



ASSESSOR GUIDE

CHCPRP003

# Reflect on and improve own professional practice

## Assessment 1 of 2

### Short Answer Questions



## Assessment Instructions

### Task overview

This assessment task is divided into twenty-five (25) questions.

Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Learning resources.



## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

### Question 1

Briefly describe 'reflective practice'.

(Approximate word count: 70 words)

**Assessor instructions:** The student's responses must demonstrate an understanding of reflective practice.

Answers must reflect the themes and characteristics of the following example. The student's response needs reference to the points below.

- Reflective practice is making sense of events, situations, or actions in practice settings.
- It emphasises a thoughtful approach to understanding experience, whether real-time or retrospectively.
- Reflective practice is a way of examining your own experiences to improve your work.
- Reflective practice is a process of self-inquiry and transformation of being and becoming the practitioner you desire to be.
- It involves considering your practice and all the factors that could influence and improve it.

### Question 2

Besides self-reflection, list two (2) other supports that can assist a counsellor with their reflective practice and help them to improve their performance.

(Approximate word count: 30-35 words)

**Assessor instructions:** The student's response must demonstrate an understanding of at least two supports that can assist counsellors with reflective practice and help them improve work performance.

The student's response needs to reference the points below.

- Supervision with peers, line managers or professional supervisors through individual and group sessions
- Regular team meetings to share experiences and information relevant to agency cases
- Professional development opportunities via internal and external training

### Question 3

List four (4) considerations counsellors can keep in mind to help avoid values conflicts.

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must demonstrate an understanding of at least four considerations that counsellors can consider to help avoid values conflicts. Answers must reflect the themes and characteristics of the following example.

- Be respectful of attitudes and lifestyles that differ from your own.
- Never practice prejudice toward minorities, those with disabilities, or those differing in sexual preference.

- Always give your best service to a person, even when you disagree with the person.
- Never attempt to change the individual's values to coincide with your own.

#### Question 4

What steps can you take to reflect on and recognise the effect of values, beliefs, and behaviour in your practice?

(Approximate word count: 50 words)

**Assessor instructions:** The student's responses may vary (self-reflection question), but they must demonstrate an understanding of at least one appropriate thing they can do to develop insight and minimise the impact of their values/beliefs/behaviour on work with clients. The student's response needs to reference the points below.

- Engaging in regular self-reflection
- I regularly ask myself whether I am working with the client's values or my own.

Responses may also include reference to other possible steps, such as:

- Engaging in training and development courses / professional supervision to help develop insight.
- Regularly checking in with clients.

#### Question 5

What is a reflective journal, and what can be written in it?

(Approximate word count: 50 words)

**Assessor instructions:** The student's responses must demonstrate an understanding of reflective journaling.

The student's response needs to reference the points below.

- A reflective journal is a self-reflection tool.
- It can be used to record personal experiences, interactions and feelings about work-related and personal practice issues you identify.
- It should record issues you have identified in your work with clients but not include information about clients themselves (i.e., it should protect client confidentiality).

#### Question 6

Briefly describe Gibb's model of reflection and how you could use it as a counsellor to enhance your self-reflective processes.

(Approximate word count: 100 words)

**Assessor instructions:** The student's response must demonstrate an understanding of Gibb's model of self-reflection and how its use can enhance a counsellor's self-reflection. The student's response needs to reference the points below.

- Gibb’s model involves first considering what happened, followed by your feelings and thoughts concerning it, followed by an evaluation of what was good and bad about the situation, followed by an analysis of what sense can be made out of it, followed by a conclusion of what could have been done differently, followed by an action plan of what you will do if the situation arises again (i.e., description, feelings, evaluation, analysis, conclusion, action plan)
- Using a model like this helps the critical reflection process and helps to ensure thoughtful and honest reflection.
- It also provides a framework to ensure that each step is completed.
- Using the framework would help me to fully describe/consider my experience, reflect critically on it, reconsider my approach in light of these reflections, make new plans for future work, and then act based on these plans.

### Question 7

Briefly describe the ERA Model and its elements.

(Approximate word count: 75 words)

**Assessor instructions:** The student’s response must demonstrate an understanding of the ERA model and its elements.

Student’s responses may differ but must reflect the themes and characteristics provided in the exemplar response below.

The ERA Model is a reflective framework for Experience, Reflection, and Action. The model explains that we usually go through an experience and then start to reflect on what happened. Then, we will consider the experience, examine how we feel about the experience and decide our subsequent actions, which can differ between individuals. The cycle of learning and reflecting will then be repeated and continue to feed into our future experiences.

### Question 8

Identify and briefly describe two (2) stages from Kolb’s Reflective Model.

(Approximate word count: 80-100 words)

**Assessor instructions:** The student’s response must demonstrate an understanding of Kolb’s Reflective Model.

Student’s responses may differ but must reflect the themes and characteristics provided in the exemplar responses below.

- Concrete experience: “having the actual experience”; you experience a particular situation which made you realise you need to reflect on it to learn something new or improve on existing practice and skillset.
- Reflective observation: “reflecting on the experience”; you reflect on the new experience based on your existing knowledge. Emphasis is placed on inconsistencies or discrepancies between the specific experience and current understanding. The main objective is to reflect on what has happened in that experience, e.g., “What worked and what did not?” and “Why did the experience happen?”

- Abstract conceptualisation: “learning from the experience”; your reflection would lead to realising a new idea and modifying or updating an existing understanding. You can consider questions such as “What could I have done better or differently?” and “What are some ways I can improve?” You can consider discussing with your peers and supervisors to understand the experience better.
- Active experimentation: “trying out what you have learned” You can experiment with the newly learned or modified knowledge and skill by applying them and see what happens.

### Question 9

Identify four (4) self-reflective questions that can be incorporated into your daily practice.

(Approximate word count: 40 words)

**Assessor instructions:** The student’s response must demonstrate an understanding of self-reflective questions that can be incorporated into their daily practice.

Student’s responses may differ but must reflect the themes and characteristics provided in the exemplar response below.

- How do I feel about the interaction with the client?
- Why did I make a particular decision?
- Did I respond to the client most appropriately?
- Did I meet my own needs or the client’s needs?
- What did I do well?
- What could I have done to improve the outcome?
- What can I learn from the experience?
- Who can I discuss this with to gain some more insight?

### Question 10

Identify four (4) legal and ethical considerations that a supervisor/supervisee may discuss during supervision.

(Approximate word count: 20-25 words)

**Assessor instructions:** The student’s response must demonstrate an understanding of at least four legal and ethical dilemmas that may be discussed in supervision.

The student’s response needs to reference the points below.

- Appropriate work role boundaries
- Code of Practice issues
- Duty of Care issues
- Rights and responsibilities of workers and employers.
- Specific ethical dilemmas (i.e., accepting gifts, dual role relationships, etc.)

### Question 11

Briefly outline three (3) responsibilities that counsellors (i.e., supervisees) have to ensure the effectiveness of the supervision process for enhancing practice.

(Approximate word count: 25-40 words)

**Assessor instructions:** The student's response must demonstrate an understanding of at least three responsibilities counsellors /supervisees have to help the supervision process enhance practice effectively.

The student's response needs to reference the points below.

- Attending supervision sessions regularly
- Undertaking casework and learning tasks as agreed to in supervision
- Meeting designated time-frames
- Informing the supervisor when tasks cannot be completed within designated time frames
- Ensuring the completion of workplace competency-based assessment tasks
- Making time to debrief following stressful situations and self-care
- Preparing and actively participating in supervision

Responses may also include being open to feedback, developing a non-defensive attitude to exploring issues, being honest in bringing doubts, difficulties, and concerns related to working with clients, discussing issues with the supervisor, etc.

### Question 12

Briefly explain what specialist supervision is and when it is required.

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must demonstrate an understanding of specialist supervision and when it is required.

Student's responses may differ but must reflect the themes and characteristics provided in the exemplar response below.

Specialist supervision is when a counsellor seeks out supervision from another counsellor or supervisor who has more experience in a particular area than themselves or their usual supervisor. It is required when a counsellor encounters an unfamiliar situation and needs more guidance.

### Question 13

Outline how self-evaluation performed in conjunction with supervisors and peers can assist a counsellor in evaluating and improving their practice.

(Approximate word count: 70-80 words)

**Assessor instructions:** The student's response must demonstrate an understanding of how self-evaluation performed in conjunction with supervisors and peers can assist counsellors in evaluating/improving their practice.

The student's response needs to reference the points below.

- Self-evaluation with supervisors and peers allows the counsellor to participate in structured discussions regarding practice issues and methods for dealing with complex cases and apply these ideas to their practice and skills.
- Supervision with a supervisor allows a counsellor to talk through practical issues, receive feedback and learn/try out skills.
- Supervision with peers allows counsellors to reflect on and learn from their own and others' practice issues and learn additional skills.

#### Question 14

Counsellors often share feedback with colleagues and other counsellors (i.e., when practising skills with colleagues, engaging in peer supervision and identifying practice improvements in the workplace). When sharing feedback with others, it is essential to ensure that it is provided in a manner that the other person can readily receive.

List five (5) things you should keep in mind when sharing feedback to help ensure that it is provided effectively.

(Approximate word count: 50-70 words)

**Assessor instructions:** The student's response must demonstrate an understanding of five things to keep in mind to help ensure feedback is shared with colleagues/peers effectively.

Student's responses may differ but must reflect the themes and characteristics provided in the exemplar response below.

- Ask yourself, "What would be helpful for my peer to hear right now?"
- Limit the amount of feedback you give at any one time. Select one or two critical areas on which to focus.
- Note positive aspects of the session as well as areas for growth.
- Use clear, concise, and descriptive language. Provide examples to illustrate your observations.
- Include suggestions for alternative responses when your feedback is corrective.
- Address behaviours that can be altered rather than personal attributes.
- Present your feedback as an invitation for consideration rather than a rigid truth.
- Sharing reactions and giving feedback provides opportunities to practice clear communication skills.

#### Question 15

Counsellors should consider feedback a chance to evaluate and improve their practice. Briefly outline three (3) strategies employees can use to help in this regard.

(Approximate word count: 100-150 words)

**Assessor instructions:** The student's response must demonstrate an understanding of three strategies counsellors



can use to help ensure they use feedback to enhance their practice.

The student's response needs to reference the points below.

- Ask the person providing the feedback to provide examples demonstrating the feedback they are outlining so you can develop a clear picture of where you need to improve.
- Ask the person to also provide feedback on areas where you are doing well.
- Check the feedback. Ask yourself, what part of the feedback is valuable? Are you able to alter yourself or your behaviour to improve? Seek to clarify any feedback and ask for input about how you might be able to improve.
- Take note of patterns or repeated feedback. If you receive consistent feedback on a repeated basis, then don't ignore it.
- Try not to take it personally. It may help to rewrite the feedback in your own words so you can take ownership of the feedback.
- Turn feedback into actionable goals by developing a plan to turn feedback into change.

### Question 16

Counsellors typically engage in a range of training experiences throughout their careers. Counsellors must understand themselves and their learning styles to learn and integrate new skills into their practice efficiently. There are four main learning styles: visual, aural, read/write, and kinaesthetic.

- a) Complete the table below by identifying each counsellor's learning style.

**Assessor Instructions:** The student's responses must reflect the example responses provided.

Description	Learning Style (Kinaesthetic, Aural, Reading/Writing or Visual)?
i. During a group supervision and training session on a new work process, Deacon asks if he can take notes. He explains that reading his notes a few times after the session will help him understand the concepts more.	Reading/writing
ii. Marilyn is undertaking training on conflict management. She tends to learn best 'by doing' and so takes opportunities to practice conflict management exercises within her training sessions and between sessions.	Kinesthetic
iii. Cara would like to learn more about her area's community service organisations and programs. She tends to absorb information best through discussions, so she decides to engage in a community services network that brings several counsellors from different organisations and services together to discuss their services and how they help clients solve problems.	Aural

<p>iv. Bernard is learning a new intake procedure. He has multiple steps to the process and is having trouble remembering them. Bernard decides to write these steps down in a flowchart. This flowchart helps him to understand better and remember the process.</p>	<p>Visual</p>
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b) Complete the following table by providing three (3) suggestions that counsellors with each learning style could use to learn new skills better and integrate them into their practice.

(Approximate word count: 30 words overall)

Type of Learner	Three Suggestions to Facilitate Learning
<p>i. A visual learner</p>	<p>Responses must demonstrate an understanding that visual learners learn best through visual materials and by watching demonstrations of the skills.</p> <p>Student's responses may differ but must reflect the themes and characteristics provided in the exemplar response below.</p> <ul style="list-style-type: none"> <li>• Graphics, diagrams, and illustrations</li> <li>• Handouts</li> <li>• Using colour and highlighters</li> <li>• Taking notes</li> <li>• Watching videos</li> <li>• Using flashcards with pictures or words</li> <li>• Putting visual prompts into their offices/rooms to remind them to use the skills.</li> </ul>
<p>ii. An aural or auditory learner</p>	<p>Responses must demonstrate an understanding that aural learners tend to learn best through verbal communication, lectures and listening to others talk about the skills.</p> <p>Student's responses may differ but must reflect the themes and characteristics provided in the exemplar response below.</p> <ul style="list-style-type: none"> <li>• Reading out loud</li> <li>• Explanations</li> <li>• Attending lectures and workshops</li> <li>• Participating in group discussions</li> <li>• Listening to audiotapes, podcasts, and recordings</li> <li>• Imagining what they heard about communication skills while working with the client.</li> </ul>

<p>iii. A reading/writing learner</p>	<p>Responses must demonstrate an understanding that a reading/writing learner tends to learn best through reading and writing out the information.</p> <p>Student's responses may differ but must reflect the themes and characteristics provided in the exemplar response below.</p> <ul style="list-style-type: none"> <li>• Writing out information again and again</li> <li>• Lists</li> <li>• Reading information again and again</li> <li>• Rewriting ideas into other words</li> <li>• Turning diagrams and charts into words</li> <li>• Write down the procedures for the skills they need to use or write reminder notes on the notebook they use during a session.</li> </ul>
<p>iv. A kinaesthetic learner</p>	<p>Responses must demonstrate an understanding that a kinaesthetic learner learns best through practice (i.e. experiencing/doing).</p> <p>Student's responses may differ but must reflect the themes and characteristics provided in the exemplar response below.</p> <ul style="list-style-type: none"> <li>• Role plays</li> <li>• Experiential learning</li> <li>• Imitation and practice</li> <li>• Activities that get them up and moving</li> <li>• Imagine practising role plays while they're working with a client.</li> </ul>

- c) Reflect upon your learning style. Do you identify with a particular learning style or a combination of styles? In the space below, outline your learning style(s) and how you intend to use this knowledge to help improve the efficiency and effectiveness of the training you engage in throughout your career.

(Approximate word count: 20 words)

**Assessor instructions:** The student's response must outline a particular learning style (or combination) that they identify with and at least one way they would use knowledge of this learning style to improve the efficiency/effectiveness of the training.

The student provides at least one specific way they intend to use their knowledge of their learning style(s) to improve the efficiency and effectiveness of their training. Responses should specifically identify the learning style(s) and not just general preferences.

Example responses for each learning style can include the following.

"I identify with a visual learning style. To improve training efficiency, I will use diagrams and charts to better understand and retain information."

"I am an auditory learner. I will use recordings of training sessions to review and reinforce my learning."

"I prefer a kinaesthetic learning style. Engaging in hands-on activities will help me learn more effectively."

"I learn best through a combination of visual and auditory styles. I will use videos and discussions to enhance my learning."

### Question 17

Consider your future career. What are two (2) support systems you intend to use to support and enhance your practice as a counsellor?

(Approximate word count: 10-15 words)

**Assessor instructions:** The student's response must demonstrate an understanding of at least two supports they could use in their future counselling career.

The student's response needs to reference the points below.

- Supervision
- Professional memberships (e.g., ACA and state chapters of ACA)
- Internal or external counselling and psychological support (e.g., personal counselling, accessing Employee Assistance Programs, etc.)
- Colleagues / other counsellors
- Family and friends

### Question 18

Consider your future career. Briefly outline five (5) strategies and additional supports you intend to use to help appropriately care for yourself.

(Approximate word count: 40 words)

**Assessor instructions:** The student's response must demonstrate an understanding of at least five strategies / additional supports they will use to care for themselves appropriately as a counsellor.

Exemplary responses are provided below.

- Increasing knowledge of the signs and symptoms of burnout
- Ensuring adequate work/life balance
- Regular attendance at peer or individual supervision
- A nutritious diet and regular exercise
- Realistic expectations about the role
- Use of techniques like 'imaginary space bubble' and 'recharging.'
- Development of a self-care plan
- Use of internal and external supports (i.e., supervisor, colleagues, friends and family)

Other appropriate answers may also be accepted as this question asks the student to identify the strategies they feel would protect them most and is thus partly a reflective question.

### Question 19

Appropriate time management and setting realistic time-frames to complete tasks can help ensure a counsellor's well-being and effectiveness.

Outline three (3) basic steps counsellors can use to ensure appropriate time management.

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the three time management steps.

The student's response needs to reference the points below.

- Set realistic and achievable goals.
- Prioritise tasks by creating a list of all the things that need to be done and sorting it from most important to least important
- Use the list of prioritised tasks to plan and break down tasks into small and manageable parts.

### Question 20

Counsellors have an ethical responsibility to maintain their professional competence. One effective way of ensuring this is done is to devise, document, and implement a professional development plan. A key aspect of professional development planning is the creation of effective SMART goals.

Explain the key considerations you must keep in mind to develop effective and achievable SMART goals.

You should reference the following:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

(Approximate word count: 150 -200 words)

**Assessor instructions:** The student's response must demonstrate an understanding of the key considerations that must be kept in mind to develop effective, achievable SMART goals.

Responses should refer to five of the following in the student's own words:

- State each goal as a positive statement - Express your goals positively – "Execute this technique well" is a much better goal than "Don't make this stupid mistake."

- Be precise: Set precise goals, putting in dates, times and amounts so you can measure achievement. If you do this, you'll know exactly when you have achieved the goal and can take complete satisfaction from it.
- Set priorities - When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals and helps to direct your attention to the most important ones.
- Write goals down - This crystallizes them and gives them more force.
- Keep operational goals small - Keep the low-level goals you're working towards small and achievable. If a goal is too large, it can seem you are not progressing. Keeping goals small and incremental gives more opportunities for reward.
- Set performance goals, not outcome goals - You should set goals over which you have as much control as possible. It can be discouraging to fail to achieve a personal goal for reasons beyond your control! If you base your goals on personal performance, you can keep control over achieving them and draw satisfaction from them.
- Set realistic goals - It's important to set goals you can achieve. It's possible to set too difficult goals because you might not appreciate the obstacles in the way or understand quite how much skill you need to develop to achieve a particular level of performance.

### Question 21

The following questions require you to reflect on where you want to go with your future career and develop your professional development plan. To do this, you must complete the following steps:

- Step 1:** Reflect upon your current level of professional development concerning your future career as a counsellor. Be sure to consider the feedback you have obtained throughout your Diploma (i.e., feedback from Assessment Books and Practical Assessments) and your self-evaluations to reflect upon your current practice abilities.
- Step 2:** Consider where you want to go with your counselling career and identify the gaps between your current skills/knowledge/experience and required skills/knowledge/experience. Hint: it can be helpful to review position descriptions for the counselling roles you are interested in to develop a deeper understanding of the knowledge/skills/experience required to work in your chosen area.
- Step 3:** Develop a SMART goal that clearly states your specific professional goal, and then develop an action plan for this goal. You will need to research specific actions and professional development opportunities that you can take to help you develop in the necessary areas to achieve your goal.

After you have completed these steps, please respond to the questions below.

- a) In the space below, write down the SMART goal you developed for yourself.  
(Approximate word count: 20 words)

**Assessor instructions:** The student must have defined one "SMART" goal for themselves.

The student must have defined one "SMART" goal for themselves.

- b) How did you decide upon this goal?

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must explain how they chose their goal (e.g., why it's important to them, what they hope it will lead to, etc.).

This is a self-reflective question.

- c) In the template below, document your plan to achieve your professional development goal. Note: you do not need to use all rows in the template below, but you must include at least three (3) required actions. Ensure that your actions are clear and your achievement time-frames and progress revision dates are realistic.

**Assessor instructions:** The student's response must include three clear actions to support their SMART goal and achievement time-frames, and progress revision dates must be realistic.

Knowledge and skills required	Action (e.g., courses, readings, seminars, etc.)	Achievement time-frame	Progress revision date

- d) Consider any potential barriers or limitations you might face to achieving the goal. Note one (1) potential barrier/limitation below and how you intend to avoid or minimise it.

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must demonstrate that they have considered a potential barrier or limitation in relation to achieving their goal and how it can be overcome.

The student's response must demonstrate that they have considered a potential barrier or limitation in relation to achieving their goal and how it can be overcome.

- e) Briefly outline how you intend to monitor and evaluate your progress towards your professional development goals.

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must demonstrate that they have considered how they will be able to monitor and evaluate the progress of their goal and have a clear plan in place

For example, monitoring progress based upon achievement time-frames and progress revision dates.

### Question 22

Counsellors should continually seek to extend and expand their skills, knowledge, and expertise. List five (5) ways a counsellor could demonstrate a commitment to broadening their skills/knowledge/expertise.

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must demonstrate an understanding of at least five ways counsellors can demonstrate a commitment to broadening their skills/knowledge/expertise.

The student's response needs to include a reference to the points below.

- Participating in work-based projects such as reviewing policies, rewriting procedures, developing user surveys
- Undertaking job exchanges
- Preparing presentations for meetings
- Networking with other organisations to share professional development opportunities
- Engaging in reflective practice
- Attending relevant training provided by the organisation they work for
- Organising visits to other services to learn about what they do and how they do it
- Organising and participating in peer review activities such as peer discussion and feedback groups
- Engaging in external training and skill development

### Question 23

Counsellors must keep up to date with changes in the industry. List five (5) ways counsellors can stay updated with the latest industry developments.

(Approximate word count: 50 -60 words)

**Assessor instructions:** The student's response must demonstrate an understanding of at least five ways counsellors can keep up to date with industry developments.

The student's response needs to reference the points below.

- Talking to supervisors and colleagues
- Joining industry associations
- Attending external training sessions, conferences and workshops
- Reviewing information online (e.g. industry forums and newsletters, online journals, government and non-government research, resources and reports)
- Listening to/watching podcasts and videos related to counselling and industry developments.



- Engaging in e-learning
- Undertaking further study
- Participating in mentoring and coaching programs

#### Question 24

Identify two (2) emerging trends that interest you. Then, conduct online research into your chosen areas before responding to the questions below.

a) Trend 1

(Approximate word count: 10 - 20 words)

**Assessor instructions:** The student's response must indicate which trend they have selected as Trend 1.

ii. How do you think this trend will affect counselling?

(Approximate word count: 50 words)

**Assessor instructions:** The students must provide evidence that they have considered how the chosen trend will affect counselling as a profession. There is generally no wrong answer as long as solutions make sense within the context of the trend and the profession.

iii. What additional knowledge or skills will a counsellor require in relation to this trend?

(Approximate word count: 50 words)

**Assessor instructions:** The students must identify a specific knowledge or skill needed to work with the chosen trend. Answers must make sense within the context of the trend and counselling profession.

iv. Identify three (3) ways a counsellor could undertake professional development in this area to improve their practice.

(Approximate word count: 50 words)

**Assessor instructions:** The student must identify three ways a counsellor could undertake professional development in their chosen trend. Answers must make sense within the context of the trend and the profession.

b) Trend 2

i. Please indicate the first trend you selected in the space below.

(Approximate word count: 20 words)

**Assessor instructions:** The student's response must indicate which trend they have selected as Trend 2.

ii. How do you think this trend will affect counselling as a profession?

(Approximate word count: 50 words)

**Assessor instructions:** The student's Student must provide evidence that they have considered how the chosen trend will affect counselling as a profession. There is generally no wrong answer as long as answers make sense within the context of the trend and the profession.

iii. What additional knowledge or skills will a counsellor require in relation to this trend?

(Approximate word count: 50 words)

**Assessor instructions:** The students must identify a specific knowledge or skill needed to work with the chosen trend. Answers must make sense within the context of the trend and counselling profession.

iv. Identify three (3) ways a counsellor could undertake professional development in this area to improve their practice.

(Approximate word count: 50 words)

**Assessor instructions:** The student must identify three ways a counsellor could undertake professional development in their chosen trend. Answers must make sense within the context of the trend and the profession.

## Question 25

Consider your future career and the area of counselling that you intend to work in.

a) In the space below, indicate which area you are interested in working in and outline at least one (1) professional association or networking opportunity that you plan on using to facilitate your professional development in this area.

(Approximate word count: 50 words)

**Assessor instructions:** The student's response must indicate an area of counselling and at least one professional association or networking opportunity that could be used to facilitate professional development in this area.

Associations should include one of the following:

- Generalist counselling and the Australian Counselling Association/state counselling associations
- Specialist counselling areas and the ACA Professional Colleges related to that area (e.g., Alcohol and other Drugs, Family Therapy, Grief and Loss, Creative Arts Therapies, etc.).
- Specific counselling therapy (e.g., CBT, ACT, Solution-Focused, etc.) and ACA, state counselling associations or professional networks of counsellors of the same therapeutic approach

- b) Conduct some online research and identify two (2) specific sources of information on the area of counselling you are interested in that you could subscribe to and use to stay up to date with emerging developments in the area.  
(Approximate word count: 30 words)

**Assessor instructions:** The student's response must identify two specific sources of information on their chosen area of counselling that they could use to stay up-to-date with emerging developments in the area.

Subscriptions could include:

- Specific journals are relevant to their chosen area.
- Specific podcasts are relevant to their chosen area.
- Specific online resources are relevant to their chosen area.

- c) Research your chosen area and identify industry trends and likely future changes impacting work. What self-development activities do you anticipate you will be required to undertake as you continue your career in this area? Justify your response.

(Approximate word count: 100 words)

**Assessor instructions:** The student's response must consider current trends and future changes in their chosen areas and at least one self-development activity likely relevant to their chosen area.

### Assessment checklist:

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

1	25 (twenty-five) short answer questions are to be completed in the spaces provided.	<input type="checkbox"/>
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**Congratulations, you have reached the end of Assessment 1!**

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