



ASSESSOR GUIDE

CHCCCS015

Provide individualised support

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into 20 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

It is not uncommon for clients who have complex needs to present to counselling with an individualised support plan. Briefly describe how this type of plan is used to facilitate support planning and delivery for a client.

(Approximate word count: 55 - 60 words)

Assessor instructions: The student's response should demonstrate an understanding of how an individualised plan is used to facilitate processes of individualised support planning and delivery. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"An individualised plan records client information that helps a counsellor tailor service to what the client needs, including personal details, client's profile (e.g., strengths and abilities), key contacts, as well as details about the support services they are receiving. It outlines the level of support the client requires from the counsellor."

Question 2

There has been a call for the provision of more individualised human services in Australia. Provide two (2) reasons why this has been the case.

(Approximate word count: 50 – 60 words)

Assessor instructions: The student's response must demonstrate an understanding of the rationale underpinning individualised support by providing two reasons why this has been promoted within human services. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Service users with complex needs often face barriers in accessing the services they need, which is further complicated by the challenges associated with navigating a fragmented and complex service system.
- Providing more individualised services is one of the main strategies to achieve service integration for those with complex needs and requiring multiple services.
- Users are increasingly seeking more individualised services and have higher expectations of exercising control over the services they receive and of receiving services tailored to their needs.

Question 3

In your module, you learned about three principles that underpin individualised support planning and delivery. Complete the following table by identifying these principles and explaining how they can be applied in providing individualised counselling support.

Assessor instructions: The student's response should identify person-centred practice, strengths-based practice, and active support, as well as demonstrate an understanding of how these principles can be applied in providing individualised counselling support.

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

Principle	How does it apply to providing individualised counselling support? (Approximate word count: 30 - 35 words per explanation)
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Person-centred practice	Counsellors acknowledge clients as the experts of their lives and engage them as collaborative partners. The counselling service planning and delivery must be focused on the client and their specific goals.
Strengths-based practice	Counsellors should focus on what the client can do and seek to draw from and build upon the client's skills and abilities to help them achieve their goals.
Active support	The direction and activities of counselling should facilitate the client to remain an active participant in the community and engage in tasks and activities that develop and maintain their skills.

Question 4

A foundational legal consideration that underpins counselling work is human rights.

- a) Briefly explain how counsellors can uphold clients' human rights by providing individualised support.

(Approximate word count: 40 - 45 words)

Assessor instructions: The student's response must demonstrate an understanding of human rights and how this applies in individual practice. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- What counsellors do has to be guided by human rights.
- Providing individualised support is likely to support clients' rights to access services they need as well as reduce barriers that clients with complex needs often face.

- b) How might human rights inform the operations of an organisation?

(Approximate word count: 30 – 35 words)

Assessor instructions: The student's response must demonstrate an understanding of human rights and how this applies in the organisation. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Human rights considerations are important when it comes to designing service processes, making sure that all service procedures do not violate the human rights of clients and workers involved.

Question 5

In the following table, identify two (2) responsibilities of counsellors and their organisation in complying with privacy, confidentiality, and disclosure requirements when providing individualised support services.

(Approximate word count: 30 - 40 words per response)

Assessor instructions: The student’s response must demonstrate an understanding of privacy, confidentiality and disclosure requirements, as well as how these are applied in an organisation and individual practice. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Two responsibilities of a counsellor:	<ol style="list-style-type: none"> 1) Inform clients of the confidential nature of counselling and the exceptional circumstances in which confidentiality may be overridden. 2) Follow organisational guidelines in maintaining client privacy and managing confidential information.
Two responsibilities of the organisation:	<ol style="list-style-type: none"> 1) Provide secure storage for client information. 2) Make sure there are appropriate policies and guidelines to guide staff in maintaining client privacy and managing confidential information.

Question 6

Consider the following statement regarding duty of care:

‘Once confirming risk-relevant information is recorded in the client’s individualised plan, the counsellor is released of their duty of care to that client.’

Is this statement true or false? Explain your reasoning.

(Approximate word count: 45 -50 words)

Assessor instructions: The student’s response must demonstrate an understanding of the duty of care and how it applies in individual practice. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

This is false because a counsellor’s duty of care is a legal responsibility and remains whether or not the client has an individualised plan that records risk information. A counsellor should use such information to help them prevent clients from coming to harm.

Question 7

Review your understanding of a counsellor’s mandatory reporting duty. Determine if the following statements are correct and provide reasonable justification.

Assessor instructions: The student’s response must demonstrate an understanding of mandatory reporting and how it applies to individual and organisational practices. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Statement	Is this Correct?	Provide a justification (Approximate word count: 20 words per response)
If a client with an individualised plan reported to	No	This is a legal responsibility – it remains

their counsellor that they physically abused their children, the counsellor would not be required to report the abuse because the client has an individualised plan in place.		regardless of whether the client has an individualised plan in place.
A counsellor does not have mandatory reporting duty unless they work directly with children and young clients.	No	This applies to all, including those who work indirectly with children and young people.
Community services organisations must refer to relevant state/territory legislation to provide clear policies and guidelines for mandatory reporting.	Yes	Mandatory reporting legislation is state/territory-based, and the requirements vary between jurisdictions.

Question 8

Outline two (2) work-role boundaries considerations for counsellors in providing individualised support to clients.

(Approximate word count: 40 - 45 words)

Assessor instructions: The student’s response should demonstrate an understanding of work role boundaries and how these apply to the counsellor’s practice when providing individualised support. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Support the client in line with the designated purpose/goal in the individualised support plan.
- If clients raise issues/needs not within the designated role, refer the client to appropriate services or raise this with the client’s case manager.

Question 9

Whilst traditional service delivery tends to be face-to-face at a fixed service location, counsellors may work in different capacities when supporting clients with complex needs. Complete the following table by describing each of the stated alternative service delivery models and list one (1) benefit of using this model to support clients who have complex needs.

Assessor instructions: The student’s response must demonstrate an understanding of service delivery models in the relevant sector by providing an appropriate description and one benefit for each model. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Service delivery model	Description (Approximate word count: 10 - 15 words per cell)	One benefit for clients who have complex needs (Approximate word count: 15 - 25 words per cell)
Community outreach	“Counsellors travel to communities to conduct home visits or mobile services.”	<ul style="list-style-type: none"> • Useful for reaching out to communities where service access is minimal and/or stigmatised.

In-home support	“Support is delivered at the client’s home instead of at the service venue.”	<ul style="list-style-type: none"> • Flexible and can be tailored to clients’ lifestyles. • Appropriate when assisting clients with skill development that they will apply in a daily living environment.
Residential support	“Intensive care and support delivered in a residential or rehabilitative facility.”	<ul style="list-style-type: none"> • Able to provide more intense care and support.
Phone and online services	“Counselling service offered via phone, online or virtual platforms.”	<ul style="list-style-type: none"> • Reduced barriers to service. • It may cost less to access.

Question 10

Counsellors often work with multiple stakeholders when supporting clients with complex needs – it is, therefore, important that you understand what each stakeholder’s roles and responsibilities are. In the following table, briefly outline the roles and responsibilities of these stakeholders.

Assessor instructions: The student’s response must demonstrate an understanding of the roles and responsibilities of different people. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Stakeholders	Roles and responsibilities (Approximate word count: 20 - 30 words per cell)
a) Client	<ul style="list-style-type: none"> • Be consulted and make decisions about their care where practicable. • Take responsibility for their decisions and actions.
b) Carers and family	<ul style="list-style-type: none"> • Engage in the client's day-to-day care and/or decision-making. • Support the implementation of an individualised plan.
c) Health professionals	<ul style="list-style-type: none"> • Provide specific support with addressing client needs – depending on their specialty. • Make sure their work is documented and communicated appropriately to other stakeholders.
d) Other support workers (for example, counsellor)	<ul style="list-style-type: none"> • Provide support with more practical issues that help clients manage and improve their independent living. • Communicate with the case manager about the client’s progress and engagement.
e) Supervisor of the counsellor	<ul style="list-style-type: none"> • Support the counsellor’s reflective and ethical practice. • Provide necessary support for a counsellor to take out responsibilities.

- Make sure the counsellor is working within organisational guidelines.

Question 11

As a counsellor, you may be working with a team of practitioners supporting a shared client (and their family), which requires regular, effective communication. Briefly discuss how communication may take place between the stakeholders listed in the table in Question 10.

(Approximate word count: 40 - 50 words)

Assessor instructions: The student's response should demonstrate an understanding of how communication takes place between stakeholders. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Direct communication between the practitioner and the client.
- Information may be shared with relevant stakeholders, verbally or in writing, with permission from the client.
- Information may be communicated through the case manager via case management meetings, plans, or other agreed channels.

Question 12

Whilst counsellors may only work with clients on specific needs or issues, it is important to take a holistic approach in understanding clients' circumstances as well as in planning and delivering support.

Identify three (3) factors or issues that may lead to the development of complex needs. Next, describe how the factor you identified may affect clients requiring support.

Assessor instructions: The student's response must identify three issues/factors that may impact people requiring support and then describe how the factors they identified may affect clients requiring support. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Factors	Discuss how this may affect clients requiring support (Approximate word count: 35 - 75 words per cell)
Trauma	<ul style="list-style-type: none"> • Those who have experienced trauma develop mental health issues and/or use alcohol and other drugs to cope with trauma-relevant stress symptoms. • Trauma can have profound impacts on the ability of trauma survivors to regulate emotions and seek or engage with support services, presenting with challenging and 'treatment-resistant' behaviours. • The client may also hold negative attitudes towards workers who are there to help because of a distorted worldview and sense of self.
Mental health	<ul style="list-style-type: none"> • Mental health conditions can impact a person's thinking, behaviour,

	<p>feelings, and often their physical health, affecting their ability to function every day.</p> <ul style="list-style-type: none"> • Poor mental health tends to co-exist with other needs (for example, homelessness, financial difficulty, AOD use)– increased risks and complexities.
Alcohol and other drugs	<ul style="list-style-type: none"> • Developing dependency on AOD can alter how the individual’s brain works. • Other long-term impacts may be employment and housing status, social relationships with others, and involvement with the criminal justice system. • Individuals who use AOD may also cause harm to those around them, such as individuals performing violent acts/behaviours that could lead to their loved ones experiencing injury/physical harm and/or traumatic experiences.
Homelessness	<ul style="list-style-type: none"> • Vulnerable to violence and victimisation, as well as the development of ill health. • Impacts physical and mental health, ability to find employment, poor nutrition, dental health, substance abuse and mental health problems.
Unemployment	<ul style="list-style-type: none"> • Standard of living may be negatively impacted, and the individual’s mental health and well-being may be adversely impacted. • May not be able to participate effectively in their family and community. • Financial status can lead to issues such as homelessness.
Domestic and family violence	<ul style="list-style-type: none"> • DFV experiences can often be traumatising as the person experiences harm or deprivation of resources and needs (for example, lack of social support or finances), putting them in a vulnerable position even if they manage to leave the abusive situation. • Violation of trust and self-determination over time can also lead to low self-esteem and poor mental health.

Question 13

- a) Risk management is particularly important when working with clients living with complex needs. Sometimes, counsellors may be delivering services at the client’s home or an outreach location. Identify one (1) relevant risk that a counsellor must actively manage and discuss how they can do that.

(Approximate word count: 45 - 50 words)

Assessor instructions: The student’s response must identify a risk issue relevant to providing services at clients’ homes or an outreach location and how to respond. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"One potential risk is that there may be unknown hazards at this location that can affect the counsellor's and client's well-being when providing service. Counsellors should follow organisational protocol- such as completing a safety checklist – to make sure they have checked and eliminated potential hazards."

- b) Briefly discuss how counsellors can use a client's individualised support plan to help identify and manage potential and/or existing risk issues.

(Approximate word count: 20 - 25 words)

Assessor instructions: The student's response must demonstrate an understanding of how to use an individualised plan to inform risk management considerations. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Recognising information on the client's plan that indicates potential or existing risk issues.
- Incorporate appropriate responses when working with clients.

- c) If a counsellor has identified a risk issue but is unable to find relevant guidelines in their organisational policies and procedures, what is the most appropriate way for them to respond in this case?

(Approximate word count: 10 - 15 words)

Assessor instructions: The student's response must indicate that the counsellor must seek support from their supervisor/manager. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- The counsellor needs to seek support from the supervisor/manager.

Question 14

Two important considerations when engaging clients in service planning and delivery are the duty of care and dignity of risk.

(Approximate word count: 50 - 60 words per answer)

- a) What is the duty of care, and how does it relate to a counsellor's role in providing individualised support?

Assessor instructions: The student's response must demonstrate an understanding of the duty of care and how it is applied in a counsellor's practice. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Duty of care is the legal responsibility to ensure a counsellor's actions or inactions don't cause harm or injury to clients.
- For example, a counsellor must assess the risk of clients' actions or decisions and step in to intervene where there are likely to be severe risks or consequences.

- b) What is the dignity of risk, and how does this relate to a counsellor's role in providing individualised support?

Assessor instructions: The student's response must demonstrate an understanding of the dignity of risk and how it is applied in the counsellor's practice. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Dignity of risk refers to the client's right to make the choice to take some risks in order to fully engage in life experiences.
- Unless there are serious concerns about the client's safety and present state of mind, clients should be respected for their rights to take the level of risk they are comfortable with.

Question 15

When working with clients who have complex needs, counsellors are often engaged in supporting clients with skill development and, where necessary, safe use of equipment. Outline three (3) types of strategies a counsellor may use to help a client learn positive communication skills (for example, "I" statements to express their feelings) that would help maintain healthy relationships with others.

(Approximate word count: 55 - 60 words)

Assessor instructions: The student's response should demonstrate an understanding of practices that support skill maintenance and development. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Role-modelling: Use I-language with the clients during counselling as a way of encouraging them to learn it.
- Demonstration: Demonstrate how to use I-statements in front of the client and get them to apply it.
- Role-plays: Create a simulated social scenario where they may need to express feelings, and then get them to practice using I-statements.

Question 16

Identify three (3) potential indicators of unmet client needs **and** how a counsellor could respond to these.

(Approximate word count: 80 - 90 words)

Assessor instructions: The student's response should demonstrate an understanding of indicators of unmet needs and ways of responding. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Potential indicators of unmet client needs (the student must identify any 3 of the following):

- The client verbally expresses things they would like to achieve that are not included in their individualised plan.
- Indications from family and/or carers that the client has other needs that are not being met.
- Signs of withdrawal, frustration, anger, or lack of interest in the counselling process.
- Signs of neglect within the client's physical environment, physical appearance, or personal hygiene.
- Overdependence on alcohol or other substances.
- Behavioural changes, such as self-harm, negative self-talk, or relationship breakdowns.

How a counsellor could respond to these unmet needs (the student must demonstrate their understanding of how a counsellor could respond to these unmet needs):

- The counsellor could respond to unmet needs by seeking support from their supervisor or the case manager, referring the client to another professional or organisation who can meet that need, or where the counsellor can meet the need, proposing interventions and support activities that address the client.

Question 17

Discuss two (2) reasons why it is important for counsellors to complete reporting and documentation requirements when providing individualised support.

(Approximate word count: 65 - 70 words)

Assessor instructions: The student's response should demonstrate an understanding of two reasons why documentation and reporting requirements are important in individualised support planning and delivery. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Accurate and up-to-date documents from all collaborating services are essential for a comprehensive assessment of whether and how services are effective in meeting the client's needs and whether there is any gap in support services.
- Some documentation may be used to help external decision-makers (for example, the Mental Health Tribunal and Child Protection Agency) review case progress and make further service decisions.
- Practitioners are often required to report informally and formally to their supervisor/manager so as to make sure their practices (and any adaptations they are making for the clients) remain compliant with their organisational policies and protocols.

Question 18

List three (3) ways in which counsellors can help to maintain client confidentiality and privacy.

(Approximate word count: 30 - 40 words)

Assessor instructions: The student's response should demonstrate an understanding of three ways in which counsellors can help maintain client confidentiality and privacy. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Ensuring they have the client's consent for collecting, storing or distributing personal info.
- Securely storing client information in a manual or electronic filing system.
- Limiting access to client files, plans, or other information.
- Restricting written records from being removed from work premises.
- Adhering to workplace policies and procedures regarding client privacy and confidentiality.

Question 19

Accurately and completely completing workplace documentation and writing case notes in a client's individualised plan are important counsellor responsibilities. List (3) three things that a counsellor should keep in mind when writing these.

(Approximate word count: 25 - 50 words)

Assessor instructions: The student's response should demonstrate an understanding of three key considerations when completing and maintaining documentation. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Ensure the writing is legible, understandable and non-discriminatory.
- Use the appropriate forms and templates.
- Confirm with the client that the information is accurate.
- If changes are made to an individualised plan, clearly explain why and by whom.
- If you made any mistake, cross it off and initial under it.
- Do not leave blank on a form – write “not applicable” or “N/A” if necessary so others cannot add information without your knowledge.
- Sign and date any completed records.

Question 20

Briefly outline what formal and informal reporting constitute.

(Approximate word count: 80 - 85 words)

Assessor instructions: The student's response should demonstrate an understanding of how a counsellor could comply with the organisation's informal and formal reporting requirements. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- **Formal** reporting generally involves formal documentation or templates completed in writing and is often used for major issues that are regulated by your organisation's policies and procedures. Examples include completing critical incident reports, counselling plans, client progress reports, or mandatory reporting of suspected or actual child abuse.
- **Informal** reporting may not have such rigorous requirements and could simply refer to a conversation with your supervisor or the case manager about a client's progress or a brief observation regarding the client.

Assessment checklist:

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

1	20 short answer questions 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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