

## Appendix E: Practical 5A

### Role-play 1: Part A: Fourth Session with Claire Bowman

#### Participant's Briefing Instructions

##### Participant's Briefing Instructions

##### Instructions for Role-play Volunteer (Claire Bowman)

These are the instructions for the person helping the student with Role-Play 1 by acting in the role of the client, Claire Bowman. You must use the following information to assist you in your interactions with the student during the role-play. The role-play will consist of the student conducting a fourth counselling session with you, during which they use cognitive behavioural counselling techniques. While you are encouraged to use your creativity and judgement during the role-play, follow the instructions below.

Please note that the gender of the volunteer doesn't need to match the gender of the character they will be playing as long as the volunteer can accurately portray the character as described in the following instructions.

##### Background Character Information

You are Claire Bowman, a 33-year-old woman who has been seeing a counsellor for a few weeks. You have been married to your husband, Justin (aged 35), for six years and have a four-year-old son together, Ethan. You have attended three counselling sessions so far. During that time, you discussed many issues, including deciding to return to work part-time, managing your stress and anxiety about balancing work and parenting responsibilities and communicating effectively with your husband.

During your last counselling session, you realised that many of the stresses you have been experiencing lately relate to the feelings of self-doubt and inadequacy you carry about yourself.

During that session, the counsellor raised the possibility of exploring this further during your next counselling session using cognitive behavioural counselling techniques that seek to help you explore the relationship between your thoughts, emotions, and behaviour and make changes to implement more effective behaviours. You expressed an interest in trying this approach.

Over the last week, you have been thinking more about your self-doubt and anxiety. You can trace these feelings back to when you became a mother to Ethan. Before this time, you were a relatively confident and happy individual. However, upon the birth of your son four years ago, you noticed that you began to worry a lot and question yourself.

## Participant's Briefing Instructions

Over the years, as Ethan has grown, you have found this sense of self-doubt and inadequacy has worsened to the point where you constantly criticise yourself over everything you do and feel as if you “can’t do anything right” and are “not good enough”. This type of thinking is particularly prominent in your parenting of Ethan. For instance, if Ethan catches a cold, falls over while playing, or has a tantrum, you will think things like, “This is my fault. I should have prevented this”, or “If I were a better mother, this wouldn’t have happened”.

You have also started having similar thoughts about your work and household responsibilities – whenever you find yourself struggling or running late in getting tasks done, you immediately get frustrated with yourself and think, “I should be able to do this!”, “I mess everything up!” and “I’m a failure.” These thoughts often make you feel very stressed, upset and overwhelmed by the situation, decreasing your ability to cope.

You have become so used to these self-critical feelings, beliefs and thoughts that you no longer consciously notice them. However, through counselling, you have become more aware of them. You would like help dealing with these feelings so that you will feel more confident again and better able to cope in everyday life.

You no longer want to feel this way. You want to work through your feelings of “not being good enough” and “not doing anything right” so that you can feel like a more confident and capable mother.

### During the role-play:

Some specific instructions about things you must say/do during the role-play:

- At the beginning of the role-play, the student will greet you and welcome you back to counselling – you should respond naturally to any small talk they make.
- The student will then briefly review the issue you spoke about towards the end of the last session and will ask you some questions to explore the issue. You should respond by saying that this problem has continued since you last spoke, and you are still plagued by self-doubt and inadequacy. If the student asks any follow-up questions, you should respond in a way that comes naturally to you based on the background information. Note: This does not mean that you should read out this information – instead, respond in a manner that makes sense to the conversation you are having with the student.
- You should express an interest in addressing your feelings of self-doubt and inadequacy to feel more confident.
- During the session, the student will introduce a specific cognitive behavioural strategy that they think will help you with your issue. You should comply with any student instructions and respond to any of the student’s questions naturally based on the background information provided. Feel free to flesh this out, but make sure that any responses you provide align with the character information provided.

## Participant's Briefing Instructions

- You should respond naturally if the student asks for your thoughts and feedback about the technique they used/ discussed with you. For example, if you are uncertain about some aspect of the technique, ask questions to clarify your understanding. If the student asks you if you think the technique will be/ was useful, then you should respond that it is/was and express gratitude for their assistance.