



**ASSESSOR GUIDE**

**CHCCSL007**

# Support Counselling Clients in Decision-Making Processes

Assessment 1 of 2

Short Answer Questions



## Assessment Instructions

### Task overview

This assessment task is divided into seventeen (17) 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 the following:

- Your learning material.



## 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 outline three (3) key counsellor tasks involved in helping a client through a structured problem-solving and action-planning process.

[Approximate word count: 65 words]

**Assessor instructions:** The student's response must demonstrate an understanding of three key counsellor tasks involved in helping a client through a structured problem-solving and action-planning task.

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

- Helping clients identify what they would like to achieve from counselling (i.e., clarifying their goals and counselling requirements).
- Helping clients explore various options for achieving the outcome or goal they have identified as most important to them.
- Support clients as they decide which option is most appropriate by examining the advantages and disadvantages of the various options.

### Question 2

You have learned about the 'seven-step' problem-solving model that counsellors often use to help guide their clients through decision-making. List the steps you would need to take as a counsellor utilising this approach.

[Approximate word count: 35 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the steps involved in the 'seven-step' problem-solving model.

Responses must be consistent with the following seven steps:

1. Clarify and define the problem.
2. Establishing realistic goals.
3. Generate multiple solutions.
4. Evaluate and compare solutions
5. Decide on a feasible, appropriate solution (and alternatives)
6. Implement the solution.
7. Evaluate the outcome.

### Question 3

During which stage or stages of the counselling process is a counsellor most likely to help the client clarify and define the problem?

[Approximate word count: 20 words]

**Assessor instructions:** The student's response must demonstrate an understanding of which stage(s) of the counselling process a counsellor is most likely to help clients clarify and define the problem.

Responses should refer to the 'initiating the session' stage and the 'gathering data' stages of the counselling interview.

#### Question 4

Identify and describe four (4) techniques counsellors can use to encourage clients to identify and explore their aims, requirements and ideas.

[Approximate word count: 400 - 450 words]

**Assessor instructions:** The student's response must demonstrate an understanding of four techniques a counsellor can use to encourage clients to identify and explore aims, requirements and ideas.

Students must identify and describe any four of the following techniques:

- **Visualisation.** Encourage the client to see how things might be after changes have occurred. This technique involves guiding clients to imagine and visualise how things might be after the desired changes have occurred. By creating a vivid mental image of their goals, clients can better understand what they want to achieve and how it looks and feels. The counsellor can encourage clients to describe their desired outcomes, such as what they see, hear, and experience. Visualisation helps clients connect emotionally with their goals and is a powerful motivator throughout counselling.
- **Supportive challenging.** Pointing out inconsistencies and contradictions may help clients identify aims or needs that may have previously not been recognised. In this technique, the counsellor gently challenges the client's thinking or perspective by pointing out inconsistencies or contradictions. By doing so, the counsellor encourages clients to reflect on their aims or needs critically and consider alternative possibilities they may not have previously recognised. This technique helps clients broaden their perspectives, overcome cognitive biases, and explore different facets of their goals, requirements, and ideas.
- **Encouraging responses.** Communicates counsellor confidence in the client and identifies an alternative. The counsellor uses enabling responses to communicate their confidence in the client's abilities and potential. By providing positive reinforcement, supportive feedback, and validation, the counsellor helps clients build self-belief and encourages them to explore their aims, requirements, and ideas more openly. This technique creates a safe and supportive space where clients feel empowered to express themselves and consider new possibilities.
- **Models.** Examples that represent what the client is hoping to achieve. The counsellor may use models or examples to illustrate what the client hopes to achieve. These models can be real-life success stories, case studies, or hypothetical scenarios representing the client's goals. By providing concrete examples, the counsellor helps clients envision what is possible and generates inspiration. Models can also demonstrate strategies, approaches, and resources that clients can consider and adapt to their situations, enhancing their problem-solving skills and goal-setting abilities.
- **Past experience.** Encourages clients to think about times in their lives when they have achieved the goal they are aiming towards. This technique encourages clients to reflect on times when they have achieved similar goals or experienced positive outcomes. By exploring past successes, clients can draw upon their strengths, skills, and resources that helped them accomplish those goals. This reflection fosters a sense of self-efficacy, reminding clients of their capabilities and resilience. It also provides valuable insights and strategies that can be applied to their current aims, requirements, and ideas.

### Question 5

The SMART model can be used to assist clients in identifying practical goals. Briefly outline the five elements of the SMART model and explain how using these elements can help to make goal setting more effective.

[Approximately word count: 230 words]

**Assessor instructions:** The student must demonstrate an understanding of the characteristics of practical goals, as outlined by the SMART model, and how the elements of this model can be used to assist goal-setting.

Responses need to be consistent with the following:

**S = Specific.** Outcome goals stated explicitly and precisely mean that both you and your client have a good, mutual understanding of what is to be accomplished. For example, a goal to 'develop more self-esteem' is too vague. It needs to be stated more specifically, for example, 'Engage in activities that promote self-confidence' or 'learn to communicate more assertively'.

**M = Measurable.** Outcome goals that are visible or observable are more valuable because it is easier to determine when they have been achieved—for example, reducing the frequency of critical remarks made to a partner.

**A = Achievable.** It is essential that both client and counsellor feel that the stated goals are possible to accomplish. You should avoid setting the client up to fail by identifying situations to attempt a new behaviour that offers a realistic chance of success. For example, expecting a client suffering from social anxiety to give a presentation as an initial goal is unrealistic. A more realistic goal may be to invite a friend for coffee.

**R = Relevant.** Goals should be directly related to what the client wants to achieve. For example, setting a goal addressing weight issues for a client experiencing interpersonal conflict with her husband is unlikely to be successful.

**T = Timed.** You should state a timeframe within which the goal is expected to be achieved."

### Question 6

Describe and explore four (4) factors that may influence a client's choice of, or ability to achieve, a particular course of action. [Approximate word count: 65 – 115 words]

**Assessor instructions:** The student's response must describe and explore four factors influencing a client's choice of, or ability to achieve, a particular course of action.

Wording may differ, but appropriate answers must reflect the themes and characteristics of any four (4) of the following examples.

- Social support. Family and social support may help a client reach their goal.
- Skills, knowledge and client strengths. Specific courses of action may require the significant acquisition of skills or resources. This should not necessarily deter a client from choosing a particular course of action but should be factored into the decision along with current client weaknesses and strengths.
- Cultural context. Understanding clients' worldviews and cultural context may impact their ability or preference for courses of action.
- Self-efficacy. A client's belief in their ability to succeed in specific situations or accomplish a task can significantly affect how one approaches goals, tasks and challenges.

- Values. Client values guide decisions.
- Individual differences. Depending on personal circumstances and personality factors, specific options may be more appealing to clients.

### Question 7

When exploring potential courses of action with a client, the counsellor should encourage clients to consider each course of action's potential implications and consequences.

List two [2] personal and two [2] social consequences counsellors should encourage clients to explore.

[Approximate word count: 10 – 20 words for personal consequences, 10 – 20 words for social consequences]

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

Personal Consequences	Social Consequences
<p>Responses should indicate <u>two</u> of the following personal consequences:</p> <ul style="list-style-type: none"> <li>• Effects on emotional well-being</li> <li>• Time and effort expended</li> <li>• Effects on physical well-being</li> <li>• Effects on psychological well-being</li> <li>• Effects on economic well-being</li> <li>• Self-enhancement (achievements, knowledge)</li> <li>• Effects on other personal goals, values and commitments.</li> </ul>	<p>Responses should also include <u>two</u> of the following social consequences:</p> <ul style="list-style-type: none"> <li>• Effects on the personal and social well-being of significant others</li> <li>• Effects on the rights of others</li> <li>• Effects on meaningful interpersonal relationships</li> <li>• Effects on personal and social performance evaluations (e.g. reputation, status, prestige).</li> </ul>

### Question 8

How could you encourage clients to decide on a course of action considering alternative contingency plans to be used, if necessary? Describe three [3] examples. [Approximate word count: 100 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how contingency plans encourage clients to consider alternatives that could be used if necessary (i.e. if the original course of action does not work) by describing three [3] examples.

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

1. Active listening: Listen attentively to your client's concerns, goals, and desires. By understanding their perspective, you can better support them in exploring various options and developing contingency plans.
2. Reflective questioning: Ask open-ended questions that prompt clients to consider different possibilities and potential outcomes. Encourage them to think critically about their choices and how they may adapt if circumstances change.
3. Brainstorming: Engage with the client in a brainstorming activity to identify a range of possible options, encourage creativity, and without evaluation until all options have been identified.
4. Explore pros and cons: Help clients identify the advantages and disadvantages of each potential course of action. Discuss each option's potential risks, benefits, and consequences, including how they may

need to modify their plans if necessary.

5. Decision-making tools: Introduce decision-making frameworks or techniques, such as creating a decision matrix or using a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. These tools can help clients systematically evaluate their options and consider alternative plans.
6. Realistic expectations: Remind clients that no plan is foolproof and unexpected events can occur. Encourage them to embrace flexibility and be prepared to adjust their plans if needed. Help them understand that having alternative contingency plans shows resilience and adaptability.
7. Visualising scenarios: Ask clients to imagine potential challenges they might encounter along their chosen path and how they would handle them. This exercise can help them brainstorm alternative solutions and prepare for potential setbacks.
8. Building confidence: Encourage clients to trust their decision-making abilities and remind them of their strengths and past successes in overcoming obstacles. Building self-confidence can help them feel more comfortable considering different options and contingency plans.
9. Revisit and review: Regularly revisit and review the client's progress and plans. Encourage them to assess the effectiveness of their chosen course of action and adjust their strategies if necessary. Emphasize that it is normal to reassess and make changes as circumstances evolve.

### Question 9

Briefly describe the Z decision-making model and the four (4) steps counsellors can take to help clients make a more holistic, well-informed decision.

[Approximate word count: 150 words]

**Assessor instructions:** The student's responses must demonstrate an understanding of the Z model and its four steps.

Responses must be consistent with the following.

- The Z model is a step-by-step process that encourages clients to consider information and decisions from four different dimensions.
- The first step involved encouraging the client to investigate and gather information [i.e., the sensing step] – consider the facts and details of the options
- The second step involves using the client's intuition, where you brainstorm ideas together based on these facts – consider the possibilities and brainstorm various solutions.
- The third step involves facilitating decision-making using the thinking function. This allows the client to examine the alternatives objectively to determine which might be the best choice – consider logically and analytically the consequences of each option.
- The fourth step involves helping the client tap into the feeling function. It considers whether the decision fits in with the client's values and the impact of each possible option – consider the impact that the options will have on both self and others.

### Question 10

Which types of clients would the Z model be beneficial for? Why?

[Approximate word count: 35 words]

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

“This decision-making model may be useful for clients who over-use or under-use a particular mode of psychological functioning. It is useful as it helps them to consider all dimensions of a problematic situation fully.”

### Question 11

What is the aim of the decisional balance tool?

[Approximate word count: 70 words]

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

- To help individuals to understand better their motivation behind continuing or discontinuing a particular behaviour.
- To help the client make an informed choice through an in-depth analysis of the costs and benefits of the decision to change or not.
- Help clients explicitly see that they benefit from their risky behaviour/problem.
- Help clients explicitly see there will be some costs if they change their behaviour.

### Question 12

Briefly outline the four-option model and why it might be used with a client.

[Approximate word count: 200 words]

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

- This model is commonly used by counsellors to help the client work through choices in challenging situations and is particularly useful when clients are stuck in a “Should I stay or should I go” type of dilemma – often regarding a partner or job.

There are four options to the model which the counsellor would explore with the client:

- Option One: leave the situation. The counsellor asks the client to consider whether their quality of life would be better if they left vs stayed.
- Option Two: stay, and change what can be changed. If the client wants to stay, the counsellor helps them explore solutions and ideas they have control over to help improve the situation.
- Option Three: stay and accept what can't be changed. The counsellor will help the client develop engagement and coping skills for the aspects of the situation that the client can't change.
- Option Four: is to stay and rely on [unhelpful] emotional control strategies. This is the fourth option that some clients might choose. Counsellors explore this option and encourage the client to select options two and three.

### Question 13

Why might the decision-making/problem-solving process be challenging for clients and counsellors?

[Approximate word count: 90 words]



**Assessor instructions:** The student must demonstrate an understanding that counsellors should expect to encounter obstacles and challenges during the process because the process involves change and uncertainty.

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

The decision-making process in counselling can be challenging for clients and counsellors because it requires clients to move from a relative 'safe' area of exploring problem situations to identifying ways of addressing the problem. This process generally involves significant uncertainty and change, which may be uncomfortable for the client and counsellor. There are also several common obstacles/challenges that counsellors and clients may face, including the unrealistic need to make the 'right' choice, perfectionism, unrealistic beliefs, ambivalence, resistance, conflicting client values, heightened emotions, and lack of skill.

#### Question 14

For each description in points a) to g), identify which step from the 'seven-step' model is described.

[Approximate word count for each: 5 words]

**Assessor instructions:** The student's responses must be consistent with the following.

- a) The effectiveness of the solution is assessed.

The student's response must refer to: Evaluate the outcome.

- b) The client is encouraged to identify broad needs and aims, which are then formed into specific goals.

The student's response must refer to: Establishing realistic goals.

- c) The client and counsellor rank each option, and the counsellor documents the agreed goal and action.

The student's response must include the following: Decide on a feasible, appropriate solution [and alternatives].

- d) The counsellor uses rapport-building skills to help the client discuss concerns and needs.

The student's response must refer to: Clarify and define the problem.

- e) The client and counsellor use brainstorming techniques to come up with options.

The student's response must refer to: Generate multiple solutions.

- f) The client applies the agreed solutions/actions outside of the counselling session.

The student's response must refer to: Implement the solution.

- g) The client and counsellor weigh up the pros and cons of each option.

The student's response must refer to: Evaluate and compare solutions.

### Question 15

One key ethical practice requirement for all forms of counselling is ensuring that clients understand the Counsellor's policy on confidentiality and record keeping (including the limits of confidentiality).

Imagine you are a counsellor explaining these policies to a client. Write down what you would say to the client to clearly explain your policy of record-keeping, confidentiality and disclosure.

[Approximate word count: 100 - 140 words]

**Assessor Instructions:** The student's response must demonstrate an understanding of how to explain an organisation's policy on confidentiality and record-keeping to clients and disclosure

Responses should refer to confidentiality requirements and limitations and record-keeping arrangements.

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

Everything you share with me in the course of our work together will be treated as highly confidential. However, there are a few circumstances where I may be required to break confidentiality. These include if I consider you to be at risk of seriously harming yourself or someone else; if a court of law has requested your counselling records. If another party or agency has requested your information, you have agreed and provided your written consent.

I will take notes during or after each session to help me keep track of our progress together. These notes will be stored in a private and secure location and may be viewed by you if you wish. The service will keep your counselling records for seven years from the date of your last contact with the service.

### Question 16

It is stated in the Code of Ethics and Practice that "counsellors do not normally give advice."

Explain why counsellors should avoid giving advice.

[Approximate word count: 70 words]

**Assessor Instructions:** The student's response must demonstrate an understanding that counsellors should support client autonomy and encourage them to make their own decisions.

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

Counsellors should avoid giving advice, as the decision-making process needs to be directed by the client rather than the counsellor. The client is the expert in their own lives, so they are in the best position to make decisions about it. The counsellor must demonstrate respect for the client's autonomy and freedom of choice by encouraging them to make their own decisions.

### Question 17

The counselling process is highly individualised, and goals should be collaboratively determined between the client and counsellor based on the client's unique needs and aspirations.

Describe four (4) goal types that may be set in different counselling circumstances.

[Approximate word count: 35 - 40 words per cell]

**Assessor Instructions:** The student's response must demonstrate an understanding that counsellors should support client autonomy and encourage them to make their own decisions.

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

Type of goal	Description
1. Behaviour Modification	Clients desiring to change specific behaviours or habits may set goals for behaviour modification. This may include reducing substance use, developing healthier eating or exercise habits, improving time management skills, or overcoming phobias.
2. Career and Academic Development	Clients seeking support in their career or academic pursuits may set goals for identifying career paths, improving job performance, enhancing study skills, developing educational purposes, or managing work-life balance.
3. Trauma Recovery and Healing	Clients who have experienced trauma may set goals focused on recovery and healing. This may include reducing symptoms of post-traumatic stress disorder (PTSD), developing effective coping strategies, and rebuilding a sense of safety and trust.
4. Personal Growth and Self-Exploration:	Clients seeking personal growth and self-exploration may set goals to enhance self-awareness, develop a stronger sense of identity, increase self-esteem, and explore personal values and beliefs.

**Other examples [for the assessor]:**

- **Emotional Regulation and Well-being:** Clients experiencing emotional difficulties, such as anxiety, depression, or stress, may set goals to manage and regulate their emotions effectively, develop coping strategies, improve resilience, and enhance overall well-being.
- **Relationship Improvement:** Clients seeking to improve their relationships, whether romantic, familial, or social, may set goals to enhance communication skills, establish boundaries, resolve conflicts, and develop healthier relationship patterns.
- **Life Transitions and Adjustment:** Clients facing significant life transitions, such as divorce, retirement, relocation, or loss, may set goals to navigate these changes, manage the stress associated with adjustment, and develop resilience during times of transition.
- **Skill Development:** Clients seeking to acquire or enhance specific skills may set goals for developing assertiveness, improving communication skills, practising mindfulness or relaxation techniques, or building problem-solving abilities.

**Assessment checklist:**

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

1	17 [seventeen] 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 your Assessment!**

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