



ASSESSOR GUIDE

CHCPRP003

Reflect on and improve own professional practice

Assessment 2 of 2

Case Studies



Assessment Instructions

Task overview

This assessment task is divided into fifteen (15) 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

Devin is a counsellor working with a client who has just admitted that he loves to party on the weekends and gets very drunk. Devin has not had an alcoholic drink in a year – since he witnessed the death of a close friend in a car accident caused by a drunk driver – and has powerful feelings about drinking. He has even worked to convince several of his friends to stop drinking so much. This is not something that Devin’s client wants to do.

- a) What effect do you think Devin’s values, beliefs, and behaviours may potentially have on his work with his client?

(Approximate word count: 40 words)

Assessor instructions: The student’s response must demonstrate an ability to reflect on and recognise the effects of values, beliefs and behaviour in practice.

Students should demonstrate that they understand that Devin’s solid values and feelings regarding drinking might make him view or evaluate his client negatively and perhaps even try to change their values to align with his own.

- b) What should Devin do to address these potential effects?

(Approximate word count: 50 words)

Assessor instructions: The student’s response must demonstrate an understanding of appropriate actions to take when values conflict impact work.

The student’s response needs to reference the points below.

- Devin needs to become aware of his values. By becoming knowledgeable, he can then sense value conflicts.
- Keep in mind the need to work with the client’s values and not impose your own
- Discuss this issue in supervision and learn ways to manage / not allow his values to impact his work.

Question 2

Imagine that you are a counsellor engaging in individual supervision to help develop your knowledge and skills. Briefly outline five (5) aspects of practice that supervision could assist with.

(Approximate word count: 50 words)

Assessor instructions: The students must demonstrate an understanding of at least five aspects of practice that supervision assists counsellors with.

The student’s response needs to reference the points below.

- Assessment of delivery of professional services
- Monitoring of counsellor’s safety and wellbeing
- Professional and educational development

- Maintenance of ethical and professional conduct and addressing of issues identified
- Evaluation of compliance with administrative procedures and requirements of professional bodies

(Answers may also include working through personal issues, upgrading skills, externally reviewing the working process, and addressing issues concerning dependency and professional boundaries.)

Question 3

Imagine that you have recently completed your Diploma and have just started working for a community services organisation. Because you are a recent graduate, you are interested in undertaking self-evaluation and seeking feedback on your practice to identify improvements.

- a) List three (3) people you would approach to gain feedback on your work.

(Approximate word count: 10 words)

Assessor instructions: The student's response must demonstrate an understanding of at least three appropriate people to approach for feedback. The student's response needs to reference the points below.

- Supervisors
- Clients
- Colleagues whose work you respect

- b) What sort of information and learning would you expect to gain from this feedback?

(Approximate word count: 30 words)

Assessor instructions: The student's response must demonstrate an understanding of at least one type of information/learning that can be gathered from feedback. The student's response needs to reference the points below.

- Advice about particular areas/needs for improvement and how to improve skills
- Information about how work is progressing with clients and if I am working effectively with them or not

- c) List five (5) things you would keep in mind and do to ensure that you responded to feedback openly and in a non-defensive way.

(Approximate word count: 50 words)

Assessor instructions: The student's response must demonstrate an understanding of at least five things they should keep in mind/do to respond to feedback in an open and non-defensive way. The student's response needs to reference the points below.

- Listen to what is said without interrupting or objecting
- Be responsive and willing to hear what's being said

- Accept the feedback without denial
- Interact appropriately with the speaker and ask for clarification and examples as needed.
- Try to understand the meaning and point of the feedback
- Think about how you can apply the feedback
- Reflect on the feedback

Question 4

Answer the following questions on seeking and reflecting on Feedback, sharing Feedback, undertaking self-evaluation, and determining improvements.

a) Self-Evaluation with Supervisor/Peers

Reflecting on your experiences, describe a process you used to undertake self-evaluation in conjunction with your supervisor or peers during your practical role-play assessments. Include steps you took and the types of feedback you sought.

(Approximate word count: 50-60 words)

Assessor instructions: The student's response should describe a clear process for self-evaluation with supervisors or peers, including preparation steps and types of feedback, reflecting on their experiences. The student's response should reflect the themes and characteristics of the examples provided below.

I prepared by self-assessing my performance, identifying areas for improvement, and discussing specific scenarios. After each practical role-play, I sought constructive feedback on my counselling techniques, client interactions, and adherence to ethical standards. The practice role-plays also gave me opportunities to discuss my performance that contributed to my self-evaluation.

b) Sharing Two-Way, Open, and Evaluative Feedback

Reflect on how you engaged in two-way, open, and evaluative feedback with your co-workers or peers during your practical role-play assessments. Provide examples of how you both gave and received feedback effectively.

(Approximate word count: 50-60 words)

Assessor instructions: The student's response should outline methods for engaging in two-way feedback, with examples of giving and receiving feedback, reflecting on their experiences. The student's response should reflect the themes and characteristics of the examples provided below.

I participated in review sessions during our practice role-plays, where we shared feedback on each other's role-plays. I provided specific, constructive comments and encouraged my peers to do the same. For example, I praised a peer's empathy while suggesting improvements in active listening, and in turn, received feedback on my own counselling approach.

c) Seeking and Reflecting on Feedback from Practical Role-Plays

Describe the feedback you sought on your practical role-plays for your assessment. Include methods you used to gather this feedback and how you reflected on and incorporated it into your practice.

(Approximate word count: 50-60 words)

Assessor instructions: The student's response should explain how they sought and reflected on feedback from practical role-plays, describing methods used and how they incorporated the feedback into practice. The student's response should reflect the themes and characteristics of the examples provided below.

I used feedback and follow-up discussions to gather insights on my role-plays. I asked about my supervisors and role-play participants on their satisfaction, areas of concern, and suggestions for improvement. Reflecting on this feedback, I adjusted my techniques, addressed specific weaknesses, and enhanced my overall counselling practice.

d) Determining Improvements Based on Evaluation and Feedback

Based on your own evaluation and the feedback you received from others during your practical role-plays, identify specific improvements you determined were needed and explain how you implemented these improvements.

(Approximate word count: 50-60 words)

Assessor instructions: The student's response should identify specific improvements determined from their evaluations and feedback received and explain how these improvements were implemented in practice. The student's response should reflect the themes and characteristics of the examples provided below.

Based on my self-evaluation and feedback, I identified the need to improve my active listening skills. I implemented this by practicing reflective listening techniques and seeking additional training on active listening strategies. This helped me enhance my client interactions and effectiveness as a counsellor.

e) Identifying and Engaging with Professional Development Opportunities

Describe how you identify and engage with opportunities to extend and expand your expertise as a counsellor. Provide examples of specific professional development activities you have participated in.

(Approximate word count: 50-60 words)

Assessor instructions: The student's response should describe how they identify and engage with professional development opportunities, providing examples of specific activities.

The student's response should reflect the themes and characteristics of the examples provided below.

I identify professional development opportunities by researching relevant workshops, seminars, and online courses. I recently attended a workshop on trauma-informed care and enrolled in an online course on advanced counselling techniques. These activities have expanded my knowledge and improved my counselling skills.

f) Participating in Regular Review Processes

Explain how you regularly participate in review processes as a commitment to upgrading your skills and knowledge. Provide an example of a recent review process you took part in.

(Approximate word count: 50-60 words)

Assessor instructions: The student's response should explain how they participate in regular review processes, providing an example of a recent review process they took part in.

The student's response should reflect the themes and characteristics of the examples provided below.

I participate in regular review processes with my Trainer, when going through each Practical Role-play block and by completing the practice role-plays. During these reviews, we discuss my progress, set new goals, and identify areas for further training. Recently, we reviewed my case management skills and planned additional training to enhance them

Question 5

Imagine you are a counsellor with a local community centre.

Read the case scenario and answer the questions that follow.

The community centre requires all community service workers to reflect professionally, including actively gathering stakeholder feedback to improve their future practice. Last week, you completed the tenth session with your client, Benedict, and wish to seek feedback about your practice.

- a) Provide two (2) questions you can ask Benedict to seek feedback regarding your practice.

(Approximate word count: 45 words)

Assessor instructions: The student must demonstrate the ability to seek client feedback.

Exemplary response:

- "Benedict, was there any part of the sessions we had that you found unhelpful and would not like to see again in the next session?"
- "Benedict, was there any part of the sessions we had that you found helpful and effective and would like to see again in the next session?"
- "Benedict, were there any areas I can improve for future sessions?"

After engaging with Benedict, the following feedback was provided:

"Overall, you were pretty good at helping me improve my situation, especially in helping me achieve my goals. I quite enjoyed the sessions we have had so far. Hmm... Perhaps one thing I'd like to see a bit of a change would be how you talk to me sometimes, in a slower way. Initially, when we had just started, I was lost with the jargon you used, but over time, I caught up with them. But it might be helpful if I'd understood them from the beginning. Also, I think it might be helpful if you quickly remind me of what we discussed in the previous sessions. Again, you helped me a lot, and this is just some of my feedback that I hope to see in future sessions."

- b) Reflect on Benedict's feedback using the reflection models and processes you learned. Hint: Consider what happened and what worked/did not work, and how to improve future practice.

(Approximate word count: 110 words)

Assessor instructions: The student's responses must demonstrate an ability to reflect on the feedback received from different stakeholders.

Exemplary response:

Based on Benedict's feedback, I used jargon during my sessions with him, which he did not understand and found confusing initially. In future practice, I would try my best to help my clients have a good and clear understanding of the things we discussed during the session. I can do so by regularly checking in with the client throughout the session to see if anything needs clarification. Further, I can review at the beginning of each session to check the client's progress since the previous session and see if they went through any challenges they would like to discuss.

Question 6

Imagine you are a counsellor working for a large community services organisation. As part of your organisation's standard practice, you regularly ask clients for feedback, and they complete a client satisfaction survey at regular intervals. You also use a reflective journal and periodically review your practice in supervision.

During a recent meeting, while working with a client who spoke English as a second language, the client became frustrated and said she felt like you were "talking down" to her. She reminded you she isn't "dumb" and didn't need to be treated like she couldn't understand. While you took the time in the session to explore her concerns and re-establish appropriate rapport, the feedback from this client rang true to you. You have noticed that while the feedback you receive from clients is generally quite positive, the overall satisfaction of clients from culturally and linguistically diverse (CALD) backgrounds is lower than that of your other clients. You decide to review your reflective journal, and you often document feelings of unease and uncertainty about how to adapt your language appropriately or when to engage the services of a translator when working with CALD clients.

- a) Consider what you have learned from this feedback and your evaluation. Briefly outline one (1) area of practice you think you need to improve.

(Approximate word count: 40 words)

Assessor instructions: The student's response must demonstrate an ability to reflect upon this feedback and evaluations to determine at least one required practice improvement.

The student's response needs to reference the points below.

- Need to develop an ability to work effectively with CALD clients.
- I need to develop an ability to determine appropriate communication strategies with clients who speak English as a second language or improve my knowledge of when to use translator services.

- b) What is one (1) appropriate action that you could take to improve your practice in this area?

(Approximate word count: 40 words)

Assessor instructions: The student's Student's responses must demonstrate an understanding of at least one appropriate action that could be taken to improve their practice.

The student's response needs to reference the points below.

- Discuss the issue with the supervisor and seek to develop skills in cultural diversity / working with CALD clients.

- Undertake training in cultural diversity
- Consult with more skilled colleagues to learn skills to improve practice.

Question 7

Imagine engaging in a peer supervision session where you conduct role-plays with another counsellor to help develop your skills. The other counsellor has taken on the role of an aggressive client. You are attempting to defuse the situation by patting the client on the shoulder and telling them they are overreacting. At this point, the other counsellor stops the role-play and means that your actions are inappropriate and would inflame the situation and potentially place you in danger. You critically reflect upon how you handled the situation and can't think of other, more effective ways to take it.

- a) Consider what you have learned from this feedback and your evaluation. Briefly outline one (1) area of practice you think you need to improve.

(Approximate word count: 10 words)

Assessor instructions: The student's response must demonstrate an ability to reflect upon this feedback and evaluations to determine at least one required practice improvement.

The student's response needs to reference the points below.

- Need to develop knowledge and skills in effectively managing client aggression.

- b) What is one (1) appropriate action step that you could take to change in this area?

(Approximate word count: 20 words)

Assessor instructions: The student's responses must demonstrate an understanding of at least one appropriate action that could be taken to improve their practice.

The student's response needs to reference the points below.

- Discuss this with your partner and ask how they would have handled the situation to learn more appropriate skills.
- Discuss the issue with the supervisor and seek to develop skills in appropriately managing client aggression.
- Undertake training in managing client aggression.
- Consult with experienced counsellors to learn skills to manage client aggression better.

Question 8

Lianne is a counsellor for a community services organisation that works with clients in contact with child protective services. In her role, she works with families where physical and emotional abuse and neglect have been identified. She often works with parents and children when they are at a crisis point in their lives and in a heightened emotional state. Whenever Lianne has a difficult client interaction, she will generally debrief with an available team member or

supervisor. Lianne must also attend a monthly one-on-one supervision session and a bi-monthly group supervision session with the other counsellors within the organisation.

Identify the internal supports that are available to Lianne and how she would be able to use them as a means of support.

(Approximate word count: 60 words)

Assessor instructions: The student's response must demonstrate an understanding of the multiple internal supports available to Lianne and how she could use them to support her practice. At a minimum, students must identify the internal supports, including their supervisor/supervision sessions and colleagues/group supervision.

The student's response needs to reference the points below.

- Lianne's team / other counsellors – these can be used for debriefing and practice improvement by sharing their knowledge, skills and experience within group supervision sessions.
- Lianne's supervisor – Lianne can debrief with her supervisor after challenging sessions and use one-on-one supervision to discuss practice issues and develop skills.
- Lianne's bi-monthly group supervision – can provide an opportunity to develop skills and knowledge.

Question 9

Nori is an experienced counsellor who has worked in counselling for three years. He has developed solid professional competencies, and his clients praise his skills. However, Nori has invested much of his time and effort in developing his skills and knowledge for working with clients. He consistently works overtime during the week and often also takes work home with him over the weekends. He does not take lunch or coffee breaks, preferring to eat and drink at his desk while documenting his cases and researching support options and best practice techniques. He also does not get much sleep, works long hours, goes to bed late, and gets up early.

- a) Consider Nori's actions. Briefly outline why they are **not** appropriate.

(Approximate word count: 30 words)

Assessor instructions: The student's response must demonstrate an understanding of why these actions are inappropriate.

The student's response needs to reference the points below.

- Nori's actions put him at risk of burnout.
- Nori is not engaging in appropriate self-care, which increases his risk of vicarious trauma, compassion fatigue and burnout.

- b) Briefly outline five (5) specific self-care techniques that Nori could integrate into his practice to improve his well-being and protect himself against burnout.

(Approximate word count: 35-50 words)

Assessor instructions: The student's response must demonstrate an understanding of at least five self-care techniques that Nori could use to improve his well-being and protect against burnout.

The student's response needs to reference five of the points below.

- Create a better work/life balance
- Spend more time with his family and friends
- Spend more time on his interests outside of work
- Manage time at work more effectively
- Debrief with his colleagues and supervisor
- Eat healthily and exercise regularly
- Ensure that he gets enough sleep
- Spend some time each day on himself, even ten minutes, to write in a diary and do breathing exercises or meditation.
- Always break for lunch and try to spend it away from his desk
- Pursue interests outside of work, whether that be a hobby or social activity
- Never take work home
- Have adequate boundaries, and don't be afraid to say no if he has to
- Don't be scared to ask for help if he needs it
- Take a short walk during the workday
- Take a daily break from technology

Question 10

Imagine you are Frances, a counsellor with a local organisation focusing on supporting clients with mental health issues. Read the scenario below and answer the following questions.

Frances has been a counsellor for two years and mainly works with clients with mental health issues. Recently, Frances noticed that there had been an increase in youths seeking support for both alcohol and other drugs and mental health issues. Though Frances has experience working with clients with mental health issues, they mainly work with adults and older adults and have limited experience working with youths. As a result, Frances finds it challenging to work with youths as they do not seem to “open up” like other adult clients.

- a) Identify one (1) gap in Frances' skills/knowledge and one (1) action Frances can take in relation to the gap identified to improve future performance.

(Approximate word count: 40 words)

Assessor instructions: The student response must demonstrate the ability to identify gaps in their knowledge/skill and seek further training where the need is identified.

Students must correctly identify the gap as more training is required in working with children and youths.

The student's response about the action taken should reference seeking specialist/supervisor advice and seeking further training in the identified gap.

Exemplary response:

Frances has a gap in working with children and youths. Frances can improve this by seeking specialist support from an expert in the field for advice. They can also seek opportunities for further training in the gaps identified.

After Frances has improved the gaps in their knowledge and skills, they can work with youth clients better. Recently, Frances was assigned a new client with co-existing AOD and mental health issues. The client, Jasper, was diagnosed with Avoidant Restrictive Food Intake Disorder (ARFID), whereby individuals experience eating disturbance and fail to meet appropriate nutritional and energy needs.

Jasper also developed a dependency on alcohol; he drinks about seven to ten bottles of beer daily. He shared with Frances that he drinks to “numb my feelings because I’m always worried about the food I eat might choke me; at least I feel safe having alcohol...” Jasper also shared that he used to have meals with his friends at least twice a week but rarely gets invited due to his restrictions on the types of food eaten. Ultimately, he felt left out by his friends, and the lack of social interaction contributed to his alcohol consumption. Therefore, Jasper is seeking support to improve his situation and diet.

- b) Based on Frances’ experience and expertise, they supported Jasper with his alcohol dependency. However, Frances has limited experience working with clients experiencing eating disorders, though they underwent training a year ago.

Briefly outline and explain what action Frances should take to support Jasper and improve his condition.

(Approximate word count: 60 words)

Assessor instructions: The student’s response must demonstrate the ability to seek specialist/colleagues’ advice in areas they are not qualified/trained/confident in and must refer to the importance of maintaining a duty of care.

Example response:

Frances could seek specialist advice from an expert in this area or an experienced colleague/ counsellor who has expertise in working with clients with eating disorders. This is important because a counsellor needs to maintain their duty of care and not cause further harm to the client by providing improper care/service.

Question 11

Felix works as a counsellor with a large community services organisation. He has provided generalist counselling services to adult clients for the last four years. However, he has recently decided that he would like to move into working with children and young people. Felix’s organisation does offer child and youth counselling services, but it is a specialist area that requires specific knowledge and training before counsellors can be appointed to this team.

Specifically, before appointment to the team, counsellors must have completed some child and youth counselling training, demonstrated experience working with children and young people (this can be in a volunteer capacity), and know child and youth counselling issues.

Felix’s supervisor and manager are keen for Felix to progress into this field. They have encouraged Felix to engage in the necessary training and development and told him that, at his following review in eight months, they would consider his skills/experience. They will transfer him to the child and youth counselling team if these are

suitable. Felix wants to ensure that he completes all the necessary training and appropriately develops his skills over the next eight months. Hence, he decides to devise and implement a clear professional development plan to help achieve his goal.

- a) Felix researches training and professional experience opportunities available to help him devise a professional development plan. He then documents how he plans to achieve his goals in the record sheet below.

Knowledge and skills required	Action (e.g., courses, readings, seminars, etc.)	Achievement timeframe	Progress revision date
Training in child and youth work	Enrol in the 6-month course “Working with Children and Youth People” with the next intake at the end of the month	One week	13 th May 202X
Develop knowledge of common child and youth issues relevant to counselling.	Subscribe to the “Child and Adolescent Social Work Journal” and read back issues (at least one issue a week)	One week	13 th May 202X (for subscription) and weekly (for reading back issues)
Experience working with children and young people	Contact neighbouring youth services organisations and arrange volunteer experience	End of the month, arrange a volunteer role and then volunteer twice a week for the next eight months	30 th May 202X (for arranging volunteer experience) and weekly (for ongoing)
Training in child and youth work	Complete the 6-month course “Working with Children and Youth People.”	Six months	1 st Nov 202X

Consider the above plan. How would Felix go about assessing his progress towards his goal?

(Approximate word count: 80 words)

Assessor instructions: The student’s response must demonstrate how Felix can use the plan to assess progress towards a goal.

The student’s response needs to reference the points below.

- Felix has broken down the achievement of each goal into specific steps/actions to be taken, each with particular timeframes for achieving them and specific dates for progress to be checked. Taking the time to break these down helps ensure the goal is achievable and documents what must be completed and when to stay on track.
- Felix would use the progress revision dates to check that he is on track to complete each action within its achievement timeframe.

- b) Recently, Felix was assigned to a few Aboriginal and Torres Strait Islander clients experiencing co-existing alcohol and other drugs and mental health issues. Although Felix has experience working with Aboriginal and Torres Strait Islander clients with mental health issues, he has limited experience working with them on mental health issues. He also understands that they may perceive and interpret mental health differently.

Briefly outline two (2) actions Felix should take to support his clients by delivering appropriate care.

(Approximate word count: 40-45 words)

Assessor instructions: The student's response must demonstrate the ability to seek specialist/colleague advice in areas in which they are not qualified/trained/confident.

Example response:

Felix could seek specialist advice from an expert in this area or an experienced colleague/ counsellor who works with Aboriginal and Torres Strait Islander clients. Felix can also attend relevant training or courses to understand better how to work with these clients.

Question 12

Imagine that you have completed your Diploma and have been working for a small counselling organisation for the past six months. While you enjoy your work and have received positive feedback from clients, you have received little feedback from your supervisor or manager about your job or plans for future development. This makes you feel unsure about how you are doing and whether there is anything you should be doing to improve your practice.

- a) How could a performance appraisal be beneficial in this situation?

(Approximate word count: 80 words)

Assessor instructions: The student's response must reflect an understanding of how performance appraisals can help counsellors understand and improve their practice.

The student's response needs to reference the points below.

- A performance appraisal would allow me and my manager or supervisor to discuss my work and plan for future development.
- A performance appraisal would help me to better understand my strengths as a counsellor, areas where they may need development, and goals I should develop to help improve my practice and effectiveness

within the organisation.

- Participating in a performance appraisal will help me meet my job specifications and other organisational requirements.

b) Imagine that you will be having a performance appraisal with your professional supervisor and line manager next week. How would you prepare for this performance appraisal?

(Approximate word count: 40 words)

Assessor instructions: The student's response must demonstrate an understanding of at least one appropriate way a counsellor should prepare for a performance appraisal.

The student's response needs to reference the points below.

- I would take some time to reflect on my practice and consider areas where I have difficulties and where I believe I am strong.
- I would take time to think about my questions about improving and broadening my skills.

Question 13

Imagine you are a counsellor in a community organisation. Your organisation requires all workers to regularly improve their performance by enhancing their skills and knowledge, such as participating in review processes. Specifically, your organisation requires workers to participate in performance appraisals at least once per year.

Briefly outline one (1) way to demonstrate your commitment to upgrading your skills and knowledge as a counsellor.

(Approximate word count: 30-60 words)

Assessor instructions: The student's response must demonstrate an understanding of at least one way they could participate in performance appraisals/other review processes to commit to upgrading their skills and knowledge in their future career. Exemplary responses:

- Throughout my career, I plan on making appointments and following up with my supervisor/manager to ensure that my performance appraisals are conducted. I will use these as an opportunity to gain feedback about what skills and knowledge I need to develop. I will then engage in professional development planning to improve my skills/knowledge.
- I plan on making self-evaluation and review a regular focus. I will ensure that I actively participate in all available supervision sessions and performance appraisals and apply the feedback and advice I receive.

Question 14

Keenan has just started working as a counsellor for a large community services organisation that provides a range of support services in Perth. He has previously worked as a generalist counsellor but has recently begun working as a specialist alcohol and other drugs counsellor. He is keen to stay up to date with developments in the sector, improve

his awareness of relevant professional development opportunities, and develop a support system of other knowledgeable alcohol and drug counsellors.

In the space below, outline the industry networking and professional association opportunities you recommend Keenan consider.

(Approximate word count: 50 words)

Assessor instructions: The student's response must demonstrate an understanding of at least one industry networking and professional association opportunity that would suit Keenan.

The student's response needs to reference the points below.

- Join the ACA and Professional College for Alcohol and Other Drugs and participate proactively.
- Join the Psychotherapists and Counsellors Association of Western Australia and participate proactively.
- Engage a mentor or professional coach in the field
- Participate in peer supervision and undertake to engage in a peer support network.

Question 15

Imagine that you have completed your Diploma and have been working in your first role for the last three months. You want to reflect upon your practice to ensure that you meet your legal and ethical requirements.

- a) List five (5) sources of information you could review to help assess your practice.

(Approximate word count: 20 words)

Assessor instructions: The student's responses must demonstrate an understanding of at least five sources of information that counsellors could use to help assess their practice against legal and ethical requirements.

The student's response needs to reference five of the points below.

- Client case notes
- Practice and self-reflection journals
- Client feedback forms
- Supervisor's reports
- Peer reviews
- Client outcomes
- Policies and practices regarding confidentiality, record keeping, etc.
- Records of professional development undertaken

- b) While reviewing the above sources of information, you have identified a few examples of your practice that you want to look more closely at. These examples are outlined in the table below. For each example, assess whether your actions/practice are appropriate based on legal and ethical requirements. Then, briefly outline why your actions/practice were inappropriate and what you should have done instead for any examples you believe are inappropriate.

(Approximate word count: 50 words)

Assessor instructions: The student's response must demonstrate an ability to assess the actions in each example against a counsellor's legal/ethical requirements and correctly indicate if actions/practice was appropriate and, if not, what is inappropriate and what should have been done instead.

Example	Assessment of Actions/Practice
<p>i. You keep a reflective journal to document your reflections on your practice issues and experiences. You thought one of your clients had a fascinating case history and decided that you may like to write up this case for a journal article later in your career. To help you remember the case details, you have recorded all of the client's details and a summary of the ins and outs of your service provision with the client in your reflective journal.</p>	<p>Were your actions/practice appropriate? NO</p> <hr/> <p>If not appropriate, outline why and what you should have done instead. (If you believe your actions were appropriate, you can leave this blank).</p> <p>Exemplary responses include:</p> <p>This appears to be a breach of the client's right to confidentiality.</p> <p>Reflective journals should protect client confidentiality and not include client details or specific case details – they should reflect on the counsellor's practice issues.</p> <p>Client-informed consent would need to be obtained if a counsellor ever used a client's story, and client details should be protected.</p>
<p>ii. Your supervisor told you about the organisation's requirements for counsellors to engage in at least 40 hours of professional development activities each year. You discussed professional development opportunities with your supervisor, who suggested appropriate courses, seminars, and readings. You also researched before developing a professional development plan that included 45 hours of professional development activities.</p>	<p>Were your actions/practice appropriate? YES</p> <hr/> <p>If not appropriate, outline why and what you should have done instead. (If you believe your actions were appropriate, you can leave this blank).</p> <p>This should be blank. However, if the student suggests any minor improvements that could be made to their actions in this scenario, the response may also be accepted.</p>

<p>iii. You were working with a young mother who alluded to the possibility that her husband sometimes hit her and her four-year-old son. You also observed both faded and fresh bruising on her arms and neck. You were concerned, but because she didn't directly say that she was experiencing violence, you were unsure what to do and made a mental note to monitor the situation. Soon after, this client stopped attending her appointments with you, so you figured there was nothing more you could do.</p>	<p>Were your actions/practice appropriate?</p> <p>NO</p>
	<p>If not appropriate, outline why and what you should have done instead.</p> <p>(If you believe your actions were appropriate, you can leave this blank).</p> <p>Exemplary responses include: Counsellors have a duty of care/duty under mandatory reporting.</p> <p>It would have been appropriate to question the client about their allusion, refer the matter to a supervisor for advice, take proper steps to report the matter to child protection, follow up with the client, etc.</p>

- c) You are a new counsellor at a community health centre. During your orientation, you learn about the organisation's code of practice, which outlines ethical guidelines and professional standards you must follow. You are encouraged to regularly review these codes to ensure your practice remains ethical and effective.

Why is it important for you to regularly review the code of practice in your role as a counsellor at the community health centre?

(Approximate word count: 30 words)

Assessor instructions: The student's response must explain the importance of regularly reviewing the code of practice, focusing on maintaining ethical standards and improving professional practice.

The student's response needs to reference the themes and characteristics of the example below.

Regularly reviewing the code of practice ensures that my counselling remains ethical, aligns with professional standards, and allows me to continually improve my practice.

- d) Maria is a counsellor working at a mental health clinic. She wants to ensure she stays up-to-date with the latest developments in her field and meets all professional development (PD) training requirements. Maria knows that continuous learning is crucial for her professional growth and effectiveness as a counsellor. She is looking into various training options available to fulfil her PD requirements.

Outline the professional development training requirements for counsellors and describe two training options Maria can pursue to meet these requirements.

(Approximate word count: 40 words)

Assessor instructions: The student's response must demonstrate knowledge of the professional development training requirements for counsellors and describe at least two training options available to meet these requirements.

The student's response needs to reference the themes and characteristics of the example below.

Counsellors must complete regular PD to stay updated with industry standards. Maria can pursue online courses in counselling techniques or attend workshops on mental health topics to fulfil her training requirements.

Assessment checklist:

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

1	Fifteen (15) short answer questions are to be completed in the spaces provided.	<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.