



ASSESSOR GUIDE

CHCCCS019

Recognise and respond to crisis situations

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into thirty-seven (37) 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 the following:

- Learning resources.



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

Discuss three (3) characteristics that are often seen in a client who is experiencing a crisis situation.

(Approximate word count: 40 - 60 words)

Assessor instructions: The student's response must demonstrate an understanding of three common indicators or signs of crisis in other people. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Sudden changes in the client's external circumstances.
- People in crisis may be panicked, extremely distressed, overwhelmed, or immobilised.
- They often (temporarily) lack the capacity to identify, consider, and access the resources and options available to them.
- Often, they have other urgent needs, some of which can involve risks to safety that will require immediate referral to crisis intervention services or other relevant supports.

Question 2

Counsellors must develop an understanding of a range of risk and crisis situations, including situations where clients or others may have been subjected to abuse. Complete the following table by briefly defining the following risks and, for each risk, identify three (3) potential risk indicators.

Assessor instructions: The student's response must demonstrate an understanding of the following abusive situations and three potential indicators of each risk issue. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Risk issue	Provide a definition	Identify three (3) potential indicators
a) Domestic and family violence	(Approximate word count: 25 - 40 words) Violence committed within a home or family environment that involves different types of abuse and attempts at control, including physical, emotional, sexual and social abuse.	(Approximate word count: 10 - 30 words) <ul style="list-style-type: none">• Signs of fear of a person/of going home• Frequent/unexplained injuries• Attempts to cover injuries• Isolation or lack of social/family connection• Signs of low self-esteem, poor mental health• Suspicion of stalking/following
b) Child abuse	(Approximate word count: 25 - 40 words) Violence perpetrated towards children that includes, but is not limited to, physical,	(Approximate word count: 10 – 30 words) <ul style="list-style-type: none">• Indicators of DFV (as above)

Risk issue	Provide a definition	Identify three (3) potential indicators
	sexual, and emotional abuse and neglect of their needs. Exposure to DFV perpetrated against another person is also considered child abuse.	<ul style="list-style-type: none"> • Wariness/distrust of adults • Regression • Withdrawn or overly obedient • Signs of malnutrition or poor hygiene • Frequent lateness to or absence from school • Inappropriate/inadequate clothing • Sexualised behaviours or sexual knowledge beyond what is expected for a child's age
c) Elder abuse	(Approximate word count: 25 - 40 words) Acts within a relationship of responsibility or trust resulting in harm to an older person. This may involve any type of abuse, such as physical, emotional, sexual, psychological, financial or neglect.	(Approximate word count: 10 - 30 words) <ul style="list-style-type: none"> • Indicators of DFV (see above) • Lack of safety equipment, medication, or supervision • Confusion about/lack of control of finances • Dependence on/control by a caregiver • Reluctance to make a will/receive financial advice

Question 3

Crisis may arise from situations in which a person receives threats from others or poses threats to harm others.

- a) Describe a situation in which a client experiencing DFV may be subjected to threats from others.

(Approximate word count: 25 - 35 words)

Assessor instructions: The student's response must demonstrate an understanding of a crisis situation that arises from a client receiving threats from others. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

A client experiencing DFV may receive threats for attempting to leave an abusive relationship or after escaping from an abusive relationship.

- b) Identify two (2) possible reasons that may contribute to a counsellor facing threats from clients they are working with.

(Approximate word count: 15 - 25 words)

Assessor instructions: The student's response must demonstrate an understanding of two reasons that could have contributed to a counsellor receiving threats from clients. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

When a client is:

- Facing a crisis
- Experiencing a psychotic episode
- Triggered by something said or done during the counselling process
- Under the influence of substances

Question 4

Counsellors must also be vigilant about recognising signs that indicate clients may be at risk of suicide and self-injuring.

- a) Explain the difference between suicide and self-harm.

(Approximate word count: 30 - 40 words)

Assessor instructions: The student's responses must demonstrate an understanding of suicide and self-harm, particularly the difference between these two crisis situations. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Suicide refers to the act of ending one's own life, whereas self-harm refers to intentional physical injury to one's body that is not usually done with the intention of suicide.

- b) There are certain kinds of thoughts that indicate that a person might be at risk of suicide. These thoughts can be expressed through statements, so counsellors must look out for certain kinds of statements that can indicate that a person is thinking about suicide. Describe four (4) types of statements that can indicate that a person is thinking about suicide.

(Approximate word count: 25 - 35 words)

Assessor instructions: The student's response must demonstrate an understanding of indicators of suicidal ideation, with reference to four types of statements that reflect relevant cognitions. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Hopelessness/failing to see a future
- The belief of being a burden to others
- Feelings of worthlessness/loneliness
- Thoughts of own death/wish to die

- c) List three (3) other signs or behaviours that may indicate a person is at risk of suicide.

(Approximate word count: 15 - 30 words)

Assessor instructions: The student's response must demonstrate an understanding of behavioural indicators of suicide risk concerning three relevant indicators. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Social withdrawal
- Poor physical and mental health
- Poor personal hygiene or appearance
- Significant diet or weight changes
- Excessive use of alcohol or other drugs
- Giving away sentimental or expensive possessions

d) Identify three (3) signs that indicate that a person may be engaging in self-injury.

(Approximate word count: 10 - 20 words)

Assessor instructions: The student's response must demonstrate an understanding of at least three self-harm/injury risk indicators. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Unexplained injuries
- Attempts to cover parts of the body/injuries, for example,
 - seasonally inappropriate clothing
 - large accessories
- Low self-esteem
- Low mood or mood swings; low motivation
- Withdrawal
- Excessive use of alcohol or other drugs

e) Describe a possible situation in which a suicidal client may pose threats to harm others.

(Approximate word count: 30 - 40 words)

Assessor instructions: The student's response must demonstrate an understanding of a possible crisis situation in which a suicidal client may threaten to harm others. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

A suicidal person may kill others while taking their own life, for example, when men kill themselves and their partner or ex-partner, children, and partners' or ex-partners' children.

Question 5

Counsellors must be familiar with their legal obligations about child protection issues.

- a) Identify the state/territory you are in and the child abuse legislation in your jurisdiction.

(Approximate word count: 10 words)

Assessor instructions: The student's response must demonstrate an understanding of the child protection legislation in their identified jurisdiction. Responses must refer to one of the following:

- Children and Young People Act 2008 (ACT)
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Care and Protection of Children Act 2007 (NT)
- Child Protection Act 1999 (Qld); Child Protection Reform Amendment Act 2017 (Qld)
- Children and Young People (Safety) Act 2017 (SA)
- Children, Young Persons and their Families Act 1997 (Tas)
- Children, Youth and Families Act 2005 (Vic)
- Children and Community Services Act 2004 (WA)

- b) Outline the state/territory requirements for mandatory reporters in your jurisdiction. Under what conditions are they required to make a report to the child welfare authority?

(Approximate word count: 50 words)

Assessor instructions: The student's response must demonstrate an understanding of legislative obligations regarding child protection issues concerning their identified jurisdiction in Question 5a). Responses should refer to one of the following:

- ACT: A belief, on reasonable grounds, that a child or young person has experienced or is experiencing sexual abuse or non-accidental physical injury.
- NSW: Reasonable grounds to suspect that a child is at risk of significant harm.
- Northern Territory: A belief on reasonable grounds that a child has suffered or is likely to suffer harm or exploitation.
- Queensland: Has a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse and may not have a parent able and willing to protect the child from the harm.
- South Australia: Reasonable grounds to suspect that a child has been or is being abused or neglected.
- Tasmania: A belief/suspicion on reasonable grounds/knowledge that a child has been or is being abused or neglected or affected by family violence, or is at risk of being killed or abused or neglected; or while a woman is pregnant that there is a reasonable likelihood that after the birth of the child, the child will suffer abuse or neglect, or may be killed.
- Victoria: A reasonable belief that a sexual offence has been committed in Victoria against a child under

the age of 16 years by another person of or over the age of 18 years.

- Western Australia: Reasonable grounds for suspecting that a child has been abused or is at risk of being abused; ill-treated, or is at risk of being ill-treated; or exposed or subjected to behaviour that psychologically harms the child.

c) Whom should you report to, and what are the reporting procedures in your jurisdiction?

(Approximate word count: 50 words)

Assessor instructions: The student's responses must demonstrate an understanding of their jurisdiction's reporting process. Responses should refer to one of the following:

- ACT: Child and Youth Protection Services, by phone or online/email (less serious concerns)
- NSW: Department of Family and Community Services, through Child Protection Helpline or online (less serious concerns)
- Northern Territory: Territory Families, by phone to Child Abuse Hotline
- Queensland: Department of Child Safety, Youth and Women, by phone to Regional Intake Services or Child Safety After Hours Service Centre
- South Australia: Department for Child Protection, by phone to Child Abuse Report Line or online (less serious concerns)
- Tasmania: Department of Communities Tasmania, by phone to Child Safety Service or online (less serious concerns)
- Victoria: Department of Health and Human Services, by phone to each regional and metropolitan phone number or after-hours child protection emergency service
- Western Australia: Department of Communities, Child Protection and Family Support, by phone to Central Intake Team or online (less serious concerns)

d) It is also important for counsellors to refer to their organisation's child protection policy and procedures where there are child abuse concerns. Identify four (4) types of information that a counsellor is likely to find in such a policy document.

(Approximate word count: 70 - 80 words)

Assessor instructions: The student's response must demonstrate an understanding of four types of information included in the child protection policy of service. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Their responsibilities in monitoring for risks to children and duty of care.
- They are obligated to inform clients about mandatory reporting duty and exceptions to confidentiality when a person discloses information that suggests a child may have been or is experiencing abuse.
- Reporting process of any suspected or identified child safety risk.

- Information needs to be documented where there has been suspicion of or identified child safety risk.

Question 6

An important ethical principle underlying a counsellor's responsibility in responding to crisis situations is duty of care.

- a) Consider what you have learned about a counsellor's duty of care as outlined in the *ACA Code of Ethics and Practice*.

Explain what responsibility a counsellor has in relation to the safety of a client in crisis.

(Approximate word count: 25 words)

Assessor instructions: The student's response must demonstrate an understanding of codes of practice in relation to duty of care to a client in crisis. Responses must include a reference to the following clause from the ACA Code of Ethics and Practice:

Counsellors must take all reasonable steps to ensure that the client does not suffer physical, emotional or psychological harm during counselling sessions.

- b) Briefly explain how a counsellor can fulfil their duty of care responsibilities in the process of assessing for risk.

(Approximate word count: 45 - 55 words)

Assessor instructions: The student's response must demonstrate an understanding of duty of care and the corresponding counsellor approach/actions in assessing for risk and suitability of counselling. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Continually assess for safety concerns throughout work with the client.
- Be vigilant for signs that indicate potential risk of harm.
- Where identified, work with the client to reduce risk and enhance safety.
- Even when it is just a 'hunch', to take any concerns seriously and seek clarification.

- c) The *ACA Code of Ethics and Practice* requires a counsellor to support the client's autonomy in decision-making. Briefly discuss how a counsellor may consider this principle when fulfilling their duty of care in supporting a client in crisis.

(Approximate word count: 65 - 75 words)

Assessor instructions: The student's response must demonstrate an understanding that a counsellor may apply principles of duty of care and supporting client autonomy in the context of helping a client in crisis. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- In situations of high or immediate risk where clients are unable or unwilling to access support, counsellors

may need to take an active stance in reducing the client's risk to self or others, such as contacting emergency or crisis intervention services.

- However, where safe and possible, counsellors are expected to support clients to make informed choices, such as referral services or actions to increase safety.

Question 7

Counsellors must clearly understand their legal and ethical responsibilities regarding the management of client information.

- a) Briefly outline privacy, confidentiality, and disclosure requirements that counsellors must abide by when working with clients who are at risk or in crisis.

(Approximate word count: 45 - 55 words)

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

Counsellors are obliged to treat client information (including their engagement with the counselling service and all personal information held by the counsellor) as confidential. However, disclosure of confidential information may be required in exceptional circumstances for the client's or others' safety.

- b) Describe two (2) crisis situations in which counsellors may be required to override confidentiality and disclose client information.

(Approximate word count: 30 words)

Assessor instructions: The student's response must demonstrate an understanding of two crisis situations in which counsellors may be required to override confidentiality and disclose client information. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- When a client discloses that they may harm themselves or another person
- When a child has been or is being abused

Question 8

Briefly discuss what a generalist counsellor's role is when it comes to working with clients in crisis situations and the limitations of such a role.

(Approximate word count: 50 - 60 words)

Assessor instructions: The student's responses must demonstrate an understanding of a counsellor's work role boundaries, including their responsibilities and limitations, concerning recognising and responding to crisis situations. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- A generalist counsellor has a duty of care to identify risk or crisis issues and support clients to reduce risk and enhance safety.
- However, it would be more appropriate for the client to be referred to a specialist service (for example, crisis intervention service) for ongoing support.

Question 9

Organisational policies and procedures are set out to help counsellors meet their legal and ethical obligations in client work, such as in the event of crisis situations.

- a) Outline the content of a critical incident policy.

(Approximate word count: 50 - 60 words)

Assessor instructions: The student's responses must demonstrate an understanding of policy around critical incidents. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Definition of critical incidents.
- Delegation of staff responsibilities in the event of critical incidents.
- Procedures for managing and responding to these incidents, such as:
 - list of support persons on-site
 - procedures for contacting emergency services
 - instructions for filling a critical incident report.

- b) How might risk assessment policy and procedures be used to inform a counsellor's response to a client in crisis?

(Approximate word count: 55 - 65 words)

Assessor instructions: The student's response must demonstrate an understanding of how risk assessment policy and procedures can be used to respond to crisis situations. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

The risk assessment policy and procedures:

- Outlines the type of risks and procedures to assess and manage a crisis
- Outlines when and how risk assessment should be conducted
- Indicates the risk assessment tool that should be used
- Outlines how to determine risk level and corresponding responses
- Indicates whom a counsellor should consult.

- c) Describe another organisational policy and procedure that a counsellor may access to provide appropriate support to clients in crisis.

(Approximate word count: 30 - 40 words)

Assessor instructions: The student's responses must demonstrate an understanding of another organisational policy and procedure a counsellor refers to for crisis support. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"Counsellors also need to consider their organisational referral policy and procedures that outline procedures involved in referring clients to other support services, including crisis intervention support."

Question 10

Describe a counsellor's attitude or belief that is likely to impede their ability to ask clients directly about possible safety risks.

(Approximate word count: 35 - 45 words)

Assessor instructions: The student's responses must demonstrate an understanding of a counsellor's attitude that may impede their ability to ask clients directly about safety risks. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"A counsellor may not ask clients about possible safety risks if they believe that it may offend the clients or introduce the idea of risk (for example, suicide) to the client."

Question 11

Examine each of the following common notions about suicide and determine if it is a misconception. Explain your reasoning.

(Approximate word count: 60 - 80 words per answer)

Assessor instructions: The student's response must demonstrate an understanding of common myths/misconceptions of suicide. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Common notions	Is this a misconception? Explain.
a) People who attempt suicide are simply looking for attention.	<p>Responses should indicate this is a misconception and provide appropriate reasoning, with reference to:</p> <ul style="list-style-type: none"> • Attempts may be directly aimed at death, risk death, or may lead to future death by suicide. • Regardless of whether they result in serious harm, suicide attempts indicate current and future risks. • If an attempt or threat is a 'cry for help', that cry indicates that

	help is desperately needed and may in fact, save a life.
b) People who suicide are usually those who are mentally ill.	<p>Responses should indicate this is a misconception and provide appropriate reasoning, with reference to:</p> <ul style="list-style-type: none"> • Suicide attempts and deaths can occur where mental illness is not diagnosed, and signs warranting diagnosis are not identified after death. • Although mental health problems are associated with increased suicide risk, not everyone who attempts or dies by suicide has a diagnosed mental disorder.
c) Suicide is preventable.	<p>Responses should indicate this is not a misconception and provide appropriate reasoning, with reference to the following:</p> <ul style="list-style-type: none"> • Suicidal urges generally pass with time. • Many people who have experienced suicidal ideation or made attempts do survive; they are often very grateful to be alive once the suicidal ideation or wish to die has passed. • Both individual interventions and public safety measures can save lives.

Question 12

Counsellors' values, beliefs and attitudes will impact their competence to identify and respond to DFV risks. Unfortunately, our understanding of DFV is greatly affected by the myths and excuses about DFV within communities. In the following table, identify three (3) myths or excuses for DFV and write down the knowledge-based responses to refute each myth or excuse.

Assessor instructions: The student's response must demonstrate an understanding of values, beliefs, and attitudes that may impede crisis care and intervention relating to DFV risks. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Myth or excuse (Approximate word count: 10 - 15 words per response)	Knowledge-based response (Approximate word count: 25 - 40 words per response)
a) "Violent men were abused as children."	"Some men who use DFV were exposed to abuse as children; however, many people who experienced child abuse do not go on to abuse others."
b) "Women exaggerate claims of violence against them."	"People who experience violence are often prevented from or afraid of communicating this to others; when they do report violence, they often underreport its severity. False denials of violence are more common than

	false claims.”
c) “Leaving a violent relationship will make the person subjected to DFV safer.”	“Risk escalates markedly during and after separation. While leaving may lead to increased safety in the long term, separation is a high-risk indicator.”

Question 13

Observing clients carefully and asking appropriate questions are both essential skills for gathering information as you consider whether there may be safety issues for clients.

- a) Identify (5) things about a client that counsellors should observe to develop an understanding of the client’s circumstances as well as their safety.

(Approximate word count: 40 - 50 words)

Assessor instructions: The student’s response should demonstrate an understanding of five things a counsellor could observe to recognise potential safety issues. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- How they appear, speak, move, and respond to you.
- Their verbal and non-verbal behaviour, including responses to your questions.
- Behavioural signs (for example, avoidance of eye contact, difficulty in verbal expression).
- Physical appearance (for example, bruises, unusual clothing).

- b) Briefly explain why counsellors must consider both **direct** (for example, what the client says) and **indirect** (for example, the client’s nonverbal behaviours) communication as they ask clients questions about potential safety issues.

(Approximate word count: 35 - 45 words)

Assessor instructions: The student’s responses must demonstrate an understanding of the importance of considering clients' direct and indirect communications in assessing safety issues. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- How a client appears, speaks, moves and responds are all forms of communication.
- Inconsistencies between their verbal and non-verbal behaviours often warrant further assessment of safety concerns that may otherwise go unidentified.

- c) Imagine that you are a counsellor working in a local counselling organisation. You are conducting your first session with a new client, 21-year-old Lara. As you greet Lara, you observe that she appears to have a flattened affect (i.e., she displays no emotion on her face and replies to your initial greeting with a monotone acknowledgement). Lara explains that she is here only because her mother insists she must come. When you ask Lara how she is going, she replies, "Everything sucks, but it doesn’t matter. My

mother thinks I am useless anyway. The world will be better off without me". You notice some scars on the inner side of her left arm.

List one (1) verbal and one (1) non-verbal indicator that could suggest Lara may be at potential risk.

(Approximate wordcount: 30 words)

Assessor instructions: The student's response must demonstrate the ability to consider one verbal and one non-verbal indicator that suggests Lara may be at potential risk. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

(i) One verbal indicator	(ii) One non-verbal indicator
She comments, "Everything sucks, but it doesn't matter; my mother thinks I am useless anyway. The world will be better off without me."	<ul style="list-style-type: none">• Flattened affect• Scars on her left arm

Question 14

Many organisations now require counsellors to conduct routine risk screening at the initial stage of counselling.

- a) Explain how screening is beneficial in assessing the suitability of counselling and promoting safety.

(Approximate word count: 35 - 45 words)

Assessor instructions: The student's responses must demonstrate an understanding of risk screening and its importance. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Helps counsellors identify whether a risk is present so that appropriate action can be taken if one is found
- Increases the likelihood of identifying risks that may otherwise go under the radar

- b) Describe the approach a counsellor should take when asking clients a routine risk screening question.

(Approximate word count: 20 - 30 words)

Assessor instructions: The student's response must demonstrate an understanding of how to carry out risk screening. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Normalise the process.
- Ask a few questions aimed at identifying potential risks.
- Be gentle and sensitive when asking screening questions.

Question 15

If a risk is identified, whether by screening or some other means, counsellors generally need to engage in a risk assessment process.

- a) Identify two (2) main aspects a counsellor should assess for during the risk assessment process.

(Approximate word count: 15 words)

Assessor instructions: The student's response must indicate the severity of the risk and how the client is managing it (for example, coping resources available and accessible to the client).

The two main aspects a counsellor should assess for during the risk assessment process are:

- The severity of the risk
- How the client is managing it (for example, coping resources available and accessible to the client).

- b) Explain two (2) reasons why listening in a calm and empathetic manner is vital to understanding a client's circumstances, particularly when they present in crisis.

(Approximate word count: 90 - 100 words)

Assessor instructions: The student's response must demonstrate an understanding of the importance of listening in a calm and empathetic manner to a client in crisis and reference two appropriate reasons. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- When a client presents in crisis, there is often a sense of urgency to seek details about the crisis or risk situation, and counsellors may engage in problem-solving mode.
- However, the goal is to provide a safe environment for clients to talk through what is happening so that they begin to feel more in control, are able to make positive decisions, and have access to help to take appropriate actions.
- Listening calmly and empathetically is also vital to developing trust and rapport, which is required for effective counselling in such situations.

Question 16

A common situation that may constitute a crisis situation is when a client expresses the intention to suicide.

- a) You have learnt in this unit that an important principle in response to suicide risk is to ask direct and clear questions. Briefly explain what this principle entails.

(Approximate word count: 30 - 40 words)

Assessor instructions: The student's response must demonstrate an understanding of why asking directly about suicide risk is essential. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Using direct and clear terms such as 'suicide' or 'ending your life'.

- Avoid terms like ‘harm’, ‘risk’, or ‘hurt’ as they do not directly enquire about suicide.

b) Examine the following questions to determine if they are appropriate for asking about thoughts of suicide. Explain your reasoning.

Assessor instructions: The student’s response should demonstrate an understanding of appropriate questions to ask about thoughts of suicide. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Questions	Appropriate?	Explain your reasoning (Approximate word count: 15 - 25 words per response)
a) You’re not thinking about doing something silly, are you?	No	This question is inappropriate because it communicates stigma and negative judgement, implying that suicide is a ‘silly’ act”.
b) Have you ever thought about ending your life?	Yes	This is an appropriate question because it uses clear and direct language.
c) Do you think suicide is the right thing to do?	No	This is not appropriate because it is made clear with the intention to get a negative answer instead of being open and supportive.

Question 17

A safe, empathic counselling relationship is crucial to working with anyone who may be affected by DFV.

a) Outline three (3) reasons why a safe, collaborative and empathic relationship is important.

(Approximate word count: 70 - 80 words)

Assessor instructions: The student’s response must demonstrate an understanding of three reasons why counsellors must work to build a collaborative, empathic relationship with the person at risk of DFV. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- It can be highly challenging for people exposed to violence to disclose that it is occurring (or has occurred) and engage with services.
- People who have experienced DFV have been deliberately made unsafe by another person, so creating a safe space for the client is critical.
- Listening to and believing the client can be a moving and liberating experience for someone living with fear or little personal autonomy.

b) Based on your response to Question 17 a), outline five (5) things a counsellor could do to develop a safe,

collaborative relationship with a client experiencing DFV.

(Approximate word count: 50 - 70 words)

Assessor instructions: The student's response must demonstrate an understanding of three actions that will help the counsellor build a collaborative, empathic relationship with a person at risk of DFV. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Listen to and communicate belief to the client.
- Endorse the client's decision to disclose.
- Make explicit statement about abuse, violence, humiliation, or threats are unacceptable.
- Be clear that responsibility for DFV remains with the perpetrator, not the client.
- Use language that a client can relate to when naming abusive behaviours.
- Avoid questions that suggest shared responsibility for the abuse.
- Help client gain a sense of control by showing respect and supporting them to make decisions for themselves.
- Except essential information, do not pressure clients to discuss the abuse they have experienced.

Question 18

Given that guilt is often experienced by non-violent parents about the effects of DFV on their children, a child-related risk assessment needs to be sensitively handled. Describe the approach a counsellor should take when assessing child-related risks with a client.

(Approximate word count: 85 - 95 words)

Assessor instructions: The student's response must demonstrate an understanding of a counsellor's appropriate approach when assessing child-related risks with a client. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Acknowledge that discussing harm to their child/ren can be upsetting and difficult.
- Reassure clients that the person using DFV is responsible for the harm done to the child/ren.
- Affirm the parent's efforts to protect and care for their child/ren.
- Be aware that the client cannot be with the child/ren at all times, so there may be issues and risks for the child/ren that they are unaware of.
- Help the parent increase their understanding of the effects of DFV on the child/ren, where necessary.

Question 19

Summarise Geldard, Geldard, and Yin Foo's (2017) four (4) principles of responding to a client in crisis.

(Approximate word count: 190 - 200 words)

Assessor instructions: The student's response must demonstrate an understanding of the four principles of crisis

intervention in a counselling context, as Geldard, Geldard, & Yin Foo recommended. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Deal with the panic and stay calm: Remain calm and empathetic while using all your active listening skills. Be prepared with some strategies that can be used to help address your own emotions. Help your client to deal with the heightened emotions they feel.
- Normalise client's experiences: Help clients know that what is happening to them is inevitable and expected. Affirm the client's experience and help them start to regulate their emotions and thoughts.
- Focus on practical responses: Be clear about what you can and cannot offer a client in crisis.
- Assist client in making informed decisions: Where safe and possible, encourage the client to consider and decide upon the actions they will take and the support services they will access. If the client identifies a particular service they want to engage with, work with the client to develop a plan for how they will access that service.
- However, some clients may require more directive support if they are 'immobile'; the counsellor may need to step in by giving clear, concrete directions to the client, especially when intervention is required to fulfil duty of care.

Question 20

Appropriate responses to crisis depend on assessed or otherwise reasonably suspected risk level.

- a) What two (2) actions are required regardless of the level of assessed risk?

(Approximate word count: 15 - 25 words)

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

- Discussing the risk with a line manager/supervisor.
- Following any relevant policies and procedures.

- b) What is involved in an appropriate response to a client who is assessed as being at lower risk?

(Approximate word count: 30 - 40 words)

Assessor instructions: Students must demonstrate an understanding of appropriate responses to indications that a person who is at lower assessed risk. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Safety planning with the client.
- Regularly monitor and assess risk.
- Thorough documentation and assessment.

- Further action may be taken depending on the line manager/supervisor's advice, guiding documents, or professional judgement.

c) What are the main processes and considerations involved in responding to a higher-risk crisis situation?

(Approximate word count: 50 words)

Assessor instructions: The student's responses must demonstrate an understanding of appropriate responses to a higher-risk crisis situation. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Facilitating access to emergency assistance and notifying police or other relevant authorities.
- Consultation with manager/supervisor and/or guiding documents or procedures.

Question 21

Explain why a collaborative approach is important when assisting a client in safety planning.

(Approximate word count: 60 - 70 words)

Assessor instructions: The student's response must demonstrate an understanding of the importance of a collaborative approach when assisting the client in safety planning. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- An effective safety plan is one that the client owns.
- While the counsellor may provide information, prompt the client with questions and ideas, and offer tentative suggestions, it is the client who has the knowledge required for effective safety planning.
- A collaborative approach supports the client to make informed choices about the strategies that would work best for them.

Question 22

Counsellors should also use their communication and counselling skills to affirm and strengthen the client's links to safety and living.

- a) Briefly explain how a counsellor may go about doing so, including the techniques or approach they can use and the information they should look out for.

(Approximate word count: 100 - 120 words)

Assessor instructions: The student's response must demonstrate an understanding of how to support clients working towards safe, life-sustaining outcomes. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Use active listening skills to note potential protective factors or links to life and further explore them.
- Highlight their sense of hope for the future, such as a statement they have made about the desired future.
- Highlight skills they have demonstrated in the past to overcome challenges.
- Use a strength-based approach. Social support, positive relationships, a sense of belonging, community involvement.
- Reasons for living (relationships, work, interests, values or beliefs etc).
- A sense of, and hopes for, the future.
- Skills and capacities, including problem-solving, relationship, and coping skills.
- Cognitive factors such as an optimistic perspective.
- Fears associated with pain and death.

- b) Sometimes, a client may struggle with identifying what they want to live for or things they appreciate in life. Describe what a counsellor could do to facilitate and strengthen the client's connection to life in this case.

(Approximate word count: 40 - 50 words)

Assessor instructions: The student's responses should demonstrate an understanding of what a counsellor could do to affirm and strengthen links to safety and living in the helping relationship. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Further explore information from previous discussions with the client that indicates various reasons for living or links to life.
- Acknowledge their attendance at counselling as a strength and an indication of their desire to continue living.

- c) If, after exploring the client's strengths and resources, the client is still unable to find any reasons for living, what does this mean in terms of their suicide risk?

(Approximate word count: 15 - 20 words)

Assessor instructions: The student's response should demonstrate an understanding that lack of links to safety/living is a sign of **higher/elevated** suicide risk. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Lack of links to safety/living is a sign of **higher/elevated** suicide risk.

Question 23

In this unit, you have learned about the processes in safety planning based on the Safety Planning Intervention (SPI) template in Reading F. Whilst this is not the only safety planning guide available for use with clients, this template helps you consider some important aspects to cover when assisting a client with safety planning.

- a) Warning signs help a client or their support persons identify when the plan needs to be implemented. Outline four (4) aspects that you would encourage a suicidal client to consider for identifying their warning signs.

(Approximate word count: 15 - 25 words)

Assessor instructions: The student's response should demonstrate an understanding of four key considerations when assisting a suicidal client in identifying warning signs. Responses should refer to the following aspects in relation to what the client/support persons may notice that indicates increased suicide risk. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Thoughts and patterns of thought.
- Feelings and mood.
- Behavioural changes.
- Triggering situations.

- b) During safety planning, a counsellor will help a client identify coping strategies that they can implement to stay safe and stay alive. However, a safety plan is not likely to be effective if clients are unlikely to use these strategies. Briefly explain how a counsellor might go about increasing the likelihood of the client using the coping strategies in the plan.

(Approximate word count: 110 - 120 words)

Assessor instructions: The student's response must demonstrate an understanding of how to help the client improve the effectiveness of the safety plan by increasing the likelihood of using coping strategies. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Make sure the strategies will be useful for clients, with reference to their preferences and circumstances.
- Focus on what the client already does that helps them stay safe and keeps them alive.
- Check with the client if they are likely to use these strategies.
- Encourage clients to identify coping activities that they have the resources for and which will be easy to implement.
- Check in with the client about any potential barriers that might get in the way of using a particular strategy and find ways of reducing barriers where possible.
- Help them visualise the steps they will take to engage the strategy.

- c) What considerations are important when identifying social contacts the client can connect with for distraction and social places the client can attend? Identify five (5) areas to cover with the client in considering inclusions in this part of the safety plan.

(Approximate word count: 100 - 110 words)

Assessor instructions: The student's response should demonstrate an understanding of five areas to cover with the client in relation to identifying social contacts and places in safety planning. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Whether they are likely to and willing to connect with these people.
- Whether connecting with these people will be helpful, e.g., makes them feel better.
- Safety of identified social places.
- Whether places have been involved in previous suicide attempts or provide access to means to carry out a suicide plan.
- Whether places are isolated or not frequented by other people.
- Whether alcohol or other drugs will be present.
- Whether the client can quickly and safely attend the place and how they would get there.
- Whether they would be likely to attend the place when in a highly distressed state.

d) Who should be included in the list of support people, and how does this benefit the client's safety?

(Approximate word count: 45 - 55 words)

Assessor instructions: The student's response should demonstrate an understanding of the types of people to be included and why they are important in safety planning. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- People within the client's natural support network.
- In listing these people on their plan, the client commits to contacting them and telling them of the safety risk if they have identified warning signs or believe themselves to be unsafe for any other reason.

e) Safety planning includes developing a list of appropriate services clients will contact if previous steps have not resolved the crisis or if they require further support at any point. Identify three (3) kinds of services that *should always be* included in safety planning.

(Approximate word count: 10 - 20 words)

Assessor instructions: The student's response should demonstrate an understanding of safety planning by indicating that the following service types should be included in every suicide plan. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- 24-hour crisis helpline
- Local CATT team
- Hospital

f) Identify three (3) kinds of actions that should be included in making an environment safer for a person at risk of suicide.

(Approximate word count: 35 - 45 words)

Assessor instructions: The student's response should demonstrate an understanding of three kinds of actions that should be included in this section of a safety plan. Wording may differ, but appropriate answers must reflect the

themes and characteristics of the following example.

- Having a support person stay with the client.
- Going to a safe person's home.
- Removing or preventing access to means of suicide.
- Steps tailored to the client and their particular situation.

g) A crucial part of safety planning is to help a client identify reasons for living. Briefly outline how a counsellor might go about doing this.

(Approximate word count: 60 - 70 words)

Assessor instructions: The student's response should demonstrate an understanding of how to engage the client in safety planning in relation to identifying reasons for living. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Ask questions about:

- Beliefs and values
- Relationships
- Areas of interest
- Things that they hope to see happen
- Roles and meaningful activities they engage in.
- Reflect on what clients may have identified during risk assessment and ask further questions.
- Reflect on what the counsellor has gleaned about the client's life and ask further questions.

h) Identify two (2) principles on which counsellors should base their actions and two (2) things counsellors should avoid when assisting clients with safety planning.

(Approximate word count: 230 - 240 words)

Assessor instructions: The student's response must demonstrate an understanding of four principles of crisis intervention in relation to safety planning by indicating two things counsellors should do and two things counsellors should avoid. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Things a counsellor should do include:

- Listen for warning signs, coping strategies, supporters, and protective factors throughout client contact, and engage the client in reflecting on these when safety planning.
- View the client as the expert in their own experience and the person with the most knowledge about what does and does not affect them.
- Help the client use their own ideas and knowledge and think through what is likely to be useful, relevant,

and helpful in keeping them safe.

- Check-in each element of the plan: Is it relevant to the client? Is it actionable? Are there barriers that need to be considered? Does the client have the resources to take each step?
- Adapt the plan as required in response to feedback.

Things a counsellor should avoid include:

- Rush the process.
- Develop the plan themselves without the client.
- Encourage the inclusion of warning signs without critically considering whether they are relevant to the client and clear enough to be understood while the client is distressed.
- Encourage the inclusion of coping strategies or other action steps without critically considering whether they are likely to be useful, are clear enough to be understood while the client is distressed, and are actionable (i.e., that there are no significant barriers to their being enacted).
- Make assumptions about warning signs.
- Make assumptions about what will help the client enhance their safety.

Question 24

Outline two (2) strategies, in addition to developing a safety plan, that a counsellor can implement to help a client reduce their immediate risk.

(Approximate word count: 45 - 55 words)

Assessor instructions: The student's response should demonstrate an understanding of **two** other strategies a counsellor can implement to work with a person at risk to reduce immediate risks. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Involving family members or other natural supports, e.g., plan how the client will contact them or contact the support person in collaboration with the client.
- Guide the client through considering practicalities and further supports, particularly when emergency or crisis care is not accessed.

Question 25

Identify five (5) types of services/professionals that a counsellor may refer a client in crisis to.

(Approximate word count: 20 - 30 words)

Assessor instructions: The student's responses should demonstrate an understanding of a range of appropriate referral sources, with reference to five of them. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Medical professionals and services

- Mental health professionals and services
- Alcohol and other drug services
- Crisis response services
- Emergency relief services
- Child and parenting services
- Legal services
- Housing and accommodation services

Question 26

Outline three (3) practical considerations that a counsellor should take into account in order to determine whether a service is appropriate to refer a client to.

(Approximate word count: 30 - 40 words)

Assessor instructions: The student's response must identify three key considerations in determining the appropriateness of referral. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Whether the service is local and easily accessed by the client.
- Whether the client and referral source are compatible.
- Whether the client is eligible for/meets the service's entry criteria.
- Whether the client can afford the associated fees and, if not, whether a fee reduction is available.

Question 27

Outline the steps a counsellor should take in facilitating a referral in order to encourage their client to make informed choices about accessing further support.

(Approximate word count: 80 - 90 words)

Assessor instructions: The student's responses must demonstrate an understanding of how to encourage and enable a person to make informed choices about accessing further support. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Facilitating as much client input as possible.
- Using open-ended questions to prompt the client to provide ideas for the kind of service that might be helpful to them.
- Adding their ideas.
- Using their knowledge of referral options to help match services to the client's needs.

- Working together to make plans for how the referral will proceed.
- Supporting the client in contacting the service themselves or the counsellor can make a warm referral/contact the service on the client's behalf.

Question 28

Where a client is facing imminent risks, referral to emergency services is usually required. Outline the steps a counsellor should take when contacting emergency services with a client in the room.

(Approximate word count: 100 - 110 words)

Assessor instructions: The student's response must demonstrate an understanding of the procedures for facilitating emergency interventions when the client is able to make such contact. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Ensure information about the client is at the ready.
- Share what information is necessary to enable the service to do its job or the information that the client has consented to your sharing.
- Call the emergency number (000), and indicate whether police, fire or ambulance is required.
- Provide specific information/answer the questions from the dispatch officer, such as where the emergency is, the nature of the emergency, the name and date of birth of the person concerned, and whether the person is conscious and breathing.
- Stay on the phone until help arrives, and provide updates about the situation periodically, where necessary.

Question 29

Sometimes, clients may not be ready or willing to accept referrals to other services. In such cases, it is useful to explore the reasons behind their decision and, where possible, facilitate engagement with referral services.

- a) Describe three (3) common barriers to clients accepting help or taking up referrals.

(Approximate word count: 45 - 55 words)

Assessor instructions: The student's response must demonstrate an understanding of three barriers to support-seeking. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Misinformation and/or lack of understanding about the services
- Previous negative experiences with support services
- Logistic issues
- Personal beliefs and values about seeking help
- Concerns about safety

- Lack of motivation
- Do not want to have to retell their stories to another professional

b) Select one (1) barrier you have identified in Question 29 a), and outline what you could do to help reduce or address this barrier. **Note:** You should indicate which barrier you are addressing in your response.

(Approximate word count: 10 - 20 words)

Student responses should demonstrate an understanding of how they can reduce the selected barrier to support-seeking and encourage the client to accept further help. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Help the client understand why a referral is being suggested and provide sufficient information about what to expect if it goes ahead.
- Explain the limitations of counselling services provided.
- Outline the scope of the counsellor's practice role and its boundaries/clearly explain what they can or can't do.
- Arrange to call the referral agency together with the client so they can ask questions about the service.
- Offer to provide an overview of the relevant information to the agency so that the client does not have to retell their story entirely.

Question 30

As a counsellor, you must ensure that all information is documented appropriately according to your organisational standards.

a) Identify four (4) types of information that a counsellor must document when working with a client in crisis.

(Approximate word count: 25 - 35 words)

Assessor instructions: The student's response must demonstrate an understanding of four types of information that a counsellor must document when working with a client in crisis. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Risk issues screened for, suspected, identified, or assessed
- Safety planning
- Steps taken to clarify suitability/further action taken in response to the issues
- Referral made
- Details of communication with other services

b) Why should a counsellor record and maintain documentation about risk assessment?

(Approximate word count: 40 - 50 words)

Assessor instructions: The student's response should demonstrate an understanding of why maintaining documentation is important. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Meeting responsibilities regarding record keeping.
- Help monitor and respond to client risk over time.
- If the risk escalates or recurs, you will have a clear reminder of when the risk appeared, the results of any risk assessment, and so on.

Question 31

Why is self-care and support-seeking important for counsellors who work with clients in crisis or at risk?

(Approximate word counts: 70 - 80 words)

Assessor instructions: The student's response should demonstrate an understanding of principles of self-care relevant to involvement in work involving responding to indications of crisis and suicidality. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Because of the nature of their work, counsellors are subject to experiences of burnout, vicarious trauma, and compassion fatigue.
- When working with clients at risk or in crisis, there are also dangers relating to over-involvement. It can be very frustrating and emotionally draining when client outcomes turn out to be different from what the counsellor hopes.
- Counsellors need to be mindful about maintaining their well-being and have a range of self-care activities and resources.

Question 32

Effective self-care will involve developing various strategies that can be applied at and outside of work. For instance, an important area of self-care is establishing and maintaining healthy and positive social relationships. Outline five (5) other areas of self-care that you may include in a self-care plan to help combat risks associated with trauma work.

(Approximate word count: 50 - 60 words)

Assessor instructions: The student's response must demonstrate an understanding of five areas of self-care that workers should include in a self-care plan, excluding establishing and maintaining healthy and positive social relationships. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Recognising the symptoms of stress and trauma.

- Engaging in reflective practice.
- Maintaining health and well-being.
- Work-based self-care, for example, taking breaks, monitoring emotions and stress levels at work and seeking support.
- Promote work-life balance; for example, limit work activities during non-work time. Monitor workload and review work arrangements.

Question 33

Briefly describe how the development of resilience can assist counsellors in their own self-care.

(Approximate word count: 95 - 105 words)

Assessor instructions: The student's responses must demonstrate an understanding of how developing resilience can assist counsellors in their own self-care. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Resilience assists in coping with the difficulties and pressures of life and can underpin the ability to manage stress and maintain wellness.
- Resilience helps counsellors adapt and restore positive functioning in situations of overwhelming stressors, find meaning and grow from significant, adverse, or threatening psychological events, which helps protect from the consequences of possible burnout.
- Developing resilience through effective coping strategies, engaging in appropriate and sufficient social support, increasing one's capacity to manage negative emotions, and increasing one's capacity for reflective learning helps improve a counsellor's self-care.

Question 34

Outline three (3) ways a counsellor could seek support when working with a client in crisis or at risk.

(Approximate word count: 35 - 50 words)

Assessor instructions: The student's response should demonstrate an understanding of support-seeking relevant to involvement in work involving responding to indications of crisis. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Consult with the manager/supervisor to check the most appropriate responses during or immediately after a client contact.
- A 'debrief' session after contact with a client.
- A reflective discussion during regular supervision.
- Get another worker or your manager/supervisor to attend in person for additional support during client contact, for example, to contact emergency services.

Question 35

Briefly outline two (2) situations in which a counsellor would typically be required to seek out supervision and/or debriefing.

(Approximate word count: 25 - 35 words)

Assessor instructions: The student's response must demonstrate an understanding of two situations in which a counsellor would typically be required to seek out supervision and/or debriefing. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Seeking out supervision when unsure about what action to take with a particular client.
- Seeking out supervision and debriefing after a particularly demanding/traumatic case.
- Seeking out supervision/debriefing when feeling the symptoms of issues such as burnout or vicarious trauma.

Question 36

Consider the self-care needs that you would have if you were to become a counsellor – whilst you may not work specifically in crisis intervention services, it is highly likely that you will come across issues of risk and crisis in client work.

- a) Self-care often begins from awareness of the risks you may face and symptoms that indicate a need for further support. Outline what you plan to do in order to recognise risks associated with supporting clients at risk or in crisis.

(Approximate word count: 45 -55 words)

Assessor instructions: The student's response must demonstrate the ability to recognise risks to self that are associated with crisis support. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Reflect on what signs of stress you commonly observe in yourself and be vigilant about monitoring for those signs.
- Research and educate oneself about symptoms of burnout and vicarious traumatisation.
- Identify and plan how to recognise stress and what to do when emotionally impacted.

- b) How do you plan to implement self-care to minimise risks to yourself as you provide support to clients in crisis?

(Approximate word count: 60 - 70 words)

Assessor instructions: The student's response must demonstrate the ability to develop strategies to minimise risks to self associated with crisis support. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

This is covered in the learning for this unit –

“General self-care strategies that helping professionals employ may include strategies relating to the following areas:

- **Recognising the symptoms:** Reflect on what signs of stress you commonly observe in yourself and be vigilant about monitoring for those signs. Research and educate yourself about symptoms of burnout and vicarious traumatisation. Identify and have a plan on how you could recognise stress and what you would do when emotionally impacted. Be prepared and willing to seek further support in relation to your areas of vulnerability.
- **Engaging in reflective practice:** Regularly checking in with yourself and discussion with your supervisor are important for monitoring your well-being. By being honest and open in reflective processes, you are able to develop insights into your areas of vulnerabilities, stressors affecting your personal and professional life, and personal strengths and resources, or lack thereof, you have for coping with the demands of your work.
- **Maintaining health and well-being:** Maintain balanced diet, stay physically active, avoid substance abuse, engage in spiritually oriented activities (for example, meditation, mindfulness, joining a spiritual community, volunteer work) that fosters sense of meaning and purpose in life.
- **Work-based self-care:** Take regular breaks; adhere to safe practices, make sure there is always someone in the building whom you can seek support from. Always monitor your emotions and stress levels, and be prepared to seek additional support from your manager, supervisor and colleagues when necessary. If possible, vary professional activities to prevent isolation and burnout.
- **Promote work-life balance:** Limit work-related activities in non-work time. Monitor workload and review work arrangements. Be prepared to negotiate for flexible work arrangement when necessary.
- **Engage in social and other activities outside of work:** Stay connected in healthy and positive social relationships. Other strategies include developing a hobby or interest, take vacations, listen to music, and spend time in nature.

Ultimately, every individual’s preference and circumstances are different, and it is important that you select self-care strategies that are accessible, practicable, and effective for you.”

- c) How do you plan to make use of supervision and the debriefing process to improve your ability to support clients who may be facing crisis situations?

(Approximate word count: 10 - 20 words)

Assessor instructions: The student’s responses should demonstrate the ability to identify and respond to the need for supervision and debriefing in relation to improving their ability to work with clients in crisis or at risk. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Reviewing professional practice.
- Identifying areas that require professional development.

Question 37

Counsellors working with situations of risk and crisis are susceptible to certain risks.

List two (2) risks that are associated with crisis support work.

(Approximate word count: 5 - 10 words)

Assessor instructions: The student's response should demonstrate the ability to work with situations of risk and crisis that are susceptible to certain risks. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Likely to experience symptoms of:

- burnout
- vicarious traumatisation
- compassion fatigue.

All of the above may detrimentally impact a counsellor's well-being and effectiveness.

Assessment checklist:

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

1	37 (thirty-seven) 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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