



**ASSESSOR GUIDE**

**CHCCSL001**

# Establish and confirm the counselling relationship

Assessment 2 of 2

Case Studies



## Assessment Instructions

### Task overview

This assessment task is divided into 8 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

Imagine that you are a counsellor working with a client named Joey. Joey is a new parent who wishes to return to work. However, she struggles with the idea of leaving her 12-month-old daughter with daycare.

### Joey's Statement

Joey: "So I've decided to go back to work soon. But that means putting the baby in daycare. I haven't spent any time away from her yet, so leaving her with strangers seems kind of scary."

Write an appropriate reframing response to Joey's statement to help her consider a different but helpful interpretation of the situation.

[Approximate word count: 40 – 50 words]

**Assessor instructions:** The student's response should demonstrate the ability to use reframing appropriately.

Student responses need to reflect the content of the sample answer provided.

"Joey, it sounds like you've decided to go back to work but being away from the baby will be difficult for you. Do you think it might be possible that you would find it liberating to spend time on something you were very good at before having the baby?"

## Question 2

Heather is a counsellor working with a client who has sought counselling to help decide whether to end her marriage. As the client talks about what has been happening, it becomes apparent that she is engaging in an extra-marital affair. Heather tells her client that cheating on her husband is wrong and that she should stop.

- a) Do you think Heather's actions comply with anti-discriminatory requirements that counsellors abide by? Explain your reasoning.

[Approximate word count: 30 – 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of discrimination and identify Heather's actions as **not** compliant due to her imposing her own values on her client.

Student responses need to reflect the content of the sample answer provided.

Heather's actions are not compliant as she is imposing her own values on her client, and this is not compliant with the anti-discriminatory requirements that counsellors need to abide by.

- b) If you were Heather, what would you have done differently?

[Approximate word count: 40 – 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how a counsellor can reduce the impact of their own values on the counselling relationship.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following points.

- Discuss in supervision and explore ways of reducing the impact.
- Continuously monitor the impact of personal values.
- Demonstrate respect and acknowledgement and use appropriate counselling skills to facilitate the client to come to an independent decision that aligns with the client's values.

### Question 3

Jimmy has been referred to counselling for support regarding a recent marriage breakdown. You are conducting an initial interview with him. He appears jittery and gives short, tense responses to your questions. Jimmy is wringing his hands together and tapping his foot on the floor. He does not make eye contact with you.

- a) What are some indicators you observed that suggest Jimmy may be anxious about attending counselling?

[Approximate word count: 30 – 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify client anxieties about the counselling process.

Responses must include references to the following client observations:

- Jimmy appears jittery.
- He gives short, tense responses to questions.
- He is wringing his hands together.
- He is tapping his foot on the floor.
- He does not make eye contact.

- b) Explain what you would do to help Jimmy feel more at ease and encourage him to explore any concerns he may have about counselling.

[Approximate word count: 50 - 65 words]

**Assessor instructions:** The student's response must demonstrate the ability to explore the client's anxieties about the counselling process.

Responses must make reference to asking open questions, normalising the client's anxiety, use of reflection and respectful acknowledgement of the client's concerns.

- Ask open questions: e.g., "How do you feel about coming to counselling, Jimmy?"

- Normalise their anxiety: e.g., "Most people find it quite nerve-wracking to come to counselling. I'm not sure if you are feeling the same way?"
- Reflect on what you have observed: e.g., "Jimmy, I noticed you seem a bit uneasy, is everything alright there?"
- Acknowledge the client's concerns and address them respectfully.

Example response:

"I will respectfully ask Jimmy how he feels about coming to counselling today. If he indicates that he is feeling anxious, I will normalise his feelings by saying that it is normal and ask further questions about what his concerns may be. "

#### Question 4

Imagine that you are still working with Jimmy from Question 3. He tells you that he has recently separated from his wife, and things have been very stressful. Whilst you want to learn more about Jimmy's concerns, you also want to ensure he has a sufficient understanding of the process and provided informed consent before proceeding.

- a) Write down what you would say to introduce the contracting process while acknowledging his immediate concerns.

[Approximate word count: 50 – 80 words]

**Assessor instructions:** The student's response must demonstrate the ability to introduce the contracting process while acknowledging and respecting the client's immediate concerns.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"Jimmy, I can hear that you've been under a lot of pressure since the separation. If you'd like to, we can definitely spend time talking about this later.

Usually, at the beginning of the session, I'll go through some basic information with my clients to make sure they have a good understanding of what the process involves, so they can decide if this is the right process for them. Would that be alright to do it now?"

- b) Part of the contracting process involves explaining the following information to Jimmy:

"This is a confidential process. However, there are a few circumstances in which I may be required to break confidentiality:

- If I consider you to be at risk of seriously harming yourself or someone else
- If your counselling records have been requested by a court of law
- If another party or agency has requested your information, and you have agreed and provided your written consent to this."

Write down what you would say to Jimmy to explain the information in the blue shaded box so that Jimmy understands the confidential nature of counselling and when confidentiality may be overridden. **Note:** You should aim to explain the information in a clear and conversational manner, such as explaining what 'confidentiality' means and providing appropriate examples to facilitate client understanding.

[Approximate word count: 80 - 100 words]

**Assessor instructions:** The student's response must demonstrate the ability to provide information that assists clients in understanding the nature of the counselling service on offer. Students must **not** simply copy information completely from the blue shaded box; they are expected to adapt information into conversational language (such as explaining confidentiality and providing appropriate examples) to facilitate the client's understanding.

Student responses need to reflect the content of the following sample answer.

"Jimmy, information you share with me in counselling will be kept confidential, which means I cannot disclose to others without your permission. However, there are a few situations where I might have to share particular information with someone else because of safety or legal reasons. This includes when I consider you to be at risk to yourself or others or if the law requires me to disclose certain information. If you'd like me to share information with a doctor or another worker you are working with, I can do that once you've provided written consent."

- c) Imagine that Jimmy becomes slightly nervous and says he doesn't want the things he says about his ex-wife to get back to her. Write down what you would say to Jimmy to address his concerns and provide clarification on the disclosure requirements.

[Approximate word count: 30 - 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to modify the client's expectations of the counselling service and provide appropriate information about confidentiality and disclosure.

Student responses need to reflect the content of the sample answer provided.

"Jimmy, thank you for sharing your concern with me. I want to assure you that I will not share anything you have said with your ex-wife. As I've mentioned to you, I will not share what you have said to me to any third party without your written permission, except in the few situations I have previously explained."

## Question 5

Imagine that you are working for a local counselling centre, and your organisation requires workers to document detailed case notes of client issues, counselling plans and referral actions. You have just been assigned your first client, Michael. He is a 25-year-old man who is homeless and in severe financial hardship because he lost his job recently. Your organisation does not offer services to address homelessness or crisis support. What would be an appropriate action for you to take?

[Approximate word count: 30 – 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify indicators of issues beyond the scope of their own role and report/refer according to the presenting issue and organisation requirements.

Responses must indicate that the client's issues are beyond the counsellor's role and/or organisation context; hence referral would be required. Additionally, referral actions must be documented.

Student responses need to reflect the content of the sample answer provided.

"I will explain to Michael that my organisation does not have the capacity to meet his needs and discuss a referral to services that can offer temporary accommodation and crisis support. I will also document the referral discussion and the actions taken on Michael's file."

### Question 6

Imagine that you are working as a counsellor. All counsellors working in your organisation are considered mandatory reporters and are required to document any safety or risk issues of clients. One of your clients, Jacinta, has sought counselling to discuss the relationship difficulties she has with her partner, Malik. During the session, Jacinta describes an abusive relationship with her husband, which includes both physical and verbal abuse, some of which involves their 3-year-old son. What would be an appropriate action for you to take?

[Approximate word count: 40 – 60 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify indicators of issues beyond the scope of their own role and report/refer according to presenting issue and organisation requirements.

Responses must indicate that the client's issues indicate a possible need for mandatory reporting and/or referral to DFV or crisis support. Additionally, risk issues should be documented as per the organisational requirements.

Student responses need to reflect the content of the sample answer provided.

"I will assess whether Jacinta has any immediate safety needs and, if so, discuss with her a referral to a service specialising in DFV areas or crisis support. I will also consult with my manager on whether and how to report to child protection services. I will also document the risk issues identified and report made."

### Question 7

Imagine that you are a counsellor and you will be meeting with a new client, Ricky. Read the following background information about Ricky:

#### Ricky's Background Information

Ricky is a 23-year-old man whose father died of a heart attack when he was 18 years old, just as he finished his high school exams. Ricky's mother had always been very dependent on her husband and found adapting to life after his death challenging. As a result, Ricky became the 'man of the house', taking care of all of the bills and some of the parenting decisions related to his two younger siblings. He had been accepted into a veterinary science course prior to his father's death but deferred this and instead works as a manager in a fast food restaurant to help support the family. Ricky's old school friends are building careers, developing relationships and going out on weekends while he has many family and financial commitments which get in the way of this. He would like to move in with a friend, but when he suggested this, his mother became distressed and told him she couldn't cope without him. Ricky hopes that counselling will help him decide what to do.

Ricky has referred himself (for example, there is no referral information). No special needs or safety issues have been identified.

- a) Ricky appears to be nervous and uneasy. You think that he might be anxious about attending counselling. What could you say to Ricky in order to identify and explore his anxieties about the counselling process?

[Your response should be approximately 20 words]

**Assessor instructions:** Student responses must demonstrate the ability to identify and explore client anxieties about the counselling process with clients. Responses may vary; however, they must be tentative and respectful. For example, asking Ricky, "Why are you nervous?" or "Are you nervous" will not be appropriate.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Ask open an question: e.g., "How do you feel about coming to counselling, Ricky?"
- Normalise their anxiety: e.g., "Most people find it quite nerve-wracking to come to counselling. I'm not sure if you are feeling the same way?"
- Reflect what you have observed: e.g., "Ricky, I noticed you seem a bit uneasy, is everything alright there?"

- b) Ricky tells you that he has never had any counselling before, so he is not sure what to expect. Ricky agrees that it will be helpful for him to understand more about what the counselling process involves. Particularly, he is wondering if you will be able to tell him what's the best decision to make in his situation.

Write down what you would say to Ricky to explain the person-centred nature of the process and your role as the counsellor in this regard. In your response, you should also clarify with Ricky whether he is agreeable to such a counselling approach.

[Your response should be no more than 100 words]

**Assessor instructions:** Student responses must demonstrate the ability to provide information that assists Ricky in understanding the nature of the counselling service on offer and clarify with Ricky his commitment to a counselling relationship of such nature.



Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

“Ricky, I work from a person-centred approach which means I’ll be aiming to help you figure out what’s been affecting your life and put together a plan to improve things. I believe that you’re the expert in your own life and ultimately have the ability to make the changes you need to. We’ll talk about what’s been going on for you, and I’ll be encouraging you to come up with ideas and options to change things. However, I won’t be giving you lots of advice or telling you what to do. Does that sound like something you’d be interested in?”

- c) Now, you want to learn more about Ricky’s concerns and what he might want to discuss in counselling. Write down an open question you could ask Ricky in order to invite him to share his most pressing concerns.

[Your response should be approximately 15 words]

**Assessor instructions:** Student responses must demonstrate the ability to use appropriate open questioning to gather client information.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

“Ricky, would you like to tell me more about what brings you here today?”

or

“Ricky, is there a particular topic you’d like to discuss today?”

- d) Ricky goes on to tell you about his reasons for seeking counselling. Describe how you would use body language to show Ricky that you are interested in and open to what he is telling you.

[Your response should be approximately 50 words]

**Assessor instructions:** Student responses must demonstrate the ability to use effective body language in a counselling session.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

“I will make sure that I sit at a slight angle to Ricky so I do not appear as confronting. I will also make sure there is an appropriate distance between Ricky and me. I will also nod my head as he speaks to encourage him to continue.”

- e) Ricky tells you about his dilemma about moving out and his relationship with his mother (see background information at the beginning of this question). Explain how you might go about helping Ricky identify priorities and goals to work on in counselling sessions.

[Your response should be no more than 50 words]

**Assessor instructions:** Student responses must demonstrate an understanding of how to use techniques and questions to help the client explore their problem and identify goals for counselling.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Ask open-ended questions such as:
  - What changes need to happen to address this situation?
  - What will we need to change to bring about the desired result?
  - How will we know if the change has occurred?
- Use appropriate communication skills and techniques to help Ricky identify broad goals, and then prioritise the issue that is most important, and encourage him to break his goal into smaller actionable steps.

- f) After some discussions, Ricky decides that his priority is to reduce the number of family commitments he currently has. His goals are outlined in the following list of three points. You also wrote on your case note that “Ricky mentioned something about being accepted into a veterinary science course”, which is something you may want to follow up on in future sessions.

### Ricky's Goals

1. Sit down with his mother and tell her how he feels.
2. Work together towards a more equitable sharing of commitments, starting with paying bills.
3. Begin arrangements to move in with a friend in 3 months.

Complete the following Counselling Plan for Ricky according to the information given in the introduction and his expressed goals in the three points given in the list. You may make up information that is missing. Write your plan in appropriate spaces.

**Assessor instructions:** Student responses must demonstrate an ability to develop a counselling plan.

Example responses are included in the following Counselling Plan.

## **Counselling Plan**

### **My Counselling Service**

**Client name:**

“Ricky”

**Involvement of other agencies/referral information:**

“None or Self-referred”

**Safety/risk issues:**

“None noted.”

**Special needs information:**

“None noted.”

**Client’s own identified priorities:**

“Reduce the number of family commitments he has.”

**Observed client requirements:**

“Ricky mentioned something about being accepted into a veterinary science course.”

**Goals:**

1. Sit down with his mother and tell her how he feels.
2. Work together towards more equitable sharing of commitments, starting with paying the bills.
3. Begin arrangements to move in with a friend in three months.

**Monitoring:**

Feedback form to be administered in session 3.

**Counsellor signature:**

**Date:**

### **Question 8**

Imagine that you are a counsellor and you are meeting a new client, Karen. Before Karen arrives, you review her file and the following referral letter.

#### **Referral Letter – Karen Black**

Patient Details: Karen Black

Address: 21 Ringwood Drive

Fernvale, NSW 5624

Date of Birth: 23/11/1975

21<sup>st</sup> March 2015

Dear Counsellor

I am referring Karen Black for counselling sessions to address the stress she is experiencing due to alleged bullying at work. She is experiencing symptoms of loss of appetite, tearfulness, insomnia and irritability. She reports no previous history of anxiety or depression.

Yours sincerely,

*Dr Abraham Sellers*

a) What information have you learned about Karen based on the referral letter?

[Your response should be approximately 30 - 45 words]

**Assessor instructions:** Student responses must demonstrate an ability to analyse existing client information.

Responses must include reference to information in the referral report, including:

- Patient details – name, address and age.
- The client is experiencing symptoms related to stress – loss of appetite, tearfulness, insomnia and irritability.
- She may be experiencing bullying at work.
- She has no prior history of anxiety or depression.

b) Imagine that Karen has now arrived for her appointment. Once Karen is seated in the counselling room, she immediately begins to tell you about what happened in her workplace and how those events are causing her a lot of stress.

Write down what you could say to Karen in order to respectfully acknowledge her concerns and guide her into the contracting conversation.

[Your response should be approximately 80 words]

**Assessor instructions:** The student's response must demonstrate an ability to acknowledge Karen's concerns and use appropriate communication techniques to guide Karen into a contracting conversation.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Karen, I can hear that you’ve been under quite a lot of stress at work. I’m just wondering if we could quickly go through some basic information that I go through with all new clients so that you have a good understanding of the process. And then, we can focus on what has happened at work and what you might want to do about it. How does that sound to you?”

- c) Imagine that Karen has signed the counselling contract, and you invited her to tell you more about her concerns at work. Karen says, “I just feel like I can’t cope anymore. Work has got so bad that sometimes I just want to give it up....”

Write down what you could say to paraphrase what Karen has said.

[Your response should be approximately 10 words]

**Assessor instructions:** Student responses must demonstrate an ability to use paraphrasing appropriately.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Sounds like you’re really doing it tough at work at the moment.”

- d) Karen replies, “It’s this new supervisor at work. She’s constantly criticising me and making horrible comments. The other day she made fun of my suggestion to improve the catering system - in front of everyone too.”

Write down what you could say to reflect on Karen’s feelings.

[Your response should be approximately 5 words]

**Assessor instructions:** Student responses must demonstrate an ability to use reflection of feelings appropriately.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

“You’re feeling judged.”

“You feel embarrassed because of your manager’s comments in public.”

- e) Karen says, “I’m the assistant to the service improvement manager at a company that produces pre-cooked weight loss meals. I’ve been there ages now and never had any issues with anyone, but since this supervisor started 3 months ago, it’s been hell. I dread going to work every morning – I can’t eat at all. I feel so sick. I can’t sleep...It’s just that I feel so bad all the time.... also I just burst into tears at the drop of a hat ... [Karen starts crying]. Look at me - I’m a mess... I can’t even handle the kids anymore. I overheard my eldest tell his brother that he had to be a good boy all the time now because mum is sad, which breaks my heart. I hate what this is doing to my family”.

Write down what you could say to summarise Karen’s concerns based on what she has told you so far.

[Your response should be approximately 100 words]

**Assessor instructions:** Responses will vary but must demonstrate the ability to summarise a client's concerns.

Responses must include appropriate acknowledgement of the client's presenting concerns, which must include the following:

- Karen is finding work difficult and stressful to the point that she thinks about leaving.
- Karen feels that her new supervisor is very critical of her.
- It is affecting her quality of life – she dreads going to work and describes difficulty in sleeping and eating.
- She is worried about the impact this is having on her family.

Example response:

“Karen, I can see what’s happened at work is having a huge impact on your life. The criticism you’re getting at work means that you dread going to the point that you feel sick and have problems sleeping and eating. Your kids have noticed that you’re tearful and upset, and you hate the effect that all of this is having on them. Have I got things right?”

- f) Karen decides that she needs to address what is happening at work first. Her broad goal is to reduce her stress at work. Outline the steps you would take to work collaboratively with Karen to explore possible options for achieving her goals through counselling.

[Your response should be approximately 70 words]

**Assessor instructions:** Student responses must demonstrate the ability to explore options and approaches for the relationship according to individual needs by outlining the appropriate steps they will take.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“I will invite Karen to engage in a brainstorming activity to list all possible options to help her meet her goal. We can then go through each option together to explore the pros and cons, the specific steps involved and how counselling can be most appropriately used. Then, I’ll encourage Karen to decide on the options that she sees as most suitable and write them into a counselling plan.”

- g) Karen thinks that it might be useful for her to improve her communication skills so she can be more assertive in responding to her supervisor’s comments. Karen also agrees with your suggestion that she may benefit from learning some relaxation techniques she could implement at work whenever she feels stressed.

Write down what you would say to Karen to summarise the options discussed and confirm that these will be the focus of her next counselling session.

[Your response should be approximately 60 words]

**Assessor instructions:** Student responses must demonstrate an ability to agree on priorities and seek confirmation from clients.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

“So far, we’ve come up with two really good ideas here. Karen, you’d like to spend some time learning to be more assertive in responding to your supervisor and also some relaxation techniques you can use at work to help you manage stress while you are there. Would you agree that these will be the focus of our next session?”

h) Using the information you have gathered from Karen’s initial session through previous questions, complete the following Counselling Plan. You also made an observational note to follow up on Karen’s reported difficulty in sleeping and eating in the next session and that Karen has agreed to evaluate the counselling progress at the end of the third session.

**Assessor instructions:** Student responses must demonstrate an ability to develop a counselling plan.

Example responses are included.

| <b>COUNSELLING PLAN</b>                                    |  |
|--|--|
| <b>My Counselling Service</b>                              |  |
| <b>Client name:</b>  | “Karen Black”  |
| <b>Involvement of other agencies/referral information:</b> | “Referred by Dr Abraham Sellers”                               |
| <b>Special needs information:</b>                          | “None identified”  |
| <b>Safety/reporting issues:</b>                            | “None identified”  |
| <b>Recording of client’s own identified priorities</b>     | “Address what is happening at work /reduce stress at work.”    |
| <b>Observed client requirements</b>                        | “Follow-up: Karen reported difficulty in sleeping and eating.” |

|  |                        |
|--|------------------------|
| <b>Goals</b>   |                        |
| <p>“1. Learn firm and assertive ways to respond to supervisor’s comments.</p> <p>2. Learn relaxation techniques to implement while at work.”</p> |                        |
| <b>Monitoring which will include:</b>  |                        |
| <p>“Review progress at the end of Session 3.”</p>  |                        |
| <b>Counsellor signature:</b>   | <b>Date:</b> 16/6/202x |

**Assessment checklist:**

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

|   |   |                          |
|---|---|--------------------------|
| 1 | 8 questions to be completed in the format requested | <input type="checkbox"/> |
|---|---|--------------------------|



**Congratulations, you have reached the end of your Assessment!**

© UP Education Online Pty Ltd 2023

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.