate • Open and closed questions effectively helped to gather relevant information and explore the client's concerns.

Observation	S	NYS	Comments
			<ul style="list-style-type: none"> Used probing questions effectively helped to gather relevant information and explore the client's concerns.
d) Observed client requirements using client observation techniques and recorded observed requirements in their counselling notes to include in the counselling plan	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student observed client requirements using client observation techniques and recorded observed requirements in their counselling notes for the counselling plan-</p> <p>For example, the student employed active listening and non-verbal cues to observe and gather important information about the client's needs and requirements.</p> <p>This was then recorded in their counselling notes and added to the counselling plan in Ob5 d.</p>
e) Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student reflected on their understanding of what the client was saying and feeling at the appropriate times.</p> <p>The student summarised and paraphrased, clarifying their understanding of the client's words and feelings at the appropriate times.</p>
f) Effectively using specialist counselling skills - Using reframing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used reframing to clarify what the client was saying and feeling at the appropriate times.</p>
g) Effectively using specialist counselling skills- challenging techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used challenging techniques to help the client question and re-evaluate their thoughts, beliefs, and behaviours, e.g., probing questions and offering alternatives.</p>
h) Effectively using specialist counselling skills- focusing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used challenging techniques to help the client connect with their inner feelings and sensations to gain insight into their experiences, e.g., focusing on an issue and exploring sensations.</p>

Observation	S	NYS	Comments
i) Used client observational skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used client observation skills with the client, such as paying close attention to the client's non-verbal behaviour to gain insight into their emotional state and level of engagement in the counselling process, e.g., looking for nonverbal clues and using reflective listening.
j) Used noting and reflecting skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used noting and reflecting skills - noting and reflecting back to the client important information or themes that emerge during the counselling session, e.g., active listening, taking notes, and reflecting on important themes.
k) Provided the client with feedback throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student provided feedback: Use the information gathered during the session to give the client feedback, focusing on specific behaviours, feelings, or patterns.
l) Followed a structured approach to counselling based on the client's needs and expectations	<input type="checkbox"/>	<input type="checkbox"/>	The student followed a structured approach to the counselling, following the client's needs and acknowledging their expectations. In the following order: <ul style="list-style-type: none"> • Explain the counselling process. • Clarify client expectations of the counselling process through contracting. • Identify immediate client needs. • Agree on goals to work towards.
Ob4. Facilitate decision-making regarding the client's primary or most immediate need/concern, as demonstrated by:			
a) Helped the client to identify her goals	<input type="checkbox"/>	<input type="checkbox"/>	The student assisted the client in identifying her goals by exploring the current situation and what the client would like to improve.
b) Supported the client in identifying how goals can be achieved	<input type="checkbox"/>	<input type="checkbox"/>	The student provided information and positive support on how the client can achieve their goals.
c) Supported the client in evaluating each potential course of action, disadvantages	<input type="checkbox"/>	<input type="checkbox"/>	The student assisted the client in evaluating each potential course of action by summarising the possible courses of action, assisting the client in assessing the advantages and disadvantages of each, helping the

Observation	S	NYS	Comments
and advantages and checking their understanding			client in determining the overall appropriateness and potential consequences of each, and supporting the client to decide upon the most appropriate course of action.
d) Identified and explored factors that could influence the preference for and ability to achieve a course of action	<input type="checkbox"/>	<input type="checkbox"/>	The student assisted the client in identifying and exploring factors that could influence the preference for and ability to achieve a course of action based on the goals identified by the client.
e) Encouraged client to decide on a course of action and to consider alternatives that could be used, if necessary	<input type="checkbox"/>	<input type="checkbox"/>	The student supported the client in deciding on a course of action and considering alternatives that could be used.
f) Ensuring that the client is clear on her next steps regarding her immediate concern	<input type="checkbox"/>	<input type="checkbox"/>	The student used practical communication skills such as paraphrasing, reframing etc., to identify whether the client was clear on the next steps and made effective attempts to ensure the client was clear if they were not.
Ob5. Facilitate case planning and bring the session to a close, as demonstrated by:			
a) Indicating to the client that the session time for today is coming to an end	<input type="checkbox"/>	<input type="checkbox"/>	The student clearly indicated to the client that their time was coming to an end in the session.
b) Acknowledging the progress that has been made	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the progress that was made in the session.
c) Summarise the issues discussed and then focus the conversation on what the client would like future counselling to focus on	<input type="checkbox"/>	<input type="checkbox"/>	The student summarised the issues discussed and then focused the conversation on what Michelle would like future counselling to focus on.
d) Collaborating with the client to develop a broad counselling plan by: <ul style="list-style-type: none"> o Agreeing on priorities/goals to be addressed in future counselling sessions 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Collaborated with the client to develop a broad counselling plan: <ul style="list-style-type: none"> o Agreed on priorities to be addressed in future counselling sessions o Discussed how the counselling process will be monitored (Client feedback form in session 3)

Observation	S	NYS	Comments
<ul style="list-style-type: none"> ○ Discussing how the counselling process will be monitored, including <ul style="list-style-type: none"> ▪ evaluation strategies ○ Deciding on a general plan for counselling ○ Counselling plan included observations of client requirements ○ Used the Counselling Plan Template 			<ul style="list-style-type: none"> ▪ Discussed evaluation strategies such as self-reflection, goal monitoring, feedback and check-in ○ Decided and agreed on a general plan for counselling ○ Counselling plan included observations of client requirements ○ Used the Counselling Plan Template.
Ob6. Demonstrate appropriate counsellor behaviour by:			
a) Using warm, empathetic and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • displayed warm, empathetic skills when communicating with their client throughout the session • used a professional manner at all times throughout the session.
b) Taking notes without disrupting the counselling relationship. Use the Counselling Notes Template .	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • took clear, appropriate notes during the session in a manner that did not negatively impact the counselling relationship. • used the Counselling Notes Template.
Overall Comments for Role-play 1: Part A: Initial Session with Michelle Smith			

Practical 1A

Role-play 1: Part B: Reflection of Initial Session with Michelle Smith

Reflect upon the Initial Session with Michelle Smith [approx 3-5 minutes]

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask you each question after your client has left the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions
<p>1. What have you written in each section of your counselling notes?</p> <ul style="list-style-type: none">You are required to demonstrate an ability to take clear, brief, and accurate notes during your counselling session.To help demonstrate this, you must verbally answer, "What have you written in each section of your counselling notes?"Your assessor will ask you this question, and you will be required to read out what you have included in each section of your notes (Counselling Notes Template, APPENDIX B).Your assessor will check that you have included relevant information/details in your notes and used counsellor-appropriate language. <p>Assessor Instructions</p> <ul style="list-style-type: none">You must ask the student this question, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B).Check that the student included relevant information/details in their notes and used counsellor-appropriate language. <p>The student must:</p> <ul style="list-style-type: none">demonstrate an ability to take clear, brief and accurate notes during the counselling sessionanswer the question, "What have you written in each section of your counselling notes?"
<p>2. What will you write in each section of the counselling plan?</p> <p>You must demonstrate an ability to document a counselling plan based on your discussion with the client.</p> <ul style="list-style-type: none">To demonstrate this, you must verbally answer, "What will you write in each section of the counselling plan."Your assessor will ask you this question, and you will be required to tell them what you would write in each part of the Counselling Plan Template (APPENDIX C).Your assessor will check that you have included relevant information/details in each section of the counselling plan. <p>Assessor Instructions</p> <ul style="list-style-type: none">You must ask the student this question, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B)Check that they have included relevant information/details in each section of the counselling plan.

Reflection Questions

The student must:

- demonstrate an ability to document a counselling plan based on a discussion with the client.
- verbally answer, "What will you write in each section of the counselling plan?"

3. Reflect on and evaluate your use of counselling communication skills. What went well? What didn't work? What could you have done differently? What areas do you need to develop? How will you develop these?

- You are required to demonstrate an ability to self-reflect and evaluate your communication during the counselling process by answering each of the above questions (e.g., "What went well? What didn't work? What should you have done differently?" "What areas do you need to develop? How will you develop those?").
- Your assessor will ask you each of these questions, and you must tell them your responses.
- Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.

Assessor Instructions

- You must ask the student these questions, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B)
- Assess the student's ability to engage in critical self-reflection and identify opportunities for self-development.

The student must:

- demonstrate an ability to self-reflect and evaluate their communication during the counselling process
- answer the questions, "What went well? What didn't work? What should you have done differently?" "What areas do you need to develop? How will you develop those?"

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observations	S	NYS	Comments
Did the student competently demonstrate the ability to:			
1. Take clear, brief and accurate counselling notes within the counselling session	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated taking clear and accurate notes, including appropriate information in the notes they took during the session.
2. Document a counselling plan based on what was discussed in the session	<input type="checkbox"/>	<input type="checkbox"/>	The student documented the counselling plan, including appropriate information in each section of the counselling plan.
3. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify the following: <ul style="list-style-type: none"> • What went well • What didn't work • What they should have done differently • What areas do they need to develop • How could they go about creating these
Overall Comments for Role-play 1: Part B: Reflection of Initial Session with Michelle Smith			

Practical 2A

Practical 2A

This practical assessment consists of **two different role-plays**. For each role-play, you will also be required to self-reflect and answer a few questions.

Role-play 1

- **Part A:** You must role-play, conducting an initial counselling session with a new client, **Simon Leung**. You must use a basic decision-making model to assist the client during this session. (This role-play should run for approximately 20 minutes).
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Role-play 2

- **Part A:** You must role-play, conducting an initial counselling session with a new client, **Claire Bowman**. You must use a basic decision-making model to assist the client during this session. (This role-play should run for approximately 20 minutes).
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Overview

For the following two role-plays, you are to imagine working as a counsellor for “Wellness Counselling Centre”, an organisation that uses a person-centred approach to counselling.

As part of your organisation’s standard procedures, counsellors must initially contract with clients for six sessions, after which a review is undertaken, and further sessions are negotiated as needed. Additionally, your organisation requires counsellors to monitor the progress of counselling and, at a minimum, have clients complete a client satisfaction survey every third session.

Finally, your organisation requires counsellors to take brief but accurate notes during sessions and to document specific counselling plans (which are developed in collaboration with the client).

Supporting Evidence

You will also need to submit the following with your role-plays:

- Counselling Contract and Agreement Form [APPENDIX A]
- Counselling Notes Template [APPENDIX B]
- Counselling Plan Template [APPENDIX C]



Practical 2A

Role-play 1: Simon Leung

Role-play 1: Part A: Initial Session with Simon Leung

Student Instructions

Conduct an initial session with Simon Leung [approximately 20 mins]

You must role-play, conducting an initial counselling session with a new client, Simon Leung. You must use a basic decision-making model to assist the client during this session.

Simon was referred to you by his GP for help regarding “social anxiety” and “interpersonal communication skills”. Access the copy of **Simon’s referral letter [APPENDIX D]**. You should review this referral information before your session with Simon and record your review in the **Counselling Notes Template [APPENDIX A]**.

You are required to conduct an initial session with Simon following the policies and procedures of your organisation.

You will be assessed on your ability to competently conduct an initial counselling session in which you follow the structure and process of an initial counselling interview, use appropriate counselling communication techniques, and develop an appropriate counselling plan.

Key Observation Criteria

Specifically, you will be required to:

1. In the Counselling Notes Template:

Provide an analysis of the information provided to you in the Referral letter before commencing the session with Simon.

2. On commencing the session: Greet the client and begin to build a relationship and rapport [approximately 1 minute].

3. Begin the contracting process by providing information about the service on offer and clarifying the client’s understanding [approximately 2-4 minutes].

After the initial greeting, you should begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form [APPENDIX A]**.

You can find the information regarding contracting by accessing the Counselling Contract and Agreement Template [APPENDIX A]. Ensure the client signs the agreement.

4. Select and use communication skills effectively to gather information and explore the client’s needs/concerns [approximately 3-5 minutes].

5. Facilitate decision-making regarding the client’s primary or most immediate need/concern [approximately 5-7 minutes].

6. Facilitate case planning and bring the session to a close [approximately 5-7 minutes].

You must offer an option for a relevant referral service to be included in his plan.

Your organisation has a default monitoring process of asking clients to complete a client satisfaction feedback form in session 3; ensure you explain this to your client.

Agree on a general plan for counselling. Use the **Counselling Plan Template [APPENDIX C]** to guide you. Once this is done, you can conclude the role-play.

Note: Throughout this role-play, you will also be required to **demonstrate appropriate counsellor behaviour**.

Assessor instructions: Students must participate in a role-play with one (1) other using the following role-play instructions.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers who you are already working with within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role-play/meeting must not exceed 20 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role-play/meeting, a role outline to play with participant briefing instructions and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role-play/meeting.

To inform consent, peers must state their name and job title at the start of the role-play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions and Key Observation Criteria only to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role-play/meeting to inform consent.

Submission instructions:

- Submit your completed Counselling and Agreement template, Counselling Notes Template and Counselling Plan Template as one PDF file using the following naming conventions:
yy_mm_dd_yourname_Practical Block 1_04_2A_Part A_Role-play 1 Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate result as Satisfactory [S] or Not Yet Satisfactory [NYS]

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct an initial counselling session in which they followed the structure and process of an initial counselling interview, used appropriate counselling communication techniques, and developed an appropriate counselling plan?</p> <p>Specifically, did the student competently:</p>			
<p>Ob1. Greet the client and begin to build a relationship and rapport, as demonstrated by:</p>			
a) Greeting the client by name and welcoming them	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student greeted the client by name, introduced themselves, and welcomed the client.</p> <p>For example: "Hi, Simon. My name is _____. Welcome.</p>
b) Engaging in appropriate small talk to help the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student made some brief small talk to let the client settle in and become comfortable.</p> <p>For example: "I hope you managed to find a parking space without a problem?"</p>
c) Using appropriate communication skills to respond to the client	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used appropriate communication skills to respond to Simon (i.e., acknowledge their response) and help them to feel comfortable.</p>
d) Analysis and review of the referral letter before the session, and informed client what information they received.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student summarised and made an analysis of the information contained in the referral letter.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ongoing feelings of mild anxiety associated with social situations. • Clinical assessment has ruled out serious physical issues and revealed that Simon does not fulfil the DSM-5 criteria for specific anxiety disorders. <p>Discussion with Simon indicates that he would benefit from counselling to assist him with the management of anxiety-related behaviours and interpersonal communication skills.</p>

Observation	S	NYS	Comments
Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding, as demonstrated by:			
a) Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service	<input type="checkbox"/>	<input type="checkbox"/>	The student provided sufficient information to enable the client to understand the nature of the counselling service.
b) Clarifying expectations and commitment to the counselling relationship and confirming with the client by asking the client to sign the Counselling Contract and Agreement Form.	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> Discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling. Ensured the client signed the Agreement.
c) Clearly explaining confidentiality and disclosure	<input type="checkbox"/>	<input type="checkbox"/>	The student explained confidentiality and disclosure.
d) Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, and ending counselling	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling.
e) Asking for permission to take notes during the session	<input type="checkbox"/>	<input type="checkbox"/>	The student asked for permission to take notes during the session.
f) Responding appropriately to any questions that the client had	<input type="checkbox"/>	<input type="checkbox"/>	The student responded appropriately to any questions that the client had.
Ob3. Select and use communication skills effectively to gather information and explore the client's needs/concerns, as demonstrated by:			
a) Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's	<input type="checkbox"/>	<input type="checkbox"/>	The student structured the time for the session, drew out the client's story, and explored what they wanted to achieve through counselling. For example, "Simon, we have approximately 15 minutes today.... During this time, I'd like to know what has

Observation	S	NYS	Comments
immediate needs and concerns			brought you here and what you'd like to achieve through counselling. How does that sound?"
b) Effectively using attending behaviours – active listening, body language	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrated conveying a genuine interest in the client. • Eye contact and body language suggested that they were interested and listening. • Non-verbal gestures were used to encourage and facilitate client engagement. • Observed the client's body language and responded appropriately.
c) Using questions effectively to help gather appropriate information and explore the client's concerns – probing and open and closed questions	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Used open and closed questions as appropriate • Open and closed questions effectively helped to gather relevant information and explore the client's concerns. • Used probing questions effectively helped to gather relevant information and explore the client's concerns.
d) Observed client requirements using client observation techniques and recorded observed requirements in their counselling notes to include in the counselling plan	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student observed client requirements using client observation techniques and recorded observed requirements in their counselling notes for the counselling plan-</p> <p>For example, the student employed active listening and non-verbal cues to observe and gather important information about the client's needs and requirements.</p> <p>This was then recorded in their counselling notes and added to the counselling plan in Ob5 d.</p>
e) Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • The student reflected on their understanding of what the client was saying and feeling at the appropriate times. • The student used summarising and paraphrasing, clarifying their understanding of what the client was saying and feeling at the appropriate times.
f) Effectively using specialist counselling skills - Using reframing techniques to	<input type="checkbox"/>	<input type="checkbox"/>	The student used reframing to clarify what the client was saying and feeling at the appropriate times.

Observation	S	NYS	Comments
communicate appropriately throughout the session			
g) Effectively using specialist counselling skills- challenging techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client question and re-evaluate their thoughts, beliefs, and behaviours, e.g., probing questions and offering alternatives.
h) Effectively using specialist counselling skills- focusing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client connect with their inner feelings and sensations to gain insight into their experiences, e.g., focusing on an issue and exploring sensations.
i) Used client observational skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used client observation skills with the client, such as paying close attention to the client's non-verbal behaviour to gain insight into their emotional state and level of engagement in the counselling process, e.g., looking for nonverbal clues and using reflective listening.
j) Used noting and reflecting skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used noting and reflecting skills - noting and reflecting back to the client important information or themes that emerge during the counselling session, e.g., active listening, taking notes, and reflecting on important themes.
k) Provided the client with feedback throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student provided feedback: Use the information gathered during the session to give the client feedback, focusing on specific behaviours, feelings, or patterns.
l) Followed a structured approach to counselling based on the client's needs and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	The student followed a structured approach to the counselling, following the client's needs and acknowledging their expectations. In the following order: <ul style="list-style-type: none"> • Explain the counselling process. • Clarify client expectations of the counselling process through contracting. • Identify immediate client needs. • Agree on goals to work towards.

Ob4. Facilitate decision-making regarding the client's primary or most immediate need/concern, as demonstrated by:

Observation	S	NYS	Comments
a) Helped the client to identify their goals	<input type="checkbox"/>	<input type="checkbox"/>	The student assisted the client in identifying her goals by exploring the current situation and what the client would like to improve.
b) Supported the client in identifying how goals can be achieved	<input type="checkbox"/>	<input type="checkbox"/>	The student provided information and positive support on how the client can achieve their goals.
c) Supported the client in evaluating each potential course of action, disadvantages and advantages and checking their understanding	<input type="checkbox"/>	<input type="checkbox"/>	The student assisted the client in evaluating each potential course of action by summarising the possible courses of action, assisting the client in assessing the advantages and disadvantages of each, helping the client in determining the overall appropriateness and potential consequences of each, and supporting the client to decide upon the most appropriate course of action.
d) Identified and explored factors which could influence the preference for and ability to achieve a course of action	<input type="checkbox"/>	<input type="checkbox"/>	The student assisted the client in identifying and exploring factors that could influence the preference for and ability to achieve a course of action based on the goals identified by the client.
e) Encouraged client to decide on a course of action and to consider alternatives that could be used, if necessary	<input type="checkbox"/>	<input type="checkbox"/>	The student supported the client in deciding on a course of action and considering alternatives that could be used.
f) Ensuring that the client is clear on her next steps regarding her immediate concern	<input type="checkbox"/>	<input type="checkbox"/>	The student used practical communication skills, such as paraphrasing, reframing, etc., to identify whether the client was clear on the next steps and made effective attempts to ensure the client was clear if they were not.

Ob5. Facilitate case planning and bring the session to a close, as demonstrated by:

a) Indicating to the client that the session time for today is coming to an end	<input type="checkbox"/>	<input type="checkbox"/>	The student clearly indicated to the client that their time was coming to an end in the session.
b) Acknowledging the progress that has been made	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the progress that was made in the session.
c) Summarise the issues discussed and then focus the conversation on what the	<input type="checkbox"/>	<input type="checkbox"/>	The student summarised the issues discussed and then focused the conversation on what future counselling to focus on.

Observation	S	NYS	Comments
client would like future counselling to focus on			
<p>d) Collaborating with the client to develop a broad counselling plan by:</p> <ul style="list-style-type: none"> ○ Agreeing on priorities/goals to be addressed in future counselling sessions ○ Discussing how the counselling process will be monitored, including ○ evaluation strategies ○ Deciding on a general plan for counselling ○ Offering an option for a relevant referral service to be included in his plan. ○ Counselling plan included observations of client requirements ○ Using the Counselling Plan Template 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Collaborated with the client to develop a broad counselling plan: <ul style="list-style-type: none"> ○ Agreed on priorities to be addressed in future counselling sessions ○ Discussed how the counselling process will be monitored (Client feedback form in session 3) <ul style="list-style-type: none"> ▪ Discussed evaluation strategies such as self-reflection, goal monitoring, feedback and check-in • Decided and agreed on a general plan for counselling • Offering an option for a relevant referral service to be included in his plan. • Counselling plan included observations of client requirements • Used the Counselling Plan Template.
Ob6. Demonstrate appropriate counsellor behaviour by:			
a) Using warm, empathetic and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • displayed warm, empathetic skills when communicating with their client throughout the session • used a professional manner at all times throughout the session.
b) Taking notes without disrupting the counselling relationship. Use the Counselling Notes Template.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • took clear, appropriate notes during the session in a manner that did not negatively impact the counselling relationship and used the Counselling Notes Template.

Observation	S	NYS	Comments
Overall Comments for Role-play 1: Part A: Initial Session with Simon Leung			

Role-play 1: Part B: Reflection of Initial Session with Simon Leung

Reflect upon the Initial Session with Simon Leung (approximately 3-5 minutes)

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask you each question after your client has left the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. What have you written in each section of your counselling notes?

- You are required to demonstrate an ability to take clear, brief, and accurate notes during your counselling session.
- To help demonstrate this, you must verbally answer, "What have you written in each section of your counselling notes?"
- Your assessor will ask you this question, and you will be required to read out what you have included in each section of your notes (Counselling Notes Template, APPENDIX B).
- Your assessor will check that you have included relevant information/details in your notes and used counsellor-appropriate language.

Assessor Instructions

- You must ask the student this question, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B).
- Check that the student included relevant information/details in their notes and used counsellor-appropriate language.

The student must:

- demonstrate an ability to take clear, brief, and accurate notes during the counselling session
- must answer the question, "What have you written in each section of your counselling notes?"

2. What will you write in each section of the counselling plan?

You must demonstrate an ability to document a counselling plan based on your discussion with the client.

- To demonstrate this, you must verbally answer, "What will you write in each section of the counselling plan."
- Your assessor will ask you this question, and you will be required to tell them what you would write in each part of the Counselling Plan Template (APPENDIX C).
- Your assessor will check that you have included relevant information/details in each section of the counselling plan.

Assessor Instructions

Reflection Questions

You must ask the student this question, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B)

Check that they have included relevant information/details in each section of the counselling plan.

The student must:

- demonstrate an ability to document a counselling plan based on a discussion with the client.
- verbally answer, "What will you write in each section of the counselling plan?"

3. Reflect on and evaluate your use of counselling communication skills. What went well? What didn't work? What should you have done differently? What areas do you need to develop? How will you develop these?

- You are required to demonstrate an ability to self-reflect and evaluate your communication during the counselling process by answering each of the above questions (e.g., "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?").
- Your assessor will ask you each of these questions, and you must tell them your responses.
- Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.

Assessor Instructions

- You must ask the student these questions, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B)
- Assess the student's ability to engage in critical self-reflection and identify opportunities for self-development.

The student must:

- demonstrate an ability to self-reflect and evaluate their communication during the counselling process
- answer the questions, "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?"

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate result as Satisfactory [S] or Not Yet Satisfactory [NYS]

Observations	S	NYS	Comments
Did the student competently demonstrate the ability to:			
1. Take clear, brief and accurate counselling notes within the counselling session	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated taking clear and accurate notes, including appropriate information in the notes they took during the session.
2. Document a counselling plan based on what was discussed in the session	<input type="checkbox"/>	<input type="checkbox"/>	The student documented the counselling plan, including appropriate information in each section of the counselling plan.
3. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify the following: <ul style="list-style-type: none"> • What went well • What didn't work • What they should have done differently • What areas do they need to develop • How could they go about creating these
Overall Comments for Role-play 1: Part B: Reflection of Initial Session with Simon Leung			



Practical 2A

Role-play 2: Claire Bowman

Practical 2A

Role-play 2: Part A: Initial Session with Claire Bowman

Student Instructions

Conduct an Initial Session with Claire Bowman [approximately 20 mins]

This role-play involves simulating an initial counselling session with a new client, Claire Bowman, who made an appointment with you to help her work through issues regarding her family and career. You are required to conduct this session following the policies and procedures of your organisation.

Again, you will be assessed on your ability to appropriately conduct an initial counselling session in which you follow the structure and process of an initial counselling interview, use appropriate counselling communication techniques, and develop an appropriate counselling plan.

Key Observation Criteria

Specifically, you will be required to:

1. **Greet the client and begin to build a relationship and rapport [approximately 1 minute].**
2. **Begin the contracting process by providing information about the service on offer and clarifying the client's understanding [approximately 2-4 minutes].**

After the initial greeting, you should begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form [APPENDIX A]**.

During this part of the session, you must:

Use the **Counselling Notes Template [APPENDIX B]** provided to take notes during the session.

3. **Select and use communication skills effectively to gather information and explore the client's needs/concerns [approximately 3-5 minutes].**
4. **Facilitate decision-making regarding the client's primary or most immediate need/concern [approximately 5-7 minutes].**

Once you know what the client wants you to focus on during this session, you must acknowledge this concern and engage in the **decisional balance/motivational interviewing approach** to help the client in her decision-making process.

Ensure the client is clear on the next steps regarding their immediate concern.

5. **Facilitate case planning and bring the session to a close [approximately 5-7 minutes].**

Your organisation has a default monitoring process of asking clients to complete a client satisfaction feedback form in session 3; ensure you explain this to your client.

Agree on a general plan for counselling. Use the **Counselling Plan Template [APPENDIX C]** to guide you.

Once this is done, you can conclude the role-play.

Note: Throughout this role-play, you will also be required to **demonstrate appropriate counsellor behaviour**.

Assessor instructions: Students must participate in a role-play with one (1) other using the following role-play instructions.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers who you are already working with within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role-play/meeting must not exceed 20 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role-play/meeting, a role outline to play with participant briefing instructions and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role-play/meeting.

To inform consent, peers must state their name and job title at the start of the role-play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions and Key Observation Criteria only to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role-play/meeting to inform consent.

Submission instructions:

- Submit your completed Counselling and Agreement template, Counselling Notes Template and Counselling Plan Template as one PDF file using the following naming conventions:
yy_mm_dd_yourname_Practical Block 1_04_2A_Part A_Role-play 2 Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct an initial counselling session in which they followed the structure and process of an initial counselling interview, used appropriate counselling communication techniques, and developed an appropriate counselling plan?</p> <p>Specifically, did the student competently:</p>			
<p>Ob1. Greet the client and begin to build a relationship and rapport, as demonstrated by:</p>			
a) Greeting the client by name and welcoming them	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student greeted the client by name, introduced themselves, and welcomed the client.</p> <p>For example: "Hi, Claire. My name is _____. Welcome."</p>
b) Engaging in appropriate small talk to help the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student made some brief small talk to let the client settle in and become comfortable.</p> <p>For example: "I hope you didn't get wet in all this rain this morning."</p>
c) Using appropriate communication skills to respond to the client	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used appropriate communication skills to respond to Claire (i.e., acknowledge their response) and help them to feel comfortable.</p>
<p>Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding, as demonstrated by:</p>			
a) Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student provided sufficient information to enable the client to understand the nature of the counselling service.</p>
b) Clarifying expectations and commitment to the counselling relationship and confirming with the client by asking the client to sign the Counselling Contract and Agreement Form.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling. Ensured the client signed the Agreement.

Observation	S	NYS	Comments
c) Clearly explaining confidentiality and disclosure	<input type="checkbox"/>	<input type="checkbox"/>	The student explained confidentiality and disclosure.
d) Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, and ending counselling	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling.
e) Asking for permission to take notes during the session	<input type="checkbox"/>	<input type="checkbox"/>	The student asked for permission to take notes during the session.
f) Responding appropriately to any questions that the client had	<input type="checkbox"/>	<input type="checkbox"/>	The student responded appropriately to any questions that the client had.
Ob3. Select and use communication skills effectively to gather information and explore the client's needs/concerns, as demonstrated by:			
a) Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's immediate needs and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student structured the time for the session, drew out the client's story, and explored what they wanted to achieve through counselling.</p> <p>For example, "Claire, we have approximately 15 minutes today.... During this time, I'd like to know what has brought you here and what you'd like to achieve through counselling. How does that sound?"</p>
b) Effectively using attending behaviours – active listening	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrated conveying a genuine interest in the client. • Eye contact and body language suggested that they were interested and listening. • Non-verbal gestures were used to encourage and facilitate client engagement. • Observed the client's body language and responded appropriately.
c) Using questions effectively to help gather appropriate information and explore the	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Used open and closed questions as appropriate

Observation	S	NYS	Comments
client's concerns – probing and open-ended questions			<ul style="list-style-type: none"> Open and closed questions effectively helped to gather relevant information and explore the client's concerns. Used probing questions effectively helped to gather relevant information and explore the client's concerns.
d) Observed client requirements using client observation techniques and recorded observed requirements in their counselling notes to include in the counselling plan.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student observed client requirements using client observation techniques and recorded observed requirements in their counselling notes for the counselling plan-</p> <p>For example, the student employed active listening and non-verbal cues to observe and gather important information about the client's needs and requirements.</p> <p>This was then recorded in their counselling notes and added to the counselling plan in Ob5 d.</p>
e) Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The student reflected on their understanding of what the client was saying and feeling at the appropriate times. The student used summarising and paraphrasing, clarifying their understanding of what the client was saying and feeling at the appropriate times.
f) Effectively using specialist counselling skills - reframing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used reframing to clarify what the client was saying and feeling at the appropriate times.
g) Effectively using specialist counselling skills- challenging techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client question and re-evaluate their thoughts, beliefs, and behaviours, e.g., probing questions and offering alternatives.
h) Effectively using specialist counselling skills- focusing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client connect with their inner feelings and sensations to gain insight into their experiences, e.g., focusing on an issue and exploring sensations.
i) Used client observational skills during the counselling process			The student used client observation skills with the client, such as paying close attention to the client's

Observation	S	NYS	Comments
	<input type="checkbox"/>	<input type="checkbox"/>	non-verbal behaviour to gain insight into their emotional state and level of engagement in the counselling process, e.g., looking for nonverbal clues and using reflective listening.
j) Used noting and reflecting skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used noting and reflecting skills - noting and reflecting back to the client important information or themes that emerge during the counselling session, e.g. active listening, taking notes, and reflecting on important themes.
k) Provided the client with feedback throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student provided feedback: Use the information gathered during the session to give the client feedback, focusing on specific behaviours, feelings, or patterns.
l) Followed a structured approach to counselling based on the client's needs and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	The student followed a structured approach to the counselling, following the client's needs and acknowledging their expectations. In the following order: <ul style="list-style-type: none"> • Explain the counselling process. • Clarify client expectations of the counselling process through contracting. • Identify immediate client needs. Agree on goals to work towards.
Ob4. Facilitate decision-making regarding the client's primary or most immediate need/concern, as demonstrated by:			
a) Helped the client to identify her goals and potential courses of action. Help the client to examine the discrepancies between 'the ideal'.	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> • Assisted the client in identifying her goals by exploring the current situation and what the client would like to improve. • Helped the client to examine the discrepancies between 'the ideal' [i.e., what they would enjoy their life to look like] and 'the actual' [i.e., their current behaviour or circumstances].
b) Displayed empathy towards the client's frame of reference and acceptance towards resistance to change	<input type="checkbox"/>	<input type="checkbox"/>	The student consistently demonstrated empathy towards the client's frame of reference and acceptance towards resistance to change. i.e., not pressuring the client but inviting exploration of resistance and respect for the client's autonomous decision-making.

Observation	S	NYS	Comments
c) Used the decisional balance tool to support the client in evaluating potential courses of action.	<input type="checkbox"/>	<input type="checkbox"/>	The student assisted the client in evaluating each potential course of action by using the decisional balance tool - i.e., summarising the possible courses of action (changing vs. not changing), assisting the client in assessing the costs and benefits of each, helping the client to assess the overall appropriateness of each, and supporting the client to decide upon the most appropriate course of action.
d) Ensuring that the client is clear on the next steps regarding their immediate concern	<input type="checkbox"/>	<input type="checkbox"/>	The student used practical communication skills, such as paraphrasing, reframing, etc., to identify whether the client was clear on the next steps and made effective attempts to ensure the client was clear if they were not.
Ob5. Facilitate case planning and bring the session to a close, as demonstrated by:			
a) Indicating to the client that the session time for today is coming to an end	<input type="checkbox"/>	<input type="checkbox"/>	The student clearly indicated to the client that their time was coming to an end in the session.
b) Acknowledging the progress that has been made	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the progress that was made in the session.
c) Summarise the issues discussed and then focus the conversation on what the client would like future counselling to focus on	<input type="checkbox"/>	<input type="checkbox"/>	The student summarised the issues discussed and then focused the conversation on what Michelle would like future counselling to focus on.
d) Collaborating with the client to develop a broad counselling plan by: <ul style="list-style-type: none"> ○ Agreeing on priorities/goals to be addressed in future counselling sessions ○ Discussing how the counselling process will be monitored, including <ul style="list-style-type: none"> ▪ evaluation strategies ○ Deciding on a general plan for counselling ○ Counselling plan included observations of client requirements 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Collaborated with the client to develop a broad counselling plan: <ul style="list-style-type: none"> ○ Agreed on priorities to be addressed in future counselling sessions ○ Discussed how the counselling process will be monitored (Client feedback form in session 3) <ul style="list-style-type: none"> ▪ Discussed evaluation strategies such as self-reflection, goal monitoring, feedback and check-in • Decided and agreed on a general plan for counselling • Included observations of client requirements in the counselling plan • Used the Counselling Plan Template.

Observation	S	NYS	Comments
<ul style="list-style-type: none"> Used the Counselling Plan Template. 			
Ob6. Demonstrate appropriate counsellor behaviour by:			
Using warm, empathetic and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> displayed warm, empathetic skills when communicating with their client throughout the session used a professional manner at all times throughout the session.
a) Taking notes without disrupting the counselling relationship. Use the Counselling Notes Template .	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> took clear, appropriate notes during the session in a manner that did not negatively impact the counselling relationship. used the Counselling Notes Template.
Overall Comments for Role-play 2: Part A: Initial Session with Claire Bowman			

Practical 2A

Role-play 2: Part B: Reflection of Initial Session with Claire Bowman

Reflect upon the Initial Session with Claire Bowman [approximately 3-5 minutes]

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask you each question after your client has left the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. What have you written in each section of your counselling notes?

- You are required to demonstrate an ability to take clear, brief, and accurate notes during your counselling session.
- To help demonstrate this, you must verbally answer, "What have you written in each section of your counselling notes?"
- Your assessor will ask you this question, and you will be required to read out what you have included in each section of your notes (Counselling Notes Template, APPENDIX B).
- Your assessor will check that you have included relevant information/details in your notes and used counsellor-appropriate language.

Assessor Instructions

You must ask the student this question, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B).

Check that the student included relevant information/details in their notes and used counsellor-appropriate language.

The student must:

- demonstrate an ability to take clear, brief, and accurate notes during the counselling session.
- answer the question, "What have you written in each section of your counselling notes?"

2. What will you write in each section of the counselling plan?

You must demonstrate an ability to document a counselling plan based on your discussion with the client.

- To demonstrate this, you must verbally answer, "What will you write in each section of the counselling plan."
- Your assessor will ask you this question, and you will be required to tell them what you would write in each part of the Counselling Plan Template (APPENDIX C).
- Your assessor will check that you have included relevant information/details in each section of the counselling plan.

Assessor Instructions

- You must ask the student this question, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B)
- Check that they have included relevant information/details in each section of the counselling plan.

Reflection Questions

The student must:

- demonstrate an ability to document a counselling plan based on a discussion with the client.
- verbally answer, “What will you write in each section of the counselling plan?”

3. Reflect on and evaluate your use of counselling communication skills. What went well? What didn't work? What should you have done differently? What areas do you need to develop? How will you develop these?

- You are required to demonstrate an ability to self-reflect and evaluate your communication during the counselling process by answering each of the above questions (e.g., “What went well? What didn't work?” “What should you have done differently?” “What areas do you need to develop? How will you develop those?”).
- Your assessor will ask you each of these questions, and you must tell them your responses.
- Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.

Assessor Instructions

- You must ask the student these questions, and they will be required to read out what they have included in each section of their notes [Counselling Notes Template, APPENDIX B]
- Assess the student's ability to engage in critical self-reflection and identify opportunities for self-development.

The student must:

- demonstrate an ability to self-reflect and evaluate their communication during the counselling process.
- answer the questions, “What went well? What didn't work?” “What should you have done differently?” “What areas do you need to develop? How will you develop those?”

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
Did the student competently demonstrate the ability to:			
1. Take clear, brief and accurate counselling notes within the counselling session	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated taking clear and accurate notes, including appropriate information in the notes they took during the session.
2. Document a counselling plan based on what was discussed in the session	<input type="checkbox"/>	<input type="checkbox"/>	The student documented the counselling plan, including appropriate information in each section of the counselling plan.
3. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to identify the following:</p> <ul style="list-style-type: none"> • What went well • What didn't work • What they should have done differently • What areas do they need to develop • How could they go about creating these
Overall Comments for Role-play 2: Part B Reflection of Initial Session with Claire Bowman			

Practical 3A

Practical 3A

This practical consists of **two different role-plays**. For each role-play, you will also be required to self-reflect and answer a few questions.

Role-play 1

- **Part A:** You must role-play, conducting a second counselling session with **Michelle Smith** (from Counselling Practical 1A). (This role-play should run for approximately 15 minutes).
- **Part B:** In this part of the assessment, you must reflect upon and analyse the role-play and answer a few questions.

Role-Play 2

- **Part A:** You must role-play, conducting a second counselling session with **Simon Leung** (from Counselling Practical 2A). (This role-play should run for approximately 15 minutes).
- **Part B:** In this part of the assessment, you must reflect upon and analyse the role-play and answer a few questions.

Overview

In Counselling Practical 1A and Practical 2A, you simulated conducting an initial counselling session with three new clients. In this Practical Assessment, you will continue counselling with two of these clients (you will continue working with the third client in Counselling Practical 4A).

This assessment aims to allow you to practise and demonstrate the knowledge and skills required to conduct a second counselling session in which you continue to build rapport with your clients and explore their concerns. This practical assessment will consist of two role-plays in which you will act as the counsellor conducting second counselling sessions with two clients. You will also be required to analyse and self-reflection each of your role-plays.

Supporting Evidence

You will also need to submit the following with your role-play:

- Counselling Notes Template [APPENDIX B]

Background Information

For this practical assessment, you are to imagine that you are still working as a counsellor for “Wellness Counselling Centre”, and you are conducting second counselling sessions with Michelle Smith (from Counselling Practical 1A) and Simon Leung (from Counselling Practical 2A). You will be continuing the counselling relationship and process with these clients.

Your overall goal during a second counselling session is to continue to develop the counselling relationship while conducting a more in-depth exploration of a client’s concerns, drawing upon your understanding of various counselling, personality, and development theories to begin to develop a case formulation that will assist in your continuing work with the client.

Additionally, you should recall that, as part of your organisation’s standard procedures, counsellors must take brief but accurate notes during all counselling sessions. Use the **Counselling Notes Template** provided to take notes during the session [APPENDIX B].



Practical 3A

Role-play 1: Michelle Smith

Practical 3A

Role-play 1: Part A: Second Session with Michelle Smith

Student Instructions

Conduct a second counselling session with Michelle Smith (approximately 15 minutes)

This part of the assessment will simulate the beginning of a second counselling session with Michelle Smith (with whom you completed an initial counselling session in Practical 1A).

During this session, you must effectively use counselling communication skills to continue developing your therapeutic relationship and draw out more of Michelle's story. As a result of this counselling conversation, you should better understand Michelle's concerns and be able to use your knowledge of the various counselling, personality, and development theories that you have learned about to begin to develop a case formulation – you will be required to discuss your case formulation in Part B of the assessment.

During the role-play, you will be assessed on your ability to competently conduct the beginning of a second counselling session in which you use appropriate counselling communication techniques to continue to develop rapport and explore the origin and maintenance of Michelle's concerns.

Key Observation Criteria

Specifically, you will be required to:

1. **Greet Michelle and then facilitate a discussion about her progress since the last session (approximately 1-3 minutes).**

Take appropriate action on whether she has progressed in her goals or if she has not.

2. **Discuss overall counselling goals and collaboratively agree on the focus for this session (approximately 1-2 minutes).**

This should be based on the goals that you developed with Michelle last session.

3. **Facilitate the counselling conversation using effective and appropriate communication skills (approximately 7-10 minutes).**

Once you have collaboratively decided upon the focus of the current session, you should facilitate a discussion of this issue so that you can better understand Michelle's chosen issue, its nature, and the history of this problem.

4. **Draw this part of the session to a close by summarising what you have discussed (approximately 1 minute).**

You must ensure that your summary includes a 'check-out' and allow Michelle to respond to your check-out and clarify anything as needed.

Once Michelle is happy with the summary, this will conclude this part of the session (which will conclude your role-play assessment).

Note: Throughout this role-play, you will also be required to **demonstrate appropriate counsellor behaviour**.

Assessor instructions: Students must participate in a role-play with one [1] other using the following role-play instructions.

Role-play Instructions

In this task, you will participate in a role/play meeting with one [1] other. These may be sourced using one of the following options:

- Peers who you are already working with within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role-play/meeting must not exceed 20 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role-play/meeting, a role outline to play with participant briefing instructions and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role-play/meeting.

To inform consent, peers must state their name and job title at the start of the role-play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions and Key Observation Criteria only to prepare for the role-play/meeting.

Students must state their name and that they are a student [as their job title] at the start of the role-play/meeting to inform consent.

Submission instructions:

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 1_04_3A_RolePlay 1_Part A_Role-play Template

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct the beginning of a second counselling session in which they effectively used appropriate counselling communication skills to continue developing the therapeutic relationship and draw out more of the client's story?</p> <p>Specifically, did the student:</p>			
<p>Ob1. Greet the client and facilitate a discussion about their progress since the last session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming them back	<input type="checkbox"/>	<input type="checkbox"/>	The student must start by greeting Michelle by name, welcoming her back, and making her feel comfortable.
b) Making the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	The student must make her feel comfortable. [e.g., making appropriate small- talk and allowing them to settle in]
c) Facilitating a discussion about the client's progress since the last session by checking that they have taken the desired steps and taking appropriate action, dependent on results	<input type="checkbox"/>	<input type="checkbox"/>	The student must facilitate a discussion about her progress since the last session. The student must discuss her decision and her steps during the previous session. Checked that she has taken her desired steps and, if she has, be supportive and acknowledge her progress; if she has not, explore why and assist her in developing another approach to achieve her goal.
<p>Ob2. Discuss overall counselling goals and collaboratively agree on a focus for this session, as demonstrated by:</p>			
a) Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's immediate needs and concerns	<input type="checkbox"/>	<input type="checkbox"/>	The student must structure the session. For example, "We have about 10 minutes today. Last week, you said that one of your primary goals for counselling was to learn how to manage your time better and control your stress. Is that something you would like to explore today, or is there something else that you would prefer to explore?" Acknowledge Michelle's response and collaboratively decide upon the focus of the current counselling session.

Observation	S	NYS	Comments
b) Suggesting, in an open manner, a possible focus based on the goals developed with the client during the last session	<input type="checkbox"/>	<input type="checkbox"/>	The student must facilitate a discussion of this issue to understand better Michelle's chosen issue, its nature, and the history of this problem.
c) Acknowledging the client's response and collaboratively deciding upon the focus of the current counselling session	<input type="checkbox"/>	<input type="checkbox"/>	The student must have collaboratively decided upon the focus of the current session with the client.
Ob3. Facilitate the counselling conversation using effective and appropriate communication skills, as demonstrated by competently, effectively, and appropriately using:			
a) Effectively using attending behaviours –active listening	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrated conveying a genuine interest in the client. • Eye contact and body language suggested that they were interested and listening. • Non-verbal gestures were used to encourage and facilitate client engagement. • Observed the client's body language and responded appropriately.
b) Using questions effectively to help gather appropriate information and explore the client's concerns – probing and open and closed questions	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Used open and closed questions as appropriate. • Open and closed questions effectively helped to gather relevant information and explore the client's concerns. • Used probing questions effectively helped to gather relevant information and explore the client's concerns.
c) Using client observation techniques	<input type="checkbox"/>	<input type="checkbox"/>	The student reflected on their understanding of what the client was saying and feeling at the appropriate times.
d) Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • The student reflected on their understanding of what the client was saying and feeling at the appropriate times. • The student used summarising and paraphrasing, clarifying their understanding of what the client was saying and feeling at the appropriate times.

Observation	S	NYS	Comments
e) Effectively using specialist counselling skills - Using reframing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used reframing to clarify what the client was saying and feeling at the appropriate times.
f) Effectively using specialist counselling skills- challenging techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client question and re-evaluate their thoughts, beliefs, and behaviours, e.g., probing questions and offering alternatives.
g) Effectively using specialist counselling skills- focusing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client connect with their inner feelings and sensations to gain insight into their experiences, e.g., focusing on an issue and exploring sensations.
h) Used client observational skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used client observation skills with the client, such as paying close attention to the client's non-verbal behaviour to gain insight into their emotional state and level of engagement in the counselling process, e.g., looking for nonverbal clues and using reflective listening.
i) Used noting and reflecting skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used noting and reflecting skills - noting and reflecting back to the client important information or themes that emerge during the counselling session, e.g., active listening, taking notes, and reflecting on important themes.
j) Provided the client with feedback throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student provided feedback: Use the information gathered during the session to give the client feedback, focusing on specific behaviours, feelings, or patterns.
k) Followed a structured approach to counselling based on the client's needs and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	The student followed a structured approach to the counselling, following the client's needs and acknowledging their expectations. In the following order: <ul style="list-style-type: none"> • Explain the counselling process. • Clarify client expectations of the counselling process through contracting. • Identify immediate client needs. Agree on goals to work towards.

Observation	S	NYS	Comments
Ob4. Draw this part of the session to a close by summarising what was discussed, as demonstrated by:			
a) Providing a summary of the key points that were discussed	<input type="checkbox"/>	<input type="checkbox"/>	The student summarised the key points discussed with the client.
b) Using a check-out and allowing the client to clarify anything as needed	<input type="checkbox"/>	<input type="checkbox"/>	The student must ensure that their summary includes a 'check-out' and allow Michelle to respond to their check-out and clarify anything as needed.
Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:			
a) Using warm, empathetic and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	Throughout the counselling conversation, the student must ensure that they use the communication skill that is most appropriate based upon what is occurring at that point in the counselling conversation and the potential impact of each skill in enhancing the therapeutic relationship and Michelle's growth and development.
b) Taking notes without disrupting the counselling relationship	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> took clear, appropriate notes during the session in a manner that did not negatively impact the counselling relationship. used the Counselling Notes Template.
Overall Comments for Role-play 1: Part A: Second Session with Michelle Smith			

Role-play 1: Part B: Reflection of Second Session with Michelle Smith

Reflect upon the Second Session with Michelle Smith [approx 3-5 minutes]

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask you each question after your client has left the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. What have you written in each section of your counselling notes?

- You are required to demonstrate an ability to take clear, brief, and accurate notes during your counselling session.
- To help demonstrate this, you must verbally answer, "What have you written in each section of your counselling notes?"
- Your assessor will ask you this question, and you will be required to read out what you have included in each section of your notes (Counselling Notes Template, APPENDIX B).
- Your assessor will check that you have included relevant information/details in your notes and used counsellor-appropriate language.

Assessor Instructions

- You must ask the student this question, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B).
- Check that the student included relevant information/details in their notes and used counsellor-appropriate language.

The student must:

- demonstrate an ability to take clear, brief, and accurate notes during the counselling session.
- answer the question, "What have you written in each section of your counselling notes?"

2. Analyse what you learned about Michelle in light of the personality and development theories you have learned about, and explain how you can integrate this into your future work with Michelle.

Select one personality/development theory that you think helps inform your ability to work with Michelle and outline how this theory applies to Michelle's story/concerns and how you would use this theory to help inform your counselling work with Michelle.

- You must be specific about how your chosen theory applies and how you would use this theory to influence your counselling work with Michelle.
- Your assessor will ask you to outline your chosen theory and how you would integrate this theory into your work with Michelle.
- Your assessor will assess your ability to effectively integrate your personality/development theories knowledge into your counselling work.

Reflection Questions

Assessor Instructions

You must ask the student this question, and they will be required to outline how their chosen theory applies and how they would use it to influence the counselling work with Michelle.

The student must:

- demonstrate an ability to outline how their chosen theory applies and how they would use this theory to influence the counselling work with Michelle.
- verbally answer, "Analyse what you learned about Michelle in light of the personality and development theories you have learned about and explain how you can integrate this into your future work with Michelle?"

3. Reflect on and evaluate your use of counselling communication skills. What went well? What didn't work? What should you have done differently? What areas do you need to develop? How will you develop these?

- You are required to demonstrate an ability to self-reflect and evaluate your communication during the counselling process by answering each of the above questions (e.g., "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?").
- Your assessor will ask you each of these questions, and you must tell them your responses.
- Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.

Assessor Instructions

- You must ask the student these questions, and they will be required to read out what they have included in each section of their notes (Counselling Notes Template, APPENDIX B)
- Assess the student's ability to engage in critical self-reflection and identify opportunities for self-development.

The student must:

- demonstrate an ability to self-reflect and evaluate their communication during the counselling process.
- answer the questions, "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?"

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
Did the student competently demonstrate the ability to:			
1. Take clear, brief and accurate counselling notes within the counselling session	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated taking clear and accurate notes, including appropriate information in their notes during the session.
2. Integrate an appropriate personality/development theory into their work with the client	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to integrate a personality/development theory, including: <ul style="list-style-type: none"> • outlining how a specific theory applies to what was learned about the client • how this theory could be integrated into future counselling work with this client.
3. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify the following: <ul style="list-style-type: none"> • what went well • what didn't work • what they should have done differently • what areas do they need to develop • how could they go about creating these.
Overall Comments for Role-play 1: Part B: Reflection of Second Session with Michelle Smith			



Practical 3A

Role-play 2: Simon Leung

Practical 3A

Role-play 2: Part A: Second Session with Simon Leung

Student Instructions

Conduct a second counselling session with Simon Leung (approximately 15 minutes)

This part of the assessment will simulate the beginning of a second counselling session with Simon Leung (with whom you completed an initial counselling session in Practical 2A). During this session, you must effectively use counselling communication skills to continue developing your therapeutic relationship and draw out more of Simon's story.

As a result of this counselling conversation, you should better understand Simon's concerns and be able to use your knowledge of the various counselling, personality, and development theories that you have learned about to begin to develop a case formulation – you will be required to discuss your case formulation in Part B of the assessment.

During the role-play, you will be assessed on your ability to competently conduct the beginning of a second counselling session in which you use appropriate counselling communication techniques to continue to develop rapport and explore the origin and maintenance of Simon's concerns.

Key Observation Criteria

Specifically, you will be required to:

1. **Greet Simon and then facilitate a discussion about his progress since the last session (approximately 1-3 minutes).**

Take appropriate action on whether he has progressed in his goals or if he has not.

2. **Discuss overall counselling goals and collaboratively agree on the focus for this session (approximately 1-2 minutes).**

This should be based on the goals you developed with Simon last session.

3. **Facilitate the counselling conversation using effective and appropriate communication skills (approximately 7-10 minutes).**

Once you have collaboratively decided upon the focus of the current session, you should facilitate a discussion of this issue so that you can better understand Simon's chosen issue, its nature, and the history of this problem.

4. **Draw this part of the session to a close by summarising what you have discussed (approximately 1 minute).**

You must ensure that your summary includes a 'check-out' and allow Simon to respond to your check-out and clarify anything as needed.

Once Simon is happy with the summary, this will conclude this part of the session (which will conclude your role-play assessment).

Note: Throughout this role-play, you will also be required to **demonstrate appropriate counsellor behaviour**.

Assessor instructions: Students must participate in a role-play with one (1) other using the following role-play instructions.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers who you are already working with within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role-play/meeting must not exceed 20 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role-play/meeting, a role outline to play with participant briefing instructions and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role-play/meeting.

To inform consent, peers must state their name and job title at the start of the role-play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions and Key Observation Criteria only to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role-play/meeting to inform consent.

Submission instructions:

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 1_04_3A_RolePlay 2_Part A_Role-play Template

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct the beginning of a second counselling session in which they effectively used appropriate counselling communication skills to continue developing the therapeutic relationship and draw out more of the client's story? Specifically, did the student:</p>			
<p>Ob1. Greet the client and facilitate a discussion about their progress since the last session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming them back	<input type="checkbox"/>	<input type="checkbox"/>	The student must start by greeting Simon by name, welcoming him back, and making him feel comfortable.
b) Making the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	The student must make him feel comfortable. [e.g., making appropriate small- talk and allowing them to settle in]
c) Facilitating a discussion about the client's progress since the last session by checking that they have taken the desired steps and taking appropriate action, dependent on results.	<input type="checkbox"/>	<input type="checkbox"/>	The student must facilitate a discussion about his progress since the last session. For example, discuss his decision and the steps he decided to take during your previous session. Check that he has taken his desired steps and, if he has, be supportive and acknowledge his progress; if he has not, explore why and assist him in developing another approach to achieve his goal.
<p>Ob2. Discuss overall counselling goals and collaboratively agree on a focus for this session, as demonstrated by:</p>			
a) Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for, and explore the client's immediate needs and concerns	<input type="checkbox"/>	<input type="checkbox"/>	The student must structure the session. For example, "We have about 10 minutes today. Last week, you said that one of your primary goals for counselling was to learn how to manage your time better and control your stress. Is that something you would like to explore today, or is there something else that you would prefer to explore?" Acknowledge Simon's response and collaboratively decide upon the focus of the current counselling session.

Observation	S	NYS	Comments
b) Suggesting, in an open manner, a possible focus based on the goals developed with the client during the last session	<input type="checkbox"/>	<input type="checkbox"/>	The student must facilitate a discussion of this issue to understand better Simon's chosen issue, its nature, and the history of this problem.
c) Acknowledging the client's response and collaboratively deciding upon the focus of the current counselling session.	<input type="checkbox"/>	<input type="checkbox"/>	The student must have collaboratively decided upon the focus of the current session with the client.
Ob3. Facilitate the counselling conversation using effective and appropriate communication skills, as demonstrated by competently, effectively, and appropriately using:			
a) Effectively using attending behaviours – active listening	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrated conveying a genuine interest in the client. • Eye contact and body language suggested that they were interested and listening. • Non-verbal gestures were used to encourage and facilitate client engagement. • Observed the client's body language and responded appropriately.
b) Using questions effectively to help gather appropriate information and explore the client's concerns – probing and open and closed questions	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used:</p> <ul style="list-style-type: none"> • open and closed questions as appropriate. • open and closed questions to effectively help gather relevant information and explore the client's concerns. • probing questions to effectively help to gather relevant information and explore the client's concerns.
c) Using client observation techniques	<input type="checkbox"/>	<input type="checkbox"/>	The student reflected on their understanding of what the client was saying and feeling at the appropriate times.
d) Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • reflected on their understanding of what the client was saying and feeling at the appropriate times. • used summarising, paraphrasing, and clarifying their understanding of what the client was saying and feeling at the appropriate times.

Observation	S	NYS	Comments
e) Effectively using specialist counselling skills - Using reframing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used reframing to clarify what the client was saying and feeling at the appropriate times.
f) Effectively using specialist counselling skills- challenging techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client question and re-evaluate their thoughts, beliefs, and behaviours, e.g., probing questions and offering alternatives.
g) Effectively using specialist counselling skills- focusing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client connect with their inner feelings and sensations to gain insight into their experiences, e.g., focusing on an issue and exploring sensations.
h) Used client observational skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used client observation skills with the client, such as paying close attention to the client's non-verbal behaviour to gain insight into their emotional state and level of engagement in the counselling process, e.g., looking for nonverbal clues and using reflective listening.
i) Used noting and reflecting skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used noting and reflecting skills - noting and reflecting back to the client important information or themes that emerge during the counselling session, e.g., active listening, taking notes, and reflecting on important themes.
j) Provided the client with feedback throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student provided feedback: Use the information gathered during the session to give the client feedback, focusing on specific behaviours, feelings, or patterns.
k) Followed a structured approach to counselling based on the client's needs and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	The student followed a structured approach to the counselling, following the client's needs and acknowledging their expectations. In the following order: <ul style="list-style-type: none"> • Explain the counselling process. • Clarify client expectations of the counselling process through contracting. • Identify immediate client needs.

Observation	S	NYS	Comments
			<ul style="list-style-type: none"> Agree on goals to work towards.
Ob4. Draw this part of the session to a close by summarising what was discussed, as demonstrated by:			
a) Providing a summary of the key points that were discussed	<input type="checkbox"/>	<input type="checkbox"/>	The student summarised the key points discussed with the client.
b) Using a check-out and allowing the client to clarify anything as needed	<input type="checkbox"/>	<input type="checkbox"/>	The student must ensure that their summary includes a 'check-out' and allow Simon to respond to their check-out and clarify anything as needed.
Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:			
a) Using warm, empathetic, and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	Throughout the counselling conversation, the student must ensure that they use the communication skill that is most appropriate based on what is occurring at that point in the counselling conversation and the potential impact of each skill in enhancing the therapeutic relationship and Simon's growth and development.
b) Taking notes without disrupting the counselling relationship	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> took clear, appropriate notes during the session in a manner that did not negatively impact the counselling relationship. used the Counselling Notes Template.
Overall Comments for Role-play 2: Part A: Second Session with Simon Leung			

Practical 3A

Role-play 2: Part B: Reflection of Second Session with Simon Leung

Reflect upon the Second Session with Simon Leung [approx 3-5 minutes]

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask you each question after your client has left the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions
<p>1. What have you written in each section of your counselling notes?</p> <ul style="list-style-type: none">You are required to demonstrate an ability to take clear, brief, and accurate notes during your counselling session.To help demonstrate this, you must verbally answer, "What have you written in each section of your counselling notes?"Your assessor will ask you this question, and you will be required to read out what you have included in each section of your notes [Counselling Notes Template, APPENDIX B].Your assessor will check that you have included relevant information/details in your notes and used counsellor-appropriate language. <p>Assessor Instructions</p> <ul style="list-style-type: none">You must ask the student this question, and they will be required to read out what they have included in each section of their notes [Counselling Notes Template, APPENDIX B].Check that the student included relevant information/details in their notes and used counsellor-appropriate language. <p>The student must:</p> <ul style="list-style-type: none">demonstrate an ability to take clear, brief, and accurate notes during the counselling sessionanswer the question, "What have you written in each section of your counselling notes?"
<p>2. Analyse what you learned about Simon in light of the personality and development theories you have learned about, and explain how you can integrate this into your future work with Simon.</p> <p>Select one personality/development theory that you think helps inform your ability to work with Simon and outline how this theory applies to Simon's story/concerns and how you would use this theory to help inform your counselling work with Simon.</p> <ul style="list-style-type: none">You must be specific about how your chosen theory applies and how you would use this theory to influence your counselling work with Simon.Your assessor will ask you to outline your chosen theory and how you would integrate this theory into your work with Simon.Your assessor will assess your ability to effectively integrate your personality/development theories knowledge into your counselling work. <p>Assessor Instructions</p>

Reflection Questions

You must ask the student this question, and they will be required to outline how their chosen theory applies and how they would use it to influence the counselling work with Simon.

The student must:

- demonstrate an ability to outline how their chosen theory applies and how they would use this theory to influence the counselling work with Simon.
- verbally answer, "Analyse what you learned about Simon in light of the personality and development theories you have learned about and explain how you can integrate this into your future work with Simon?"

3. Reflect on and evaluate your use of counselling communication skills. What went well? What didn't work? What should you have done differently? What areas do you need to develop? How will you develop these?

- You are required to demonstrate an ability to self-reflect and evaluate your communication during the counselling process by answering each of the above questions (e.g., "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?").
- Your assessor will ask you each of these questions, and you must tell them your responses.
- Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.

Assessor Instructions

- You must ask the student these questions, and they will be required to read out what they have included in each section of their notes [Counselling Notes Template, APPENDIX B]
- Assess the student's ability to engage in critical self-reflection and identify opportunities for self-development.

The student must:

- demonstrate an ability to self-reflect and evaluate their communication during the counselling process
- answer the questions, "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?"

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
Did the student competently demonstrate the ability to:			
1. Take clear, brief and accurate counselling notes within the counselling session	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated taking clear and accurate notes, including appropriate information in their notes during the session.
2. Integrate an appropriate personality/development theory into their work with the client	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to integrate a personality/development theory, including: <ul style="list-style-type: none"> outlining how a specific theory applies to what was learned about the client how this theory could be integrated into future counselling work with this client.
3. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify the following: <ul style="list-style-type: none"> what went well what didn't work what they should have done differently what areas do they need to develop how could they go about creating these.
Overall Comments for Role-play 2: Part B: Reflection of Second Session with Simon Leung			

Practical 4A

Practical 4A

This practical assessment consists of **two parts**:

Role-play 1

- **Part A:** You will be required to role-play, conducting the beginning of a third counselling session with **Claire Bowman** (from Counselling Practical 2A) in which you help her develop a behaviour change program. (This role-play should run for approximately 20 minutes).
- **Part B:** In this part of the assessment, you must reflect upon and analyse the role-play and answer a few questions.

Details about your expectations in each part of the assessment are outlined below.

Overview

In Counselling Practical 1A and Practical 2A, you simulated conducting an initial counselling session with three new clients. In Counselling Practical 3A, you continued your counselling work with two clients. In this practical assessment, you will continue counselling with the third client.

The objective of this assessment is to provide you with the opportunity to practise and demonstrate the knowledge and skills required to conduct a middle-phase counselling session in which you continue the therapeutic relationship, further explore the client's concerns, and develop a behavioural change program to help the client achieve their goals.

Your practical assessment will consist of a role-play in which you will act as the counsellor conducting a middle-phase counselling session with a client and analysis and self-reflection on your role-play.

Supporting Evidence

You will also need to submit the following with your role-play:

- Counselling Notes Template [APPENDIX B]
- Counselling Plan Template [APPENDIX C]

Background Information

For this practical assessment, you are to imagine that you are still working as a counsellor for the "Wellness Counselling Centre" and are conducting your third counselling session with Claire Bowman (from Counselling Practical 2A).

Note: The second counselling session has not been role-played. During your previous sessions with Claire, you have worked on several issues together, including Claire's concerns about returning to work part-time and enrolling her son, Ethan, in Kindergarten, as well as her stress and anxiety about balancing work and parenting responsibilities.

At the end of the last session (not role-played), Claire raised two new issues recently emerging in her relationship with her husband, Justin and son Ethan. Ethan has been diagnosed with Autism. Claire told you that Ethan has started throwing tantrums in the evening and that Justin has tried to be supportive and help her manage Ethan's tantrums but that, instead of expressing gratitude, she "snaps" at her husband, declines his help, and often starts arguing with him.

Claire told you that this behaviour was very unusual for her and was causing her distress, as she has been happily married for six years and never used to lose her temper or argue with her husband. She is worried the arguments will get worse if something doesn't change. She told you she wants help to change her behaviour to

communicate calmly and effectively with him. Because Claire raised this issue at the end of your last session, you agreed to explore the issue more thoroughly during this coming session.

Based upon what you have learned about Claire during your previous counselling sessions, you believe that a behavioural change program using response control techniques would be appropriate and effective to use with Claire. You intend to explore this during this session (i.e., this Practical Assessment Role-play).

You should recall that counsellors must take brief but accurate notes during all counselling sessions as part of your organisation's standard procedures.

Use the **Counselling Notes Template** provided to take notes during the session (**APPENDIX B**)



Practical 4A

Role-play 1: Claire Bowman

Practical 4A

Role-play 1: Part A: Middle-phase Session with Claire Bowman

Student Instructions

Conduct a second counselling session with Claire Bowman (approximately 15 minutes)

Part A of the assessment will simulate the beginning of a **middle-phase counselling session** with a client, Claire Bowman, with whom you have already had two sessions. This will be your **third session** with Claire. Towards the end of the last session, Claire raised a new issue regarding fighting with her husband, which you agreed to work on in this current session. You intend to explore this issue and develop an appropriate behavioural change program with Claire.

During the role-play, you will be assessed on your ability to competently conduct the beginning of a third counselling session in which you use appropriate counselling communication techniques to continue to explore the client's concerns and develop a proper behavioural change program in collaboration with the client.

Key Observation Criteria

Specifically, you will be required to:

1. In the Counselling Plan Template:

Update the Counselling Plan Template you completed on Claire [2A] in the sections 'Safety/reporting issue' and 'Special Needs Information' to reflect the new issues Claire has raised about her angry behaviour towards her husband Justin and Ethan's diagnosis. Include suggestions on support for Ethan's diagnosis.

2. Greet the client and facilitate a discussion about her progress since the last session (approximately 1-3 minutes).

You should then focus the counselling discussion by raising the issue raised last week and asking about any progress made over the previous week. You must also confirm that this is still an issue of concern to her and that this is the key issue she would like to focus on during this session.

3. Facilitate the counselling conversation using effective and appropriate communication skills (approximately 7-10 minutes).

Once you have collaboratively decided upon the focus of the current session, you should facilitate a discussion of this issue so that you can better understand Claire's chosen issue, its nature, and the history of this problem.

4. Develop a behavioural change program in collaboration with the client (approximately 8-10 minutes).

Once you have confirmed that Claire would still like assistance exploring this issue, you should explore developing a behavioural change program with Claire. Once Claire agrees, you must create a behavioural change program collaboratively.

To do this, you must:

- Operationalise the behaviour of concern.
- Use the ABC model to conduct a functional behavioural analysis with Claire to help her identify the factors influencing the occurrence and maintenance of the problem.

- Help Claire to establish a specific goal for behavioural change.
- Using the information gathered in the functional behavioural analysis, suggest an appropriate behavioural change program that Claire could use to help address her issue. Explain the rationale behind your suggestions and obtain Claire's agreement to use a specific technique.
- Help Claire decide upon a method to record and monitor her progress towards her behavioural change goal. You must discuss options and ensure that Claire decides upon a specific method to record and monitor her progress.
- Suggest support options for her family regarding Ethan's diagnosis of Autism.

5. Seek feedback and conclude the role-play (approximately 2-3 minutes).

Once you have developed a behavioural change program with Claire, you should seek feedback from her regarding using this model.

Finally, you should also ask for her feedback regarding the method she will use to record and monitor her progress towards her behavioural change goal. If Claire raises any concerns with any of these areas, you should discuss them and collaboratively resolve them to help ensure that Claire is likely to implement a successful program. Once this is done, you can conclude the role-play.

Note: Throughout this role-play, you will be required to **demonstrate appropriate counsellor behaviour**.

Assessor instructions: Students must participate in a role-play with one (1) other using the following role-play instructions.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers who you are already working with within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role-play/meeting must not exceed 20 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the other team members, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role-play/meeting, a role outline to play with participant briefing instructions and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role-play/meeting.

To inform consent, peers must state their name and job title at the start of the role-play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions and Key Observation Criteria only to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role-play/meeting to inform consent.

Submission instructions:

- Submit your completed Counselling Notes Template and your updated Counselling Plan Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 1_04_4A_Part A_Role-play Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct the beginning of a third counselling session in which they effectively used a range of appropriate counselling communication skills to continue to explore the client's concerns and develop an appropriate behavioural change program in collaboration with the client? S</p> <p>Specifically, did the student:</p>			
<p>Ob1. Greet the client and facilitate a discussion about her progress since the last session, as demonstrated by:</p>			
a) Updated the Counselling Plan with the two new issues, including referral information for Ethan.	<input type="checkbox"/>	<input type="checkbox"/>	The student must have updated the Counselling Plan with the two new issues prior to the session.
b) Greeting the client by name and welcoming them back	<input type="checkbox"/>	<input type="checkbox"/>	The student must start by greeting Claire by name, welcoming her back, and making her feel comfortable.
c) Making the client feel comfortable [e.g., making appropriate small talk and allowing them to settle in]	<input type="checkbox"/>	<input type="checkbox"/>	The student must make her feel comfortable. [e.g., making appropriate small- talk and allowing them to settle in]
d) Focusing the counselling discussion by raising the issue that was brought up last week and asking about any progress that has been made regarding the issue over the previous week	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must focus on the counselling discussion by raising last week's issue and asking about any progress made over the previous week.</p> <p>For example, "Towards the end of the last session, we started discussing a new issue for you. You spoke about your concerns about 'snapping at' Justin when he tried to help you manage Ethan's evening tantrums. How has this been going for you since we last spoke?"</p>

Observation	S	NYS	Comments
e) Provide referral suggestions for Ethan's special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<p>Based on the updated notes in the Counselling Plan, the student must provide referral suggestions for Ethan's diagnosis.</p> <p>For example, "I have looked into what support your family could have for Ethan's diagnosis, and I suggest the following...":</p> <ul style="list-style-type: none"> • School Support Services: Ethan's school may have special education services or support groups for children with autism. The student could suggest that Ethan's parents speak with his school's special education department to learn about available services. • Private Therapists: The student could also suggest that Ethan's parents look for a private therapist who works with children with autism. They could search for therapists who have experience using Applied Behavioural Analysis (ABA) therapy, a common treatment for children with autism.
f) Acknowledge Claire's response and confirm that she would like to focus on this during the current counselling session.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must use appropriate communication skills to respond to Claire.</p> <p>For example, acknowledge her response and encourage her to elaborate on this issue. They must also confirm that this is still an issue of concern to her and that this is the key issue she would like to focus on during this session.</p>
Ob2. Facilitate the counselling conversation using effective and appropriate communication skills, as demonstrated by competently, effectively, and appropriately using:			
a) Effectively using attending behaviours – active listening	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrated conveying a genuine interest in the client. • Eye contact and body language suggested that they were interested and listening. • Non-verbal gestures were used to encourage and facilitate client engagement. • Observed the client's body language and responded appropriately.

Observation	S	NYS	Comments
b) Using questions effectively to help gather appropriate information and explore the client's concerns – probing and open and closed questions	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Used open and closed questions as appropriate Open and closed questions effectively helped to gather relevant information and explore the client's concerns Used probing questions effectively helped to gather relevant information and explore the client's concerns.
c) Using client observation techniques	<input type="checkbox"/>	<input type="checkbox"/>	The student reflected on their understanding of what the client was saying and feeling at the appropriate times.
d) Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The student reflected on their understanding of what the client was saying and feeling at the appropriate times. The student summarised and paraphrased, clarifying their understanding of what the client was saying and feeling at the appropriate times.
e) Effectively using specialist counselling skills - Using reframing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used reframing to clarify what the client was saying and feeling at the appropriate times.
f) Effectively using specialist counselling skills- challenging techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client question and re-evaluate their thoughts, beliefs, and behaviours, e.g., probing questions and offering alternatives.
g) Effectively using specialist counselling skills- focusing techniques to communicate appropriately throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student used challenging techniques to help the client connect with their inner feelings and sensations to gain insight into their experiences, e.g., focusing on an issue and exploring sensations.
h) Used client observational skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used client observation skills with the client, such as paying close attention to the client's non-verbal behaviour to gain insight into their emotional state and level of engagement in the counselling process, e.g., looking for nonverbal clues and using reflective listening.

Observation	S	NYS	Comments
i) Used noting and reflecting skills during the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student used noting and reflecting skills - noting and reflecting back to the client important information or themes that emerge during the counselling session, e.g. active listening, taking notes, and reflecting on important themes.
j) Provided the client with feedback throughout the session	<input type="checkbox"/>	<input type="checkbox"/>	The student provided feedback: Use the information gathered during the session to give the client feedback, focusing on specific behaviours, feelings, or patterns.
k) Followed a structured approach to counselling based on the client's needs and expectations.	<input type="checkbox"/>	<input type="checkbox"/>	The student followed a structured approach to the counselling, following the client's needs and acknowledging their expectations. In the following order: <ul style="list-style-type: none"> • Explain the counselling process. • Clarify client expectations of the counselling process through contracting. • Identify immediate client needs. • Agree on goals to work towards.
Ob3. Develop a behavioural change program in collaboration with the client, as demonstrated by:			
a) Explaining the rationale for behavioural change programs and obtaining Claire's agreement	<input type="checkbox"/>	<input type="checkbox"/>	The student should explore developing a behavioural change program with Claire. For example, you may say, "One technique that I often find useful for concerns such as this is to explore the behaviour, emotions, and sensations that underlie the issue and then identify specific changes that can be made to change the behaviour you don't like. Does that sound like something you want to do during this session?" Once Claire agrees, the student must develop a behavioural change program collaboratively.
b) Helping Claire operationalise the behaviour by asking appropriate questions about her feelings/emotions, physical sensations, overt actions, thoughts, and beliefs associated with the behaviour, the situation or context in which the behaviour occurs	<input type="checkbox"/>	<input type="checkbox"/>	The student must elicit specific details by asking questions regarding her feelings/emotions, physical sensations, overt actions involved in the behaviour, and thoughts and beliefs associated with the behaviour. The student must also ask specific questions about the situation or context in which the behaviour occurs and what settings or events trigger the problematic behaviour.

Observation	S	NYS	Comments
and the settings/events that tend to trigger it.			
c) Using the ABC model to conduct a functional behavioural analysis, asking specific questions to elicit details about the antecedents of the behaviour, the behaviour itself, and the consequences of the behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must use the ABC model to conduct a functional behavioural analysis with Claire to help her identify the factors influencing the occurrence and maintenance of the problem.</p> <p>The student will need to ask questions about the antecedents (i.e., triggers) that occur immediately before the behaviour [e.g., "What happened just before X? What were you doing? What were they doing?"], as well as specific questions to elicit further details about the behaviour [e.g., "What did you do? How long did it go on for? How many times has it happened?"]. They will also need to ask questions about the consequences of the behaviour and how they increase or decrease the likelihood of it happening again.</p>
d) Helping Claire to establish a specific goal for behavioural change by using the analysis of behaviour and asking appropriate prompting questions	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must help Claire to establish a specific goal for behavioural change.</p> <p>The student must use the analysis of behaviour they completed with Claire to help her formulate a specific goal related to the behaviour.</p> <p>For example, they may prompt Claire to consider behavioural change goals by saying, "Ideally, what is one thing you would most like to change?" or "What could you do differently next time that would result in a different outcome?"</p>

Observation	S	NYS	Comments
<p>e) Helping Claire to decide upon a suitable program of behavioural change by using the information obtained during the functional analysis of behaviour to offer suggestions about appropriate stimulus response control techniques, using reinforcement approaches to support Claire and obtaining Claire's agreement to use a specific technique</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must assist Claire in agreeing on a suitable behavioural change program.</p> <p>The student must use the information gathered in the functional behavioural analysis and suggest an appropriate behavioural change program that Claire could use to help address her issue.</p> <p>For example, the student might explain that research indicates that response control techniques such as alternative behavioural strategies [e.g., relaxation exercises, walking away from the situation to calm down, etc.] are often very effective for this issue.</p> <p>The student must explain the rationale behind their suggestions and obtain Claire's agreement to use a specific technique.</p>
<p>f) Helping Claire to decide upon a method of recording and monitoring her progress towards her behavioural change goal.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must help Claire find a method to record and monitor her progress towards her behavioural change goal.</p> <p>For example, suggest that Claire keeps a daily record of her behaviour, recording both incidents of problematic behaviour and incidents in which she was able to avoid the problematic behaviour.</p> <p>The student must discuss options and ensure that Claire decides upon a specific method to record and monitor her progress.</p>

Ob4. Seek feedback and conclude the role-play, as demonstrated by:

Observation	S	NYS	Comments
a) Seeking feedback from Claire about the behavioural change program, including her thoughts about the functional behavioural analysis, her behavioural change goal, the response control techniques, and the method for monitoring her progress.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must seek feedback from Claire regarding using this model.</p> <p>For example, ask whether she found it helpful to understand her problematic behaviour and her behavioural change goal and whether she is optimistic about achieving it.</p> <p>The student must also ask Claire about the response control technique she selected.</p> <p>For example, how effectively she thinks it will address her problem and how effectively she believes she can implement it.</p> <p>The student should ask for her feedback regarding the method she will use to record and monitor her progress towards her behavioural change goal.</p> <p>For example, whether she thinks it will be helpful and whether she can stick to it.</p>
b) Resolving any concerns that Claire has with the behavioural change program to help improve its likelihood of success	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must address any concerns Claire raises with any of these areas; they should discuss them and collaboratively resolve them to help ensure that Claire is likely to implement a successful program.</p>
Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:			
a) Using warm, empathetic, and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>Throughout the counselling conversation, the student must ensure that they use the communication skill that is most appropriate based on what is occurring at that point in the counselling conversation and the potential impact of each skill in enhancing the therapeutic relationship and Claire's growth and development.</p>
b) Taking notes without disrupting the counselling relationship	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Took clear, appropriate notes during the session in a manner that did not negatively impact the counselling relationship. • Used the Counselling Notes Template.
c) Using effective counselling communication skills (e.g., attending behaviours, questioning, reflection,	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrated conveying a genuine interest in the client.

Observation	S	NYS	Comments
focusing, etc.) throughout the role-play			<ul style="list-style-type: none"> • Eye contact and body language suggested that they were interested and listening. • Non-verbal gestures were used to encourage and facilitate client engagement. • Observed the client's body language and responded appropriately. • Used open and closed questions as appropriate. • Open and closed questions effectively helped to gather relevant information and explore the client's concerns. • The student used reframing, paraphrasing, and reflecting to clarify what the client was saying and feeling at the appropriate times.
Overall Comments for Role-play 1: Part A: Middle-phase session with Claire Bowman			

Practical 4A

Role-play 1: Part B: Reflection of Middle-phase Session with Claire Bowman

Reflect upon the Middle-phase Session with Claire Bowman [approx 3-5 minutes]

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask you each question after your client has left the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. What have you written in each section of your counselling notes?

- You are required to demonstrate an ability to take clear, brief, and accurate notes during your counselling session.
- To help demonstrate this, you must verbally answer, "What have you written in each section of your counselling notes?"
- Your assessor will ask you this question, and you will be required to read out what you have included in each section of your notes [Counselling Notes Template, APPENDIX B].
- Your assessor will check that you have included relevant information/details in your notes and used counsellor-appropriate language.

Assessor Instructions

You must ask the student this question, and they will be required to read out what they have included in each section of their notes [Counselling Notes Template, APPENDIX B].

Check that the student included relevant information/details in their notes and used counsellor-appropriate language.

The student must:

- demonstrate an ability to take clear, brief, and accurate notes during the counselling session.
- answer the question, "What have you written in each section of your counselling notes?"

2. Analyse what you learned about Claire in light of the personality and development theories you have learned about, and explain how you can integrate this into your future work with Claire.

Select one personality/development theory that you think helps inform your ability to work with Michelle and outline how this theory applies to Michelle's story/concerns and how you would use this theory to help inform your counselling work with Michelle.

- You must be specific about how your chosen theory applies and how you would use this theory to influence your counselling work with Michelle.
- Your assessor will ask you to outline your chosen theory and how you would integrate this theory into your work with Michelle.

Reflection Questions

- Your assessor will assess your ability to effectively integrate your personality/development theories knowledge into your counselling work.

Assessor Instructions

You must ask the student this question, and they will be required to outline how their chosen theory applies and how they would use it to influence the counselling work with Michelle.

The student must:

- demonstrate an ability to outline how their chosen theory applies and how they would use this theory to influence the counselling work with Michelle.
- verbally answer, "Analyse what you learned about Michelle in light of the personality and development theories you have learned about and explain how you can integrate this into your future work with Michelle?"

3. Reflect on and evaluate your use of counselling communication skills. What went well? What didn't work? What should you have done differently? What areas do you need to develop? How will you develop these?

- You are required to demonstrate an ability to self-reflect and evaluate your communication during the counselling process by answering each of the above questions [e.g., "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?"].
- Your assessor will ask you each of these questions, and you must tell them your responses.
- Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.

Assessor Instructions

- You must ask the student these questions, and they will be required to read out what they have included in each section of their notes [Counselling Notes Template, APPENDIX B]
- Assess the student's ability to engage in critical self-reflection and identify opportunities for self-development.

The student must:

- demonstrate an ability to self-reflect and evaluate their communication during the counselling process.
- must answer the questions, "What went well? What didn't work?" "What should you have done differently?" "What areas do you need to develop? How will you develop those?"

Submission instructions: No submission.

Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
Did the student competently demonstrate the ability to:			
1. Take clear, brief and accurate counselling notes within the counselling session	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated taking clear and accurate notes, including appropriate information in their notes during the session.
2. Integrate an appropriate personality/development theory into their work with the client	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to integrate a personality/development theory, including: <ul style="list-style-type: none"> • outlining how a specific theory applies to what was learned about the client • how this theory could be integrated into future counselling work with this client.
3. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify the following: <ul style="list-style-type: none"> • What went well • What didn't work • What they should have done differently • What areas do they need to develop • How could they go about creating these
Overall Comments for Role-play 1: Part B: Reflection of middle-phase session with Claire Bowman			

Instructions for Your Private Online Assessment

Instructions for Your Private Online Assessment

You will then be required to ensure that all relevant facilities [for example, internet connection, webcam, etc.] are ready at the scheduled assessment time. You are responsible for ensuring that your internet connection is sufficient to support the two-hour assessment session.

Additionally, you must ensure that your webcam and microphone can be set up so that the assessor can view and hear you and your volunteer during the role-play. If the sound or picture is too poor a quality for the assessor to assess the role-play adequately, you must repeat the assessment.

Note: At least one adult volunteer must be physically present (face-to-face) during your assessment to act as the client. If you do not have another adult available, you cannot complete your assessment.

Your assessment session will run for approximately 1.5-2 hours. The table below provides a brief overview of what will occur and what you will be required to do during your assessment session.

Activity	Approximate Duration
General introductions and assessor sighting of student identification.	2-5 mins
The assessor will facilitate a discussion of relevant theoretical content and a discussion of the practical assessment. The student will be given an opportunity to ask questions and clarify their understanding of any points.	30 mins
The student will be given the opportunity to practise their role-play. The assessor will provide feedback and suggest areas for improvement.	15-20 mins
Formal assessment	20-30 mins
The assessor will provide feedback to the student	5-10 mins

Assessor Instructions:

You must ensure that you have read through all unit resources and student instructions and thoroughly understand the requirements for this practical assessment.

Students have been instructed to ensure that they have another adult present to act as a client for their role-play. If the student does not have a “client,” then the assessment cannot be conducted – assessors **cannot** act as the “client”.

The following table provides a guide for facilitating this assessment session. However, every student will be different, and the time you spend on each section will likely change based on the student’s needs (this should be used as a guide only).

Activity	Approximate Duration
Introduce yourself and make some general small talk about making the student comfortable and defusing their nerves.	2-5 mins
<p><i>The assessor will facilitate a discussion of relevant theoretical content as well as a discussion of the practical content. The student will be given an opportunity to ask questions and clarify their understanding of any points.</i></p> <p>This discussion is designed to cement the student’s understanding of the theoretical content covered in this unit and allow the student to have any questions answered. Remember, the student has learned the material in this Block – you are not required to re-teach them the fundamental concepts. Instead, this discussion allows the student to talk through their understanding of the topics (which facilitates learning).</p> <p>You should use a combination of information-giving, questioning and instructive feedback during this discussion (for example, it should not solely consist of you asking questions and the student giving answers, nor should it solely consist of giving the student a mini-lecture).</p> <p>Essentially, this part of the session should be in the form of an interactive tutorial-style discussion. Throughout this discussion, you must correct any misconceptions the student may have, answer any questions the student might pose, and provide the student with any relevant additional information that may facilitate their understanding of any key discussion points.</p>	30 mins
<p><i>The student will be given the opportunity to practice their role-play. The assessor will provide feedback and suggest areas for improvement.</i></p> <p>You should discuss exactly what is required from the student during the practical assessment. You should use the assessment instructions to guide your discussion (this will ensure that you cover every point).</p> <p>Answer all student questions.</p> <p>Ensure that the “client” understands what they must do and how they should act during the role-play. Ensure that the “client” knows what role they intend to play.</p>	15-20 mins

Activity	Approximate Duration
<p><i>Formal Assessment</i></p> <p>The student will complete the role-play. You must:</p> <ul style="list-style-type: none"> Carefully observe the student's role-play and mark them as 'competent' or 'not yet competent' on all aspects of the Observation Checklists. If applicable, have the student complete Part B: Reflection on the role-play immediately after their role-play. You may prompt students with questions as needed. Students should be marked competent in this section as long as they can demonstrate that they can critically reflect upon their work with the client about each point in Part B: Reflection. Students who successfully demonstrate all criteria listed on the Observation Checklists will be marked 'Competent' overall. Students who do not successfully demonstrate all of the criteria on the Observation Checklists will be marked 'Not Yet Competent' (NYC) overall. If time permits, any NYC student should be allowed to repeat the role-play [after constructive feedback is given]. If that is not possible, or if the student is still NYC following a second attempt, students will be required to contact Student Support to discuss options for re-assessment. 	<p>20-30 mins</p>
<p><i>The assessor will provide feedback to the student.</i></p> <ul style="list-style-type: none"> Provide the student with feedback on their performance –their strengths and opportunities for improvement. 	<p>5-10 mins</p>

Submission Instructions

Submission Instructions

All students must submit the same documents.

Instructions are outlined at the end of each assessment task and are summarised below:

Practical 1A

Role-play 1: Part A submission instructions:

- Submit your completed Counselling Contract and Agreement Form, Counselling Notes Template and Counselling Plan Template as one [1] PDF file using the following naming convention:
yy_mm_dd_yourname_Practical Block 1_04_1A_Part A_Role-play Templates

Role-play 1: Part B Submission instructions:

- No submission

Practical 2A

Role-play 1: Part A submission instructions:

- Submit your completed Counselling and Agreement template, Counselling Notes Template and Counselling Plan Template as one PDF file using the following naming conventions:
yy_mm_dd_yourname_Practical Block 1_04_2A_Part A_Role-play 1 Templates

Role-play 1: Part B submission instructions:

- No submission

Role-play 2: Part A submission instructions:

- Submit your completed Counselling and Agreement template, Counselling Notes Template and Counselling Plan Template as one PDF file using the following naming conventions:
yy_mm_dd_yourname_Practical Block 1_04_2A_Part A_Role-play 2 template

Role-play 2: Part B Submission instructions:

- No submission

Practical 3A

Role-play 1: Part A - Submission instructions:

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 1_04_3A_Role-play 1_Part A_Role-play Template

Role-play 1: Part B - Submission instructions:

- No submission

Role-play 2: Part A - Submission instructions:

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 1_04_3A_RolePlay 2_Part A_Role-play Template

Role-play 2: Part B - Submission instructions:

- No submission

Practical 4A

Role-play 1: Part A - Submission instructions:

- Submit your completed Counselling Notes Template and your updated Counselling Plan Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 1_04_4A_Part A_Role-play Templates

Role-play 1: Part B - Submission instructions:

- No submission

Assessment checklist

Students must have completed all activities within this assessment before submitting.

This includes:

Assessment checklist		
Practical 1A		
Role-play 1 - Part A	<ul style="list-style-type: none">• Counselling Contract and Agreement Form (APPENDIX A)• Counselling Notes Template (APPENDIX B)• Counselling Plan Template (APPENDIX C)	<input type="checkbox"/>
Role-play 1 - Part B	<ul style="list-style-type: none">• No submission	<input type="checkbox"/>
Practical 2A		
Role-play 1 -Part A	<ul style="list-style-type: none">• Counselling Contract and Agreement Form (APPENDIX A)• Counselling Notes Template (APPENDIX B)• Counselling Plan Template (APPENDIX C)	<input type="checkbox"/>
Role-play 1 -Part B	<ul style="list-style-type: none">• No submission	<input type="checkbox"/>
Role-play 2 -Part A	<ul style="list-style-type: none">• Counselling Contract and Agreement Form (APPENDIX A)• Counselling Notes Template (APPENDIX B)• Counselling Plan Template (APPENDIX C)	<input type="checkbox"/>
Role-play 2 -Part B	<ul style="list-style-type: none">• No submission	<input type="checkbox"/>
Practical 3A		

Assessment checklist		
Role-play 1 -Part A	<ul style="list-style-type: none"> • Counselling Notes Template [APPENDIX B] • Counselling Plan Template [APPENDIX C] 	<input type="checkbox"/>
Role-play 1 -Part B	<ul style="list-style-type: none"> • No submission 	<input type="checkbox"/>
Role-play 2 -Part A	<ul style="list-style-type: none"> • Counselling Notes Template [APPENDIX B] • Counselling Plan Template [APPENDIX C] 	<input type="checkbox"/>
Role-play 2 -Part B	<ul style="list-style-type: none"> • No submission 	<input type="checkbox"/>
Practical 4A		
Role-play 1 - Part A	<ul style="list-style-type: none"> • Counselling Contract and Agreement Form [APPENDIX A] • Counselling Notes Template [APPENDIX B] • Counselling Plan Template [APPENDIX C] 	<input type="checkbox"/>
Role-play 1 - Part B	<ul style="list-style-type: none"> • No submission 	<input type="checkbox"/>



Congratulations, you have reached the end of Practical Block 1!

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