Human Development Department

Confidentiality & Feedback protocols

Confidentiality

"Confidentiality is a professional's promise or contract to respect clients' privacy by not disclosing anything revealed during counselling, except under agreed upon conditions."

- *Journal of Professional School Counselling (2002)*

The Human Development Specialist at Jeppe High School for Boys, Reg Hammond, hold information about students that is private and sensitive. The National Health Act (Act No. 61 of 2003) provides that this information must not be given to others, unless the student consents or the Human Development Specialist can justify the disclosure.

The National Health Act (Act No. 61 of 2003) states that all students have a right to confidentiality and this is consistent with the right to privacy in the South African Constitution (Act No. 108 of 1996).

Information regarding a student will only be divulged if this is done:

- In terms of a Statutory provision,
- At the instruction of a court,
- In the public interest (ethically, the Human Development Specialist is required to take appropriate action if students engage in behavior that presents clear and imminent danger to themselves and others. Legally, the Human Development Specialist is required to report known or suspected child abuse or neglect, and they're also required to respond to subpoenas and participate in other legal proceedings dictated by the courts.
- With the express consent of the student,
- With the written consent of a parent or guardian of a minor under the age of 12 years

Even with the legal issues involved, from an ethical standpoint, the Human Development Specialist's client is the student. This is one of the first things discussed in the Ethical Standards for School Counsellors (2004). The parents' needs are considered, but the needs of the students come first, above all others.

"Informed consent is both a legal and ethical principle requiring the Human Development Specialist to adequately disclose to clients potential risks, benefits, and alternatives to proposed counselling. Minor clients, however, cannot legally give informed consent, only their parents can. Although the majority of clients served by school counsellors cannot legally give informed consent, they can assent to counselling without parental consent.

The following coding system is in use at Jeppe High School for Boys:

Colour code	Description	
	Mood disorders (e.g. bipolar, clinical depression) and Anxiety disorders (e.g. Panic disorder, Phobias, GAD, OCD, PTSD), Psychotic disorders (e.g. Schizophrenia) and Personality disorders (e.g. Avoidant, Antisocial, Borderline) *	HDS, Student, Parents & Specialist/s
	Neurodevelopmental disorders (e.g. ADD, ADHD Autism and Dyslexia) *	HDS, Student, Parents & Specialist/s
	Substance abuse * Level 1 – Experimentation, Level 2 – Abuse & Level 3 - Addiction	HDS, Student, Parents & Specialist/s
	Family related issues	HDS & student or HDS, Student & Family
	Discipline, Diligence, Concentration, Time management	HDS & Student
	Self-concept, self-worth, self-confidence, self-motivation, self-management	HDS & Student
	Social skills, conflict management, and coping mechanisms	HDS & Student
	Behavioural issues and impulse control (e.g. ODD, Conduct disorder) *	HDS, Student, Parents, Specialist/s
	Trauma	HDS, Student, Parents & Specialist/s

Feedback protocols

Red, orange, yellow and grey – Parents are informed immediately. Refer to specialist.

Brown, green, light blue, purple –

Step 1: Individual session

Step 2: Intervention or program development

Step 3: Workshop/s (personal responsibility of student to register and to attend)

Step 4: Follow-up individual session once student has attended workshop/s

Step 5: Feedback to parents

Step 6: 21-day reinforcement period.

Dark blue – HDS see student for trauma counselling. Parent/hostel master monitors student, if obvious changes in behaviour is detected HDS is informed. Procedures similar to Purple is followed and feedback is given to parents/hostel master.

<u>Feedback codes</u>

MST – Mental Skills Training

- **MST1** – Focus on *self-direction*, *goal setting* and *commitment*
- **MST2** – Focus on *self-reflection* and *formative feedback*
- **MST3** – Focus on *self-motivation*
- **MST4** – Focus on *self-concept*, self-confidence, *self-management and time management*
- **MST5** – Focus on *social skills*
- **MST6** – Focus on *emotional intelligence*
- **MST7** – Focus on *adaptability*
- **MST8** – Focus on perseverance
- **MST9** – Focus on *conscientiousness* (diligence, discipline, grit, etc.)

- **TCD** (Trauma Counselling and Debriefing): Trauma is defined as a unique individual experience triggered by a sudden, external overwhelming event or of persistent overwhelming conditions in which one's ability to cope is compromised, as one experiences a real or perceived threat to his/her life, bodily integrity, or that of a significant other (Saakvitne, K. et al, 2000).

- **PT** (Psychotherapy): Psychotherapy is the use of psychological methods, particularly when based on regular personal interaction, to help a person change and overcome problems in desired ways. Psychotherapy aims to improve an individual's well-being and mental health, to resolve or mitigate troublesome behaviors, beliefs, compulsions, thoughts, or emotions, and to improve relationships and social skills.

- **BWE** (Brain Wave Entrainment/Synchronization): Brainwave entrainment, also referred to as brainwave synchronization and neural entrainment, refers to the capacity of the brain to naturally synchronize its brainwave frequencies with the rhythm of periodic external stimuli, most commonly auditory, visual, or tactile.

- **SPT** (Subliminal Priming Therapy): Therapy using sensory stimuli below an individual's threshold for conscious perception to change destructive perceptions or thought processes or to reinforce empowering perceptions or thought processes.

- **FT** (Family Therapy): Family therapy is a form of psychotherapy that involves all the members of a nuclear or extended family. Although some forms of family therapy are based on behavioural or psychodynamic principles, the most widespread form is based on family systems theory. This approach regards the family, as a whole, as the unit of treatment, and emphasizes such factors as relationships and communication patterns rather than traits or symptoms in individual members.

- **GT** (Group Therapy): is a form of psychosocial treatment where a small group of people meet regularly to interact, and discuss problems with each other and the group leader (Human Development Specialist).

- **SAC** (Substance Abuse Counselling): Counselling (individual and/or group) intended to help an individual to stop excessive, inappropriate, or illegal use of a substance, such as a drug, alcohol, or another chemical such as an inhalant.

- **CBT** (Cognitive Behavioural Therapy): Cognitive behavioral therapy (CBT) is a common type of talk therapy (psychotherapy). The individual work with the Human Development Specialist in a structured way, attending a limited number of sessions. CBT helps the individual become aware of inaccurate or negative thinking so she/he can view challenging situations more clearly and respond to them in a more effective way. It can be an effective tool to help anyone learn how to better manage stressful life situations.

- **ET** (Eclectic Therapy): Eclectic therapy is a therapeutic approach that incorporates a variety of therapeutic principles and philosophies in order to create the ideal treatment program to meet the specific needs of the client

Workshops 2018

The following monthly workshops will be presented in 2018. These workshops are pertinent for all grades and there are no costs involved. The duration of each workshop is 60 minutes.

Please see the Jeppe website for dates.

1. The art of manliness: code of honour
2. Inhabiting your fullness
3. The science of self-motivation and productivity: consistently creating an environment that is conducive for optimal performance
4. Creating and marketing your personal brand: self-discipline and personal effectiveness
5. Embracing the GRIND
6. In pursuit of your 'WHY': creating unstoppable momentum
7. Opportunities are all around us: Every setback is a setup for a comeback
8. Emotional and social development
9. Time management
10. A wild eye and a disciplined mind: the 'OODA' loop