



Diploma of Counselling | Practical Block 3

Role-plays

ASSESSOR GUIDE

CHCCSM005 Develop, facilitate and review all aspects of case management

CHCCCS015 Provide individualised support

CHCMHS001 Work with people with mental health issues

CHCCCS019 Recognise and respond to crisis situations



Assessment Instructions

Task overview

This Student Guide aims to provide you with instructions for completing the Diploma of Counselling Practical Block 3.

The theory for this practical component has been covered in the learning topics, readings, and assessments for:

- CHCCSM005 Develop, facilitate and review all aspects of case management
- CHCCCS015 Provide individualised support
- CHCMHS001 Work with people with mental health issues
- CHCCCS019 Recognise and respond to crisis situations.

Before your assessment, it is essential that:

- ✓ You are familiar with all material covered in the learning material, readings, and assessments for modules in Block 3.
- ✓ Before undertaking this practical Block, you must have gained competency for assessments 1 to 2 for each module listed above.

Additional resources and supporting documents

To complete this assessment, you will need the following:

- Learning materials
- Readings
- Counselling Contract and Agreement Form (Appendix A)
- Counselling Notes Template (Appendix B)
- Counselling Plan Template (Appendix C)
- Pierre's Individualised Plan (Appendix D)
- Client Suicide and Self-harm Policy and Procedure (Appendix E)
- Counselling Infection Control Policy (Appendix F)
- Client Domestic Violence Policy and Procedure (Appendix G)
- Client Email Template (Appendix H)
- Supervisor Email Template (Appendix I)
- Client Complaint Policy (Appendix J)

General Information

It is strongly recommended that you thoroughly review all the information in the guide and practice each of your role-plays.

However:

- You should **NOT** write a script or read pre-prepared material during your role-play assessment.
- A notepad listing what you need to cover during the role-play is acceptable.
- You should not read directly from your notepad or break character and interrupt your role-play to refer to it.

- Practicing multiple times before attempting your practical assessment will allow you to gain skill and confidence in acting as a counsellor.

Please note that while we expect you to act professionally throughout the role-plays, we do not expect the role-play to be perfect.

Role-play instructions:

There is one (1) option for the completion of practical assessments:

- You must participate in a private online assessment.
- **The role-play assessments will be held live (real-time) with your participant and assessor.**
- **Your assessor will be assessing you remotely, online, and in real-time.**
- **You and the client (your volunteer) must be physically present in the same room for each role-play and visible to your assessor. (i.e. your live online assessment must clearly show student and client in the same room).**
- **The assessor will provide the participant with the briefing and instructions (Appendices) on the assessment day. This will be done privately between the assessor and participant before the role play commences. The assessor will discuss the participant's role and provide private prompting to the participant throughout the session as needed.**
- **All students must complete the same assessment tasks.**

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.

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Practical 9A

Provide Individualised Support | CHCCCS015 | Work with People with Mental Health Issues | CHCMHS001

Overview

This assessment aims to allow you to practice and demonstrate the knowledge and skills required to provide individualised support and work effectively with people with mental health issues.

Your practical assessment will consist of two different role-plays in which you will act as the counsellor.

Role-play 1

Part A – Initial Session with Pierre Lyman

You will be required to role-play and conduct an initial session with a new client, Pierre Lyman, who has been referred to you with an individualised plan. (This role-play should run for approximately 10-12 minutes.)

Part B - Discussion and Review with Supervisor

For this role-play, you will discuss and review how required standards are met in your session with Pierre—discussion and review with your Supervisor (approximately 5 minutes).

Role-play 2

Part A – Conversation with Anika Gupta

You will be required to role-play a conversation in which you appropriately support and empower a client with mental health concerns (Anika Gupta). (This role-play should run for approximately 8-10 minutes.)

Part B- Modifications and Support

For this role-play, you will discuss and review aspects of Anika's Individualised Plan with your Supervisor, played by your Assessor—discussion and review with your Supervisor (approximately 5 minutes).

Supporting Evidence

You will also need to submit the following with your role-play:

- Counselling Contract and Agreement Form (Appendix A)
- Counselling Notes Template (Appendix B)
- Counselling Plan Template (Appendix C)
- Pierre's Individualised Plan (Appendix D)

Role-play 1: Part A - Initial Session with Pierre Lyman

Student Instructions

Conduct an initial counselling session with Pierre Lyman (approximately 10 – 12 minutes)

For this role-play, you must imagine that you are a counsellor at a community services organisation conducting an initial session with a new client, Pierre Lyman, who has been referred to you by his case manager for counselling support as part of his larger case management plan. Pierre's case manager, Sam Smyth, has provided you with **Pierre's Individualised Plan (Appendix D)**.

Key Observation Criteria

Specifically, you will be required to:

1. **Greet the client and begin to build rapport (approximately 1 minute)**
2. **Begin the contracting process by providing information about the service on offer and clarifying the client's understanding (approximately 2-4 minutes)**

After the initial greeting, you should begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form (Appendix A)**. Provide the client with the **Infection Control Policy (Appendix G)** and the **Client Complaint Policy (Appendix J)** as part of this process.

3. **Begin an exploration of Pierre's needs by discussing the referral and the details of Pierre's individualised plan (approximately 3-5 minutes)**

After you have greeted Pierre, you must begin an exploration of his needs by discussing the referral and the details of his individualised plan.

4. **Work with Pierre to explore counselling actions/activities that support his individualised plan, prioritising his right to self-define and direct his own recovery, as well as his preferences, to collaboratively develop a counselling plan addressing immediate and long-term needs (approximately 5 minutes)**

Pierre's counselling plan must comply with the requirements of the individualised plan and work with Pierre's preferences. You must explore Pierre's needs and preferences regarding your work together, address his immediate and long-term needs and those of any other relevant parties, and assist Pierre in creating realistic goals and personal responsibility.

This will include developing four (4) strategies to support his complex and high-risk situation and providing a suitable and practical referral service to match his needs.

Once you have agreed on a counselling plan, discuss and decide on a process to monitor progress and negotiate changes to the counselling plan as needed, focusing on agreed goals, service provision and client/stakeholder satisfaction.

Once you have done this, you can conclude the role-play.

- Use the **Counselling Plan Template (Appendix C)**.

Note:

- Throughout this role-play, you will also be required to demonstrate appropriate counsellor behaviour.

- Use the **Counselling Notes Template (Appendix B)** provided to take notes during the session.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions below.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online assessments must clearly show that the student and volunteer are in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role-play/meeting.

To inform consent, peers must state their name and job title at the start of the role play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Pierre)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of Pierre are included in the **Briefing Pierre Lyman (pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Contract and Agreement Form, Counselling Notes Template and Counselling Plan Template as one (1) PDF file using the following naming convention:

- yy_mm_dd_yourname_Practical Block 3_9A_Role-play 1 Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Role-Play 1 with Pierre Q1. Did the student demonstrate an ability to competently conduct an initial counselling session with a client referred with an individualised plan? Specifically, did the student demonstrate an ability to competently:	Satisfactory		Comments
	Yes	No	
Ob1. Greet the client and build rapport, as demonstrated by:			
a) Greeting the client by name and welcoming them	<input type="checkbox"/>	<input type="checkbox"/>	The student greeted Pierre by name and welcomed him. For example: "Hi Pierre. My name is ... Welcome. I hope you had no trouble finding us?"
b) Engaging in appropriate small talk to help the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	The student made some brief small talk to let the client settle in and make Anika comfortable. For example: "I hope you had no trouble finding us?"
c) Using appropriate communication skills to respond to the client	<input type="checkbox"/>	<input type="checkbox"/>	The student must use appropriate counselling communication skills to respond to the client.
Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding, as demonstrated by:			
a) Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service	<input type="checkbox"/>	<input type="checkbox"/>	The student provided sufficient information to enable the client to understand the nature of the counselling service.
b) Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the Contract and Agreement	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> Discussed the counselling process, including contracted sessions, contact methods,

Form.			<p>payments/cancellations, record keeping, and ending counselling.</p> <ul style="list-style-type: none"> Ensured both counsellor and client signed the Contract and Agreement Form.
c) Clearly explaining confidentiality and disclosure	<input type="checkbox"/>	<input type="checkbox"/>	The student explained confidentiality and disclosure.
d) Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, complaints procedures and ending counselling	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling
e) Asking for permission to take notes during the session	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Asked for permission to take notes during the session. Took clear, appropriate notes during the session in a manner that does not negatively impact the counselling relationship.
f) Responding appropriately to any questions that the client had	<input type="checkbox"/>	<input type="checkbox"/>	The student responded appropriately to any questions that the client had.
Ob3. Begin an exploration of Pierre's needs by discussing the referral and the details of Pierre's individualised plan, as demonstrated by:			
a) Discussing the information that has been received in Pierre's individualised plan	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the information received in Pierre's individualised plan.
b) Checking these details for accuracy and exploring any concerns that Pierre might have regarding the plan	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Took the time to confirm these details for accuracy. Explored any concerns that Pierre might have regarding the plan.

<p>c) Using appropriate counselling communication skills (e.g., active listening, appropriate questioning, reflection, and summarising) to develop an understanding of Pierre's needs and develop an appropriate counselling relationship</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must use appropriate counselling communication skills, such as:</p> <ul style="list-style-type: none"> • active listening • appropriate questioning • reflection • summarising <p>to understand Pierre's needs and develop an appropriate counselling relationship.</p>
<p>Ob4. Work with Pierre to explore counselling actions/activities that support his individualised plan, prioritising his right to self-define and direct his own recovery, as well as his preferences, to collaboratively develop a counselling plan, as demonstrated by the effective use of:</p>			
<p>a) Exploring Pierre's preference regarding counselling prioritising his right to self-define, express his identity and direct his own recovery</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student explored Pierre's preference regarding counselling and supported his self-identity and definition of his recovery.</p>
<p>b) Avoid imposing own values and attitudes</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student avoided imposing their own values and attitudes on Pierre.</p>
<p>c) Agreeing to a plan for counselling that:</p> <ul style="list-style-type: none"> • complies with the individualised plan and Pierre's preferences, • a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student agreed to a plan for counselling that complies with the individualised plan and Pierre's preferences, as well as a process to monitor and change his case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction.</p>
<p>d) Ensuring the exchanges with Pierre are in a manner that develops and maintains trust</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student ensured the exchanges with Pierre were in a manner that developed and maintained trust.</p>
<p>e) Displayed work methodology that supported and upheld the rights of the client throughout the interaction</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student displayed a work methodology that supported and upheld the client's rights throughout the interaction.</p>

f) Supported Pierre's strengths and preferences according to his plan, addressing his immediate and long-term needs and other relevant parties	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated support for Pierre's strengths and preferences according to his plan, addressing immediate and long-term needs, any other relevant parties
g) Supported Pierre's individualised plan according to the organisation's policies, protocols and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	The student supported Pierre's individualised plan according to the organisation's policies, protocols and procedures. I.e. Counselling Plan and Counselling Notes template
h) Developed strategies to deal with complex and high-risk situations (four)			<p>The student developed four strategies, referring to Pierre's PTSD stemming from a previous hostage situation, as well as long-standing social anxiety and time management issues, considered complex and high-risk.</p> <p>Strategies should follow the examples listed:</p> <ul style="list-style-type: none"> • Establishing a solid therapeutic alliance with Pierre • Conduct a comprehensive assessment to gain a thorough understanding of PTSD symptoms, social anxiety, time management difficulties. • Provide psychoeducation to Pierre about PTSD, social anxiety disorder, and effective time management techniques. • Implement CBT techniques to address Pierre's specific concerns, e.g. cognitive restructuring to challenge and modify behavioural exposure exercises. • Introduce mindfulness-based interventions and relaxation techniques. • Offer practical guidance and support to improve Pierre's time management skills. • Collaborate closely with Pierre's case manager and psychologist to ensure coordinated and holistic support. • Develop a safety plan with Pierre to address any potential risk factors, such as suicidal ideation or self-harm impulses, associated with his PTSD symptoms.
i) Provided a suitable and practical referral service that matches his needs			The student must discuss and agree with the client for a suitable referral service. The following list provides services that the student can consider.

			<ul style="list-style-type: none"> • A program that specialises in providing support for individuals with PTSD and social anxiety. One potential referral option could be a local mental health clinic that offers specialized trauma-focused therapy services, such as cognitive-behavioural therapy (CBT) for PTSD and exposure therapy for social anxiety. • Pierre may benefit from support groups or peer-led programs specifically tailored to individuals with PTSD or social anxiety. • Pierre may benefit from vocational rehabilitation services or employment support programs such as coaching, skills training, resume writing, and job searching assistance.
Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:			
a) Using warm, empathetic, and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • displayed warm, empathetic skills when communicating with their client throughout the session • used a professional manner at all times throughout the session.
b) Working in a collaborative and empowering manner to support Pierre’s centrality to the counselling planning process, assisting Pierre to take personal responsibility and set realistic goals	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student demonstrated the ability to collaborate and empower to support Pierre’s centrality in the counselling planning process. Assisted Pierre in making realistic goals and taking personal responsibility.</p>
c) Used the Counselling Notes Template.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student used the Counselling Notes Template.</p>
Overall Comments for Role-Play 1:			

Role-play 1: Part B: Monitoring standards are being met

Discussion and Review with Supervisor (approximately 5 minutes)

For this role-play, you will discuss and review how required standards are met in your session with Pierre.

You will be discussing this with your Supervisor, played by your Assessor.

You will need to answer the following questions verbally. Your assessor will ask each question after your client leaves the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing the role play. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. How did you ensure that you maintained the required standards of confidentiality and professionalism throughout your initial session with Pierre?

- You will be required to demonstrate how you maintained the required standards of confidentiality and professionalism throughout your initial session with Pierre.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an ability to discuss how they are meeting required standards of confidentiality and professionalism with Pierre.

Exemplar Response: 'During my initial session with Pierre, I ensured confidentiality and professionalism by clearly outlining the limits of confidentiality at the beginning of our session. I explained to Pierre that while our conversations would remain confidential, there are legal and ethical exceptions, such as if he expresses intent to harm himself or others. Additionally, I maintained a professional demeanor throughout the session, refraining from sharing personal information and actively listening to Pierre's concerns without judgment. I also securely took notes to document our session while respecting Pierre's privacy.'

2. Can you discuss any challenges you encountered during the contracting process with Pierre and how you navigated these to ensure adherence to the organisation's policies and procedures?

- You will be required to demonstrate how you identified and navigated through any challenges you encountered during the contracting process with Pierre, adhering to the organisation's policies and procedures.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an understanding of navigating contracting challenges to ensure adherence to the organisation's policies and procedures.

Reflection Questions

Exemplar Response: 'One challenge I encountered during the contracting process with Pierre was ensuring his full understanding and agreement to the terms outlined in the Counselling Contract and Agreement Form. Pierre seemed hesitant and had questions about certain clauses, particularly regarding confidentiality and the limits thereof. To address this challenge, I took the time to explain each clause in detail, using clear and accessible language to ensure Pierre's comprehension. I also encouraged him to ask any questions or express any concerns he may have had. By prioritising transparency and open communication, I could navigate this challenge effectively while ensuring adherence to the organisation's policies and procedures.'

3. What strategies did you use to monitor your own work and ensure that the counselling actions and activities discussed with Pierre aligned with his individualised plan and preferences, upholding ethical standards?

- You will be required to discuss the strategies you used to monitor your own work and ensure that the counselling actions and activities you discussed with Pierre aligned with his plan and preferences, upholding ethical standards.

Assessor Instructions

- You must ask the student this question.

The student must understand how the counselling actions and activities discussed with Pierre align with his individualised plan and preferences while upholding ethical standards.

Exemplar response: 'To monitor my own work and ensure alignment with Pierre's individualised plan and preferences, I regularly referred back to the details outlined in his plan provided by his case manager. This allowed me to focus on Pierre's specific goals and needs throughout our session. Additionally, I actively solicited feedback from Pierre regarding his preferences and comfort level with the proposed counselling actions and activities. I made adjustments based on his input to ensure that our work together remained client-centred and respectful of his autonomy. Furthermore, I continuously reflected on my practice, considering ethical implications and seeking supervision or consultation when necessary to ensure the highest standards of care.'

4. How will you assess the need for changes in Pierre's plan and develop strategies to address any identified needs?

- You will be required to demonstrate how you will assess the need for changes in Pierre's plan and discuss strategies you will use to address any identified needs.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an understanding of how to assess the need for changes in Pierre's plan and be able to develop strategies to address any identified needs.

Exemplar Response: 'I would regularly review Pierre's progress, discussing any challenges or new goals he may have. If needed, I'd adjust our counselling plan collaboratively, integrating new strategies to address his evolving needs, such as coping mechanisms for stress management. I'd engage Pierre in discussions about proposed

Reflection Questions

changes, ensuring his input is considered. If involving other stakeholders like his case manager, I'd facilitate meetings to address concerns and reach agreements that align with Pierre's goals and preferences.'

5. How do you ensure thorough documentation of casework interventions that comply with evidence-based practice and confidentiality requirements?

- You will be required to demonstrate how you ensure thorough documentation of casework interventions that comply with evidence-based practice and confidentiality requirements.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an understanding of ensuring thorough documentation of case work interventions, complying with evidence-based practice and confidentiality requirements.

Exemplar Response: 'I'd meticulously document all interventions with Pierre, maintaining confidentiality and adhering to evidence-based practices. This includes recording session notes, progress updates, and adjusting our counselling plan, ensuring accuracy and privacy.'

6. How will you determine when Pierre is ready for case closure, and how will you implement this, following organisational procedures, ethical and professional conduct?

- You will be required to demonstrate how you will determine when Pierre is ready for case closure and how you will implement this, following organisational procedures, ethical and professional conduct.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an understanding of implementing case closure following organisational procedures, ensuring ethical and professional conduct.

Exemplar Response: *Implement:* 'I'd follow organizational guidelines for closing Pierre's case, ensuring a thorough review of his progress and goals achieved. I'd discuss ongoing support options with Pierre, provide referrals if necessary, and complete all required documentation for closure, respecting his autonomy and confidentiality throughout the process..'

Determine:

- Goal Achievement:** If Pierre has achieved the goals outlined in his individualized plan, such as improving coping mechanisms or addressing specific challenges, it may indicate readiness for closure.
- Client Feedback:** Pierre's feedback on his progress and satisfaction with the counselling process would be crucial. It may be time to consider closure if he feels he has made sufficient progress and no longer requires counselling support.
- Stability and Functioning:** Observing Pierre's overall strength and improved functioning in various aspects of his life, such as relationships, work, or daily activities, can signal readiness for closure.
- Discussion and Agreement:** Engaging in open discussions with Pierre about his readiness for closure and reaching a mutual agreement based on his needs and preferences is essential. It ensures closure is a collaborative decision respecting Pierre's autonomy and goals.
- Consultation:** Consulting with colleagues or supervisors to gather additional insights and perspectives on Pierre's progress and readiness for closure can provide valuable input in making the decision.

Reflection Questions

Submission instructions:

No submission.

Observation Checklist

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observations	S	NYS	Comments
Did the student competently demonstrate the ability to:			
Q1. Ensure that they maintained the required standards of confidentiality and professionalism throughout their initial session with Pierre.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Maintained the required standards of confidentiality and professionalism throughout their initial session with Pierre.
Q2. Discuss any challenges they encountered during the contracting process with Pierre, and discuss how they navigated these to ensure adherence to the organisation's policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Discussed any challenges they encountered during the contracting process with Pierre. Discussed how they navigated these to ensure adherence to the organisation's policies and procedures.
Q3. Describe the strategies they employed to monitor their own work and ensure that the counselling actions and activities discussed with Pierre aligned with his individualised plan and preferences while upholding ethical standards?	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to competently:</p> <ul style="list-style-type: none"> Describe the strategies they employed to monitor their own work. Ensure that the counselling actions and activities discussed with Pierre align with his individualised plan and preferences while upholding ethical standards.
Q4. Describe how they will assess the need for changes in Pierre's plan and develop strategies to address any identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to competently:</p> <ul style="list-style-type: none"> Describe how they will assess the need for changes in Pierre's plan.

Observations	S	NYS	Comments
			<ul style="list-style-type: none"> Develop strategies to address any identified needs.
<p>Q5. Describe how they will ensure thorough documentation of casework interventions that comply with evidence-based practice and confidentiality requirements.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to competently:</p> <ul style="list-style-type: none"> Describe how they will ensure thorough documentation of casework interventions that comply with evidence-based practice and confidentiality requirements.
<p>Q6. Describe how they will determine when Pierre is ready for case closure and how they will implement this, following organisational procedures, ethical and professional conduct.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to competently:</p> <ul style="list-style-type: none"> Describe how they will determine when Pierre is ready for case closure and how they will implement this, following organisational procedures, ethical and professional conduct.
<p>Overall Comments for Role-play 1: Part B: Monitoring Standards Are Being Met</p>			

Role-play 2: Conversation with Anika Gupta

Student Instructions

Role-play a conversation to support Anika's empowerment and recovery (approximately 8 – 10 minutes)

For this role-play, you must imagine you are a counsellor currently working for a community services program focused on assisting young adults (aged 18-24) who are experiencing mental health issues.

Your current role involves facilitating social support groups for young adults who have been diagnosed with a mental illness. Your organisation also provides a range of other services, including:

- **One-on-one counselling.** This service is available to current clients referred by the service's counsellors and case managers for additional one-on-one emotional and counselling support.
- **Educational and training programs designed to develop employability skills.** There are several programs available, each covering a different educational /training need (for example, classes for computer skills, workplace literacy and numeracy, communication, time management, administration, customer service, food handling, etc.). Each program runs once a week over eight weeks. The starting times for new programs are staggered, and clients are encouraged to make an appointment with the educational and training coordinator to discuss their needs and book into the next relevant program.
- **A life skills program designed to support clients with severe persistent mental illness to develop skills such as budgeting, meal planning, cooking, hygiene, and self-care.** This service is designed to help clients with severe persistent mental illness develop specific life skills to enable them to live more independently. This program requires a referral from a counsellor or case manager.
- **A housing service to help young adults with mental health issues find appropriate long-term accommodation and housing.** This service is designed to assist clients with mental illness in finding appropriate long-term housing. Clients are encouraged to book an appointment with the housing coordinator to assess their needs and assist them in finding suitable, affordable housing in the private rental market.
- **An acute response team to provide assessment and treatment services for clients experiencing distress and crisis.** This service provides mental health assessment and triage for clients experiencing acute distress and crisis. Counsellors are required to refer all clients in a state of crisis to this service.

For this assessment, you are to imagine that you have just finished facilitating one of your group sessions, and one of the clients, Anika, has asked if she can have some counselling sessions with you. Anika is an 18-year-old woman diagnosed with schizophrenia nine months ago.

However, she is currently on medication, and her symptoms are under control. You noticed in today's session that Anika was quieter than usual, and you think something might be troubling her. You are happy that she has asked to speak to you and that you can see her right away.

Note: Anika will agree to complete a training program for this role-play. You will need to provide her with the organisation's laptop. You will advise her that your organisation offers laptops to borrow for their clients when embarking on their training programs.

You will need the following equipment to complete this role-play:

- Laptop
- Internet connection

Supporting Evidence

You will also need to submit the following with your role-play:

- Counselling Contract and Agreement Form (Appendix A)
- Counselling Notes Template (Appendix B)
- Counselling Plan Template (Appendix C)

Key Observation Criteria

Specifically, you will be required to:

1. Begin the contracting process and converse with Anika to gather information about her needs.

After the initial greeting, you should begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form (Appendix A)**. Provide the client with the **Infection Control Policy (Appendix G)** and the **Client Complaint Policy (Appendix J)** as part of this process.

Then, ask appropriate prompts to encourage Anika to share why she wants to speak to you so that you can start to gather information about her needs.

2. Listen and respond to Anika's concerns and needs in a manner that maintains respect, hope, trust, and self-direction, focusing on how the support service meets her needs.

Throughout the discussion, you must demonstrate appropriate and respectful communication. Identify any requirement for change regarding the support service and any aspects of her plan that might need review or discussion with the Supervisor.

3. Support Anika in understanding her rights and potential options whilst supporting the dignity of risk, providing her with information to make her own decisions, and supporting self-determination.

Once you fully understand Anika's needs/concerns, you must support her in understanding and exercising her rights and potential options. To do this, you should discuss available services and strategies that would empower Anika and assist her in meeting her needs.

4. Assist Anika in deciding upon a course of action that supports her empowerment and decision-making to collaboratively develop a counselling plan addressing immediate and long-term needs, prioritising her preferences and action plan. (approximately 3-5 minutes)

You should support Anika in expressing her preferences and deciding a course of action. You will need to address her immediate and long-term needs as well as the needs of other relevant parties. Demonstrate practical support, assisting in creating realistic goals and personal responsibility through developing a counselling plan together.

This will include developing four (4) strategies to support her complex situation and providing a suitable and practical referral service to match her needs.

The counselling plan must comply with the requirements of the organisation's policies and procedures. Once you have agreed on a counselling plan, discuss and decide on a process to monitor progress and negotiate changes to the counselling plan as needed, focusing on agreed goals, service provision and client/stakeholder satisfaction.

Use the **Counselling Plan Template (Appendix C)**

5. Discuss the next steps

Once Anika has decided upon a course of action, you should summarise this and discuss the next steps.

Once you have done this, you can conclude the role-play.

Throughout this role-play, you will also be required to:

- Demonstrate appropriate counsellor behaviour.
- Use the **Counselling Notes Template (Appendix B)** provided to take notes during the session.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. A private assessment must clearly show that the student and volunteer are in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role-play/meeting to inform consent.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Anika)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of Anika are included in the **Briefing Anika Gupta (pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Contract and Agreement Form, Counselling Notes Template and Counselling Plan Template as one (1) PDF file using the following naming convention:

yy_mm_dd_yourname_Practical Block 3_9A_Role Play 2 Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Role-Play 2 Q1. Did the student demonstrate an ability to employ appropriate communication and counselling practices that supported the client's empowerment and recovery? Specifically, did the student competently demonstrate an ability to:	Satisfactory		Comments
	Yes	No	
Ob1. Begin the conversation with Anika, as demonstrated by:			
a) Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service	<input type="checkbox"/>	<input type="checkbox"/>	The student provided sufficient information to enable the client to understand the nature of the counselling service.
b) Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the Contract and Agreement Form.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling. <p>Ensured both counsellor and client signed the Contract and Agreement Form.</p>
c) Clearly explaining confidentiality and disclosure	<input type="checkbox"/>	<input type="checkbox"/>	The student explained confidentiality and disclosure.
d) Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, complaints procedures and ending counselling	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling
e) Asking for permission to take notes during the session	<input type="checkbox"/>	<input type="checkbox"/>	The student asked for permission to take notes during the session. Took clear, appropriate notes during the session in a

			manner that does not negatively impact the counselling relationship.
f) Responding appropriately to any questions that the client had	<input type="checkbox"/>	<input type="checkbox"/>	The student responded appropriately to any questions that the client had.
g) Beginning the discussion with an appropriate prompt to encourage Anika to share her concerns	<input type="checkbox"/>	<input type="checkbox"/>	The student began the conversation with an appropriate prompt to encourage Anika to share her concerns.
Ob2. Listen and respond in a manner that maintains respect, hope, trust, and self-direction, as demonstrated by:			
a) Using appropriate active listening, questioning, paraphrasing, and summarising to ensure that they fully understood Anika's concerns/needs	<input type="checkbox"/>	<input type="checkbox"/>	The student used appropriate active listening, paraphrasing, and summarising to ensure they fully understood Anika's concerns/needs.
b) Throughout the discussion, communicated respectfully, instilled hope, built trust, and promoted Anika's self-direction.	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated listening to and responding appropriately to Anika's concerns and needs. They demonstrated appropriate and respectful communication throughout the discussion, instilled hope, built trust, and promoted Anika's self-direction.
c) NOT interrupting Anika, dismissing the importance of her concerns, seeking to direct her beliefs, or disrespecting her.	<input type="checkbox"/>	<input type="checkbox"/>	The student did not interrupt Anika, dismiss the importance of her concerns, seek to direct her beliefs, or disrespect her.
d) Engaged Anika in a discussion about how the support service meets her needs.	<input type="checkbox"/>	<input type="checkbox"/>	The student engaged Anika in discussing how the support service meets her needs.
e) Identified any requirement for change regarding the support service with Anika.	<input type="checkbox"/>	<input type="checkbox"/>	The student identified with Anika any requirement for change regarding the support service.
f) Identified with Anika any aspects of her plan that might need review and discussion with the Supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	The student identified with Anika any aspects of her plan that might need review and discussion with the Supervisor.
Ob3. Support Anika to understand her rights and potential options whilst supporting the			

dignity of risk, as demonstrated by:			
a) Provided support according to duty of care by offering assistance when not possible to provide appropriate support and suggesting appropriate support services	<input type="checkbox"/>	<input type="checkbox"/>	The student offered appropriate support services to Anika to support her needs.
b) Informed Anika about available services and strategies that would empower Anika to meet her needs.	<input type="checkbox"/>	<input type="checkbox"/>	The student informed Anika about the various services and programs available within the organization. Explained the educational and training programs, highlighting their benefits in terms of skill development and employability
c) Provided Anika with the information that she would need to make her own decisions, support self-determination, and respect individual differences to ensure maximum dignity and privacy when providing support.	<input type="checkbox"/>	<input type="checkbox"/>	The student gave Anika the information she would need to make her own decisions, supporting her self-determination.
d) Created a safe and non-judgmental environment.	<input type="checkbox"/>	<input type="checkbox"/>	The student assured Anika that they supported her without judgment and that her concerns were valid and important.
e) Validated Anika's concerns.	<input type="checkbox"/>	<input type="checkbox"/>	The student acknowledged Anika's worries about her future, considering her lack of education and skills and the potential discrimination she might face due to her diagnosis. Showed understanding and empathy towards her fears and anxieties.
f) Explored Anika's aspirations and goals.	<input type="checkbox"/>	<input type="checkbox"/>	The student encouraged Anika to express her desires and dreams for the future. Helped her identify her strengths, interests, and previous experiences that could contribute to her career development.
g) Supported her decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	The student encouraged Anika to ask questions and provided her with additional information as needed. Helped her assess the programs and supports that align with her

			current needs and goals. Respected her autonomy and let her make decisions based on her comfort level and readiness.
Ob4. Assist Anika in deciding upon a course of action, as demonstrated by:			
a) Supported Anika in expressing her preferences without imposing their own beliefs onto her	<input type="checkbox"/>	<input type="checkbox"/>	The student supported Anika in expressing her preferences without imposing their beliefs.
b) Assisted Anika in creating realistic goals and taking personal responsibility, allowing her to decide on a course of action and addressing her immediate and long-term needs and any other relevant parties.	<input type="checkbox"/>	<input type="checkbox"/>	The student allowed Anika to decide on a course of action, addressing her immediate and long-term needs and other relevant parties. Assisted Anika in creating realistic goals and taking personal responsibility.
c) Provided Anika with options for relevant training programs, according to established procedures, to support her individualised plan	<input type="checkbox"/>	<input type="checkbox"/>	According to established procedures, the student provided the client with appropriate training program options to support her individualised plan.
d) Addressed concerns about education and technology.	<input type="checkbox"/>	<input type="checkbox"/>	The student assured her that her concerns were valid and supported building her confidence in using technology.
e) Provided Anika with suitable equipment and demonstrated practical support	<input type="checkbox"/>	<input type="checkbox"/>	The student provided Anika with a laptop and demonstrated how to log in and navigate the organisation's training programs—encouraging her to practice at her own pace.
f) Encouraged Anika to work at her own pace.	<input type="checkbox"/>	<input type="checkbox"/>	The student supported and encouraged Anika to practice her technology skills at her own pace.
g) Developed a Counselling Plan collaboratively with Anika to: <ul style="list-style-type: none"> • support her individual needs • a process to monitor and negotiate changes to her case plan following relevant policies and procedures, 	<input type="checkbox"/>	<input type="checkbox"/>	The student developed an individualised plan in collaboration with Anika and a process to monitor and change her case plan, focused on agreed goals, service provision and client/stakeholder satisfaction. Used the

<p>focusing on agreed goals, service provision and client/stakeholder satisfaction</p>			<p>organisation policies and procedures, i.e. Counselling Plan Template</p>
<p>h) Developed strategies to deal with complex and high-risk situations (four)</p>			<p>The student must provide four strategies, referring to Anika’s complex situation due to the presence of schizophrenia, a serious and chronic mental health condition.</p> <p>Strategies should follow the examples listed:</p> <ul style="list-style-type: none"> • Establish a trusting and supportive therapeutic relationship with Anika from the beginning. • Conduct a comprehensive assessment to gain insight into Anika's current emotional state, her experiences with schizophrenia, and any recent stressors or triggers that may be contributing to her distress. • Provide psychoeducation to Anika about schizophrenia. • Integrate CBT techniques into therapy to help Anika, e.g. Teach her strategies for identifying and reframing distorted beliefs and developing practical problem-solving skills. • Introduce mindfulness-based interventions and relaxation techniques. • Offer social skills training to help Anika improve her interpersonal skills and build confidence in social situations. • Collaborate with other professionals, such as psychiatrists, case managers, or support groups, to ensure Anika can access comprehensive care and support. • Develop a crisis management plan with Anika to address any potential relapse or escalation of symptoms.

<p>i) Provided a suitable and practical referral service that matches her needs</p>			<p>The student must provide Anika with a suitable referral service to support and match her needs. The following list provides services that the student can consider.</p> <ul style="list-style-type: none"> • Medication Management: Anika should be connected with a psychiatrist or medical provider who can oversee her medication regimen for schizophrenia and ensure that her treatment plan is optimized for her specific needs. • Support Groups: Anika may benefit from participating in support groups or peer-led programs specifically for individuals living with schizophrenia. • Psychoeducation Programs: Anika could benefit from participating in psychoeducation programs or workshops focused on schizophrenia management, symptom awareness, and relapse prevention.
<p>Ob5. Discuss the next steps, as demonstrated by:</p>			
<p>a) Summarising what Anika had decided and then clearly discussing what both they and Anika would do next to proceed with this course of action</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • summarised what Anika had decided, and • clearly discussed what they and Anika would do next to proceed with this course of action.
<p>Ob6. Demonstrate appropriate counsellor behaviour, as demonstrated by:</p>			
<p>a) Using warm, empathetic, and professional communication skills throughout the role-play</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • displayed warm, empathetic skills when communicating with their client throughout the session • used a professional manner at all times throughout the session.

b) Facilitating an appropriate conversation that empowered and supported Anika in selecting her course of action	<input type="checkbox"/>	<input type="checkbox"/>	The student facilitated an appropriate conversation that empowered Anika to select her course of action.
c) Used the Counselling Notes Template	<input type="checkbox"/>	<input type="checkbox"/>	The student used the Counselling Notes Template.
d) displayed work methodology that supported and upheld the rights of the client throughout the interaction	<input type="checkbox"/>	<input type="checkbox"/>	The student displayed a work methodology that supported and upheld the client's rights throughout the interaction.
Overall Comments for Role-Play 2:			

Role-play 2: Part B: Modifications and Support

Discussion and Review with Supervisor (approximately 5 minutes)

For this role-play, you will discuss and review aspects of Anika's Individualised Plan with your Supervisor, played by your Assessor.

You will need to answer the following questions verbally. Your assessor will ask each question after your client leaves the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing the role play. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. How will you determine the effectiveness of the strategies outlined in Anika's plan? Are there any indicators suggesting the need for modifications or additional support, and how will you develop strategies to address changes to the plan?

- You will be required to demonstrate how you determine the effectiveness of the strategies outlined in Anika's plan, any indicators suggesting the need for modifications or additional support, and how you will develop strategies to address changes to the plan.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an ability to determine the effectiveness of the strategies outlined in Anika's plan and address any indicators suggesting the need for modifications or additional support.

Exemplar response: 'I would begin by exploring Anika's current challenges and goals, reviewing her progress in managing her schizophrenia. During our last session, she mentioned that while she finds the coping strategies helpful in managing her symptoms overall, she struggles with applying them consistently during times of heightened stress. This feedback suggests that we may need to explore additional support or modifications to her current strategies to better meet her needs. Through open dialogue, I'd assess if any adjustments are needed in her treatment plan, such as additional coping strategies or support services, and collaboratively develop strategies to address her evolving needs..'

2. Can you highlight any specific areas within Anika's individualised plan that might require review or adjustment based on her current needs and circumstances?

- You will be required to discuss and highlight any specific areas within Anika's individualised plan that might require review or adjustment based on her current needs and circumstances.

Assessor Instructions

- You must ask the student this question.

Reflection Questions

The student must:

- Demonstrate an understanding of areas that require review or adjustment based on her current needs and circumstances.

Exemplar response: 'During our discussion, Anika expressed some concerns about the frequency of her therapy sessions and whether she might benefit from more frequent check-ins, especially during times of increased stress. Additionally, she mentioned feeling overwhelmed by certain tasks outlined in her plan, particularly related to her educational goals. Therefore, I believe it's important to review these aspects of her plan to ensure they adequately address her current needs and are realistic in light of her circumstances.'

3. What process did you use to gather feedback from Anika regarding her experience with the implemented strategies and interventions, and how will you incorporate this feedback into potential revisions of her individualised plan?

- You will be required to discuss the process you used to gather feedback from Anika regarding her experience with the implemented strategies and interventions and demonstrate how you will incorporate this feedback into potential revisions of her individualised plan.

Assessor Instructions

- You must ask the student this question.

The student must understand how to gather feedback and incorporate this feedback into potential revisions of her individualised plan.

Exemplar response: 'I utilise open-ended questions and active listening techniques during our sessions to encourage Anika to share her thoughts and experiences with the implemented strategies. Additionally, if she prefers, I provide her with opportunities to provide feedback through anonymous surveys or journaling exercises. Moving forward, I plan to incorporate her feedback into potential revisions of her individualised plan by collaboratively exploring alternative strategies or adjusting existing ones to better align with her preferences and goals.'

4. How do you ensure thorough documentation of casework interventions and comply with evidence-based practice and confidentiality requirements?

- You will be required to demonstrate how you are ensuring thorough documentation of case work interventions, complying with evidence-based practice and confidentiality requirements.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an understanding of ensuring thorough documentation of case work interventions, complying with evidence-based practice and confidentiality requirements.

Exemplar Response: 'I'd meticulously document all interventions with Anika, ensuring confidentiality and adherence to evidence-based practices. This includes recording session notes, progress updates, and any adjustments made to her counselling plan while maintaining strict confidentiality in line with organisational policies and ethical standards.'

Reflection Questions

5. How will you determine when Anika is ready for case closure, and how will you implement this, following organisational procedures, ethical and professional conduct?

- You will be required to demonstrate an understanding of when Anika's case is ready for closure and how you will implement this, following organisational procedures, ethical and professional conduct.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an understanding of implementing case closure following organisational procedures, ensuring ethical and professional conduct.

Exemplar Response: *Implement:* 'I'd follow organizational guidelines for closing Anika's case, ensuring a comprehensive review of her progress and goals achieved. I'd discuss ongoing support options with Anika, provide referrals if necessary, and complete all required documentation for closure while upholding ethical and professional conduct at all times.'

Determine:

- Goal Achievement:** I would assess whether Anika has achieved the goals we initially established together. These goals may include managing her symptoms effectively, improving coping skills, and enhancing her overall well-being.
- Stability and Progress:** I would evaluate Anika's overall strength and progress over time. This includes observing her symptom management, level of functioning in daily activities, and any improvements in her mental health.
- Client Feedback:** I would seek feedback from Anika regarding her satisfaction with our counselling sessions and her perception of progress. Her input on feeling empowered, supported, and equipped with coping strategies would be essential.
- Treatment Plan Review:** I would review Anika's treatment plan and assess whether it remains relevant and effective in meeting her current needs. If adjustments are no longer necessary and Anika has demonstrated the ability to maintain her progress independently, it may indicate readiness for closure.
- Consultation:** I would consult with colleagues or supervisors to gather additional insights and perspectives on Anika's progress and readiness for closure. Their input would provide valuable guidance in making the decision.

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observations	S	NYS	Comments
Did the student competently demonstrate the ability to:			
Q1. Determine the effectiveness of the strategies outlined in Anika's plan and determine if any indicators suggested the need for modifications or additional support?	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Determined the effectiveness of the strategies outlined in Anika's plan. Determined if any indicators were suggesting the need for modifications or additional support.
Q2. Highlight any specific areas within Anika's individualised plan that they believe might require review or adjustment based on her current needs and circumstances?	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Highlighted any specific areas within Anika's individualised plan that they believe might require review or adjustment based on her current needs and circumstances.
Q3. Describe the process they used to gather feedback from Anika regarding her experience with the implemented strategies and interventions and how they would incorporate this feedback into potential revisions of her individualised plan.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to competently:</p> <ul style="list-style-type: none"> Describe the process they used to gather feedback from Anika regarding her experience with the implemented strategies and interventions and How would they incorporate this feedback into potential revisions of her individualised plan?
Q4. Describe how they ensure thorough documentation of casework interventions and compliance with evidence-based practice and confidentiality requirements.			<p>The student was able to competently:</p> <ul style="list-style-type: none"> Describe how they ensure thorough documentation of casework interventions and compliance with evidence-based practice and confidentiality requirements.
Q5. Describe how they will determine when Anika is ready for case closure and how they will implement this, following organisational procedures, ethical and professional conduct.			<p>The student was able to competently:</p> <ul style="list-style-type: none"> Describe how they will determine when Anika is ready for case closure and how they will implement this,

Observations	S	NYS	Comments
			following organisational procedures, ethical and professional conduct.
Overall Comments for Role-play 1: Part B: Modifications and Support			

Practical 10A

Recognise and Respond to Crisis Situations | CHCCCS019

Overview

This assessment aims to allow you to practice and demonstrate the knowledge and skills required to work effectively with a client in a crisis.

This practical assessment has two parts.

Role-play 1

This practical assessment consists of **one (1) role-play**. You will also be required to analyse and reflect upon the role-play.

- **Part A – Part A: Third Session with Christine Baker**

You will be required to role-play, conducting the simulation of a third counselling session with Christine Baker in which you assess and appropriately respond to her crisis situation. (This role-play should run for approximately 8-10 minutes.)

- **Part B – Discussion and Review with Supervisor**

For this role-play, you will discuss and review aspects of Christine's Individualised Plan with your Supervisor, played by your Assessor. (Approximately 5 minutes).

Supporting Evidence

You will also need to submit the following with your role-play:

- Counselling Notes Template (Appendix B)
- Client Suicide and Self-harm Policy and Procedure (Appendix E)

Role-play 1: Part A: Third Session with Christine Baker

Student Instructions

Role-play a counselling session with a client in crisis (approximately 8 - 11 minutes)

For this practical assessment, you are to imagine working as a counsellor for “Wellness Counselling Centre” and conducting your third counselling session with a client, Christine Baker. You have been working with Christine for the last few weeks regarding feelings of loss and betrayal that she has been experiencing after she discovered that her partner of six years, Michael, had been cheating on her with one of his ex-girlfriends, Stephanie.

Christine has decided to stay with her partner but has sought out counselling to help address her feelings. You have previously observed Christine as a very calm, precise, and neatly dressed woman. However, when she enters the counselling room for today’s session (the role-play), you notice that her clothes and hair are messy and that she appears agitated. You are concerned and intend to explore this with Christine as you begin your session.

During the role-play, you will discover that Christine is in a state of crisis. Throughout the role-play, you must take appropriate actions that comply with your responsibilities as a counsellor and your organisation’s policies and procedures.

Download a copy of your organisation’s **Client Suicide and Self-harm Policy and Procedure (Appendix E)**. You must draw on this during your assessment and management of Christine’s crisis.

This part of the assessment will simulate a counselling session with Christine in which you assess and appropriately respond to her state of crisis.

Key Observation Criteria

Specifically, you will be required to:

- 1. Greet Christine and gently explore her current situation (approximately 3-4 minutes)**
- 2. Conduct a risk assessment (approximately 2-3 minutes)**
 - Explain to Christine the policy and procedures you will be following and agree upon the process for you and her before beginning.
 - After you have developed an understanding of Christine’s current situation, you must conduct a risk assessment.
 - You must ask appropriate questions from your organisation’s **Client Suicide and Self-harm Policy and Procedure (Appendix E)**
- 3. Facilitate a discussion about her concerns and explore options for support and obtain commitment, developing a Counselling Plan together to meet her immediate and long-term needs (approximately 3-4 minutes)**
 - Once a clear plan has been developed, ask Christine to summarise the steps she will be taking and clarify any necessary points, assisting her in creating realistic goals and taking personal responsibility.
 - Once Christine is clear on the steps she will take regarding support and has agreed on a counselling plan, discuss and agree on a process to monitor progress and negotiate changes to her counselling plan as needed, focusing on agreed goals, service provision and client/stakeholder satisfaction.

- This will include developing four (4) strategies to support her complex situation and providing a suitable and practical referral service to match her needs.
- Once you have done this, you can conclude the role-play.
 - Use the **Counselling Plan Template (Appendix C)**.

You must use the following document, where relevant, throughout this assessment:

- **Client Suicide and Self-harm Policy and Procedure (Appendix E)**

NOTE:

- Throughout this role-play, you will also be required to demonstrate appropriate counsellor behaviour.
- Use the **Counselling Notes Template (Appendix B)** provided to take notes during the session.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions below.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role play/meeting.

To inform consent, peers must state their name and job title at the start of the role play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Christine)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of Christine are included in the **Briefing Christine Baker (pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Notes Template and Counselling Plan Template as one (1) PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_10A_Part A_Role-play 1 Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
Q1. Did the student demonstrate an ability to competently assess and respond to a client in a state of crisis? Specifically, did the student demonstrate an ability to competently:			
Ob1. Greet Christine and gently explore her current situation, as demonstrated by:			
a) Greeting Christine by name and beginning to facilitate a discussion about her current situation	<input type="checkbox"/>	<input type="checkbox"/>	The student greeted Christine by name and began to facilitate a discussion about her current situation.
b) Using an appropriate combination of effective counselling communication skills (for example, attending behaviours, effective questioning, reflection, focusing, etc.) to explore Christine's story and her understanding of her situation	<input type="checkbox"/>	<input type="checkbox"/>	The student used appropriate counselling communication skills (e.g., attending behaviours, effective questioning, reflection, and focusing) to explore Christine's story and understand her situation.
c) Demonstrating empathy, applying empathic listening skills to the client's crisis and maintaining composure/calmness throughout the discussion	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated empathy, used empathic listening skills and maintained composure/calmness throughout the discussion to help Christine remain calm and safe.
d) NOT being judgemental or minimising Christine's concerns	<input type="checkbox"/>	<input type="checkbox"/>	The student was NOT judgemental or in any way minimising Christine's concerns.
Ob2. Conduct a risk assessment, as demonstrated by:			
a) Explained the Client's Suicide and Self-harm Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	The student explained the Client's Suicide and Self-harm Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment.

Observation	S	NYS	Comments
b) Asking Christine directly whether she has had thoughts of harming herself	<input type="checkbox"/>	<input type="checkbox"/>	The student must: Ask Christine directly whether she has had thoughts of harming herself.
c) Asking appropriate questions from the organisation's Client Suicide and Self-harm Policy and Procedure (Appendix E) to adequately determine Christine's level of risk based on her responses	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Ask appropriate questions from the organisation's Client Suicide and Self-harm Policy and Procedure (Appendix E) to adequately determine Christine's level of risk based on her responses.
d) Integrating questions into the counselling conversation and using effective counselling communication skills (for example, not simply asking each question one after the other)	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Integrate questions into the counselling conversation and use effective counselling communication skills.
Ob3. Explore options for support and obtain commitment, as demonstrated by:			
a) Taking appropriate steps to strengthen Christine's links to safety and appropriate support based on Christine's level of risk	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Take appropriate steps to strengthen Christine's links to safety and appropriate support based on Christine's level of risk.
b) Facilitating a discussion with Christine about the options she has regarding her most pressing concerns, empowering her to brainstorm options for support, providing suggestions as needed, assisting in creating realistic goals and taking personal responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Facilitate a discussion with Christine about the options she has regarding her most pressing concerns, empower her to brainstorm options for support, and provide suggestions as needed, assisting in creating realistic goals and taking personal responsibility.
c) Supporting Christine in deciding upon her preferred support option, addressing her immediate and long-term needs, as well as other relevant parties	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Support Christine in deciding upon her preferred support option, addressing her immediate and long-term needs and those of other relevant parties.
d) Facilitating a discussion about possible barriers that Christine might face and	<input type="checkbox"/>	<input type="checkbox"/>	The student must:

Observation	S	NYS	Comments
alternatives that she could pursue in this case			<ul style="list-style-type: none"> Facilitate a discussion about possible barriers Christine might face and alternatives she could pursue in this case.
e) Develop a Counselling plan with the client, including: <ul style="list-style-type: none"> identifying and agreeing on actions to reduce immediate danger to self and others; a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction Used the counselling plan template. 	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> identified and agreed on actions to reduce immediate danger to herself and others, as well as a process to monitor and change her case plan, focusing on agreed goals, service provision, and client/stakeholder satisfaction. Working collaboratively on an Individual Counselling Plan used the Counselling Plan template.
f) Asking Christine to summarise the steps that she will be taking and clarify any points as needed	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Ask Christine to summarise her steps and clarify any points as needed.
g) Developed four strategies to deal with her high-risk situation	<input type="checkbox"/>	<input type="checkbox"/>	The student must develop four strategies referring to Christine's high-risk situation: <ul style="list-style-type: none"> Emotional Distress Betrayal Trauma Potential for Self-Harm Need for Immediate Intervention Strategies should follow the examples listed: <ul style="list-style-type: none"> Prioritise Christine's safety and well-being by creating a safe and supportive environment where she can express her feelings and concerns without judgment. Conduct a thorough assessment of Christine's current emotional state and crisis. Assess the level of risk associated with Christine's crisis. Use the Suicide and Self-harm Policy and Procedure (Appendix E) to determine appropriate intervention strategies. Provide immediate support and intervention to help stabilize Christine's

Observation	S	NYS	Comments
			<p>crisis. Crisis intervention techniques such as grounding exercises, deep breathing exercises, and relaxation techniques should help Christine manage her distress and regain a sense of calm.</p> <ul style="list-style-type: none"> • Collaborate with Christine to develop a safety plan to address any potential risks or triggers associated with her crisis. • Refer Christine to additional support services as needed, such as crisis hotlines, support groups, or mental health professionals specializing in trauma and relationship issues.
<p>h) Provided a suitable and practical referral service that matches her needs</p>			<p>The student must provide Christine with a suitable referral service to support and match her needs. The following list provides services that the student can consider.</p> <ul style="list-style-type: none"> • Trauma-informed counselling, such as Eye Movement Desensitization and Reprocessing (EMDR) or Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), may be particularly effective in helping Christine heal from the emotional wounds of the betrayal. • Relationship Counseling: Christine and her partner may benefit from couples counselling • Support Groups: Christine may find support and validation by participating in support groups or peer-led programs for individuals who have experienced infidelity or relationship betrayal. • Crisis Intervention Services: In the immediate aftermath of Christine's crisis, she may benefit from accessing crisis intervention services, such as crisis hotlines or emergency counselling services.

Observation	S	NYS	Comments
			<ul style="list-style-type: none"> Self-Care and Coping Resources: Christine would benefit from accessing self-care resources and coping strategies such as self-help books, online resources, mindfulness practices, relaxation techniques, and stress management strategies.
Ob4. Demonstrate appropriate counsellor behaviour, as demonstrated by:			
a) Using warm, empathetic, and professional communication skills throughout the role-play	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> displayed warm, empathetic skills when communicating with their client throughout the session used a professional manner at all times throughout the session.
b) Used the Counselling Notes Template without disrupting the flow of the client session.			<p>The student used the Counselling notes template without disrupting the flow of the client session.</p>
c) displayed work methodology that supported and upheld the rights of the client throughout the interaction	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student displayed a work methodology that supported and upheld the client's rights throughout the interaction.</p>
Overall Comments for Role-Play 1:			<input type="checkbox"/>

Role-play 1: Part B: Analysis of Third Session with Christine Baker

Discussion and Review with Supervisor (approximately 5 minutes)

For this role-play, you will discuss and review aspects of Christine's Individualised Plan with your Supervisor, played by your Assessor.

You will need to answer the following questions verbally. Your assessor will ask each question after your client leaves the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. What sort of information did you record in your counselling notes?

- You will be required to demonstrate an understanding of appropriate information that would need to be documented as a result of this session by discussing what information you would record about your session with Christine.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an ability to understand the appropriate information they would document in their counselling notes as a result of this session with Christine.

2. What would you have done differently if you had assessed Christine to be at high risk of suicide?

- You will be required to demonstrate an understanding of appropriate steps to take in situations of high suicide risk.
- You should outline what you would have done if Christine was at high risk:
 - How would you have ensured her safety?
 - What referrals would you have made?
 - How would you have cared for yourself after you had supported Christine?

Assessor Instructions

- You must ask the student:
 - What would you have done differently if you had assessed Christine to be at high risk of suicide?
- Then, ask the student:
 - How would you have ensured her safety?
 - What referrals would you have made?
 - How would you have cared for yourself after you had supported Christine?

The student must:

- Demonstrate an understanding of appropriate steps to take in situations of high suicide risk.

Reflection Questions

3. Reflect on and evaluate your handling of the crisis situation. What went well? What didn't work? What should you have done differently? What areas do you need to develop? How will you develop these?

- You are required to demonstrate an ability to self-reflect and evaluate your own counselling skills by answering each of the questions:
 - "What went well?"
 - "What didn't work?"
 - "What should you have done differently?"
 - "What areas do you need to develop?"
 - "How will you develop those?"

Note: Your assessor will assess your ability to engage in critical self-reflection and identify opportunities for self-development.

Assessor Instructions

- You must ask the student these questions.

The student must demonstrate an ability to self-reflect and evaluate their communication during the counselling process and verbally answer the following questions:

- "What went well?"
- "What didn't work?"
- "What should you have done differently?"
- "What areas do you need to develop?"
- "How will you develop those?"

4. How will you assess the need for changes in Christine's case plan and develop strategies to address any identified needs?

- You will be required to demonstrate how you will assess the need for changes in Christine's case plan and describe the strategies you will use to address any identified needs.

Assessor Instructions

- You must ask the student this question.

The student must demonstrate an ability to assess the need for changes in Christine's case plan and develop strategies to address any identified needs.

Exemplar Response: After exploring Christine's current crisis, I would review her treatment plan to assess its adequacy in addressing her immediate needs. Considering the severity of her crisis, I would develop strategies in collaboration with Christine to ensure her safety and well-being, aligning with the guidance provided in the Client Suicide and Self-harm Policy and Procedure.

5. How are you ensuring you document casework interventions and comply with evidence-based practice and confidentiality requirements?

- You will be required to demonstrate how you are ensuring you document casework interventions, complying with evidence-based practice and confidentiality requirements.

Assessor Instructions

Reflection Questions

- You must ask the student this question.

The student must demonstrate an ability to ensure thorough documentation of casework interventions, complying with evidence-based practice and confidentiality requirements.

Exemplar Response: I will meticulously document all interventions with Christine, ensuring confidentiality and adherence to evidence-based practices. This includes recording session notes, risk assessments, and any adjustments made to her treatment plan while strictly following the guidelines outlined in the Client Suicide and Self-harm Policy and Procedure to maintain accuracy and confidentiality.

6. How will you determine when it is time for case closure with Christine and implement it following organisational procedures, ethical and professional conduct?

- You will be required to demonstrate your understanding of when it is time for case closure with Christine and what you will implement for it, following organisational procedures, ethical and professional conduct.

Assessor Instructions

- You must ask the student this question.

The student must demonstrate an ability to determine when it is time for case closure with Christine and implement it following organisational procedures, ensuring ethical and professional conduct.

Exemplar Response: I would follow organisational guidelines for closing Christine's case, ensuring a comprehensive review of her progress and goals achieved. I would discuss ongoing support options with Christine, provide referrals if necessary, and complete all required documentation for closure while upholding ethical and professional conduct following the organisation's policies outlined in the Client Suicide and Self-harm Policy and Procedure.

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observations	S	NYS	Comments
Did the student competently demonstrate the ability to:			
Q1. Identify the information that would need to be recorded in their counselling notes of this session.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Identified the information needed to be recorded in their counselling notes of this session.
Q2. Identify appropriate steps that would have been taken if Christine had been assessed to be at high risk of suicide, as demonstrated by: <ul style="list-style-type: none"> a) Identifying what they would have done to ensure Christine's safety 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Identified appropriate steps that would have been taken if Christine had been assessed to be at high risk of suicide, as demonstrated by <ul style="list-style-type: none"> identifying what they would have done to ensure Christine's safety
<ul style="list-style-type: none"> b) What referrals they would have made 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Suggested appropriate referrals.
<ul style="list-style-type: none"> c) How they would have cared for themselves after they had supported Christine 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> Described how they would have cared for themselves after they had supported Christine.
Q3. Reflect on and evaluate their handling of the crisis, as demonstrated by their ability to engage in self-reflection and identify: <ul style="list-style-type: none"> a) What went well? 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to identify:</p> <ul style="list-style-type: none"> What went well?
<ul style="list-style-type: none"> b) What didn't work? 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to identify:</p> <ul style="list-style-type: none"> What didn't work?
<ul style="list-style-type: none"> c) What they should have done differently? 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student was able to identify:</p> <ul style="list-style-type: none"> What they should have done differently.

Observations	S	NYS	Comments
d) What areas do they need to develop?	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify: <ul style="list-style-type: none"> What areas do they need to develop?
e) How could they go about developing these?	<input type="checkbox"/>	<input type="checkbox"/>	The student was able to identify: <ul style="list-style-type: none"> How could they go about developing these?
Q4. Describe how they will assess the need for changes in Christine’s case plan and develop strategies to address any identified needs.			The student was able to competently: <ul style="list-style-type: none"> Describe how they will assess the need for changes in Christine’s case plan and develop strategies to address any identified needs.
Q5. Describe how they are ensuring they document casework interventions, complying with evidence-based practice and confidentiality requirements.			The student was able to competently: <ul style="list-style-type: none"> Describe how they are ensuring they document casework interventions, complying with evidence-based practice and confidentiality requirements.
Q6. Describe how they will determine when it is time for case closure with Christine and implement it following organisational procedures, ethical and professional conduct.			The student was able to competently: <ul style="list-style-type: none"> Describe how they will determine when it is time for case closure with Christine and implement it following organisational procedures, ethical and professional conduct.
Overall Comments for Role-play 1: Part B: Analysis of Third Session with Christine Baker			

Role-play 2: Part A: Initial Session with a client in crisis – John Macara

Student Instructions

Role-play an initial counselling session with a client in crisis (approximately 8 - 12 minutes)

You are the counsellor at Wellness Counselling Centre, and you are tasked with conducting your first counselling session with a new client, John Macara. John is a 28-year-old man who has been struggling with depression and suicidal thoughts for the past few months. He recently experienced a significant loss when his long-term relationship with Marissa ended abruptly, leaving him feeling overwhelmed and hopeless.

John has a history of depression and has made previous suicide attempts in the past. He is currently experiencing intense emotional distress and feels like he cannot cope with the pain anymore. John reached out to the Wellness Counselling Centre seeking support and assistance to help him overcome his suicidal thoughts and find a way to manage his depression.

During the role-play, you must effectively assess and respond to John's crisis in a supportive and compassionate manner while also ensuring compliance with the organisation's policies and procedures regarding client suicide and self-harm. Throughout the role-play, you must take appropriate actions that comply with your responsibilities as a counsellor and your organisation's policies and procedures.

Download a copy of your organisation's **Client Suicide and Self-harm Policy and Procedure (Appendix E)**. You must draw on this during your assessment and management of John's crisis.

This part of the assessment will simulate a counselling session with John in which you assess and appropriately respond to his state of crisis.

Key Observation Criteria

Specifically, you will be required to:

1. Greet John by name and begin to build rapport (approximately 3-4 minutes)

2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding (approximately 2-4 minutes)

After the initial greeting, you should begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form (Appendix A)**.

3. Begin to explore John's current situation gently.

After the initial greeting and contracting, you must explore his needs using effective communication skills to encourage him to share his thoughts and feelings.

4. Conduct a risk assessment (approximately 2-3 minutes)

After you have developed an understanding of John's current situation, you must conduct a risk assessment. Explain to John the policy and procedures you will be following and agree upon the process for you and him before beginning. Integrate the risk assessment questions into the conversation seamlessly, maintaining empathy and compassion.

You must ask appropriate questions from your organisation's **Client Suicide and Self-harm Policy and Procedure (Appendix E)**

5. **Collaboratively develop a counselling plan with John to address his immediate and long-term needs. (approximately 3-4 minutes)**

Facilitate a discussion about John's concerns and explore options for support. Empower John to brainstorm potential coping strategies and support networks. Assist him in setting realistic goals and taking personal responsibility for his well-being.

Provide a suitable and practical referral service to match John's needs, such as crisis intervention services, trauma-informed counselling, support groups, or self-care resources.

Once you have done this, you can conclude the role-play.

Use the **Counselling Plan Template (Appendix C)**.

You must use the following document, where relevant, throughout this assessment:

- **Client Suicide and Self-harm Policy and Procedure (Appendix E)**

NOTE:

- Throughout this role-play, you will also be required to demonstrate appropriate counsellor behaviour.
- Use the **Counselling Notes Template (Appendix B)** provided to take notes during the session.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions below.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role play/meeting.

To inform consent, peers must state their name and job title at the start of the role play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Christine)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of John are included in the **Briefing John Macara (pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Notes Template, Counselling Plan template and Signed Agreement Form as one PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_10A_Part A_Role-play 2 Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
Q1. Did the student demonstrate an ability to competently assess and respond to a client in a state of crisis? Specifically, did the student demonstrate an ability to competently:			
Ob1. Greet John and begin to build rapport, as demonstrated by:			
a) Greeting John by name	<input type="checkbox"/>	<input type="checkbox"/>	The student greeted John by name and welcomed him to the session.
b) Engaging in appropriate small talk to help the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	The student made some brief small talk to let the client settle in and make John comfortable. For example: "I hope you had no trouble finding us?"
c) Using appropriate communication skills to respond to the client	<input type="checkbox"/>	<input type="checkbox"/>	The student must use appropriate counselling communication skills to respond to the client.
Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding, as demonstrated by:			
a) Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service	<input type="checkbox"/>	<input type="checkbox"/>	The student provided sufficient information to enable the client to understand the nature of the counselling service.
b) Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the Contract and Agreement Form.	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> Discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling. Ensured both counsellor and client signed the Contract and Agreement Form.
c) Clearly explaining confidentiality and disclosure	<input type="checkbox"/>	<input type="checkbox"/>	The student explained confidentiality and disclosure.

Observation	S	NYS	Comments
d) Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, complaints procedures and ending counselling	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling
e) Asking for permission to take notes during the session	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> • Asked for permission to take notes during the session. Took clear, appropriate notes during the session in a manner that does not negatively impact the counselling relationship.
f) Responding appropriately to any questions that the client had	<input type="checkbox"/>	<input type="checkbox"/>	The student responded appropriately to any questions that the client had.
Ob3. Begin to explore John's current situation gently, as demonstrated by:			
a) Using an appropriate combination of effective counselling communication skills (for example, attending behaviours, effective questioning, reflection, focusing, etc.) to explore John's story and his understanding of his situation	<input type="checkbox"/>	<input type="checkbox"/>	The student used appropriate counselling communication skills (e.g., attending behaviours, effective questioning, reflection, and focusing) to explore John's story and understand his situation.
b) Demonstrating empathy, applying empathic listening skills to the client's crisis and maintaining composure/calmness throughout the discussion	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated empathy, used empathic listening skills and maintained composure/calmness throughout the discussion to help John remain calm and safe.
Ob4. Conduct a risk assessment, as demonstrated by:			
a) Explained the Client's Suicide and Self-harm Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	The student explained the Client's Suicide and Self-harm Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment.

Observation	S	NYS	Comments
b) Asking John directly whether he has had thoughts of harming himself	<input type="checkbox"/>	<input type="checkbox"/>	The student must ask John directly whether he has had thoughts of harming himself.
c) Asking appropriate questions from the organisation's Client Suicide and Self-harm Policy and Procedure (Appendix E) to adequately determine John's level of risk based on his responses	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Ask appropriate questions from the organisation's Client Suicide and Self-harm Policy and Procedure (Appendix E) to adequately determine John's level of risk based on his responses.
d) Integrating questions into the counselling conversation and using effective counselling communication skills (for example, not simply asking each question one after the other)	<input type="checkbox"/>	<input type="checkbox"/>	The student integrated questions into the conversation and used effective counselling communication skills.
Ob3. Explore options for support and obtain commitment, developing a Counselling Plan together to meet his immediate and long-term needs (approximately 5 minutes), as demonstrated by:			
a) Taking appropriate steps to strengthen John's links to safety and appropriate support based on John's level of risk	<input type="checkbox"/>	<input type="checkbox"/>	The student took appropriate steps to strengthen John's links to safety and appropriate support based on the level of risk.
b) Facilitating a discussion with John about the options he has regarding his most pressing concerns, empowering him to brainstorm options for support, providing suggestions as needed, assisting in creating realistic goals and taking personal responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	The student facilitated a discussion with John about the options he has regarding his most pressing concerns, empowering him to brainstorm options for support, providing suggestions as needed, assisting in creating realistic goals and taking personal responsibility.
c) Supporting John in deciding upon his preferred support option, addressing his immediate and long-term needs.	<input type="checkbox"/>	<input type="checkbox"/>	The student supported John in deciding upon his preferred support option, addressing his immediate and long-term needs and those of other relevant parties.
d) Facilitating a discussion about possible barriers that John might face and alternatives that he could pursue in this case	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Facilitate a discussion about possible barriers Christine might face and alternatives she could pursue in this case.

Observation	S	NYS	Comments
<p>e) Develop a Counselling plan with the client, including:</p> <ul style="list-style-type: none"> • identifying and agreeing on actions to reduce immediate danger to self and others • a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction • Used the counselling plan template 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • identified and agreed on actions to reduce immediate danger to herself and others, as well as a process to monitor and change her case plan, focusing on agreed goals, service provision, and client/stakeholder satisfaction. Working collaboratively on an Individual Counselling Plan • used the Counselling Plan template.
<p>f) Asking John to summarise the steps that he will be taking and clarify any points as needed</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must:</p> <ul style="list-style-type: none"> • Ask Christine to summarise her steps and clarify any points as needed.
<p>g) Provide a suitable and practical referral service that matches his needs</p>			<p>The student must provide John with a suitable referral service to support and match his needs. The following list provides services that the student can consider.</p> <ul style="list-style-type: none"> • Crisis Hotlines: Immediate support and intervention • Psychiatric Services: Referral to a psychiatrist for a comprehensive psychiatric evaluation • Suicide Prevention Programs: Programs designed to provide specialised support and interventions for individuals at risk of suicide • Support Groups: Peer-led or professionally facilitated support groups for individuals struggling with depression, suicidal thoughts, or relationship issues • Community Mental Health Services: Access to various mental health services, including individual counselling, group therapy, and case management. • Crisis Intervention Teams: Mobile crisis intervention teams composed of mental health professionals who can conduct

Observation	S	NYS	Comments
			<p>emergency assessments, provide crisis intervention, and facilitate hospitalization if necessary.</p> <ul style="list-style-type: none"> Therapeutic Modalities: Referral to therapists specializing in evidence-based therapeutic modalities such as cognitive-behavioural therapy (CBT), dialectical behaviour therapy (DBT), or interpersonal therapy (IPT).
Ob4. Demonstrate appropriate counsellor behaviour, as demonstrated by:			
<p>h) Using warm, empathetic, and professional communication skills throughout the role-play</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> displayed warm, empathetic skills when communicating with their client throughout the session used a professional manner at all times throughout the session.
<p>i) Follow all legal procedures as outlined in the Organisation's policies and procedures</p>			<p>The Student followed all legal procedures outlined in the Organisation's policies and procedures.</p>
<p>j) Use the Counselling Notes Template without disrupting the flow of the client session</p>			<p>The student used the Counselling notes template without disrupting the flow of the client session.</p>
Overall Comments for Role-Play 2:			<input type="checkbox"/>

Role-play 3: Part A: Initial Session with a client in crisis – Emily Skoro

Student Instructions

Role-play an initial counselling session with a client in crisis (approximately 8 - 12 minutes)

You are a counsellor at Wellness Counselling Centre, tasked with conducting your first counselling session with Emily Skoro, a 19-year-old mother who has just experienced domestic violence and is seeking immediate safety for herself and her young baby.

Emily feels overwhelmed, frightened, and unsure of what steps to take next. Your role is to provide her with support, validation, and assistance in accessing appropriate resources and services to ensure her safety and well-being. Emily has reached out to the Wellness Counselling Centre seeking support and help for her and her baby's safety.

During the role-play, you must effectively assess and respond to Emily's crisis in a supportive and compassionate manner, and you must take appropriate actions that comply with your responsibilities as a counsellor and your organisation's policies and procedures.

This part of the assessment will simulate a counselling session with Emily in which you assess and appropriately respond to her state of crisis.

Key Observation Criteria

Specifically, you will be required to:

1. Greet Emily by name and begin to build rapport (approximately 3-4 minutes)

2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding (approximately 2-4 minutes)

After the initial greeting, you should begin the contracting process by outlining your approach to counselling and the key information the client must sign as part of the **Counselling Contract and Agreement Form (Appendix A)**.

3. Begin to explore Emily's current situation gently.

After the contracting process, you must begin an exploration of her needs by using effective communication skills to encourage her to share her thoughts and feelings. Listen actively and empathetically to Emily's account of the domestic violence incident, validating her experiences and emotions.

4. Assess Emily's immediate safety needs.

- Explain to Emily the policy and procedures you will be following and agree upon the process for you and her before beginning.
- Assess Emily's immediate safety needs and assist her in developing a safety plan.
- Pay attention to any indicators of heightened risk.
- Provide information about available resources and services.
- You must fulfil any legal and ethical requirements as a Counsellor once you have assessed the level of risk, as outlined in the **Client Domestic Violence Policy and Procedure (Appendix G)**.

5. Collaboratively develop a counselling plan with Emily to address her immediate and long-term needs (approximately 3-4 minutes)

Facilitate a discussion about Emily's concerns and explore options for support, including:

- Empower Emily to brainstorm potential coping strategies and support networks.
- Assist her in setting realistic goals and taking personal responsibility for her and her baby's well-being.
- Agree on a suitable and practical referral service and the first steps to meet her immediate safety needs.

Once Emily is clear on the steps she will take regarding support and has agreed on a counselling plan, discuss and agree on a process to monitor progress and negotiate changes to her counselling plan as needed, focusing on agreed goals, service provision and client/stakeholder satisfaction. Once you have done this, you can conclude the role-play.

- Use the **Counselling Plan Template (Appendix C)**.

NOTE:

- Throughout this role-play, you will also be required to demonstrate appropriate counsellor behaviour.
- Use the **Counselling Notes Template (Appendix B)** provided to take notes during the session.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions below.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role play/meeting.

To inform consent, peers must state their name and job title at the start of the role play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Christine)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of John are included in the **Briefing Emily Makar (pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Notes Template, Counselling Plan template and Signed Agreement Form as one PDF file using the following naming convention:

α. yy_mm_dd_your name_Practical Block 3_10A_Part A_Role-play 3 Templates

Observation Checklist

Note: The Observation Checklist is for the trainer's use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observation	S	NYS	Comments
Q1. Did the student demonstrate an ability to competently assess and respond to a client in a state of crisis? Specifically, did the student demonstrate an ability to competently:			
Ob1. Greet Emily and begin to build rapport, as demonstrated by:			
a) Greeting Emily by name	<input type="checkbox"/>	<input type="checkbox"/>	The student greeted Emily by name and welcomed him to the session.
b) Engaging in appropriate small talk to help the client feel comfortable	<input type="checkbox"/>	<input type="checkbox"/>	The student made some brief small talk to let the client settle in and make Emily comfortable. For example: "I hope you had no trouble finding us?"
c) Using appropriate communication skills to respond to the client	<input type="checkbox"/>	<input type="checkbox"/>	The student must use appropriate counselling communication skills to respond to the client.
Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client's understanding, as demonstrated by:			
a) Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service	<input type="checkbox"/>	<input type="checkbox"/>	The student provided sufficient information to enable the client to understand the nature of the counselling service.
b) Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the Contract and Agreement Form.	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> Discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling. Ensured both counsellor and client signed the Contract and Agreement Form.
c) Clearly explaining confidentiality and disclosure	<input type="checkbox"/>	<input type="checkbox"/>	The student explained confidentiality and disclosure.

Observation	S	NYS	Comments
d) Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, complaints procedures and ending counselling	<input type="checkbox"/>	<input type="checkbox"/>	The student discussed the counselling process, including contracted sessions, contact methods, payments/cancellations, record keeping, and ending counselling
e) Asking for permission to take notes during the session	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> • Asked for permission to take notes during the session. Took clear, appropriate notes during the session in a manner that does not negatively impact the counselling relationship.
f) Responding appropriately to any questions that the client had	<input type="checkbox"/>	<input type="checkbox"/>	The student responded appropriately to any questions that the client had.
Ob3. Begin to explore Emily's current situation gently, as demonstrated by:			
a) Using an appropriate combination of effective counselling communication skills (for example, attending behaviours, effective questioning, reflection, focusing, etc.) to explore Emily's story and her understanding of her situation.	<input type="checkbox"/>	<input type="checkbox"/>	The student used appropriate counselling communication skills (e.g., attending behaviours, effective questioning, reflection, and focusing) to explore John's story and understand his situation.
b) Applying empathic listening skills to the client's crisis, validating her experiences and emotions, and maintaining composure/calmness throughout the discussion.	<input type="checkbox"/>	<input type="checkbox"/>	The student demonstrated applying empathic listening skills to the client's crisis, validated her experiences and emotions, and maintained composure/calmness throughout the discussion to help Emily remain calm and safe.
Ob4. Assess Emily's immediate safety needs, as demonstrated by:			
a) Assessing Emily's immediate safety needs and assist her to develop a safety plan, paying attention to any indicators of heightened risk.	<input type="checkbox"/>	<input type="checkbox"/>	The student assessed Emily's immediate safety needs and developed a safety plan outlining steps she can take by exploring with Emily any safety concerns she has, including fears of further violence or retaliation from her partner. <p>The student must pay attention to any indicators of heightened risk, such as threats</p>

Observation	S	NYS	Comments
			made by the partner or access to weapons in the household.
b) Fulfilled any legal and ethical requirements of a Counsellor once the level of risk has been assessed, in line with the Client Domestic Violence Policy and Procedure (Appendix G) . and explained the Domestic Violence Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	The student must advise that they will report the incident to Child Protection as their duty of care, as her baby is also at risk, explaining and following the Client Domestic Violence Policy and Procedure (Appendix F) and explained the Domestic Violence Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment.
c) Provide information and suggestions about available resources and services relevant to Emily's needs	<input type="checkbox"/>	<input type="checkbox"/>	The student provided information and suggestions about available resources and services for individuals experiencing domestic violence, including shelters, hotlines, support groups and child protection services.
Ob5. Collaboratively develop a counselling plan with Emily to address her immediate and long-term needs, as demonstrated by:			
a) Empower Emily to take personal responsibility for her and her baby's well-being, brainstorming about potential coping strategies and support networks, assisting her to set realistic goals	<input type="checkbox"/>	<input type="checkbox"/>	The student facilitated a discussion with Emily to empower her to take personal responsibility for her and her baby's well-being, brainstormed potential coping strategies and support networks, provided suggestions as needed, and assisted in creating realistic goals.
b) Providing structure and strategies to help Emily decide upon her preferred support option addressing her immediate safety needs	<input type="checkbox"/>	<input type="checkbox"/>	The student provided structure and strategies to help Emily decide upon her preferred support option addressing her immediate safety needs.
c) Facilitating a discussion about possible barriers that Emily might face and alternatives that she could pursue in this case	<input type="checkbox"/>	<input type="checkbox"/>	The student must facilitate a discussion about possible barriers Emily might face and alternatives she could pursue in this case.

Observation	S	NYS	Comments
<p>d) Agree on a suitable and practical referral service and the first steps to be taken to meet her immediate safety needs</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student must provide Emily with a suitable and practical referral service and the first steps to be taken to meet her immediate safety needs. The following list provides services that the student can consider.</p> <ul style="list-style-type: none"> • Domestic Violence Shelters: Referring Emily to local domestic violence shelters or safe houses • Social Services Agencies: Referring Emily to social services agencies or departments that specialize in assisting individuals and families experiencing domestic violence. These agencies can provide emergency assistance with housing and basic needs, access to financial resources, and support in navigating the legal system. • Family and Friends: Encouraging Emily to reach out to trusted family members, friends, or neighbours who may be able to provide temporary accommodation and support during this crisis. • Child Protective Services (CPS): In cases where Emily's baby is at risk of harm or neglect due to the domestic violence situation, referring Emily to Child Protective Services (CPS) or the equivalent child welfare agency in her area. CPS can conduct assessments, ensure the child's safety, and provide assistance with finding suitable accommodation and support services for Emily and her baby.
<p>e) Develop a Counselling plan with the client, including:</p> <ul style="list-style-type: none"> • identifying and agreeing on actions to reduce immediate danger to her and her baby • a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction 	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student:</p> <ul style="list-style-type: none"> • identified and agreed on actions to reduce immediate danger to herself and others, as well as a process to monitor and change her case plan, focusing on agreed goals, service provision, and client/stakeholder satisfaction. Working collaboratively on an Individual Counselling Plan

Observation	S	NYS	Comments
<ul style="list-style-type: none"> Used the counselling plan template 			<ul style="list-style-type: none"> used the Counselling Plan template.
f) Asking Emily to summarise the steps that she will be taking and clarify any points as needed	<input type="checkbox"/>	<input type="checkbox"/>	The student must: <ul style="list-style-type: none"> Ask Emily to summarise her steps and clarify any points as needed.
Ob6. Demonstrate appropriate counsellor behaviour, as demonstrated by:			
<ul style="list-style-type: none"> Using warm, empathetic, and professional communication skills throughout the role-play 	<input type="checkbox"/>	<input type="checkbox"/>	The student: <ul style="list-style-type: none"> displayed warm, empathetic skills when communicating with their client throughout the session used a professional manner at all times throughout the session.
<ul style="list-style-type: none"> Use the Counselling Notes Template without disrupting the flow of the client session. 			The student used the Counselling notes template without disrupting the flow of the client session.
Overall Comments for Role-Play 2:			<input type="checkbox"/>

Role-play 3: Part B: Legal and ethical requirements

Discussion and Review with Supervisor (approximately 5 minutes)

For this role-play, you will discuss and review aspects of your session with Emily, with your Supervisor, played by your Assessor.

You will need to answer the following questions verbally. Your assessor will ask each question after your client leaves the room.

Assessor instructions: The assessor must ensure the client has left the room before commencing the role play. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student's response should demonstrate the ability to reflect on their counselling skills.

Reflection Questions

1. Can you explain how you confirmed that the actions taken to address Emily's immediate safety concerns were legal, ethical, consistent with organisation policy, and met duty of care requirements?

- You must demonstrate how you confirmed that the actions taken to address Emily's immediate safety concerns were legal, ethical, consistent with organisation policy, and met duty of care requirements.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an ability to confirm the actions taken addressed Emily's immediate safety concerns and were legal, ethical, consistent with organisation policy, and met duty of care requirements.

Exemplar response: 'During the role-play with Emily, I ensured that all actions taken to address her immediate safety concerns were legal, ethical, and consistent with organization policy. I confirmed this by adhering to the guidelines outlined in our organisation's policies and procedures regarding domestic violence situations. Additionally, I prioritised Emily's safety and well-being while maintaining confidentiality and respecting her autonomy throughout the process.'

2. Discuss two (2) potential ethical issues and dilemmas you might face with Emily's situation.

- You will be required to discuss and highlight any specific areas within Anika's individualised plan that might require review or adjustment based on her current needs and circumstances.

Assessor Instructions

- You must ask the student this question.

The student must:

- Demonstrate an understanding of potential ethical issues and dilemmas with Emily's situation. Students should discuss two of the following potential dilemmas.

In Emily's situation, several potential ethical issues and dilemmas may arise for the counsellor:

Reflection Questions

- **Confidentiality vs. Safety:** One dilemma is balancing the duty to maintain client confidentiality and ensuring Emily and her baby's safety. While privacy is crucial for building trust, disclosing information about domestic violence to ensure their safety may breach confidentiality.
- **Autonomy vs. Paternalism:** Another dilemma is respecting Emily's independence and right to make decisions for herself and her child while safeguarding them from harm. Intervening too forcefully may be seen as paternalistic and infringe upon her autonomy, while not intervening enough may leave them at risk.
- **Competence and Scope of Practice:** The counsellor may face ethical issues related to their competence and scope of practice in handling domestic violence and child protection cases. Recognising one's limitations and referring clients to specialized services when necessary is essential.
- **Cultural Sensitivity:** Emily's cultural background and beliefs may influence how she perceives and responds to the situation. The counsellor must navigate these cultural differences sensitively to ensure effective support while respecting Emily's cultural values.
- **Dual Relationships:** If the counsellor has a pre-existing relationship with Emily or her family outside of the counselling context, maintaining professional boundaries may become challenging, leading to potential conflicts of interest.
- **Legal and Reporting Obligations:** The counsellor must adhere to mandatory child abuse and neglect reporting laws. However, navigating these laws while maintaining Emily's trust and confidentiality can present ethical challenges.
- **Secondary Trauma:** Engaging with clients who have experienced trauma, such as Emily, can lead to vicarious trauma or burnout for the counsellor. The counsellor must prioritise self-care and seek supervision or support to prevent ethical lapses due to burnout.

Submission instructions:

- No submission.

Observation Checklist

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Observations	S	NYS	Comments
Did the student competently demonstrate the ability to:			
Q1. Explain how they confirmed that the actions taken to address Emily's immediate safety concerns were legal, ethical, consistent with organisation policy, and met duty of care requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Explained how they confirmed that the actions taken to address Emily's immediate safety concerns were legal, ethical, consistent with organisation policy, and met duty of care requirements.
Q2. Discuss two (2) potential ethical issues and dilemmas they might face with Emily's situation.	<input type="checkbox"/>	<input type="checkbox"/>	<p>The student competently:</p> <ul style="list-style-type: none"> Discussed two (2) potential ethical issues and dilemmas they might face with Emily's situation.
Overall Comments for Role-play 3: Part B: Legal and ethical requirements			

Practical 11A

Recognise and Respond to Crisis Situations | CHCCCS019

Overview

This assessment aims to allow you to practice and demonstrate the knowledge and skills required to work effectively with a client in a crisis.

This practical assessment has three role-plays, each containing three (3) parts.

Role-play 1, 2 and 3

This practical assessment consists of **three (3) Role-plays**. They are Follow-On sessions with the clients you worked with in 10A. Each will have a Part A, Part B and Part C. You will be required to:

- **Part A** – For Part A, you will be required to Implement strategies to regularly monitor the effectiveness of the client’s plan against agreed goals, service provision and client and stakeholder satisfaction.
- **Part B** – For Part B, you will be required to write an email to your supervisor, Cindy Kas, assessing the need for changes in the case plan and developing strategies for appropriate alternatives and/or ongoing interventions.
- **Part C** - You will conduct a follow-up session with each client for Part C of your assessment. The focus of this session is to apply the strategies you proposed in Part B, assessing and addressing the need for changes in the case plan and exploring ongoing interventions.

Supporting Evidence

You will also need to submit the following with your role-play:

- Counselling Notes Template (Appendix B)
- Client Email Template (Appendix H)
- Supervisor Email Template (Appendix I)

Role-play 1 – Follow-on session with Pierre Lyman

Part A - Monitoring Case Management Effectiveness

For **Part A**, you will be required to Implement strategies to regularly monitor the effectiveness of Pierre’s plan against agreed goals, service provision and client and stakeholder satisfaction.

Specifically, you will:

1. **Write an Email:** You must write an email to Pierre, cc’ing your Supervisor, Cindy Kas, outlining how you will regularly monitor the effectiveness of case management processes. The email should include the following:
 - A greeting and introduction.
 - A clear outline of the monitoring strategies.
 - How do these strategies align with Pierre's agreed goals?
 - The method you will use for evaluating service provision.
 - How client and stakeholder satisfaction will be assessed.
 - A polite conclusion and an invitation for feedback.
2. **Incorporate Key Components:** Make sure your email includes the following key components:
 - Specific metrics or tools for measurement.
 - A schedule for regular reviews and feedback.
 - Procedures for maintaining and reporting records.
3. **Clarity and Professionalism:** Ensure the email is professional and concise. It should reflect an understanding of case management processes and demonstrate a client-centred approach.
 - Use the **Client Email Template** provided (**Appendix H**)

(Word count: approx. 300 words)

Submission instructions:

Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 1_Part A_Client Email Template

Assessor Instructions – The student must write an email to Pierre, cc’ing their Supervisor, Cindy Kas, outlining how they will regularly monitor the effectiveness of case management processes. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Subject: Strategies for Monitoring Counselling Plan

CC: Cindy Kas

Dear Pierre,

I hope this email finds you well. Following our initial session and the development of a counselling plan, I would like to outline the strategies we will implement to monitor the effectiveness of your Counselling Plan:

1. **Regular Progress Reviews:** We will schedule bi-weekly sessions to review progress against the goals set in your counselling plan. These will be opportunities to celebrate milestones and adjust the plan as necessary. These bi-weekly sessions are designed to align with the milestones we established closely, ensuring we stay on track.
2. **Feedback Mechanism:** You and relevant stakeholders will have the opportunity to provide feedback on the service provision after each session, ensuring client satisfaction is continually assessed. Service provision will be evaluated through your feedback on each session, supplemented by assessments at set intervals.
3. **Outcome Measurements:** Specific metrics tied to the goals in your plan will be used to measure outcomes. I plan to use a combination of self-assessment tools and feedback sessions. Your satisfaction with our sessions is paramount. We regularly seek your feedback and review stakeholder inputs to gauge our service's impact.
4. **Stakeholder Collaboration:** Regular check-ins with all involved parties, such as family members or other service providers, to ensure a holistic approach to your recovery.

Our primary aim is to ensure that you feel supported and that our services contribute positively to your recovery journey. I will maintain thorough records of our sessions, and feedback received and provide monthly reports summarising our findings and any recommended changes to the plan.

Please let me know if there are any additional aspects you would like to include in our monitoring strategy. Thank you for your continued collaboration. I warmly welcome any thoughts you might have on this plan.

Warm regards,

[Student's name]

Part B - Strategy for Case Plan Changes

For **Part B**, you will be required to write an email to your supervisor, Cindy Kas, assessing the need for changes in the case plan and developing strategies for appropriate alternatives and/or ongoing interventions.

Specifically, you will:

1. **Develop a Strategy Email:** Compose an email to your supervisor to develop a strategy for assessing the need for changes in Pierre's case plan. Include the following:
 - Your rationale for the need to evaluate and potentially alter the case plan.
 - A detailed description of the proposed assessment tools and interventions.
 - The process for involving Pierre and other stakeholders in decision-making.
 - Emergency protocols for high-risk situations.
2. **Detail and Justification:** Each part of your strategy should be detailed and justified with evidence or best practice guidelines.
3. **Professionalism in Communication:** Your email should be written in a professional tone, logically structured, and free from jargon unless explained.

- Use the **Supervisor Email Template** provided (**Appendix I**)

(Word count: approx. 300 words)

Submission instructions:

Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 1_Part B_ Supervisor Email Template

Assessor Instructions – The student must write an email to their supervisor, Cindy Kas, to develop a strategy to assess the need for Pierre's case plan changes. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Subject: Strategy for Assessing and Implementing Case Plan Changes

Dear Cindy,

I hope this email finds you well. After reflecting on our initial sessions and considering Pierre Lyman's counselling plan, I've identified several areas where adjustments could enhance our approach to his recovery and support. Below, I outline my rationale, proposed tools and interventions, and our collaborative decision-making process, including protocols for any emergent high-risk situations.

Rationale for Case Plan Evaluation:

Pierre has shown considerable commitment to his recovery journey, engaging actively in our sessions. Despite this, certain aspects of his situation suggest the potential for further tailored support. Specifically, his expressed anxieties about social reintegration and maintaining long-term recovery goals indicate a need for refined strategies that more closely align with his evolving preferences and challenges.

Proposed Assessment Tools and Interventions:

1. **Assessment Tools:** To gain deeper insights into Pierre's current state, I suggest incorporating the Generalized Anxiety Disorder 7-item (GAD-7) scale alongside our ongoing assessments. This will help us monitor his anxiety levels with specificity and adjust our interventions accordingly.
2. **Interventions:** Based on Pierre's feedback, integrating group therapy sessions focused on social skills and resilience building could be immensely beneficial. Additionally, exploring a more structured approach to goal setting, possibly through introducing a solution-focused brief therapy model, could empower Pierre to navigate challenges more independently.

Involving clients and Stakeholders in Decision-Making:

Pierre's active participation in his recovery plan is paramount. During our next session, I will present these proposed changes, ensuring his feedback and preferences guide our course. Moreover, coordinating a multidisciplinary meeting with other service providers involved in Pierre's care—such as his case manager and relevant specialists—will ensure a unified approach to his support system.

Emergency Protocols for High-Risk Situations:

Recognizing the complexity of Pierre's situation, maintaining a clear and immediate protocol for potential crises is essential. Should Pierre experience significant distress, an expedited referral to our acute response team will be initiated. Ongoing risk assessments aimed at early detection and intervention will be a staple of our sessions.

Detail and Justification:

The proposed adjustments are rooted in evidence-based practice, tailored to address Pierre's specific needs and support his autonomy in recovery. Including individual and group interventions is designed to provide a balanced approach to therapy, fostering both personal growth and social integration.

Conclusion:

Adapting Pierre's counselling plan in line with these considerations promises to support his journey toward recovery and empowerment more effectively. I look forward to discussing these proposals with you and integrating your insights.

Kind regards,

[Student's name]

Part C - Role-Play Strategy Implementation

Role-play a follow-up counselling session with a client in crisis (approximately 10 minutes)

For Part C of your assessment, you will conduct a follow-up session with Pierre Lyman. The focus of this session is to apply the strategies you proposed in Part B, assessing and addressing the need for changes in the case plan and exploring ongoing interventions.

You will need to demonstrate your ability to be responsive to Pierre's feedback, facilitate his involvement in revisiting and potentially revising his individualised plan, and ensure that any changes are aligned with his long-term recovery goals.

This session will be an opportunity to exhibit your counselling skills, your understanding of Pierre's needs, and your capacity to work collaboratively with him to foster his autonomy and empowerment in the counselling process. Remember to maintain a respectful and supportive approach, keeping Pierre's preferences and self-defined goals at the forefront of the session.

Specifically, you will:

Prepare for the Role-Play: Rehearse how you would use the **strategy from Part B** in a session with Pierre.

- 1. Greet the client and continue to build rapport.**
- 2. Begin reviewing the Individualised Plan.**
 - Consider what questions you will ask to assess Pierre's current state and his feedback on the service provided.
- 3. Discuss and negotiate the application of strategies for Pierre's Plan.**
 - Consider how you will present and negotiate any changes in the plan.
 - Consider how you explain and ensure Pierre understands any new interventions or assessment tools.

4. Use collaboration techniques and a client-centred approach to discuss changes.

- Consider the methods to ensure Pierre feels heard and empowered to self-direct his recovery.
- Actively engage with Pierre, demonstrating empathy and active listening.

5. Implement techniques for goal setting, including planning emergency protocols and risk management.

- Ensure the conversation is collaborative, with Pierre's input central to any changes.
- Be ready to adapt your strategies based on the feedback from Pierre's responses.

6. Conduct an appropriate closure of the session.

- Use the **Counselling Notes Template (Appendix B)** to record your conversation and any changes to the plan.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions below.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role play/meeting.

To inform consent, peers must state their name and job title at the start of the role play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Pierre)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of Pierre are included in the **Briefing Pierre 11A (Appendix F pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Notes Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Part C_Role-play 1 Template

Observation Checklist

Note: The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Role-Play 1 with Pierre Q1. Did the student demonstrate an ability to competently conduct a follow-on session with Pierre, addressing the need for changes in the case plan and exploring ongoing interventions? Specifically, did the student demonstrate an ability to competently:	Satisfactory		Comments
	Yes	No	
Ob1. Greet the client and build rapport, as demonstrated by:			
a) Greeting the client by name and welcoming them			The student greeted Pierre by name and welcomed him. For example: “Hi Pierre. Welcome back; how are you today?”
b) Engaging in appropriate small talk to help the client feel comfortable			The student made some brief small talk to let the client settle in and make Pierre comfortable. For example: “I hope you found parking easy today.”

c) Using appropriate communication skills to respond to the client			The student must use appropriate counselling communication skills to respond to the client.
Ob2. Began reviewing the Individualised Plan, as demonstrated by:			
a) accurately recalled key elements of Pierre's individualised plan.			The student accurately recalled key elements of Pierre's individualised plan.
b) checked Pierre's understanding and feelings about the current plan.			The student checked Pierre's understanding and feelings about the current plan.
c) demonstrated flexibility in responding to Pierre's feedback.			The student demonstrated flexibility in responding to Pierre's feedback.
Ob3. Discussed the application of strategies, as demonstrated by:			
a) clearly explained the strategies for assessing the need for changes.			The student clearly explained the strategies for assessing the need for changes.
b) involve Pierre in the decision-making process.			The student involved Pierre in the decision-making process.
c) providing clear explanations of any new interventions or tools.			The student provided clear explanations of any new interventions or tools.
Ob4. The student used collaboration techniques and a client-centred approach to discuss changes, as demonstrated by:			
a) actively sought Pierre's input and preferences.			The student actively sought Pierre's input and preferences.
b) prioritised Pierre's autonomy in directing his recovery.			The student prioritised Pierre's autonomy in directing his recovery.
c) collaboratively developed or adjusted the counselling plan.			The student collaboratively developed or adjusted the counselling plan.

d) adapted strategies based on Pierre's immediate feedback, recognising and validating Pierre's emotions and reactions			The student adapted strategies based on Pierre's immediate feedback, which recognised and validated Pierre's emotions and reactions.
Ob5. The student implemented techniques for goal setting, including planning emergency protocols and risk management, as demonstrated by:			
a) discussed realistic and achievable goals with Pierre.			The student discussed realistic and achievable goals with Pierre.
b) helped Pierre outline steps toward these goals.			The student helped Pierre outline steps toward these goals.
c) considered the implications of changes to the plan.			The student considered the implications of changes to the plan.
d) ensured Pierre understood how to proceed in high-risk situations.			The student ensured Pierre understood how to proceed in high-risk situations.
e) reassured Pierre of the support available to him.			The student reassured Pierre of the support available to him.
Ob6. The student conducted an appropriate closure of the session, demonstrated by:			
a) summarised the key points discussed during the session.			The student summarized the key points discussed during the session.
b) outlined the next steps and scheduled follow-up.			The student outlined the next steps and scheduled follow-up.
c) used the counselling notes template to record changes to his plan.			The student used the counselling notes template to update changes to his plan.
Overall Comments for Role-Play 1:			

Role-play 2 – Follow-on session with Anika Gupta

Part A - Monitoring Case Management Effectiveness

For **Part A**, you will be required to Implement strategies to regularly monitor the effectiveness of Anika’s plan against agreed goals, service provision and client and stakeholder satisfaction.

Specifically, you will:

4. **Write an Email:** You must write an email to Anika, cc’ing your Supervisor, Cindy Kas, outlining how you will regularly monitor the effectiveness of case management processes. The email should include the following:
 - A greeting and introduction.
 - A clear outline of the monitoring strategies.
 - How do these strategies align with Anika's agreed goals?
 - The method you will use for evaluating service provision.
 - How client and stakeholder satisfaction will be assessed.
 - A polite conclusion and an invitation for feedback.
5. **Incorporate Key Components:** Make sure your email includes the following key components:
 - Specific metrics or tools for measurement.
 - A schedule for regular reviews and feedback.
 - Procedures for maintaining and reporting records.
6. **Clarity and Professionalism:** Ensure the email is professional and concise. It should reflect an understanding of case management processes and demonstrate a client-centred approach.
 - Use the **Client Email Template** provided (**Appendix H**)

(Word count: approx. 300 words)

Submission instructions:

Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 2_Part A_ Email 1 Template

Assessor Instructions – The student must write an email to Anika, cc’ing their Supervisor, Cindy Kas, outlining how they will regularly monitor the effectiveness of case management processes. An exemplary response has been provided. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Subject: Strategies for Monitoring Counselling Plan

CC: Cindy Kas

Dear Anika,

I hope this message finds you well. Following our initial session and the development of a counselling plan, I would like to outline the strategies we will implement to monitor the effectiveness of your Counselling Plan:

1. **Regular Progress Reviews:** We will schedule bi-weekly sessions to review progress against the goals set in your individualised plan. These will be opportunities to celebrate milestones and adjust the plan as necessary. These strategies are designed to support the goals we discussed; by tracking your progress in the educational programs, we can adjust our support to better suit your learning and development needs.
2. **Feedback Mechanism:** You and relevant stakeholders will have the opportunity to provide feedback on the service provision after each session, ensuring client satisfaction is continually assessed. Service provision will be evaluated through your feedback on each session, supplemented by assessments at set intervals.
3. **Outcome Measurements:** Specific metrics tied to the goals in the individualised plan will be used to measure outcomes. We'll use a simple feedback form after each session so you can share your thoughts. This will allow us to evaluate the effectiveness of our sessions and make any necessary adjustments to meet your needs better.
4. **Stakeholder Collaboration:** Regular check-ins with all involved parties, such as family members or other service providers, to ensure a holistic approach to your recovery.

I genuinely believe that open communication and regular feedback are key to ensuring that our support is as effective and empowering as possible. Please feel free to share any thoughts or concerns about this plan now or as we move forward.

Warm regards,

[Student's name]

Part B - Strategy for Case Plan Changes

For **Part B**, you will be required to write an email to your supervisor, Cindy Kas, assessing the need for changes in the case plan and developing strategies for appropriate alternatives and/or ongoing interventions.

Specifically, you will:

4. **Develop a Strategy Email:** Compose an email to your supervisor to develop a strategy for assessing the need for changes in Anika's case plan. Include the following:
 - Your rationale for the need to evaluate and potentially alter the case plan.
 - A detailed description of the proposed assessment tools and interventions.
 - The process for involving Anika and other stakeholders in decision-making.
 - Emergency protocols for high-risk situations.
5. **Detail and Justification:** Each part of your strategy should be detailed and justified with evidence or best practice guidelines.
6. **Professionalism in Communication:** Your email should be written in a professional tone, logically structured, and free from jargon unless explained.

- Use the **Supervisor Email Template** provided (**Appendix I**)

(Word count: approx. 300 words)

Submission instructions:

Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 2_Part B_Supervisor Email Template

Assessor Instructions – The student must write an email to their supervisor, Cindy Kas, to develop a strategy to assess the need for Anika's case plan changes. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Email to Supervisor:

Subject: Strategy for Assessing and Implementing Case Plan Changes

Dear Cindy,

I hope this email finds you well. Given her progress and recent interactions, I'm writing to discuss potential adjustments to Anika Gupta's current case plan. Below, I outline my rationale, proposed assessment tools and interventions, our decision-making process, and emergency protocols.

Rationale for Case Plan Evaluation:

Anika has shown significant progress since her diagnosis of schizophrenia nine months ago. However, her recent quiet demeanour in group sessions suggests underlying issues that our current plan might not fully address. Re-evaluating our approach could provide her with more tailored support, enhancing her empowerment and recovery journey.

Proposed Assessment Tools and Interventions:

Considering Anika's interest in developing employability skills, integrating more focused vocational counselling could significantly benefit her. Additionally, incorporating Cognitive Behavioral Therapy (CBT) sessions can help address any underlying anxiety or depressive symptoms that may be influencing her recent behaviour.

Involving Anika and Stakeholders in Decision-Making:

Engagement with Anika in the planning process is crucial. I plan to discuss these proposed changes with her directly, ensuring her preferences and concerns are central to any adjustments. Furthermore, I suggest a meeting with other key stakeholders in her care, including family members and our educational coordinator, to ensure a holistic approach to her support system.

Emergency Protocols for High-Risk Situations:

While Anika's symptoms are currently under control, having a clear protocol for high-risk situations is essential. Should she experience a crisis, an immediate referral to our acute response team and a review of her medication and therapy support will be actioned. Continual risk assessments during our sessions will also help in the early identification of any distress signs.

Detail and Justification:

The proposed tools and interventions are evidence-based, aiming to provide a comprehensive understanding of Anika's needs and to support her recovery. Involvement of Anika and stakeholders ensures our approach remains person-centred, while the emergency protocol provides a safety net for her well-being.

Conclusion:

I believe these adjustments will better align with Anika's current needs and recovery goals. I am keen to hear your thoughts on this strategy and any further insights you might have.

Kind regards,

[Student's name]

Part C - Role-Play Strategy Implementation

Role-play a follow-up counselling session with a client in crisis (approximately 10 minutes)

For Part C of your assessment, you will conduct a follow-up session with Anika Gupta. The focus of this session is to apply the strategies you proposed in Part B, assessing and addressing the need for changes in the case plan and exploring ongoing interventions.

You will need to demonstrate your ability to be responsive to Anika's feedback, facilitate his involvement in revisiting and potentially revising his individualised plan, and ensure that any changes are aligned with his long-term recovery goals.

This session will be an opportunity to exhibit your counselling skills, your understanding of Anika's needs, and your capacity to work collaboratively with him to foster his autonomy and empowerment in the counselling process. Remember to maintain a respectful and supportive approach, keeping Anika's preferences and self-defined goals at the forefront of the session.

Specifically, you will:

Prepare for the Role-Play: Rehearse how you would use the **strategy from Part B** in a session with Anika.

- 1. Greet the client and continue to build rapport.**
- 2. Begin reviewing the Individualised Plan.**
 - a. Consider what questions you will ask to assess Anika's current state and his feedback on the service provided.
- 3. Discuss and negotiate the application of strategies for Anika's Plan.**
 - a. Consider how you will present and negotiate any changes in the plan.
 - b. Consider how you explain and ensure Pierre understands any new interventions or assessment tools.
- 4. Use collaboration techniques and a client-centred approach to discuss changes.**
 - a. Consider the methods to ensure Anika feels heard and empowered to self-direct his recovery.
 - b. Actively engage with Anika, demonstrating empathy and active listening.

5. Implement techniques for goal setting, including planning emergency protocols and risk management.

- a. Ensure the conversation is collaborative, with Anika's input central to any changes.
- b. Be ready to adapt your strategies based on the feedback from Anika's responses.

6. Conduct an appropriate closure of the session.

- Use the **Counselling Notes Template (Appendix B)** to record your conversation and any changes to the plan.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions below.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role play/meeting.

To inform consent, peers must state their name and job title at the start of the role play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Anika)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of Pierre are included in the **Briefing Anika 11A (Appendix G pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Notes Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Part C_Role-play 2 Template

Observation Checklist

Note: The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

Role-Play 1 with Pierre Q1. Did the student demonstrate an ability to competently conduct a follow-on session with Pierre, addressing the need for changes in the case plan and exploring ongoing interventions? Specifically, did the student demonstrate an ability to competently:	Satisfactory		Comments
	Yes	No	
Ob1. Greet the client and build rapport, as demonstrated by:			
a) Greeting the client by name and welcoming them			The student greeted Anika by name and welcomed him. For example: “Hi, Anika. Welcome back; how are you today?”
b) Engaging in appropriate small talk to help the client feel comfortable			The student made some brief small talk to let the client settle in and make Anika comfortable. For example: “I hope you found parking easy today.”
c) Using appropriate communication skills to respond to the client			The student must use appropriate counselling communication skills to respond to the client.
Ob2. Began reviewing the			

Individualised Plan, as demonstrated by:			
a) accurately recalled key elements of Anika's counselling plan.			The student accurately recalled key elements of Anika's counselling plan.
b) checked Anika's understanding and feelings about the current plan.			The student checked Anika's understanding and feelings about the current plan.
c) demonstrated flexibility in responding to Anika's feedback.			The student demonstrated flexibility in responding to Anika's feedback.
Ob3. Discussed the application of strategies, as demonstrated by:			
a) clearly explained the strategies for assessing the need for changes.			The student clearly explained the strategies for assessing the need for changes.
b) involve Anika in the decision-making process.			The student involved Anika in the decision-making process.
c) providing clear explanations of any new interventions or tools.			The student provided clear explanations of any new interventions or tools.
Ob4. The student used collaboration techniques and a client-centred approach to discuss changes, as demonstrated by:			
a) actively sought Anika's input and preferences.			The student actively sought Anika's input and preferences.
b) prioritised Anika's autonomy in directing his recovery.			The student prioritised Anika's autonomy in directing his recovery.
c) collaboratively developed or adjusted the counselling plan.			The student collaboratively developed or adjusted the counselling plan.
d) adapted strategies based on Anika's immediate feedback, recognising and validating Anika's emotions and reactions			The student adapted strategies based on Anika's immediate feedback, which recognised and validated Anika's emotions and reactions.

Ob5. The student implemented techniques for goal setting, including planning emergency protocols and risk management, as demonstrated by:		
a) discussed realistic and achievable goals with Anika.		The student discussed realistic and achievable goals with Anika.
b) helped Anika outline steps toward these goals.		The student helped Anika outline steps toward these goals.
c) considered the implications of changes to the plan.		The student considered the implications of changes to the plan.
d) ensured Anika understood how to proceed in high-risk situations.		The student ensured Anika understood how to proceed in high-risk situations.
e) reassured Anika of the support available to her.		The student reassured Anika of the support available to her.
Ob6. The student conducted an appropriate closure of the session, demonstrated by:		
a) summarised the key points discussed during the session.		The student summarized the key points discussed during the session.
b) outlined the next steps and scheduled follow-up.		The student outlined the next steps and scheduled follow-up.
c) Used the counselling notes template to record changes to his plan.		The student used the counselling notes template to update changes to her plan.
Overall Comments for Role-Play 2:		

Role-play 3 – Follow-on session with Christine Baker

Part A - Monitoring Case Management Effectiveness

For **Part A**, you must implement strategies to regularly monitor the effectiveness of Christine's counselling plan against agreed goals, service provision and client and stakeholder satisfaction.

Specifically, you will:

7. **Write an Email:** You must write an email to Christine, cc'ing your Supervisor, Cindy Kas, outlining how you will regularly monitor the effectiveness of case management processes. The email should include the following:
 - A greeting and introduction.
 - A clear outline of the monitoring strategies.
 - How do these strategies align with Christine's agreed goals?
 - The method you will use for evaluating service provision.
 - How client and stakeholder satisfaction will be assessed.
 - A polite conclusion and an invitation for feedback.
8. **Incorporate Key Components:** Make sure your email includes the following key components:
 - Specific metrics or tools for measurement.
 - A schedule for regular reviews and feedback.
 - Procedures for maintaining and reporting records.
9. **Clarity and Professionalism:** Ensure the email is professional and concise. It should reflect an understanding of case management processes and demonstrate a client-centred approach.
 - Use the **Client Email Template** provided (**Appendix H**)

(Word count: approx. 300 words)

Submission instructions:

Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 3_Part A_Client Email Template

Assessor Instructions – The student must write an email to Anika, cc'ing their Supervisor, Cindy Kas, outlining how they will regularly monitor the effectiveness of case management processes. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Subject: Strategies for Monitoring Counselling Plan

CC: Cindy Kas

Dear Christine,

I hope this message finds you in good spirits. Following our recent sessions and in light of the complex feelings of loss and betrayal you've been navigating, I've put together a plan to closely monitor and support your counselling journey with us at Wellness Counselling Centre.

1. **Regular Progress Reviews:** We'll continue with our scheduled bi-weekly sessions, which serve as a cornerstone for assessing your progress. These meetings are for tracking advancements and acknowledging your resilience and any shifts in your feelings or perspectives. Your journey is unique, and these reviews allow us to tailor our approach to fit your evolving needs.
2. **Feedback Mechanism:** Your insights into our sessions are invaluable. After each meeting, I'll ask for your feedback to help us ensure the counselling service remains aligned with your expectations and contributes positively to your healing process. This feedback, combined with specific outcome measurements related to your set goals, enables us to maintain a high standard of care.
3. **Outcome Measurements:** We'll employ specific, meaningful metrics tied directly to the objectives we've outlined in your counselling plan. These may include self-assessment tools and reflective exercises to give insight into your emotional state and progress. Your active participation in this process is crucial for its success.
4. **Stakeholder Collaboration:** While maintaining confidentiality and with your consent, we may engage with relevant parties (e.g., family members or healthcare providers) to support your recovery holistically. This collaborative approach ensures that your support system is cohesive and fully informed.

Your safety and well-being are our utmost priority, and we're prepared to take appropriate actions to support you during times of crisis, which align with our established policies and procedures. We aim to offer you a supportive and understanding space where you feel heard and empowered to navigate this challenging period. I'm here to work alongside you, adapting our approach to best meet your needs.

Please feel free to share any thoughts or concerns about this plan or anything else you believe is important for us to consider. Your feedback is crucial in shaping the path forward.

I look forward to our continued work together and support you in every way possible.

Warm regards,

[Student's name]

Part B - Strategy for Case Plan Changes

For **Part B**, you will be required to write an email to your supervisor, Cindy Kas, assessing the need for changes in the case plan and developing strategies for appropriate alternatives and/or ongoing interventions.

Specifically, you will:

7. **Develop a Strategy Email:** Compose an email to your supervisor to develop a strategy for assessing the need for changes in Anika's case plan. Include the following:
 - Your rationale for the need to evaluate and potentially alter the case plan.
 - A detailed description of the proposed assessment tools and interventions.
 - The process for involving Anika and other stakeholders in decision-making.
 - Emergency protocols for high-risk situations.

8. **Detail and Justification:** Each part of your strategy should be detailed and justified with evidence or best practice guidelines.
 9. **Professionalism in Communication:** Your email should be written in a professional tone, logically structured, and free from jargon unless explained.
- Use the **Client Email Template** provided (**Appendix I**)

(Word count: approx. 300 words)

Submission instructions:

Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 2_Part B_Supervisor Email Template

Assessor Instructions – The student must write an email to their supervisor, Cindy Kas, to develop a strategy to assess the need for Anika's case plan changes. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Email to Supervisor:

Subject: Strategy for Assessing and Implementing Case Plan Changes

Dear Cindy,

I hope this message finds you well. I am reaching out to discuss Christine Baker's current situation and the need for potential adjustments to her case plan following our recent sessions. Below, I detail my rationale, propose new assessment tools and interventions, outline our decision-making process, and describe emergency protocols.

Rationale for Case Plan Evaluation:

Christine has been working with us to address feelings of loss and betrayal stemming from her partner's infidelity. Recently, I've observed a significant change in her demeanour and presentation, suggesting a deepening of her crisis, which our current plan might not fully address. Re-evaluating our approach could provide Christine with more nuanced support, directly addressing her acute distress and aiding in her recovery process.

Proposed Assessment Tools and Interventions:

Given the complexity of Christine's emotional state, I propose the following adjustments:

- **Psychological Assessments:** Introduction of the Beck Depression Inventory (BDI) to regularly monitor Christine's depressive symptoms, complementing our existing assessments.
- **Therapeutic Interventions:** Considering the escalation of Christine's crisis, immediate implementation of intensive individual therapy sessions focusing on crisis management and coping strategies is recommended. Furthermore, exploring the integration of a support group for individuals who have experienced similar types of betrayal and loss might provide her with additional perspectives and coping mechanisms.

Involving Christine and Stakeholders in Decision-Making:

Christine's engagement in revising her case plan is crucial. In our next session, I plan to introduce these changes, emphasizing her autonomy and preferences in shaping her recovery journey. Additionally, with Christine's consent, a collaborative approach involving key stakeholders, including family members, will ensure a supportive environment conducive to her recovery.

Emergency Protocols for High-Risk Situations:

Christine's recent presentation raises concerns about her risk of self-harm or worsening mental health state. Familiarity with our organization's Client Suicide and Self-harm Policy and Procedure is paramount, and I will ensure immediate action in line with these protocols if signs of acute risk are observed. This includes facilitating access to our acute response team and continuously assessing her safety.

Detail and Justification:

The suggested tools and interventions are grounded in evidence-based practices to provide Christine with a comprehensive and responsive support system. The emphasis on her involvement and the incorporation of emergency protocols underscore our commitment to her safety and empowerment.

Conclusion:

Adjusting Christine's counselling plan in response to her evolving needs and current crisis is imperative for her continued recovery. I look forward to your insights on this proposed strategy and any additional recommendations you might have.

Kind regards,

[Student's name]

Part C - Role-Play Strategy Implementation

Role-play a follow-up counselling session with a client in crisis (approximately 10 minutes)

For Part C of your assessment, you will conduct a follow-up session with Christine Baker. The focus of this session is to **apply the strategies you proposed in Part B**, assessing and addressing the need for changes in the case plan and exploring ongoing interventions.

You will need to demonstrate your ability to be responsive to Christine's feedback, facilitate his involvement in revisiting and potentially revising his individualised plan, and ensure that any changes are aligned with his long-term recovery goals.

This session will be an opportunity to exhibit your counselling skills, your understanding of Christine's needs, and your capacity to work collaboratively with him to foster her autonomy and empowerment in the counselling process. Remember to maintain a respectful and supportive approach, keeping Christine's preferences and self-defined goals at the forefront of the session.

Specifically, you will:

Prepare for the Role-Play: Rehearse how you would use the **strategy from Part B** in a session with Christine.

7. Greet the client and continue to build rapport.

8. Begin reviewing the Individualised Plan.

- Consider what questions you will ask to assess Christine's current state and his feedback on the service provided.

9. Discuss and negotiate the application of strategies for Chrstine's Plan.

- Consider how you will present and negotiate any changes in the plan.
- Consider how you explain and ensure Christine understands any new interventions or assessment tools.

10. Use collaboration techniques and a client-centred approach to discuss changes.

- Consider the methods to ensure Christine feels heard and empowered to self-direct her recovery.
- Actively engage with Christine, demonstrating empathy and active listening.

11. Implement techniques for goal setting, including planning emergency protocols and risk management.

- Ensure the conversation is collaborative, with Christine's input central to any changes.
- Be ready to adapt your strategies based on the feedback from Christine's responses.

12. Conduct an appropriate closure of the session.

- Use the **Counselling Notes Template (Appendix B)** to record your conversation and any changes to the plan.

Assessor instructions: Students must participate in a role-play with one (1) other following the role-play instructions below.

Role-play Instructions

In this task, you will participate in a role/play meeting with one (1) other. These may be sourced using one of the following options:

- Peers with whom you are already working within your qualification's industry.
- Fellow students who will play the role of the stakeholders. Please contact your fellow students via the Discussion Forum and coordinate your role-play with them directly.

The role play/meeting must not exceed 15 minutes and must address all elements of the Student Instructions and Key Observation Criteria.

You and your client must be physically present in the same room. Private online sessions must clearly show the student and volunteer in the same room.

If you are unable to find participants to play the role of the client, contact your assessor via the Discussion Forum, who will discuss options for pairing up with other students to complete this task.

Option 1: Peer participants

Should you complete this task with your peers, you must fully brief all participants, providing them with the context of the role play/meeting, a role outline to play, and a copy of the Student Instructions and Key Observation Criteria only so that they can prepare for the role play/meeting.

To inform consent, peers must state their name and job title at the start of the role play/meeting.

Option 2: Fellow student participants

Fellow students participating in the role-play/meeting must be provided context to their roles and responsibilities in the session. They must have reviewed the assessment activity, Student Instructions, and Key Observation Criteria to prepare for the role-play/meeting.

Students must state their name and that they are a student (as their job title) at the start of the role play/meeting to inform consent.

Information for the volunteer (Christine)

Instructions for the volunteer who will be helping you with your role-play by acting in the role of Pierre are included in the **Briefing Christine 11A (Appendix H pdf)**, which is only available to your assessor. Ask your assessor to provide the briefing to the volunteer before you begin. You must ensure your volunteer thoroughly reads this information before beginning your practical assessment.

Submission instructions:

Submit your completed Counselling Notes Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Part C_Role-play 3 Template

Observation Checklist

Note: The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate the result as Satisfactory (S) or Not Yet Satisfactory (NYS)

<p>Role-Play 3 with Christine</p> <p>Q1. Did the student demonstrate an ability to competently conduct a follow-on session with Christine, addressing the need for changes in the case plan and exploring ongoing interventions?</p> <p>Specifically, did the student demonstrate an ability to competently:</p>	Satisfactory		Comments
	Yes	No	

Ob1. Greet the client and build rapport, as demonstrated by:		
a) Greeting the client by name and welcoming them		<p>The student greeted Christine by name and welcomed him.</p> <p>For example: "Hi, Christine. Welcome back; how are you today?"</p>
b) Engaging in appropriate small talk to help the client feel comfortable		<p>The student made some brief small talk to let the client settle in and make Christine comfortable.</p> <p>For example: "I hope you found parking easy today."</p>
c) Using appropriate communication skills to respond to the client		<p>The student must use appropriate counselling communication skills to respond to the client.</p>
Ob2. Began reviewing the Individualised Plan, as demonstrated by:		
a) accurately recalled key elements of Christine's counselling plan.		<p>The student accurately recalled key elements of Christine's counselling plan.</p>
b) checked Christine's understanding and feelings about the current plan.		<p>The student checked Christine's understanding and feelings about the current plan.</p>
c) demonstrated flexibility in responding to Christine's feedback.		<p>The student demonstrated flexibility in responding to Christine's feedback.</p>
Ob3. Discussed the application of strategies, as demonstrated by:		
a) clearly explained the strategies for assessing the need for changes.		<p>The student clearly explained the strategies for assessing the need for changes.</p>
b) involve Christine in the decision-making process.		<p>The student involved Christine in the decision-making process.</p>
c) providing clear explanations of any new interventions or tools.		<p>The student provided clear explanations of any new interventions or tools.</p>

Ob4. The student used collaboration techniques and a client-centred approach to discuss changes, as demonstrated by:			
a) actively sought Christine's input and preferences.			The student actively sought Christine's input and preferences.
b) prioritised Christine's autonomy in directing his recovery.			The student prioritised Christine's autonomy in directing her recovery.
c) collaboratively developed or adjusted the counselling plan.			The student collaboratively developed or adjusted the counselling plan.
d) adapted strategies based on Christine's immediate feedback, recognising and validating Christine's emotions and reactions			The student adapted strategies based on Christine's immediate feedback, which recognised and validated Christine's emotions and reactions.
Ob5. The student implemented techniques for goal setting, including planning emergency protocols and risk management, as demonstrated by:			
a) discussed realistic and achievable goals with Christine.			The student discussed realistic and achievable goals with Christine.
b) helped Christine outline steps toward these goals.			The student helped Christine outline steps toward these goals.
c) considered the implications of changes to the plan.			The student considered the implications of changes to the plan.
d) ensured Christine understood how to proceed in high-risk situations.			The student ensured Christine understood how to proceed in high-risk situations.
e) reassured Christine of the support available to her.			The student reassured Christine of the support available to her.
Ob6. The student conducted an appropriate closure of the session, demonstrated by:			
a) summarised the key points discussed during the session.			The student summarized the key points discussed during the session.
b) outlined the next steps and scheduled follow-up.			The student outlined the next steps and scheduled follow-up.

c) Used the counselling notes template to record changes to his plan.			The student used the counselling notes template to update changes to her plan.
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Overall Comments for Role-Play 3:

Instructions for Your Private Online Assessment

You must ensure that all relevant facilities (for example, internet connection, webcam, etc.) are ready at the scheduled assessment time. You are responsible for ensuring that your internet connection is sufficient to support the duration of the session.

Additionally, you must ensure that your webcam and microphone can be set up so that the assessor can view and hear you and your volunteer during the role-play. If the sound or picture is too poor a quality for the assessor to assess the role-play adequately, you must repeat the assessment.

Note: At least one adult volunteer must be physically present (face-to-face) during your assessment to act as the client. If you do not have another adult available, you cannot complete your assessment.

The table below provides a brief overview of what will occur and what you will be required to do during your assessment session.

Activity	Approximate Duration
General introductions and assessor sighting of student identification.	2 - 5 mins
The assessor will facilitate a discussion of relevant theoretical content and a discussion of the practical assessment. The student will be given an opportunity to ask questions and clarify their understanding of any points.	15 - 30 mins
The assessor will facilitate a discussion of the practical assessments. The student will be given an opportunity to ask questions and clarify their understanding of what is required.	15 - 20 mins
The student will be given the opportunity to practice their role-plays. The assessor will provide feedback and suggest areas for improvement.	20 - 30 mins
Formal assessment	25 mins
The assessor will provide feedback to the student.	5 - 10 mins

Assessor Instructions:

You must ensure that you have read through all unit resources and student instructions and thoroughly understand the requirements for this practical assessment.

Students have been instructed to ensure that they have another adult present to act as a client for their role-play. If the student does not have a “client,” then the assessment cannot be conducted – assessors **cannot** act as the “client.”

The following table provides a guide for facilitating this assessment session. However, every student will be different, and the time you spend on each section will likely change based on the student’s needs (this should be used as a guide only).

Activity	Approximate Duration
Introduce yourself and make some general small talk about making the student comfortable and defusing their nerves.	2-5 mins
<p><i>The assessor will facilitate a discussion of relevant theoretical content as well as a discussion of the practical content. The student will be given an opportunity to ask questions and clarify their understanding of any points.</i></p> <p>This discussion is designed to cement the student’s understanding of the theoretical content covered in this unit and allow the student to have any questions answered. Remember, the student has learned the material in this Block – you are not required to re-teach them the fundamental concepts. Instead, this discussion allows the student to talk through their understanding of the topics (which facilitates learning).</p> <p>You should use a combination of information-giving, questioning, and instructive feedback during this discussion (for example, it should not solely consist of you asking questions and the student giving answers, nor should it solely consist of giving the student a mini-lecture).</p> <p>Essentially, this part of the session should be in the form of an interactive tutorial-style discussion. Throughout this discussion, you must correct any misconceptions the student may have, answer any questions the student might pose, and provide the student with any relevant additional information that may facilitate their understanding of any key discussion points.</p>	15 - 30 mins
<p><i>The student will be given the opportunity to practice their role-play. The assessor will provide feedback and suggest areas for improvement.</i></p> <p>You should discuss exactly what is required from the student during the practical assessment. You should use the assessment instructions to guide your discussion (this will ensure that you cover every point).</p> <p>Answer all student questions.</p> <p>Ensure that the “client” understands what they must do and how they should act during the role-play. Ensure that the “client” knows what role they intend to play.</p>	15-20 mins

Activity	Approximate Duration
<p><i>Formal Assessment</i></p> <p>The student will complete the role-play. You must:</p> <ul style="list-style-type: none"> Carefully observe the student’s role-play and mark them as ‘competent’ or ‘not yet competent’ on all aspects of the Observation Checklists. If applicable, have the student complete Part B: Reflection on the role-play immediately after their role-play. You may prompt students with questions as needed. Students should be marked competent in this section as long as they can demonstrate that they can critically reflect upon their work with the client about each point in Part B: Reflection. Students who successfully demonstrate all criteria listed on the Observation Checklists will be marked ‘Competent’ overall. Students who do not successfully demonstrate all of the criteria on the Observation Checklists will be marked ‘Not Yet Competent’ (NYC) overall. If time permits, any NYC student should be allowed to repeat the role-play (after constructive feedback is given). If that is not possible, or if the student is still NYC following a second attempt, students will be required to contact Student Support to discuss options for re-assessment. 	<p>25 mins</p>
<p><i>The assessor will provide feedback to the student.</i></p> <ul style="list-style-type: none"> Provide the student with feedback on their performance, strengths, and opportunities for improvement. 	<p>5-10 mins</p>

Submission Instructions

All students must submit the same documents.

Instructions are outlined at the end of each assessment task and are summarised as follows:

Practical 9A

Role Play 1: Part A Submission instructions

- Submit the Counselling Contract and Agreement Form, Counselling Notes Template and Counselling Plan Template as one PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 3_04_9A_Role Play 1 Templates

Role-play 1: Part B submission instructions

- No submission

Role Play 2: Part A Submission instructions

- Submit the Counselling Notes Template as a PDF file using the following naming convention: yy_mm_dd_yourname_Practical Block 3_04_9A_Role Play 2 Template

Role-play 2: Part B submission instructions:

- No submission

Practical 10A

Role-play 1: Part A submission instructions

Submit your completed Counselling Notes Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_10A_Part A_Role-play 1 Template

Role-play 1: Part B submission instructions

- No submission

Role-play 2: Part A submission instructions

- Submit your completed Counselling Notes Template, Counselling Plan template and Signed Agreement Form as one PDF file using the following naming convention:
- yy_mm_dd_your name_Practical Block 3_10A_Part A_Role-play 2 Templates

Role-play 2: Part B submission instructions

- No submission

Role-play 3: Part A submission instructions

- Submit your completed Counselling Notes Template, Counselling Plan template and Signed Agreement Form as one PDF file using the following naming convention:
- yy_mm_dd_your name_Practical Block 3_10A_Part A_Role-play 3 Templates

Role-play 3: Part B submission instructions

- No submission

Practical 11A

Role-play 1:

Part A submission instructions

- Submit your completed Email Template as a PDF file using the following naming convention:
yy_mm_dd_your name_Practical Block 3_11A_Role-Play 1_Part A_Client Email Template

Part B submission instructions

- Submit your completed Email Template as a PDF file using the following naming convention:
yy_mm_dd_your name_Practical Block 3_11A_Role-Play 1_Part B_Supervisor Email Template

Part C submission instructions

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention:
yy_mm_dd_your name_Practical Block 3_11A_Role-play 1_Part C_Role-play 2 Template

Role-play 2: Part A submission instructions

Part A submission instructions

- Submit your completed Email Template as a PDF file using the following naming convention:
yy_mm_dd_your name_Practical Block 3_11A_Role-Play 2_Part A_Client Email Template

Part B submission instructions

- Submit your completed Email Template as a PDF file using the following naming convention:
yy_mm_dd_your name_Practical Block 3_11A_Role-Play 2_Part B_Supervisor Email Template

Part C submission instructions

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-play 2_Part C_Role-play 2 Template

Role-play 3: Part A submission instructions

Part A submission instructions

- Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 3_Part A_Client Email Template

Part B submission instructions

- Submit your completed Email Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-Play 3_Part B_Supervisor Email Template

Part C submission instructions

- Submit your completed Counselling Notes Template as a PDF file using the following naming convention:

yy_mm_dd_your name_Practical Block 3_11A_Role-play 3_Part C_Role-play 2 Template

Assessment checklist

Students must have completed all activities within this assessment before submitting.

This includes:

Assessment checklist		
Practical 9A		
Role-play 1 – Part A	<ul style="list-style-type: none"> • Counselling Contract and Agreement Form (Appendix A) • Counselling Notes Template (Appendix B) • Counselling Plan Template (Appendix C) 	<input type="checkbox"/>
Role-play 1 - Part B	<ul style="list-style-type: none"> • No submission 	<input type="checkbox"/>
Role-play 2 – Part A	<ul style="list-style-type: none"> • Counselling Contract and Agreement Form (Appendix A) • Counselling Notes Template (Appendix B) • Counselling Plan Template (Appendix C) 	<input type="checkbox"/>
Role-play 2 – Part B	<ul style="list-style-type: none"> • No submission 	<input type="checkbox"/>

Practical 10A		
Role-play 1 - Part A	<ul style="list-style-type: none"> • Counselling Notes Template (Appendix B) • Counselling Plan Template (Appendix C) 	<input type="checkbox"/>
Role-play 1 - Part B	<ul style="list-style-type: none"> • No submission 	<input type="checkbox"/>
Role-play 2 - Part A	<ul style="list-style-type: none"> • Counselling Notes Template (Appendix B) • Counselling Plan Template (Appendix C) 	
Role-play 3 - Part B	<ul style="list-style-type: none"> • No submission 	
Role-play 3 - Part A	<ul style="list-style-type: none"> • Counselling Notes Template (Appendix B) • Counselling Plan Template (Appendix C) 	
Role-play 3 - Part B	<ul style="list-style-type: none"> • No submission 	
Practical 11A		
Role-play 1 – Part A	<ul style="list-style-type: none"> • Client Email Template (Appendix H) 	
Role-play 1 – Part B	<ul style="list-style-type: none"> • Supervisor Email Template (Appendix I) 	
Role-play 1 – Part C	<ul style="list-style-type: none"> • Counselling Notes Template (Appendix B) 	
Role-play 2– Part A	<ul style="list-style-type: none"> • Client Email Template (Appendix H) 	
Role-play 2 – Part B	<ul style="list-style-type: none"> • Supervisor Email Template (Appendix I) 	
Role-play 2 – Part C	<ul style="list-style-type: none"> • Counselling Notes Template (Appendix B) 	
Role-play 2 – Part A	<ul style="list-style-type: none"> • Client Email Template (Appendix H) 	
Role-play 2 – Part B	<ul style="list-style-type: none"> • Supervisor Email Template (Appendix I) 	
Role-play 2 – Part C	<ul style="list-style-type: none"> • Counselling Notes Template (Appendix B) 	



Congratulations, you have reached the end of Practical Block 3!

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