



ASSESSOR GUIDE

CHCCCS014

Provide brief interventions

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into seventeen (17) short answer 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

Locate the extract 'Stages of Change model' [Heather & Honekopp, 2017] within your learning material for this module. Use the extract as a reference to help you with the following task.

Briefly outline the **key characteristics** that define clients in each stage of change in the following table.

[Approximate word count: 10-30 words per key characteristic]

Assessor instructions: The student's response should demonstrate an understanding of each stage of the behaviour change model.

Responses must be expressed in the student's own words but demonstrate an understanding of the following exemplar answers.

Stage of Change	Key Characteristics
Pre-contemplation	The person is either unaware of a problem that needs to be addressed or aware of it but unwilling to change the problematic behaviour.
Contemplation	Characterised by ambivalence regarding the problem behaviour and in which the advantages and disadvantages of the behaviour, and of changing it, are evaluated, leading in many cases to decision-making.
Preparation	A resolution to change is made, accompanied by a commitment to a plan of action.
Action	The individual engages in activities designed to bring change and cope with difficulties that arise.
Maintenance	An effort is made to consolidate the changes that have been created.
Relapse	Relapse is a stage in which the individual returns back to the previous behaviour. This could be due to insufficient reinforcement and support for change, the impact of intervening life events, or the result of an overriding temptation to return to previous behaviour.

Question 2

Why are counsellors who use brief interventions interested in determining a client's 'stage of change'?

[Approximate word count: 25 - 35 words]

Assessor instructions: The student's response should demonstrate an understanding of the usefulness of stages of change in using brief interventions.

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

Counsellors are interested in determining a client's stage of change because this helps the counsellor determine which interventions/strategies will be most useful/appropriate for the client.

Question 3

Briefly outline the **main goals** of brief intervention support for each stage of change in the following table.

[Approximate word count: 10 – 25 words per main goal]

Assessor instructions: The student's response must demonstrate an understanding of the broad goals of brief intervention supports for each stage of change.

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

Stage of Change	Main Goals
a) Pre-contemplation	Encourage clients to consider that they might have a problem/issue.
b) Contemplation	Raise the client's awareness of the problem/issue and desire to change by encouraging them to consider their behaviour and the consequences it is having.
c) Preparation	Encourage the client to plan for change and take the first steps towards change. Encourage the client to commit to making the change a top priority.
d) Action	Assist the client in making specific action plans, taking appropriate steps, reinforcing changes, and providing support and guidance in the change process.
e) Maintenance	Support continued to change and help with relapse prevention.

Question 4

Even though brief interventions are brief, counsellors must still use effective communication skills throughout the brief intervention process, particularly during the assessment stage.

Explain what steps a counsellor could take to assess a client effectively.

[Approximate word count: 120 – 140 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of steps towards effective assessment within the brief intervention.

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

- Effective communication is important to the client's concern and where they are. Communicating effectively will help the client open up and improve the effectiveness of any information/interventions.
- Establishing rapport by treating the client with respect, expressing genuine/congruent concern, and mirroring the client's language and pace can help ensure effective assessment.
- Engaging in active listening (e.g., maintaining appropriate eye contact and an open body posture and using minimal encouragers, paraphrasing, clarifying questions, and summarising) can help accurately assess the client's stage of change.
- Ensuring that the counsellor portrays a supportive and non-judgmental approach that commends client strengths can help the client feel supported and will facilitate honesty and accurate assessment.
- Ensuring the client-led process can help ensure honesty and that the client doesn't feel they are being 'forced' into change.

Question 5

As a counsellor, you will need to gather critical information from your clients about their needs/areas of concern, their current behaviour, any steps taken towards change, and their attitudes/intentions towards change.

Provide two [2] suitable questions you could pose to your client to gather the required information, as stated in the first column of the following table.

[Approximate word count: 15 - 25 words per cell]

Assessor instructions: The student's response should demonstrate an understanding of specific questions they can ask the client to determine the issues of concern. The student's response needs to include a reference to the following points.

Required Information	Questions
Areas of concern	What brings you here today? Have you been having any issues?
Current behaviour	Are you still engaged in this risky behaviour? How frequent is it?
Previous solutions tried	Have you tried making any changes to this behaviour? How long were you able to sustain that change?
Attitudes, perceptions and intentions towards change	Are you considering making the change to this behaviour? Is it likely that you will change this behaviour within the next month?

Question 6

When providing brief interventions, it is important to consider the broader contexts of a client's problematic behaviour.

Describe why it is helpful to consider the following broader contexts:

- a) Cultural
- b) Family
- c) Community.

[Approximate word count: 50-100 words for each description]

Assessor instructions: The student's response should include understanding the importance of considering the broader contexts of a client's problematic behaviour when providing brief interventions.

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

a) Cultural	In Australia's multicultural society, a client's cultural context is vital in counselling. It encompasses understanding diverse beliefs, values, communication styles, and norms. Counsellors must navigate potential stigma and discrimination linked to mental health issues, acknowledging these challenges to address the client's concerns and account for cultural norms that shape perceptions of problematic behaviour, recognising that acceptability varies across cultures.
b) Family	Family dynamics: Family plays a significant role in an individual's life. Understanding family dynamics, relationships, and roles within the family unit can provide insights into the origins and perpetuation of problematic behaviours. Interpersonal conflicts: Family conflicts or dysfunctional relationships can contribute to or exacerbate problematic behaviours. Addressing these issues may be crucial for the client's well-being and progress. Support systems: Family members can serve as both sources of support and stress. Identifying the level of support available to the client can help counsellors develop intervention strategies that leverage positive family dynamics and address negative influences.
c) Community	Social networks: The client's community, including friends, acquaintances, and social networks, can support or enable problematic behaviours. Examining the client's social connections can reveal potential triggers or sources of support. Environmental factors: The client's physical environment, neighbourhood, and resource access can influence their behaviour. Identifying these factors can help in developing strategies to mitigate environmental stressors. Community resources: Communities often have resources such as mental health services, support groups, and community organisations. Connecting clients to these resources can be integral to their recovery and addressing problematic behaviours.

Question 7

Why are brief interventions often used as a public health strategy?

[Approximate word count: 110 - 120 words]

Assessor instructions: The student's response should demonstrate an understanding of the role of brief intervention as a public health strategy.

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

- Brief interventions are often used as part of public health strategies because they can be conducted by a range of health professionals (i.e., not just counsellors) and can be conducted in brief, opportunistic times (i.e., conducted in a single brief session for clients who may be unwilling or unable to return or they can encompass a few sessions for clients who are motivated to make changes).
- Brief interventions can be used in various settings to help prevent or reduce disease, promote health and well-being, and increase life span and quality of life. Addressing health-risk behaviours in brief, targeted intervention contributes to the overall public health of the community.

Question 8

In today's society, counsellors can type or dictate records using speech recognition software directly into a computer.

List seven (7) types of information that can be considered part of the session's record-keeping process.

[Approximate word count: 20 -70 words]

Assessor instructions: The student's response should include appropriate information that can be recorded during a counselling session. The student's response needs to reference **any seven** of the following points.

- Date of the session
- Marital status
- Name of partner/spouse
- Referral source (if any)
- Names and ages of children
- Date of the session
- The person gave factual information
- Details of the person's problems, issues or dilemmas
- Notes on the process that occurred during the session
- Notes on the outcome of the counselling session
- Notes on interventions used by the counsellor
- Notes on any goals identified
- Notes on any contract between the person and the counsellor
- Notes on matters to be considered at subsequent sessions
- Notes on the counsellor's feelings relating to the person and the counselling process
- The counsellor's initials or signature

Question 9

The basic skills that MI depends on are often explained by the acronym 'OARS' – asking Open-ended questions, making Affirmations, using Reflections, and Summarising.

Complete the following table by outlining the primary purpose behind each of these skills in the context of MI.

[Approximate word count: 15 – 35 words per cell]

Assessor instructions: The student's response should demonstrate an understanding of the purpose of each MI skill.

The student's response must reflect the content in the following exemplar answers.

MI Skill	Purpose
Asking open-ended Questions	Asking open-ended questions lets the counsellor learn more about the client's values and goals.
Making Affirmations	Making affirmations can help build rapport, validate/support the client during the change process, and increase the effectiveness of the change efforts.
Using Reflections	Using reflections encourages personal exploration and helps the client understand their motivations and desire for change.
Summarising	Summarising can link discussions and ensure mutual understanding between the client and counsellor. It can also demonstrate the counsellor's understanding and help point out discrepancies between the client's current situation and ideal future.

Question 10

Sometimes, clients may stagnate because they face barriers and challenges along their road to change.

List two [2] ways that a counsellor could support clients in this case.

[Approximate word count: 20 - 25 words]

Assessor instructions: The student's response should demonstrate an understanding of strategies to support and encourage clients who are struggling and facing barriers to change.

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

- Congratulate the client for their achievements.
- Talk about how the client can maintain changes through difficult times.
- Reinforce the benefits and importance of change.
- Remain available and engaged with the client's change.

- Encourage the client to talk about how they feel after making the change.

Question 11

Why is it important to document every session of a brief intervention?

[Approximate word count: 30 - 40 words]

Assessor instructions: The student's response should demonstrate the importance of documentation in brief interventions.

The student's response must reflect the content in the following exemplar answer.

- Brief interventions are a step-wise process. By documenting every brief intervention session, the counsellor or worker can continue from where things were left in the previous session.

Question 12

Briefly outline four [4] legal/ethical considerations that counsellors must consider in the context of brief interventions.

[Approximate word count: 70 - 90 words]

Assessor instructions: The student's response must outline **four** legal/ethical considerations that the counsellor must consider in the context of brief interventions.

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.

- **Privacy:** The client has a right to access their information and to be assured that their information is kept private and not to be shared publicly.
- **Confidentiality:** Counsellors must not disclose what happens in the therapeutic space unless the situation deems it vital to do so.
- **Disclosure:** Counsellors must keep a client's disclosed information private and share only after obtaining the client's consent
- **Codes of practice:** Counsellors abide by the rules and policies determined by ACA and organisational policies.

Question 13

Briefly outline what you would say to your client when making referrals, considering the relevant legal and ethical considerations.

[Approximate word count: 25 - 35 words]

Assessor instructions: The student's response must demonstrate an understanding of the legal and ethical considerations when making referrals in brief interventions.

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

- I would consult with my client before sharing their personal information.
- I would ensure the information provided to the service is relevant and targeted.

Question 14

As a counsellor, you are responsible for maintaining the confidentiality and security of a client's information. List three (3) questions that you can ask yourself to determine whether you have fulfilled this responsibility.

[Approximate word count: 20-30 words]

Assessor instructions: The student's response must demonstrate an understanding of maintaining confidentiality and security of client information.

The student's response must reflect the content of **three** of the following exemplar answers.

- Have I discussed [with the client] the need to divulge information to other sources?
- Has the client given permission/has that been documented?
- What has been identified as essential information to disclose?
- Why does this information need to be disclosed?
- Who needs to know this information?

Question 15

Answer the following questions about the scope and process of brief intervention in counselling.

- a) Complete the following table by describing the features of a private one-to-one approach.

[Approximate word count: 25 - 35 words per description]

Assessor instructions: The student's response must demonstrate an understanding of the features of a private one-to-one approach. The student's response must reflect the content in the following exemplar answers.

Features of a private one-to-one approach	Description
Confidentiality	The interaction and all documentation between the intervention provider and the individual seeking help are kept private and confidential, ensuring that personal information and issues discussed are protected.

Features of a private one-to-one approach	Description
Individual focus	The intervention is tailored to the individual's needs, concerns, and circumstances. The provider can address the person's unique challenges and work collaboratively with them to set goals and develop strategies for change.
Personalised attention	The one-to-one format allows a deeper exploration of the individual's situation, feelings, and motivations. The provider can offer personalised guidance, support, and feedback to enhance the individual's understanding and motivation for change.
Trust and rapport	Building a trusting relationship is crucial in a one-to-one approach. The private setting allows for open and honest communication, enabling the individual to feel heard, understood, and supported by the intervention provider.
Flexibility and adaptability	A private one-to-one approach allows flexibility in scheduling and adapting the intervention to meet the individual's changing needs. The provider can modify their approach, techniques, and strategies based on the person's progress and feedback.
Personal empowerment	The one-to-one approach empowers individuals to take ownership of their choices and actions. The provider helps them develop skills, resources and strategies to understand the decisions required, overcome challenges, make positive changes, and achieve their goals.

b) Complete the following table by describing each MI step that could be used with a client.

[Approximate word count: 15-30 words per description]

Assessor instructions: The student's response must demonstrate an understanding of how each MI step can be used with clients. The student's response must reflect the content in the following exemplar answers.

MI Step	Description
Focusing	During this step, the counsellor collaborates with the client to help identify what the client wants to achieve and how the counsellor can help the client progress towards the desired change.
Planning	During this step, the counsellor helps the client envision their life once they've made the change and helps them develop a clear action plan for change.
Evoking	During this step, the counsellor starts to stimulate the client's motivations for their desired change and facilitates decision-making and planning regarding how the client will reach their goal/change.

MI Step	Description
Engaging	During this step, the counsellor seeks to establish a successful therapeutic alliance using effective communication and listening techniques.

c) Provide five [5] examples of professionals who can offer brief interventions in counselling.

[Approximate word count: 20 words]

Assessor instructions: The student's response must demonstrate an understanding of which professionals can offer brief interventions in counselling. The student's response must reflect the content of **five** of the following exemplar answers.

<ul style="list-style-type: none"> • Licensed therapists or counsellors • Psychologists • Psychiatrists • Certified Alcohol and Drug Counsellors • Nurses and nurse practitioners • Peer support specialists • Aged care providers

d) Using the following table, describe the features of brief interventions using a client-led process.

[Approximate word count: 40-50 words for each]

Assessor instructions: The student's response must demonstrate an understanding of brief interventions using a client-led process. The student's response must reflect the content in the following exemplar answers.

Features of a client-led process	Description
Collaborative approach	The client-led process emphasises collaboration between the counsellor and the client. The counsellor supports and guides the client while respecting their autonomy and self-determination. The client takes an active role in defining goals, identifying issues, determining the direction of the intervention, and implementing the agreed-upon actions.
Client-centred focus	The interventions prioritise the client's needs, preferences, and values. The counsellor creates a safe, non-judgmental space where the client feels heard, understood, and validated. The client's culture, unique perspectives and experiences are acknowledged and respected throughout the process.
Goal-oriented	Brief interventions with a client-led process typically have specific goals the client wishes to achieve. The counsellor assists the client in clarifying their goals, ensuring they are specific, measurable, time-bound and realistic and collaboratively develops

Features of a client-led process	Description
	strategies to work towards them. The focus is on addressing the client's immediate concerns and facilitating change within a limited timeframe.
Strengths-based approach	The counsellor recognises and builds upon the client's strengths, resources, and capabilities. The intervention emphasises empowering clients to leverage their existing skills and abilities to overcome challenges, achieve their desired outcomes, and build on existing capabilities to develop additional required skills.
Solution-focused	Brief interventions with a client-led process often adopt a solution-focused approach. The emphasis is on exploring solutions, identifying exceptions to the problem, and amplifying positive aspects of the client's life. The counsellor helps the client generate ideas and strategies that can lead to practical and achievable solutions.
Flexibility and adaptability	The client-led process allows flexibility and adaptation based on the client's changing needs and preferences. The counsellor adjusts their approach, techniques, and interventions to align with the client's evolving goals and circumstances.
Empathic listening and validation	The counsellor actively listens to the client, demonstrating empathy, understanding, and validation. They create a supportive and non-judgmental environment where clients feel comfortable expressing their thoughts, emotions, and concerns.
Time-limited	Brief interventions using a client-led process typically operate within a defined timeframe. The counsellor and client work together to make the most efficient use of the available time, focusing on addressing the client's concerns and achieving their goals within the allotted sessions.

e) Briefly explain what 'opportunistic' brief interventions mean.

[Approximate word count: 75 - 85 words]

Assessor instructions: The student's response must demonstrate an understanding of brief opportunistic interventions. The student's response must reflect the content in the following exemplar answer.

Opportunistic brief interventions refer to a specific approach where interventions are offered opportunistically in situations where individuals may not have sought help explicitly for their presenting issue. Opportunistic brief interventions are characterised by their spontaneous, targeted, and time-limited nature. They focus on addressing specific concerns, providing relevant information or advice, and motivating individuals to take steps toward positive change within unplanned encounters or interactions.

f) What is the benefit of having a public health strategy for brief interventions?

[Approximate word count: 75 - 85 words]

Assessor instructions: The student's response must demonstrate an understanding of the benefit of having a public health strategy for brief interventions. The student's response must reflect the content in the following exemplar answer.

Public health strategies aim to improve population health outcomes by targeting specific issues through brief interventions, such as substance abuse, mental health, or unhealthy behaviours. By incorporating public health strategies, brief interventions can have a broader reach, improve population health outcomes, and proactively address health concerns. Addressing needs before they become problematic, thus reducing service costs. Public health efforts provide the framework and support to implement and scale brief interventions across diverse settings and populations.

- g) Why is it valuable to use brief interventions to spread awareness about mental health issues?
[Approximate word count: 50 - 60 words]

Assessor instructions: The student's response must demonstrate an understanding of the benefit of using brief interventions to spread awareness about mental health issues. The student's response must reflect the content in the following exemplar answer.

Utilising brief interventions to raise awareness is valuable for educating, informing, and empowering individuals and communities. By increasing awareness about specific health issues, risks, and potential solutions, these interventions can facilitate behaviour change, reduce stigma, promote early intervention, and foster healthier communities.

- h) Why is it valuable to use brief interventions to share knowledge?

[Approximate word count: 60 - 70 words]

Assessor instructions: The student's response must demonstrate an understanding of the benefit of using brief interventions to share knowledge. The student's response must reflect the content in the following exemplar answer.

Using brief interventions to share knowledge offers an efficient and targeted approach to disseminating information, promoting understanding, empowering individuals, and fostering collaboration. By sharing knowledge effectively, these interventions contribute to informed decision-making, skill development, professional growth, and the advancement of knowledge in various domains.

- i) Why is it valuable to use brief interventions to help clients think about making changes to improve their health?

[Approximate word count: 80-90 words]

Assessor instructions: The student's response must demonstrate an understanding of the benefit of using brief interventions to share knowledge. The student's response must reflect the content in the following exemplar answer.

Using brief interventions to help individuals think about making changes to improve their health involves guiding them in considering and contemplating behavioural modifications that can lead to better overall well-being. Brief interventions are designed to help individuals think about making changes to improve their health and focus on enhancing self-awareness, motivation, goal setting, problem-solving skills, and self-efficacy. By providing information, support, and guidance, these interventions empower individuals to take ownership of their health and actively engage in the process of making positive behavioural changes.

- j) What steps can a counsellor take to identify the resources required to support a brief intervention? Describe three (3) steps.

[Approximate word count: 135 - 145 words]

Assessor instructions: The student's response must demonstrate an understanding of the benefit of using brief interventions to share knowledge. The students must explain three (3) steps from the following list.

1. **Assess client needs:** Conduct a thorough assessment of the client's presenting concerns, goals, and specific needs related to the intervention. This assessment will help identify the resources necessary to support the intervention effectively.
2. **Conduct a comprehensive evaluation:** Evaluate the client's strengths, limitations, and support systems. Determine what internal and external resources are already available to the client, such as personal skills, social support, or community resources.
3. **Stay updated on available resources:** Keep abreast of community resources, services, and programs that can support the client's needs. Stay connected with local organisations, healthcare providers, and social service agencies to be aware of the range of resources available.
4. **Consult with colleagues and experts:** Consult with colleagues, other professionals, or experts in relevant fields. Discuss the client's needs and seek their input on appropriate resources to complement the brief intervention.
5. **Collaborate with interdisciplinary teams:** If working in a multidisciplinary setting, collaborate with other professionals involved in the client's care, such as psychologists, social workers, or medical practitioners. Engage in team meetings or case conferences to identify and utilise the available resources within the team.
6. **Utilise professional networks:** Tap into professional networks and organisations related to the client's needs. Attend conferences, workshops, or seminars to learn about new resources, research, and best practices that can enhance the effectiveness of the brief intervention.
7. **Conduct resource mapping:** Create a resource map specific to the client's needs and location. This map should include local community organisations, support groups, counselling centres, healthcare facilities, helplines, or online resources that align with the client's requirements.
8. **Establish partnerships and collaborations:** Build relationships and partnerships with community organisations, non-profits, or government agencies that provide relevant services. Collaborate with these entities to access and utilise their resources for supporting the brief intervention.
9. **Document and maintain a resource database:** Maintain a database or directory of resources relevant to different client needs. Include information on contact details, eligibility criteria, services offered, and any associated costs. Regularly update this database to ensure its accuracy and relevance.
10. **Regularly review and evaluate resource effectiveness:** Continuously assess the effectiveness and appropriateness of the resources utilised. Seek client feedback about their experiences with the resources and make adjustments as needed.

Question 16

Briefly describe the health and well-being considerations for the following in the counselling process.

[Approximate word count: 30-70 words for each description]

Assessor instructions: The student's response must demonstrate understanding the health and well-being considerations for the following in the counselling process. The student's response must reflect the content in the following exemplar answers.

Health and well-being considerations	Description
Environmental Health	<p>Environmental health is essential for promoting overall well-being and addressing potential factors that may impact a person's mental, emotional, and physical health. This includes safety and physical well-being,</p> <p>privacy and confidentiality, accessibility and inclusivity, noise and distractions, nature and natural elements, cultural sensitivity and diversity, psychological comfort and sustainability and eco-consciousness.</p> <p>Counsellors can create a supportive and nurturing environment that promotes well-being, ensures privacy and safety, is easily accessible, and considers clients' diverse needs.</p>
Nutrition	<p>Counsellors can assess clients' current dietary habits and nutritional knowledge to identify areas for improvement. They can provide education on the importance of balanced nutrition, the impact of diet on mental and physical health, and strategies for making healthier food choices.</p> <p>Nutrition counselling may involve addressing emotional eating patterns or disordered eating behaviours.</p> <p>Counsellors can collaborate with clients to develop meal plans, set nutrition-related goals, and encourage mindful eating practices. They can collaborate with clients to develop nutritional strategies that support mental well-being.</p>
Alcohol	<p>Considerations related to alcohol in the counselling process include:</p> <ul style="list-style-type: none">• Assessment and screening• Education and harm reduction• Motivational interviewing• Referral and support.

Health and well-being considerations	Description
	Collaboration with other healthcare professionals, such as addiction specialists or medical providers, may be essential in providing comprehensive care.
Other drugs	<p>Considerations related to other drugs in the counselling process include:</p> <ul style="list-style-type: none"> • Substance use assessment • Harm reduction and safety • Motivational enhancement • Referral and support. <p>Collaboration with addiction specialists or medical providers may be necessary for holistic care.</p>

Question 17

Common barriers and challenges can hinder positive intervention outcomes in the counselling process.

Complete the table by explaining three (3) strategies to address each barrier.

[Approximate word count: 80 - 90 words for each]

Assessor instructions: The student's response must demonstrate an understanding of overcoming barriers and limitations in counselling. The student's response must reflect the content in the following exemplar answers.

Barrier	Three examples of how to address the barrier
Resistance or lack of motivation	<ol style="list-style-type: none"> 1. Building rapport and trust: Establish a solid therapeutic alliance by demonstrating empathy, understanding, and genuine care for the client's well-being. 2. Eliciting and exploring ambivalence: Use motivational interviewing techniques to help clients explore their conflicting feelings and motivations regarding both the desired change and the existing behaviour, enhancing their readiness for change. 3. Clarifying goals and values: Collaboratively identify meaningful and personally relevant goals that align with the client's values and aspirations, increasing motivation and commitment. 4. Showing the client you are on 'their side' helps to lower resistance.
Limited self-awareness or insight	<ol style="list-style-type: none"> 1. Reflective exploration: Encourage clients to reflect on their experiences, thoughts, and emotions, facilitating deeper self-awareness. 2. Active listening and questioning: Use active listening skills and ask open-ended questions to help clients explore their internal processes and gain insights.

Barrier	Three examples of how to address the barrier
	<ol style="list-style-type: none"> 3. Psychoeducation: Provide relevant information and psychoeducational materials to increase clients' understanding of their emotions, behaviours, and patterns.
Stigma and social pressures	<ol style="list-style-type: none"> 1. Normalising and validating experiences: Help clients understand that seeking counselling is a sign of strength and self-care, normalising their experiences and reducing self-stigma. 2. Education on mental health: Provide psychoeducation to increase clients' understanding of mental health conditions, emphasising that seeking help is a positive step toward well-being. 3. Encouraging social support: Facilitate the development of social support networks for clients, helping them connect with individuals who can provide understanding and encouragement. 4. Encouraging self-directed care: Identifying the client's needs and ensuring understanding of client rights that they have the right to receive care in the manner of their choosing, even if against societal norms.
Cultural and linguistic barriers	<ol style="list-style-type: none"> 1. Cultural competence: Enhance cultural competence by educating yourself on different cultures, customs, and beliefs and incorporating this knowledge into your counselling approach. Implement a respectful curiosity approach for all clients, treating them as individuals and avoiding assumptions or judgments based on culture. 2. Language support: Provide language support through interpreters or bilingual counsellors to ensure effective communication and understanding. For some, this may mean using more visual materials and diagrams to explain concepts instead of words with a low literacy level. 3. Collaboration and consultation: Seek consultation with professionals from the same cultural background or expertise to gain insights and develop culturally sensitive interventions—work 'with' the client and not 'on' the client.
External stressors and life circumstances	<ol style="list-style-type: none"> 1. Psychoeducation on stress management: Provide clients with strategies to manage stress, such as relaxation techniques, time management, or problem-solving skills. 2. Referral and collaboration: If necessary, collaborate with other professionals or refer clients to appropriate resources, such as financial counsellors, legal services, or support groups. 3. Trauma-informed care: Incorporate trauma-informed principles into the counselling approach, ensuring safety, trust, and empowerment for clients who have experienced trauma. Be mindful of unexpressed past traumas that can impact the therapeutic process.

Barrier	Three examples of how to address the barrier
Limited resources or access to support	<ol style="list-style-type: none"> 1. Resource exploration: Assist clients in identifying and accessing community resources, support groups, or organisations that can provide ongoing support. 2. Advocacy: Advocate for clients' needs and rights by connecting them with appropriate services or working with relevant agencies or organisations. 3. Collaborative care: Collaborate with other professionals involved in the client's care, such as medical providers, social workers, or educators, to ensure a comprehensive and coordinated support system. Keeping the client central to all communications.

Assessment checklist:

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

1	Seventeen (17) 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 Assessment 1!

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