

## Appendix A: Practical 9A

### Role-play 1: Initial session with Pierre Lyman

#### Participant's Briefing Instructions

##### Instructions for Role-play Volunteer (Pierre Lyman)

These are the instructions for the person helping the student with Role-Play 1 by acting in the role of the client, Pierre Lyman. You must use the following information to assist you in your interactions with the student during the role-play. The role-play will consist of the student conducting an initial counselling session with you. While you are encouraged to use your creativity and judgement during the role-play, you must ensure that you also follow all of the following instructions provided.

Please note that the gender of the volunteer doesn't need to match the gender of the character they will be playing, as long as the volunteer can accurately portray the character as described in the following instructions.

**Please note:** This role-play focuses on mental health issues. Please consider your suitability for participating in this role-play before continuing. If you require support, a helpline is available from Lifeline [13 11 14], and support can be provided by counsellors and other mental health professionals.

##### Background Character Information

You are Pierre Lyman, a 32-year-old man who is currently receiving case management support. You were involved in a hostage situation nine months ago, and as a result, you are currently experiencing post-traumatic stress disorder. You are now working with a mental health case manager (Sam Smyth), who is coordinating a range of support services for you. As part of this, you have been prescribed medication to assist with your PTSD symptoms and are working with a psychologist (Sean Martin) around these issues. However, you are also interested in addressing some long-term anxiety and stress-related issues that you have been having.

Since you were a boy, you have had feelings of mild anxiety whenever you are in social situations (these feelings are more intense when you are the focus of attention, such as when you had to give a speech at school or even when you are trying to make conversation in a group of people). These feelings have caused you to withdraw more and more from social situations, and you think this is greatly impacting your life. You do not have a girlfriend, and you think that your 'social phobia' means that you will never get one. You also think that it is having an impact on your career as you do not engage in social interactions with 'the higher-ups', and you think that you are being constantly

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overlooked for promotions because of this. You are very keen to address your social anxiety issues.

You also think that you have issues with time management, which causes you even more stress at work. Ultimately, you think it's time to get your life 'on track'. When you discussed these goals with your case manager, he wanted to know what getting your life 'on track' meant. You replied that it meant that you would 'grow up' and learn how to better manage your emotions so that you could engage in day-to-day interactions with new people without discomfort or concern of being judged, as well as learn stress management techniques and time management skills. As a result of this conversation, your case manager recommended that you see a counsellor who would be able to assist you with these concerns. You readily agreed, and your case manager made the referral, and now you are seeing the counsellor for the first time.

### During the role-play:

Some specific instructions about things you must say/do during the role-play:

- At the beginning of the role-play, the student will greet you and welcome you – you should reply in a natural manner to any small talk they make.
- When the student starts discussing your referral information, you should allow them to explain what the referral information says and respond to any questions or prompts from the student using the Background Character Information to help flesh out the conversation. Respond in a way that comes to you naturally based on the questions asked while using the background information. **Note:** Don't simply read this information out – instead, respond in a manner that makes sense to the conversation you are having with the student.
- If the student asks you about your goals you should explain that you feel as though your social anxiety is holding you back in both your romantic and professional lives and that you think it's time that you try to get it under control.

You should discuss that you want to be able to engage in day-to-day interactions with people without fear of being judged (for example, that you want to be comfortable making small talk with people around the office and that you would like to be able to confidently talk to shop assistants, etc.). You should talk about how interacting with people often makes you feel stressed out and that you want to learn how to better manage your emotions.

You should also discuss how your social anxiety at work is made worse when you have deadlines approaching because your time management skills aren't great and how you are always stressed that others will notice and that you want to learn

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more effective time management skills in relation to your work (you work as a web developer).

- If the student asks you about which of your goals is most important to you, you should say that they are all important but that your social anxiety is most concerning to you.
- If the student discusses any approaches or techniques that they would like to use during your counselling work together, you should listen to these and ask any questions that you might naturally have. If the student asks whether you would like to use such an approach in your work together, then you should respond in whatever way seems natural to you (for example, if you like the sound of it, then respond affirmatively, but if you don't like the sound of it then say so and explain why). However, please keep in mind that you are keen to address your problems, so you should ultimately agree on an approach with the student.
- You should respond to any further questions or prompts in a manner that seems natural to you based on the Background Character Information and the discussion that you have with the student during the role-play.

Thank you for assisting the student with the role-play!