A person reading a book

Description automatically generated

CHCCCS014

**Provide brief interventions**

**Assessment 3 of 3**

Case Study

**Graphical user interface, text

Description automatically generated with medium confidence**

**Assessment Details**

*This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.*

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| **SECTION 1** | | | |
| UNIT OF COMPETENCY DETAILS | | | |
| Code | | Title | |
| CHCCCS014 | | Provide brief interventions | |
| COURSE AND MODULE DETAILS  *Assessments may be published in more than one course. Add lines for additional courses as needed.* | | | |
| Course Code (UPed) | | Module Number (Order) | Module Code (UPed) |
| SOE4COM01A | | M9 | M00944A |
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|  | |  |  |
| ASSESSMENT TYPE | | | |
| **Assessment Method:**  *Select all that apply.* | **Questioning Case Study** Choose an item. | | |

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| **SECTION 2** |
| STUDENT INSTRUCTIONS  *The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.* |
| **Student instructions** |
| This is assessment 2 of 3 assessments for CHCCCS014 Provide brief interventions.  This assessment requires you to complete 3 parts to test your understanding and skills required of this unit.  To be assessed as competent, you must complete all tasks in the format required. |
| **Supporting documents** |
| To answer some of the questions, you will need to access the following documents:   * Empower Care Community Services Handbook * Brief Intervention Template * Referral Form. |
| **Files for submission** |
| Submit the following files:   * Assessment document * Referal Form * Brief Intervention Template * Video Submission |
| **Submission instructions** |
| **Video and Audio Submissions**  You may be requested to record an audio or video file for your assessment. You have the option to record directly into your assessment via this page, using the record button from the menu. The feature will provide you with an opportunity to review your recording and redo it as many times as needed, prior to submitting it.  **PDF File Submissions**  **Please save all Word documents as PDF files before submitting.**  **IMPORTANT**: Word documents will **not** be accepted.  Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.  *Windows: Word 2013 and newer*  Choose **File** > **Export** > **Create PDF/XPS**.  *Windows: Word 2010*   1. Click the **File** tab 2. Click **Save As**  * To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder  1. In the **File Name** box, enter a name for the file, if you haven't already 2. In the **Save** as type list, click **PDF** (\*.pdf).  * If you want the file to open in the selected format after saving, select the Open file after publishing check box. * If the document requires high print quality, click Standard (publishing online and printing). * If the file size is more important than print quality, click Minimum size (publishing online).  1. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished. 2. Click **Save**.   *macOS: Office for Mac*  To save your file as a PDF in Office for Mac follow these easy steps:   1. Click the **File** 2. Click **Save As** 3. Click **File Format** towards the bottom of the window 4. Select **PDF** from the list of available file formats 5. Give your file a name, if it doesn't already have one, then click **Export**   For more detailed instructions refer to Microsoft Support. |

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| **SECTION 3** |
| ASSESSMENT TASK CRITERIA AND OUTCOME |
| This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).  To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.  Refer to the mapping spreadsheet for details for this unit. |

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| SECTION 4 |
| ASSESSMENT DETAILS  *Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student’s will type answers directly into LMS or will upload of files of completed assessment tasks.*  *The STUDENT INSTRUCTIONS above will be added directly into the LMS.*  *All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.*  *Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.* |
| The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:  Instructions to students  Questions /tasks  Templates /tables where applicable  Links to supporting files /websites  Instructions to assessors  Sample answers /examples of benchmark answers |

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| **SECTION 5** |
| STAKEHOLDERS AND SIGN OFF  *List all that apply for each of the stakeholder roles below.* |

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| --- | --- |
| UPed Learning Designer/Author name | Estelle Zivanovic |
| SOE Quality and Compliance Manager name |  |
| SUT VE Quality Compliance name |  |
| Date approved |  |

**Assessment Instructions**

**Task overview**

This assessment task is divided into 3 parts. Read each question carefully before typing your response in the space provided. In this task, you must work with a new client to gather information and provide brief interventions. There are two parts to this task:

**Part A:** For this part of the task, you are to conduct a role play motivational interview and provide brief intervention with Layla, a new client. This includes discussing their areas of concern, supporting them to identify their stage in the change process and gather the information that you need to employ brief intervention strategies to best meet their needs.

**Part B:** For this part of the task, you are required to read the follow up notes from the client and review the client’s progress or outcomes. You are then to complete a referral form based on their needs.

**Part C**: For this part you are to send a follow up email to discuss the outcomes of the intervention.

**Additional resources and supporting documents**

To complete this assessment, you will need:

* Empower Care Community Services Handbook
* Brief Intervention Template
* Referral Form.

**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.

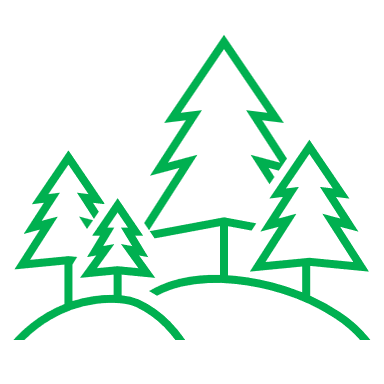
Reasonable adjustment usually involves varying:

* 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.

**PART A: Brief Intervention - Layla**

**Scenario**

You are a Community Services Worker for Empower Care Community. As a part of your role, you provide brief interventions and referrals for support. You have been provided with the history of Layla, a relapsed client. Your supervisor has asked you to complete a motivational interview to identify her stage in the change process and provide brief interventions.

**Client Information**

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| **Client 2 – ID 23643**  **Intervention Referral:** Layla  Layla is a 38-year-old female. She is a single mother of a 2-year-old boy named Chester and a 6-month-old girl name Winifred. Layla immigrated to Australia from India. English is her second language, and she sometimes has difficulty with how quickly words are spoken in Australia. Layla was diagnosed with anxiety after leaving a domestic abuse relationship last year. This impacted her ability to sleep and as a result relapsed her addiction to sleeping tablets to assist her to cope. She has asked to remain anonymous for any records kept. |

**Instructions Overview**

Prior to starting the role play, you will need to make yourself familiar with the following policies and procedures which can be found at the Empower Care Services Handbook:

* Intervention and Behaviour Support Policy Document
* Privacy and Confidentiality Policy and Procedure
* Brief Intervention Template
* Referral Policy and Procedure.

You will also need to have the following templates and forms for completion:

* Client Note Template
* Referral Form

During the role play you will need to be taking notes to complete and submit:

* Brief Interventions Template

**Part A Task Instructions:**

1. You are to read the client information and cast notes and use the brief intervention template to plan brief intervention strategies and questions.
2. You are to conduct a role play motivational interview meeting and provide brief intervention so that you can discuss her areas of concern, support her to identify her stage in the change process and gather the information that you need to identify the appropriate brief intervention strategies to best meet Layla’s needs. Your assessor will play the role of the client.
3. At the end of the meeting, make notes in Layla’s file using the Brief Intervention Template.

Include:

* the current stage of decision-making
* client’s concerns, interests, and needs
* appropriate brief intervention goals and strategies to match the person’s needs.

1. Ensure that your file notes are in accordance with your organisation’s policies and procedures (ensuring that you protect the confidentiality and security of information). The assessor will provide you with a password for a protected folder for you to file your case notes.
2. At the end of the meeting, make notes in Jack’s file using the Brief Intervention Template. Include:

* the current stage of decision-making
* client’s concerns, interests, and needs
* appropriate brief intervention goals and strategies to match the person’s needs.

Ensure that your file notes are in accordance with your organisation’s policies and procedures (ensuring that you protect the confidentiality and security of information).

**Observation Criteria**

During this role play, your assessor will be looking to see that you can:

1. Discuss and determine issues of concern and the person’s stage in the decision to change
2. Identify current needs and sources of assistance, and give support as appropriate for a person who has lapsed or relapsed into prior behaviour
3. Use each of the following at least once to support the intervention process:
   * Active listening
   * Non-judgemental language
   * Supportive approach
   * Facilitation and negotiation that assist the persons’ decision-making.
4. take opportunities to support and encourage a person who has made a change
5. support the person who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies
6. identify resources required to support the brief intervention
7. discuss the person’s progress or outcomes in an appropriate manner.

**Role play instructions**

The role play must include at least 1 other participant, must not exceed 10 minutes duration and must address all elements of the Observation Checklist requirements listed below under ‘Key Observation Criteria’.

You are to assume the role of a Community Services Worker. The participant will assume the role of Layla.

**Participant information**

During the role play, you will demonstrate your skills in interacting with at least one other person. Participants in your roleplay may be:

1. Friends or family members; or
2. Fellow student/s who will play the role of a team member. Please contact your fellow student/s via the Discussion Forum and coordinate your role play with them directly.

If you are unable to find a participant to play the role of the other team member, contact your assessor via the Discussion Forum who will discuss options for pairing up with another student to complete this task.

**Option 1: Friend or family member participant**

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the ‘Key Observation Criteria’ so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

**Option 2: Fellow student participant**

Please contact your fellow student via the Discussion Forum and coordinate your role play with them directly.

Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the ‘Key Observation Criteria’ so that they can prepare for the recording.

Student will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

**Participants’ briefing instructions:**

The purpose of this task is to observe the student’s skills in a simulated environment. The student must demonstrate they can support a client who has drug and/or alcohol-related issues, applying strategies that align with the current values and philosophies in the Community Services sector.

**Roles**

Role 1: Layla, played by a fellow student/colleague/family member

Allow the student to be given the following information IF they ask sufficient questions. The student may ask a variety of questions depending on their method of questioning. You are to move from a relapse stage to a contemplation stage throughout the role play. Start the role play not too phased about the behaviour, however as it progresses start to identify the concerns you are facing as a result. Ensure that you:

* Greet the student warmly.
* If the student asks about your home life say that you have a sister that you are close with.
* If the student asks about your thoughts on your prescription drug taking, note that you are concerned because you don’t wake up when your daughter is crying. You just don’t know how you would do it alone. You have anxiety and it is the only thing that helps you sleep.
* If the student asks about your history, note that you have given up once before, but you had a partner. He was abusive but was still able to help with the kids.
* If the student asks about your education, say that you studied in India and you find it difficult to know what people are saying. You generally work in roles that you don’t interact with people as a result which can be isolating.
* If the student asks about your motivation, note that your children are your motivation for change.
* Outline that you would like your client number to be used in place of your name for all future documents to remain anonymous.
* You are to identify that you have started to take English classes with your sister and have started weening off the sleeping pills to half a tablet a night.
* If the student asks about your goals you are to identify that you want to get better at English, sleep with out the assistance of sleeping pills, have a better sense of community, get support for the abusive relationship and explore how you can use cooking or your love of art as a work skill.
* If the student presents you with any goal setting exercise you are to work through with them in a positive and friendly manner.

**Recording instructions**

Your role play must be recorded with all participants captured in a virtual room using an application such as Zoom, Google Meet, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

*“This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and the role they are going to play."*

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Save the video recording using the following naming convention, Unit Code\_Student Name\_yymmdd\_Task number\_Role Play. Include this recording as part of your assessment submission, as well as your notes.

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| **Assessor Checklist: Part A**  **Did the student demonstrate the required level of competence for each of the following points?** | **Benchmarks** |
| 1. Conducted a motivational interview with person who is contemplating change to discuss and determine issues of concern and the person’s stage in the decision to change. | *Student must conduct a motivational interview with a person to discuss and determine issues of concern and the person’s stage in the decision to change. For example, the student was able to use the six stages of change to identify that:*   * *Layla is at the relapse stage of concern and moving towards contemplation.* * *Returned to the behaviour by changing her mind or reverting to old patterns of behaviour.* * *By the end of the interview the client has moved towards contemplation stage.*   *Issues of concern must consider the broader context for the person’s behaviour for example:*   * *English as a second language* * *domestic abuse* * *lack of family support, health and wellbeing* * *attitude towards anxiety and sleep* * *employment opportunities.* |
| 1. Identified current needs and sources of assistance, and gave support as appropriate for a person who has lapsed or relapsed into prior behaviour. | *Student must identify current needs and sources of assistance and give support as appropriate for Layla who has lapsed or relapsed into prior behaviour. Student response may vary, however must indicate the context of,:*   * *Providing information on what might help with their needs and offering the available services.* * *Getting information from the clients about what their needs are and then assisting them with finding appropriate services so that the client can benefit. This may include current use, ingestion, frequency, duration, age of first use to assist in finding the right support available. For example, by asking ‘I understand you have some concerns about your alcohol or drug prescription use. Tell me about some these?’ allowing the client to do more of the talking and sharing, whilst the professional prompts the thinking to identify the needs and what assistance is required’ or asking what is important to them? what can they not lose? what makes them who they are? who or what matters the most in their lives? To identify their needs* * *Sources of assistance and services that are recommended are appropriate care for these clients. E.g. the current anxiety diagnosis for the relapsing patient may be paired with dependency.* * *Provide support to the person by providing consultation.* * *Providing tools to remove themselves from high-risk situations, people, and stress contingency plans.* * *Notifying the client that a relapse is not a failure, and they have assistance where needed.* * *Psychological and medical help.* * *Positive thinking, positive affirmations, positive self-talk to improve self-image and goals.* * *Relapse prevention plan – including triggers, coping skills and preventatives.*   *Student may use strength-based assessment tools such as questionaries around health concerns for clients to complete, such as:*   * *AUDIT-C questionnaire for engaging patients about their alcohol use* * *Severity of Dependence Scale (SDS)* * *Alcohol, Smoking and Substance Involvement Screening Test (ASSIST-Lite)* * *AUDIT, Alcohol Use Disorder Identification Test.* |
| 1. Used active listening to support intervention approach. | *Student must demonstrate active listening to support an intervention approach.*  *For example:*   * *Student listened to what Jack was saying and ask relevant questions relating to issues.* * *Withhold any judgments or advice and instead, focused on encouraging Layla to talk about thoughts and feelings.* * *Observed verbal and non-verbal messages that are being sent and then provided appropriate feedback.* * *Showed attentiveness to what Layla was talking about with own body language – paid attention by looking at Layla, nodded head.* * *Asked open ended questions for example, ‘tell me about? What do you think about?* * *Summarised the information by relaying it back to the client to make sure the information provided was understood. E.g. ‘So, if I understand correctly, some areas of discussion so far have been … is that correct?’?’* |
| 1. Used non-judgemental language. | *Student must demonstrate using non-judgemental language. For example, avoiding moral language – use data-oriented information e.g. highlight health risks rather than use labels such as ‘sensible’ drinker.* |
| 1. Used a supportive approach. | *Student must demonstrate using a supportive approach.*  *Students’ response may vary, however must indicate the context of, affirmations, statements of understanding, or compliments, helping to demonstrate empathy and build rapport.*  *Affirming and validating the patient’s strengths and actions. E.g. ‘You are really proud that you made the step to come to see me today. You seem almost excited about change. It sounds like you have so much to you want to achieve in life.’*  *Also considered their cultural background for example, slowing speech and speaking clearly for Layla so she is able to understand and also asking Layla do you understand, do you have any questions about…’.* |
| 1. Used facilitation and negotiation that assist the person’s decision-making. | *Student must use facilitation and negotiation that assist in the person’s decision-making. Students’ response may vary, however must indicate the context of,:*   * *Rephrasing statements and information to capture the feelings, or meanings that the person is expressing.* * *Understanding the motivations involved in reinforcing the desire for change. E.g. ‘You are worried about the effects this behaviour is having on your …’* * *Encouraging Layla to talk about benefits of change and what are the worst consequences of not changing.* |
| 1. Take opportunities to support and encourage a person who has made a change. | *Student must take opportunities to support and encourage a person who has made a change. Students’ response may vary, however should include supporting and encouraging Layla for making changes to take English classes and reduce prescription pill intake. For example, using prizing language such as, ‘You are excited that you have reduced your intake’ or ‘You are really proud that you are starting to learn English’.* |
| 1. Supported the person who expresses motivation to change in exploring choices, setting goals and identifying relapse prevention strategies. | *Student must support the person who expresses motivation to change in exploring choices, setting goals, and identifying relapse prevention strategies. Students’ response may vary, however should include:*   * *Empowering the client to make their own choices through providing information and support.* * *Supporting the client as the driver of their own recovery journey.* * *Identifying relapse prevention strategies in collaboration with the client.* * *Motivating the client to avoid relapse.* * *Encouraging and acknowledging clients who have made a positive change.* * *Exploring reasons for relapse in first place.* * *Exploring and addressing barriers to positive recovery outcomes.* * *Assisting client to identify high-risk situations. Relapse prevention therapy can teach someone the warning signs that accompany these situations, such as a rise in stress levels by discussing strategies for stress management, money management, goal setting, prioritising, problem solving, decision-making and disengagement.* * *Referral to self-help groups, ongoing positive support and monitoring client's progress.* * *The clients should be involved in developing these strategies and is the person equipped to identify early signs of relapse.* * *Support might take in the form of counselling, reward for milestone achievement, regular contact to ensure the client is keeping on track and to reinforce your interest.* * *Encourage them by listening to them and giving them feedback on how they are going on a regular basis.* * *Use of change talk and strength-based discussions.* * *Ongoing meetings or appointments to support, make change accountability and celebrate progress.* * *Update and support goals. Share goals so that all supports can help work towards them.* * *Psychological and medical help where required.* * *Avoiding people and places, as stated above that may trigger a relapse.* * *Engage in meaningful activities that result in a feeling of achievement e.g. community support, planning a child’s birthday party, participating in a health or cooking club, meditating every day.* * *Engage in self-care e.g. quality nutrition, find joy in nature and life, sleep well, create healthy life routines.* * *Positive thinking, positive affirmations, positive self-talk to improve self-image and goals.*   *Student uses an appropriate positive manner such as the use of change talk to elicit optimism and motivation such as, ‘What strengths do you have that would help you make a change? In what ways do you want your life to be different in five years?* |
| 1. Identified resources required to support the brief intervention. | *Student response must identify resources required to support the brief intervention that consider the individual’s needs, abilities, stage of change and accessibility.*  *Resources must indicate the context of, time, money, equipment, network contacts, facilities, staff or other services, infrastructure or information. For example, a student may provide resources on reputable or current information on the impacts of alcohol use and clinically sounds (EBP) questionnaire around the established concerns.*  *Resources must indicate the context of, information to bring about awareness and intervention to support the person in making the change. These may include the harmful effects of AOD, the process of change or areas of support. E.g.*   * *https://scnv.io/Zc6H* * *https://scnv.io/bINa* * *https://scnv.io/8WAN* * *https://scnv.io/jRDV* * *https://scnv.io/R8B2* * *https://scnv.io/5njn* * *https://scnv.io/eCwC* |
| 1. Kept notes in the person’s file in accordance with organisation policies and procedures to maintain confidentiality and security of information, recording the person’s stage of decision-making on each occasion. | *Student must keep notes in person’s file using Brief Interventions Template in accordance with organisational policies and procedures to maintain confidentiality and security of information. This includes:*   * *Maintaining confidentiality and security of information by storing in password protected file supplied by the assessor.* * *Ensure that sessions are one on one with the professional and are held within a private setting.* * *Student must ensure information is not disclosed to others regarding the treatment or anything that is said as part of it.* * *Avoid using client names or other identifying information in the notes, and instead use a unique identifier or code to maintain anonymity.* * *Being mindful of where they are when recording notes and avoid having conversations or writing notes in public places where others could overhear or see the information.* * *Using abbreviations or codes to describe sensitive information, rather than using explicit language that could be easily understood by someone who is not authorised to access the notes.* * *Stores notes in a password protected folder provided by assessor.* |
| 1. Identified and planned appropriate brief intervention strategies to match the person’s needs. | *Student must identify and plan appropriate brief intervention strategies to match the person’s needs. Students’ answers may vary; however, their strategy documented in the brief intervention template should be similar to benchmark answer provided.* |

**Student MUST provide the brief intervention template.**

*Brief Interventions Template – Students answers will vary but should be similar to the following information and the Interventions notes must be reflective of what was discussed during the role play.*

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| ***Assessment Plan*** | | | |
| *Client Name:* | *23643* | *Age:* | *38* |
| *Initial summary of client’s needs:* | *Client 23643, a 38-year-old immigrant from India, is a single mother of two young children. She struggles with English as a second language and has difficulty understanding the fast-paced speech in Australia. She has been diagnosed with anxiety and experienced relapses in her addiction to sleeping tablets due to her inability to cope with the stress. She has requested anonymity for any records kept. The Client's needs may include mental health support for anxiety, addiction treatment for sleeping tablets, and assistance with language barriers to improve communication and understanding. She may also require support in parenting and childcare for her two young children.* | | |
| *Planned brief intervention questions for meeting* | | | |
| *Student must include planned questions that showcase their motivational interview technique that are relevant to Layla. For example:*   * *Why are you here today?* * *Has the thought of not being able to get any sleeping tablets really stressed you at all?* * *How difficult is it for you to go without taking a sleeping tablet?* * *How often do you typically use sleeping tablets in a week?* * *Has anyone expressed concern to you about your use?* * *What led you to seek support for your anxiety and sleeping difficulties?* * *How important is it to you to address these issues for the sake of yourself and your children?* * *What steps have you taken so far to manage your anxiety and addiction to sleeping tablets?* * *In what ways do you feel that addressing these challenges will positively impact your life and the lives of your children?* * *What are some goals you have for yourself and your family in the next year, and how can we work together to help you achieve them?* * *How do you envision your life being different if you were able to overcome these challenges and live a more balanced, healthy lifestyle?* * *What are some strengths and resources you possess that can help you in this process of change and growth?* * *How can we work together to create a support system that meets your needs and helps you stay on track with your goals?* * *What are some things you enjoy doing or are passionate about, and how can we incorporate these into your journey towards wellness?* * *How do you feel about the prospect of making positive changes in your life, and what steps are you willing to take to get there?* | | | |
| *Appropriate brief intervention strategies to match the person’s needs* | | | |
| * *Identifying client’s strengths such as goals, interests, understanding the persons history and experiences, identifying skills, capabilities, and personal strengths, exploring network’s and supports that already exist in their lives, exploring their culture, listening to their stories and the impact these have on them.* * *Use of questioning techniques to identify what stage of change is the person in currently? what information can help them raise their awareness and build further motivation for change? What key areas of health and wellbeing are being affected when they use this drug? What could their health and wellbeing look like if you were to paint a vision for them if they continue to work towards change? Questioning techniques are open ended to allow the person to explore the question.* * *Use of affirmation and compliments such as, ‘You should be really proud that you made the step to come to see me today’ or ‘you seem excited about the change’.* * *Reflect by rephrasing statements such as, ‘You are worried about the effects this behaviour is having on your work life and employability’.* * *Summarise by reiterating the information provided. For example, ‘So if I understand correctly, some areas of discussion so far have been… is this correct?’* * *Using motivational interview techniques, including connecting through person-centred practices, support the person at their current stage, identify their motivations for change, use empathetic responses, empower the individual to make change.* * *Building a rapport with the person, ensuring a positive and effective relationship. Helping the person express their feelings make decisions and set goals.* * *Gather information from the clients around their home life and environments, their barriers to change such as social dysfunction due to the behaviour or use, pressure to seek help from others, inability to function well and solve own problems, workplace related pressures and inducement to seek help.* * *Establishing a clear reasoning for the discussion around drug or alcohol use e.g. specific information and data on how it may be affecting them.* * *Utilisation of a health framework such as SNAP.* * *Using a person centred and positive collaborative style. Avoiding over-interrogating when the person is not ready or comfortable.* * *Being comforting and aware of potential sensitivities within the discussion.* * *Negotiating the agenda and purpose of the meeting around a scope of comfort. E.g. this may begin with a discussion of the persons discomfort around any perceived concerns.* * *Avoiding moral language – use data-oriented information e.g. highlight health risks rather than use labels such as ‘sensible’ drinker.* * *Encourage 23643 to continue attending English classes with her sister to improve her language skills and confidence in communication. Offer to provide resources or referrals to additional language support if needed.* * *Discuss the risks and potential harms associated with relying on sleeping pills for coping with anxiety and sleep difficulties. Collaborate with 23643 to develop a plan for weaning off sleeping pills and explore alternative relaxation techniques or coping strategies, such as meditation, deep breathing, or exercise.* * *Help 23643 to identify and access resources for support and counselling related to her history of domestic abuse. Provide information about local services for victims of domestic violence and assist her in developing a safety plan.* * *Encourage 23643 to engage in social activities and explore opportunities for building community connections. Provide information about local support groups or community programs that may align with her interests, such as cooking or art classes.* * *Collaborate with 23643 to explore her strengths, interests, and skills related to cooking or art. Discuss potential job opportunities or training programs in these areas and provide resources or referrals as appropriate.* * *Work with 23643 to identify and address any barriers or challenges to achieving her goals, such as lack of transportation, childcare needs, or financial limitations. Collaborate with other service providers or community resources as needed to provide holistic support.* | | | |
| *Resources required* | | | |
| *Students may record some basic health statistics to share during intervention.*  *Handouts, information and referral options for the following possibilities:*   * *Substance Abuse Treatment and Counselling* * *Trauma-Informed Counselling* * *Domestic Violence Support Services and Counselling* * *Medical Services* * *English Classes* * *Local Childcare Services* * *Support Groups.* | | | |
| ***Intervention Notes*** | | | |
| *Current stage of decision-making* | | | |
| *23643's current stage of decision-making is the contemplation stage. She is aware of the issues she is facing and the potential consequences and is actively considering her options and the best way to move forward. She has identified her goals and is taking steps to achieve them, such as taking English classes and weaning off sleeping pills. However, she is still unsure about how to cope with her daughter's crying and is concerned about being alone. Overall, she is motivated to change and is seeking support to help her make the best decisions for herself and her children.* | | | |
| *Current needs* | | | |
| *23643's current needs include:*   * *support for her anxiety and addiction to sleeping pills* * *assistance with childcare for her two young children* * *help in improving her English language skills* * *support in dealing with the trauma from her previous abusive relationship* * *assistance in finding a job that utilises her skills and interests in cooking or art* * *access to a supportive community to combat feelings of isolation* * *privacy and anonymity in any records kept regarding her personal information.* | | | |
| *Discussed goals* | | | |
| * *To continue English classes with her sister.* * *Sleep without the assistance of pills.* * *Get some support for the abusive relationship.* * *To be a part of the community and socialise more.* * *Look for work – use cooking and art skills.* | | | |
| *Resources required* | | | |
| * *English language classes: 23643 can enrol in English language classes to improve her language skills and make it easier for her to communicate with others.* * *Mental health services: 23643 can seek professional help to manage her anxiety and addiction to sleeping pills.* * *Domestic violence support services: 23643 can reach out to domestic violence support services to get help with her past abusive relationship and to receive support for her current situation.* * *Childcare services: 23643 can access childcare services to help her with taking care of her children while she works or attends classes.* * *Community centres: 23643 can join community centres to get involved in activities that interest her and meet new people.* * *Art or cooking classes: 23643 can explore her love of art or cooking by attending classes to improve her skills and possibly use them as a work skill.* * *Online resources: 23643 can access online resources such as language learning apps, mental health support websites, and domestic violence helplines to get help and support.* * *Family and Social Support: 156789 may benefit from involving his family and friends in his recovery journey. This could include education about trauma and addiction, family therapy, and support groups for loved ones. It is important that 156789 has a supportive network of people around him who can encourage him to seek help and provide him with practical and emotional support.* | | | |

**PART B: Provide follow up support - Layla**

**Scenario**

*You are to continue in your role as a community service worker worker for Empowered Care. You recently complete a follow up call with Layla (Client ID 23643). She has advised that she would like to be referred to some relapse prevention groups. She believes that if she has the tools and strategies in place, it will prevent any future occurrence. She would also like some potential assistance for referrals to deal with domestic violence abuse. As a part of your role, you are required to complete a referral form to an appropriate specialised practitioner or service.*

**Task Instructions:**

For this part of the task, you are required to read the follow up scenario from one of your clients, Layla and review the client’s progress or outcomes. You are then to complete a referral form based on her needs.

* Read the scenario and the Empowered Care Referral Policy and Procedure to complete the referral form for the client.
* Complete the referral form for the client.

|  |  |
| --- | --- |
| **Assessor Checklist: Part B**  **Did the student demonstrate the required level of competence for each of the following points?** | **Benchmarks** |
| 1. Regularly review the person’s progress or outcomes, adjust approaches or make referrals according to their needs. | *The student must regularly review the person’s progress or outcomes and make referrals according to their needs. This includes completing the referral form to assist the client in their action phase. The referral should be to other service providers or for more intensive interventions. Referral must be relevant to the client’s individual circumstances.*  *Referrals for the individual must indicate the context of,:*   * *For relapse prevention of prescription drug taking:* * *Addiction treatment programs: Individuals struggling with prescription drug addiction may benefit from a referral to an addiction treatment program. This could include outpatient or inpatient treatment programs, as well as medication-assisted treatment (MAT) programs.* * *Support groups: Support groups, such as Narcotics Anonymous (NA) or SMART Recovery, can provide ongoing support and encouragement for individuals in recovery from prescription drug addiction.* * *Medical professionals: Referrals to medical professionals, such as primary care physicians or pain specialists, may be necessary to manage pain and address any physical health concerns related to prescription drug use.* * *Mental health professionals: Referrals to mental health professionals, such as psychiatrists or psychologists, may be necessary to address any co-occurring mental health disorders or psychological issues related to addiction.* * *For relapse prevention of domestic abuse:* * *Domestic violence hotlines: Referrals to domestic violence hotlines can provide individuals with immediate support and resources in crisis situations. Examples include the National Domestic Violence Hotline and the Domestic Abuse Helpline for Men and Women.* * *Domestic violence shelters: Referrals to domestic violence shelters can provide individuals with a safe and supportive environment to escape abuse and develop a plan for long-term safety.* * *Individual or group counselling: Referrals to individual or group counselling can help individuals address the underlying issues that may be contributing to the abuse and develop healthier coping mechanisms and communication skills.* * *Legal resources: Referrals to legal resources, such as attorneys or victim advocacy organisations, may be necessary to obtain protection orders or navigate the legal system related to domestic violence.* |
| 1. Kept notes in the person’s file in accordance with organisation policies and procedures to maintain confidentiality and security of information, recording the person’s stage of decision-making on each occasion. | *Student must keep notes in person’s file using case notes template in accordance with organisational policies and procedures to maintain confidentiality and security of information. This includes:*   * *Maintaining confidentiality and security of information by storing in password protected file supplied by the assessor.* * *Ensure that sessions are one on one with the professional and are held within a private setting.* * *Student must ensure information is not disclosed to others regarding the treatment or anything that is said as part of it.* * *Avoid using client names or other identifying information in the notes, and instead use a unique identifier or code to maintain anonymity.* * *Being mindful of where they are when recording notes and avoid having conversations or writing notes in public places where others could overhear or see the information.* * *Using abbreviations or codes to describe sensitive information, rather than using explicit language that could be easily understood by someone who is not authorised to access the notes.* |

**PART C: Monitor and discuss - Layla**

* 1. Communicate with Layla using the email template.
  2. In the email discuss the outcomes of the follow up call and the intervention activities.

(Approximate word count: 350-400 words)

Students response will vary, and they MUST answer in the context of the sample answer below.

|  |  |
| --- | --- |
| **TO** | Layla |
| **FROM** | Student |
| **SUBJECT** | Follow-Up on Your Progress and Next Steps |
| Dear Layla (Client ID 23643),  I hope this email finds you well. I wanted to take a moment to summarize our recent follow-up call and discuss the next steps based on your current needs and progress.  Progress Update:  Relapse Prevention: It’s great to hear that you are committed to preventing relapse by seeking out the necessary tools and strategies. Your proactive approach is commendable and essential for maintaining your progress.  Domestic Violence Support: Addressing and managing the impact of domestic violence is crucial for your safety and well-being. Your willingness to seek assistance is a positive step toward creating a safer environment for yourself.  Next Steps:  You mentioned the need for referrals to relapse prevention groups and support for dealing with domestic violence. To support you in these areas, I have completed referral forms for the appropriate services.  Referral Details:  Relapse Prevention:  Support Groups: I have referred you to several relapse prevention support groups, including Narcotics Anonymous (NA) and SMART Recovery. These groups can provide ongoing support and strategies to help you maintain your progress.  Addiction Treatment Programs: I have also included information on both outpatient and inpatient addiction treatment programs, which can offer comprehensive support and medication-assisted treatment (MAT) if needed.  Domestic Violence Support:  Domestic Violence Hotlines: You have been referred to hotlines such as the National Domestic Violence Hotline, which can offer immediate support and resources.  Domestic Violence Shelters: I have also included information on shelters that can provide a safe and supportive environment.  Counselling: Referrals to individual and group counselling services are included to help you address the underlying issues and develop healthier coping mechanisms.  Legal Resources: Information on legal resources, such as attorneys and victim advocacy organizations, is provided to assist you with obtaining protection orders or navigating the legal system.  Maintaining Confidentiality:  As always, your privacy is our top priority. All your information will be handled with the utmost confidentiality and security. Sessions and communications will be conducted in private settings, and your details will be kept anonymous in our records.  If you have any questions or need further support, please do not hesitate to reach out to me directly. Your continued progress and safety are important, and we are here to support you every step of the way.  Best regards,  [Your Name]  Community Service Worker  Empowered Care Community Services  [Contact Information] | |

**Assessment checklist:**

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

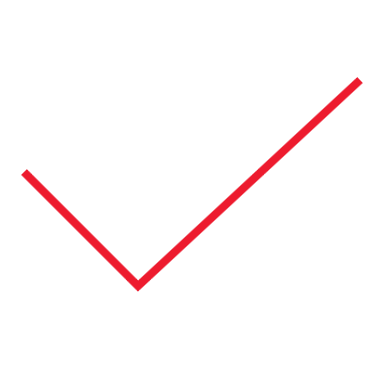
*Adapt checklist as needed.*

*Short answer question option*

|  |  |  |
| --- | --- | --- |
| 1 | 10 short answer questions to be completed in the spaces provided. | ☐ |

*Written assessment/project option*

|  |  |  |
| --- | --- | --- |
| Part A: Prepare for and draft communication | | |
| 1 | Communication Strategy Planning table | ☐ |
| 2 | Email to HR – message clarification and additional resource request | ☐ |
| 3 | Email to Assistant Manager – role clarification and negotiation | ☐ |
| 4 | Email to Assistant Manager – message draft and feedback request | ☐ |
| Part B: Address feedback and resolve issues | | |
| 1 | Email to Assistant Manager – address feedback | ☐ |
| 2 | Develop issues log | ☐ |
| Part C: Report on outcomes of communication | | |
| 1 | Updated issues log | ☐ |
| 2 | Email to HR – report on outcome of communication and identify next steps | ☐ |

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