



ASSESSOR GUIDE

CHCCCS015

Provide individualised support

Assessment 2 of 2

Case Studies



Assessment Instructions

Task overview

This assessment task is divided into 12 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

Clients with complex needs often experience discrimination in daily living, so it is important that counsellors and organisations make sure clients are protected from discrimination when accessing support services.

(Approximate word count: 20 - 30 words per section)

- a) Imagine that you are working for an organisation that provides various types of support to people living with a range of disabilities. Discuss one way the *Disability Discrimination Act 1992* would inform the practices in your organisation.

Assessor instructions: The student's response must demonstrate an understanding of legal requirements relating to disability discrimination and how it is applied in organisational practice. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Make sure clients with disabilities are not discriminated from access to services, such as by making sure the service is adaptable for accessibility (e.g., physical accessibility as well as how information is provided)
- Make sure clients' carers/families/ support persons are not treated less fairly because of their association with a person with a disability.

- b) The ACA Code of Ethics and Practice states that counsellors must "offer a non-judgmental professional service, free from discrimination, honouring the individuality of the client." (2019, p. 7). How might a counsellor comply with this requirement by providing individualised support?

Assessor instructions: The student's response must demonstrate an understanding of ethical requirements in the ACA Code of Ethics and Practice and how it is applied in individual practice. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Tailor services to individual client's needs and circumstances, making sure that they are not in any way discriminated against for needing multiple services and integrated support.

Question 2

Imagine that you have been working with a client, Leonard, who is in recovery from severe depression. Leonard became very depressed when he discovered that his 21-year-old son, Tim, was assaulted and killed while travelling in South America five years ago. Since then, Leonard has been avoiding everything in relation to South America. As Tim's fifth death anniversary approaches, Leonard's wife suggests that they travel to South America as a way to commemorate their lost son. Leonard has been doing well in managing his depression, but you are aware that his mental health had deteriorated in the past around the time of Tim's death anniversary.

Briefly explain how you would go about providing support to Leonard, with considerations to a duty of care and dignity of risk.

(Approximate word count: 50 – 60 words)

Assessor instructions: The student's response must demonstrate the ability to provide support according to the duty of care and dignity of risk requirements. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- The counsellor should respect Leonard's right to travel to commemorate his son.
- The counsellor can support Leonard with identifying risks involved (for example, if his mental health deteriorates) and developing strategies to help him manage those risks, but not restrict him to travel unless there are serious concerns.

Question 3

Imagine that you have been assigned a new client, Alex, who is living with social anxiety. From discussions with Alex and his case manager, a practical challenge that Alex faces is his ability to commit to service appointments. On 'good' days, Alex can leave home and attend his appointments; on 'bad' days, he feels too overwhelmed with his anxiety and can't bring himself to leave home.

Having discussed with Alex and your supervisor, you've suggested an adaptation for Alex to begin with online counselling appointments through your organisation's secure virtual platform while helping Alex develop skills around managing his anxiety. Alex agrees with your suggestion. However, he expresses concerns that he is not a very 'technology savvy' person. He does have a laptop that he uses for studies and entertainment purposes. Discuss how you may go about assisting Alex in setting up relevant equipment and making such a service accessible for him.

(Approximate word count: 40 - 50 words)

Assessor instructions: The student's response must demonstrate the ability to assemble equipment. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Check and follow protocols from the organisation regarding setting up the virtual platform.
- Offer assistance to Alex in helping him set up access to the virtual platform on his laptop.
- Leave notes/instructions to make sure Alex can operate it on his own.

Question 4

Imagine that you work as a counsellor at a family support service. Recently, you've been referred to a client, James, who is a single father of three children. Two years ago, James suffered a work injury, causing him to be off work for 12 months. During that period, his ex-partner requested to have contact with and care for the children. The dispute resolution process was very stressful, and James started using alcohol excessively to numb his physical and emotional pain. He would sometimes turn up at work intoxicated and eventually lost his job. Child safety services were involved due to reported concerns of excessive drinking around the children and vicious conflicts between James and his ex-partner, which the children were exposed to. As a result, the family was assigned a case manager to offer and organise support. James is attending an AOD program to help him get in control of his drinking and is referred to you for in-home counselling and parenting skills support. In particular, your role involves providing education and skills development support to James in providing a safe and healthy environment.

- a) One of the aspects you are supporting James with is addressing safety at home. Using Reading J from your online readings, outline what you plan to discuss with James to help him make sure that alcohol is out of reach for the children and consumed safely.

(Approximate word count: 145 - 160 words)

Assessor instructions: The student's response must demonstrate an understanding of how a counsellor could provide assistance to maintain a safe and healthy environment. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Responses should include a reference to Reading J, particularly information under the heading:

- What can you do to reduce the risk to children?
 - Store all alcohol out of reach and sight of children.
 - Dispose of all unfinished drinks before you go to bed/leave a room.
 - Be careful when storing drinks like alcopops – they look similar to soft drinks, yet each alcopop is at least 1.4 units.
 - Ensure anyone looking after your children does not drink whilst caring for them.
 - Ensure a non-drinking adult is available to care for your child if you plan to drink heavily.
 - Ensure that your children are properly supervised while on licensed premises. Children may hear or see unsuitable behaviour (for example, offensive language, violence/aggression or sexual behaviour), could wander off or be exposed to unwanted attention from strangers.
 - Never transfer alcohol into unmarked bottles.
- Never drive after drinking, including the morning after a heavy session.

- b) James also mentions that he often loses his temper with his children when he is stressed. He realises that it is not good for the children, but he doesn't know how else to manage their behaviours when they start challenging him. The eldest child, who is thirteen, has started mentioning running away from home. James' goal is to provide a positive environment for his children at home. Briefly outline how you may go about providing assistance to James with maintaining a safe and comfortable environment.

(Approximate word count: 20 - 30 words)

Assessor instructions: The student's response must demonstrate the ability to provide assistance to maintain a safe and comfortable environment. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Assisting James with developing interpersonal and emotional regulation skills.
- Assisting James with developing positive communication skills he could use with the children.

Question 5

Imagine that you are working with Jean, who is 18 years old. Jean has been living with eating disorders for the last three years, and her family is her main source of support. In today's session, Jean tells you that she came out as gay to her family, who struggled to accept it. Jean was told that if she didn't 'get rid of this idea,' she would no longer be

considered part of the family and would be 'kicked out' of the home immediately. Jean has no idea where she could go. You notice that Jean is distraught and distressed by her situation.

- a) Discuss a potential risk issue that Jean may be facing.
(Approximate word count: 20 - 30 words)

Assessor instructions: Students are expected to identify that Jean is likely to face the risk of homelessness/having to live without support due to changes in her personal circumstances. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"Jean is likely to face the risk of homelessness/having to live without support due to changes in her personal circumstances".

- b) As Jean's counsellor, your role is to support her with recovering from eating disorders and skill development. How would you respond to address the identified risk?

(Approximate word count: 30 - 40 words)

Assessor instructions: The student's response must demonstrate the ability to respond to situations of potential/actual risk within the scope of the role. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Reviewing and making changes to individualised plans.
- Assessing for risk of homelessness/safety.
- Contacting Jean's case manager to report changes.
- Consider connecting Jean with housing support.

- c) According to your organisational requirements, all potential or actual risks identified must be reported to your supervisor, Giuseppe, and formally documented in the client's file. You decide to ring Giuseppe about Jean's situation. Write down what you would say to your supervisor to report information that Jean has disclosed and any observations you've made.

(Approximate word count: 55 - 65 words)

Assessor instructions: The student's response must demonstrate the ability to comply with the organisation's informal reporting requirements, including reporting observations to the supervisor. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"Giuseppe, one of my clients today, Jean, has told me that she recently came out to her family as gay, which wasn't something that they could accept easily. There is a possibility that she is no longer allowed to live in the house, and her main concern is that she has nowhere to go."

- d) Giuseppe suggests that you inform Jean's case manager, Mel, and discuss referring Jean to housing support. With Jean's consent, both of you called Mel together to explain the situation, and Jean agreed for Mel to take

her to housing services the next day. In the following space, write down what you may include in Jean’s case file, including the information she provided and the steps you have taken following her disclosure.

(Approximate word count: 80 - 90 words)

Assessor instructions: The student’s response must demonstrate the ability to comply with the organisation’s formal reporting requirements and complete documentation accordingly. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Jean disclosed that she recently came out to her family as gay. She said that her family was not pleased with her decision and told her to change, or she would have to leave the family home. Jean seemed distraught and distressed. I called Giuseppe to report Jean’s change of circumstances. Jean and I called Mel (case manager) to explain her concerns. Jean agreed for Mel to take her into housing services to organise her own accommodation tomorrow.”

Question 6

Imagine that you are working as a counsellor. You have received a referral from Stephen, a case manager at the public mental health service, to provide counselling services and support to Arun. Arun has been experiencing anxiety and depression after the sudden loss of his brother, Kiri, in a motor vehicle accident. Arun distracts himself from dealing with his grief by keeping busy and focusing on his university studies. As a result, his mental health has deteriorated, and he is struggling to manage his responsibilities and his emotions effectively. Arun was born in Cambodia but has been living in Australia since he was three years old.

Study Arun’s Individualised Plan, then answer the questions that follow.

Table 1: Arun’s Individualised Plan

Individualised Plan	
Service information	
Service/agency name:	Mental health service
Date of plan:	16 th October, 201X
Plan developed by:	Stephen
Client information	
Name:	Arun
Date of birth:	16 th March 1991
Address:	123A Common Road, Adelaide
Phone:	0500 000 000
Emergency Contact:	Nhean (Arun’s father) Phone: 0501 000 000
Area(s) of concern	
Grief, anxiety, depression.	
Behaviours/triggers	
Arun has been experiencing feelings of anxiety and depression after the sudden loss of his brother in a motor vehicle accident. Arun is having difficulty keeping up with his full-time university studies. He has also stopped socialising with his friends and spends most of his time alone in the family home.	

Individualised Plan

Activity likes/dislikes

Arun enjoys studying chemistry and is working towards becoming a pharmacist. He also enjoys playing soccer and, until recently, was a member of a local team.

Goals

Arun will begin working through his grief and learn to express and manage his emotions effectively.

Actions

Activity/Action	Target date	Other services	Date completed	Ongoing needs
The counsellor will help Arun work through his grief	Weekly sessions for 10 weeks	Professional grief and loss counsellor		Grief and loss support group
The counsellor will help Arun to express and manage his emotions effectively.	Weekly sessions for 10 weeks	Professional counsellor		Practical coping mechanisms

Case notes

Arun is a practising Buddhist. Arun has given consent for his father, Nhean, to be involved in all aspects of his individualised plan and related support activities.

- a) Your organisation requires counsellors to conduct a basic risk assessment with all new clients, which consists of five questions relating to personal safety. You are aware that not all clients are comfortable with providing their personal information and answering these questions. Write down what you would say to Arun to introduce this process and help him know what to expect.

(Approximate word count: 35 - 40 words)

Assessor instructions: The student's response must demonstrate an ability to conduct exchanges with the person in a manner that develops and maintains trust. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"Arun, next I am going to ask you a few questions about safety that I ask all my new clients. If there is anything you don't feel comfortable answering, please let me know."

- b) Using the information from Arun's Individualised Plan, explain what role you would play or what kind of support you are expected to provide to Arun.

(Approximate word count: 20 - 30 words)

Assessor instructions: The student's response must demonstrate an ability to interpret and clarify their own role in implementing the individualised plan. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- The counsellor will help Arun to work through his grief.
- The counsellor will help Arun to express and manage his emotions effectively.

c) Having reviewed your role in the Individualised Plan from the previous question, you want to check and confirm this with Arun. In particular, you want to clarify your role as mentioned in the plan and the reason Arun has been referred to you. Write down what you would say to Arun.

(Approximate word count: 35 - 45 words)

Assessor instructions: The student's response must demonstrate an ability to confirm individualised plan details (for example, the reason Arun has been referred from counselling) with Arun and clarify their own role in implementing the individualised plan. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"Arun, your referral indicates that you have been experiencing feelings of anxiety and depression after the passing of your brother and that you are interested in working on managing these feelings. Is that right?"

d) The following is an extract from your organisation's complaints management policy and procedures.

Table 2: Extract - Complaints Management Policy and Procedures

Our Procedures for Receiving a Complaint

As a client, you have a right to provide feedback or make a complaint about a service or your experience, with the expectation that any complaint will be investigated appropriately and in confidence without fear of it affecting decisions related to your provision of professional services.

We respect your right to professional service. If you are unhappy with the service you receive, we have the following procedures in place to receive your feedback:

- Discuss the situation with your practitioner so the matter can be dealt with promptly. If you want to support in making a complaint, ask someone you trust to accompany you. This may be a family member, carer or advocate.
- If the situation is not settled at this level, you can put your complaint in writing and send it to the director. We can provide you with some assistance with this if you need it.

Write down what you would say to Arun in order to ensure he is aware of his rights and the relevant complaints procedures.

(Approximate word count: 105 - 120 words)

Assessor instructions: The student's response must demonstrate the ability to ensure Arun is aware of their rights and access to complaints procedures. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Arun, it is important that you know you have a right to give us feedback and even make a complaint if you are unhappy about how things are going. It is important that we hear from you so we can make things work for you. If there is anything you are not happy with, I’d encourage you to let me know so we can work out a way to fix it. If it cannot be resolved, or you don’t feel comfortable telling me – which is completely fine – you can also write it down and send it to our director. Does that make sense?”

- e) Imagine that Arun has understood and signed the counselling contract you provided. He confirms that he would like to better manage his emotions so that he can get back on track with life and studies. You want to work collaboratively with Arun to determine how counselling can be most useful for him. Outline the steps you will take in working with Arun to identify actions and activities that support his goals.

(Approximate word count: 125 - 130 words)

Assessor instructions: The student’s response must demonstrate the ability to work with Arun to identify actions and activities that support the individualised plan. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Consider Arun as the 'expert' of himself and ask for his input on what he thinks would work best for him.
- Together, explore with Arun his preferences, interests, and strengths.
- Let Arun make the decisions on the activities from the options generated.
- Support Arun in communicating in the way he knows how and support the development of his existing skills.
- Prepare support activities that appeal to Arun’s self-interest – incorporate actions and activities that Arun enjoys so that he engages in the counselling process.
- Discuss with Arun how he could access the resources used in support activities outside the counselling environment, for example, at home or at the university.
- Implement structured tasks and use a timeframe that will be repeated throughout the counselling support period.

- f) Imagine that you often use mindfulness exercises with clients to help with grounding and emotional regulation. From Arun’s Individualised Plan in Question 6, you learned that he is a practising Buddhist. Whilst you know that mindfulness is relevant to Buddhist practices, you are aware of the danger of making this assumption and want to make sure you’ve demonstrated respect for individual differences.

Write what you would say to Arun to find out whether he is comfortable with these exercises, making sure that he is supported to make independent and informed decisions about the counselling process.

(Approximate word count: 65 - 75 words)

Assessor instructions: The student’s response must demonstrate the ability to work with Arun to identify actions and activities that support the individualised plan while respecting individual differences. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

"Arun, you've told me that you'd like to explore some strategies to handle the feelings and emotions you are experiencing. One thing I have done with others is to practice some mindfulness exercises during counselling, which can really help with regulating emotions. I know that you are practising Buddhism, but I'm not sure whether that's something you are comfortable with at all?"

- g) Based on Arun’s plan and your discussions with him, you learn that Arun’s father, Nhean, plays an important role in Arun’s life and decision-making. How would you go about respecting and including Nhean in providing support to Arun?

(Approximate word count: 60 - 70 words)

Assessor instructions: The student’s response must demonstrate the ability to respect and include the family as part of the support team. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Discuss and confirm the details of the individualised plan with Nhean.
- Including Nhean in planning the discussion if Arun agrees.
- Finding out from Nhean his involvement in supporting Arun and incorporating that into activity planning.
- Acknowledging Nhean’s contribution to supporting Arun.
- Encouraging and assisting Nhean to help Arun engage in support activities.
- Provide feedback to Nhean about Arun’s progress.

Question 7

Simon works as a counsellor, providing in-home services and support to people with disability. Simon is trained and experienced in counselling people to address a wide range of concerns, including adjustment to living with a disability. Simon received a referral to provide counselling services to Josiah, a 36-year-old male with paraplegia. One year ago, Josiah was involved in an accident that caused a spinal cord injury. He now relies on a wheelchair for mobility. Josiah lives with his partner, Rochelle, and has just returned to part-time work as an accountant. He also attends weekly physiotherapy and hydrotherapy sessions to improve his muscle strength. Josiah has been referred to counselling by a disability services case manager as he is experiencing feelings of anger and frustration towards his situation. Both Josiah and Rochelle would like assistance to cope during their period of adjustment.

Study Josiah’s Individualised Plan, then answer the questions that follow.

Table 3: Josiah's Individualised Plan

Individualised Plan	
Service information	
Service/agency name:	Disability services
Date of plan:	12 th January 201X
Plan developed by:	Darren
Client information	
Name:	Josiah
Date of birth:	26 th October, 1981
Address:	7A Smiths Street, West Hobart
Phone:	0500 000 000
Emergency Contact:	Rochelle (de facto) Phone: 0501 000 000

Individualised Plan

Area(s) of concern				
Anger and frustration, social isolation				
Behaviours/triggers				
Josiah is experiencing feelings of anger and frustration towards his situation as he can no longer enjoy the physical activities he did before the accident. Josiah is working hard to live independently and becomes stressed when he has to rely on others for assistance.				
Activity likes/dislikes				
Josiah enjoys working as an accountant and meeting new people. He also enjoys spending time with his partner Rochelle, particularly cooking together. Josiah dislikes catching public transport since the accident and uses taxi services for transport.				
Goals				
Josiah will adjust to living with a disability in a positive way and learn to be totally independent in all activities.				
Actions				
Activity/Action	Target date	Other services	Date completed	Ongoing needs
The counsellor will help Josiah to manage his feelings of anger and frustration.	Weekly sessions for 12 weeks	In-home counsellor		Access to a local support group for people with spinal cord injuries
The counsellor will help Josiah and Rochelle to cope during their period of adjustment.	Throughout	In-home counsellor		Assistance to access resources, aids and equipment
Case notes				
Josiah uses a wheelchair for mobility. Several modifications have been made to Josiah's home that enable him to live independently and move about safely. Josiah has given consent for his de facto partner, Rochelle, to be involved in all aspects of his individualised plan and related support activities.				

a) Based on Josiah's Individualised Plan, briefly explain what Simon's role is in implementing this plan.

(Approximate word count: 35 - 40 words)

Assessor instructions: The student's response must demonstrate an ability to interpret and clarify their own role in implementing the individualised plan. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Simon will help Josiah to manage his feelings of anger and frustration.
- Simon will help Josiah and Rochelle cope during their period of adjustment.
- The counselling will be provided in-home.

- b) Based on the response to Question 7 a), write down what Simon can say to Josiah and Rochelle to confirm their expectations on what they will be working on in counselling.

(Approximate word count: 70 - 80 words)

Assessor instructions: The student’s response must demonstrate the ability to confirm individualised plan details with Josiah and Rochelle, particularly on the areas that they will be focusing on in counselling. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Josiah and Rochelle, from this plan, I can see that you would like to focus on two particular areas – the first one is that Josiah, you would like to be on top of your feelings of anger and frustration, and also, for both of you to get some support around coping with the adjustment that needs to happen in your daily living. Does that sound right to you?”

- c) Part of Simon’s role is to work with Josiah and Rochelle to identify appropriate support activities, with consideration to the Individualised Plan and preferences. Evaluate the following activities and determine whether the activity is appropriate and provide your reasoning.

(Approximate word count: 15 - 20 words per cell)

Assessor instructions: The student’s response must demonstrate the ability to prepare for support activities according to the person’s individualised plan and preferences. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Table 4: Support Activities

Activity	Is this activity appropriate? Provide justification.
Support Josiah in cooking meals with Rochelle at home with reasonable adjustments.	Yes, as this aligns with Josiah’s interest and his goal to increase independence in life.
Re-establishing routines at home so that Rochelle oversees all house duties.	No, as this goes against Josiah’s goal to increase independence.
Support Josiah and Rochelle to communicate regarding challenges they face since the accident and the roles they would like to take in relation to household duties.	Yes, as this is likely to support them in coping with adjustment and Josiah’s goal in the plan.

Question 8

Imagine that you are still working with Arun from Question 6, in which you supported Arun in managing his emotions and coping with his brother’s death. Included below is an extract from Arun’s Individualised Plan:

Table 5: Extract - Arun's Individualised Plan (Goals)

Goals				
Arun will begin working through his grief and learn to express and manage his emotions effectively.				
Actions				
Activity/Action	Target date	Other services	Date completed	Ongoing needs
The counsellor will help Arun work through his grief	Weekly sessions for 10 weeks	Professional grief and loss counsellor		Grief and loss support group
The counsellor will help Arun to express and manage his emotions effectively	Weekly sessions for 10 weeks	Professional counsellor		Practical coping mechanisms

- a) Briefly outline the steps you will take to monitor your own work to ensure the required standard of support is maintained.

(Approximate word count: 100 - 110 words)

Assessor instructions: The student's response must demonstrate the ability to monitor their own work to ensure the required standard of support is maintained. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Continually review your practices and make sure they align with the relevant service standards of the industry or organisation.
- Regularly discussing with Arun how support services are meeting his needs and if there is any requirement for change.
- Monitoring Arun's progress towards his counselling goals to identify where specific interventions have or have not been effective.
- Liaising with Arun's father and his case manager to gather feedback about the services you provide.
- Discuss aspects of the individualised plan with a supervisor or the case manager for advice on how to improve your services or support activities.

- b) You have now completed six sessions with Arun. As part of your organisational requirements, you should undertake a review with him to find out whether the support you provided is meeting his needs and if changes will be required. Write down what you would say to Arun to initiate such a discussion.

(Approximate word count: 60 - 70 words)

Assessor instructions: The student's response must demonstrate the ability to involve Arun in discussions about how support services are meeting his needs and if there is any requirement for change. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Arun, as mentioned to you before, we normally do a quick review at the end of the sixth session just to get a sense of whether things are working for you and if you'd like to change certain things. So, how are you finding the counselling sessions so far? Is there anything that you'd like us to do differently?”

- c) Arun tells you that he finds counselling a positive experience and has learned some useful skills in managing his emotions. However, he has noticed worsened symptoms in the last couple of weeks. He has been having nightmares and intense, conflicting feelings about his brother's death – part of him feels angry over his 'stupidity' and 'carelessness'; a part of him also feels that it would be better for his family if he was the one who passed away as his brother has always been the favourite child of his family. He finds it really challenging to face his family, especially his father, Nhean, who was really close with his brother. You are feeling concerned about Arun's well-being and want to bring his feedback to a discussion with your supervisor, Giselle. Particularly, you want to discuss if it would be appropriate for Arun to continue with the remaining four sessions or whether a referral or other intervention may be more appropriate. Imagine that you have Arun's consent to bring this matter to Giselle; write down what you would say.

(Approximate word count: 95 - 100 words)

Assessor instructions: The student's response must demonstrate the ability to identify aspects of the individualised plan that might need review and discussion with the supervisor. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Giselle, I have some concerns about this client, Arun. I've been working with him for six weeks on coping with the loss of his brother. At the sixth week review, whilst he reflected on learning useful skills in managing his emotions, he also told me that his emotional symptoms had worsened, mainly nightmares and some really intense, conflicting feelings about his brother's death. So, I'm wondering what's the best way forward here – should he continue for another four weeks, or would it be more appropriate to refer him to specialist support?”

- d) In the discussion, Giselle explains that Arun's symptoms could be quite normal grief reactions and would benefit from the emotion regulation skills he has learned. However, there is another counsellor in the organisation who specialises in grief counselling, and Arun can be referred to him. Giselle suggests a joint discussion with Arun to discuss two possible options:
- For Arun to continue receiving counselling with you for another four weeks, with close monitoring of his symptoms each week, and do another review.
 - For Arun to be referred to another counsellor in the organisation, Sam, who specialises in grief counselling.

Imagine that you are now in a joint meeting with Arun and Giselle. Write down what you would say to Arun to put forward these two options to Arun. Remember that you must do so in a manner that supports Arun’s self-determination (for example, taking Arun as a collaborative partner and supporting him in making decisions for his own care).

(Approximate word count: 160 - 170 words)

Assessor instructions: The student’s response must demonstrate the ability to participate in discussion with Arun and the supervisor in a manner that supports the person’s self-determination. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“Arun, Giselle, and I discussed what you told me the other day about the nightmares and intense feelings you were noticing in the last couple of weeks. It is normal for people to experience those symptoms after experiencing a sudden loss, and for some people, it can go on, and they may appreciate some specialist support. So, I just want to discuss two possible options with you here – so you can decide which one works better for you. We can continue counselling for another four weeks, and each week, we will closely monitor how these symptoms have evolved. We will review it again at the end of the four weeks. The other option is to refer you to another counsellor whose name is Sam. Sam has lots of expertise in working with people with grief and loss. How do you feel about these two options? Does any one of them stand out more for you?”

Question 9

Bernice works as a counsellor for several aged care facilities, providing clients with emotional support, guidance with relationships, and helping to manage situations and behaviours. Bernice receives a referral to provide counselling services to Heather, an 81-year-old resident who, until recently, has always lived independently in her own home. Heather has severe arthritis and often needs help to carry out daily tasks such as getting dressed, buying groceries, and attending social activities. Her two daughters became increasingly concerned about Heather’s safety and well-being and, with Heather’s consent, supported her in moving into the aged care home three weeks ago. This has been a difficult and emotional decision for Heather, and she feels as though she has lost control over her personal matters. The Individualised Plan instructs Bernice to help Heather cope with her transition into the aged care home.

Study Heather’s Individualised Plan, then answer the questions that follow.

Table 6: Heather's Individualised Plan

Individualised Plan	
Service information	
Service/agency name:	ABC Aged Care
Date of plan:	17 th July 201X
The plan developed by:	Jennifer
Client information	
Name:	Heather
Date of birth:	4 th April 1934
Address:	ABC Aged Care, Brisbane
Phone:	(07) 9000 0000

Individualised Plan

Emergency Contact: Susannah (Heather's daughter)
 Mobile: 0501 000 000

Area(s) of concern

Emotional stress, physical health and well-being.

Behaviours/triggers

Heather has been experiencing feelings of disappointment and sadness after moving into the aged care facility. She is having difficulty adjusting to new routines, surroundings, and people.
 Heather refuses to participate in programs and social activities provided by the facility.

Activity likes/dislikes

Heather enjoys gardening and playing bingo.
 Heather has a fear of getting old and not being able to care for herself independently.

Goals

Heather will transition into the aged care facility in a way that enables her to maintain as much independence as possible and participate in activities she enjoys.

Actions

Activity/Action	Target date	Other services	Date completed	Ongoing needs
The counsellor will help Heather to cope with her transition into the facility.	Weekly sessions for six weeks	Professional aged care counsellor		Family and peer support
The counsellor will help Heather to express her individual needs and preferences.	Throughout	Professional aged care counsellor		Access to appropriate communication methods
The counsellor will encourage Heather to participate in activities of her choice.	Throughout	Professional aged care counsellor		Activities that appeal to Heather's self-interest

Case notes

Heather has given consent for her daughter, Susannah, to be contacted in case of an emergency. Heather has expressively advised that she does not want her family involved in any counselling-related activities.

- a) Describe two (2) ways that Bernice could communicate with Heather in a manner that develops and maintains trust.

(Approximate word count: 75 - 85 words)

Assessor instructions: The student's response must demonstrate an understanding of how a counsellor could conduct exchanges with the person in a manner that develops and maintains trust. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Bernice should have an open discussion with Heather before counselling commences to confirm the individualised plan details and identify her unique needs, goals, and preferences.
- Bernice should spend time getting to know Heather and respond to her as an individual before proposing any interventions or support activities.
- Bernice should pay attention to both the content Heather is saying and her body language, as these will indicate how much Heather is willing to share.

b) Imagine that Susannah contacted Bernice and wanted to find out Heather’s progress and obtain a copy of her updated individualised plan. Consider the details of the individualised plan and what you have learned about privacy, confidentiality, and disclosure requirements. What is the most appropriate response to Susannah’s request? Justify your response.

(Approximate word count: 40 - 50 words)

Assessor instructions: The student’s response must demonstrate the ability to maintain the confidentiality and privacy of the person in all dealings within organisational policies and protocols. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Responses must indicate that Bernice should follow Heather’s individualised plan and only contact Susannah in an emergency. She should not discuss Heather’s situation or any aspect of her individualised plan with anyone else without Heather’s consent.

c) During a recent session, Bernice noticed that Heather was quite agitated and behaving out of character. Heather told Bernice that she was given new medication for her arthritis, but it didn’t seem to work. She was in pain a lot at night and losing sleep over it. What is Heather’s additional or unmet need? If you were Bernice, who would you refer Heather to?

(Approximate word count: 10 words)

Assessor instructions: The student’s response must demonstrate the ability to identify Heather’s medical needs and refer her to a medical/health practitioner. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

“I would refer Heather to a medical/health practitioner.”

d) Explain how Bernice can make sure that she refers Heather in accordance with organisational and confidentiality requirements.

(Approximate word count: 20 words)

Assessor instructions: The student’s response must demonstrate the ability to refer in accordance with organisation and confidentiality requirements. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Obtaining Heather’s consent for a referral or sharing information with relevant parties.
- Following organisational policies and procedures for referral and confidentiality of client information.

e) Bernice was informed by Heather’s aged care facility about the recent spread of the flu, which was quickly addressed and managed. Heather was not affected; however, Bernice was informed as an act of courtesy and due diligence. Having discussed this with her supervisor, Bernice is still able to attend Heather’s aged care facility and provide counselling as scheduled, with extra caution following the infection control procedures. During the counselling session, Heather expresses concerns about the recent spread of infection. Bernice decides to share with Heather some tips to help Heather stay safe and maintain a clean environment based on the infection control checklist (provided at the end of Reading I). Heather has asked that Bernice write these down as reminders for her so that she can keep them in her room.

In the space provided, write down a few reminders for Heather about what she could do to maintain a clean and healthy environment.

(Approximate word count: 75 - 85 words)

Assessor instructions: The student’s response must demonstrate the ability to provide assistance to maintain a clean and healthy environment. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Responses are expected to include the following information adapted from the infection control checklist at the end of Reading I:

- Physical Distancing: Remain at least 1.5 metres apart where possible.
- Hygiene: Practice and encourage good cough/sneeze etiquette. Standard precautions include hand hygiene before and after every episode of physical contact. Wash hands with anti-bacterial soap or hand sanitiser.
- Monitor Symptoms: Monitor symptoms if you experience fever (temperature of ≥ 37.5 degrees or higher) and/or symptoms of acute respiratory infection (e.g., shortness of breath, cough, sore throat, nasal congestion).
- Report Symptoms: to the aged care worker.

f) Outline how Bernice should go about storing Heather’s information to make sure she is complying with her organisational policy and protocols.

(Approximate word count: 55 - 65 words)

Assessor instructions: The student’s response must demonstrate the ability to store information according to organisation policies and protocols. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

- Make sure Heather’s information is stored/filed in the correct and appropriate location.
- Make sure the information is only accessible to workers working with Heather.
- Make sure the information can be retrieved by other workers in the future if necessary.
- Keep Heather’s record for seven years (or the timeframe in the organisation’s record management policy).

Question 10

Yellow highlighted material being checked with SME

Sarah is a counsellor working with a client, Alex, who is a visual learner. Alex's individualised plan emphasises the need for visual aids to enhance communication and understanding during counselling sessions.

Explain the steps you would take to create an environment that caters to Alex's visual learning preferences. Include in your steps necessary equipment and assembly, according to established procedures and the individualised plan for Alex.

(Approximate word count: 65 - 75 words)

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

- Review Alex's individualised plan to identify the preference for visual learning.
- Select appropriate visual aids (charts, diagrams, written materials) that align with the session's objectives.
- Arrange the counselling space to accommodate visual aids, ensuring comfort and confidentiality.
- Conduct a pre-session test for any electronic equipment to ensure seamless functionality.
- Introduce visual aids during the session, explaining their relevance and encouraging client interaction.

Question 11

John, a counselling student, is facilitating a group counselling session as part of his training. The established procedure for group sessions includes the use of a projector for presentations and discussions.

Explain the steps you would take when setting up the counselling space to ensure a professional and engaging environment for all participants. Include in your steps necessary equipment and assembly, according to established procedures.

(Approximate word count: 75 - 85 words)

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

- Review established procedures for setting up equipment in a group counselling context.
- Select and arrange seating to facilitate clear communication and engagement among group members.
- Set up and test the projector and screen for presentations, ensuring all participants can view the presentation.
- Ensure proper lighting and visibility in the counselling room, conducive to effective communication.
- Follow consistent procedures for equipment assembly and disassembly, contributing to a smooth and professional group counselling session.

Question 12

Rachel, a 33-year-old client, is seeking counselling for anxiety and wishes to include outdoor walking sessions as part of her therapy, emphasising the positive impact of nature on her well-being.

How would you, as a counsellor, **prepare** and **provide** support Rachel's preference for outdoor sessions while ensuring alignment with the organisation's policies, protocols, and procedures? Provide specific examples of how you would balance client autonomy with organisational requirements, considering client safety, session confidentiality, and ethical considerations.

(Approximate word count: 110 - 120 words)

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

- Engage Rachel in collaborative discussions to understand her preference for outdoor walking sessions, prioritising her well-being.
- Clearly communicate organisational policies, including guidelines for client safety, confidentiality, and ethics during outdoor sessions.
- Facilitate a comprehensive informed consent process, documenting Rachel's agreement within defined organisational parameters.
- Collaborate on an individualised support plan, aligning with policies on safety, confidentiality, and ethics.
- Schedule regular check-ins to assess the impact of outdoor sessions, considering both client preferences and organisational requirements.
- Maintain detailed documentation, ensuring records align with organisational policies.
- Seek supervision for decisions challenging safety policies, ensuring a balanced approach.
- Educate Rachel on organisational policies, promoting collaboration and adherence to guidelines.

Assessment checklist:

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

1	12 questions to be completed in the format requested	<input type="checkbox"/>
---	--	--------------------------



Congratulations, you have reached the end of Assessment 2!

© 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.