



COUNSELLING PLAN Wellness Counselling Service
Client details
The student must record the client's name.
Involvement of other agencies/referral information
<ul style="list-style-type: none"> The student must summarise any information available from a referral report. Otherwise, record the following: "None noted." <p>9A - Pierre The student must record the following:</p> <ul style="list-style-type: none"> Referred by his mental health case manager – Sam Smyth from Hillside Case Management Services Currently under the care of Sean Martin, Psychologist for PTSD
Special needs information
<ul style="list-style-type: none"> The student must identify if there are any special needs identified before the session or during the session. Otherwise, record the following: "None noted." <p>9A - Pierre The student must record the following: "None noted."</p>
Safety/reporting issues
<ul style="list-style-type: none"> The student must identify if there are any safety/reporting issues identified before the session or during the session. Otherwise, record the following: "None noted." <p>9A - Pierre The student must record the following: "None noted."</p>



COUNSELLING PLAN | Wellness Counselling Service

Client's own identified priorities

- The student must record the client's immediate needs and concerns.
- It should contain the following information:
 - the most pressing issues/concerns
 - how long the issues have been in place
 - **impacts the issues are having on the client's life**
 - **what the client attempted to do to manage the concerns**
 - whom the client turned to for support.

9A - Pierre

The student must record the following:

Pierre

Key issues/priorities:

- Mild anxiety in social situations, specifically face-to-face communication skills
- Stress when pressured at work or home
- Support with time management at work

NOTE: the student must NOT report PTSD as the issue here because that is NOT what Pierre is referred to counselling for, they may make reference that he is being support for PTSD by the psychologist Sean Martin.

Observed client requirements

The student must record any additional issues they observed and note what the counsellor feels are suitable requirements for their client. Observed requirements are points the counsellor thinks may be helpful to follow up on in future sessions.

9A - Pierre

The student must record the following:

- Pierre may benefit from assertive communication skills training.
- Pierre would also benefit from strengths-based work to build his self-esteem.
- Pierre may benefit from emotional intelligence work to help overcome feelings of being judged.
- Relaxation techniques will be helpful for coping with stress.



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- Mindfulness techniques may also be helpful for Pierre for coping with communication issues and stress.

Goals

- The student must record the results of the goals and agree on courses of action in collaboration with the client.
- The student must:
 1. Identify broad goals derived from the client's presenting problem.
 2. Prioritise the most central issues that cause the problem.
 3. Break each goal into smaller steps.
- The following are suggestions for goals based on the information provided in the role-play. The student must collaboratively develop goals with the client and should reflect on the following issues and concerns for the client.

9A - Pierre

1. Address social anxiety to be comfortable when engaging in day-to-day interactions with new people without discomfort or concern of being judged.
 - Counsellor could provide assertive communication skills training and then role play with Pierre to build his confidence in social situations.
 - Counsellor could help Pierre explore his enjoyment of online gaming and how he can use that to complete a behaviour experiment to practice communication skills in a safe environment before moving to face-to-face communications.
 - Counsellor could research suitable books for Pierre to read on social communications to tap into his love of reading.
2. Adaptive stress management techniques



<p>COUNSELLING PLAN Wellness Counselling Service</p>
<ul style="list-style-type: none"> ○ Counsellor could explore a range of stress management techniques with Pierre, ranging from things he can do to feel in control of himself before social interactions to grounding techniques he can use in the moment of stress to calm himself. For example, box breathing, hand rubbing. <p>3. Time management skills</p> <ul style="list-style-type: none"> ○ Counsellor could work with Pierre to help him determine priorities for work using the Eisenhower matrix (urgency/importance). ○ Counsellor could help Pierre understand the concept of ‘chunking’ to break his goals into smaller, more manageable tasks. ○ Counsellor could help Pierre formulate plans to address work requirements and schedule his time.
<p>Monitoring</p>
<ul style="list-style-type: none"> ● The student must record the agreed monitoring arrangement. ● This must be the following: <ul style="list-style-type: none"> ○ "Agreed to complete a Client Satisfaction form in session 3. "
<p>Counsellor signature</p>
Empty space for signature
<p>Date</p>
Empty space for date