



ASSESSOR GUIDE

CHCMHS001

# Work with people with mental health issues

## Assessment 1 of 2

### Short Answer Questions



## Assessment Instructions

### Task overview

This assessment task is divided into thirty-five (35) short answer questions. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Learning resources
- National Standards for Mental Health Services 2010 (pdf)



## 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.

### Question 1

Outline the key changes that have occurred over the last 100 years concerning the way that the mental health profession treats people with mental health issues.

(Approximate word count: 70 - 80 words)

**Assessor instructions:** The student's response should demonstrate an understanding of the changing context of mental health work/approach to working with people with mental health issues. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Prior to the 1900s, people with mental illness were mainly institutionalised.
- Throughout the first half of the 20th century, new ideas emerged about supporting these individuals to live in the community and treating mental illness just like any other disease.
- In the 1970s, a more significant push was made for patient advocacy and promoting rights.
- The concept of 'recovery' has emerged as a core framework of care – promoting improved quality of life and functioning.

### Question 2

The principles of recovery and recovery-oriented mental health practice are central to how mental health services are delivered in Australia today.

- a) What does the term 'recovery' mean in the mental health sector?

(Approximate word count: 60 - 70 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the principle of recovery. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Recovery means that the person with a mental illness lives a meaningful life with a sense of identity, role, and purpose beyond living with a mental illness.
- Recovery means gaining and retaining hope, understanding one's abilities and disabilities, engaging in an active life, personal autonomy, social identity, meaning and purpose in life, and having a positive sense of self.

- b) List the six (6) core principles that the Department of Health propose the need to be incorporated into service delivery to support recovery-oriented practice.

(Approximate word count: 20 words)

**Assessor instructions:** The student's response must list (in some form) the following six principles. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- The uniqueness of the individual

- Real choices
- Attitudes and rights
- Dignity and respect
- Partnership and communication
- Evaluating recovery

### Question 3

Consider what you have learned about recovery-oriented mental health practice and describe how assisting individuals move from a position of disempowerment to empowerment supports recovery.

(Approximate word count: 80 - 90 words)

**Assessor instructions:** The student's response must demonstrate an understanding of disempowerment/empowerment and their relationship with recovery. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Helping to empower the client to self-direct their recovery is central to recovery because it assists them in being able to self-direct their care, pursue opportunities for development, and develop a sense of identity, role, and purpose.
- Disempowered clients often feel limited by their mental illness. By empowering them to consider their goals and aspirations outside of their illness, assisting them in pursuing these goals, and empowering them to self-direct their care, they will begin the process of 'recovery' and forming a meaningful identity.

### Question 4

**Note:** Refer to the [National Standards for Mental Health Services 2010 \(pdf\)](#) to answer the following five questions.

- a) The Commonwealth Government developed the National Standards for Mental Health Services, which all practitioners working in the mental health sector must comply with. List four (4) key principles that informed the development of these standards.

(Approximate word count: 90 - 100 words)

**Assessor instructions:** The student's response must demonstrate knowledge of four key principles that informed the National Standards for Mental Health Services development. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Mental health services should promote an optimal quality of life for people with mental health problems or mental illness.
- Services are delivered to facilitate sustained recovery.
- Consumers should be involved in all decisions regarding their treatment and care, and as far as possible,

the opportunity to choose their treatment and setting.

- Consumers have the right to have their nominated carer(s) involved in all aspects of their care.
- The role played by carers, as well as their capacity, needs and requirements separate from those of consumers, are recognised.
- Participation by consumers and carers is integral to the development, planning, delivery and evaluation of mental health services.
- Mental health treatment, care and support should be tailored to meet the individual consumer's specific needs.
- Mental health treatment and support should impose the least personal restriction on the rights and choices of consumers, taking into account their living situation, level of support within the community and the needs of their carer(s).

b) How does the **economic context**, particularly during downturns, impact the mental health sector, and what challenges might individuals face in accessing mental health services?

(Approximate word count: 65 - 75 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

During economic downturns, increased demand for mental health services is expected due to factors like job losses and financial stress. Limited government funding can strain resources, affecting service availability. Individuals may encounter challenges accessing timely and affordable mental health care, emphasising the need for counsellors to adapt their approaches and advocate for necessary resources in response to heightened mental health needs during economic challenges.

c) In the context of National Standards for Mental Health Services 2010, explain how Standard 5 (Promotion and Prevention) emphasises collaboration and partnership. Highlight the essential criteria and the role of the mental health service in **promoting** mental health, **preventing** mental health problems, and involving consumers and carers.

(Approximate word count: 70 - 80 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Standard 5 underscores the Mental Health Service's responsibility to develop collaborative strategies (5.1) and implementation plans (5.2) in partnership with consumers, carers, and stakeholders. Aim for the least restrictive option wherever possible. It emphasises the inclusion of mental health consumers and carers in health-promoting activities (5.3) and requires ongoing evaluation and accountability for these initiatives (5.4, 5.5). Workforce training (5.6) is integral, ensuring mental health professionals are equipped to implement promotion and prevention activities effectively.

- d) How does Standard 10.1 of the National Standards for Mental Health Services 2010 promote **social justice and inclusion**? Provide examples from the criteria highlighting the MHS's commitment to recovery-oriented values, respect, dignity, recognition of lived experiences, autonomy, social inclusion, advocacy for rights, and collaboration with consumers and carers.

(Approximate word count: 80 - 90 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Standard 10.1 promotes social justice and inclusion by embedding recovery principles into service delivery and culture. The MHS upholds respect, dignity, and autonomy (10.1.2, 10.1.4) while recognizing and supporting consumers' and carers' unique strengths and abilities (10.1.3). It advocates for social inclusion, citizenship rights, and freedom from discrimination (10.1.5) and actively involves consumers and carers in service development, delivery, and evaluation (10.1.8). This comprehensive approach ensures a supportive and inclusive environment for sustainable recovery.

- e) How does Standard 10.1.5 of the National Standards for Mental Health Services 2010 emphasise the promotion of consumers' rights of **citizenship** and freedom from discrimination? Provide examples from the criteria that highlight the MHS's commitment to social inclusion and advocacy for the rights of consumers.

(Approximate word count: 70 - 80 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Standard 10.1.5 underscores the MHS's commitment to consumers' rights of citizenship and freedom from discrimination. The MHS actively promotes social inclusion and advocates for the rights of consumers by recognizing and supporting personal resourcefulness, individuality, and strengths (10.1.3). It encourages self-determination and autonomy (10.1.4) and provides education that supports consumer participation in goal setting, treatment, and recovery planning, ensuring their rights are upheld throughout the care journey.

### Question 5

People with mental health issues commonly face discrimination, prejudice, and the effects of social stigma. Briefly outline some of the major impacts that these experiences can have on the individual.

(Approximate word count: 50 - 60 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the key impacts of prejudice, discrimination and stigma on people with mental health issues. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Social isolation.
- Discourages people in need from seeking treatment.
- Limits recreation and employment opportunities.

- Impacts the individual's self-esteem, and negative perceptions can become internalised.
- Individuals can begin to blame themselves for their issues and believe they are not worthy of treatment or entitled to the same rights as everyone else.

### Question 6

When working with people who have mental health issues, it is important to develop a relationship that promotes trust, hope, and a sense of self-direction. This begins with respectful communication. Briefly outline how you can use basic communication skills to demonstrate respect for a client and begin to establish trust.

(Approximate table word count: 100 - 110 words)

**Assessor instructions:** The student's response must demonstrate an understanding of basic communication skills that can be used to demonstrate respect and begin to establish trust. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Minimise distractions (for example, ensure that communication occurs in a suitable environment with minimal background noise and distractions)
- Demonstrate that you are paying attention (for example, demonstrate active listening skills)
- Use effective questioning skills to develop an understanding of the client's needs without making them feel interrogated.
- Pay attention to what the client says and what is being revealed through body language.
- Maintain a culturally appropriate level of eye contact.
- Acknowledge the client's feelings (for example, reflection of feelings)
- Do not interrupt the client unnecessarily.
- Do not make assumptions.
- Mirror the client's verbal and body language where appropriate.

### Question 7

Individuals with mental health issues are often marginalised and may not fully understand their rights when receiving care. As such, it is important for counsellors and other practitioners to support their clients in understanding and exercising their rights. List ten (10) rights that clients with mental health issues have.

(Approximate word count: 110 - 150 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the rights of clients with mental health issues. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- The right to be treated with respect.

- The right to have their human dignity valued.
- The right to be free from unlawful discrimination.
- The right to ask for a staff member of their gender when receiving treatment.
- The right to have their individual needs respected in relation to their age, culture, language, disability, gender and sexuality.
- The right to be safe when receiving treatment and care.
- The right to receive high-quality treatment and care.
- The right is to be treated in the least restrictive environment appropriate to their needs.
- The right to receive appropriate and comprehensive information about their treatment, including the side effects, in a timely manner.
- The right to obtain a second opinion about their treatment and care.
- The right to be heard.
- The right to have a safe environment created that supports information exchange between them and their health care providers.
- The right to be informed about services, treatments, options, and costs throughout their care.
- The right to ask questions regarding their care and have them answered in a clear and understandable manner.
- The right to communicate their views and preferences about their treatment and care options by using an Advance Agreement.
- The right to timely access to health and human services.
- The right to care promotes independence and recovery.
- The right to choose if and when family, friends and other supports are included in their care.
- The right to live, work and participate in their community with equitable access to human services.
- The right to participate in decisions and choices about their care throughout all stages of their care and recovery.
- The right to receive information in a form and language that they understand.
- The right to have their Advance Agreement inform their care.
- The right to participate in mental health legal proceedings.
- The right to access independent advocacy and legal advice regarding their treatment, care and social needs.
- The right to the protection of their privacy.
- The right to privacy and confidentiality of their personal information.
- The right to access their health records in accordance with the law.
- The right to comment on their care and to have their concerns addressed.



- The right to receive information on mechanisms of complaint and redress.

### Question 8

The privacy of all clients (even those with mental health issues) is protected by the Privacy Act 1988 (Cth) and various other State or Territory-based legislation. Counselling and other community service organisations typically have specific policies and procedures in place to help workers maintain the confidentiality and privacy of their clients. List three (3) common organisational policies or processes that community service organisations have to do this.

(Approximate word count: 10 - 40 words)

**Assessor instructions:** The student's response should demonstrate an understanding of three community service policies and/or procedures that protect the confidentiality and privacy of client information. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Policy/procedure that the collection of personal information should be conducted in a private setting.
- Policy/procedure that health information should be collected directly from the individual where possible.
- Policy/procedure regarding security to prevent the loss of data (for example, storage policies).
- Policy/procedure to protect client personal information from unauthorised access.
- Policy/procedure to secure information during its transfer to other service providers.
- Policy/procedure for the need for consent to be obtained to use personal information.
- Confidentiality policies.
- Records policies.
- Referral policies and procedures.

### Question 9

List four (4) possible sources of information that a counsellor might use to assess the needs of a client with mental health issues.

(Approximate word count: 20 - 30 words)

**Assessor instructions:** The student's response should demonstrate an understanding of four possible sources of information they might use to assess a client's needs. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- The client.
- The client's family and support network.
- The client's case file or other paperwork.
- Other professionals involved in the client's care.

### Question 10

If you wish to gather information from a source other than the client, what must you do first and why?

(Approximate word count: 25 - 35 words)

**Assessor instructions:** The student's response should demonstrate an understanding of the need to obtain the client's permission first (and document it, using their organisation's procedures) because the client has the right to privacy and confidentiality. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"I need to obtain the client's permission first (and document it, using their organisation's procedures) because the client has the right to privacy and confidentiality."

### Question 11

When working with clients with mental health issues, it can be useful to have an understanding of the symptoms of common mental illnesses. For each of the following mental illnesses, briefly outline the common symptoms.

a) Depression

(Approximate word count: 30 – 40 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the symptoms of depression. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Prolonged and unusually sad mood
- Loss of interest in activities they previously enjoyed
- Tiredness
- Lack of energy
- Difficulty sleeping
- Loss of confidence
- Low self-esteem
- Difficulty concentrating and making decisions

b) Post-traumatic stress disorder

(Approximate word count: 20 - 30 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the symptoms of post-traumatic stress disorder. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Mental and emotional stress/distress
- Disturbance of sleep
- Vivid recall of the experience that caused the shock

c) Schizophrenia

(Approximate word count: 45 - 55 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the symptoms of schizophrenia. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Positive symptoms such as hearing voices, food tasting strange, and seeing things that aren't real.
- Negative symptoms such as diminished range of emotional expressiveness, reduced speech, and inability to initiate and sustain goal-directed activities.
- Cognitive symptoms include disorganised thinking and impaired executive functions.

d) Bipolar disorder.

(Approximate word count: 60 - 70 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the symptoms of bipolar disorder. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Periods of:

- Depressed mood
- Loss of interest or pleasure in nearly all activities
- Inability to concentrate
- Suicidal ideation
- Decreased energy
- Tiredness and fatigue
- Sense of worthlessness or guilt
- Changes in appetite

In conjunction with periods of:

- Elevation in mood

- Racing thoughts
- Inflated self-esteem
- Manic speech
- Increased physical mobility and energy
- Decreased need for sleep
- Recklessness
- Delusions and hallucinations

### Question 12

Briefly explain the concept of person-centred care in the context of working with clients with mental health issues and how this practice can be used to help identify services and strategies that support client empowerment and recovery.

(Approximate word count: 85 - 95 words)

**Assessor instructions:** The student's response should demonstrate an understanding of person-centred care and how it can help identify services and strategies that support empowerment and recovery. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Person-centred care involves ensuring that the client's preferences are central and that there is a partnership between the client, their family, and support services.
- Person-centred care involves discussing care options that reflect what the client identifies as important (preferences, goals, and lifestyle choices) and reflect the client's responsibilities and rights.
- Person-centred care facilitates empowerment and recovery by ensuring that the client's needs are met and that they are engaged in the process and become more active in their recovery.

### Question 13

When working with clients with mental health issues, how can you support the client to express their own identity and preferences and avoid imposing your values and attitudes?

(Approximate word count: 55 - 65 words)

**Assessor instructions:** The student's response should demonstrate an understanding of appropriate strategies/techniques that can be used to support clients in expressing their own identities and preferences and avoiding imposing the counsellor's values/attitudes. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Encouraging the client to identify their own goals and objectives.
- Identifying areas of client interest and drawing upon these to develop plans.

- Presenting clients with several options they can choose when developing a plan.
- Maintaining self-awareness of own values, recognising differences, and not allowing values/biases to shape client/plan development interactions.

#### Question 14

Working with people with mental health issues requires that you allow the person to express their own opinions and feel safe that they will not be judged. Take some time to reflect upon your current values and beliefs that have the potential to impact your work with such clients. Consider how these values and beliefs may impact how you work with people who have mental health issues. Briefly summarise your reflections and how you intend to ensure you do not impose your values and beliefs on your clients.

(Approximate word count: 135 - 150 words)

**Assessor instructions:** This is a self-reflection question. Each student will have an individual answer. However, students' responses must demonstrate a reflection of their values and beliefs, how this could impact their work with clients with mental health issues, and how they intend to ensure that they do not impose their beliefs onto clients. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"I have a need to protect people, and I believe that I might have a tendency to be over-protective of clients with mental health needs, believe that I know better than them, and try to influence or make decisions on their behalf. I also have a particular set of values that everyone may not hold. I value financial security, education, and independence. I may have clients who have mental health issues that do not hold these same values, and I will need to ask them questions that will help me understand how they view the world to ensure that I do not impose my values on them. I will also continually monitor my counselling practice to ensure that plans developed reflect the client's goals rather than imposing my goals onto the client."

#### Question 15

While clients with mental health issues are quite diverse and will have a range of different needs that may require a range of support options, there are some commonly required areas of support. List three (3) common types of support that may be required.

(Approximate word count: 20 - 30 words)

**Assessor instructions:** The student's response should demonstrate an understanding of the three different types of support that clients with mental health issues often require. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Practical support may include assisting with managing their symptoms, managing tasks of everyday living, finding employment, etc.
- Emotional support may include counselling, facilitating contact with a support network, facilitating social involvement, etc.
- Financial support may involve facilitating access to community services or government benefits, etc.

### Question 16

When working collaboratively with your client and their care network, what key steps will you keep in mind?

(Approximate word count: 80 - 90 words)

**Assessor instructions:** The student's response should demonstrate an understanding of how to work collaboratively with the client and their care network to help develop a plan/strategy that meets client needs/supports empowerment. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Ensure that the client understands the decisions that need to be made.
- Work with the client to develop options for alternatives.
- Encourage the client to think about their future and how they want it to be shaped.
- Ask the client prompting questions about their preferences.
- Conduct regular meetings with the client's care networks to discuss issues.
- Seek advice from the client's care network about key decisions.
- Encourage the client's care network to be involved with the recovery activities.

### Question 17

While client's needs will differ, list four common strategies that practitioners working with clients with mental health issues might explore with their clients to support empowerment and recovery.

(Approximate word count: 30 - 40 words)

**Assessor instructions:** The student's response should demonstrate an understanding of four common strategies to be explored to support empowerment and recovery. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Strategies that meet the client's specific needs
- Strategies that encourage social interaction
- Strategies that assist the client in finding employment
- Strategies that facilitate access to training and education
- Strategies that facilitate involvement in volunteering

### Question 18

Explain the concepts of 'duty of care' and 'dignity of risk' and how these principles must be reconciled to provide appropriate service to clients with mental health issues.

(Approximate word count: 90 - 100 words)

**Assessor instructions:** The student's response should demonstrate an understanding of the concepts of 'duty of care' and 'dignity of risk', how they interact, and how a counsellor must reconcile these when working with clients with mental health issues. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Duty of care refers to the principle that counsellors are responsible for protecting clients from acts or omissions that could reasonably foresee harm.
- Dignity of risk refers to the principle that people with mental health issues have the right to autonomy and self-determination of risks they are willing to take.
- While counsellors have a duty of care to protect clients from serious harm (for example, take action for suicidal ideation), they cannot stop a client from taking any risks because the client has the right to self-determination.

### Question 19

What key considerations are involved in planning actions to support a client with mental health issues?

(Approximate word count: 50 - 60 words)

**Assessor instructions:** The student's response should include understanding appropriate key considerations when planning actions to support a client. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- The client's goals.
- The client's current strengths and resources.
- Interventions/strategies that can be implemented to help the client meet their needs.
- Supports the client may require implementing interventions/strategies.
- How will the plan be monitored?
- Collaborative approaches are to be taken with the client, their support network, and other professionals involved.

### Question 20

When working with all clients, it is important to ensure that you are working in a way that upholds their rights. What steps can you take as a counsellor to ensure that you are working in a way that upholds client rights in your practice?

(Approximate word count: 55 - 65 words)

**Assessor instructions:** The student's response should demonstrate an understanding of appropriate actions that a counsellor can take to uphold client rights. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Checking in with the client regularly to ensure they are satisfied with the service(s) they are providing.

- Providing the client with access to information and resources required to uphold their rights.
- Ensuring that the client has decision-making powers.
- Encouraging the client to be assertive about their rights.
- Facilitating social inclusion.

### Question 21

Explain how social justice and social inclusion principles can be met by encouraging clients to participate in the management and review of mental health services and organisations.

(Approximate word count: 95 - 105 words)

**Assessor instructions:** The student's response should demonstrate an understanding of how social justice/social inclusion principles can be met by encouraging participation in the management and review of mental health services and organisations. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Social justice and social inclusion principles facilitate engagement with services and ensure that individuals are not discriminated against.
- Many mental health organisations encourage those with a mental illness to become involved in the managerial and review aspects of the service (for example, being part of interview panels for mental health jobs, developing and reviewing policies and procedures, advocating for other people with mental health issues, and being part of education and mental health promotion activities).
- It supports social justice and inclusion and promotes active involvement in the sector by encouraging client participation.

### Question 22

When working with clients with mental health issues, you might be required to adapt service delivery. List three (3) possible adaptations that you might make.

(Approximate word count: 20 - 30 words)

**Assessor instructions:** The student's response should demonstrate an understanding of three possible adaptations. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Offering longer sessions.
- Including the client's family/carers/support network in counselling.
- Working more closely with other service providers.
- Maximising support services.



### Question 23

It is important to ensure that you comply with all workplace health and safety laws and regulations in your workplace and that you can assess risk adequately. List the questions you can ask yourself to help determine the level of risk of any given situation.

(Approximate word count: 20 - 30 words)

**Assessor instructions:** The student's response should demonstrate an understanding of the WHS risk analysis process. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- What could go wrong?
- What is the likelihood of something going wrong?
- What are the consequences of something going wrong?

### Question 24

List five (5) key considerations you should remember when documenting client contact.

(Approximate word count: 110 - 120 words)

**Assessor instructions:** The student's response should demonstrate understanding of at least five key considerations for documenting client contact. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Write the date, time, location and names of people present at the interaction.
- Record who said what and use inverted commas when indicating direct quotes.
- Ensure that your records are objective and accurate.
- Record facts rather than your opinions.
- Record the client's actions and behaviours using objective terms.
- Make sure you are writing facts, not inferences – identify what happened, not what you thought might have happened.
- Record the reasons why you made certain decisions.
- Use short sentences and be concise.
- Use plain language.
- Use appropriate headings and set out the information in a logical manner.
- Make sure that you sign all the notes you record.

### Question 25

When working with clients with mental health issues, it is particularly important to be able to respond promptly and supportively when they are experiencing distress or crisis.

- a) List three (3) situations of distress or crisis you may encounter in your work.

(Approximate word count: 30 - 40 words)

**Assessor instructions:** The student's response must demonstrate an understanding of three possible situations of crisis or distress. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Clients are threatening to harm themselves.
- Clients are threatening to harm others.
- Clients are at risk of harm from others.
- Situations in which there have been significant/sudden changes to the client's situation.

- b) Explain the **ALGEE** approach to responding to changes in mental health, mental distress and crises.

(Approximate word count: 65 - 75 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the ALGEE approach to responding to a crisis situation. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- A – Approach, assess and assist with any crisis. This involves assessing any immediate risks of suicide or harm, signs of trauma, or high anxiety.
- L – Listen to the client's full story and concerns non-judgmentally.
- G – Give the client reassurance, support, and information.
- E – Encourage the client to seek appropriate professional help.
- E – Encourage the client to seek other support strategies.

### Question 26

As a counsellor, it is very easy to fall into the trap of thinking that you can help every client you meet. However, it is essential to always work within our own limits.

- a) Describe two (2) limitations that you might face when working with clients with mental health issues.

(Approximate word count: 10 - 20 words)

**Assessor instructions:** The student's response must demonstrate an understanding of two possible limitations. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Resources available to you.
- Your level of skills and knowledge.
- The formal roles and the associated responsibilities assigned to you.

b) If you find that your client requires services that are beyond your limits, what steps should you take?

(Approximate word count: 15 - 20 words)

**Assessor instructions:** The student's response must demonstrate an understanding of appropriate referral steps. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Discuss the need for referral.
- Determine appropriate service/organisation to meet needs.
- Complete a warm referral.

### Question 27

There will be times when your client requires assistance that is beyond your limits. Imagine you are a counsellor working in your private practice in your area. Because your service does not specialise in assisting clients with mental health issues, you will need to ensure that you know appropriate services and organisations to whom you could refer clients with mental health issues.

Conduct an internet search of appropriate services in your area and document three (3) services/organisations in the space provided. For each service, document the name of the service/organisation, a website or phone number, and provide a brief summary of its services and why you might refer a client to this service/organisation.

**Assessor instructions:** The student's response must document three appropriate services and include:

- The name of the service/organisation
- The website or phone number
- A brief summary of the services and why they might refer a client to this service/organisation.

Details of the service/organisation	A brief summary of services	Why you might refer a client (Approximate word count: 20 - 30 words per cell)
a)		
b)		
c)		

### Question 28

One aspect of work health and safety is that most organisations will have specific policies and procedures for the presence of children in the workplace.

- a) According to work health and safety considerations, why is it important for community service organisations to have specific policies regarding the presence of children in the workplace?

(Approximate word count: 20 words)

**Assessor instructions:** The student's response must demonstrate an understanding of policies regarding the presence of children in the workplace. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Community service organisations implement policies to ensure the safety and well-being of children accompanying their parents.
- These policies outline the need for supervision and identify areas with potential risks to children. They contribute to creating a secure environment and compliance with legal and ethical standards.

- b) What are the key risk considerations when working with a client who brings their own children? Describe the actions you might need to take and why seeking parent or guardian consent could be necessary in certain situations.

(Approximate word count: 40-50 words)

**Assessor instructions:** The student's response must demonstrate an understanding of understanding of policies regarding the presence of children in the workplace. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Key risk considerations involve preventing unsupervised situations for children during client interactions. Specific supervision arrangements may be necessary, requiring consent from the parent or guardian. This ensures compliance with legal and ethical standards and maintains a safe environment for clients and accompanying children.

### Question 29

Explain the principles guiding mandatory reporting for counsellors in Australia, including the influence of state and territory legislation, the balance between client confidentiality and the duty to protect, and the impact of national registration standards and child protection laws on reporting requirements.

(Approximate word count: 100-120 words)

**Assessor instructions:** The student's response must demonstrate an understanding of mandatory reporting for counsellors in Australia. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

In Australia, mandatory reporting for counsellors is guided by principles prioritizing the duty to protect individuals from serious harm while respecting client confidentiality where possible. State and territory legislation plays a crucial role, with variations in reporting obligations. For instance, in New South Wales, the Mental Health Act 2007 outlines reporting requirements in situations of serious harm risk. Similarly, Victoria's Mental Health Act 2014 specifies circumstances necessitating disclosure. National registration standards and child protection laws further shape reporting obligations for mental health professionals, emphasizing the need to report concerns about a practitioner's health or conduct and addressing child abuse or neglect. Navigating these complexities requires a nuanced understanding of ethical frameworks and jurisdiction-specific laws.

### Question 30

Adopting a holistic approach is pivotal for meeting individuals' and their families' multifaceted needs, goals, and aspirations. It involves practical strategies for implementing holistic care in counselling, aligning with the National Standards for Mental Health Services.

- a) Explain how a holistic approach in mental health counselling extends beyond addressing mental health issues and encompasses various life domains.

(Approximate word count: 60-70 words)

**Assessor instructions:** The student's response must demonstrate an understanding of a holistic approach to counselling. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

A holistic approach to mental health counselling recognises individuals as complex beings with interconnected needs. For example, a counsellor may explore mental health concerns and inquire about physical health habits, social connections, economic stressors, and spiritual beliefs. By addressing the entirety of an individual's experience, the counsellor facilitates a more comprehensive and personalized therapeutic journey, fostering resilience and promoting overall well-being.

- b) Discuss the importance of delivering treatments and interventions using a recovery and family-focused approach, considering the spectrum from prevention to tertiary treatment.

(Approximate word count: 70-80 words)

**Assessor instructions:** The student's response must demonstrate an understanding of a family-focused approach to counselling. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Delivering treatments and interventions with a recovery and family-focused approach is essential for comprehensive mental health care. This approach acknowledges the interconnectedness of mental health with various life domains and emphasizes collaborative efforts. From prevention to tertiary treatment, it involves tailoring interventions to align with the individual's recovery goals, applying families and support networks, and recognising the broader context of an individual's life. By adopting this approach, mental health practitioners contribute to holistic well-being and sustainable recovery.

- c) How can mental health practitioners incorporate a holistic approach, as outlined in the National Standards for Mental Health Services, when working with clients?

(Approximate word count: 80-90 words)

**Assessor instructions:** The student's response must demonstrate an understanding of a holistic approach in relation to the National Standards. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

To incorporate a holistic approach aligned with the National Standards for Mental Health Services, counsellors should address clients' diverse needs, goals, and aspirations beyond mental health concerns. It involves recognising and working with strengths, experiences, and issues unrelated to mental illness. For example, a counsellor might explore a client's physical health, economic situation, social connections, and spiritual beliefs. By adopting this holistic perspective, the counsellor supports clients in achieving their aspirations and goals in various life domains, contributing to overall well-being and a comprehensive approach to mental health care.

### Question 31

As mental health services have evolved, so too have societal attitudes and understandings of mental illness. However, persistent myths and misconceptions contribute to stigma and discrimination.

- a) How does the concept of recovery in mental health services challenge traditional notions of being 'cured' and focus on individuals living meaningful lives?

(Approximate word count: 60-65 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the concept of recovery in mental health services. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

The concept of recovery challenges the idea of being 'cured' in mental health services. It emphasises individuals living meaningful lives despite mental illness, focusing on aspects like identity, autonomy, and social engagement. Recovery-oriented mental health practice recognizes the uniqueness of each individual's journey, promoting real choices, attitudes and rights, dignity and respect, partnership and communication, and continuous evaluation to support sustained recovery.

- b) Describe three (3) common **myths** about mental illness that contribute to stigma and discrimination.

(Approximate word count: 30-40 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the common myths about mental illness. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example and include three of the examples provided in the response below.

Common myths surrounding mental illness include:

- The belief is that it results from personal weakness.

- Those individuals can "pull themselves out of it".
- That people with a mental illness are violent, contributing to stigma
- People with mental illness are unable to recover or self-direct their recovery.

c) What are the **facts** about mental illness that counsellors can use to dispel these misconceptions in their practice?

(Approximate word count: 75 - 85 words)

**Assessor instructions:** The student's response demonstrates an understanding of facts about mental illness and how to dispel misconceptions. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example and include the three examples provided in the response below.

Understanding that mental health issues arise from diverse factors beyond an individual's control, such as genetics and social influences, is essential for counsellors. Counsellors can dispel misconceptions by providing education on the diverse causes of mental health issues, emphasising the role of genetics, biology, and societal factors. Additionally, highlighting the non-violent nature of individuals with mental health issues and fostering empathy helps challenge negative stereotypes, fostering a more inclusive and supportive environment.

### Question 32

Investigate and provide one (1) mental health policy or initiative in your state/territory.

Briefly describe two (2) main features and explain how these impact mental health services and counselling practices locally.

(Approximate word count: 20 - 70 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

#### National Mental Health Plan 2003-2008

#### NSW- Mental Health Act 2007

- This Act makes provisions for the care, treatment and control of mentally ill persons and mentally disordered persons and other matters relating to mental health.
- This was updated in 2014, introducing new principles to support people experiencing mental illness in making and participating in treatment decisions (shared decision-making) and having their views and preferences considered and respected.

#### Guardianship Act 1987

#### Mental Health and Cognitive Impairment Forensic Provisions Act 2020

#### QLD – Mental Health Act 2016

- This Act is built around two sets of principles.
  - This applies to persons who have or may have, a mental illness.
  - Applies to victims of an unlawful act.

#### The QLS Mental Health Alcohol and Other Drugs Strategic Plan 2018-2023

- This plan is the mechanism by which the QLD government demonstrates its commitment to:
  - improving the mental health and wellbeing of all Queenslanders
  - preventing and reducing the impact of mental illness.

#### VIC – Victoria’s Mental Health and Wellbeing Act 2022

- The Act supports changes underway to create a diverse, responsive, compassionate mental health and wellbeing system for all Victorians.

#### TAS – Tasmania’s Mental Health Act 2013

- Establishes a substitute decision-making framework for people with mental illness, who, because of their illness, cannot make their own assessment and treatment decisions but who need treatment to prevent harm to their health or safety or the safety of others.
- “Rethink 2020” updated this Act with a more shared approach to improving mental health outcomes for all Tasmanians.

#### Tasmanian Suicide Prevention Strategy 2023-2027

#### WA – Mental Health Act 2014

- Set out your rights if you are receiving mental health services. Aims is to ensure people who have a mental illness are provided the best possible treatment and care with the least possible restriction of their freedom.

#### ACT – Mental Health Act 2015

- Makes provisions for the care and treatment of persons with mental health conditions.

#### NT – Mental Health Strategic Plan 2019-2025

- Outlines the path to create mental health-promoting communities, schools, and workplaces for Territorians.

### Question 33

Outline the consequences of breaches of mental health legislation for community service providers. What avenues are available for individuals with mental health issues to make complaints about unfair treatment, and what institutions handle these complaints at both federal and state/territory levels?

(Approximate word count: 75 - 85 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Breaches to mental health legislation by community service providers may result in legal consequences, including fines or legal action.
- Individuals with mental health issues can lodge complaints through the Human Rights Commission for discrimination-related concerns.
- State-based Mental Health Commissions and Health Care Complaints Commissions address complaints about unfair treatment at the state/territory level.
- Organisations in breach may face penalties, reputational damage, or corrective measures to ensure compliance with mental health laws and regulations.



### Question 34

In mental health intervention, informed consent is pivotal.

Why is informed consent a fundamental aspect of mental health intervention, and what role does it play in upholding an individual's right to make choices about their treatment?

Provide two (2) key elements to informed consent.

(Approximate word count: 85 - 95 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Informed consent is crucial in mental health intervention as it upholds an individual's autonomy and right to choose their treatment. This supports a client's right to self-determination. It involves informing the person about potential benefits, risks, and treatment options, respecting their decisions, and fostering a collaborative approach to care.

There are two key elements to informed consent:

1. Ensuring sufficient information is provided on the approach/intervention suggested to make an informed decision.
2. The client can decide without coercion.

### Question 35

What legal obligations do counsellors have regarding work health and safety when dealing with clients with mental health issues?

(Approximate word count: 70-80 words)

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Counsellors are legally obliged to ensure work health and safety when dealing with clients with mental health issues. This includes assessing and managing risks, complying with state/territory regulations, following specific procedures for child presence, and adhering to relevant legislation. Seeking supervision in uncertain situations is essential to uphold a safe therapeutic environment.

Workplace Health and Safety covers the physical safety of the client and all involved in their care and their emotional safety.

### Assessment checklist:

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

1	Thirty-five (35) short answer questions are to be completed in the spaces provided.	<input type="checkbox"/>
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**Congratulations, you have reached the end of Assessment 1!**

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