



Diploma of Counselling | Practical Block 2

Role-plays

ASSESSOR GUIDE

CHCCSL006 Introduction to counselling theories

CHCCSL006 Cognitive behaviour therapy

CHCCSL006 Solution-focused therapy

CHCCSL006 Acceptance and commitment therapy

CHCCSL003 Facilitate the counselling relationship and process

CHCCCS014 Provide brief interventions

CHCCCS017 Provide loss and grief support

CHCMHS001 Work with people with mental health issues



Assessment Instructions

Task overview

This Student Guide aims to provide you with instructions for completing the Diploma of Counselling Practical Block 2.

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

- CHCCSL006 Introduction to counselling theories
- CHCCSL006 Cognitive behaviour therapy
- CHCCSL006 Solution-focused therapy
- CHCCSL006 Acceptance and commitment therapy
- CHCCSL003 Facilitate the counselling relationship and process
- CHCCCS014 Provide brief interventions
- CHCCCS017 Provide loss and grief support.

Before your assessment, it is essential that:

- ✓ You are familiar with all material covered in the learning material, readings, and assessments for modules in Block 2.
- ✓ 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 the 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.
 - These will be live (real-time) assessments with your participant and assessor.
 - Your assessor will be assessing you remotely, online and in real-time.
 - It is essential for each type of role-play variation that you and the client are physically present in the same room.
 - Your live (real-time) online assessment must clearly show the student and client in the same room.
 - The assessor will provide the participant with the briefing and instructions (Appendices E-L) 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 2 Role-plays: Assessment Overview

Practical 5A | Select and Use Counselling Therapies | Cognitive Behavioural Therapy & Solution-Focused Therapy | CHCCSL006

This practical assessment consists of **two [2] different role-plays**. You will also be required to analyse, self-reflect, and answer a few questions for each role-play.

Role-play 1

- **Part A:** You will be required to role-play, conducting a fourth counselling session with Claire Bowman (from Counselling Practical 2A and 4A), where you apply cognitive behavioural therapy techniques. (This role-play should run for approximately 8-10 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 will be required to role-play, conducting a fourth counselling session with Michelle Smith (from Counselling Practical 1A and 3A) in which you apply an integrated solution-focused and cognitive behavioural approach. (This role-play should run for approximately 8-10 minutes.)
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Practical 6A | Select and Use Counselling Therapies | Acceptance Commitment Therapy | CHCCSL006

This practical assessment consists of **one [1] 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 fourth counselling session with Simon Leung (from Counselling Practical 2A and 3A), where you apply acceptance and commitment therapy (ACT) techniques. (This role-play should run for approximately 12-15 minutes.)
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Practical 7A | Facilitate the Counselling Relationship and Process | CHCCSL003

This practical assessment consists of **three [3] different role-plays**. You will also be required to analyse, self-reflect, and answer a few questions for each role-play.

Role-play 1

- **Part A:** You must role-play, conducting a sixth counselling session with Michelle Smith (from Counselling Practical 1A, 3A and 5A). (This role-play should run for approximately 10 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 a sixth counselling session with Simon Leung (from Counselling Practical 2A, 3A and 6A). (This role-play should run for approximately 10 minutes.)
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Role-play 3

- **Part A:** You must role-play, conducting a sixth counselling session with Claire Bowman (from Counselling Practical 2A, 4A and 5A). [This role-play should run for approximately 15 minutes.]
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Practical 8A | Provide Brief Interventions CHCCS014 | Provide Loss and Grief Support CHCCS017

This practical assessment consists of **two (2) role plays**:

- **Role-play 1:** You must role-play, conducting a brief intervention with Jamie. [This role-play should run for approximately 10-12 minutes.]
- **Role-play 2:** You must role-play a counselling session in which you appropriately respond to your client, Taylor's, grief. [This role-play should run for approximately 10-12 minutes.]

Practical 5A

Practical 5A

Select and Use Counselling Therapies | Cognitive Behaviour Therapy | Solution-Focused Therapy | CHCCSL006

This practical assessment consists of **two (2) different role-plays**. You will also be required to analyse, self-reflect, and answer a few questions for each role-play.

Role-play 1

- **Part A:** You will be required to role-play, conducting a fourth counselling session with **Claire Bowman** (from Counselling Practical 2A and 4A), where you apply cognitive behavioural therapy techniques. (This role-play should run for approximately 8-10 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 will be required to role-play, conducting a fourth counselling session with **Michelle Smith** (from Counselling Practical 1A and 3A) in which you apply an integrated solution-focused and cognitive behavioural approach. (This role-play should run for approximately 8-10 minutes.)
- **Part B:** In this part of the assessment, you must reflect upon 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. You continued your work with these clients in Counselling Practical 3A and Practical 4A.

In this practical assessment, you will continue your counselling work with two of these clients (you will continue your work with the third client in Counselling Practical 6A).

This assessment will allow you to practice and demonstrate the knowledge and skills required to select and use specific counselling therapies and techniques to assist your clients effectively.

This practical assessment will consist of two role-plays in which you will act as the counsellor conducting middle-phase counselling sessions with two clients. You will also be required to engage in an analysis and self-reflection of each of your role-plays.

Supporting Evidence

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

- Counselling Notes Template [APPENDIX B]



Practical 5A

Role-play 1: Claire Bowman

Practical 5A

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

Student Instructions

Conduct a counselling session with Claire Bowman using a cognitive behavioural approach (approximately 10 minutes)

This part of the assessment will simulate the beginning of a fourth counselling session with Claire Bowman (who you have previously worked with in Counselling Practical 2A and 4A).

You have been working with Claire regarding several concerns, including returning to work part-time, managing her stress and anxiety about balancing work and parenting responsibilities, and communicating effectively with her husband.

During the last counselling session, the focus was on Claire's feelings of self-doubt and inadequacy, particularly regarding her parenting of her four-year-old son, Ethan, who was also recently diagnosed with Autism. Towards the end of the last session, Claire told you that these feelings are the root cause of her stress, as she never feels as if she is "good enough" and is constantly criticising herself.

You briefly discussed the issue with Claire in the last session and discussed the possibility of using cognitive behavioural techniques to address this issue. Claire was very interested in the cognitive behavioural approach because she had previously successfully used a behavioural change program. Together, you agreed to explore her feelings of self-doubt and inadequacy using a CBT approach during the next session (this role-play).

During this role-play, you will be assessed on your ability to competently conduct the beginning of a fourth counselling session in which you use appropriate counselling communication skills and a cognitive behavioural approach to explore and address Claire's feelings of self-doubt and inadequacy.

Key Observation Criteria

Specifically, you will be required to:

- 1. Greet the client and confirm the focus of the session (approximately 1-2 minutes).**
- 2. Select an appropriate CBT technique to assist the client and demonstrate your chosen CBT technique (approximately 5-6 minutes).**
 - Once you and Claire have selected a specific goal or change to work towards, you will be required to choose one CBT technique that would be useful for Claire.
 - The technique you select must be appropriate for Claire's goals and circumstances. Therefore, when choosing your technique, you must consider Claire's goals, needs, developmental status, and attitude towards change to select an appropriate technique.
 - Specifically, you will need to address Claire's issues:
 - Anxiety
 - Stress
 - Parenting
 - Stress management
 - You must then implement your selected technique with your client.
- 3. Gather feedback and conclude the role-play (approximately 1-2 minutes).**

You must:

 - Use the **Counselling Notes Template (APPENDIX B)**

Assessor instructions: Students must participate in a role-play with one (1) other using the following 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 10 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 Counselling Notes Template as a PDF file using the following naming convention:
yy_mm_dd_yourname_Practical Block 2_5A_Part A_Role Play 1 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 the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct the beginning of a fourth counselling session in which they effectively used a range of appropriate counselling communication skills and a cognitive behavioural approach to explore and address Claire's feelings of self-doubt and inadequacy?</p> <p>Specifically, did the student competently:</p>			
<p>Ob1. Greet the client and confirm the focus of the session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming her back	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student greeted Claire by name, welcoming her back and making her feel comfortable.</p> <p>For example: "Hi, Claire. Welcome back. Nice to see you again."</p>
b) Making the client feel comfortable (e.g., making appropriate small- talk and allowing them to settle in)	<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 in the rain getting here?"</p>
c) Focusing the counselling discussion by raising the issue that was brought up last week and confirming that Claire would like to focus on this in the current session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student focused the counselling discussion by raising the issue that was brought up last week and confirming that Claire would like to focus on this in today's session.</p> <p>For example, "Towards the end of last week's session, we started talking about your feelings of self-doubt and inadequacy that seem to be causing you a lot of stress and how we could use cognitive behavioural strategies to address this issue. Would you still like to explore this today, or have you had additional thoughts since last week?"</p>
d) Using appropriate counselling communication skills (e.g., attending behaviours, effective questioning, reflection, and focusing) to elicit further details about Claire's concerns and agree upon a goal to be worked towards during the current session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used appropriate counselling communication skills (e.g., attending behaviours, effective questioning, reflection, and focusing) to elicit further details about Claire's concerns and agree upon a goal to be worked towards during the current session.</p>

Observation	S	NYS	Comments
Ob2. Select an appropriate CBT technique to assist the client and demonstrate the use of the chosen CBT technique, as demonstrated by:			
a) Selecting a technique that is appropriate for Claire's goals, needs, developmental status, and attitude towards change	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • must select a technique that is appropriate for both Claire's goals as well as her circumstances • must consider Claire's goals, needs, developmental status, and attitude towards change to select an appropriate technique <p>a) must choose from the following techniques:</p> <ul style="list-style-type: none"> ○ Cognitive Restructuring ○ Behavioural Experiments ○ Role-Plays ○ Diary-keeping
b) Effectively implementing the chosen technique by, depending upon the technique selected, either: <ul style="list-style-type: none"> • Providing the client with a detailed explanation of the technique; • Working with the client to apply the technique within the session or • Working with the client to develop the technique for use outside of the session 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <p>b) must implement their selected technique with Claire</p> <p>c) depending on the selected technique, this might involve providing Claire with a detailed explanation, working with her to apply the technique within the session, or working with her to develop the technique for use outside the session.</p>
c) Addressed the client's issues: <ul style="list-style-type: none"> ○ Anxiety ○ Stress ○ Parenting ○ Stress management 			<p>The student addressed Claire's issues throughout the session, discussing and working through her:</p> <ul style="list-style-type: none"> • Anxiety • Stress • Parenting • Stress management
Ob3. Gather feedback and conclude the role-play, as demonstrated by:			
a) Seeking feedback from Claire to confirm her understanding of the technique and ensure that it fits with her particular needs and goals (if the technique is	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • must seek feedback from Claire to confirm her understanding of the technique and ensure that it fits with her particular needs and goals (if

Observation	S	NYS	Comments
designed to be implemented out of session) or to seek feedback on the usefulness of the technique (if the technique was implemented within the session)			<p>the technique is designed to be implemented out of session)</p> <ul style="list-style-type: none"> or to seek feedback on the usefulness of the technique (if the technique was implemented within the session)
b) Asking the client if they have any further questions about the technique and answer any questions that arise	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> must ask Claire if she has any further questions about this particular technique, answer any questions that she may have and then conclude the role-play.
Ob4. 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>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) Using effective counselling communication skills (e.g., attending behaviours, questioning, reflection, focusing, etc.) throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>Throughout the counselling conversation, The student must ensure that you use the communication skill that is most appropriate based on what is occurring at that point in the counselling discussion and the potential impact of each skill in enhancing the therapeutic relationship and Claire's growth and development.</p>
c) Taking notes without disrupting the counselling relationship using the Counselling Notes Template	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The student 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: Fourth Session with Claire Bowman			

Practical 5A

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

Analysis and reflection on the role-play (approximately 5 minutes)

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask each question after your client leaves 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. Explain your rationale for selecting your chosen cognitive behavioural technique and reflect upon the application, limitations and level of comfort and issues when applying cognitive behavioural techniques to address Claire's needs/issues/goals.

You must:

- state your reasons for using your selected technique with Claire
- outline why you thought this technique would help Claire
- state the impact you expected the method would have
- state any limitations you believe there are in applying cognitive behavioural techniques with Claire
- When applying this technique to address Claire's needs/issues/goals, reflect upon identifying and responding to comfort level and issues when using this technique.

To demonstrate this, you must verbally answer:

- "What are your reasons for using your selected technique with Claire?"

Reflection Questions

- “What impact did you expect the technique would have?”
- “Do you think there are any limitations to applying cognitive behavioural techniques with Claire?”
- “How did you identify and respond to your own level of comfort and issues when applying cognitive behavioural techniques to address Claire's needs/issues/goals?”

Your assessor will assess your understanding of your use of your chosen technique.

Assessor Instructions

- You must ask the student these questions, and they will be required to demonstrate their understanding and use of their chosen technique.

The student must demonstrate their understanding and use of their chosen technique and verbally answer:

- “What are your reasons for using your selected technique with Claire?”
- “What impact did you expect the technique would have?”
- “Do you think there are any limitations to applying cognitive behavioural techniques with Claire?”
- “How did you identify and respond to your own level of comfort and issues when applying cognitive behavioural techniques with Claire?”

3. **Reflect on and evaluate your use of counselling communication skills and your effectiveness in implementing your chosen cognitive behavioural technique. 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 and use of your chosen cognitive behavioural technique 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 your communication and use of your chosen cognitive behavioural technique
- 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 the 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. Explain their rationale for selecting their chosen cognitive behavioural technique and reflect upon the application and limitations of applying cognitive behavioural techniques to address Claire's needs/issue/goals, as demonstrated by their ability to explain: <ul style="list-style-type: none"> • their reasons for using the selected technique with Claire • what impact did they expect the technique would have • identified and responded to own level of comfort and issues with applying cognitive behavioural techniques with Claire. 	<input type="checkbox"/>	<input type="checkbox"/>	The student must state their reasons for using their selected technique with Claire: <ul style="list-style-type: none"> • outline why they thought this technique would help Claire • the impact they expected the technique would have • identified and responded to own level of comfort and issues with applying cognitive behavioural techniques with Claire.
3. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection and identify: <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 developing these? 	<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 Fourth Session with Claire Bowman			



Practical 5A

Role-play 2: Michelle Smith

Practical 5A

Role-play 2: Part A: Fourth Session with Michelle Smith

Student Instructions

Role-play of a counselling session with Michelle Smith using an integrated solution-focused and cognitive behavioural approach (approximately 12 minutes)

This part of the assessment will simulate the beginning of a fourth counselling session with Michelle Smith (who you have previously worked with in Counselling Practical 1A and 3A).

You have been working with Michelle regarding several concerns, including time management and stress related to juggling her work, family, and study commitments.

So far, your work with Michelle has mainly been problem-focused. You have explored her feelings of stress and anxiety, and Michelle has made significant progress in understanding her issues. However, one of Michelle's key goals for counselling is to manage her time and stress levels better. You believe that Michelle would benefit from a more solution-focused approach to fully understand her goal and how she can build upon her existing strengths to achieve it.

Additionally, in your previous work with Michelle, you have observed a few cognitive distortions in her thinking. As such, you have decided to implement an integrated solution-focused and cognitive behavioural approach in the coming session (this role-play).

During this role-play, you will be assessed on your ability to conduct the beginning of a fourth counselling session in which you use appropriate counselling communication skills and an integrated solution-focused and cognitive behavioural approach with Michelle.

Key Observation Criteria

Specifically, you will be required to:

1. Greet the client and confirm the focus of the session (approximately 1 minute).

You should then start the counselling session by introducing the solution-focused approach concept and gaining Michelle's consent to use this approach. You must then acknowledge Michelle's response and answer any question that she has.

2. Use a solution-focused approach (SFT) to explore your client's goals, preferred future, strengths, and resources (approximately 5-6 minutes).

- The SFT technique you select must be appropriate for Michelle's goals and circumstances. Therefore, when choosing your technique, you must consider Michelle's goals, needs, developmental status, and attitude towards change to select an appropriate technique.
- Specifically, you will need to address Michelle's issues:
 - Anxiety
 - Stress management

3. Identify any cognitive distortions and apply cognitive restructuring techniques (approximately 3-4 minutes).

4. Conclude your session by providing the client with solution-focused summary feedback (approximately 1-2 minutes).

You must conclude your role-play by providing Michelle with a solution-focused summary feedback statement that includes a useful task suggestion. Your summary feedback statement must contain the three key aspects typically included in solution-focused therapist feedback to clients.

You should check whether or not Michelle has any questions regarding your task suggestion and answer them as appropriate. You can conclude the role-play once Michelle is clear about the task suggestions.

You must:

- Use the **Counselling Notes Template (APPENDIX B)**

Assessor instructions: Students must participate in a role-play with one (1) other using the following 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 12 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 2_5A_Part A_Role Play 2 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 the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct the beginning of a fourth counselling session in which they effectively used a range of appropriate counselling communication skills and an integrated solution-focused and cognitive behavioural approach with Michelle?</p> <p>Specifically, did the student competently:</p>			
<p>Ob1. Greet the client and confirm the focus of the session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming her back	<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. Welcome back."</p>
b) Making the client feel comfortable [e.g., making appropriate small- talk and allowing them to settle in]	<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) Focusing the counselling discussion by raising the issue that was brought up last week and confirming that Claire would like to focus on this in the current session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student focused the counselling discussion by raising the issue that was brought up last week and confirming that Michelle would like to focus on this in today's session.</p>
d) Introducing the concept of the solution-focused approach and gaining Michelle's consent to use this approach, including: <ul style="list-style-type: none"> providing the client with a detailed explanation of the technique. 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student introduced the concept of the solution-focused approach.</p> <p>For example: "We have made a lot of progress in understanding the cause of your feelings of stress and time management issues. But, with your permission, I'd like to try something different today. I'd like to focus more on your goals and strengths and how you can use your strengths to improve your time management skills. How does that sound?"</p>
e) Using appropriate counselling communication skills [e.g., attending behaviours, effective questioning, reflection, and focusing] to acknowledge Michelle's response and answer any questions that she has	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used appropriate counselling communication skills [e.g., attending behaviours, effective questioning, reflection, and focusing] to acknowledge Michelle's response and answer any question she had.</p>

Observation	S	NYS	Comments
Ob2. Use a solution-focused approach to explore the client's goals, preferred future, strengths and resources, as demonstrated by engaging in a cohesive counselling conversation during which they make appropriate use of:			
a) Selecting a technique that is appropriate for Michelle's goals, needs, developmental status, and attitude towards change, whilst considering existing issues in selecting courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student identified and considered Michelle's co-existing issues in selecting a course of action.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Reviewing the client's history • Listen actively • Ask open-ended questions • Assess cognitive distortions • Explore connections • Prioritise concerns • Set realistic goals • Integrate approaches. • must select a SFT technique that is appropriate for both Michelle's goals as well as her circumstances • must consider Michelle's goals, needs, developmental status, and attitude towards change to select an appropriate technique
b) The miracle question to help Michelle better understand her goal/preferred future	<input type="checkbox"/>	<input type="checkbox"/>	The student engaged Michelle in a cohesive counselling conversation to develop the miracle question to help Michelle better understand her goal/preferred future.
c) Exception questions to explore strengths, resources, and existing examples of her preferred future	<input type="checkbox"/>	<input type="checkbox"/>	The student engaged Michelle in a cohesive counselling conversation to develop exception questions to explore strengths, resources, and existing examples of her preferred future.
d) Solution-focused language to explore possibilities for action	<input type="checkbox"/>	<input type="checkbox"/>	The student engaged Michelle in a cohesive counselling conversation to develop solution-focused language to help explore possibilities for action.
d) Addressed the client's issues: <ul style="list-style-type: none"> ○ Anxiety ○ Stress management 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student addressed issues throughout the session, discussing and working through Michelle's issues:</p> <ul style="list-style-type: none"> • Anxiety • Stress management
Ob3. Identify any cognitive distortion and apply cognitive restructuring techniques, as demonstrated by:			

Observation	S	NYS	Comments
a) Identifying the presence of any cognitive distortions in Michelle	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify the presence of any cognitive distortions in Michelle during the counselling conversation.
b) Applying the CBT steps of cognitive restructuring to help Michelle identify these cognitive distortions/negative beliefs, test them for evidence/accuracy, and modify or replace the key negative thoughts or beliefs with more realistic ones	<input type="checkbox"/>	<input type="checkbox"/>	The student could apply the CBT steps of cognitive restructuring to help Michelle identify any cognitive distortions/negative beliefs, test them for evidence/accuracy, and modify or replace the key negative thoughts or beliefs with more realistic ones.
Ob4. Conclude the session by providing the client with solution-focused summary feedback, as demonstrated by providing a summary feedback message that contains an appropriate:			
a) Complement(s) based on what Michelle is already achieving	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated the use of complements – genuine affirmations/statements of praise that support what Michelle is already achieving.
b) A bridge/rationale for suggesting a specific homework task	<input type="checkbox"/>	<input type="checkbox"/>	The student developed a bridge – a rationale and suggested a specific homework task for Michelle.
c) An appropriate task suggestion for Michelle to complete between now and the next session	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Based on what they learned about Michelle's goals, strengths, and available resources, the student suggested an appropriate task for Michelle to complete between now and the next session. For example, asking Michelle to observe some aspect of her life, "Between now and the next time that we meet, I would like you to observe, so that you can describe to me next time what happens in your (insert goal area) that you want to continue to have happen"). Alternatively, it might involve asking Michelle to do more or what has been working for her or finding out why certain exceptions occur [e.g., "Pick a day between now and next time we meet and pretend that the miracle has happened..."]. Task suggestions may also involve recapping particular action steps that Michelle has decided upon taking and checking how Michelle will deal with potential setbacks to promote positive change.
d) Confirmation that Michelle understands the task and	<input type="checkbox"/>	<input type="checkbox"/>	The student confirmed whether or not Michelle had any questions regarding their task suggestion and answered them as appropriate.

Observation	S	NYS	Comments
answers any questions as required.			
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>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, using the Counselling Notes Template	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> The student 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, focusing, etc.) throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>Throughout the counselling conversation, The student must ensure that you 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.</p>
<p>Overall Comments for Role-play 2: Part A: Fourth Session with Michelle Smith</p>			

Practical 5A

Role-play 2: Part B: Reflection of Fourth Session with Michelle Smith

Reflect upon the session with Michelle Smith [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 each question after your client leaves 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. Explain your rationale for using each solution-focused technique and cognitive restructuring at the particular point you did in the session and reflect upon the application, limitations, level of comfort, and issues when applying solution-focused techniques to address Michelle's needs.

You are required to state your reasons for using each of the solution-focused techniques and cognitive restructuring at the particular point that you did during the session with Michelle and address the following:

- outline why you thought each technique would help Michelle at that point
- the impact you expected the technique would have
- any limitations you believe there are in applying solution-focused techniques with Michelle
- When applying solution-focused techniques to address Michelle's needs, reflect upon identifying and responding to your own level of comfort and issues.

To demonstrate this, you must verbally answer:

- "What are your reasons for using each technique during the session?"
- "What impact did you expect the technique would have?"

Reflection Questions

- “Do you think there are any limitations to applying solution-focused techniques with Michelle?”
- “How did you identify and respond to your own level of comfort and issues when applying solution-focused techniques to address Michelle’s needs?”.

Your assessor will assess your understanding of your use of each technique.

Assessor Instructions

- You must ask the student these questions, and they will be required to demonstrate their understanding of using their chosen technique.

The student must demonstrate their understanding of the use of their chosen technique and verbally answer:

- “What are your reasons for using each technique during the session?”
- “What impact did you expect the technique would have?”
- “Do you think there are any limitations to applying solution-focused techniques with Michelle?”
- “How did you identify and respond to your own level of comfort and issues when applying solution-focused techniques to address Michelle’s needs?”.

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 the 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. Explain their rationale for using each of the solution-focused techniques and cognitive restructuring at the particular point that they did during the session and reflect upon the application and limitation of applying solution-focused techniques to address Michelle's needs, as demonstrated by their ability to explain: <ul style="list-style-type: none"> • Their reasons for using each technique at that point during the session. • What impact did they expect the technique would have? • identified and responded to own comfort level and issues with applying solution-focused techniques with Michelle. 	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> • state their reasons for using each technique during the session. • describe what impact they expected the technique would have. • identified and responded to own level of comfort and issues with applying solution-focused techniques with Michelle
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 Fourth Session with Michelle Smith			

Practical 6A

Practical 6A

Select and Use Counselling Therapies | Acceptance and Commitment Therapy | CHCCSL006

This practical assessment consists of **one (1) 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 fourth counselling session with **Simon Leung** (from Counselling Practical 2A and 3A), where you apply acceptance and commitment therapy (ACT) techniques. (This role-play should run for approximately 12-15 minutes.)
- **Part B:** In this part of the assessment, you must reflect upon 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. You continued your work with these clients in Counselling Practical 3A and Practical 4A. In Counselling Practical 5A, you continued your work with two of these clients. In this practical assessment, you will continue counselling with the third client. This assessment will allow you to practice and demonstrate the knowledge and skills required to select and use specific counselling therapies and techniques to assist your clients effectively.

This practical assessment will consist of one role-play in which you will act as the counsellor conducting middle-phase counselling sessions with a client. You will also be required to engage in an analysis and self-reflection of each of your role-plays.

Supporting Evidence

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

- Counselling Notes Template (APPENDIX B)

You will need the following to complete this assessment:

- Leaves on a Stream Exercise (APPENDIX D)



Practical 6A

Role-play 1: Simon Leung

Practical 6A

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

Student Instructions

Role-play of counselling session with Simon using an ACT approach (approximately 12-15 minutes)

You must role-play, conducting the beginning of a fourth counselling session with Simon Leung (who you have previously worked with in Counselling Practical 2A and 3A).

You have been working with Simon regarding several issues related to his feelings of social anxiety. You have observed that Simon tries very hard to control his anxiety, and you suspect that trying to control these feelings exacerbates some of his issues. As such, you think that Simon could benefit from Acceptance and Commitment Therapy (ACT).

During your last counselling session (not role-played), the session focused on Simon's thoughts of being "a loser" and how the associated anxiety from this thought stops him from fully experiencing his life. You introduced Simon to the fundamental concepts of the ACT approach through the "ACT in a Nutshell" metaphor and explored the ineffectiveness of his current experiential avoidance strategies.

Simon was intrigued by these concepts, saying that he had never thought about changing his relationship with his emotions before. He expressed an interest in using some more ACT techniques during the next session (this role-play). During this session, you want to continue applying ACT techniques and focus on psychological acceptance and defusion skills.

During this role-play, you will be assessed on your ability to competently conduct the beginning of a fourth counselling session in which you use appropriate counselling communication skills and an ACT approach with Simon.

Key Observation Criteria

Specifically, you will be required to:

1. **Greet the client and confirm the focus of the session (approximately 1 minute).**

You should then focus the counselling discussion by confirming that Simon would like to continue focusing on ACT strategies and techniques in today's session.

2. **Introduce and use the 'Leaves on a Stream' exercise (approximately 5-6 minutes).**

You must respond to any questions that Simon has before beginning the exercise. A copy of this exercise is included in **APPENDIX D**.

Note: You must demonstrate the use of this exercise as if in a real-life counselling environment. You must not read this exercise from this guide during your role-play. Instead, you must memorise this exercise and deliver it from memory (just as a counsellor does in a real-life counselling session).

Your phrasing of this exercise does not need to be word-for-word, the same as what appears in **APPENDIX D**; however, you must ensure that your delivery maintains the key points of this mindfulness exercise.

3. **Conduct a debriefing discussion following the 'Leaves on a Stream' exercise (approximately 3-4 minutes).**

Throughout this discussion, you must also encourage using ACT-appropriate language and concepts to help Simon understand defusion and acceptance better.

4. Propose an ACT homework exercise and conclude the session [approximately 2-3 minutes].

Choose a homework exercise that you believe would assist Simon in developing defusion and acceptance. Once Simon understands the homework task and indicates his willingness to complete it, you may bring the role-play to a close by telling him you will review it with him next week.

You must:

- Use the **Counselling Notes Template (APPENDIX B)**.

Assessor instructions: Students must participate in a role-play with one (1) other using the following 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 15 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 2_6A_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 the result as Satisfactory [S] or Not Yet Satisfactory [NYS]

Observation	S	NYS	Comments
<p>Q1. Did the student competently conduct the beginning of a fourth counselling session in which they effectively used a range of appropriate counselling communication skills and an ACT approach to work with Simon to address his feelings of anxiety?</p> <p>Specifically, did the student competently:</p>			
<p>Ob1. Greet the client and confirm the focus of the session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming him back	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student greeted Simon by name, welcoming him back and making him feel comfortable.</p> <p>For example: "Hi, Simon. Welcome back. Nice to see you again."</p>
b) Making the client feel comfortable (e.g., making appropriate small talk and allowing them to settle in)	<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 in the rain getting here?"</p>
c) Focusing the counselling discussion by raising the issue that was brought up last week and confirming that Claire would like to focus on this in the current session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student focused the counselling discussion by raising the issue that was brought up last week and confirming that Simon would like to focus on this in today's session.</p>
d) Focusing the counselling discussion by confirming that the client would like to continue to focus on ACT strategies and techniques, including: <ul style="list-style-type: none"> providing the client with a detailed explanation of the technique 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student focused the counselling discussion by confirming that Simon would like to continue to focus on ACT strategies and techniques.</p> <p>For example, "So, last week, we explored the key concepts of acceptance and commitment therapy. Today, I'd like to continue with this and work through some exercises to help you drop the struggle with your feelings of anxiety and make room for them. How does that sound?"</p>
<p>Ob2. Introduce and use the 'Leaves on the Stream' exercise, as demonstrated by:</p>			
a) Introducing the exercise	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student introduced the exercise.</p>

Observation	S	NYS	Comments
b) Effectively implementing the exercise and delivering instructions that maintained all key aspects of the exercise	<input type="checkbox"/>	<input type="checkbox"/>	The student effectively implemented the exercise and delivered instructions that maintained all key aspects of the exercise.
Ob3. Conduct a debriefing discussion following the 'Leaves on the Stream' exercise, as demonstrated by:			
a) Engaging in discussion with the client about what the exercise has taught them about defusion and acceptance and any difficulties they had regarding letting go of any particular thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student discussed with the client what the exercise taught them about defusion and acceptance and any difficulties they had let go of any particular thoughts.</p> <p>The student might ask questions: "What was it like to let the thoughts come and go without holding on?" and "Was it hard to let go of any thoughts in particular?"</p>
b) Using appropriate counselling communication skills [e.g., attending behaviours, effective questioning, reflection, and focusing] to acknowledge the client's responses and answering any questions as needed	<input type="checkbox"/>	<input type="checkbox"/>	The student used appropriate counselling communication skills [e.g., attending behaviours, effective questioning, reflection, and focusing] to acknowledge Simon's response and answer any question that he had.
c) Encouraging the use of ACT-appropriate language	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Encouraged using ACT-appropriate language such as "I have a thought that " rather than "I am."
d) Used ACT concepts to help the client better understand defusion and acceptance	<input type="checkbox"/>	<input type="checkbox"/>	The student used ACT concepts to help the client understand defusion and acceptance better.
Ob4. Propose an ACT homework exercise, as demonstrated by:			
a) Proposing an appropriate ACT homework technique for the client to complete and clearly explaining what the client would be required to do	<input type="checkbox"/>	<input type="checkbox"/>	The student proposed an appropriate ACT homework technique for the client to complete and clearly explained what the client would be required to do.
b) Clearly and accurately answer any questions as needed	<input type="checkbox"/>	<input type="checkbox"/>	The student clearly and accurately answered any questions.
c) Confirming the client's willingness to complete the homework exercise	<input type="checkbox"/>	<input type="checkbox"/>	The student confirmed the client's willingness to complete the homework exercise.

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

Practical 6A

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

Analysis and reflection on the role-play (approximately 5 minutes)

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask each question after your client leaves 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 [see Counselling Notes Template in APPENDIX A of this Guide]. Note: students completing a video assessment should read this question aloud and then read each section of their notes to the camera.
- 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. Explain your rationale for selecting your chosen homework exercise and reflect upon the application, limitations, level of comfort, and issues when applying ACT techniques to address Simon's needs/issues/goals.

You must:

- state your reasons for choosing your selected homework exercise
- outline why you think this exercise will help Simon
- state the impact you expect the exercise will have,
- state any limitations you believe there are in applying ACT techniques with Simon
- reflect upon identifying and responding to your own level of comfort and issues when applying ACT techniques to address Simon's needs/issues/goals.

Reflection Questions

- Your assessor will assess your understanding of your use of your chosen technique.

Assessor Instructions

- You must ask the student this question. They must explain their rationale for selecting the chosen homework exercise and reflect upon the application and limitations of ACT techniques to address Simon's needs/issues/goals. The student must also reflect upon identifying and responding to their own level of comfort and issues when applying ACT techniques to address Simon's needs/issues/goals.
- Check that the student included relevant information/details and used counsellor-appropriate language.

The student must:

- demonstrate an ability to explain their rationale for selecting the chosen homework exercise
- reflect upon the application and limitations of ACT techniques to address Simon's needs/issues/goals.

The student must verbally answer the following:

- "Explain your rationale for selecting your chosen homework exercise."
- "Reflect upon the application and limitations of ACT techniques to address Simon's needs/issues/goals."
- "How did you identify and respond to your own level of comfort and issues when applying ACT techniques to address Simon's needs/issues/goals?"

3. Reflect on and evaluate your use of counselling communication skills and your effectiveness in implementing ACT techniques. 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 and use of ACT techniques 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. Note: students completing a video assessment should read each question aloud and then state their response to the camera.
- 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 the 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, as demonstrated by including appropriate information in the notes they took during the 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. Explain their rationale for selecting their chosen homework technique and reflect upon the application and limitations of applying ACT techniques to address Simon's needs/issue/goals, as demonstrated by their ability to explain: <ul style="list-style-type: none"> • their reasons for using the selected homework technique • what impact did they expect the homework would have • identified and responded to own level of comfort and issues with applying ACT techniques with Simon. 	<input type="checkbox"/>	<input type="checkbox"/>	The student must explain their rationale for: <ul style="list-style-type: none"> • their reasons for using the selected homework technique • what impact did they expect the homework would have • identified and responded to own level of comfort and issues with applying ACT techniques with Simon
3. Reflect on and evaluate their use of counselling communication skills and the ACT approach.	<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 developing these
Overall Comments for Role-play 1: Part B: Reflection of Fourth Session with Simon Leung			

Practical 7A

Practical 7A

Facilitate the Counselling Relationship and Process | CHCCSL003

This practical assessment consists of **three [3] different role-plays**. You will also be required to analyse, self-reflect, and answer a few questions for each role-play.

Role-play 1

- **Part A:** You must role-play, conducting a sixth counselling session with **Michelle Smith** (from Counselling Practical 1A, 3A and 5A). (This role-play should run for approximately 10 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 a sixth counselling session with **Simon Leung** (from Counselling Practical 2A, 3A and 6A). (This role-play should run for approximately 10 minutes.)
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Role-play 3

- **Part A:** You must role-play, conducting a sixth counselling session with **Claire Bowman** (from Counselling Practical 2A, 4A and 5A). (This role-play should run for approximately 15 minutes.)
- **Part B:** In this part of the assessment, you must reflect upon the role-play and answer a few questions.

Overview

In Counselling Practicals 1A-6A, you simulated conducting several counselling sessions with three clients. This assessment aims to allow you to practise and demonstrate the knowledge and skills required to bring the counselling process to an end or re-contract (as appropriate) with these three clients.

This practical assessment will consist of **three [3] role-plays** where you will act as the counsellor, conducting ending phase counselling sessions with three clients. You will also be required to analyse and self-reflect each of your role-plays.

Supporting Evidence

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

- 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 sixth counselling sessions with Michelle Smith (from Counselling Practical 1A, 3A and 5A), Simon Leung (from Counselling Practical 2A, 3A and 6A), and Claire Bowman (from Counselling Practical 2A, 4A and 5A).

You initially contracted with each of these clients for six sessions. Depending upon the client’s progress and wishes, you must either bring the counselling process to a close or re-contract.

- Use the **Counselling Notes Template (APPENDIX B)** for these three sessions as the organisation’s documentation and reporting requirements for ending or renegotiating a session.



Practical 7A

Role-play 1: Michelle Smith

Practical 7A

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

Student Instructions

Conduct a sixth (final) session with Michelle Smith (approximately 10 minutes)

This part of the assessment will simulate a sixth counselling session with Michelle Smith (who you have previously worked with in Counselling Practical 1A, 3A, and 5A).

You have been working with Michelle regarding several concerns, including time management and stress related to juggling her work, family, and study commitments.

You have explored her feelings of stress and anxiety, exceptions to her issues, and the strengths and resources she can draw on to help better manage her time and stress. In your last session (not role-played), you explored techniques that Michelle could use better to communicate her needs to her husband, Jake, and better plan her time to remain 'stress-free' while spending adequate time on her work, study, and family commitments.

You feel as though Michelle has made significant progress towards her goals. Based upon the formal feedback you received from her at the end of the third session and the informal feedback you received from her at the end of the last session (not role-played), you have reason to believe she is also happy with her progress.

While you think Michelle has made tremendous progress, you have just finished reading a self-help book, "Taking Control of Your Life" by Dr John Doe, that would benefit Michelle. You intend to discuss this book as a possible source of further support for Michelle.

You are about to begin your last contracted session with Michelle. You reviewed the counselling plan you developed during your first session and believe Michelle has met her goals. You feel that it would be appropriate to bring the counselling process to an end; however, you know that this is a discussion that you must have with Michelle. You want to review her perspective on her progress and confirm that she also feels it is time to bring the counselling relationship to a close. This is your goal for the current counselling session.

During this role-play, you must competently conduct a sixth and final session with Michelle. You will be assessed on your ability to use appropriate counselling communication skills to conduct a final counselling session in which you review Michelle's perspective regarding her progress, make suggestions for further support, and bring the counselling process to an end.

Key Observation Criteria

Specifically, you will be required to:

1. Greet the client and confirm the focus of the session (approximately 1 minute).

You should begin your role-play by greeting Michelle by name, welcoming her back, and making her feel comfortable. You should start the counselling session by reminding Michelle that this will be your sixth and final contracted session and explaining that, with her permission, you would like to focus on reviewing her progress.

2. Review the counselling process and the client's progress (approximately 5-6 minutes).

- You must facilitate a discussion with the client regarding their progress.

- You should begin by briefly reviewing the goals you agreed upon in your initial counselling session and the key issues you have worked on together during the last five sessions to ensure they remain valuable.
- Identify and work through any concerns, working on threats and disruptions to the counselling process.
- While reviewing your work together, you must affirm the client's progress, emphasising their hard work and the personal growth you have observed throughout these sessions, including acknowledging, valuing and working with individual uncertainty in the counselling relationship.
- You must then seek the client's feedback about their thoughts and perceptions about their progress.
- Proactively identify and work on threats and disruptions to the counselling process, and ask the client if there are any issues they are still concerned about or are struggling with and would like further help with.
- Address any tension between the client's hopes and expectations and the reality of resource limitations.
- Recognise and assess the appropriateness of ending the current counselling. If the client is unhappy with their progress, you should explore this with them. Your goal is to support the client's autonomy and ensure they are happy to bring the counselling relationship to an end.
- If the client is happy with their progress, you should seek feedback on the counselling process by asking specific questions.
- Use appropriate counselling communication skills [e.g., attending behaviours, effective questioning, reflection, focusing, etc.] to acknowledge and explore the client's responses.
- Ensure you apply ethical codes of conduct to address counselling dilemmas throughout the session.

3. Bring the counselling process to an end [approximately 2-3 minutes].

- Once you have reviewed Michelle's progress (and determined that Michelle is happy with her achievements and process), you will need to start bringing the counselling process to an end.
- Discuss how Michelle can continue to make gains and maintain her progress outside of counselling.
- Prompt Michelle to consider what she has learned throughout the counselling process and the personal strengths she can draw upon to support her continued progress.
- Discuss appropriate options for further support, including how Michelle can contact you if she requires additional counselling.
- Ensure you plan, structure and contract the ending appropriately with the client, including:
 - using boundaries of the counselling relationship to assist the ending process
 - supporting the client's sense of autonomy during the ending process

4. Conclude the role-play [approximately 1 minute].

Once you have discussed options for further progress and support, you should conclude the session with Michelle by congratulating her again on her hard work and progress and wishing her well for the future. This will end the role play.

You must:

- Use the **Counselling Notes Template (APPENDIX B)**.

Student Instructions

Assessor instructions: Students must participate in a role-play with one [1] other using the following 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 10 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 2_7A_Part A_Role Play 1 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 the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently use appropriate counselling communication skills to conduct a final counselling session in which they reviewed Michelle's perspective regarding her progress, made suggestions for further support, and brought the counselling process to an end?</p> <p>Specifically, did the student:</p>			
<p>Ob1. Greet the client and confirm the focus of the session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming her 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 (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 and allowing them to settle in)
c) Focusing the counselling discussion by reminding the client that this is the sixth and final contracted session and obtaining the client's permission to focus the session on a review of their progress	<input type="checkbox"/>	<input type="checkbox"/>	The student must focus the counselling discussion by reminding the client that this is the sixth and final contracted session and obtaining the client's permission to focus the session on a review of their progress.
<p>Ob2. Review the counselling process and the progress that the client has made, as demonstrated by:</p>			
a) Review the goals initially agreed to and the key issues worked on over the last five sessions to ensure they remain valuable.	<input type="checkbox"/>	<input type="checkbox"/>	The student must review the goals initially agreed to and the key issues worked on over the last five sessions.
b) Identifying and working through any concerns and changes the client has, working on threats and disruptions to the counselling process.	<input type="checkbox"/>	<input type="checkbox"/>	The student Identified and worked through any concerns the client had, working on threats and disruptions to the counselling process.
c) Affirming the client's progress, emphasising their hard work and personal growth, including acknowledging, valuing and working with individual	<input type="checkbox"/>	<input type="checkbox"/>	The student must affirm the client's progress, emphasise their hard work and personal growth and identify and work through any concerns the client has. Including acknowledging, valuing and working with individual uncertainty in the counselling relationship

Observation	S	NYS	Comments
uncertainty in the counselling relationship			
<p>d) Seeking feedback from the client about their thoughts and perceptions of progress, including:</p> <ul style="list-style-type: none"> • Exploring perceptions of the client's feelings by reflecting back, clarification and reviewing • Assisting the client to become aware of underlying issues where appropriate and begin to identify ways of dealing with them 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must ask the client about their thoughts and perceptions of progress, exploring perceptions of the client's feelings by reflecting back, clarification and review. I also assisted clients in becoming aware of underlying issues where appropriate and began to identify ways of dealing with them.</p> <p>For example, "Are you happy with the progress you have made in these sessions?", "How do you feel now compared to when we started?" and "Do you feel like you have achieved the goals you set for yourself?"</p>
e) Address any tension between the client's hopes and expectations and the reality of resource limitations.	<input type="checkbox"/>	<input type="checkbox"/>	The student must address any tension between the client's hopes and expectations and the reality of resource limitations. E.g. navigate any unrealistic hopes and expectations with the client to fit the constraints of their situation.
f) Recognise and assess the appropriateness of ending the current counselling.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student should assess whether it is appropriate to consider ending the counselling relationship. Some factors to consider include:</p> <ul style="list-style-type: none"> • Client's Goals • Client's Feedback • Relevance • Resource Management • Counsellor's Clinical Judgement
g) Gathering client feedback about the counselling process and service provision	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must seek feedback from the client about the counselling process and service provision.</p> <p>For example, "What did you find most useful throughout these sessions together?", "Was there any part of the counselling process that you did not enjoy or find useful?" and "Have you learned anything new about yourself or your situation during these sessions?"</p>
h) Applying ethical codes of conduct in addressing counselling dilemmas	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must apply ethical codes of conduct in addressing counselling dilemmas. This can include:</p> <ul style="list-style-type: none"> • Client's Welfare • Informed Consent • Assessment and Risk Management • Consultation

Observation	S	NYS	Comments
			<ul style="list-style-type: none"> • Reporting and Intervention • Documentation • Client's Involvement
Ob3. Bringing the counselling process to an end, supporting the client's sense of autonomy during the process, as demonstrated by:			
a) Enabling the client to identify when the process is approaching its conclusion	<input type="checkbox"/>	<input type="checkbox"/>	The student must inform the client that the counselling process is ending.
b) Enabling the client to identify, acknowledge and evaluate what is and is not changing, both in the counselling process and in their situation and understanding	<input type="checkbox"/>	<input type="checkbox"/>	The student must help the client understand and assess what is and is not changing, both in the counselling process and in their situation and understanding.
c) Using the ending process to help the client understand the nature and impact of earlier issues	<input type="checkbox"/>	<input type="checkbox"/>	The student must use the ending process to help the client understand the nature and impact of earlier issues.
d) Planning, structuring and contracting endings appropriately with client, including: <ul style="list-style-type: none"> • Using boundaries of the counselling relationship to assist the ending process • Supporting the client's sense of autonomy during the ending process 	<input type="checkbox"/>	<input type="checkbox"/>	The student must plan and structure the ending of the sessions using client/counsellor boundaries whilst ensuring the client feels a sense of autonomy during the process.
e) Discussing how the client will continue to make gains and maintain progress outside of counselling, drawing from what the client has learned and their strengths	<input type="checkbox"/>	<input type="checkbox"/>	The student must discuss how the client will continue to make gains and maintain progress outside of counselling, drawing from what the client has learned and their strengths.

Observation	S	NYS	Comments
f) Discussing appropriate options for further support	<input type="checkbox"/>	<input type="checkbox"/>	The student must discuss appropriate options for further support.
Ob4. Concluding the role-play, as demonstrated by:			
a) Congratulating the client on their progress and wishing them well.	<input type="checkbox"/>	<input type="checkbox"/>	The student must congratulate the client on their progress and wish them well.
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>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) Used the Counselling Notes Templates and took 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, focusing, etc.) 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.
Overall comments for Role-play 1: Part A: Sixth (final) Session with Michelle Smith			

Practical 7A

Role-play 1: Part B: Reflection of Sixth (final) Session with Michelle Smith

Analysis and reflection on the role-play [approximately 5 minutes]

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask each question after your client leaves 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. Reflect on and evaluate your use of counselling communication skills and your effectiveness in ending the counselling process. 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?

Reflection Questions

- You are required to demonstrate an ability to self-reflect and evaluate your communication and ability to bring the counselling process to an end with Michelle 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. Note: students completing a video assessment should read each question aloud and then state their response to the camera.
- 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 the 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, as demonstrated by including appropriate information in the notes they took during the 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. Reflect on and evaluate their use of counselling communication skills and ability to bring the counselling process to an end, as demonstrated by their ability to engage in self-reflection and identify.	<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 developing these
Overall comments for Role-play 1: Part B: Reflection of Sixth (final) Session with Michelle Smith			



Practical 7A

Role-play 2: Simon Leung

Practical 7A

Role-play 2: Part A: Sixth (final) Session with Simon Leung

Student Instructions

Role-play a sixth/final counselling session with Simon Leung (approximately 10 minutes)

This part of the assessment will simulate a sixth counselling session with Simon Leung (who you have previously worked with in Counselling Practical 2A, 3A and 6A).

You have been working with Simon regarding several concerns, including his feelings of social anxiety and self-worth issues. You have worked with Simon to help him better understand the impact of his negative self-beliefs on his ability to function effectively. You have also explored several techniques that Simon can use to challenge the validity of these thoughts and adopt more adaptive beliefs and practices that are more useful for him.

You feel Simon has made some excellent progress in your counselling work together. He has also revealed, in both formal feedback at the end of the third session and informal feedback at the end of the last session (not role-played), that he is happy with his progress.

During the last session, Simon told you that he is more content now that he understands how his thoughts, emotions, and behaviours are interconnected and is progressing towards better managing his anxiety in social situations. However, he thinks he needs more practice engaging in social interaction situations.

You have considered Simon's needs and researched counselling support groups in the local area that might benefit him. You found one group that starts in two weeks. It is an open support group for people who experience mild social anxiety. The group meets for a combination of psycho-education classes and social interactions to improve each member's social interaction skills and comfort in engaging socially. You intend to discuss this group as a possible source of further support for Simon.

You are about to begin your last contracted session with Simon. You have reviewed the counselling plan you developed during your first session and believe that Simon has made significant progress towards his goals. While he is not yet fully confident in social situations, he does experience less anxiety. You think Simon would benefit most from attending the support group and potentially seeing you again in a few months to explore any remaining issues.

As such, you feel it would be appropriate to end the counselling relationship; however, you know that this is a discussion you must have with Simon. You want to review his perspective on his progress and discuss the possibility of him joining the support group and working with you again in a few months if he has any remaining issues. This is your goal for the current counselling session.

During this role-play, you must competently conduct a sixth and final session with Simon. You will be assessed on your ability to use appropriate counselling communication skills to conduct a final counselling session in which you review Simon's perspective regarding his progress, make suggestions for further support, and bring the counselling process to an end.

Key Observation Criteria

Specifically, you will be required to:

1. **Greet Simon and confirm the focus of the session (approximately 1 minute).**

You should start the counselling session by reminding Simon that this will be your sixth and final contracted session and explaining that, with his permission, you would like to focus on reviewing his progress.

2. Review the counselling process and Simon's progress (approximately 5-6 minutes).

- You must facilitate a discussion with the client regarding their progress.
- You should begin by briefly reviewing the goals you agreed upon in your initial counselling session and the key issues you have worked on together during the last five sessions to ensure they remain valuable.
- Identify and work through any concerns, working on threats and disruptions to the counselling process.
- While reviewing your work together, you must affirm the client's progress, emphasising their hard work and the personal growth you have observed throughout these sessions, including acknowledging, valuing and working with individual uncertainty in the counselling relationship.
- You must then seek the client's feedback about their thoughts and perceptions about their progress.
- Proactively identify and work on threats and disruptions to the counselling process, and ask the client if there are any issues they are still concerned about or are struggling with and would like further help with.
- Address any tension between the client's hopes and expectations and the reality of resource limitations.
- Recognise and assess the appropriateness of ending the current counselling. If the client is unhappy with their progress, you should explore this with them. Your goal is to support the client's autonomy and ensure they are happy to bring the counselling relationship to an end.
- If the client is happy with their progress, you should seek feedback on the counselling process by asking specific questions.
- Ensure you apply ethical codes of conduct to address counselling dilemmas throughout the session.

3. Bring the counselling process to an end (approximately 2-3 minutes).

- Once you have reviewed Simon's progress (and determined that Simon is happy with his achievements and process), you will need to start bringing the counselling process to an end.
- Discuss how Simon can continue to make gains and maintain his progress outside of counselling.
- Prompt Simon to consider what he has learned throughout the counselling process and the personal strengths he can draw upon to support his continued progress.
- Discuss appropriate options for further support, including how Simon can contact you if he requires additional counselling.
- Ensure you plan, structure and contract the ending appropriately with the client, including:
 - using boundaries of the counselling relationship to assist the ending process
 - supporting the client's sense of autonomy during the ending process.

4. Conclude the role-play (approximately 1 minute).

You must:

- Use the **Counselling Notes Template (APPENDIX B)**

Assessor instructions: Students must participate in a role-play with one (1) other using the following 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 10 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 2_7A_Part A_Role Play 2 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 the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently use appropriate counselling communication skills to conduct a final counselling session in which they reviewed Simon's perspective regarding his progress, made suggestions for further support, and brought the counselling process to an end?</p> <p>Specifically, did the student:</p>			
<p>Ob1. Greet the client and confirm the focus of the session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming him 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 (e.g., making appropriate small talk and allowing them to settle in)	<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) Focusing the counselling discussion by reminding the client that this is the sixth and final contracted session and obtaining the client's permission to focus the session on a review of their progress	<input type="checkbox"/>	<input type="checkbox"/>	The student must focus the counselling discussion by reminding the client that this is the sixth and final contracted session and obtaining the client's permission to focus the session on a review of their progress.
<p>Ob2. Review the counselling process and the progress that the client has made, as demonstrated by:</p>			
a) Review the goals initially agreed to and the key issues worked on over the last five sessions to ensure they remain valuable.	<input type="checkbox"/>	<input type="checkbox"/>	The student must review the goals initially agreed to and the key issues worked on over the last five sessions.
b) Identifying and working through any concerns and changes the client has, working on threats and disruptions to the counselling process	<input type="checkbox"/>	<input type="checkbox"/>	The student identified and worked through any concerns the client had, working on threats and disruptions to the counselling process.

Observation	S	NYS	Comments
c) Affirming the client's progress, emphasising their hard work and personal growth, including acknowledging, valuing and working with individual uncertainty in the counselling relationship			The student must affirm the client's progress, emphasise their hard work and personal growth and identify and work through any concerns the client has. Including acknowledging, valuing and working with individual uncertainty in the counselling relationship
d) Seeking feedback from the client about their thoughts and perceptions of progress, including: <ul style="list-style-type: none"> Exploring perceptions of the client's feelings by reflecting back, clarification and reviewing Assisting the client to become aware of underlying issues where appropriate and begin to identify ways of dealing with them 	<input type="checkbox"/>	<input type="checkbox"/>	The student must ask the client about their thoughts and perceptions of progress, exploring perceptions of the client's feelings by reflecting back, clarification and review. As well as assisted clients in becoming aware of underlying issues where appropriate and began to identify ways of dealing with them. For example, "Are you happy with the progress you have made in these sessions?", "How do you feel now compared to when we started?" and "Do you feel like you have achieved the goals you set for yourself?"
e) Address any tension between the client's hopes and expectations and the reality of resource limitations.			The student must address any tension between the client's hopes and expectations and the reality of resource limitations. E.g. navigate any unrealistic hopes and expectations with the client to fit the constraints of their situation.
f) Recognise and assess the appropriateness of ending the current counselling.			The student should assess whether it is appropriate to consider ending the counselling relationship. Some factors to consider include: <ul style="list-style-type: none"> Client's goals Client's feedback Relevance Resource management Counsellor's clinical judgement
g) Gathering client feedback about the counselling process and service provision	<input type="checkbox"/>	<input type="checkbox"/>	The student must seek feedback from the client about the counselling process and service provision. For example, "What did you find most useful throughout these sessions together?", "Was there any part of the counselling process that you did not enjoy or find useful?" and "Have you learned anything new about yourself or your situation during these sessions?"

Observation	S	NYS	Comments
h) Applying ethical codes of conduct in addressing counselling dilemmas			<p>The student must apply ethical codes of conduct in addressing counselling dilemmas. This can include:</p> <ul style="list-style-type: none"> • Client's welfare • Informed consent • Assessment and risk management • Consultation • Reporting and intervention • Documentation • Client's involvement
Ob3. Bringing the counselling process to an end, as demonstrated by:			
a) Enabling the client to identify when the process is approaching its conclusion	<input type="checkbox"/>	<input type="checkbox"/>	The student must inform the client that the counselling process is ending.
b) Enabling the client to identify, acknowledge and evaluate what is and is not changing, both in the counselling process and in their situation and understanding	<input type="checkbox"/>	<input type="checkbox"/>	The student must help the client understand and assess what is and is not changing, both in the counselling process and in their situation and understanding.
c) Using the ending process to help the client understand the nature and impact of earlier issues	<input type="checkbox"/>	<input type="checkbox"/>	The student must use the ending process to help the client understand the nature and impact of earlier issues.
d) Planning, structuring and contracting endings appropriately with client, including: <ul style="list-style-type: none"> • Using boundaries of the counselling relationship to assist the ending process • Supporting the client's sense of autonomy during the ending process 	<input type="checkbox"/>	<input type="checkbox"/>	The student must plan and structure the ending of the sessions using client/counsellor boundaries whilst ensuring the client feels a sense of autonomy during the process.

Observation	S	NYS	Comments
e) Discussing how the client will continue to make gains and maintain progress outside of counselling, drawing from what the client has learned and their strengths	<input type="checkbox"/>	<input type="checkbox"/>	The student must discuss how the client will continue to make gains and maintain progress outside of counselling, drawing from what the client has learned and their strengths.
f) Discussing appropriate options for further support	<input type="checkbox"/>	<input type="checkbox"/>	The student must discuss appropriate options for further support.
Ob4. Concluding the role-play, as demonstrated by:			
a) Congratulating the client on their progress and wishing them well.	<input type="checkbox"/>	<input type="checkbox"/>	The student must congratulate the client on their progress and wish them well.
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"/>	The student: <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) Used the Counselling Notes Templates and took 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.
c) Using effective counselling communication skills (e.g., attending behaviours, questioning, reflection, focusing, etc.) 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 Simon's growth and development.
Overall comments for Role-play 2: Part A: Sixth (final) Session with Simon Leung:			

Practical 7A

Role-play 2: Part B: Reflection of Sixth (final) Session with Simon Leung

Analysis and reflection on the role-play [approximately 5 minutes]

After your role-play, you must reflect upon your role-play and verbally answer the following questions. Your assessor will ask each question after your client leaves 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. Reflect on and evaluate your use of counselling communication skills and your effectiveness in ending the counselling process. 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?</p> <ul style="list-style-type: none">You are required to demonstrate an ability to self-reflect and evaluate your communication and ability to bring the counselling process to an end with Simon 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. Note: students completing a video assessment should read each question aloud and then state their response to the camera.Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development. <p>Assessor Instructions</p> <ul style="list-style-type: none">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]

Reflection Questions

- 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 the 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. 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 Sixth (final) Session with Simon Leung			



Practical 7A

Role-play 3: Claire Bowman

Role-play 3: Part A: Sixth Session with Claire Bowman

Student Instructions

Role-play a sixth counselling session with Claire Bowman (approximately 15 minutes)

This part of the assessment will simulate a sixth counselling session with Claire Bowman (who you have previously worked with in Counselling Practical 2A, 4A and 5A).

You have been working with Claire on several concerns, including her worries about returning to work part-time and enrolling her son in Kindergarten, her stress about balancing work and parenting responsibilities, her problem with losing her temper and snapping at her husband, her concerns about communicating and co-parenting with her husband effectively, as well as her feelings of self-doubt and inadequacy.

While Claire has made good progress toward her goals, the counselling process has revealed additional issues regarding her feelings of self-doubt and inadequacy. You feel as though Claire has several other issues to explore.

You believe that Claire also feels this way based on the feedback she provided throughout the counselling process. You are about to conduct your sixth session with Claire. Your original counselling contract with Claire was only for six sessions, so you will need to explore Claire's perspective on her progress and seek to re-contract with her if she wishes to continue the counselling relationship with you.

During this role-play, you will be required to competently re-contract with Claire. You will be assessed on your ability to use appropriate counselling communication skills to conduct a re-contracting session in which you review Claire's perspective regarding her progress, goals, and re-contract.

Key Observation Criteria

Specifically, you will be required to:

1. Greet the client and confirm the focus of the session (approximately 1 minute).

You should start the counselling session by reminding Claire that this will be your sixth and final contracted session and explaining that, with her permission, you would like to focus on reviewing her progress.

2. Review the counselling process and the client's progress (approximately 6-8 minutes).

- You must facilitate a discussion with the client regarding their progress.
- You should begin by briefly reviewing the goals you agreed upon in your initial counselling session and the key issues you have worked on together during the last five sessions to ensure they remain valuable.
- Identify and work through any concerns, working on threats and disruptions to the counselling process.
- While reviewing your work together, you must affirm the client's progress, emphasising their hard work and the personal growth you have observed throughout these sessions, including acknowledging, valuing and working with individual uncertainty in the counselling relationship.
- You must then seek the client's feedback about their thoughts and perceptions about their progress, including supporting them to experience and process difficulties.

- Proactively identify and work on threats and disruptions to the counselling process, and ask the client if there are any issues they are still concerned about or are struggling with and would like further help with.
- Address any tension between the client's hopes and expectations and the reality of resource limitations.
- Recognise and assess the appropriateness of ending the current counselling. If the client is unhappy with their progress, you should explore this with them. Your goal is to support the client's autonomy and ensure they are happy to bring the counselling relationship to an end.
- If the client is happy with their process, you should seek feedback on the counselling process by asking specific questions.
- Use appropriate counselling communication skills [e.g., attending behaviours, effective questioning, reflection, focusing, etc.] to acknowledge and explore the client's responses.
- Ensure you apply ethical codes of conduct to address counselling dilemmas throughout the session.

3. Facilitate renegotiation of the contract [approximately 2-3 minutes].

- Once you have reviewed Claire's progress and identified any unresolved issues, you will need to discuss options for further support. Introduce the possibility of continuing counselling work with Claire.
- If Claire wishes to continue the counselling process, you must formulate a new counselling contract with her.
- You must agree on the number of sessions to re-contract for, how frequently you will meet, and the goals that the counselling work will focus on.
- You will need to develop a new counselling plan. You must be clear about the specific issues subsequent sessions will focus on and the goals Claire would like to work towards.
- You should discuss how you will monitor Claire's progress throughout the contracted session [e.g. feedback forms, progress reviews during each session, etc.].

4. Conclude the role-play

Once you have established a new counselling contract and explored the concerns and goals that will be the focus of the new counselling plan, you should schedule your next session with Claire. This will conclude the role play.

Note: Throughout this role-play, you must:

- Use the **Counselling Notes Template [APPENDIX B]**
- Demonstrate appropriate counsellor behaviour [warm, empathetic, professional communication and the ability to take notes without disrupting the counselling relationship] as well as effective counselling communication skills [for example, attending behaviours, questioning, reflection and focusing].

Assessor instructions: Students must participate in a role-play with one (1) other using the following 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 15 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 2_7A_Part A_Role Play 3 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 the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student competently use appropriate counselling communication skills to conduct a sixth counselling session in which they reviewed Claire's perspective regarding her progress, goals, and re-contract? Specifically, did the student:</p>			
<p>Ob1. Greet the client and confirm the focus of the session, as demonstrated by:</p>			
a) Greeting the client by name and welcoming her back	<input type="checkbox"/>	<input type="checkbox"/>	The student must start by greeting Claire by name, welcoming her back, and making her feel comfortable.
b) 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 and allowing them to settle in]
c) Focusing the counselling discussion by reminding the client that this is the sixth and final contracted session and obtaining the client's permission to focus the session on a review of their progress.	<input type="checkbox"/>	<input type="checkbox"/>	The student must focus the counselling discussion by reminding the client that this is the sixth and final contracted session and obtaining the client's permission to focus the session on a review of their progress.
<p>Ob2. Review the counselling process and the progress that the client has made, as demonstrated by:</p>			
a) Review the goals initially agreed to and the key issues worked on over the last five sessions to ensure they remain valuable.	<input type="checkbox"/>	<input type="checkbox"/>	The student must review the goals initially agreed to and the key issues worked on over the last five sessions.
b) Identifying and working through any concerns and changes the client has, working on threats and disruptions to the counselling process.	<input type="checkbox"/>	<input type="checkbox"/>	The student Identified and worked through any concerns the client had, working on threats and disruptions to the counselling process.

Observation	S	NYS	Comments
c) Affirming the client's progress, emphasising their hard work and personal growth, including acknowledging, valuing and working with individual uncertainty in the counselling relationship			The student must affirm the client's progress, emphasise their hard work and personal growth and identify and work through any concerns the client has. Including acknowledging, valuing and working with individual uncertainty in the counselling relationship
d) Seeking feedback from the client about their thoughts and perceptions of progress, including: <ul style="list-style-type: none"> Exploring perceptions of the client's feelings by reflecting back, clarification and reviewing Assisting the client to become aware of underlying issues where appropriate and begin to identify ways of dealing with them Supporting the client in experiencing and processing difficulties 	<input type="checkbox"/>	<input type="checkbox"/>	The student must ask the client about their thoughts and perceptions of progress, exploring perceptions of the client's feelings by reflecting back, clarification and review. As well as assisted clients in becoming aware of underlying issues where appropriate and began to identify ways of dealing with them. For example, "Are you happy with the progress you have made in these sessions?", "How do you feel now compared to when we started?" and "Do you feel like you have achieved the goals you set for yourself?"
e) Address any tension between the client's hopes and expectations and the reality of resource limitations.			The student must address any tension between the client's hopes and expectations and the reality of resource limitations. E.g. navigate any unrealistic hopes and expectations with the client to fit the constraints of their situation.
f) Recognise and assess the appropriateness of ending the current counselling.			The student should assess whether it is appropriate to consider ending the counselling relationship. Some factors to consider include: <ul style="list-style-type: none"> Client's goals Client's feedback Relevance Resource management Counsellor's clinical judgement
g) Gathering client feedback about the counselling process and service provision	<input type="checkbox"/>	<input type="checkbox"/>	The student must seek feedback from the client about the counselling process and service provision. For example, "What did you find most useful throughout these sessions together?", "Was there any

Observation	S	NYS	Comments
			part of the counselling process that you did not enjoy or find useful?" and "Have you learned anything new about yourself or your situation during these sessions?"
h) Applying ethical codes of conduct in addressing counselling dilemmas			<p>The student must apply ethical codes of conduct in addressing counselling dilemmas. This can include:</p> <ul style="list-style-type: none"> • Client's welfare • Informed consent • Assessment and risk management • Consultation • Reporting and intervention • Documentation • Client's involvement
Ob3. Facilitating the renegotiation of the contract, as demonstrated by:			
a) Introducing the possibility of continuing work with the client	<input type="checkbox"/>	<input type="checkbox"/>	The student must introduce the possibility of continuing work with the client.
b) Formulating a new counselling contract with the client, change at a pace the client can tolerate and assimilate	<input type="checkbox"/>	<input type="checkbox"/>	The student must formulate a new counselling contract with the client change at a pace the client can tolerate and assimilate.
c) Gathering sufficient information to develop a new counselling plan, including: <ul style="list-style-type: none"> • asking the client about specific issues or goals they would like to work on in future sessions • identifying and dealing with situations requiring immediate action • as well as confirming how client progress will be monitored 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must</p> <p>Gather sufficient information to develop a new counselling plan, including:</p> <ul style="list-style-type: none"> • asking the client about specific issues or goals they would like to work on in future sessions • identifying and dealing with situations requiring immediate action • and confirming how client progress will be monitored.
Ob4. Concluding the role-play, as demonstrated by:			
a) Scheduling the next session with the client	<input type="checkbox"/>	<input type="checkbox"/>	The student must schedule the next session with the client.

Observation	S	NYS	Comments
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>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) Used the Counselling Notes templates and took 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, focusing, etc.) throughout the role-play			<p>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 Simon's growth and development.</p>
<p>Overall Comments for Role-play 3: Part A: Sixth (not final) Session with Claire Bowman</p>			

Practical 7A

Role-play 3: Part B: Reflection of Sixth (not final) Session with Claire Bowman

Reflect upon the Sixth [not final] 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 each question after your client leaves 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?
<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?"
2. Reflect on and evaluate your use of counselling communication skills and your effectiveness in re-contracting. 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?
<ul style="list-style-type: none">You are required to demonstrate an ability to self-reflect and evaluate your communication and capacity to re-contract with Claire 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. Note: students completing a video assessment should read each question aloud and then state their response to the camera.Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.
<p>Assessor Instructions</p>

Reflection Questions

- 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 the 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. Reflect on and evaluate their use of counselling communication skills and ability to bring the counselling process to an end, 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 3: Part B: Reflection of Sixth (not final) Session with Claire Bowman			

Practical 8A

Practical 8A

Provide Brief Interventions CHCCCS014 | Provide Loss and Grief Support CHCCCS017

This practical assessment consists of **two [2] role plays**:

- **Role-play 1:** You must role-play, conducting a brief intervention with Jamie. (This role-play should run for approximately 10-12 minutes.)
- **Role-play 2:** You must role-play a counselling session in which you appropriately respond to your client, Taylor's, grief. (This role-play should run for approximately 10-12 minutes.)

Details about your expectations in each part of the assessment are in the following outline.

Overview

This assessment will allow you to practice and demonstrate the knowledge and skills required to provide brief interventions and loss and grief support. Your practical assessment will consist of two different role-plays in which you will act as the counsellor.

Supporting Evidence

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

- Counselling Notes Template (APPENDIX B)



Practical 8A

Role-play 1: Jamie Greene

Practical 8A

Role-play 1: Brief Intervention with Jamie Greene

Student Instructions

Brief intervention with Jamie Greene [approximately 10-12 minutes]

For this role-play, you must imagine you are a counsellor working for a counselling organisation that provides brief intervention support for drug and alcohol issues. Counsellors within your organisation must use a motivational interview approach with all clients and then offer support based on the client's stage of change.

Your organisation has a range of support resources and links, including:

- Handouts on the health impacts of various drugs (you can access handouts for multiple drugs, for example, alcohol, methamphetamine, cocaine and heroin).
- Handouts on tips for reducing or eliminating the use of drugs (you have access to handouts for a range of different drugs, for example, alcohol, methamphetamine, cocaine and heroin).
- Brochure for local Alcoholics Anonymous meetings, which includes locations and times.
- Brochure for the local Narcotics Anonymous meetings, which includes locations and times
- Offering referrals to specialist drug treatment support groups.
- Offering referral for in-patient detoxification to manage the physical symptoms of withdrawal.

During your role-play, you will be required to conduct a brief intervention with the client (Jamie) in which you conduct a motivational interview and then provide appropriate support based upon their stage of change. Further details about the specific requirements of the role-play are provided below.

Note: Because this assessment focuses on demonstrating your ability to apply brief interventions, you will not be required to discuss issues of contracting or confidentiality. Instead, the focus will be on using brief intervention techniques.

Key Observation Criteria

Specifically, you will be required to:

- 1. Greet the client and non-judgementally begin to explore their concern [approximately 3-4 mins].**
 - You should greet your client by name, introduce yourself, and make some brief small talk to allow the client to settle in and become comfortable before exploring why the client has come to see you.
 - Discuss and determine the issue of concern and the stage in the decision to change.
 - While exploring the client's concern, you must demonstrate an ability to use appropriate active listening skills to draw out the client's story while remaining non-judgemental and supportive.
 - You must ask appropriate open-ended questions to learn about the client and his concerns and then use reasonable affirmations, reflections, and summaries.

- 2. Explore the client's goal and how the client can make positive changes [approximately 5-6 mins].**

Once you understand the client's concern, you must work with him to determine what he would like to change and then supportively explore how he can facilitate this change. To do this, you should:

- Have Jamie verbalise their goal and explore their motivation for this change.
- Explore possible barriers to achieving this goal and how these can be overcome.

- Explore possible sources of support. You should encourage Jamie to identify supports within their own life and make one suggestion for support appropriate to Jamie's stage of change.

3. Provide an affirmation and summary before concluding the session (approximately 1-2 mins).

Discuss outcomes with Jamie in an appropriate manner.

- Once Jamie is clear on his goal and the steps he will take to reach this goal, you should conclude the session by affirming his progress so far and summarising the actions that Jamie has agreed to take.

You must:

- Use the **Counselling Notes Template (APPENDIX B)**
- Throughout this role-play, demonstrate appropriate counsellor behaviour (e.g., warm, empathetic, professional communication and the ability to take notes without disrupting the counselling relationship) as well as effective counselling communication skills (e.g., attending behaviours, questioning, reflection, focusing, etc.).

Assessor instructions: Students must participate in a role-play with one (1) other using the following 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 12 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 2_8A_Role play 1 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 the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
<p>Q1. Did the student demonstrate an ability to conduct a brief intervention with the client in which they conducted a motivational interview and then provided appropriate support based on their stage of change? Specifically, did the student demonstrate an ability to competently:</p>			
<p>Ob1. Greet the client and non-judgementally begin to explore their concern, as demonstrated by:</p>			
a) Greet the client by name	<input type="checkbox"/>	<input type="checkbox"/>	The student must start by greeting Jamie by name.
b) Introducing themselves	<input type="checkbox"/>	<input type="checkbox"/>	The student must introduce themselves.
c) Making some brief small talk to allow the client to settle in and become comfortable	<input type="checkbox"/>	<input type="checkbox"/>	The student must make him feel comfortable. (e.g., making appropriate small and allowing them to settle in) For example: "I hope you had no trouble finding us today?"
d) Discuss and determine the issue of concern and the stage in the decision to change.	<input type="checkbox"/>	<input type="checkbox"/>	The student must discuss and determine the issue of concern and the stage in the decision to change.
e) Using active listening skills and appropriate open-ended questions to draw out the client's story	<input type="checkbox"/>	<input type="checkbox"/>	The student must use active listening skills and appropriate open-ended questions to discover the client's story.
f) Using appropriate affirmations, reflections and summaries of the client's story	<input type="checkbox"/>	<input type="checkbox"/>	The student must use appropriate affirmations, reflections, and summaries of the client's story.
g) Using non-judgemental language and a supportive approach throughout the discussion	<input type="checkbox"/>	<input type="checkbox"/>	The student must use non-judgemental language and a supportive approach throughout the discussion.

Observation	S	NYS	Comments
h) Providing information clearly and sensitively	<input type="checkbox"/>	<input type="checkbox"/>	The student must provide information clearly and sensitively.
Ob2. Facilitate and negotiate to assist the client's decision-making by exploring the client's goal and how the client can make positive changes, as demonstrated by:			
a) Having the client verbalise their goal and explore their motivations for change	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> have the client verbalise their goal explore their motivations for change.
b) Exploring possible barriers to achieving this goal and how these can be overcome	<input type="checkbox"/>	<input type="checkbox"/>	The student must explore possible barriers to achieving this goal and how these can be overcome.
c) Exploring possible sources of support by encouraging the client to identify supports within their own life and making one suggestion for support appropriate to the client's stage of change and relapse strategies	<input type="checkbox"/>	<input type="checkbox"/>	The student must explore possible sources of support by: <ul style="list-style-type: none"> encouraging the client to identify supports within their own life making one suggestion for support appropriate to the client's stage of change.
d) Obtaining feedback to confirm the client's understanding	<input type="checkbox"/>	<input type="checkbox"/>	The student must obtain feedback from the client to ensure their understanding.
Ob3. Discussed the outcomes with the client appropriately, as demonstrated by the effective use of:			
a) Affirming the client's progress so far	<input type="checkbox"/>	<input type="checkbox"/>	The student must affirm the client's progress so far.
b) Providing an affirmation and summary before concluding the session	<input type="checkbox"/>	<input type="checkbox"/>	The student must provide an affirmation and summary before concluding the session.
c) Summarising the steps that the client has agreed to take	<input type="checkbox"/>	<input type="checkbox"/>	The student must summarise the steps that the client has agreed to take.
d) Used the Counselling Notes Template	<input type="checkbox"/>	<input type="checkbox"/>	The student used the Counselling Notes Template.

Observation	S	NYS	Comments
Overall Comments for Role-play 1: Brief Intervention with Jamie Greene			



Practical 8A

Role-play 1: Taylor Grey

Practical 8A

Role-play 2: Loss and Grief Support with Taylor Grey

Student Instructions

Loss and Grief Support with Taylor Grey [approximately 10-12 minutes]

For this role-play, you must imagine working as a counsellor for the “Wellness Counselling Centre” [a general counselling organisation]. Your organisation has strong ties with other local mental health organisations and support groups in the community, including:

- **The Rainbow Foundation** – an organisation that provides specialised support services to people who have lost family members to terminal illnesses
- **The Melody Foundation** – an organisation that provides specialised support services to friends and family members of suicide victims
- **Helping Hearts** – a bereavement support group for people who have lost family members to terminal illnesses. The group meets at the local community centre every Tuesday at 6 p.m. and every Saturday at 3:00 p.m.
- **Healing Circle** – a bereavement support group for women who have suffered miscarriages and stillbirths. The group meets at the local community centre every Wednesday at 6 p.m.
- **The Other Side** – a support group for individuals struggling with depression and anxiety. The group meets at the local community centre every Monday and Friday at 6 p.m.
- **ProCare** – An organisation that provides support services and counselling to individuals suffering from PTSD

During your role-play, you will be required to conduct an initial counselling session with a new client, Taylor Grey, who is seeking counselling services to help her deal with grief from the death of her mother, who died one month ago from an ongoing terminal illness.

You will be assessed on your ability to effectively use verbal and non-verbal communication techniques and counselling strategies to provide grief and bereavement support to your client.

Because the purpose of this role-play is to assess your ability to use counselling techniques and strategies to provide grief and loss support, you will not be required to discuss issues of contracting or confidentiality.

Key Observation Criteria

Specifically, you will be required to:

1. Greet the client and begin to build rapport [approximately 1 minute].

You should begin your role-play by greeting your client by name, introducing yourself, and making some brief small talk to allow the client to settle in and become comfortable. You should use appropriate communication skills to respond to Taylor.

2. Facilitate a discussion about the client's grief story [approximately 3-4 mins].

- Invite the client to explain the reasons that they have sought out counselling and to tell their story of loss or grief.
- Use an open, relaxed, inviting body posture to create an open, accepting, and attentive atmosphere.
- Ask open-ended questions to help prompt the client to tell their story and to elicit details.

- As the client is telling their story, use non-verbal encouragers to show the client that you are attending and listening to their story.
- You should also use verbal encouragers and reflective statements to facilitate the client's storytelling. However, you should also use silence where appropriate to allow clients a safe, supportive space to experience their emotions.

3. Respond appropriately to the client's grief reactions (as required throughout the counselling conversation).

As the client tells you the details of their grief story, they will likely be experiencing strong emotions. Therefore, you must respond to your client with empathy, sensitivity, professionalism and courtesy throughout the session. Use empathic listening skills (i.e., appropriate body language, verbal and non-verbal encouragers) to “tune in” to your client's unique emotional experience and signal to the client that you are listening without judgment and with a deep understanding.

Be sure to demonstrate this empathic understanding in your responses by accurately reflecting the feeling and content of what the client is relaying to you. You must also ensure that you respond to your client in a way that is sensitive and respectful towards their emotional needs and acknowledges their grief story's upsetting and challenging nature.

In addition to responding empathically and sensitively, you must ensure that your responses remain professional and courteous throughout the session. Your focus should always stay on your client's emotional experience and needs, and you must not allow your own emotions to intrude upon the session. This includes ensuring that you remain polite and respectful towards your clients and acknowledge them as the experts in their grief experience, not taking liberties to assume how they might be feeling or making decisions on their behalf.

4. Offer appropriate support for grief reactions (3-4 minutes throughout the session).

Throughout the session, you must demonstrate several counselling tasks or strategies to help your client adjust to their loss. Firstly, you must respond to your client in a way that helps to acknowledge, validate, and normalise their feelings of grief and loss. To do this, you must listen carefully during the client's telling of their grief story to identify opportunities to acknowledge and validate their experience of grief. You must also look for opportunities to “normalise” the client's experience of grief by providing them with information about common grief symptoms and processes.

Secondly, you must use various strategies throughout the client's telling of their grief story to help them identify and work with their emotions. This includes using strategies to help the client express their feelings, identify them as they come up during the session, and acknowledge and sort out confused or conflicted feelings.

In helping the client to identify and work with their emotions, you may find that they become overwhelmed and distressed, in which case you will need to respond appropriately with mental or physical grounding techniques to help them to ‘contain’ their extreme emotional pain, and return to a calmer state, thereby allowing them to continue the counselling process.

You must demonstrate an ability to do this without “shutting down” their process – that is, you must be guided by your client's emotional needs and do it in a way that allows them to continue experiencing and processing their emotions.

Finally, at an appropriate time during the session, you must work with the client to identify and suggest strategies they could use to help continue the bond with the deceased. In making these suggestions,

you must allow the client to take the lead in deciding which strategies would be most appropriate and suitable for their emotional needs.

5. Provide information about grief and bereavement support services and resources. [approximately 1-2 mins].

Towards the end of the session, you must take some time to inform your client about local organisations and support groups relevant to their particular grief experience. You must broach this subject sensitively and at an appropriate time. For example, it would not be appropriate for you to discuss support services and resources when your client is expressing grief and is visibly distressed.

When providing this information, you must take the time to do so clearly and sensitively without overwhelming the client. You must also take the time to confirm that they have understood the information you have presented and to elicit feedback on which support services or resources they think might be most helpful for them. You must allow yourself to be guided by the client as the expert in their grief and let them decide which services or resources they wish to pursue.

6. Conclude the session [approximately 1 min].

Once your client decides which services and resources to pursue (if any), you can begin wrapping up the session. Ask the client if there is anything further they wish to discuss and affirm their hard work during the session. You may then thank the client and conclude the role-play.

Note: Use the **Counselling Notes Template (APPENDIX B)** to guide you and keep notes throughout the session.

Assessor instructions: Students must participate in a role-play with one (1) other using the following 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 12 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 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 only reviewed the assessment activity, Student Instructions and Key Observation Criteria 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 2_8A_Role play 2 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 the result as Satisfactory [S] or Not Yet Satisfactory [NYS]

Observation	S	NYS	Comments
<p>Q1. Did the student demonstrate competence in facilitating a grief and loss counselling session through effective verbal and non-verbal communication techniques and counselling strategies? Specifically, did the student competently demonstrate an ability to:</p>			
<p>Ob1. Greet the client and begin to build rapport, as demonstrated by:</p>			
a) Greeting the client by name and welcoming them	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must start by greeting the client by name and welcoming them.</p> <p>For example, "Hi, Taylor. My name is. Welcome. I hope you had no trouble finding us?"</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 in the rain getting here?"</p>
c) Using appropriate communication skills to respond to the client – verbal and non-verbal	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must use appropriate communication skills to respond to the client. For example, acknowledge her response and help her to feel comfortable.</p>
<p>Ob2. Facilitate a discussion about the client's grief story by, as demonstrated by:</p>			
a) Demonstrating a supportive approach including open, relaxed and inviting body posture	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must demonstrate a supportive approach and an open, relaxed, inviting body posture.</p>
b) Asking open-ended questions to prompt and facilitate the client's storytelling	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must ask open-ended questions to prompt and facilitate the client's storytelling.</p> <p>For example, "So, would you like to tell me a bit about what has brought you here today?"</p>
c) Using nonverbal encouragers	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must use nonverbal encouragers such as nodding, making eye contact and mirroring the client's body language to show the client that they are attending and listening to their story.</p>

Observation	S	NYS	Comments
d) Using verbal encouragers and reflective statements	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must use verbal encouragers and reflective statements.</p> <p>For example, something like:</p> <p>“It sounds like it’s been a challenging time for you” or “That upset you” to reflect the feeling and content of the client's expression.</p>
e) Using silence where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	The student must use silence where appropriate.
f) Providing information clearly and sensitively using non-judgemental language	<input type="checkbox"/>	<input type="checkbox"/>	The student must provide information clearly and sensitively and use non-judgemental language.
g) Obtaining feedback to confirm the client's understanding	<input type="checkbox"/>	<input type="checkbox"/>	The student must obtain feedback from the client to ensure their understanding.
Ob3. Respond appropriately to the client's grief reactions, as demonstrated by:			
a) Interacting with empathy, using empathic listening skills and reflective statements to demonstrate empathic understanding towards the client	<input type="checkbox"/>	<input type="checkbox"/>	The student must use empathetic listening skills and reflective statements.
b) Interacting with sensitivity towards the client's emotional needs	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must interact with sensitivity towards the client's emotional needs.</p> <p>For example, in responding to a client's expression of grief, the student could demonstrate empathy and sensitivity by saying, “I know this is very distressing for you. Please let me know if it's too much, and we can slow things down.”</p>
c) Interacting with professionalism	<input type="checkbox"/>	<input type="checkbox"/>	The student must interact with professionalism.
d) Interacting politely and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	The student must interact politely and respectfully.

Observation	S	NYS	Comments
Ob4. Offer appropriate support for grief reactions, as demonstrated by:			
a) Recognised responses to loss and grief	<input type="checkbox"/>	<input type="checkbox"/>	The student could recognise the client's reactions to loss and grief.
b) Using strategies to acknowledge, validate and normalise the client's experience of grief	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must use strategies to acknowledge, validate and normalise the client's experience of grief.</p> <p>For example, the student might respond, "That must have been upsetting," or "I can't imagine how difficult that must have been."</p> <p>For example, the student might say, "You've undergone a huge loss, so I'm not surprised you're having difficulty sleeping and concentrating. These are normal and common responses to a loss."</p>
c) Using strategies to help the client identify and work with their emotions			<p>The student must use strategies to help clients identify and work with their emotions.</p> <p>For example, "How did that make you feel?" and "You say you don't care, but I notice your eyes are full of tears. Are you quite upset by this?"</p>
d) Using grounding techniques appropriately to help the client deal with their distress or overwhelmedness			<p>The student must use grounding techniques to help the client deal with their distress and overwhelmedness. For example:</p> <ul style="list-style-type: none"> • Breathing exercises • Mindfulness exercises • Progressive muscle relaxation • Self-compassion exercises • Grounding objects such as a stress ball, a rock or a piece of jewellery
e) Suggesting strategies to help the client continue the bond with the deceased person			<p>The student must suggest strategies to help the client continue the bond with the deceased person.</p> <p>For example, the student might suggest that the client write a letter to their deceased mother or put photos of her in their home.</p>
Ob5. Provide information about grief and bereavement support services and resources for referral, as demonstrated by:			

Observation	S	NYS	Comments
a) Identifying risks in the client's/other peoples' health and safety and providing information about organisations and support groups relevant to the client's particular grief experience	<input type="checkbox"/>	<input type="checkbox"/>	The student must provide information about organisations and support groups relevant to the client's grief experience.
b) Explaining information clearly and sensitively without overwhelming the client	<input type="checkbox"/>	<input type="checkbox"/>	The student must explain information clearly and sensitively without overwhelming the client.
c) Obtaining feedback from the client to confirm understanding and determine which options would be most appropriate or suitable	<input type="checkbox"/>	<input type="checkbox"/>	The student must obtain feedback from the client to confirm understanding and determine which options would be most appropriate or suitable. For example, ask specific questions, such as, "Is this what you had in mind?" and "Do you think that this would be helpful for you?"
Ob6. Conclude the session, as demonstrated by:			
a) Asking the client if there is anything further they wish to discuss	<input type="checkbox"/>	<input type="checkbox"/>	The student must ask the client if there is anything further they wish to discuss.
b) Affirming the client's hard work during the session	<input type="checkbox"/>	<input type="checkbox"/>	The student must affirm the client's hard work during the session. For example, "I appreciate this must have been very difficult and painful to talk about, but you've made some great progress today."
c) Used the Counselling Notes Template.	<input type="checkbox"/>	<input type="checkbox"/>	The student used the Counselling Notes Template.
Overall Comments for Role-play 2: Loss and Grief Support with Taylor Grey			

Instructions for Your Private Online Assessment

Instructions for Your Private Online Assessment

You must 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 2-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 as follows:

Practical 5A

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 2_5A_Part A_Role Play 1 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 2_5A_Part A_Role Play 2 Template

Role-play 2: Part B Submission instructions:

- No submission

Practical 6A

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 2_6A_Part A_Role play Template

Role-play 1: Part B submission instructions:

- No submission

Practical 7A

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 2_7A_Part A_Role Play 1 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 2_7A_Part A_Role Play 2 Template

Role-play 2: Part B submission instructions:

- No submission

Role-play 3: 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 2_7A_Part A_Role Play 3 Template

Role-play 3: Part B submission instructions:

- No submission

Practical 8A

Role-play 1: Submission instructions:

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 2_8A_Role play 1 Template

Role-play 2: Submission instructions:

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 2_8A_Role play 2 Template

Assessment checklist

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

This includes:

Assessment checklist		
Practical 5A		
Role-play 1 - Part A	<ul style="list-style-type: none">• Counselling Notes Template (APPENDIX B)	<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)	<input type="checkbox"/>
Role-play 2 - Part B	<ul style="list-style-type: none">• No submission	<input type="checkbox"/>
Practical 6A		
Role-play 1 - Part A	<ul style="list-style-type: none">• Counselling Notes Template (APPENDIX B)	<input type="checkbox"/>
Role-play 1 - Part B	<ul style="list-style-type: none">• No submission	<input type="checkbox"/>
Practical 7A		
Role-play 1 - Part A	<ul style="list-style-type: none">• Counselling Notes Template (APPENDIX B)	<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)	<input type="checkbox"/>
Role-play 2 - Part B	<ul style="list-style-type: none">• No submission	<input type="checkbox"/>
Role-play 3 - Part A	<ul style="list-style-type: none">• Counselling Notes Template (APPENDIX B)	<input type="checkbox"/>

Assessment checklist		
Role-play 3 - Part B	<ul style="list-style-type: none"> No submission 	<input type="checkbox"/>
Practical 8A		
Role-play 1	<ul style="list-style-type: none"> Counselling Notes Template [APPENDIX B] 	<input type="checkbox"/>
Role-play 2	<ul style="list-style-type: none"> Counselling Notes Template [APPENDIX B] 	<input type="checkbox"/>



Congratulations, you have reached the end of Practical Block 2!

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