

## Appendix B: Practical 9A

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### Role-play 2: Conversation with Anika Gupta

#### Participant's Briefing Instructions

##### Instructions for Role-play Volunteer (Anika Gupta)

These are the instructions for the person helping the student with Role-Play 2 by acting in the role of the client. 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 instructions provided below. Please note that it is not necessary for the gender of the volunteer to match the gender of the character they will be playing, as long as they are able to accurately portray the character as described in the 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 Anika Gupta, an 18-year-old woman who was diagnosed with schizophrenia nine months ago. You are currently on medication, and your symptoms are under control. You have been participating in a group social support program for young adults who have been diagnosed with a mental illness for the last six weeks. You have found the program to be very useful, but it has caused you to start thinking about your future, and you are growing concerned.

You dropped out of high school when you were 15 [largely due to issues surrounding your yet-to-be-diagnosed condition], and you have never been employed. You currently live at home with your parents and your 16-year-old brother, Tom.

While you do receive some government support, your parents largely support you. While you love your family and appreciate the support that they provide, you do not want to live at home forever, and you know that you need to get a job so that you will be able to move out of home eventually.

## Participant's Briefing Instructions

However, you are concerned about your ability to find employment due to your lack of education and skills. You think that you will not be able to get a job because you didn't finish school, you've never had a job, you've got no key employment skills, and you think potential employers would discriminate against you because of your diagnosis. This has got you feeling very concerned about your future, and you have decided to talk about this with your counsellor.

### During the role-play:

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

- During the role-play, you should use the Background Character Information to guide what you should say. For example, the student will begin the role-play by prompting you to share what is concerning you, so you should begin by saying that you are concerned about your future.
- If the student prompts you for more information, you should slowly begin to disclose the Background Character Information in a manner that feels natural based on the conversation you are having with them. You should elaborate on this information based on the student's questions and prompts.
- When the student discusses various programs and supports that are available, you should listen to this information and ask any questions that you naturally have. The student should then help you decide what programs and supports you would like to access.
- You may select the supports/programs that are most appropriate based on the conversation that you have had, but you should indicate that you are interested in any educational and training programs suggested.
- You should also indicate that you are not yet ready to move out of home, so while you are pleased to have information regarding any housing services that may be available, you are not yet ready to utilise them.
- The student should conclude the role-play by summarising the next steps that both you and they will take in regard to accessing any services/supports that you select. During this part of the role-play, make sure that you are clear about what each of you will do next and ask any questions that you may have. The role-play can end when you are clear on the next steps.

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