



ASSESSOR GUIDE

CHCCCS017

Provide loss and grief support

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into thirty-two (32) 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

Briefly describe what 'integration of loss' means.

[Approximate word count: 20 - 30 words]

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

"When people adapt to losses – making sense of them, accommodating and adapting to them and the secondary losses accompanying them."

Question 2

Briefly describe the impact that multiple losses may have on an individual.

[Approximate word count: 30 - 40 words]

Assessor instructions: The student's response must demonstrate an understanding of how cumulative losses can reduce an individual's ability to cope.

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

"Multiple losses, particularly those occurring one after the other in a short time period, leave little time for this process of integration and can significantly reduce an individual's ability to cope."

Question 3

Counsellors need to identify and address both primary and secondary losses.

- a) Provide a brief definition for the term 'primary loss'.

[Approximate word count: 20 - 30 words]

Assessor instructions: The student's response must demonstrate an understanding of primary loss.

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

- The initial core loss
- Forms the foundation of the grief experience
- Secondary losses may follow it

- b) What are 'secondary losses'? Provide three [3] examples in your response.

[Approximate word count: 30 words]

Assessor instructions: The student's response must demonstrate an understanding of secondary losses by accurately defining the term 'secondary loss' and three relevant examples.

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

Secondary losses are losses that follow or are associated with a primary loss.

Secondary losses may consist of changes in/loss of: [The student's response needs to include a reference to **any three** of the following points.]

- Financial security
- Social status
- Social and family roles
- Identities
- Family structures
- Sense of safety or certainty in the world and a higher power.

c) Why is it so crucial that counsellors recognise secondary losses?

[Approximate word count: 75 - 85 words]

Assessor instructions: 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.

Secondary losses may initially be overlooked, given the dominance of the primary loss.

- The impact of secondary losses compounds the pain and disruption caused by primary losses.
- Not doing so means we may not fully recognise or help our clients adjust to the nature of the losses they have experienced.
- Recognising secondary losses is crucial to understanding the client's grief experience.
- A significant component of moving through the grief process is accommodating and adapting to secondary losses.

Question 4

Identify three (3) examples of grief responses for each category listed in the following table.

[Approximate word count: 3 - 15 words per category]

Assessor instructions: Responses must demonstrate an understanding of the various grief reactions. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Category	Grief response examples
a) Emotional features and impacts	Examples include: [The student's response needs to have a reference to any three of the following points.] <ul style="list-style-type: none">• Sadness• Yearning/pining• Anger• Anxiety

Category	Grief response examples
	<ul style="list-style-type: none"> • Loneliness • Relief • Numbness • Guilt/remorse.
b) Cognitive features and impacts	<p>Examples include: [The student's response needs to have a reference to any three of the following points.]</p> <ul style="list-style-type: none"> • 'Brain fogginess'/being 'brain dead' • Confusion • Difficulties in concentration/problems maintaining focus • Difficulties with decision-making/organisation/keeping track • Disbelief • Preoccupation with thoughts of the loss • A sense of a dead person's presence.
c) Physical features and impacts	<p>Examples include: [The student's response needs to have a reference to any three of the following points.]</p> <ul style="list-style-type: none"> • Headaches • Oversensitivity to noise • Dry mouth • Tightness in the throat/chest • Hollowness in the stomach • Digestive problems • Bodily aches • Muscle weakness • Sleep disturbances • Appetite disturbances • Fatigue/lack of energy/'restless exhaustion'.
d) Behavioural features and impacts	<p>Examples include: [The student's response needs to have a reference to any three of the following points.]</p> <ul style="list-style-type: none"> • Crying • Talking about the loss • Reaching out for support/accepting assistance • Searching • Seeking symbolic connection with the deceased [in grief] • Social withdrawal. • Life-depleting behaviours include: <ul style="list-style-type: none"> ○ Substance abuse ○ Risk-taking behaviour ○ Compulsive/excessive behaviour ○ Agitated/aggressive/demanding behaviours ○ Anxiety-driven behaviours ○ Suicidal gestures or attempts.

Question 5

Describe how spiritual and religious beliefs and practices can influence responses to loss in different ways.

[Approximate word count: 145 - 155 words]

Assessor instructions: The student's responses must demonstrate an understanding of the spiritual impacts of loss by describing how spiritual/religious beliefs/practices may impact or be influenced by the experience of loss.

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.

- Spiritual beliefs and religion offer a sense of structure, belonging, and ritual that can be reassuring in the aftermath of a loss.
- Faith communities can be sources of support.
- Belief in an afterlife provides hope of reunion with a loved one for many suffering people.
- A loss can present a significant challenge to spiritual beliefs/faith.
- A loss may be difficult to reconcile and make sense of.
- Losses and challenges can lead to questions, sometimes very painful, about one's beliefs.
- Bereaved people may query the existence of a God who could let this happen or wonder if they are being punished.
- Grief and loss can challenge people's faith and belief, resulting in additional issues that may need to be addressed.
- Some people without a belief in something or someone who transcends their personal situation may experience particular challenges when confronted with life-changing events.

Question 6

Throughout this module, you have learned about various contexts and circumstances prior to loss that can impact a person's grief experiences.

Briefly outline the potential impacts of three [3] circumstances that may exist prior to a loss and the effects these can have on people's grief experiences.

[Approximate word count: 135 - 165 words]

Assessor instructions: The student must demonstrate an understanding of the potential impacts of grief regarding three relevant contexts/circumstances that may be present prior to a loss.

The student's response needs to include a reference to any three of the following points 1 - 5. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- 1) Previous experience of loss/the losses a person has experienced may impact the effects of a more recent loss.
 - Multiple losses and their associated stressors may lead to more challenging grief responses or increased risk of mental health issues.
 - People who have experienced significant prior losses may have developed an understanding of loss and grief responses and skills and resources for dealing with them.
- 2) Health situation/being physically or mentally unwell.
 - People with serious health problems may be more vulnerable and have fewer resources to cope with loss.
 - If an individual suffers from a long-term illness and is being looked after by a family member,

losing that family member or their relationship is likely to significantly impact the individual's life and exacerbate the difficulties they experience.

3) Financial hardship/difficulty may precede and exacerbate the effects of a loss.

- A person with limited financial resources or who experiences significant stress due to financial hardship may have more difficulty coping with a loss.

4) Social stressors.

- Social support is essential in the aftermath of a loss, so having little social support already in place can cause added difficulties when a person experiences loss and grief.
- Relationship difficulties that existed before a loss can exacerbate a person's grief responses. This is particularly true when unresolved feelings towards or conflicts with a deceased person exist.

5) Other stressors. Many different circumstances in a person's life can influence their reaction to loss.

- Normal developmental stressors create additional challenges in adapting to losses in life.
- People from disadvantaged communities might have fewer resources to cope with a significant loss.

Question 7

Briefly explain two (2) ways loss and grief can impact a person's social well-being.

[Approximate word count: 40 - 70 words]

Assessor instructions: The student must demonstrate an understanding of two impacts of loss and grief on a person's social well-being.

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.

- People often feel awkward and uncomfortable around someone who has experienced a loss and may not know what to say or how to help – resulting in distancing the person or making dismissive and insensitive conversations such as “He's in a better place now”.
- Family members may act in the role of gatekeeper in an attempt to protect the bereaved person, thus inadvertently isolating them from visitors.

Example response:

“A grieving person can feel socially isolated because people around them are uncomfortable or don't know what to say. Social isolation can also happen when their family stops visitors from coming to protect their grieving family member.”

Question 8

Describe three (3) ways the experience of loss or trauma may negatively impact a family.

[Approximate word count: 80 - 100 words]

Assessor instructions: The student must demonstrate an understanding of at least three potential impacts that grief, bereavement, and trauma can have within a family context.

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

- The changes a loss event brings can challenge family structures, highlight dysfunctional family dynamics, and strain or even break relationships.
- Individual differences among family members regarding the effects of the loss and grief on them or their preferred ways of dealing with loss can lead to misunderstanding, conflict, and further hurt.
- Differences in the experiences of grief between individuals within the same family may be a challenge, especially in terms of emotional expression and coping strategies.
- Problems can arise when family members have different grieving styles and there is a perceived lack of understanding, support, and communication within the family, leading to feelings of isolation and resentment.
- Some family members, including children and adolescents, may feel overlooked, excluded, and unheard, leading to isolation and resentment.
- Family members may blame other members or be blamed for the loss.
- Loss of income or financial security is often a secondary loss experienced; financial hardship then has flow-on effects into many other areas of life [e.g., parenting] and can lead to a wide range of other secondary losses.

Example response:

“Loss and trauma can bring misunderstanding and isolation when family members don’t recognise that they grieve differently.

Loss can also cause conflict among family members, particularly if they blame other family members for the loss experienced, leading to resentment and further hurt.

Loss can often impact a family's financial security, which affects many other areas of family life. For example, losing a parent may result in the remaining parent taking up extra work and unable to focus on parenting.”

Question 9

Outline how grief or bereavement may affect a community and how this may differ depending on the culture.

[Approximate word count: 65 - 85 words]

Assessor instructions: The student must demonstrate an understanding of how grief and loss can impact a community, considering culture.

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

- In close communities, a loss experienced by an individual is shared and grieved by the whole community [e.g., a death or loss of a community member in Aboriginal culture may be referred to as ‘sorry business’ and is understood as impacting the whole community].
- In some cultures, the death of a community member is a community experience. For example, the Jewish community participates in arranging the funeral and comes to the mourners to worship with them.
- In many Western cultural groups, there is an increasing trend towards the ‘privatisation’ of grief, with people restricting their mourning to themselves, immediate friends and family, or

professionals. There are exceptions to losses, such as war, natural disasters (e.g., fires, earthquakes and floods), and well-publicised accidents.

Example response:

“In some close communities, grief is a shared rather than individual experience, particularly in some cultures. For other cultures, grief has become ‘privatised’; for example, community involvement is lacking, and the wider community is not directly affected. Exceptions may be in a disaster that affects the whole community or in well-publicised events. In other cultures, the whole community grieves together and participates in community rituals.”

Question 10

Outline each of the recent developments in the field of grief and loss listed in the following table.

[Approximate word count: 50 - 75 words per description]

Assessor instructions: The student must demonstrate an understanding of recent developments in the field that inform counsellors’ knowledge of features and expressions of grief.

Example responses are provided below. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Development	Description
a) Dual process model	The grief experience is a process of oscillation between two modes of functioning. In the loss orientation, people may be immersed in the pain of separation, missing what has been lost, and coming to terms with the loss. In restoration-orientation mode, the person engages in day-to-day activities, general life tasks, the things that need to be done in the aftermath of the loss, problem-solving, making appropriate adjustments, and focusing on other aspects of life.
b) Continuing bonds	While classical grief theory based on psychodynamic principles suggested that ‘recovery’ from bereavement involved disengaging from or ‘letting go’ of a deceased individual, more recent theories and practices focus on maintaining a sense of continuity. This may be through memory and internal representation of the person or thing that has been lost.
c) Meaning-making	Recovering one’s assumptive world can be a central task for those who experience significant losses, involving ‘relearning’ both the self and the world. Such adjustments can include attempts to integrate the loss into both their personal narrative and where the loss is fitted into a meaningful plot structure. This can involve the use of narratives and life stories or other activities.

Question 11

Worden’s ‘mediators of mourning’ are discussed in your learning.

Select three (3) of the factors Worden discusses that can influence a person's grieving process, particularly in the aftermath of a death.

Briefly explain how or why each factor you have suggested can influence grief responses.

[Approximate word count: 150 words]

Assessor instructions: The student must demonstrate an understanding of at least three of Worden's 'mediators of mourning', including that they understand how context or circumstance can influence grief responses.

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

1) Relationship with the deceased/person who has been lost. For example:

- How the person was related/connected to the deceased person will influence how they might grieve.
- Generally, the closer the person was to the deceased, the more intense the grief.

2) Nature of the attachment with the deceased/person who has been lost. For example:

- Some theorists have likened grief to the distress experienced by individuals separated from their attachment object.
- Counsellors should attend to the strength of the attachment, the security of the attachment, the ambivalence of the relationship/conflict with the deceased, and dependent relationships.

3) How the person died. For example:

- Factors such as physical proximity, levels of violence or trauma, suddenness, multiple losses, whether the death was preventable, or any social stigma associated can pose significant challenges for the bereaved.
- There is evidence that deaths resulting from suicide pose significant additional challenges for those bereaved.

4) Historical antecedents. For example:

- A person's loss experience may be shaped by the previous losses they have experienced, how they have grieved these losses, and their mental health history.
- Cumulative grief can mean that adjusting to additional losses may be more challenging/can result in an accumulation of stress/can increase vulnerability to further mental health issues.
- Some types of loss and trauma can also have impacts across generations.

5) Personality variables. For example:

- Coping styles [e.g., problem-solving coping, active emotional coping, avoidant emotional coping].
- The stress-vulnerability model.
- Grieving styles [e.g., intuitive, instrumental, and blended].
- Gender.
- Attachment style.
- Spirituality.

6) Social mediators. For example:

- Cultural influences.
- Social expectations.
- Disenfranchised grief.

7) Concurrent stressors. For example:

- Other factors that affect the grieving process include the changes, challenges, and crises that arise before, at the same time as, and following the loss.

- Changes and challenges occur for everyone, but multiple concurrent changes and stressors can be associated with more significant difficulties after the loss.

Question 12

Explain how ethnic and cultural influences and social expectations might influence an individual's grieving process.

[Approximate word count for each: 60 words]

Assessor instructions: The student must demonstrate an understanding of how social expectations and norms can impact an individual's grieving 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.

<p>Cultural Influences</p>	<p>Cultural influences on grieving encompass diverse norms and practices. Some cultures encourage emotional openness, while others prioritize stoicism. Rituals and traditions tied to death offer structure and comfort during grief, fostering a cultural connection. Personal belief systems regarding the afterlife and spiritual significance also shape one's perception and coping mechanisms when losing a loved one. Clients who do not closely adhere to their cultural norms for grieving can experience tension and shame as a result.</p>
<p>Ethnic Influences</p>	<p>Grief experiences among individuals from minority ethnic backgrounds are influenced by their sense of identity and social integration, impacting how they express and cope with grief. Language barriers may hinder accessing support and expressing emotions. Ethnic communities offer vital support networks for grieving individuals, but the dynamics and availability of such support can vary among ethnic groups.</p>
<p>Social Expectations</p>	<p>Societal gender expectations can hinder grieving, especially for men who may be pressured to remain stoic. It is important to recognise that grieving takes many forms, and emotional expression is but one of those forms.</p> <p>Social norms regarding the duration of grief can lead individuals to suppress their emotions prematurely. Additionally, stigma related to disenfranchised deaths, such as suicides or substance abuse-related deaths, can discourage individuals from seeking help or discussing their grief openly.</p>

Question 13

Briefly explain what is meant by 'disenfranchised grief' and give three [3] examples.

[Approximate word count: 70 words]

Assessor instructions: The student's response must include an explanation of disenfranchised grief and a reference to three of the following dot points.

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

People experience grief when they incur a loss that cannot be openly acknowledged, publicly mourned, or

socially supported. Examples include where:

- The lost relationship was not considered valid, socially acceptable, or essential within a family, community, or broader society (for example, partner loss in same-sex couples or miscarriage).
- The loss is not recognised or viewed as significant (for example, pet loss).
- The grieving person is exempted from rituals that might give meaning to the loss or is not seen as capable of grieving (for example, children or individuals with intellectual disabilities).
- Some aspects of the death or loss are stigmatising, embarrassing, or socially unacceptable (for example, deaths from AIDS and suicide).
- The grief response or behaviour of the individual falls outside social norms (for example, highly expressive grief responses, few outward reactions, and talking to the deceased loved one).

Question 14

What can counsellors do to support grieving clients facing social pressures?

[Approximate word count: 25 - 30 words]

Assessor instructions: The student must demonstrate an understanding of the importance of helping clients grieve in ways congruent with their needs rather than dictated by social rules.

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

“Counsellors can facilitate congruent client grieving processes by identifying social forces and encouraging clients to grieve in ways that feel natural to them.”

Question 15

Describe two [2] verbal and two [2] non-verbal communication techniques to support a client who has experienced loss, and explain why you would use each.

Assessor instructions: The student must demonstrate an understanding of two verbal and two nonverbal communication techniques that counsellors can use to facilitate empathetic engagement with their clients.

This question requires students to apply previous learning about communication skills to the grief support context. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Communication technique	Descriptions and explanations
Verbal	<p>[Approximate word count: 90 - 110 words]</p> <p>The student's response needs to include a reference to the following points:</p> <ul style="list-style-type: none">• Questioning• Reflection of feeling and content• Verbal encouragers. <p>Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example:</p>

Communication technique	Descriptions and explanations
	<p>“Ask open questions to help the client share whatever aspects of their story they feel comfortable sharing. Avoid asking leading questions such as ‘Do you think...’ as these subtly impose counsellor values and limit client responses.</p> <p>Reflection of feelings is a critical skill to use with grieving clients. Often, a client in grief will experience a range of emotions that can feel overwhelming and confusing. Helping the clients identify the emotions they are experiencing, labelling the feelings felt, and normalising their responses can bring immense relief.”</p>
Non-verbal	<p>[Approximate word count: 180 - 190 words]</p> <p>The student’s response needs to include a reference to the following points:</p> <ul style="list-style-type: none"> • Appropriate body language • Non-verbal encouragers • Silence. <p>Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example:</p> <p>“Silence is a core skill for grief work. Often, grieving clients feel unable to express their grief with family and friends for fear of upsetting them.</p> <p>Providing a safe space where clients feel supported to express themselves and talk about the deceased brings comfort and relief. Sitting in supportive silence with clients lets them know they are not alone in their journey to process the loss event.</p> <p>Avoid jumping in with a comment or reflection when the client pauses; sitting in companionable silence with a nonverbal encourager will help the client process their thoughts and express themselves when the trauma of grief may slow cognitive functioning.</p> <p>Body language that conveys support is vital. Lean slightly towards your client to let them know you are attentive and want to hear what they say. Maintaining an open posture demonstrates acceptance of the client's story. Using nonverbal encouragers such as head nods will encourage the client to keep talking so they can process and make sense of what has happened.”</p>

Question 16

Some people find it helpful to tell their loss story.

- a) Briefly explain how telling the story of loss to someone who is understanding and supportive can help grieving clients.

[Approximate word count: 30 - 40 words]

Assessor instructions: The student must demonstrate how telling the story of the loss helps the client acknowledge and actualise the loss.

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

- Providing validation.
- Providing space for clients to express and discuss things that help them integrate the loss.
- Helping clients recognise and come to accept the reality of the loss.

b) Briefly describe two (2) situations in which it **may not** be appropriate to focus on encouraging clients to share their loss stories.

[Approximate word count: 35 - 45 words]

Assessor instructions: The student's response must demonstrate an understanding of a situation when it may not be appropriate to use counselling techniques in facilitating the client's grief story.

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

- When a client presents in a highly distressed or agitated state, mainly if the loss was recent, sudden or traumatic.
- When a client doesn't want or need to talk about a loss.

Question 17

It is essential to identify and respect social, cultural and ethnic differences in grief responses and grieving processes.

- a) Take a moment to reflect on the grief responses in your own family or culture. Outline two (2) grief reactions or responses considered standard, acceptable, and appropriate within your social, cultural, ethnic, and religious/spiritual context.

[Approximate word count: 75 - 100 words]

Assessor instructions: The student must demonstrate the ability to identify and reflect on at least two grief reactions or responses within their own context.

Students must apply general knowledge and self-reflection to this question and demonstrate their understanding of grief responses. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Following are examples of grief responses that are considered standard, acceptable, and appropriate in different cultures and religions:

In many Western cultures, expressing sadness, crying, and sharing memories of the deceased are common and accepted responses to grief. This may also involve attending a funeral or memorial service to pay respect and say goodbye to the dead. There is often a sense of mystery or dread surrounding death; the body is quickly picked up and taken to a morgue or funeral parlour, remaining out of sight of the grieving family until the funeral.

In some Asian cultures, such as in China and Japan, it is customary to observe a mourning period, which may last up to 100 days. During this time, family members may wear black clothing, refrain from socialising, and avoid celebrations or festivals. Additionally, offering incense, burning paper money, and visiting the gravesite of the deceased are everyday rituals to honour the dead.

In Judaism, there is a tradition of sitting shiva, which is seven days of mourning after the burial of a loved one.

During this time, family members and close friends gather at the deceased's home and receive visitors who offer condolences and support. Covering mirrors, abstaining from work and leisure activities, and reciting prayers are customary.

In many Indigenous cultures, grief is seen as a communal experience that involves the whole community, not just the individual who has lost someone. Rituals, such as smudging, drumming, and sharing stories, help the bereaved person release their emotions and find comfort in the community's support. Additionally, some Indigenous cultures believe in the concept of the spirit world and may perform ceremonies to honour and connect with the spirits of the deceased.

- b) Briefly describe two (2) examples of grief responses that may not be appropriate in your social, cultural, ethnic, and religious/spiritual context.

(Approximate word count: 50 words)

Assessor instructions: The student must demonstrate the ability to identify and reflect on at least two grief reactions or responses that could be deemed inappropriate within their own context.

Students must apply general knowledge and self-reflection to this question and demonstrate their understanding of grief responses.

In many Western cultures, it is not deemed appropriate to wail loudly during funerals or to outwardly express grief after an initial period.

In Jewish culture, it is viewed as inappropriate for a person to mourn alone. It is deemed inappropriate for the mourner to go to the synagogue during the week of mourning (shiva). The mourner must not lock their doors so that community members can freely access their homes during the shiva period.

In Indigenous cultures, it is viewed as inappropriate to show photos of the deceased and as inappropriate for a grieving person to mourn alone. Grief has to be shared by all in the community.

- c) Briefly outline two (2) strategies you could use to help you identify and respect cultural, ethnic, or spiritual differences in grief responses when working with clients who have experienced losses.

(Approximate word count: 45 - 55 words)

Assessor instructions: The student must demonstrate an understanding of two strategies to help them better identify and respect social, cultural, and ethnic differences as a counsellor.

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

- Listening and being interested, open, and non-judgmental.
- Remember that clients are the most significant source of knowledge about their own social and cultural context, and counsellors must collaborate with clients to develop their understanding of the client's circumstances and respond to their unique needs.
- Not making assumptions based on prominent cultural characteristics such as ethnicity.
- Understand standard practices specific to the individual's cultural context and consider individual differences.
- Take a stance of 'not knowing' but 'wanting to know' – ask the individual about what's appropriate for them or specific for their culture.

- Asking about cultural and spiritual beliefs that might be relevant to a client's feelings.
- Invite clients to talk about their religious and spiritual involvement and how they can draw on these areas in coping with their loss.

Question 18

Briefly describe five (5) kinds of grief reactions that may suggest that an individual is experiencing complex grief in response to the death of a loved one.

[Approximate word count: 140 - 150 words]

Assessor instructions: The student must demonstrate an understanding of the reactions that may indicate the presence of complex grief regarding at least five relevant responses.

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.

- Feelings of intense yearning or longing for the person who died/missing the person so much it is hard to care about anything else.
- Preoccupying memories, thoughts, or images of the deceased person may be wanted or unwanted and interfere with the ability to engage in meaningful activities or relationships with significant others.
- Compulsively seeking proximity to the deceased person through pictures, keepsakes, possessions or other items associated with the loved one.
- Recurrent painful emotions related to the death, such as deep, relentless sadness, guilt, envy, bitterness or anger, are challenging to control.
- Avoid situations, people, or places that trigger painful emotions or preoccupying thoughts about death.
- Difficulty restoring the capacity for meaningful positive emotions through a sense of purpose in life or through satisfaction, joy, or happiness in activities or relationships with others.

Question 19

Briefly outline what complying with the following legal and ethical considerations involves for counsellors, including when providing grief and loss support.

[Approximate word count: 40 - 50 words per description]

Assessor instructions: The student must demonstrate how counsellors can comply with legal and ethical considerations in providing support for grief and loss.

The student's responses must reflect the example responses provided below.

Consideration	Description
a) Duty of care	The responsibility to protect the well-being of themselves, their clients, and relevant others in the counselling process. This includes providing competent and safe services and assessing and responding to relevant additional issues. Counsellors must also determine whether clients pose risks to themselves or others and

Consideration	Description
	respond accordingly.
b) Privacy, confidentiality and disclosure	Responsibility to provide a safe and private space for clients to explore their loss experiences and to protect all information the counsellor has about their clients. In cases with risk identified, they may be required to disclose client information, following organisational guidelines/guidance of a supervisor or manager. This also involves obtaining consent for all the information they provide about clients in referrals.
c) Work role boundaries	Be mindful of their responsibilities and limitations in supporting clients with complex grief and loss issues. It is not ethical to do work outside of their work-role boundaries. Where necessary, help clients to connect with more appropriate professionals or services.

Question 20

List four (4) crucial elements that must be considered when assessing suicide risk.

[Approximate word count: 15 - 25 words]

Assessor instructions: The student must demonstrate an understanding of the factors to consider when assessing an individual's suicide risk.

Responses must include the following:

- Current suicidal thoughts
- Presence of a suicide plan
- Access to means
- History of suicidal behaviour

Question 21

Describe two (2) indicators that suggest a person is at an exceptionally high risk for suicide.

[Approximate word count: 50 - 60 words]

Assessor instructions: The student must demonstrate an understanding of the factors/behaviours that may indicate that an individual is at a high risk of suicide.

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

- A suicide plan or preparation for death, such as saying goodbyes and putting affairs in order, indicates serious suicidal intent.
- If a person has developed a potentially fatal or effective plan and has the means and knowledge to carry it out, the chances of dying from suicide are much higher.

Question 22

Briefly explain what protective factors are in relation to suicide risk, and give three [3] examples of protective factors.

[Approximate word count: 70 words]

Assessor instructions: The student must demonstrate an understanding that protective factors are factors that reduce a person's risk of suicide.

Responses must also include any **three** of the following examples of protective factors:

Protective factors are factors that help to reduce the likelihood of suicide that help reduce the risk of suicide, such as possessing strong self-support capabilities and a willingness and ability to make use of external supports.

For example, a strong sense of belonging and community involvement, a strong purpose for living, a sense of hope for the future, strong problem solving and coping skills, a growth mindset, and positive personal, family, work, and community aspects.

Personal characteristics, including:

- adaptive coping skills,
- practical problem-solving skills,
- self-understanding,
- sense of competence or
- spirituality
- growth mindset where change is welcomed as an opportunity to learn
- optimistic outlook.

Work factors, including:

- supportive work environment,
- positive relationships with colleagues,
- professional development opportunities, or
- access to employee assistance programs.

Family factors, including:

- relationship to family or
- sense of responsibility
- strong sense of belonging.

Community factors, including:

- involvement and opportunities to participate or
- affordable, accessible, supportive services.

Question 23

Beyond the client's risk to self, counsellors must stay vigilant for risks to others.

- a) Identify two [2] situations that may indicate potential risks to others and which invoke a counsellor's duty of care.

[Approximate word count: 20 - 30 words]

Assessor instructions: The student must understand two situations that indicate possible client risks to others.

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

- The client discloses their intention to harm others.
- Children in the family are being exposed to DFV/abuse/neglect.

b) Outline the steps a counsellor should take in the situations mentioned in your answer for Question 23 a).

[Approximate word count: 10 - 20 words]

Assessor instructions: The student must demonstrate an ability to respond appropriately to risk situations.

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.

- Consulting supervisor/manager.
- Informing relevant authorities.
- Following organisational protocols.

Question 24

Outline three [3] strategies a counsellor can use to acknowledge, validate, and normalise a client's grief experience.

[Approximate word count: 10 - 30 words]

Assessor instructions: The student must demonstrate an understanding of three strategies counsellors use to acknowledge, validate, and normalise grief experience.

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

- Validating the client's feelings.
- Acknowledging disenfranchised losses.
- Normalising grief reactions.
- Having a conversation or providing printed information about grief and grief responses.
- Explaining possible fluctuations in the mood to help the client anticipate and cope with grief responses.

Question 25

Outline four [4] strategies that Winokur and Harris give for helping clients identify and work with emotions.

[Approximate word count: 60 - 80 words]

Assessor instructions: The student must demonstrate an understanding of four strategies counsellors can use to help clients identify and work with their emotions.

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

- Helping clients express feelings – inviting (but not coercing) them to explore, talk about, and

affirm their right to have feelings.

- Alerting the client to the importance of non-verbal clues as indicators of feelings.
- Helping clients begin identifying feelings and their intensity when they are in sessions with you:
- Helping clients to sort out confused or conflicted feelings.
- Helping clients understand that they can have multiple feelings at a time and that it is normal to have dichotomous feelings coinciding (happy, sad, excited, scared, etc.).
- Using feelings to help reconnect clients with the deceased person(s), if that would be beneficial.
- If a client is struggling with intense emotions, normalising these whilst assuring them that the intensity of their emotions is part of the process.

Question 26

Briefly describe how a counsellor might facilitate remembering in session with a client who has experienced the death of a loved one.

[Approximate word count: 70 - 80 words]

Assessor instructions: The student must demonstrate how a counsellor can facilitate continuing bonds between the client and the deceased person through the process of remembering.

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

“They can ask clients to ‘introduce’ them to the deceased person, and in that process, they will learn much about the story of the deceased person and also about the relationship between the client and the deceased person. They can invite clients to bring ‘linking objects’ to the sessions. These may be special items that remind loved ones, inviting memories and detailed descriptions of the deceased person and their relationships.”

Question 27

Describe three (3) ways in which loss and grief support may impact counsellors.

[Approximate word count: 25 - 35 words]

Assessor instructions: The student must demonstrate an understanding of the negative impact that grief and loss counselling work can have upon counsellors.

The student’s response needs to include a reference to **any three** of the following points.

- It may challenge the counsellor’s desire and ability to be helpful.
- May increase awareness of own losses.
- It may increase fear/anxiety around possible losses.
- Existential anxiety and awareness of own mortality.
- Stress/burnout.
- Vicarious traumatisation/compassion fatigue.

Question 28

When supporting people who have experienced loss and grief, counsellors need to be aware of their own loss and grief experiences to reduce the potential that these will negatively impact their work with clients and their well-being.

Reflect on a time when you dealt with loss and the risks associated with working with issues of loss.

Identify the risk, type of loss (for example, relationship loss), or another loss-related issue that could challenge you.

- a) Briefly describe how this loss issue or challenge could impact you.

[Approximate word count: 65 - 75 words]

Assessor instructions: The student must demonstrate the ability to reflect and recognise risks to self associated with grief and bereavement support.

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

Example response:

"I experienced a house fire when I was a child. While none of us was home, we lost our homes and treasured possessions. I still become upset when hearing about children who experience losses of homes or belongings. As such, I can imagine that supporting a client who had recently experienced something similar could cause me some distress, which I would then need to manage."

"As the dad of two young children, I often feel anxious that something will happen to them. Hearing stories of child abuse, family violence, or the injury or death of a child often spark this anxiety. Sometimes, the fear becomes really intense and then impacts not only how I feel but how I react to things."

- b) Outline what you plan to do to reduce the likelihood that your loss experiences, challenges with emotions, or stress will negatively impact your work and reduce the risks of engaging in loss-related work.

[Approximate word count: 25 - 35 words]

Assessor instructions: The student must demonstrate the ability to minimise risks to self associated with grief and bereavement support.

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

- Regularly monitor the impact on self/stress level.
- Engaging in self-care.
- Regular supervision.
- Attending supervision/debriefing when the issue arises.
- Personal counselling.
- Attend professional development.

Question 29

Counsellors must be vigilant about monitoring their own stress levels and need to use effective self-care strategies on an ongoing basis.

- a) Identify five (5) signs that indicate that you are experiencing stress and which you will look out for as you practice as a counsellor (particularly when supporting people who have experienced loss and other challenging issues).

[Approximate word count: 20 - 30 words]

Assessor instructions: The student must demonstrate the ability to identify five signs of stress relevant to themselves.

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

- Irritability or moodiness
- Interrupted sleep
- Worrying or feeling of anxiety
- Back and neck pain
- Frequent headaches, minor to migraine
- Upset stomach
- Increased blood pressure
- Changes in appetite
- Rashes or skin breakouts
- Chest pains
- Making existing physical problems worse
- More susceptible to cold/flu and slower recovery

- b) Outline three (3) strategies you will implement in your future practice as a counsellor to monitor the signs of stress you have identified in Question 29 (a).

[Approximate word count: 50 words]

Assessor instructions: The student must understand three strategies to monitor their stress level concerning working with grief and loss.

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

1. I will regularly assess my stress level using the DASS.
2. I will also use a diary to track my sleep patterns and monitor interruptions to sleep.
3. I will also check with my GP regularly to monitor my blood pressure and discuss any existing health issues.

Question 30

Identify three (3) sources of support available to counsellors and describe how each can help counsellors

minimise or protect against personal risks associated with grief and loss counselling.

[Approximate word count: 100 - 150 words]

Assessor instructions: The student must demonstrate an understanding of the types of support available to counsellors and how they can help minimise or protect against personal risks associated with grief and loss counselling.

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

The student's response needs to include a reference to **any three** of the following supports:

- Debriefing
- Supervision
- Peer support: reduces isolation associated with counselling
- Counselling.

Example response to describe how sources of support can help counsellors:

Debriefing can help the counsellor process the feelings triggered when a client shares something particularly confronting. Doing this makes a 'traumatic overlay' less likely to occur.

Supervision provides the counsellor with a more objective and expert perspective on client issues, the interactions between client and counsellor, the counselling process, and the counsellor's own issues. Supervision also provides an important source of support to counsellors, giving them a place to process their work with clients without violating client confidentiality.

Peer support groups provide counsellors with an opportunity to engage in the development of self-awareness, share self-care strategies, and learn from interactions with others in a similar field of practice."

Counselling offers a unique opportunity for self-care and personal growth. Through personal counselling, counsellors can explore their emotional reactions and triggers that may arise during client sessions. This self-reflection helps them better understand and manage their grief-related emotions, reducing the risk of emotional burnout and compassion fatigue. Additionally, personal counselling can serve as a safe space for counsellors to process any unresolved grief or loss issues from their own lives.

Question 31

Describe the 'reflective practice cycle' that counsellors can use to guide reflection on the outcomes of a counselling session or a particular action.

[Approximate word count: 150 words]

Assessor instructions: The student must demonstrate an understanding of a method for reflecting on the outcomes of the support provided.

Responses must refer to the following processes in the reflective practice cycle. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Step 1: Select the issue or situation that they will reflect on.

Step 2: Describe the situation or issue—answer who, what, when, and where questions.

Step 3: Analyse and assess the situation. Explore why and how the action was taken or why and how the

decision was made.

Step 4: Appraise and evaluate their behaviour and its impacts. This is where critical self-reflection is required. The involvement of a peer or supervisor can be beneficial here (while maintaining confidentiality, of course).

Step 5: Transform – Ask what they have learned and how they will integrate this into their work. What will they do differently in the future? How would they respond to a similar situation or issue? What further professional development can they undertake to improve in this area, and how will they go about this?

Question 32

How do you gather client feedback to inform your critical practice reflection?

[Approximate word count: 70 - 80 words]

Assessor instructions: The student must demonstrate an understanding of one appropriate method.

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

- 'Checking in' with clients during sessions.
- Obtaining feedback at the end of sessions.
- Giving clients feedback forms at the end of sessions so they can fill them out privately and return them to the counsellor or return them at the next session.
- Having clients fill out feedback forms and outcomes measures at particular points of the counselling process (e.g., after every third session and at the terminating session).

Assessment checklist:

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

1	32 [thirty-two] short answer questions are to be completed in the spaces provided.	<input type="checkbox"/>
---	--	--------------------------



Congratulations, you have reached the end of your Assessment!

© UP Education Online Pty Ltd 2023

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