



ASSESSOR GUIDE
CHCCSL003

Facilitate the counselling relationship and process

Assessment 2 of 2

Case Studies



Assessment Instructions

Task overview

This assessment task is divided into thirteen [13] case study 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

Clients often present various issues/concerns they wish to work on in the counselling relationship.

Imagine that you are conducting an initial counselling session with a new client, Brianna.

Brianna begins by telling you that her “life is a mess”. She is currently fighting with her boyfriend, having issues at work, and struggling to cope with her mother’s recent cancer diagnosis. Brianna tells you she wants to work on all these areas during counselling.

- a) Briefly outline the initial steps that you would take to help Brianna prioritise her concerns.

[Approximately word count: 50 - 60 words]

Assessor instructions: The student must demonstrate an understanding of appropriate steps a counsellor can take to help clients prioritise their concerns.

The student’s response needs to include a reference to the following points.

- Acknowledge and summarise the issues/concerns Brianna has raised.
- Reassure Brianna that we can work through them all at some stage during the counselling process but that we must start with one first.
- Ask Brianna which issue she thinks is most pressing/which she would like to start with.

- b) Imagine that Brianna is unsure about which concerns she wants to focus on first and that she “doesn’t know where to begin”. List five questions you could ask Brianna to help her prioritise her concerns.

[Approximately word count: 80 - 90 words]

Assessor instructions: The student must demonstrate an understanding of five appropriate questions a counsellor could ask to help Brianna prioritise her concerns.

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

- Which do you think impacts your life and coping ability most?
- Which issue do you think is most important to you?
- Which is the most pressing issue that brought you to counselling today?
- Do you think working on one of these issues first might help you better deal with the others and relieve some of your stress?
- Out of your concerns, is one impacting you more than the others?

- c) Why is it important to assist Brianna in prioritising her concerns rather than deciding which concern to focus on yourself?

[Approximately word count: 80 - 90 words]

Assessor instructions: The student must demonstrate an understanding of the importance of enabling the client to prioritise their concerns.

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

examples.

- Enabling Brianna to prioritise her concerns helps develop an appropriate counselling relationship and helps ensure that Brianna 'owns' her goals, making counselling more practical for her.
- Brianna is the expert in her life, so she needs to prioritise the concerns she wants to work on. If I were to prioritise the concerns, this would be swayed by my values, beliefs, and biases and may not reflect Brianna's true priorities – these would negatively impact the effectiveness of counselling.

Question 2

Imagine that you are conducting an initial session with a new client, Abed.

Abed tells you that he has come to counselling because he is considering dropping out of his university course and can't decide what to do. Abed tells you that he is currently enrolled in a Bachelor of Medical Science because his parents strongly encouraged him to enrol in the course – they have dreams about him becoming a doctor. Abed tells you that he has completed a year of the course and hated it.

The new semester has just started, and Abed is seriously considering dropping out before the HECS census date (so that he doesn't incur any further costs). Still, he is unsure if that would be best for him because he knows his parents will be disappointed.

Abed tells you that he has always struggled to communicate his wishes to his parents and always seems to let them control his life. Abed tells you he doesn't want to disappoint his parents but also wants to be happy. He says he has sought counselling to help him decide about the university and learn how to communicate his wishes to his parents better.

Briefly describe two (2) things you should keep in mind to help make the brainstorming process effective.

[Approximate word count: 50 - 60 words]

Assessor Instructions: The student must demonstrate an understanding of the need to deal with the university issue because it requires more immediate action (i.e., time-sensitive).

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

- Because the HECS census date is approaching, it would be most appropriate to focus on Abed's decision regarding the university.
- If the client reports an issue/concern that is pressing or time-sensitive, the counsellor should ensure that this issue is prioritised in the counselling conversation.

Question 3

Imagine you are a counsellor working with a client who continually focuses on past experiences. You want to re-focus them on the present moment. Briefly outline one (1) technique you could use to do this.

[Approximate word count: 50 words]

Assessor Instructions: The student must demonstrate an understanding of one technique that can be used to help clients focus on the here and now to process difficulties better and facilitate change.

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

examples.

- Notice non-verbal behaviours as the client is telling their story and ask the client to focus on that physical sensation now (e.g., Where do you feel that emotion in your body?). This would bring the client's focus to the present moment.
- Bring the focus of the conversation to what the client is experiencing now as they are talking about their experiences. Focus on helping the client consider how the past impacts them directly and how to respond to these feelings appropriately.

Question 4

Imagine that you have just started working with Tony, a 29-year-old man who has sought out counselling for help with stress management.

He tells you that work has been extra busy lately and that his girlfriend, Tanya, has told him he is taking his stress out on her and encouraging him to get counselling. Tony tells you that he doesn't believe he is stressed. He tells you that while work has been busier lately, he enjoys it and doesn't see it as a problem.

As you are exploring why Tanya might think he has a stress problem, Tony mentions that Tanya has applied for a work promotion requiring her to move to another state for nine months. While discussing the prospect of Tanya moving away, Tony starts clenching his fists and swallowing hard. You suspect that he is trying to hold back some emotions.

You ask Tony to talk more about his life, and he tells you that his mother essentially raised him. His father travelled a lot for work when he was a child, and when Tony was nine years old, he left on one business trip and never returned.

- a) Consider what you have learned about Tony's history and his present circumstances. What underlying issue might be influencing Tony's need for counselling?

[Approximate word count: 20 - 30 words]

Assessor Instructions: The student must demonstrate an ability to identify the possible underlying issue.

The response should reference issues of abandonment or people leaving him.

- b) How would you plan on working with Tony to raise his awareness of this issue and begin to work on it?

[Approximate word count: 40 - 50 words]

Assessor Instructions: The student must demonstrate how to assist clients in becoming aware of the underlying issue and begin to work on it.

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

- Gently raise the issue of the father leaving and help Tony understand that it may impact his reaction to Tanya moving away for work.

- Encourage Tony to explore his reactions to Tanya's temporary move.
- Teach Tony more adaptive coping strategies.

Question 5

Imagine that you are a counsellor working with Joanna, a 29-year-old single mother to two four-year-old twin boys.

Joanna has sought counselling because she struggles to manage motherhood and life demands. During your sessions, Joanna has consistently focused on her difficulties. She tells you how difficult it is for her to juggle part-time work while caring for the boys. She tells you how their father no longer sees or supports the boys after leaving her nine months ago and how she has to look after them all by herself. Joanna tells you about how exhausted she is in the evenings that she works and how much she has to focus on maintaining the boys' schedule and ensuring that they eat a nutritious meal before she bathes them and reads them a bedtime story.

Joanna talks about how difficult, stressful, and lonely she has been finding it since her partner left and told you that she often cries after the boys sleep. Joanna tells you that she thinks she is a bad mother and a failure for being unable to cope better.

You want to help Joanna to identify and embrace her strengths rather than her difficulties.

Consider what you have learned about Joanna and, in the space provided, write what you could say to her to help her identify and embrace her strengths.

[Approximate word count: 60 - 70 words]

Assessor Instructions: The student must identify an appropriate counsellor statement to help Joanna identify and embrace her strengths.

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

You are concentrating on your difficulties and saying that these difficulties may make you a "bad mother", but I also hear you saying that your kids are well-fed and clothed and that you read stories to them every night. It's incredible how much you got done with almost no support. How do you think you've been able to do this?

Question 6

Imagine that you are working in your own private counselling practice. You want to develop a client feedback form to give to your clients at the mid-way point of your contracted sessions. The aim of the form would be to obtain their feedback about their perceptions of the counselling relationship and process so far.

List ten (10) questions that you would include in your feedback form. Your questions may be scale-based, open-ended, or a combination.

[Approximate word count: 160 - 170 words]

Assessor instructions: The student's response must demonstrate an understanding of ten appropriate questions that could be included on a feedback form to help review the counselling process with clients. Questions can be scale-based, open-ended, or any combination.

Student's questions must be appropriate for a mid-way point review.

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

- My counsellor listens to me effectively/I feel listened to
- My counsellor understands things from my point of view/I feel understood/Do you feel understood during counselling?
- My counsellor focuses on what is important to me/I am happy with the focus of counselling / Are you satisfied with the focus of counselling?
- My counsellor accepts what I say without judging me/I feel accepted
- The sessions with my counsellor are helping me work towards my goals
- I am happy with the progress I am making in counselling/Are you satisfied with the progress you are making?
- I am satisfied with the service that has been provided/Are you happy with the service that has been delivered?
- I have made positive changes in my life due to counselling/Have you made positive changes in your life due to counselling?
- Are there any issues you wish to discuss but have not yet been able to?
- Are you finding the helpful counselling process?

Question 7

Imagine that you have been working with a client, Sean, for the past six weeks.

Sean originally came to counselling to address issues of social anxiety. At the beginning of counselling, Sean told you that he was “painfully shy” and actively avoided situations requiring him to talk to strangers. This meant he avoided day-to-day activities like ordering coffee at his local coffee shop, going into stores, and talking to his neighbours.

You have been working with Sean using several cognitive behavioural techniques to assist him in more appropriately managing his anxiety levels and increasing his ability to interact effectively with others. You have regularly monitored Sean’s progress during your sessions by reviewing homework activities.

Over six weeks, Sean’s thought records have shown a decline in the strength and occurrence of his negative thoughts, “I will say something stupid.” Behavioural experiments have demonstrated that Sean has successfully gone shopping for clothes by himself, talked with the barista at his local coffee shop, and called his insurance company several times to process an insurance claim.

You think Sean is making solid progress towards his goals. However, during the current session, you ask Sean about his thoughts on his progress, and Sean tells you that he does not think he has made much progress at all. Sean says that interacting with people still causes him anxiety and that he is unsure if he will ever feel confident and comfortable in social situations.

- a) Consider the discrepancies between your perception and Sean’s perception of his progress. In the space provided, write what you would say to Sean to outline your perceptions and encourage him to reflect upon progress that he might not have considered.

[Approximate word count: 60 - 70 words]

Assessor instructions: The student's response must demonstrate an understanding of how to share perceptions to encourage Sean to reflect on aspects of progress that he may not have considered.

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

I understand you still feel anxious about talking to people, but I think you have made much progress over the last few weeks. If it's OK with you, let's take a few moments to reflect on some of the homework activities you've completed over the last few weeks and consider the progress that you have made...

b) Imagine that, after some discussion, Sean was still unhappy with his progress. Briefly outline two [2] possible changes you might suggest to help resolve this issue.

[Approximate word count: 15 - 30 words]

Assessor instructions: The student's response must demonstrate an understanding of at least two appropriate changes that could be made to the counselling process.

The student's response needs to reference **any two** of the following points.

- Change the style or pace of interventions.
- Make amendments to the counselling plan.
- Review goals and make sure that they are realistic.

Question 8

Imagine you are a counsellor working for a busy government-funded counselling organisation. The organisational policy restricts all client sessions to 50 minutes and all clients to a maximum of six sessions.

For the past three weeks, you have been working with Amy, who initially sought counselling because she struggled to cope with her relationship breakdown with her fiancé. During the initial contracting process, you explained your organisation's policies, and Amy agreed to contract for six 50-minute sessions. You are now conducting a review during your third session together.

Amy tells you that she has found the counselling process quite transformative and is thrilled with her progress but that she thinks she would like more time with you. Amy says that she knows that she can only have six sessions but asks if you could "fudge the books a little" and book her in for double sessions over the next three weeks so that she has a chance to talk through everything that she needs to before her funded sessions run out.

Write what you would say in the space provided to respond to Amy's request.

[Approximate word count: 60 - 70 words]

Assessor instructions: The student's response must demonstrate an ability to appropriately decline the request and remind Amy of the service available. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Amy, I'm sorry, but I cannot do that for you. Our organisation is quite busy, and our government funding means that the policy does restrict all clients to a maximum of six 50-minute sessions. However, we do have

another two sessions together after today. Perhaps we should focus on deciding what you want to cover during our remaining time together.

Question 9

Counsellors and clients may face several potential threats, disruptions, and barriers during counselling. Counsellors need to be able to identify and address these when they arise.

- a) Imagine that you are conducting your first counselling session with a client, James. James has come to counselling at the urging of his wife, who has been seeing a counsellor since the accidental drowning death of their son three months ago. James' wife believes James is struggling to cope and has asked him to try counselling. James is very reserved at the beginning of the session – he makes minimal eye contact and squirms around in his seat. James says he doesn't need counselling and is a real man who can hold his family together.

You are concerned that James will not engage with the counselling process and feels shame about needing help.

How would you work with James during the first session to help him better engage with the counselling process?

[Approximate word count: 70 - 80 words]

Assessor instructions: The student's response must demonstrate an understanding of at least one appropriate approach/technique that would be effective in getting James to engage more effectively with the counselling process.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Seek to normalise the counselling process by ensuring James that many people require counselling assistance after a sudden and unexpected loss, and that doesn't make him any less of a man or impact his ability to look after his family.
- Spend more time developing rapport and discussing peripheral issues, such as how he is helping his family cope, so that James can feel more comfortable and confident in the process.

- b) Imagine that you are starting your second counselling session with a client, 19-year-old Lisa. During your first session, Lisa told you she is struggling with managing her university studies. Lisa said that she had been bullied throughout high school and had always looked forward to the freedom that university would bring, but now that she is at university, she feels lost and anxious.

During the first session, you explored her university experiences. You think it would be appropriate to explore Lisa's high school experiences during the second session because you suspect these experiences could influence her current issues.

When you ask Lisa to discuss her high school experiences, Lisa's demeanour instantly changes. She crosses her arms across her chest, looks down at the floor, and quietly says, "I'm not... ummm... I... I don't want to talk about that."

You are concerned that you may have damaged the relationship you developed with Lisa by trying to

move too quickly into exploring these issues. In the space provided, write what you could say to Lisa to proactively address this disruption to the counselling process.

[Approximate word count: 95 - 105 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate counsellor statement that effectively addresses Lisa's uncertainty and discomfort.

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

- I can see that what I asked doesn't feel right to you; can we stop for a moment and discuss it?
- I think you're right to stop here for now. It's good to see you being careful of yourself and not just plunging into topics because I suggest them. I want you to keep letting me know if anything like this seems uncomfortable or too hurtful.
- Lisa, I can't help but notice that this topic made you uncomfortable. If you don't feel comfortable discussing this, we don't have to. We can go at your pace.

c) Imagine starting your second counselling session with a mandated client, Kyle. Kyle was quite reluctant to attend counselling. He says that people who need to see counsellors are weak and that he isn't weak.

Kyle has been reluctant to discuss why he was referred to counselling and continually deflected your questions during the first session. You feel you failed to achieve much in the first session and are determined to approach Kyle differently in this session so that you can better overcome this barrier.

Briefly outline how you would work with Kyle in the second session to address his resistance more effectively.

[Approximate word count: 50 words]

Assessor instructions: The student's response must demonstrate an understanding of at least two appropriate ways for a counsellor to address/work with Kyle's barriers to improve the effectiveness of the counselling process.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Seek to normalise the counselling process by assuring Kyle that many people require counselling assistance and that it does not make them 'weak'.
- Spend more time developing rapport and discussing issues other than the referral so Kyle can feel more comfortable and confident in counselling.
- Use active listening skills, being highly attentive to what Kyle says.
- Be on Kyle's side – let him discuss what he would like to examine initially.
- Ask Kyle to discuss the reasons, benefits, or gains he might achieve from participating in counselling.

Question 10

Imagine that you have been working with a client, Dan, for the last 15 weeks on self-esteem and social anxiety issues. Dan begins your latest session by telling you about his mother's recent death and how difficult it has

been for him due to a lack of nearby family support. Dan tells you that his mother's funeral is in two days and asks you to come to the funeral with him. He says he told his mother a lot about you and that she would have liked you to come.

You are unsure what to do, so you use the ethical decision-making model proposed by Corey, Corey, Corey and Callanan (2015), summarised in your learning material. Briefly describe your key considerations/reasoning at each stage in the space provided.

[Approximate word count: 430 - 450 words]

Assessor instructions: The student's response must demonstrate an understanding of working through the problem-solving steps and applying ethical codes of conduct to address this counselling dilemma. The following are examples of the information that may be included at each stage. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following criteria.

Identify the problem or dilemma.

- A client has asked me to attend his mother's funeral with him. He has not mentioned needing personal support and gives the reasoning that his mother would have liked for me to be there.

Identify the potential issues involved.

- I don't want to hurt my client's feelings, especially during such a difficult time for him.
- It is unethical to pursue multiple relationships with clients. However, this situation is not entirely social and could be considered an extension of the helping relationship.

Review the relevant ethics code.

- The ACA Code of Ethics states that the counselling relationship should not be concurrent with other forms of relationships and that counsellors are responsible for setting and monitoring boundaries throughout the counselling sessions and making explicit to clients that counselling is a formal and contracted relationship and nothing else. This exact situation is not covered under the code.
- My ethics and values indicate a need to support the client while being clear that I am there as his counsellor rather than as a friend. This does not ultimately breach the code.

Know the applicable laws and regulations.

- There are no laws applicable to this situation.
- I should review my organisation's policies and procedures.

Obtain consultation

- I will speak with my supervisor about my concerns: the code says I cannot have concurrent relationships with my clients. However, this feels like an exceptional circumstance where the client may need my support and, therefore, I would be attending as a counsellor and not a friend.

Consider possible and probable courses of action.

- Tell Dan that you cannot attend. This complies with ethical guidelines but could damage the counselling relationship.
- Attend with Dan. This could create a boundary violation.
- Speak with Dan about the situation and clarify his reasons for wanting you to attend.

Enumerate the consequences of various decisions.

- a) Tell Dan I cannot attend – Dan may become upset or find coping difficult at the funeral.
- b) Attend with Dan – Dan may see this as an indication that we can be friends outside of sessions.
- c) Speak with Dan about the situation and clarify his reasons – Why does he want me to attend? Is he aware of the guidelines surrounding friendships between clients and counsellors?
- d) If Dan indicates that he is just requesting so that he has support at the funeral and is aware that you are there as his counsellor and nothing more, it may be appropriate to attend.

Choose what appears to be the best course of action.

- Choose to speak with Dan and clarify his reasons.

Question 11

Imagine that you have been working with a client, Steve, for the last seven weeks. You originally contracted to work together for ten weeks. You believe that Steve has made significant progress towards his goals and will be ready for the counselling relationship to close at the end of the contracted initial sessions. However, because you have been working with Steve on some highly emotional issues, you think it is essential to prepare him for the end of the counselling relationship and review whether there are any additional issues he would like to discuss before counselling ends.

In the appropriate space provided, write what you would say to Steve to facilitate this discussion and outline why you have decided to use this statement/question.

[Approximate word count: 100 - 120 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate question/statement to prepare Steve for the end of counselling and review for the presence of any additional issues that Steve would like to discuss.

Student responses must also demonstrate an understanding/justification for using this question/statement. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Steve, as you know, we have three more sessions together. What would you like to focus on in our remaining time together?" This helps to prepare Steve for the impending closure of the counselling relationship and provides him with a prompt to discuss any remaining issues.
- This is our third last session together. How do you feel about our counselling relationship coming to a close?" This reminds Steve that the contracted sessions are ending and encourages him to reflect upon his feelings about this, which would help him identify if there were other issues he would like to discuss.

Question 12

Imagine ending your contracted counselling sessions with the following three clients – Pippa, James and Ravi. For each client, consider their need (or not) for additional support. Briefly outline any options for support that you would explore with the client.

Pippa

You have worked with Pippa on social anxiety issues for the last nine weeks. She has achieved most of her

goals. However, during your monitoring processes, you have identified that Pippa is unhappy with her progress in relation to the specific goal of improving her ability to engage in public speaking.

Consider Pippa's need (or not) for additional support. Briefly outline any options for support that you would explore with Pippa.

[Approximate word count: 25 - 30 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate additional support option. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Referring Pippa to alternative support, such as a public speaking group
- Recontracting for further support directly related to the goal of public speaking.

James

You have been working with James for the last five weeks concerning his stress issues at work. Together, you have explored several stress and time management techniques. Your monitoring processes have revealed that James is happy with his progress and goal attainment. He is confident he can continue implementing the techniques he learned after the counselling relationship ends.

Consider James' need (or not) for additional support. Briefly outline any options for support that you would explore with James.

[Approximate word count: 50 - 60 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate additional support option. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Concluding the counselling relationship with a recap of James' progress and indicating that booster sessions or follow-up are available if James would like it at a later date.
- Discussing options for self-support. For example, practice techniques learned within counselling and continuing improvement of skills through self-help resources.

Ravi

You have been working with Ravi for the last ten weeks in relation to his dissatisfaction with his life, career, and marriage. During the counselling process, Ravi raised many marital issues and recently discussed the possibility of counselling with his wife (i.e., couples counselling). You do not have experience counselling couples. Even if you did, starting counselling with Ravi and his wife as a couple would be ethically inappropriate, given your existing counselling relationship with Ravi.

Consider Ravi's need (or not) for additional support. Briefly outline any options for support that you would explore with Ravi.

[Approximate word count: 10 - 15 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate additional support option. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Referred Ravi and his wife to a couples counsellor.

Question 13

The following questions require you to draw upon all the knowledge and skills you have learned throughout the unit.

Imagine you have just started working with a new client, 43-year-old Bryan. During the initial contracting discussion, you notice that Bryan is sitting with his arms crossed over his chest and is looking at the floor. While he answers your questions and agrees to the proposed counselling relationship, you observe that he does not appear to be very interested in the process.

You ask Bryan why he has come to counselling today. Bryan tells you that he is here at the insistence of his wife, who believes that he has anger issues (but that she is overreacting and that he isn't that bad). He never yells at or abuses his wife or family, only "idiots who need to be told what they've done wrong". Bryan then tells you he doesn't need help, and the only thing counselling will achieve is keeping his wife happy.

- a) Imagine you have a strong personal aversion to people who easily lose their temper. How could this impact your capacity to be non-judgemental and develop an effective counselling relationship with Bryan? How would you intend to address this?

[Approximate word count: 50 - 60 words]

Assessor instructions: The student's response must demonstrate an understanding of the impact that personal values can have on the counselling relationship/ability to be non-judgmental and an appropriate step that can be taken to address this.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Personal values can naturally impact the counselling relationship – without acknowledging and addressing my values, I would likely respond judgmentally to Bryan.
- I would be mindful of my values and ensure that I acted professionally and sought to understand Bryan and stay within his frame of reference rather than judging him.

- b) Consider Bryan's current attitude towards counselling and the psychological barriers he is facing. What two (2) steps would you take to help Bryan feel more engaged in the counselling process and comfortable enough to open up and discuss his concerns?

[Approximate word count: 30 - 45 words]

Assessor instructions: The student's response must demonstrate an understanding of two appropriate steps to help Bryan feel more engaged with the counselling process.

The student's response needs to reference **any two** of the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Stay with Bryan's perspective.

- Help Bryan understand that you are there to help without judgment.
- Spend more time developing rapport and discussing peripheral issues so Bryan can feel more comfortable and confident in counselling.
- Use active listening skills, being highly attentive to what Bryan does say.
- Be on Bryan's side – let him initially discuss what he would like to discuss.
- Ask Bryan to discuss the reasons, benefits, or gains he might gain from participating in counselling.

c) In the space provided, write a question you would ask Bryan to encourage him to share his story.

[Approximate word count: 25 - 35 words]

Assessor instructions: The student's response must demonstrate an understanding of one appropriate question they could ask Bryan to help him begin to share his story.

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

- I'm wondering... Why do you think your wife has asked you to come to counselling? Why does she think you could benefit from it?
- OK, since you're here anyway, I'm wondering if you would like to tell me more about the anger issues that your wife thinks you have...
- OK, is there anything you would like to discuss?

d) Bryan tells you that last week, he was involved in a minor 'road rage' incident. He got out of his car at a set of traffic lights and screamed at a woman in the car in front of him who had cut him off a few minutes before. Bryan's wife was in the car with him and told Bryan that he needed counselling for his anger issues, or she would consider leaving him. Bryan tells you that his wife overreacted, and that the incident was fairly minor. He says that he only yelled for about 60 seconds and then got back into the car – but that he wants to keep his wife happy, so he has come to counselling.

You want to encourage Bryan to share more of his story, so staying with Bryan's perspective/frame of reference is important. Write what you would say in response to Bryan's disclosure in the space provided.

[Approximate word count: 45 - 55 words]

Assessor instructions: The student's response must demonstrate an ability to provide a response within Bryan's frame of reference.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- You think your wife has overreacted, but you want to keep your wife happy, so that's why you've agreed to come here today...

- You're here because your wife told you she might leave you if you do not come...

e) You want to learn more about the nature and depth of Bryan's concerns. List three (3) questions you would plan to integrate into the counselling discussion to better understand Bryan's possible anger issues, the impact that anger may have on his life, and why Bryan's wife believes he needs counselling.

[Approximate word count: 50 - 60 words]

Assessor instructions: The student's response must demonstrate an understanding of three appropriate questions they could ask to understand better Bryan's possible anger issues, the impact that anger may be having on his life, and why Bryan's wife believes he needs counselling.

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

- How long have these types of incidents been part of your life?
- When did your wife start being concerned about your anger issues?
- Has anyone else in your life told you that they have concerns about your 'anger'?
- Are you concerned about your behaviour or ability to control your anger/frustrations?
- How hard or easy do you think it would be to take more control and not have 'anger issues' if that's what you wanted?
- Have there been other times when 'anger' has impacted your life or relationships?

f) During the counselling conversation, Bryan tells you that his wife is relatively placid and can't always understand his need to 'vent'. Bryan admits that he can get a 'little hot under the collar' and this gets him into trouble at times, but it isn't as bad as his wife makes it out to be. Bryan says he only points out what people are doing wrong and that they may never learn if he doesn't tell them. Bryan says he mainly gets set off by people who can't drive and blokes at the pub talking rubbish.

During the conversation, Bryan also mentions that his desire to make sure people are doing the right thing has gotten him into a bit of trouble at work. A few colleagues have made complaints against him for telling them off when they do something wrong, and that he has been fired from a few jobs when he was younger for telling the boss the right way to do things.

Consider the parallels and links in Bryan's stories. In the space provided, write what you would say to Bryan to encourage him to consider these links.

[Approximate word count: 60 - 70 words]

Assessor instructions: The student's response must demonstrate an ability to encourage Bryan to consider the parallels and links in his stories. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Bryan, you've mentioned several times that you tend to get 'set off' when people do something you think is wrong or stupid. You also said that ensuring people are 'doing things right' has got you into trouble at work. I'm wondering if we should look more closely at how you handle these situations.

- g) Imagine that throughout the discussion, Bryan acknowledges that he has some anger issues he would like to address.

By the end of the session, you have helped Bryan develop two broad counselling goals:

1. Identify anger triggers
2. Learn and apply mindfulness and relaxation skills when anger is triggered.

You also explored the possibility of Bryan keeping an anger diary. Bryan seemed to be a little hesitant to do this, and you have decided that it would be appropriate to discuss the possibility of this intervention later in the counselling relationship when Bryan is more comfortable with the counselling process. (You have found that using anger diaries is very effective in helping clients identify their anger triggers).

For now, Bryan has expressed an interest in learning more about mindfulness and applying mindfulness techniques from acceptance and commitment therapy to help him better manage his anger. He has previously read a book about mindfulness and was intrigued by the concepts. Bryan believes that these techniques would work well for him.

Ultimately, Bryan has agreed to contract with you for twelve sessions. You have also agreed that you will monitor the counselling process by engaging in verbal monitoring every third session. Bryan will also complete a client satisfaction feedback form at the midway point of the contracted sessions (for example, in session 6).

Document what you agreed in the counselling plan's blank fields provided.

Assessor instructions: Example response is the following:

COUNSELLING PLAN	
Client name	Bryan Smith
Involvement of other agencies/referral information	None
Special needs information	None identified
Recording of client's own identified priorities	Student's response should reference Bryan wanting to learn/apply mindfulness techniques from acceptance and commitment therapy to help manage anger issues.
Observed client requirements	Student's response should reference the possibility of using an anger diary to help identify anger triggers.
Goals	Student's response should refer to the following:

	<p>1. Identify anger triggers</p> <p>2. Learn and apply mindfulness and relaxation skills when anger is triggered</p>
Monitoring (specify what this will include)	Student's response should refer to verbal monitoring every third session and Bryan completing a client satisfaction feedback form at session 6
Counsellor signature	Student's name
Date	Date

h) Imagine that you have been working with Bryan for three weeks. One of the ways that you agreed to monitor the counselling process was with a verbal review every third session.

List five (5) questions you would ask Bryan as part of this review.

[Approximate word count: 65 - 75 words]

Assessor instructions: The student's response must demonstrate an understanding of five appropriate questions for a verbal review of the counselling process. Wording may differ, but appropriate answers must reflect the themes and characteristics of **any five** of the following examples.

- Are you happy with the progress you are making in the sessions?
- Do you think you are closer to achieving the goals you have set for yourself?
- Are you comfortable with this style of counselling?
- Are you satisfied with the pace of the sessions, or would you like some changes?
- Are there any parts of our sessions that you are finding particularly useful?
- Is there any part of the counselling you are not enjoying?
- Are there any issues or concerns you want to address that we haven't discussed?

i) During the review process, Bryan tells you he thinks you are a good counsellor and feels comfortable with you. He also says that he enjoys your discussion after each of the ACT/mindfulness interventions and thinks these discussions are important in helping him understand how to get the most out of these techniques. He also tells you that, sometimes, he feels as though these discussions are a little rushed, mainly when you have included several interventions within one session.

Consider this feedback and, in the space provided, briefly outline what changes you would make to your approach to working with Bryan.

[Approximate word count: 25 - 35 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate change that could increase the effectiveness of counselling with Bryan.

Slowing down the pace of the interventions – i.e., including fewer techniques in each session and spending

extra time debriefing after each method.

- j) At the beginning of the fourth session, Bryan enters the session in a state of agitation. He tells you that today he was pulled into a meeting by his organisation's human resources manager, who said that over the last 12 months, several of his colleagues had complained about Bryan yelling at them and making them feel uncomfortable in the workplace.

The HR manager told Bryan that due to the number of complaints, he must attend a disciplinary meeting next week in which he will need to address how he plans to change his behaviour.

Bryan tells you he is scared that he will lose his job if he does not handle this meeting appropriately. Bryan also says that he knows that his anger issues can be triggered by anxiety, and he is concerned that his anxiety during the meeting will cause him to lash out and lose his temper in the meeting.

You had planned to spend this session helping Bryan learn more about his anger triggers and how to identify early signs of anger.

Would it be appropriate to continue with the original plan for the session or work with Bryan on his immediate issue?

If you believe continuing with your original plan would be most appropriate, justify your reasoning in the space provided. If you think working with Bryan on this new issue would be most suitable, justify your reasoning and outline what you would focus on during the current session.

[Approximate word count: 25 - 35 words]

Assessor instructions: The student's response must demonstrate an understanding of the need to amend counselling to focus on this change in the client's life/his immediate concern. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- It is essential to focus the counselling session on what is most important to Bryan- i.e., changing the focus of the current counselling session.
- Focus the current session on helping Bryan learn techniques for controlling anxiety/anger during the meeting and discuss/role-play what Bryan could say during the meeting.

- k) Imagine that you have been working with Bryan for nine weeks. Bryan begins your current session by mentioning that he was very close to being late because he almost got into an accident after a driver pulled out of a driveway without looking.

Bryan laughs about how annoying it would have been because he had just picked up his car from the repair shop after getting some hail damage repaired.

You think that Bryan's story is quite an important demonstration of the progress that he has made. Before counselling, a traffic incident such as that would likely have triggered a road rage incident. In contrast, today, Bryan talked about it as an amusing incident with no indication of anger.

In the space provided, please write what you would say to Bryan to enable him to reflect upon what this story reveals about the progress that he has made during counselling.

[Approximate word count: 95 - 105 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate counsellor statement regarding this story that would enable Bryan to reflect upon his progress. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Bryan, I think we should take a moment to reflect on just how far you have come. Nine weeks ago, you told me about how your wife asked you to go to counselling after you yelled at someone who cut you off. Here you are now laughing about how annoying it would have been if someone had hit your car today – you didn't yell at the driver today or get involved in a road rage incident... What does this incident tell us about how far you have come?

- l) You believe that Bryan will be ready for the end of counselling in three weeks but want to spend some time preparing him for the end of your counselling relationship and also explore whether there are any additional issues that you need to address before the conclusion of your counselling. In the space provided, list three (3) questions you could ask Bryan to do this.

[Approximate word count: 95 - 105 words]

Assessor instructions: The student's response must demonstrate an understanding of three questions that a counsellor could ask to prepare Bryan for the end of counselling and explore whether any additional issues need to be addressed before the conclusion of counselling. Wording may differ, but appropriate answers must reflect the themes and characteristics of **any three** of the following examples.

- We have three more sessions together after today. What would you like to focus on in our remaining time together?
- How would you feel if this was our last session? Is there anything that you would regret not having discussed?
- As you know, this is our third last session together. How do you feel about bringing the counselling relationship to a close?"
- How are you feeling now compared to when we started?
- Do you feel like you have achieved the goals you set for yourself?

- m) You will begin your final contracted counselling session with Bryan. Over the last few sessions, you discussed Bryan's progress and his feelings about counselling. Bryan has told you that he is pleased with the progress that he has made. He can now identify early triggers and implement mindfulness and relaxation techniques to ensure he does not lose his temper.

During your last session, Bryan expressed real happiness with how far he had come. What would you focus on during this final session to bring your counselling relationship with Bryan to an effective close?

[Approximate word count: 35 - 45 words]

Assessor instructions: The student's response must demonstrate an understanding of an appropriate focus for the final counselling session to bring it to a close.

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

- Discussing opportunities for self-support.
- Reviewing strengths and the techniques Bryan will use to maintain progress outside of counselling.
- Supporting Bryan's autonomy and empowering Bryan to believe in himself and his strengths.

Assessment checklist:

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

1	Thirteen [13] case study 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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