

Appendix H: Practical 7A

Role-play 1: Part A: Sixth (final) Session with Michelle Smith

Participant's Briefing Instructions

Participant's Briefing Instructions

Instructions for Role-play Volunteer (Michelle Smith)

These are the instructions for the person helping the student with Role-Play 1 by acting in the role of the client, Michelle Smith. You must use the following information to assist you in your interactions with the student during the role-play. The role-play will include the student conducting a final counselling session with you. 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 Information

You are Michelle Smith, a 45-year-old woman who has been seeing a counsellor for six weeks. You initially sought counselling because you are a very busy and "stressed out" woman. You work full-time, study part-time, and are a full-time wife and mother. You are married to Jake (aged 46), and together you have two children, Trent (aged 17) and Rebecca (aged 15).

You feel you constantly struggle to stay on top of your various family, work, and study commitments. So far, you have met with the counsellor over five sessions. During those sessions, you discussed a range of issues, including stress and time management issues as well as some feelings of self-doubt that you were having.

You feel you have made tremendous progress on your problems through your work with the counsellor. You feel more in control of your life and can now more effectively plan and communicate your needs to your husband. This has helped you feel less stressed. You still think you have progress to make before you are "completely stress-free", but you are confident that your counselling experience has supplied you with all the tools you need to learn how to better manage yourself and your stress in your own time outside of counselling.

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.

Participant's Briefing Instructions

- You should agree if the student reminds you this is your sixth and final contracted session and proposes you review your progress together.
- If the student emphasises and affirms the hard work and personal growth they have observed in you over the last five sessions, you should respond by thanking them, agreeing that you have made some good progress and are pretty happy with how much you have grown.
- If the student asks questions about your thoughts and perceptions about your progress, you should respond naturally based on the background information and the questions the student asks. You should ensure that you react positively to the student's questions – you are happy with your progress and feel confident that you can continue your development outside counselling.
- If the student asks questions about your thoughts on the counselling process, you should respond naturally but positively.
 - For example, suppose the student asks what you found most useful or enjoyable throughout the process. In that case, you may indicate that you found it helpful, considering your current strengths and how you could build upon them. You could say that you found that quite empowering.
 - Suppose the student asks you what you found unenjoyable or unhelpful about the counselling process. In that case, you may like to indicate that you have found the whole process extremely helpful and are happy you sought counselling.
 - If the student asks you if you have learned anything new about yourself or your situation through counselling, you may like to indicate that you learned much about yourself. The most important thing you learned is that you are a stronger, better person than you initially realised.
- Suppose the student asks you to reflect upon the strengths and resources you can draw on outside counselling. In that case, you may wish to discuss how you have learned to organise yourself and your time better and communicate your needs to your husband, Jake, which allows you to manage your time and stress better. You may also comment that you think that you will be able to continue to draw on your improved organisational and communication skills as you continue in your studies.
- If the student suggests any options for further support, you should listen to them and respond positively to any suggestions you feel could be helpful.
- If the student wishes you well for the future, you should reply by thanking them.