

COUNSELLING PLAN | Wellness Counselling Service

Client details

The student must record the client's name.

Involvement of other agencies/referral information

- The student must summarise any information available from a referral report.
- Otherwise, record the following:

"None noted."

1A - Michelle

"None noted."

2A.1 - Simon

The student must record the following information:

Referred by GP: Dr Sharon Symonds Northside Family Practice

Simon's referral letter has indicated-

- Ongoing feelings of mild anxiety associated with social situations.
- Clinical assessment has ruled out serious physical issues and revealed that Simon does not fulfil the DSM-5 criteria for specific anxiety disorders.
- Discussion with Simon indicates that he would benefit from counselling to assist him with the management of anxiety-related behaviours and interpersonal communication skills.

2A.2 - Claire

"None noted."

Special needs information

- The student must identify if there are any special needs identified before the session or during the session.
- Otherwise, record the following:

"None noted."

1A - Michelle

"None noted."

2A.1 - Simon

"None noted."



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2A.2 - Claire

"None noted."

4A - Claire

Claire's son has been diagnosed with Autism; refer Claire to the following support services:

School Support Services: Ethan's school may have special education services or support groups for children with Autism. Suggest that Ethan's parents speak with his school's special education department to learn about available services.

Private Therapists: Suggest that Ethan's parents seek a private therapist specialising in working with children with Autism. They could search for therapists who have experience using Applied Behavioral Analysis (ABA) therapy, a common treatment for children with Autism.

Safety/reporting issues

- The student must identify if there are any safety/reporting issues identified before the session or during the session.
- Otherwise, record the following:

"None noted."

1A - Michelle

"None noted."

2A.1- Simon

"None noted."

2A.2- Claire

"None noted."

4A - Claire

There do not appear to be any immediate safety or reporting issues for Claire or her family. However, there are concerns about Claire's behaviour towards her husband, Justin, and her tendency to snap and lash out at him during their arguments. She worries their arguments could get worse.

Claire has recognised that her behaviour is causing her distress and wants to learn to communicate more effectively with Justin. Counselling will help her to explore the underlying causes of her behaviour, provide her with strategies to manage her stress and communication and support her in developing a healthier and more constructive way to deal with her emotions.

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Client's own identified priorities

- The student must record the client's immediate needs and concerns.
- It should contain the following information:
 - the most pressing issues/concerns
 - how long have the issues been in place for
 - impacts are the issues having on the client's life
 - what the client attempted to do to manage the concerns
 - whom the client turned to for support.

1A – Michelle

- Michelle's priority is to make a decision on whether or not to continue with her CPA studies.
- Time pressure as must decide within next 2 weeks.
- Impact on her life: she feels exhausted, overworked and lacks motivation to complete her studies.
- Feeling overwhelmed and stressed: Michelle is experiencing a lot of stress and pressure in her life, both from her studies and job, causing her to feel overwhelmed.
- Struggling with her identity and self-esteem: Michelle is questioning her identity and is feeling insecure about herself. This is causing her to feel anxious and unhappy.
- Her husband Jake and the impact his absence due to work has on her workload at home.
- Poor time management: Michelle has mentioned that she struggles to manage her time effectively, causing her to fall behind on her studies, and leaves everything to the last minute.
- She has achieved good grades to date in her CPA studies.

2A.1 – Simon

- His isolation and loneliness: Simon has felt disconnected from his friends and family since moving to a new city and struggling to make new connections.
- His anxiety and stress: Simon has been experiencing anxiety and stress relating to his perceived awkwardness and difficulty making friends.
- Simon's key focus is that he is unworthy of love and wants to be more confident so he can talk to the girl he likes – Nina.
- His self-esteem and confidence: his past relationship history does not come out until a later role play, but even then, it is not a recent breakup] He is questioning his self-worth and his ability to form meaningful relationships.



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2A.2 – Claire

The following are her key issues/priorities:

- Need to make a decision: return to work or stay at home as a full-time mum.
- Feelings of guilt at the possibility of leaving her son at daycare, fearing she will be seen as a bad mum.
- But also feeling stuck at home and fearful of losing her identity if she continues as a stay-at-home mum.
- Concern over finances, feeling pressured by husband to return to work.

Observed client requirements

The student must record any additional issues they observed and note what the counsellor feels are suitable requirements for their client. Observed requirements are points the counsellor thinks may be helpful to follow up on in future sessions.

1A – Michelle

- Michelle may benefit from relaxation strategies to help her cope.
- Michelle could benefit from relaxation strategies to help her cope when she feels overwhelmed.
- Michelle could benefit from specific time management strategies to help her organise her time more effectively and reduce stress.
- Michelle could benefit from working on her self-esteem to help her recognise her abilities and successful career and studies to date.

2A.1 – Simon

- Managing anxiety: Simon is experiencing anxiety related to social situations. Counselling can help him develop relaxation techniques, manage negative thoughts, and develop coping strategies for anxiety.
- Building self-confidence: Simon seems to have low self-confidence, which may affect his academic performance and career aspirations. Counselling can help him develop a positive self-image, recognise his strengths, and build self-confidence.
- Improving communication skills: Simon has difficulty expressing his thoughts and feelings, which may affect his relationships with others. Counselling can help him improve his communication skills, understand his communication style, and learn to express himself more effectively.

2A.2 – Claire

- Claire may benefit from assertive communication training to aid with her communication with her husband.



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- Claire may benefit from CBT to explore her negative self-perceptions of herself as a bad mother and selfish.
- Explore Claire's mental map of motherhood to facilitate insights and awareness for her of where her ideas of what a mother 'should' be come from.

Goals

- The student must record the results of the goals and agree on courses of action in collaboration with the client.
- The student must:
 1. Identify broad goals derived from the client's presenting problem.
 2. Prioritise the most central issues that cause the problem.
 3. Break each goal into smaller steps.
- The following are suggestions for goals based on the information provided in the role-plays. The student must collaboratively develop goals with the client and should reflect on the following issues and concerns for each client.

1A – Michelle

1. **Time Management:** Michelle is struggling to balance her work, study, and family commitments, which is causing her stress and exhaustion. A counsellor could help Michelle develop strategies to manage her time, prioritise tasks, and set realistic goals to achieve a better work-life balance.
2. **Stress Management:** Michelle feels overwhelmed and "stressed out" due to her busy schedule and multiple responsibilities. A counsellor could teach her coping skills, relaxation techniques, and stress-reduction strategies to help her better manage her stress levels.
3. **Motivation:** Michelle has been exhausted, overworked, and lacking the motivation to complete her CPA qualification. A counsellor could help her identify the underlying reasons for her lack of motivation and develop strategies to increase her motivation and stay on track with her goals.
4. **Decision-Making:** Michelle is facing a difficult decision about whether or not to continue with her CPA qualification. A counsellor could help her weigh the pros and cons of different options, explore her values and priorities, and develop a plan of action to make an informed decision.
5. **Self-Care:** Michelle is juggling multiple roles and responsibilities, and she needs to take care of her own physical, emotional, and mental well-being. A counsellor could help her prioritise self-care activities, such as exercise, mindfulness, or hobbies, and develop a self-care plan to improve her overall well-being.



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2A – Simon

1. **Develop effective coping strategies for managing social anxiety:** Simon has identified that he struggles to feel comfortable around new people, which causes him anxiety. Developing effective coping strategies for managing his anxiety could help him feel more at ease in social situations and improve his overall well-being.
2. **Build self-confidence:** Simon has expressed a desire to be more confident and comfortable around girls, mainly the girl he is interested in, Nina. Building self-confidence could help Simon feel more comfortable in social situations and encourage him to ask Nina out.
3. **Improve communication skills:** Simon has expressed concern about saying something stupid and being judged by others. Improving his communication skills could help Simon feel more comfortable expressing himself and lead to more positive social interactions.
4. **Overcome fear of rejection:** Simon has expressed fear of rejection and concern that Nina may say no if he asks her out. Overcoming his fear of rejection could help Simon feel more comfortable taking risks in social situations, leading to more positive outcomes.
5. **Develop realistic expectations for social interactions:** Simon has mentioned feeling envious of others who find social interactions easy. Developing more realistic expectations for social interactions and recognising that everyone has their challenges could help Simon feel less pressure and anxiety in social situations.

2A.2 – Claire

1. **Building self-esteem:** Claire has expressed feelings of low self-esteem and a lack of confidence in herself. A goal of building her self-esteem and confidence could help her feel more positive about herself and her abilities.
2. **Developing coping strategies:** Claire has experienced a lot of stress and needs to develop effective coping strategies to manage these feelings. A goal of developing coping strategies could help her learn how to deal with stressful situations more healthily.
3. **Improving communication skills:** Claire has mentioned that she struggles to communicate effectively with others, which has led to misunderstandings and conflicts. A goal of improving her communication skills could help her learn how to express herself clearly and assertively, as well as how to listen actively to others.
4. **Exploring personal interests:** Claire has put aside her interests to prioritise her family and work responsibilities. A goal of exploring her interests could help her rediscover her passions and hobbies and give her a sense of fulfilment and joy.



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Monitoring	
	<ul style="list-style-type: none">• The student must record the agreed monitoring arrangement.• This must be the following: "Agreed to complete a Client Satisfaction form in session 3. "
Counsellor signature	
Date	