**Marker Guide 3**

Work with People with Mental Health Issues

CHCMHS001



Third Edition, September 2022

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SHORT RESPONSE QUESTIONS

Section 1

Key Considerations In Establishing Respectful Relationships

Introduction to the Mental Health Sector

1.1 Review the information provided in Section 1, **Introduction of the Mental Health Sector** of the Study Guide and outline the key changes that have occurred over the last 100 years in relation to the way that people with mental health issues are treated by the mental health profession. (Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of the changing context of mental health work/approach to working with people with mental health issues.  Responses may include, but are not limited to, reference to:   1. Prior to the 1900s, people with a mental illness were mostly institutionalised 2. Throughout the first half the 20th century new ideas emerged about supporting these individuals to live in the community and treating mental illness just like any other disease. 3. In the 1970s there was a greater push for patient advocacy and promoting rights 4. The concept of ‘recovery’ has emerged as a core framework of care – promoting improved quality of life and functioning. |

1.2 The principles of recovery and recovery oriented mental health practice are central to the way in which mental health services are delivered in Australia today.

a) What does the term ‘recovery’ mean in the mental health sector? (Your response should be approximately 30 words)

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| Student’s response must demonstrate an understanding of principle of recovery.  Responses may include, but are not limited to, reference to:   * Recovery means that the person with a mental illness lives a meaningful life with a sense of identity, role and purpose beyond living with a mental illness. * Recovery means gaining and retaining hope, understanding of ones abilities and disabilities, engagement in an active life, personal autonomy, social identity, meaning and purpose in life and a positive sense of self. |

b) List the six (6) core principles that the Department of Health propose need to be incorporated into service delivery to support recovery oriented practice. (Your response should be approximately 20 words)

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| Student’s response must list (in some form) the following six principles.   1. Uniqueness of the individual 2. Real choices 3. Attitudes and rights 4. Dignity and respect 5. Partnership and communication 6. Evaluating recovery |

1.3 Consider what you have learned about recovery oriented mental health practice and describe how assisting individuals move from a position of disempowerment to empowerment supports the recovery process. (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of disempowerment / empowerment and their relationship with recovery.  Responses may include but are not limited to:   * Helping to empower the client to self-direct their recovery is central to recovery because it assists them to be able to self-direct their care, pursue opportunities for development, and develop a sense of identity, role, and purpose. * Disempowered clients often feel limited by their mental illness. By empowering them to consider their goals and aspirations outside of their illness, and assisting them to pursue these goals, and empowering them to self-direct their care, they will begin the process of ‘recover’ and the formation of a meaningful identity. |

1.4 The Commonwealth Government developed the National Standards for Mental Health Services which all practitioners working in the mental health sector must comply with. List four (4) key principles that informed the development of these standards. (Your response should be approximately 100 words)

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| Student’s response must demonstrate knowledge of at least four key principles that informed the development of the National Standards for Mental Health Services.  Responses may include:   * Mental health services should promote an optimal quality of life for people with mental health problems and / or mental illness. * Services are delivered with the aim of facilitating sustained recovery. * Consumers should be involved in all decisions regarding their treatment and care, and as far as possible, the opportunity to choose their treatment and setting. * Consumers have the right to have their nominated carer(s) involved in all aspects of their care. * The role played by carers, as well as their capacity, needs and requirements as separate from those of consumers is recognised. * Participation by consumers and carers is integral to the development, planning, delivery and evaluation of mental health services. * Mental health treatment, care and support should be tailored to meet the specific needs of the individual consumer. * Mental health treatment and support should impose the least personal restriction on the rights and choices of consumers taking account of their living situation, level of support within the community and the needs of their carer(s). |

1.5 People with mental health issues commonly face discrimination, prejudice, and the effects of social stigma. Briefly outline some of the major impacts that these experiences can have on the individual. (Your response should be approximately 50 words)

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| Student’s response must demonstrate understanding of the key impacts of prejudice, discrimination and stigma on people with mental health issues.  Responses may include, but are not limited to, reference to:   * Social isolation. * Discourages people in need form seeking treatment. * Limits recreation and employment opportunities. * Impacts the individual’s self-esteem and negative perceptions can become internalized. * Individuals can begin to blame themselves for their issues and believe that they are not worthy of treatment or are not entitled to the same rights as everyone else. |

Respectful Communication

1.6 When working with people who have mental health issues, it is important to develop a relationship that promotes trust, hope, and a sense of self-direction. This begins with respectful communication. Briefly outline how you can use basic communication skills to demonstrate respect for a client and begin to establish trust. (Your response should be approximately 100 words)

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| Student’s response must demonstrate understanding of basic communication skills that can be used to demonstrate respect and begin to establish trust.  Responses may include, but are not limited to, reference to:   * Minimise distractions (e.g., ensure that communication is occurring in a suitable environment with minimal background noise and distractions) * Demonstrate that you are paying attention (e.g., demonstrate active listening skills) * Use effective questioning skills to develop an understanding of the client’s needs without making them feel interrogated * Pay attention to both what the client is saying and what is being revealed through body language * Maintain a culturally appropriate level of eye contact * Acknowledge the client’s feelings (e.g., reflections of feeling) * Do not interrupt the client unnecessarily * Do not make assumptions * Mirror the client’s verbal and body language where appropriate |

1.7 Rowena visits her client, Eugene, every week in her home as part of a mental health outreach program. She usually knocks on the door and if no one answers she pushes the door open and lets herself in, calling out loudly for Eugene. Throughout her visits she remains standing, refusing to sit on the couch and telling Eugene that she doesn’t want to get her pants dirty. Today, Rowena asks Eugene a series of questions very aggressively about his condition and becomes annoyed if he doesn’t answer quickly. Eugene is very intimidated by Rowena and answers as much as he can. Rowena takes notes without making any eye contact with Eugene and when she is finished she leaves abruptly saying that she will be back next week and that he better be home waiting for her. Rowena does not state the time or day she intends to come back.

a) Consider Rowena’s behaviour and list which of her behaviours demonstrate disrespect towards Eugene. (Your response should be approximately 50 words)

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| Students must demonstrate an understanding of behavior that demonstrates disrespect towards people who have mental health issues  Responses may include, but are not limited to, reference to:   * Pushing the door open and letting herself into the house * Refusing to sit on the couch and saying because it is dirty * Asking questions in an aggressive manner * Becoming annoyed if Eugene doesn’t answer the questions quickly * Not making any eye contact with Eugene * Not providing Eugene with a day and time of her return. |

b) How should Rowena have demonstrated respect in the above case scenario? (Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of appropriate communication skill/methods that should be used to demonstrate respect to an individual with mental health issues in such a situation.  Example response:  Rowena could wait politely until Martin answers the door and then politely accept his offer to sit on his couch. She can make eye contact with him when he is speaking to her. She could acknowledge Martin’s feelings and ask the questions she needs to ask more casually and with a calm tone of voice. She can treat him with the same levels of respect that she would treat everyone else. |

A Note on Respecting Social, Cultural, and Spiritual Differences

1.8 Imagine that you are a counsellor for a mental health support service. Aaliyah is a 21-year-old Muslim woman who has been referred to your service after a recent diagnosis of schizophrenia. Aaliyah is accompanied to her first appointment by her mother and father. Aaliyah tells you that she respects her parent’s opinions and that they will be helping her to make decisions about her recovery and so she wants them included in the process.

Consider Aaliyah’s specific social/cultural/spiritual needs and outline how you would be able to demonstrate respect for these in your practice. (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding that they should recognise and respect Aaliyah’s social/cultural/spiritual needs and amend service provision to meet these.  Example response:  I would recognise that I should respect Aaliyah’s cultural needs and allow her parents to participate in all aspects of care that Aaliyah wants when to participate in. I would make sure that there was sufficient seating in place during all meetings and I would ensure that I included Aaliyah’s parents in discussions and the planning and monitoring process. |

Supporting the Individual to Understand and Exercise Their Rights

1.9 Individuals with mental health issues are often marginalised and may not fully understand their rights when receiving care. As such it is important for counsellors and other practitioners to support their clients to understand and exercise their rights. List ten (10) rights that clients with mental health issues have. (Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of at least ten rights that clients with mental health issues have.  Responses may include, but are not limited to, reference to:   * The right to be treated with respect * The right to have their individual human dignity valued. * The right to be free from unlawful discrimination. * The right to ask to have a staff member of their own gender when receiving treatment. * The right to have their individual needs respected in relation to their age, culture, language, disability, gender and sexuality. * The right to be safe when receiving treatment and care. * The right to receive high quality treatment and care. * The right to be treated in the least restrictive environment appropriate to their individual needs. * The right to receive appropriate and comprehensive information about their treatment, including the side effects, in a timely manner. * The right to obtain a second opinion about their treatment and care. * The right to be heard. * The right to have a safe environment created that supports information exchange between them and their health care providers. * The right to be informed about services, treatments, options and costs throughout their care * The right to ask questions regarding their care and have them answered in a clear and understandable manner. * The right to communicate their views and preferences about their treatment and care options by using an Advance Agreement. * The right to timely access to health and human services. * The right to care that promotes independence and recovery. * The right to choose if, and when, family, friends and other supports are included in their care. * The right to live, work and participate in their community with equitable access to human services. * The right to participate in decisions and choices about their care throughout all stages of their care and recovery. * The right to receive information in a form and language that they understand. * The right to have their Advance Agreement inform their care. * The right to participate in mental health legal proceedings * The right to access independent advocacy and legal advice regarding their treatment, care and social needs. * The right to protection of their personal privacy * The right to privacy and confidentiality of their personal information. * The right to access their own health records in accordance with the law. * The right to comment on their care and to have their concerns addressed. * The right to receive information on mechanisms of complaint and redress |

1.10 Imagine that you are counselling a client, Michael. Michael has previously been diagnosed with bipolar disorder however, he has been working with his mental health practitioner for five years and is successfully managing his medication, studying at university and working part-time. Michael has been seeing you for grief and loss support after the death of his father. Last week Michael told you about a peer support group for loss and grief that was being run by a local community services organisation. Michael’s mental health practitioner had recommended this group to Michael. After discussing the group, you also agreed that Michael would benefit from the group and, when you ended the session last week, Michael had decided to make contact with this group.

This week, when you ask Michael about it he says “I went in and spoke to them and, initially it was going really well, but when I told them about my bipolar disorder the woman suddenly stiffened up and said that ‘my type was too disruptive to the group’ and that she didn’t want me. Even after I explained that I was on my meds and haven’t had an episode in years, she didn’t want a bar of me. Some people are just like that I guess.”

You are familiar with the organisation that the group is being run through and know that this is an open group with no restrictions on membership. You believe that the intake worker Michael spoke to was discriminating against him.

a) What would you say to Michael to explain his rights in relation to this situation and what he can do to exercise these rights? (Your response should be approximately 100 words)

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| Student’s response must demonstrate an ability to support Michael to understand and exercise his rights.  Example response:  I would tell Michael that he has the right to access any community services that are open to other members of the community and that, based upon this being an open group with no restrictions upon membership, that I believe he has been discriminated against. I would tell him that he has the right to complain to the organisation and have the matter escalated through their complaints procedure. I would encourage Michael to make this complaint and provide him with any support that he requested. |

b) If Michael was unable to gain a satisfactory result with the organisation, which government organisation would you encourage Michael to refer the matter to? (Your response should be approximately 10 words)

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| Student’s response should demonstrate an understanding of an appropriate government department that Michael could refer the matter to.  Responses may include, but are not limited to:   * The Human Rights Commission * Any state-based Mental Health Commission |

A Note on Maintaining Confidentiality and Privacy

1.11 The privacy of all clients (even those with mental health issues) is protected by the *Privacy Act 1988* (Cth) and various other State or Territory based legislation. Counselling and other community service organisations typically have specific policies and procedures in place to help workers maintain the confidentiality and privacy of their clients. List three (3) common organisational policies or processes that community service organisations have in place to do this. (Your response should be approximately 50 words)

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| Students must demonstrate an understanding of at least three community service policies and/or procedures that protect the confidentiality and privacy of client information  Responses may include, but are not limited to, reference to:   * Policy/procedure that the collection of person information should be conducted in a private setting * Policy/procedure that health information should be collected directly from the individual where possible * Policy/procedure regarding security to prevent the loss of data (e.g., storage policies) * Policy/procedure to protect client personal information from unauthorised access * Policy/procedure to secure information during its transfer to other service providers * Policy/procedure for the need for consent to be obtained to use personal information. * Confidentiality policies * Records policies * Referral policies and procedures. |

Section 2

Determining Needs And Preferences

Gathering and Interpreting Information About the Person’s Needs

2.1 List four (4) possible sources of information that a counsellor might use in order to assess the needs of a client with mental health issues. (Your response should be approximately 20 words)

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| Student’s response must demonstrate an understanding of four possible sources of information that they might use in order to assess a client’s needs.  Responses may include, but are not limited to:   * The client * The client’s family and support network * The client’s case file or other paperwork * Other professionals involved in the client’s care |

2.2 If you do wish to gather information from a source other than the client, what must you do first and why? (Your response should be approximately 20 words)

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| Student’s response must demonstrate an understanding of the need to obtain the client’s permission first (and document it using their organisation’s procedures) because the client has the right to privacy and confidentiality. |

2.3 When working with clients with mental health issues it can be useful to have an understanding of the symptoms of common mental illnesses. For each of following mental illnesses, briefly outline the common symptoms. (Each response should be approximately 30 words)

a) Depression. (Hint: see Reading B.)

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| Student’s response must demonstrate and understanding of the symptoms of depression.  Responses may include, but are not limited to, reference to:   * prolonged and unusually sad mood * loss of interest in activities they previously enjoyed * tiredness * lack of energy * difficulty sleeping * loss of confidence * low self-esteem * difficulty in concentrating and making decisions   This is covered in Section 2, under the subheading **Depression** in the Study Guide, and in Reading B. |

b) Post-traumatic stress disorder.

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| Student’s response must demonstrate and understanding of the symptoms of post-traumatic stress disorder  Responses may include, but are not limited to, reference to:   * mental and emotional stress / distress * disturbance of sleep * vivid recall of the experience that caused the shock. |

c) Schizophrenia. (Hint: see Reading D.)

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| Student’s response must demonstrate and understanding of the symptoms of schizophrenia.  Responses may include, but are not limited to, reference to:   * Positive symptoms such as hearing voices, food tasting strange, seeing things that aren’t real. * Negative symptoms such as diminished range of emotional expressiveness, reduced speech, in ability to initiate and sustain goal-directed activities. * Cognitive symptoms, which include disorganized thinking, impaired executive functions.   This is covered in Section 2, under the subheading **Other Mental Illnesses** in the Study Guide, and in Reading D. |

d) Bipolar disorder. (Hint: see Reading E.)

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| Student’s response must demonstrate and understanding of the symptoms of schizophrenia.  Responses may include, but are not limited to, reference to:  PERIODS OF:   * Depressed mood * Loss of interest or pleasure in nearly all activities * Inability to concentrate * Suicidal ideation * Decreased energy * Tiredness and fatigue * Sense of worthlessness or guilt * Changes in appetite   IN CONJUNCTION WITH PERIODS OF   * Elevation in mood * Racing thoughts * Inflated self-esteem * Manic speech * Increased physical mobility and energy * Decreased need for sleep * Recklessness * Delusions and hallucinations   This is covered in Section 2, under the subheading **Other Mental Illnesses** in the Study Guide, and in Reading E. |

2.4 Imagine that you are a counsellor working in a small counselling organisation. You are in a first session with a new client, Sean. Sean tells you that he has been feeling very ‘down’ lately and that he is finding it difficult to sleep, is always tired, and has recently lost his job for missing too many days of work. He tells you that he has come to counselling at the urging of his mother but that he is not sure why he is here because he sees little point in try to change because he is simply ‘stupid’ and ‘no good’.

You ask Sean whether he has spoken to a doctor or a psychologist and he says that you are the first person that he has spoken to.

Consider what Sean’s needs might be. What steps would you intend on taking in this situation? (Your response should be approximately 30 words)

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| Student’s response must demonstrate an understanding that Sean likely has a mental health issue (depression) and that he needs to be referred to a qualified professional for diagnosis and care planning. |

Strategies that Support Empowerment and Recovery

2.5 Briefly explain the concept of person-centred care in the context of working with client with mental health issues and how this practice can be used to help identify services and strategies that support client empowerment and recovery. (Your response should be approximately 100 words)

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| Student's response must demonstrate an understanding of person-centred care and how it can be used to help identify services and strategies that support empowerment and recovery.  Responses may include, but are not limited to, reference to:   * Person-centred care involves ensuring that the client's preferences are central and that there is a partnership between the client, their family, and support services. * Person-centred care involves discussing care options that reflect what the client identifies as important (e.g., preferences, goals, and lifestyle choices) and reflects client responsibilities and rights. * Person-centred care facilitates empowerment and recovery by ensuring that the client's needs are met and that they are engaged in the process and become more active in their own recovery. |

2.6 When working with clients with mental health issues, how can you support the client to express their own identity and preferences and avoid imposing your own values and attitudes? (Your response should be approximately 100 words)

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| Student's response must demonstrate an understanding of appropriate strategies/techniques that can be used to support client to express their own identify and preferences and avoid imposing counsellor's own values/attitudes.  Responses may include, but are not limited to, reference to:   * Encouraging the client to identify their own goals and objectives * Identifying areas of client interest and drawing upon these to develop plans * Presenting clients with a number of options from which they can choose from when developing a plan * Maintaining self-awareness of own values, recognise differences, and not allowing values/biases to shape interactions with client/plan development. |

2.7 Working with people with a mental health issues requires that you allow the person to express their own opinions and feel safe that they will not be judged. Take some time to reflect upon your current values and beliefs that have the potential to impact upon your work with such clients. Consider how these values and beliefs may impact the way in which you work with people who have mental health issues. In the space below, provide a summary of your reflections and how you intend to ensure that you do not impose your values and beliefs on your clients. (Your response should be approximately 100 words)

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| This is a self-reflection question. Individual answers. However, student’s responses must demonstrate a reflection of their own values and beliefs, how this could impact their work with clients with mental health issues, and how they intend on ensuring that they do not impose their beliefs onto clients.  Example response  “I have a need to protect people and I believe that I might have a tendency to be over-protective of clients with mental health needs, believe that I know better than them, and try to influence or make decisions on their behalf. I also have a particular set of values that may not be held by everyone. I value financial security and education and independence. I may have clients who have mental health issues that do not hold these same values and I will need to ask them questions that will help me understand how they view the world to ensure that I do not impose my values on to them. I will also continually monitor my counselling practice to ensure that plans developed reflect the client's goals rather than imposing my goals onto the client.” |

2.8 While clients with mental health issues are obviously quite diverse and will have a range of different needs that may require a range of support options, there are some commonly required areas of support. List three (3) common types of support that may be required. (Your response should be approximately 30 words)

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| Student responses must demonstrate an understanding of the three different types of support that clients with mental health issues often require.  Responses may include, but are not limited to, reference to:   * Practical support – this may include assistance with managing their symptoms, managing tasks of everyday living, finding employment, etc. * Emotional support – this may include counselling, facilitating contact with support network, facilitating social involvement, etc. * Financial support – This may involve facilitating access to community services or government benefits, etc. |

2.9 When working collaboratively with your client and their care network, what are the key steps that you will keep in mind? (Your response should be approximately 100 words)

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| Student's response must demonstrate an understanding of how to work collaboratively with the client and their care network to help develop a plan/strategy that meet client needs/support empowerment.  Responses may include, but are not limited to, reference to:   * Ensure that the client understands the decisions that need to be made * Work with the client to develop options for alternatives * Encourage the client to think about their future and how they want it to be shaped * Ask the client prompting questions about their preferences * Conduct regular meetings with the client’s care networks to discuss issues * Seek advice from the client’s care network about key decisions * Encourage the client’s care network to be involved with the recovery activities |

2.10 While client needs will obviously differ, list four common strategies that practitioners working with clients with mental health issues might explore with their client in order to support empowerment and recovery? (Your response should be approximately 30 words)

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| Student's response must demonstrate an understanding of at least four common strategies to be explored to support empowerment and recovery.  Responses may include, but are not limited to, reference to:   * Strategies that meet the client’s specific needs * Strategies that encourage social interaction * Strategies that assist the client in finding employment * Strategies that facilitate access to training and education * Strategies that facilitate involvement in volunteering |

2.11 Explain the concepts of ‘duty of care’ and ‘dignity of risk’ and how these principles need to be reconciled in order to provide appropriate service to clients with mental health issues. (Your response should be approximately 100 words)

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| Student responses must demonstrate an understanding of the concepts of ‘duty of care’ and ‘dignity of risk’, how they interact, and how a counsellor must reconcile these when working with clients with mental health issues.  Responses may include, but are not limited to, reference to:   * Duty of care refers to principle that counsellors have a responsibility to protect clients from acts or omissions that could reasonably foresee harm * Dignity of risk refers to the principle that people with mental health issues have the right to autonomy and self-determination of risks they are willing to take. * While counsellors have a duty of care to protect clients from serious harm (e.g., take action do suicidal ideation) they cannot stop a client from taking any risks because the client has the right to self-determine. |

2.12 Imagine that you are working with a client, Janet, who has been diagnosed with bi-polar disorder. She is currently on medication and is feeling stable. Janet tells you that she has recently joined an online dating site. She has met a man who seems nice on the Internet and she would like to meet him in real life and tells you that he has invited her around to his place for dinner. You have concerns about Janet’s safety – you feel that she can be quite naive and vulnerable sometimes.

Describe the ‘dignity of risk’ issue this situation raises and what actions you would take as Janet’s counsellor (Your response should be approximately 100 words)

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| Student responses must demonstrate an understanding of the dignity of risk issue in this scenario and appropriate action to take.  Responses may include, but are not limited to, reference to:   * In this circumstance the client has a right to take a risk as part of her self determination * Although it may be risky to meet someone that she has met on the Internet the client has the right to decide if she is willing to accept the level of risk * A counsellor can discuss her safety concerns and provide Janet with information to help minimise the risk (e.g., telling Janet that often people arrange to meet Internet dates in public places, take someone with her to watch the proceedings from a distance, or have someone call during the beginning of the date to check that she is ok. |

Section 3

Working With People With Mental Health Issues

Providing Support to Facilitate Progress Towards Goals

3.1 What key considerations are involved in planning actions to support a client with mental health issues? (Your response should be approximately 100 words)

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| Student’s response must demonstrate an understanding of appropriate key considerations when planning actions to support a client.  Responses may include, but are not limited to, reference to:   * The client’s goals * The client’s current strengths and resources * Interventions / strategies that can be implemented to help the client meet their needs * Supports the client may require to implement interventions / strategies * How the plan will be monitored * Collaborative approaches to be taken with the client, their support network, and other professionals involved. |

3.2 As a client’s circumstances change you will need to adapt your approach to working with the client. Imagine that you are counselling a client, Jordan, as part of a larger case management plan. Jordan has been diagnosed with depression but is currently on medication. During your latest session Jordan tells you that he has been fired from his job and fears that he does not have sufficient skills or qualifications to obtain another job in the current job market. He also tells you that he has no savings and that he is unable to pay his rent.

As Jordan’s counsellor, what actions will you take to support him? Hint: consider who else might be able to provide Jordan with assistance. (Your response should be approximately 75 words)

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| Student’s response must demonstrate and understanding of appropriate actions to take to support Jordan.  Responses may include, but are not limited to, reference to:   * Amending own counselling plan to provide emotional support * Obtaining Jordan’s permission to discuss his changed circumstances with the case manager, who can then arrange appropriate services (e.g., access to Centrelink support, rent assistance, job seeker assistance, etc.) |

Working in Ways that Uphold the Person’s Rights

3.3 When working with all clients it is important to ensure that you are working in a way that upholds their rights. What steps can you take as a counsellor to ensure that you are working in a way that is upholding client rights in your own practice? (Your response should be approximately 100 words)

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| Student’s response must demonstrate and understanding of appropriate actions that a counsellor can take to uphold client rights.  Responses may include, but are not limited to, reference to:   * Checking-in with the client regularly to ensure that they are satisfied with the service(s) they are being provided * Providing the client with access to information and resources required to uphold their rights * Ensuring that the client has decision making powers * Encouraging the client to be assertive about their rights * Facilitating social inclusion |

3.4 Explain how the principles of social justice and social inclusion can be met by encouraging clients to participate in the management and review of mental health services and organisations. (Your response should be approximately 100 words)

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| Student’s response must demonstrate and understanding of how the principles of social justice/social inclusion can be met by encouraging participation in the management and review of mental health services and organisations.  Responses may include, but are not limited to, reference to:   * The principles of social justice and social inclusion refer to facilitating engagement with services and ensuring that individuals are not discriminated against * Many mental health organisations encourage those with a mental illness to become involved in the managerial and review aspects of the service (e.g., being part of interview panels for mental health jobs, developing and reviewing policies and procedures, advocating for other people with mental health issues, and being part of education and mental health promotion activities). * By encouraging client participation it supports social justice and inclusion and promotes active involvement in the sector. |

3.5 When working with clients with mental health issues you might be required to adapt service delivery. List three (3) possible adaptations that you might make. (Your response should be approximately 30 words)

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| Student’s response must demonstrate and understanding of three possible adaptations.  Responses may include, but are not limited to, reference to:   * Offering longer sessions * Including the client’s family/carers/support network in the counselling process * Working more closely with other service providers * Maximising support services |

3.6 It is important to ensure that you comply with all workplace health and safety laws and regulations in your workplace and that you are able to adequately assess risk. List the questions that you can ask yourself to help determine the level of risk of any given situation. (Your response should be approximately 30 words)

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| Student’s response must demonstrate an understanding of the WHS risk analysis process.  Responses should include:   * What could go wrong? * What is the likelihood of something going wrong? * What are the consequences of something going wrong? |

A Note on Documentation

3.7 List five (5) key considerations that you should keep in mind when documenting client contact. (Your response should be approximately 50 words)

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| Student’s response must demonstrate an understanding of at least five key considerations for documenting client contact.  Responses may include, but are not limited to, reference to:   * Write the date, time, location and names of people present at the interaction * Record who said what and use inverted commas when indicating direct quotes * Ensure that your records are objective and accurate * Record facts rather than your opinions * Record the client’s actions and behaviours using objective terms * Make sure that you are writing facts not inference – identify what actually happened not what you thought might have happened. * Record the reasons why you made certain decisions * Use short sentences and be concise * Use plain language * Use appropriate headings and set out the information in a logical manner * Make sure that you sign all of the notes you record |

3.8 Imagine that you are working for an organisation that uses the SOAP principles when recording client interactions. Explain what information you would include in each section of your notes. (Your response should be not more than 150 words)

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| Student’s response must demonstrate an understanding how to document interactions appropriately using the SOAP principles.  Responses should make some reference to the following points:   * ***S:*** The *subjective* component of documentation describes a consumer's [client’s] view of their current condition in narrative form. Notes are taken about a consumer's thoughts, feelings, concerns, the intensity of the consumer's problems and impact they are having on others. It may include the consumer's goals or plans * ***O*:** The *objective* component includes any observable, measurable and quantifiable data about a consumer such as their appearance and behaviour, their response to the therapeutic relationship, observable strengths, and any outside data or test results * ***A:*** *Assessment* (also described as *Analysis*) involves a synthesis and analysis of the subjective and objective information gathered. It documents the practitioner's clinical reasoning and may include a summary of the consumer's main symptoms or issues to be addressed. Issues may be identified by a number which corresponds to actions under the next heading. * ***P*:** The *plan* refers to the proposed action or interventions. Date of next expected contact should be noted. It may also include a prognosis. |

A Note on Distress and Crisis Situations

3.9 When working with clients with mental health issues it is particularly important to be able to respond promptly and supportively to clients experiencing distress or crisis.

a) List three (3) possible situations of distress or crisis that you may come across in your work. (Your response should be approximately 20 words)

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| Student’s response must demonstrate an understanding of three possible situations of crisis or distress.  Responses may include, but are not limited to, reference to:   * Clients threatening to harm themselves. * Clients threatening to harm others. * Clients being at risk of harm from others. * Situations in which there have been significant/sudden changes to the client’s situation. |

b) Explain the ALGEE approach of responding to a crisis situation (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of the ALGEE approach to responding to a crisis situation  Responses must make some reference to the following points.  **A – approach, assess and assist with any crisis.** This involves assessing any immediate risks of suicide or harm, signs of trauma, or high anxiety.  **L – Listen** to the client’s full story and concerns in a non-judgmental manner  **G –** **Give** the client reassurance, support and information  **E –** **Encourage** the client to seek appropriate professional help  **E –** **Encourage** the client to seek other support strategies |

A Note About Working Within the Limits of Your Knowledge, Abilities and Work Role

3.10 As a counsellor, it is very easy to fall into the trap of thinking that you are able to help every client you meet. However it is important to always work within our own limits.

a) Describe two (2) limitations that you might face when working with clients with mental health issues. (Your response should be approximately 20 words)

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| Students must demonstrate an understanding of possible limitations.  Responses may include, but are not limited to, reference to:  Resources available to us.   * Resources available to you. * Your level of skills and knowledge. * The formal roles and the associated responsibilities assigned to you. |

b) If you find that your client requires services that are beyond your limits, what steps should you take? (Your response should be approximately 40 words)

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| Students must demonstrate an understanding of appropriate referral steps  Responses may include, but are not limited to, reference to:  Resources available to us.   * Discuss the need for referral * Determine appropriate service/organisation to meet needs * Complete a warm referral |

3.11 There will be times when your client requires assistance that is beyond your limits. Imagine that you are a counsellor working in your own private practice in your area. Because your service does not specialise in assisting clients with mental health issues you will need to ensure that you have knowledge of appropriate services and organisations that you could refer clients with mental health issues to.

Conduct and internet search of appropriate services in your area and document at least three (3) services/organisations in the space below. For each service, document the name of the service/organisation, a website or phone number, and provide a brief summary of its services and why you might refer a client to this service/organisation. (Your response should be approximately 150 words)

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| Individual responses. Students must document three appropriate services and include:   * The name of the service/organistion * The website or phone number * A brief summary of the services and why they might refer a client to this service / organisation. | | |
| Details of the service/organisation | Brief summary of services | Why you might refer a client |
| a) |  |  |
| b) |  |  |
| c) |  |  |

Integrating Your Knowledge

The following questions require you to utilise all of the skills and knowledge that you have learned throughout this unit.

3.12 Marcia is 24 years old. She has been diagnosed with bi-polar disorder. She lives with her parents and relies on their support and care. They care for her deeply but are very pessimistic about her capabilities. They don’t believe that she will ever be employed and don’t expect her to ever leave home. Marcia loves them very much but she feels constrained by their attention. She has a couple of friends who also provide her with support. She would like to have her own money and one day live independently from her parents. She was diagnosed with bi-polar disorder when she was 21 years old but even before her diagnosis her parents knew that she was unwell. She had depressive episodes when she would not leave the house and sometimes would not get out of bed. Other times Marcia was full of energy and would say and do some strange things. The catalyst for her diagnosis was when the police found Marcia running down the street outside their home naked. She was taken to a psychiatric hospital where they gave her medication to address her manic behaviour and finally diagnosed her with bi-polar disorder.

Marcia left school when she was 15 years old in year 10. She was unemployed for a number of years and finally got a part time job working in a supermarket, however, she lost that job soon after due to being late for every shift. She had developed depression and found it extremely difficult to get out of bed to go to work. Marcia now attends a social psych rehabilitation service where she receives case management support as well as providing her with a social outlet. She usually arrives at the service at lunchtime every day and has a lunch with the other clients. She then plays some pool in the drop in centre. She meets with her case manager once a week and they discuss ways she can recover. She has been taking her medication for three years now and she feels stable and strong. Marcia’s case manager talks to her about undertaking some further studies so that she would become more employable. She asks Marcia to think about the different areas of work available to her and shows her some pamphlets about different courses. Marcia has always enjoyed putting on makeup and often helps her girlfriends with their makeup. She has decided that she would like to be a beautician but has approached her case manager for assistance to explore options for a course to study.

a) Imagine that you are Marcia’s case manager. How would you respond when Marcia tells you that she would like to be a beautician? Remember, you want to ensure that your communication is respectful, hope giving, and promotes her empowerment and recovery. (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding an appropriate response that is respectful, hope-giving and promotes Marcia’s empowerment and recovery.  Response may include, but are not limited to, reference to:   * Using appropriate communication skills to acknowledge and reflect back Marcia’s decision. * Tell Marcia that I support her decision * Assist Marcia to research appropriate courses and provide her with other relevant information * Work with her to consider options * Encourage her to make her own decision about which course to pursue. |

b) Imagine that Marcia tells you that she wants to apply for beautician jobs immediately, even though she has no experience. You are concerned that Marcia is likely to be rejected and that this could have a negative impact upon her mental health. Consider the ‘dignity of risk’ consideration in this scenario and outline what actions you might take. (Your response should be approximately 75 words)

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| Student’s response must demonstrate understanding of dignity of risk and appropriate actions to take.  Responses will include, but are not limited to, reference to:   * While there is a risk that Marcia will be rejected by employers leading her to experience feelings of hurt and possible impact on mental health, this is Marcia’s decision to make. * Her case manager can discuss concerns about the likelihood of obtaining a role given her lack of experience/training and make some suggestions (e.g., applying for a beautician’s assistance position instead, however, this must be done respectfully and, ultimately, the case manager should support Marcia’s decision. |

c) Imagine that Marcia’s parents have come to see you. They are concerned for Marcia and believe that she will not be able to complete a beautician’s course and find a job. They are demanding to know what you and Marcia have been talking about during your meetings.

What issues do you need to take into consideration before speaking to Marcia’s parents? How would you work in such a way as to uphold Marcia’s rights under these circumstances? (Your response should be of approximately 75 words)

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| Student’s response must demonstrate an understanding of how to uphold client rights as well as maintain client confidentiality and privacy.  Responses may include, but are not limited to, reference to:   * Confidentiality – Marcia would need to give permission to discuss your conversations with the parents. * Explain to Marcia’s parents that you have an obligation towards Marcia to maintain her confidentiality and privacy and that as a consequence you cannot divulge any information about the case management meetings to them. * Remind Marcia that you have an obligation towards her to maintain her confidentiality and that you respect her privacy. |

d) Marcia’s parents tell you that they would like Marcia to apply for a disability support pension and give up looking for employment. Marcia tells you that she wants to remain on unemployment benefits and keep looking for work but that she is wondering if her parents are right. How would you support Marcia to understand and exercise her rights? (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of how to support a person to understand and exercise their rights.  Responses may include, but are not limited to, reference to:   * Explain to Marcia that she has the right not to apply for a disability pension if she does not want to and that her parents cannot impose their will in this regard. * Encourage Marcia to give you permission to talk to her parents to explain to them that Marcia has a preference to remain on unemployment benefits as she is seeking employment and that this is her right. |

e) Describe how you would provide support to Marcia to facilitate progress towards her goal to become a beautician in collaboration with her parents and extended care network. (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of how to provide support that facilitates progress towards the person’s goals in collaboration with the person and their care network.  Responses can include but are not limited to, reference to:   * There are various types of support that could be provided – these include financial, practical and emotional support. * Enlist the help of Marcia’s friends in supporting her emotionally to pursue her goal of becoming a beautician. They can allow her to practice putting on makeup and offer her words of encouragement. * Financial support may be needed to pay for training fees that could be accessed from Center link and as case manager I would help her research the options for grants and application processes. * Practical support can include transportation to the college for classes, or provision of a space where Marcia can study. As a case manager I would help Marcia explore how these support needs can be met. |

f) Imagine that Marcia starts a beautician course that takes up most of her days. She doesn’t have time to come in to the drop-in center for lunch anymore and play pool with her friends. She also can’t attend her usual appointment time with you. Describe how you would adapt your service delivery to meet Marcia’s needs now that her schedule has changed. (Your response should be approximately 75 words)

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| Student’s response must demonstrate an understanding of how to adapt service delivery to meet the person’s specific needs and requirements.  Responses can include, but are not limited to:   * Work with Marcia to find an alternative weekly meeting time. * Adapt case plan to help address the changed need for alternative social interactions and emotional support. |