

# **Diploma of Counselling | Practical Block 1**

Role-plays | Observation Checklists

**ASSESSOR GUIDE**

CHCCSL001 Establish and confirm the counselling relationship

CHCCSL002 Apply specialist interpersonal and counselling interview skills

CHCCSL007 Support counselling clients in decision-making processes

CHCCSL004 Research and apply personality and development theories

CHCCSL005 Apply learning theories in counselling

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**Assessment Instructions**

**Task overview**

This Assessor Guide provides you with the Observation Checklists for Counselling Practical Block 1.

The theory for this practical component has been covered in the learning topics, readings and assessments for:

* CHCCSL001 Establish and confirm the counselling relationship
* CHCCSL002 Apply specialist interpersonal and counselling interview skills
* CHCCSL007 Support counselling clients in decision-making processes
* CHCCSL004 Research and apply personality and development theories
* CHCCSL005 Apply learning theories in counselling.

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Practical 1A

Practical 1A

## Role-play 1: Part A: Initial Session with Michelle Smith

### Observation Checklist

**Note:** The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Q1.** Did the student competently conduct an initial counselling session in which they followed the structure and process of an initial counselling interview, used appropriate counselling communication techniques, and developed an appropriate counselling plan?  Specifically, did the student competently: | | | |
| **Ob1.Greet the client and begin to build a relationship and rapport, as demonstrated by:** | | | |
| 1. Greeting the client by name and welcoming them |  |  |  |
| 1. Engaging in appropriate small talk to help the client feel comfortable |  |  |  |
| 1. Using appropriate communication skills to respond to the client |  |  |  |
| **Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client’s understanding, as demonstrated by:** | | | |
| 1. Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service |  |  |  |
| 1. Clarifying expectations and commitment to the counselling relationship and confirming with the client by asking the client to sign the Counselling Contract and Agreement Form. |  |  |  |
| 1. Clearly explaining confidentiality and disclosure |  |  |  |
| 1. Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, and ending counselling |  |  |  |
| 1. Asking for permission to take notes during the session |  |  |  |
| 1. Responding appropriately to any questions that the client had |  |  |  |
| **Ob3. Select and use communication skills effectively to gather information and explore the client's needs/concerns, as demonstrated by:** | | | |
| 1. Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's immediate needs and concerns |  |  |  |
| 1. Using attending behaviours – active listening, body language |  |  |  |
| 1. Using questions effectively to help gather appropriate information and explore the client’s concerns – probing and open and closed questions |  |  |  |
| 1. Observed client requirements using client observation techniques and recorded observed requirements in their counselling notes to include in the counselling plan |  |  |  |
| 1. Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills - Using **reframing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **challenging** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **focusing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Used client observational skills during the counselling process |  |  |  |
| 1. Used noting and reflecting skills during the counselling process |  |  |  |
| 1. Provided the client with feedback throughout the session |  |  |  |
| 1. Followed a structured approach to counselling based on the client's needs and expectations |  |  |  |
| **Ob4. Facilitate decision-making regarding the client’s primary or most immediate need/concern, as demonstrated by:** | | | |
| 1. Helped the client to identify her goals |  |  |  |
| 1. Supported the client in identifying how goals can be achieved |  |  |  |
| 1. Supported the client in evaluating each potential course of action, disadvantages and advantages and checking their understanding |  |  |  |
| 1. Identified and explored factors that could influence the preference for and ability to achieve a course of action |  |  |  |
| 1. Encouraged client to decide on a course of action and to consider alternatives that could be used, if necessary |  |  |  |
| 1. Ensuring that the client is clear on her next steps regarding her immediate concern |  |  |  |
| **Ob5. Facilitate case planning and bring the session to a close, as demonstrated by:** | | | |
| 1. Indicating to the client that the session time for today is coming to an end |  |  |  |
| 1. Acknowledging the progress that has been made |  |  |  |
| 1. Summarise the issues discussed and then focus the conversation on what the client would like future counselling to focus on |  |  |  |
| 1. Collaborating with the client to develop a broad counselling plan by:    * Agreeing on priorities/goals to be addressed in future counselling sessions    * Discussing how the counselling process will be monitored, including      + evaluation strategies    * Deciding on a general plan for counselling    * Counselling plan included observations of client requirements    * Used the Counselling Plan Template |  |  |  |
| **Ob6. Demonstrate appropriate counsellor behaviour by:** | | | |
| 1. Using warm, empathetic and professional communication skills throughout the role-play |  |  |  |
| 1. Taking notes without disrupting the counselling relationship. Use the **Counselling Notes Template**. |  |  |  |
| **Overall Comments for Role-play 1: Part A: Initial Session with Michelle Smith** | | | |

Practical 1A

## Role-play 1: Part B: Reflection of Initial Session with Michelle Smith

### Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observations** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| 1. Take clear, brief and accurate counselling notes within the counselling session |  |  |  |
| 1. Document a counselling plan based on what was discussed in the session |  |  |  |
| 1. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection |  |  |  |
| **Overall Comments for Role-play 1: Part B: Reflection of Initial Session with Michelle Smith** | | | |

Practical 2A

Practical 2A

## Role-play 1: Part A: Initial Session with Simon Leung

### Observation Checklist

**Note:** The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Q1.** Did the student competently conduct an initial counselling session in which they followed the structure and process of an initial counselling interview, used appropriate counselling communication techniques, and developed an appropriate counselling plan?  Specifically, did the student competently: | | | |
| **Ob1. Greet the client and begin to build a relationship and rapport, as demonstrated by:** | | | |
| 1. Greeting the client by name and welcoming them |  |  |  |
| 1. Engaging in appropriate small talk to help the client feel comfortable |  |  |  |
| 1. Using appropriate communication skills to respond to the client |  |  |  |
| 1. Analysis and review of the referral letter before the session, and informed client what information they received. |  |  |  |
| **Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client’s understanding, as demonstrated by:** | | | |
| 1. Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service |  |  |  |
| 1. Clarifying expectations and commitment to the counselling relationship and confirming with the client by asking the client to sign the Counselling Contract and Agreement Form. |  |  |  |
| 1. Clearly explaining confidentiality and disclosure |  |  |  |
| 1. Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, and ending counselling |  |  |  |
| 1. Asking for permission to take notes during the session |  |  |  |
| 1. Responding appropriately to any questions that the client had |  |  |  |
| **Ob3. Select and use communication skills effectively to gather information and explore the client's needs/concerns, as demonstrated by:** | | | |
| 1. Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's immediate needs and concerns |  |  |  |
| 1. Effectively using attending behaviours – active listening, body language |  |  |  |
| 1. Using questions effectively to help gather appropriate information and explore the client’s concerns – probing and open and closed questions |  |  |  |
| 1. Observed client requirements using client observation techniques and recorded observed requirements in their counselling notes to include in the counselling plan |  |  |  |
| 1. Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills - Using **reframing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **challenging** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **focusing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Used client observational skills during the counselling process |  |  |  |
| 1. Used noting and reflecting skills during the counselling process |  |  |  |
| 1. Provided the client with feedback throughout the session |  |  |  |
| 1. Followed a structured approach to counselling based on the client's needs and expectations. |  |  |  |
| **Ob4. Facilitate decision-making regarding the client’s primary or most immediate need/concern, asdemonstrated by:** | | | |
| 1. Helped the client to identify their goals |  |  |  |
| 1. Supported the client in identifying how goals can be achieved |  |  |  |
| 1. Supported the client in evaluating each potential course of action, disadvantages and advantages and checking their understanding |  |  |  |
| 1. Identified and explored factors which could influence the preference for and ability to achieve a course of action |  |  |  |
| 1. Encouraged client to decide on a course of action and to consider alternatives that could be used, if necessary |  |  |  |
| 1. Ensuring that the client is clear on her next steps regarding her immediate concern |  |  |  |
| **Ob5. Facilitate case planning and bring the session to a close, as demonstrated by:** | | | |
| 1. Indicating to the client that the session time for today is coming to an end |  |  |  |
| 1. Acknowledging the progress that has been made |  |  |  |
| 1. Summarise the issues discussed and then focus the conversation on what the client would like future counselling to focus on |  |  |  |
| 1. Collaborating with the client to develop a broad counselling plan by:    * Agreeing on priorities/goals to be addressed in future counselling sessions    * Discussing how the counselling process will be monitored, including    * evaluation strategies    * Deciding on a general plan for counselling    * Offering an option for a relevant referral service to be included in his plan.    * Counselling plan included observations of client requirements    * Using the Counselling Plan Template |  |  |  |
| **Ob6. Demonstrate appropriate counsellor behaviour by:** | | | |
| 1. Using warm, empathetic and professional communication skills throughout the role-play |  |  |  |
| 1. Taking notes without disrupting the counselling relationship. Use the **Counselling Notes Template.** |  |  |  |
| **Overall Comments for Role-play 1: Part A: Initial Session with Simon Leung** | | | |

Practical 2A

## Role-play 1: Part B: Reflection of Initial Session with Simon Leung

### Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observations** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| 1. Take clear, brief and accurate counselling notes within the counselling session |  |  |  |
| 1. Document a counselling plan based on what was discussed in the session |  |  |  |
| 1. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection |  |  |  |
| **Overall Comments for Role-play 1: Part B: Reflection of Initial Session with Simon Leung** | | | |

Practical 2A

## Role-play 2: Part A: Initial Session with Claire Bowman

### Observation Checklist

**Note:** The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Q1.** Did the student competently conduct an initial counselling session in which they followed the structure and process of an initial counselling interview, used appropriate counselling communication techniques, and developed an appropriate counselling plan?  Specifically, did the student competently: | | | |
| **Ob1. Greet the client and begin to build a relationship and rapport, as demonstrated by:** | | | |
| 1. Greeting the client by name and welcoming them |  |  |  |
| 1. Engaging in appropriate small talk to help the client feel comfortable |  |  |  |
| 1. Using appropriate communication skills to respond to the client |  |  |  |
| **Ob2. Begin the contracting process by providing information about the service on offer and clarifying the client’s understanding, as demonstrated by:** | | | |
| 1. Clearly outlining their approach to counselling and providing sufficient information to the client to understand the nature of their counselling service |  |  |  |
| 1. Clarifying expectations and commitment to the counselling relationship and confirming with the client by asking the client to sign the Counselling Contract and Agreement Form. |  |  |  |
| 1. Clearly explaining confidentiality and disclosure |  |  |  |
| 1. Clearly discussing the counselling process, including contracted sessions, methods of contact, payments/cancellations, record keeping, and ending counselling |  |  |  |
| 1. Asking for permission to take notes during the session |  |  |  |
| 1. Responding appropriately to any questions that the client had |  |  |  |
| **Ob3. Select and use communication skills effectively to gather information and explore the client's needs/concerns, as demonstrated by:** | | | |
| 1. Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's immediate needs and concerns |  |  |  |
| 1. Effectively using attending behaviours – active listening |  |  |  |
| 1. Using questions effectively to help gather appropriate information and explore the client’s concerns – probing and open-ended questions |  |  |  |
| 1. Observed client requirements using client observation techniques and recorded observed requirements in their counselling notes to include in the counselling plan. |  |  |  |
| 1. Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills - **reframing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **challenging** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **focusing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Used client observational skills during the counselling process |  |  |  |
| 1. Used noting and reflecting skills during the counselling process |  |  |  |
| 1. Provided the client with feedback throughout the session |  |  |  |
| 1. Followed a structured approach to counselling based on the client's needs and expectations. |  |  |  |
| **Ob4. Facilitate decision-making regarding the client’s primary or most immediate need/concern, as demonstrated by:** | | | |
| 1. Helped the client to identify her goals and potential courses of action. Help the client to examine the discrepancies between ‘the ideal’. |  |  |  |
| 1. Displayed empathy towards the client’s frame of reference and acceptance towards resistance to change |  |  |  |
| 1. Used the decisional balance tool to support the client in evaluating potential courses of action. |  |  |  |
| 1. Ensuring that the client is clear on the next steps regarding their immediate concern |  |  |  |
| **Ob5. Facilitate case planning and bring the session to a close, as demonstrated by:** | | | |
| 1. Indicating to the client that the session time for today is coming to an end |  |  |  |
| 1. Acknowledging the progress that has been made |  |  |  |
| 1. Summarise the issues discussed and then focus the conversation on what the client would like future counselling to focus on |  |  |  |
| 1. Collaborating with the client to develop a broad counselling plan by:    * Agreeing on priorities/goals to be addressed in future counselling sessions    * Discussing how the counselling process will be monitored, including      + evaluation strategies    * Deciding on a general plan for counselling    * Counselling plan included observations of client requirements    * Used the Counselling Plan Template. |  |  |  |
| **Ob6. Demonstrate appropriate counsellor behaviour by:** | | | |
| Using warm, empathetic and professional communication skills throughout the role-play |  |  |  |
| 1. Taking notes without disrupting the counselling relationship. Use the **Counselling Notes Template.** |  |  |  |
| **Overall Comments for Role-play 2: Part A: Initial Session with Claire Bowman** | | | |

Practical 2A

## Role-play 2: Part B: Reflection of Initial Session with Claire Bowman

### Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| 1. Take clear, brief and accurate counselling notes within the counselling session |  |  |  |
| 1. Document a counselling plan based on what was discussed in the session |  |  |  |
| 1. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection |  |  |  |
| **Overall Comments for Role-play 2: Part B Reflection of Initial Session with Claire Bowman** | | | |

Practical 3A

Practical 3A

## Role-play 1: Part A: Second Session with Michelle Smith

### Observation Checklist

**Note:** The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Q1.** Did the student competently conduct the beginning of a second counselling session in which they effectively used appropriate counselling communication skills to continue developing the therapeutic relationship and draw out more of the client's story?  Specifically, did the student: | | | |
| **Ob1. Greet the client and facilitate a discussion about their progress since the last session, as demonstrated by:** | | | |
| 1. Greeting the client by name and welcoming them back |  |  |  |
| 1. Making the client feel comfortable |  |  |  |
| 1. Facilitating a discussion about the client's progress since the last session by checking that they have taken the desired steps and taking appropriate action, dependent on results |  |  |  |
| **Ob2. Discuss overall counselling goals and collaboratively agree on a focus for this session, as demonstrated by:** | | | |
| 1. Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for and explore the client's immediate needs and concerns |  |  |  |
| 1. Suggesting, in an open manner, a possible focus based on the goals developed with the client during the last session |  |  |  |
| 1. Acknowledging the client's response and collaboratively deciding upon the focus of the current counselling session |  |  |  |
| **Ob3. Facilitate the counselling conversation using effective and appropriate communication skills, as demonstrated by competently, effectively, and appropriately using:** | | | |
| 1. Effectively using attending behaviours –active listening |  |  |  |
| 1. Using questions effectively to help gather appropriate information and explore the client’s concerns – probing and open and closed questions |  |  |  |
| 1. Using client observation techniques |  |  |  |
| 1. Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills - Using **reframing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **challenging** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **focusing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Used client observational skills during the counselling process |  |  |  |
| 1. Used noting and reflecting skills during the counselling process |  |  |  |
| 1. Provided the client with feedback throughout the session |  |  |  |
| 1. Followed a structured approach to counselling based on the client's needs and expectations. |  |  |  |
| **Ob4. Draw this part of the session to a close by summarising what was discussed, as demonstrated by:** | | | |
| 1. Providing a summary of the key points that were discussed |  |  |  |
| 1. Using a check-out and allowing the client to clarify anything as needed |  |  |  |
| **Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:** | | | |
| 1. Using warm, empathetic and professional communication skills throughout the role-play |  |  |  |
| 1. Taking notes without disrupting the counselling relationship |  |  |  |
| **Overall Comments for Role-play 1: Part A: Second Session with Michelle Smith** | | | |

Practical 3A

## Role-play 1: Part B: Reflection of Second Session with Michelle Smith

### Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| Did the student competently demonstrate the ability to: | | | |
| 1. Take clear, brief and accurate counselling notes within the counselling session |  |  |  |
| 1. Integrate an appropriate personality/development theory into their work with the client |  |  |  |
| 1. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection |  |  |  |
| **Overall Comments for Role-play 1: Part B: Reflection of Second Session with Michelle Smith** | | | |

Practical 3A

## Role-play 2: Part A: Second Session with Simon Leung

### Observation Checklist

**Note:** The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Q1.** Did the student competently conduct the beginning of a second counselling session in which they effectively used appropriate counselling communication skills to continue developing the therapeutic relationship and draw out more of the client's story?  Specifically, did the student: | | | |
| **Ob1. Greet the client and facilitate a discussion about their progress since the last session, as demonstrated by:** | | | |
| 1. Greeting the client by name and welcoming them back |  |  |  |
| 1. Making the client feel comfortable |  |  |  |
| 1. Facilitating a discussion about the client's progress since the last session by checking that they have taken the desired steps and taking appropriate action, dependent on results. |  |  |  |
| **Ob2. Discuss overall counselling goals and collaboratively agree on a focus for this session, as demonstrated by:** | | | |
| 1. Structuring this phase of the session by discussing how much time they have together, then proceeding to explore, acknowledge, show respect for, and explore the client's immediate needs and concerns |  |  |  |
| 1. Suggesting, in an open manner, a possible focus based on the goals developed with the client during the last session |  |  |  |
| 1. Acknowledging the client's response and collaboratively deciding upon the focus of the current counselling session. |  |  |  |
| **Ob3. Facilitate the counselling conversation using effective and appropriate communication skills, as demonstrated by competently, effectively, and appropriately using:** | | | |
| 1. Effectively using attending behaviours – active listening |  |  |  |
| 1. Using questions effectively to help gather appropriate information and explore the client’s concerns – probing and open and closed questions |  |  |  |
| 1. Using client observation techniques |  |  |  |
| 1. Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills - Using **reframing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **challenging** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **focusing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Used client observational skills during the counselling process |  |  |  |
| 1. Used noting and reflecting skills during the counselling process |  |  |  |
| 1. Provided the client with feedback throughout the session |  |  |  |
| 1. Followed a structured approach to counselling based on the client's needs and expectations. |  |  |  |
| **Ob4. Draw this part of the session to a close by summarising what was discussed, as demonstrated by:** | | | |
| 1. Providing a summary of the key points that were discussed |  |  |  |
| 1. Using a check-out and allowing the client to clarify anything as needed |  |  |  |
| **Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:** | | | |
| 1. Using warm, empathetic, and professional communication skills throughout the role-play |  |  |  |
| 1. Taking notes without disrupting the counselling relationship |  |  |  |
| **Overall Comments for Role-play 2: Part A: Second Session with Simon Leung** | | | |

Practical 3A

## Role-play 2: Part B: Reflection of Second Session with Simon Leung

### Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| Did the student competently demonstrate the ability to: | | | |
| 1. Take clear, brief and accurate counselling notes within the counselling session |  |  |  |
| 1. Integrate an appropriate personality/development theory into their work with the client |  |  |  |
| 1. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection |  |  |  |
| **Overall Comments for Role-play 2: Part B: Reflection of Second Session with Simon Leung** | | | |

Practical 4A

Practical 4A

## Role-play 1: Part A: Middle-phase Session with Claire Bowman

### Observation Checklist

**Note:** The Observation Checklist is for the trainer’s use only. The student version does not include it.

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Q1.** Did the student competently conduct the beginning of a third counselling session in which they effectively used a range of appropriate counselling communication skills to continue to explore the client’s concerns and develop an appropriate behavioural change program in collaboration with the client? S  Specifically, did the student: | | | |
| **Ob1. Greet the client and facilitate a discussion about her progress since the last session, as demonstrated by:** | | | |
| 1. Updated the Counselling Plan with the two new issues, including referral information for Ethan. |  |  |  |
| 1. Greeting the client by name and welcoming them back |  |  |  |
| 1. Making the client feel comfortable (e.g., making appropriate small talk and allowing them to settle in) |  |  |  |
| 1. Focusing the counselling discussion by raising the issue that was brought up last week and asking about any progress that has been made regarding the issue over the previous week |  |  |  |
| 1. Provide referral suggestions for Ethan’s special needs. |  |  |  |
| 1. Acknowledge Claire’s response and confirm that she would like to focus on this during the current counselling session. |  |  |  |
| **Ob2. Facilitate the counselling conversation using effective and appropriate communication skills, as demonstrated by competently, effectively, and appropriately using:** | | | |
| 1. Effectively using attending behaviours – active listening |  |  |  |
| 1. Using questions effectively to help gather appropriate information and explore the client’s concerns – probing and open and closed questions |  |  |  |
| 1. Using client observation techniques |  |  |  |
| 1. Using reflection of content, paraphrasing and summarising techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills - Using **reframing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **challenging** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Effectively using specialist counselling skills- **focusing** techniques to communicate appropriately throughout the session |  |  |  |
| 1. Used client observational skills during the counselling process |  |  |  |
| 1. Used noting and reflecting skills during the counselling process |  |  |  |
| 1. Provided the client with feedback throughout the session |  |  |  |
| 1. Followed a structured approach to counselling based on the client's needs and expectations. |  |  |  |
| **Ob3. Develop a behavioural change program in collaboration with the client, as demonstrated by:** | | | |
| 1. Explaining the rationale for behavioural change programs and obtaining Claire’s agreement |  |  |  |
| 1. Helping Claire operationalise the behaviour by asking appropriate questions about her feelings/emotions, physical sensations, overt actions, thoughts, and beliefs associated with the behaviour, the situation or context in which the behaviour occurs and the settings/events that tend to trigger it. |  |  |  |
| 1. Using the ABC model to conduct a functional behavioural analysis, asking specific questions to elicit details about the antecedents of the behaviour, the behaviour itself, and the consequences of the behaviour. |  |  |  |
| 1. Helping Claire to establish a specific goal for behavioural change by using the analysis of behaviour and asking appropriate prompting questions |  |  |  |
| 1. Helping Claire to decide upon a suitable program of behavioural change by using the information obtained during the functional analysis of behaviour to offer suggestions about appropriate stimulus response control techniques, using reinforcement approaches to support Claire and obtaining Claire’s agreement to use a specific technique |  |  |  |
| 1. Helping Claire to decide upon a method of recording and monitoring her progress towards her behavioural change goal. |  |  |  |
| **Ob4. Seek feedback and conclude the role-play, as demonstrated by:** | | | |
| 1. Seeking feedback from Claire about the behavioural change program, including her thoughts about the functional behavioural analysis, her behavioural change goal, the response control techniques, and the method for monitoring her progress. |  |  |  |
| 1. Resolving any concerns that Claire has with the behavioural change program to help improve its likelihood of success |  |  |  |
| **Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:** | | | |
| 1. Using warm, empathetic, and professional communication skills throughout the role-play |  |  |  |
| 1. Taking notes without disrupting the counselling relationship |  |  |  |
| 1. Using effective counselling communication skills (e.g., attending behaviours, questioning, reflection, focusing, etc.) throughout the role-play |  |  |  |
| **Overall Comments for Role-play 1: Part A: Middle-phase session with Claire Bowman** | | | |

Practical 4A

## Role-play 1: Part B: Reflection of Middle-phase Session with Claire Bowman

### Observation Checklist

Assessors are to indicate result as Satisfactory (S) or Not Yet Satisfactory (NYS)

| **Observation** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| 1. Take clear, brief and accurate counselling notes within the counselling session |  |  |  |
| 1. Integrate an appropriate personality/development theory into their work with the client |  |  |  |
| 1. Reflect on and evaluate their use of counselling communication skills, as demonstrated by their ability to engage in self-reflection |  |  |  |
| **Overall Comments for Role-play 1: Part B: Reflection of middle-phase session with Claire Bowman** | | | |

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