

# **Diploma of Counselling | Practical Block 3**

Observer Checklists

**ASSESSOR GUIDE**

CHCCSM005 Develop, facilitate and review all aspects of case management

CHCCCS015 Provide individualised support

CHCMHS001 Work with people with mental health issues

CHCCCS019 Recognise and respond to crisis situations

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# Practical 9A

Provide Individualised Support | CHCCCS015 | Work with People with Mental Health Issues | CHCMHS001

### Observation Checklist

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Role-Play 1 with Pierre**  **Q1.** Did the student demonstrate an ability to competently conduct an initial counselling session with a client referred with an individualised plan?  Specifically, did the student demonstrate an ability to competently: | **Satisfactory** | | **Comments** |
| **Yes** | **No** |
| **Ob1. Greet the client and build 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. Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the 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, complaints procedures and ending counselling | |  |  |  |
| 1. Asking for permission to take notes during the session | |  |  |  |
| 1. Responding appropriately to any questions that the client had | |  |  |  |
| **Ob3. Begin an exploration of Pierre’s needs by discussing the referral and the details of Pierre’s individualised plan, as demonstrated by:** |  | | |
| 1. Discussing the information that has been received in Pierre’s individualised plan | |  |  |  |
| 1. Checking these details for accuracy and exploring any concerns that Pierre might have regarding the plan | |  |  |  |
| 1. Using appropriate counselling communication skills (e.g., active listening, appropriate questioning, reflection, and summarising) to develop an understanding of Pierre’s needs and develop an appropriate counselling relationship | |  |  |  |
| **Ob4. Work with Pierre to explore counselling actions/activities that support his individualised plan, prioritising his right to self-define and direct his own recovery, as well as his preferences, to collaboratively develop a counselling plan, as demonstrated by the effective use of:** |  | | |
| 1. Exploring Pierre’s preference regarding counselling prioritising his right to self-define, express his identity and direct his own recovery | |  |  |  |
| 1. Avoid imposing own values and attitudes | |  |  |  |
| 1. Agreeing to a plan for counselling that:  * complies with the individualised plan and Pierre’s preferences, * a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction | |  |  |  |
| 1. Ensuring the exchanges with Pierre are in a manner that develops and maintains trust | |  |  |  |
| 1. Displayed work methodology that supported and upheld the rights of the client throughout the interaction | |  |  |  |
| 1. Supported Pierre’s strengths and preferences according to his plan, addressing his immediate and long-term needs and other relevant parties | |  |  |  |
| 1. Supported Pierre’s individualised plan according to the organisation's policies, protocols and procedures. | |  |  |  |
| 1. Developed strategies to deal with complex and high-risk situations (four) | |  |  |  |
| 1. Provided a suitable and practical referral service that matches his needs | |  |  |  |
| **Ob5. Demonstrate appropriate counsellor behaviour, as demonstrated by:** |  | | |
| 1. Using warm, empathetic, and professional communication skills throughout the role-play |  |  |  |
| 1. Working in a collaborative and empowering manner to support Pierre’s centrality to the counselling planning process, assisting Pierre to take personal responsibility and set realistic goals |  |  |  |
| 1. Used the Counselling Notes Template. |  |  |  |
| **Overall Comments for Role-Play 1:** | | | | |

## Role-play 1: PartB: Monitoring standards are being met

Discussion and Review with Supervisor (approximately 5 minutes)

**Assessor instructions:** The assessor must ensure the client has left the room before commencing the role play. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student’s response should demonstrate the ability to reflect on their counselling skills.

### Observation Checklist

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

| **Observations** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| **Q1.** Ensure that they maintained the required standards of confidentiality and professionalism throughout their initial session with Pierre. |  |  |  |
| **Q2.** Discuss any challenges they encountered during the contracting process with Pierre, and discuss how they navigated these to ensure adherence to the organisation's policies and procedures? |  |  |  |
| **Q3.** Describe the strategies they employed to monitor their own work and ensure that the counselling actions and activities discussed with Pierre aligned with his individualised plan and preferences while upholding ethical standards? |  |  |  |
| **Q4.** Describe how they will assess the need for changes in Pierre’s plan and develop strategies to address any identified needs. |  |  |  |
| **Q5.** Describe how they will ensure thorough documentation of casework interventions that comply with evidence-based practice and confidentiality requirements. |  |  |  |
| **Q6.** Describe how they will determine when Pierre is ready for case closure and how they will implement this, following organisational procedures, ethical and professional conduct. |  |  |  |
| **Overall Comments for Role-play 1: Part B: Monitoring Standards Are Being Met** | | | |

Practical 9A

## Role-play 2: Conversation with Anika Gupta

### Observation Checklist

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Role-Play 2**  **Q1. Did the student demonstrate an ability to employ appropriate communication and counselling practices that supported the client’s empowerment and recovery? Specifically, did the student competently demonstrate an ability to:** | **Satisfactory** | | **Comments** |
| **Yes** | **No** |
| **Ob1. Begin the conversation with Anika, 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. Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the 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, complaints procedures and ending counselling |  |  |  |
| 1. Asking for permission to take notes during the session |  |  |  |
| 1. Responding appropriately to any questions that the client had |  |  |  |
| 1. Beginning the discussion with an appropriate prompt to encourage Anika to share her concerns |  |  |  |
| **Ob2. Listen and respond in a manner that maintains respect, hope, trust, and self-direction, as demonstrated by:** |  | | |
| 1. Using appropriate active listening, questioning, paraphrasing, and summarising to ensure that they fully understood Anika’s concerns/needs |  |  |  |
| 1. Throughout the discussion, communicated respectfully, instilled hope, built trust, and promoted Anika’s self-direction. |  |  |  |
| 1. **NOT** interrupting Anika, dismissing the importance of her concerns, seeking to direct her beliefs, or disrespecting her. |  |  |  |
| 1. Engaged Anika in a discussion about how the support service meets her needs. |  |  |  |
| 1. Identified any requirement for change regarding the support service with Anika. |  |  |  |
| 1. Identified with Anika any aspects of her plan that might need review and discussion with the Supervisor. |  |  |  |
| **Ob3. Support Anika to understand her rights and potential options whilst supporting the dignity of risk, as demonstrated by:** |  | | |
| 1. Provided support according to duty of care by offering assistance when not possible to provide appropriate support and suggesting appropriate support services |  |  |  |
| 1. Informed Anika about available services and strategies that would empower Anika to meet her needs. |  |  |  |
| 1. Provided Anika with the information that she would need to make her own decisions, support self-determination, and respect individual differences to ensure maximum dignity and privacy when providing support. |  |  |  |
| 1. Created a safe and non-judgmental environment.   . |  |  |  |
| 1. Validated Anika's concerns. |  |  |  |
| 1. Explored Anika’s aspirations and goals. |  |  |  |
| 1. Supported her decision-making. |  |  |  |
| **Ob4. Assist Anika in deciding upon a course of action, as demonstrated by:** |  | | |
| 1. Supported Anika in expressing her preferences without imposing their own beliefs onto her |  |  |  |
| 1. Assisted Anika in creating realistic goals and taking personal responsibility, allowing her to decide on a course of action and addressing her immediate and long-term needs and any other relevant parties. |  |  |  |
| 1. Provided Anika with options for relevant training programs, according to established procedures, to support her individualised plan |  |  |  |
| 1. Addressed concerns about education and technology. |  |  |  |
| 1. Provided Anika with suitable equipment and demonstrated practical support |  |  |  |
| 1. Encouraged Anika to work at her own pace. |  |  |  |
| 1. Developed a Counselling Plan collaboratively with Anika to:  * support her individual needs * a process to monitor and negotiate changes to her case plan following relevant polices and procedures, focusing on agreed goals, service provision and client/stakeholder satisfaction |  |  |  |
| 1. Developed strategies to deal with complex and high-risk situations (four) |  |  |  |
| 1. Provided a suitable and practical referral service that matches her needs |  |  |  |
| **Ob5. Discuss the next steps, as demonstrated by:** |  | | |
| 1. Summarising what Anika had decided and then clearly discussing what both they and Anika would do next to proceed with this course of action |  |  |  |
| **Ob6. Demonstrate appropriate counsellor behaviour, as demonstrated by:** |  | | |
| 1. Using warm, empathetic, and professional communication skills throughout the role-play |  |  |  |
| 1. Facilitating an appropriate conversation that empowered and supported Anika in selecting her course of action |  |  |  |
| 1. Used the Counselling Notes Template |  |  |  |
| 1. displayed work methodology that supported and upheld the rights of the client throughout the interaction |  |  |  |
| **Overall Comments for Role-Play 2:** | | | |

## Role-play 2: PartB: Modifications and Support

Discussion and Review with Supervisor (approximately 5 minutes)

**Assessor instructions:** The assessor must ensure the client has left the room before commencing the role play. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student’s response should demonstrate the ability to reflect on their counselling skills.

### Observation Checklist

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

| **Observations** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| **Q1.** Determine the effectiveness of the strategies outlined in Anika's plan and determine if any indicators suggested the need for modifications or additional support? |  |  |  |
| **Q2.** Highlight any specific areas within Anika's individualised plan that they believe might require review or adjustment based on her current needs and circumstances? |  |  |  |
| **Q3.** Describe the process they used to gather feedback from Anika regarding her experience with the implemented strategies and interventions and how they would incorporate this feedback into potential revisions of her individualised plan. |  |  |  |
| **Q4.** Describe how they ensure thorough documentation of casework interventions and compliance with evidence-based practice and confidentiality requirements. |  |  |  |
| **Q5.** Describe how they will determine when Anika is ready for case closure and how they will implement this, following organisational procedures, ethical and professional conduct. |  |  |  |
| **Overall Comments for Role-play 1: Part B: Modifications and Support** | | | |

# Practical 10A

Recognise and Respond to Crisis Situations |CHCCCS019

## Role-play 1: Part A: Third Session with Christine Baker

### Observation Checklist

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

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

| **Observation** | **S** | **NYS** | | **Comments** |
| --- | --- | --- | --- | --- |
| **Q1.** Did the student demonstrate an ability to competently assess and respond to a client in a state of crisis?  Specifically, did the student demonstrate an ability to competently: | | | | |
| **Ob1. Greet Christine and gently explore her current situation, as demonstrated by:** | | | | |
| 1. Greeting Christine by name and beginning to facilitate a discussion about her current situation |  | |  |  |
| 1. Using an appropriate combination of effective counselling communication skills (for example, attending behaviours, effective questioning, reflection, focusing, etc.) to explore Christine’s story and her understanding of her situation |  | |  |  |
| 1. Demonstrating empathy, applying empathic listening skills to the client’s crisis and maintaining composure/calmness throughout the discussion |  | |  |  |
| 1. NOT being judgemental or minimising Christine’s concerns |  | |  |  |
| **Ob2. Conduct a risk assessment, as demonstrated by:** | | | | |
| 1. Explained the Client's Suicide and Self-harm Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment. |  | |  |  |
| 1. Asking Christine directly whether she has had thoughts of harming herself |  | |  |  |
| 1. Asking appropriate questions from the organisation’s Client Suicide and Self-harm Policy and Procedure (**Appendix E**) to adequately determine Christine’s level of risk based on her responses |  | |  |  |
| 1. Integrating questions into the counselling conversation and using effective counselling communication skills (for example, not simply asking each question one after the other) |  | |  |  |
| **Ob3. Explore options for support and obtain commitment, as demonstrated by:** | | | | |
| 1. Taking appropriate steps to strengthen Christine’s links to safety and appropriate support based on Christine’s level of risk |  | |  |  |
| 1. Facilitating a discussion with Christine about the options she has regarding her most pressing concerns, empowering her to brainstorm options for support, providing suggestions as needed, assisting in creating realistic goals and taking personal responsibility. |  | |  |  |
| 1. Supporting Christine in deciding upon her preferred support option, addressing her immediate and long-term needs, as well as other relevant parties |  | |  |  |
| 1. Facilitating a discussion about possible barriers that Christine might face and alternatives that she could pursue in this case |  | |  |  |
| 1. Develop a Counselling plan with the client, including:  * identifying and agreeing on actions to reduce immediate danger to self and others; * a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction * Used the counselling plan template. |  | |  |  |
| 1. Asking Christine to summarise the steps that she will be taking and clarify any points as needed |  | |  |  |
| 1. Developed four strategies to deal with her high-risk situation |  | |  |  |
| 1. Provided a suitable and practical referral service that matches her needs |  | |  |  |
| **Ob4. Demonstrate appropriate counsellor behaviour, as demonstrated by:** | | | | |
| 1. Using warm, empathetic, and professional communication skills throughout the role-play |  | |  |  |
| 1. Used the Counselling Notes Template without disrupting the flow of the client session. |  | |  |  |
| 1. displayed work methodology that supported and upheld the rights of the client throughout the interaction |  | |  |  |
| **Overall Comments for Role-Play 1:** | | | | |  |  | The student used the Counselling Notes Template. |

## Role-play 1: PartB: Analysis of Third Session with Christine Baker

Discussion and Review with Supervisor (approximately 5 minutes)

**Assessor instructions:** The assessor must ensure the client has left the room before commencing reflection questions. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student’s response should demonstrate the ability to reflect on their counselling skills.

### Observation Checklist

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

| **Observations** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| **Q1.** Identify the information that would need to be recorded in their counselling notes of this session. |  |  |  |
| **Q2.** Identify appropriate steps that would have been taken if Christine had been assessed to be at high risk of suicide, as demonstrated by:   1. Identifying what they would have done to ensure Christine’s safety |  |  |  |
| 1. What referrals they would have made |  |  |  |
| 1. How they would have cared for themselves after they had supported Christine |  |  |  |
| **Q3.** Reflect on and evaluate their handling of the crisis, as demonstrated by their ability to engage in self-reflection and identify:   1. What went well? |  |  |  |
| 1. What didn’t work? |  |  |  |
| 1. What they should have done differently? |  |  |  |
| 1. What areas do they need to develop? |  |  |  |
| 1. How could they go about developing these? |  |  |  |
| **Q4.** Describe how they will assess the need for changes in Christine’s case plan and develop strategies to address any identified needs. |  |  |  |
| **Q5.** Describe how they are ensuring they document casework interventions, complying with evidence-based practice and confidentiality requirements. |  |  |  |
| **Q6.** Describe how they will determine when it is time for case closure with Christine and implement it following organisational procedures, ethical and professional conduct. |  |  |  |
| **Overall Comments for Role-play 1: Part B: Analysis of Third Session with Christine Baker** | | | |

## Role-play 2: Part A: Initial Session with a client in crisis – John Macara

### Observation Checklist

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

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

| **Observation** | **S** | **NYS** | | **Comments** |
| --- | --- | --- | --- | --- |
| **Q1.** Did the student demonstrate an ability to competently assess and respond to a client in a state of crisis?  Specifically, did the student demonstrate an ability to competently: | | | | |
| **Ob1. Greet John and begin to build rapport, as demonstrated by:** | | | | |
| 1. Greeting John by name |  | |  |  |
| 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. Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the 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, complaints procedures and ending counselling |  | |  |  |
| 1. Asking for permission to take notes during the session |  | |  |  |
| 1. Responding appropriately to any questions that the client had |  | |  |  |
| **Ob3. Begin to explore John's current situation gently, as demonstrated by:** | | | | |
| 1. Using an appropriate combination of effective counselling communication skills (for example, attending behaviours, effective questioning, reflection, focusing, etc.) to explore John’s story and his understanding of his situation |  | |  |  |
| 1. Demonstrating empathy, applying empathic listening skills to the client’s crisis and maintaining composure/calmness throughout the discussion |  | |  |  |
| **Ob4. Conduct a risk assessment, as demonstrated by:** | | | | |
| 1. Explained the Client's Suicide and Self-harm Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment. |  | |  |  |
| 1. Asking John directly whether he has had thoughts of harming himself |  | |  |  |
| 1. Asking appropriate questions from the organisation’s Client Suicide and Self-harm Policy and Procedure (**Appendix E**) to adequately determine John’s level of risk based on his responses |  | |  |  |
| 1. Integrating questions into the counselling conversation and using effective counselling communication skills (for example, not simply asking each question one after the other) |  | |  |  |
| **Ob3. Explore options for support and obtain commitment, developing a Counselling Plan together to meet his immediate and long-term needs (approximately 5 minutes), as demonstrated by:** | | | | |
| 1. Taking appropriate steps to strengthen John’s links to safety and appropriate support based on John’s level of risk |  | |  |  |
| 1. Facilitating a discussion with John about the options he has regarding his most pressing concerns, empowering him to brainstorm options for support, providing suggestions as needed, assisting in creating realistic goals and taking personal responsibility. |  | |  |  |
| 1. Supporting John in deciding upon his preferred support option, addressing his immediate and long-term needs. |  | |  |  |
| 1. Facilitating a discussion about possible barriers that John might face and alternatives that he could pursue in this case |  | |  |  |
| 1. Develop a Counselling plan with the client, including:  * identifying and agreeing on actions to reduce immediate danger to self and others * a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction * Used the counselling plan template |  | |  |  |
| 1. Asking John to summarise the steps that he will be taking and clarify any points as needed |  | |  |  |
| 1. Provide a suitable and practical referral service that matches his needs |  | |  |  |
| **Ob4. Demonstrate appropriate counsellor behaviour, as demonstrated by:** | | | | |
| 1. Using warm, empathetic, and professional communication skills throughout the role-play |  | |  |  |
| 1. Follow all legal procedures as outlined in the Organisation's policies and procedures |  | |  |  |
| 1. Use the Counselling Notes Template without disrupting the flow of the client session |  | |  |  |
| **Overall Comments for Role-Play 2:** | | | | |  |  | The student used the Counselling Notes Template. |

## Role-play 3: Part A: Initial Session with a client in crisis – Emily Skoro

### Observation Checklist

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

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

| **Observation** | **S** | | **NYS** | **Comments** |
| --- | --- | --- | --- | --- |
| **Q1.** Did the student demonstrate an ability to competently assess and respond to a client in a state of crisis?  Specifically, did the student demonstrate an ability to competently: | | | | |
| **Ob1. Greet Emily and begin to build rapport, as demonstrated by:** | | | | |
| 1. Greeting Emily by name |  |  | |  |
| 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. Clarify expectations and commitment to the counselling relationship and confirm with the client by asking the client to sign the 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, complaints procedures and ending counselling |  |  | |  |
| 1. Asking for permission to take notes during the session |  |  | |  |
| 1. Responding appropriately to any questions that the client had |  |  | |  |
| **Ob3. Begin to explore Emily's current situation gently, as demonstrated by:** | | | | |
| 1. Using an appropriate combination of effective counselling communication skills (for example, attending behaviours, effective questioning, reflection, focusing, etc.) to explore Emily’s story and her understanding of her situation. |  |  | |  |
| 1. Applying empathic listening skills to the client’s crisis, validating her experiences and emotions, and maintaining composure/calmness throughout the discussion. |  |  | |  |
| **Ob4. Assess Emily's immediate safety needs, as demonstrated by:** | | | | |
| 1. Assessing Emily's immediate safety needs and assist her to develop a safety plan, paying attention to any indicators of heightened risk. |  |  | |  |
| 1. Fulfilled any legal and ethical requirements of a Counsellor once the level of risk has been assessed, in line with the **Client Domestic Violence Policy and Procedure (Appendix G)**. and explained the Domestic Violence Policy and Procedure and both of their process, rights and responsibilities, coming to an agreement before beginning the risk assessment. |  |  | |  |
| 1. Provide information and suggestions about available resources and services relevant to Emily’s needs |  |  | | . |
| **Ob5. Collaboratively develop a counselling plan with Emily to address her immediate and long-term needs, as demonstrated by:** | | | | |
| 1. Empower Emily to take personal responsibility for her and her baby’s well-being, brainstorming about potential coping strategies and support networks, assisting her to set realistic goals |  |  | |  |
| 1. Providing structure and strategies to help Emily decide upon her preferred support option addressing her immediate safety needs |  |  | |  |
| 1. Facilitating a discussion about possible barriers that Emily might face and alternatives that she could pursue in this case |  |  | |  |
| 1. Agree on a suitable and practical referral service and the first steps to be taken to meet her immediate safety needs |  |  | |  |
| 1. Develop a Counselling plan with the client, including:  * identifying and agreeing on actions to reduce immediate danger to her and her baby * a process to monitor and negotiate changes to the case plan, focusing on agreed goals, service provision and client/stakeholder satisfaction * Used the counselling plan template |  |  | |  |
| 1. Asking Emily to summarise the steps that she will be taking and clarify any points as needed |  |  | |  |
| **Ob6. Demonstrate appropriate counsellor behaviour, as demonstrated by:** | | | | |
| * Using warm, empathetic, and professional communication skills throughout the role-play |  |  | |  |
| * Use the Counselling Notes Template without disrupting the flow of the client session. |  |  | |  |
| **Overall Comments for Role-Play 2:** | | | | |  |  | The student used the Counselling Notes Template. |

## Role-play 3: PartB: Legal and ethical requirements

Discussion and Review with Supervisor (approximately 5 minutes)

**Assessor instructions:** The assessor must ensure the client has left the room before commencing the role play. Inform the student you will be asking questions about their session. Provide the student with sufficient time to respond to each question. The student’s response should demonstrate the ability to reflect on their counselling skills.

### Observation Checklist

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

| **Observations** | **S** | **NYS** | **Comments** |
| --- | --- | --- | --- |
| **Did the student competently demonstrate the ability to:** | | | |
| **Q1.** Explain how they confirmed that the actions taken to address Emily's immediate safety concerns were legal, ethical, consistent with organisation policy, and met duty of care requirements. |  |  |  |
| **Q2.** Discuss two (2) potential ethical issues and dilemmas they might face with Emily’s situation. |  |  |  |
| **Overall Comments for Role-play 3: Part B: Legal and ethical requirements** | | | |

# Practical 11A

Recognise and Respond to Crisis Situations |CHCCCS019

## Role-play 1 – Follow-on session with Pierre Lyman

### Part C - Role-Play Strategy Implementation

### Observation Checklist

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Role-Play 1 with Pierre**  **Q1.** Did the student demonstrate an ability to competently conduct a follow-on session with Pierre, addressing the need for changes in the case plan and exploring ongoing interventions?  Specifically, did the student demonstrate an ability to competently: | **Satisfactory** | | **Comments** |
| **Yes** | **No** |
| **Ob1. Greet the client and build 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. Began reviewing the Individualised Plan, as demonstrated by:** |  | | |
| 1. accurately recalled key elements of Pierre’s individualised plan. | |  |  |  |
| 1. checked Pierre's understanding and feelings about the current plan. | |  |  |  |
| 1. demonstrated flexibility in responding to Pierre’s feedback. | |  |  |  |
| **Ob3. Discussed the application of strategies, as demonstrated by:** |  | | |
| 1. clearly explained the strategies for assessing the need for changes. | |  |  |  |
| 1. involve Pierre in the decision-making process. | |  |  |  |
| 1. providing clear explanations of any new interventions or tools. | |  |  |  |
| **Ob4. The student used collaboration techniques and a client-centred approach to discuss changes, as demonstrated by:** |  | | |
| 1. actively sought Pierre's input and preferences. | |  |  |  |
| 1. prioritised Pierre's autonomy in directing his recovery. | |  |  |  |
| 1. collaboratively developed or adjusted the counselling plan. | |  |  |  |
| 1. adapted strategies based on Pierre's immediate feedback, recognising and validating Pierre's emotions and reactions | |  |  |  |
| **Ob5. The student implemented techniques for goal setting, including planning** **emergency protocols and risk management, as demonstrated by:** |  | | |
| 1. discussed realistic and achievable goals with Pierre. |  |  |  |
| 1. helped Pierre outline steps toward these goals. |  |  |  |
| 1. considered the implications of changes to the plan. |  |  |  |
| 1. ensured Pierre understood how to proceed in high-risk situations. |  |  |  |
| 1. reassured Pierre of the support available to him. |  |  |  |
| **Ob6. The student conducted an appropriate closure of the session, demonstrated by:** |  | | |
| 1. summarised the key points discussed during the session. |  |  |  |
| 1. outlined the next steps and scheduled follow-up. |  |  |  |
| 1. used the counselling notes template to record changes to his plan. |  |  |  |
| **Overall Comments for Role-Play 1:** | | | | |

## Role-play 2 – Follow-on session with Anika Gupta

### Part C - Role-Play Strategy Implementation

### Observation Checklist

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Role-Play 1 with Pierre**  **Q1.** Did the student demonstrate an ability to competently conduct a follow-on session with Pierre, addressing the need for changes in the case plan and exploring ongoing interventions?  Specifically, did the student demonstrate an ability to competently: | **Satisfactory** | | **Comments** |
| **Yes** | **No** |
| **Ob1. Greet the client and build 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. Began reviewing the Individualised Plan, as demonstrated by:** |  | | |
| 1. accurately recalled key elements of Anika’s counselling plan. | |  |  |  |
| 1. checked Anika's understanding and feelings about the current plan. | |  |  |  |
| 1. demonstrated flexibility in responding to Anika’s feedback. | |  |  |  |
| **Ob3. Discussed the application of strategies, as demonstrated by:** |  | | |
| 1. clearly explained the strategies for assessing the need for changes. | |  |  |  |
| 1. involve Anika in the decision-making process. | |  |  |  |
| 1. providing clear explanations of any new interventions or tools. | |  |  |  |
| **Ob4. The student used collaboration techniques and a client-centred approach to discuss changes, as demonstrated by:** |  | | |
| 1. actively sought Anika's input and preferences. | |  |  |  |
| 1. prioritised Anika's autonomy in directing his recovery. | |  |  |  |
| 1. collaboratively developed or adjusted the counselling plan. | |  |  |  |
| 1. adapted strategies based on Anika's immediate feedback, recognising and validating Anika's emotions and reactions | |  |  |  |
| **Ob5. The student implemented techniques for goal setting, including planning** **emergency protocols and risk management, as demonstrated by:** |  | | |
| 1. discussed realistic and achievable goals with Anika. |  |  |  |
| 1. helped Anika outline steps toward these goals. |  |  |  |
| 1. considered the implications of changes to the plan. |  |  |  |
| 1. ensured Anika understood how to proceed in high-risk situations. |  |  |  |
| 1. reassured Anika of the support available to her. |  |  |  |
| **Ob6. The student conducted an appropriate closure of the session, demonstrated by:** |  | | |
| 1. summarised the key points discussed during the session. |  |  |  |
| 1. outlined the next steps and scheduled follow-up. |  |  |  |
| 1. Used the counselling notes template to record changes to his plan. |  |  |  |
| **Overall Comments for Role-Play 2:** | | | | |

## Role-play 3 – Follow-on session with Christine Baker

### Part C - Role-Play Strategy Implementation

### Observation Checklist

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Role-Play 3 with Christine**  **Q1.** Did the student demonstrate an ability to competently conduct a follow-on session with Christine, addressing the need for changes in the case plan and exploring ongoing interventions?  Specifically, did the student demonstrate an ability to competently: | **Satisfactory** | | **Comments** |
| **Yes** | **No** |
| **Ob1. Greet the client and build 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. Began reviewing the Individualised Plan, as demonstrated by:** |  | | |
| 1. accurately recalled key elements of Christine’s counselling plan. | |  |  |  |
| 1. checked Christine's understanding and feelings about the current plan. | |  |  |  |
| 1. demonstrated flexibility in responding to Christine’s feedback. | |  |  |  |
| **Ob3. Discussed the application of strategies, as demonstrated by:** |  | | |
| 1. clearly explained the strategies for assessing the need for changes. | |  |  |  |
| 1. involve Christine in the decision-making process. | |  |  |  |
| 1. providing clear explanations of any new interventions or tools. | |  |  |  |
| **Ob4. The student used collaboration techniques and a client-centred approach to discuss changes, as demonstrated by:** |  | | |
| 1. actively sought Christine's input and preferences. | |  |  |  |
| 1. prioritised Christine's autonomy in directing his recovery. | |  |  |  |
| 1. collaboratively developed or adjusted the counselling plan. | |  |  |  |
| 1. adapted strategies based on Christine's immediate feedback, recognising and validating Christine's emotions and reactions | |  |  |  |
| **Ob5. The student implemented techniques for goal setting, including planning** **emergency protocols and risk management, as demonstrated by:** |  | | |
| 1. discussed realistic and achievable goals with Christine. |  |  |  |
| 1. helped Christine outline steps toward these goals. |  |  |  |
| 1. considered the implications of changes to the plan. |  |  |  |
| 1. ensured Christine understood how to proceed in high-risk situations. |  |  |  |
| 1. reassured Christine of the support available to her. |  |  |  |
| **Ob6. The student conducted an appropriate closure of the session, demonstrated by:** |  | | |
| 1. summarised the key points discussed during the session. |  |  |  |
| 1. outlined the next steps and scheduled follow-up. |  |  |  |
| 1. Used the counselling notes template to record changes to his plan. |  |  |  |
| **Overall Comments for Role-Play 3:** | | | | |

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