

**Errata**

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**Title:** CHCCSL002 Apply specialist interpersonal and counselling interview skills – Learner guide (with summative assessment)

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**Page number:** 26 and 103

<b>Attachments</b>
NEW p. 26 and 103: CHCCSL002 Apply specialist interpersonal and counselling interview skills – Learner guide (with summative assessment)

**Please use the attached page to replace erroneous page in the above resource.**

Aspire Learning Resources

## Review and evaluate

What happened? Were there unintended consequences? Was the problem resolved? If the solution didn't work, consider why. Does it just need refinement or a whole new plan?

Monitor your emotions. Negative feelings may arise, such as feelings of frustration or failure. These feelings must be addressed or they will hinder the person's ability to find a solution.

### Examples

- ▶ 'It felt good to talk honestly about my issues. I have arranged to visit the service. At this stage I am happy with the outcome. If I don't like the service I receive I will try somewhere else.'

## Assist the person to make a decision

Identifying and prioritising a person's needs can be difficult. Be mindful that a person's ability to think clearly and rationalise can affect their ability to prioritise their needs. Abraham Maslow's hierarchy of needs may be a useful tool to assist with this process.

Use Maslow's hierarchy of needs to help establish which needs are most important to the person. The hierarchy, represented in the following diagram, is based on the premise that an individual must satisfy low-level basic needs before progressing to meet higher level growth needs. Only when these lower-level needs have been reasonably satisfied can an individual reach the highest level of self-actualisation.

If you are using this hierarchy, it is important to acknowledge that the person's values and priorities may not be the same as yours. Remember that the person has the right to decide what is most important to them.

The person must be formally briefed about the assessment results after stage two of the counselling process. This is best done as part of the counselling process and involves giving **feedback to the person.**

### Maslow's hierarchy of needs

#### Basic needs

Breathing, food, water, sex, sleep, homeostasis, excretion

#### Safety and security

To be free from harm or the threat of harm

Security of: body, employment, resources, morality, the family, health, property

#### Belonging

To love and be loved or to feel like a valuable part of a group

Friendship, family, sexual intimacy

#### Self-esteem

To feel good about ourselves

Self-esteem, confidence, achievement, respect of others, respect by others

The following table provides the name of the health and safety legislation and the regulator responsible for its implementation in each Australian state and territory, as at the time of publication.

The Commonwealth health and safety regulator is Comcare, which can be accessed at:

- ▶ [www.comcare.gov.au](http://www.comcare.gov.au).

Region	Health and safety legislation	WHS regulator
Commonwealth	<i>Work Health and Safety Act 2011</i> (Cth)	Comcare <a href="http://www.comcare.gov.au">www.comcare.gov.au</a>
Australian Capital Territory	<i>Work Health and Safety Act 2011</i> (ACT)	WorkSafe ACT <a href="http://www.worksafe.act.gov.au">www.worksafe.act.gov.au</a>
New South Wales	<i>Work Health and Safety Act 2011</i> (NSW)	SafeWork NSW <a href="http://www.safework.nsw.gov.au">www.safework.nsw.gov.au</a>
Northern Territory	<i>Work Health and Safety Act 2011</i> (NT)	NT WorkSafe <a href="http://www.worksafe.nt.gov.au">www.worksafe.nt.gov.au</a>
Queensland	<i>Work Health and Safety Act 2011</i> (Qld.)	Workplace Health and Safety Queensland <a href="http://www.worksafe.qld.gov.au">www.worksafe.qld.gov.au</a>
South Australia	<i>Work Health and Safety Act 2012</i> (SA)	SafeWork SA <a href="http://www.safework.sa.gov.au">www.safework.sa.gov.au</a>
Tasmania	<i>Work Health and Safety Act 2012</i> (Tas.)	WorkSafe Tasmania <a href="http://www.worksafe.tas.gov.au">www.worksafe.tas.gov.au</a>
Victoria	<i>Occupational Health and Safety Act 2004</i> (Vic.)	WorkSafe Victoria <a href="http://www.worksafe.vic.gov.au">www.worksafe.vic.gov.au</a>
Western Australia	<i>Occupational Safety and Health Act 1984</i> (WA)	WorkSafe WA <a href="http://www.worksafe.wa.gov.au">www.worksafe.wa.gov.au</a>

## Effective communication

People communicate every day in a range of different situations and in a variety of ways. It is a vital and constant element of every job. Communication involves the sending of information (often referred to as a message) to at least one person. Successful communication means the message is understood by the receiver. The message is transmitted via the relevant channel. There are many barriers to effective communication and the communication model incorporates accurate feedback as one method of overcoming these barriers. Feedback gives the message, sender and the message receiver the opportunity to confirm or deny understanding of the message. There is no limit to the number of people contributing to the communication process; however, the process becomes more complex as more people are involved.

Often communication combines verbal and nonverbal methods. The receiver may use a range of strategies to decode the message.

The sender of the message is referred to as the encoder as they need to employ all the communication strategies to ensure the message is correct. This involves both verbal and nonverbal communication. The receiver may use a range of strategies to decode the message but sometimes this is not enough to ensure the message being sent is the same as the message received. Communication can be misinterpreted. This can be due to a number of factors from the encoder, the channel used to communicate in and the decoder.