



ASSESSOR GUIDE

CHCCSL004

Research and apply personality and development theories

Assessment 2 of 2

Case Studies



Assessment Instructions

Task overview

This assessment task is divided into 13 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

Imagine you are a counsellor working with Thomas, who has sought counselling to reduce his alcohol intake. During intake, you learn the following:

Thomas was born to a single mother in regional Queensland after his father abandoned them. His mother had an alcohol addiction and died from a substance overdose when Thomas was nine. After this, Thomas lived with various relatives and foster parents. Thomas attended the local high school and obtained generally low grades. He discontinued schooling after year nine and left his last foster home to live independently at age 15. He worked sporadically as a labourer until a workplace injury 12 months ago rendered him incapacitated. He has now recovered but is having trouble finding work.

Thomas is married to Marianne, and they have two children aged five and nine. He describes Marianne as loving and supportive. He has limited social support outside his immediate family and no active interests or hobbies. He used to drink casually with his mates after work but describes himself as "always in control of my drinking" because he remembered how his mother was when she was drunk and did not want his children to see him in the same way.

Since being out of work, Thomas has been feeling "down" most days and gradually drinking more during the day and at night. He struggles to fall asleep some nights, which he attempts to resolve by drinking more.

Marianne is concerned about Thomas's mood and increased alcohol intake and urged him to seek help. Thomas tells you he is worried that he may become like his mother. Thomas insists that he has never been a problematic drinker and feels troubled about his drinking going up at this time, given how important it is to him that he not "be like Mum". However, he increasingly feels driven to drink more and cannot remember when he last went a day without drinking.

- a) Explain one (1) **nature** factor that might influence Thomas' development of problematic drinking.

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response must demonstrate the ability to use nature and nurture concepts in analysing Thomas' situation by identifying at least one relevant nature factor.

Responses need to include references to the following points.

- Mother had alcoholism.
- Thomas may be genetically predisposed to excessive drinking/alcoholism.

- b) Explain two (2) **nurture** (environmental) factors that might influence Thomas' development of problematic drinking behaviour.

[Approximate word count: 50 – 70 words]

Assessor instructions: The student's response must demonstrate the ability to use nature and nurture concepts in analysing Thomas' situation by identifying at least two relevant nurture factors.

Responses need to include references to the following points.

- Limited opportunities (for example, regional area, leaving school at year nine).
- Family/living environment/modelling (for example, seeing his mother drink).
- Injuring himself at work, causing him to be out of work; perhaps under financial stress.
- Limited social support as an adult; isolation could lead to more stress and reinforce drinking.

- c) Based on your understanding of nature-nurture influences in the development of human behaviour, is Thomas' drinking behaviour more likely the result of the nature factors, nurture factors, or both? Justify your reasoning.

[Approximate word count: 50 – 70 words]

Assessor instructions: The student's response must demonstrate the ability to analyse Thomas' behaviour with the indication that it is influenced by a **combination** of both nature and nurture factors.

Students' responses need to reflect the content provided in the following sample answer.

"Thomas' drinking is most likely resulting from a combination of both nature and nurture factors. His genetic inheritance from his mother might predispose him to develop drinking behaviour; however, his environment, particularly him being out of work, could have triggered him to drink more as well."

- d) Thomas tells you he is worried that he may become like his mother. Thomas insists that he has never been a problematic drinker and feels troubled by why his drinking would go out of control this time. Based on your response to Question 1 c), write what you would say to Thomas to help him understand how he might have come to develop a drinking problem.

Note: Your response must provide a clear, supportive, tentative statement that will likely help Thomas understand the development of his presenting issue.

[Approximate word count: 100 – 120 words]

Assessor instructions: The student's response must demonstrate the ability to assist Thomas in understanding his circumstances based on their understanding of the interaction of nature and nurture.

Students' responses must reflect the content provided in the following sample answer.

"What research has told us is that our behaviours, such as drinking alcohol, are influenced by both our genes as well as our environment. You've mentioned that your mother had problems with alcohol and substance use, which could mean that your genes have set you up with a vulnerability for problematic substance use, but that doesn't mean you will definitely develop drinking problems. And it sounds to me that you were consciously controlling your drinking until your work injury, and that's when it started to become concerning. Stresses from events like this often set off what our genes make us vulnerable to, so I think that has likely contributed to your drinking more heavily. Does that sound reasonable to you?"

- e) Based on your response to Question 1 c), briefly outline the approach you might take in assisting Thomas in addressing his challenges.

[Approximate word count: 50 – 70 words]

Assessor instructions: The student's response must demonstrate the ability to draw on their understanding of the interaction of nature and nurture to address Thomas' issues and challenges. Responses will vary. However, they should reflect an understanding that Thomas can't change his genetic inheritance, but he can learn to control or manage his environment.

Student responses need to reflect the content in the following sample answer.

"I will help Thomas to consider environmental stressors that are currently contributing to his stress and drinking and develop strategies to eliminate or manage these stressors. For example, we may explore social relationships that do not involve drinking. I may also refer Thomas to medical support for his sleep problems to reduce the need for drinking."

- f) What are two factors that suggest genetic inheritance could be affecting Thomas' situation?

[Approximate word count: 80 – 90 words]

Assessor instructions: Student responses must reflect the content in the following sample answer.

Thomas's mother had an alcohol addiction, which is a complex disease that can have both genetic and environmental components. While environmental factors such as childhood trauma and social isolation can contribute to the development of addiction, research has also identified specific genes that may increase a person's risk of developing alcohol use disorder.

Additionally, Thomas's low academic achievement may also be related to genetic factors. Intelligence is influenced by a combination of genetic and environmental factors, and studies have identified specific genes that are associated with academic achievement.

Question 2

Imagine that you are a counsellor working with Marco. Marco works in the retail industry and is married to Ling. They have two children, aged five and eight. During the session, Marco tells you that work has been stressful since his new manager came on board. His manager often picks on his performance even though he has consistently met his monthly sales targets. Recently, his manager announced an unreasonable sales target for Marco and threatened him with dismissal if he failed to meet it. Although Marco was furious, he did not feel he could stand up against his manager at work. When he got home from work, he finally "exploded", yelling at Ling and the children.

- a) Based on your understanding of defence mechanisms, outline one possible explanation for Marco's "explosion".

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response must demonstrate the ability to use a Freudian concept, specifically defence mechanisms, to analyse Marco's behaviour and make reference to **displacement**.

Student responses need to reflect the content provided in the following sample answer.

"According to Freud, Marco had used the defence mechanism of displacement. Although he was angry toward his manager, he couldn't stand up against his manager, so he directed this energy toward his wife and children, resulting in him yelling at his wife and children."

- b) Imagine that Marco felt troubled about yelling at his wife and children and thought that he might be going "mad". Write down what you would say in response to Marco to help him understand his behaviour.

You should aim to reassure Marco that his behaviour does not necessarily indicate that he is developing a mental illness by outlining the concept of the defence mechanism. Remember, however, that understanding factors in development and behaviour do not excuse his behaviour, so your response must include a suggestion about how you could help Marco to address this issue.

(Approximate word count: 90 – 100 words)

Assessor instructions: The student's response must demonstrate the ability to assist Marco in understanding the development of this behaviour using a Freudian concept, specifically defence mechanisms.

Student responses need to reflect the content provided in the following sample answer.

"Marco, we all have different reactions to stressful events, and in your case, you might have displaced your feelings to your boss's unreasonable request toward your wife and children. This does not mean you are developing a mental illness, although long-term stress can detriment your mental health. This could be just one way your mind reacted to 'defend' yourself, especially when you felt unable to stand up to your manager. We can, however, look at developing some useful strategies to help you manage your emotions so that you have a healthier way to manage it."

Question 3

Imagine that you are working as a counsellor at a university. Your client, Young, is a 20-year-old Korean student unhappy about studying. Young grew up in a middle-class family in Korea and has two elder brothers who are both medical doctors. As he grew up, he was frequently told how bright his brothers were and that he should take the same path as they did. When he graduated from high school, Young's family told him that he should study for a medical degree in Australia. Although Young never liked biology in school and didn't think he would do well in medical school, he agreed to his family's plan and commenced his study in Australia a year ago.

Young failed two subjects in his first year and now struggles with the idea of continuing. Young feels uncertain about what he wants to be, as he has always followed the path his family set out for him. He has been reading some self-help books lately because he wants to know more about himself, which led him to the counselling service on campus.

- a) Using Erikson's psychosocial stages, provide a possible explanation for Young's current feelings and behaviours.

[Approximate word count: 80 – 100 words]

Assessor instructions: The student's response must demonstrate the ability to use Erikson's psychosocial stages to analyse Young's development and behaviours.

Student responses need to reflect the content provided in the following sample answer.

Responses should include reference to:

- Young probably has an unresolved identity crisis [identity vs role confusion].
- When he was an adolescent, Young went along with other people's expectations about whom he should become.
- His family seemed to make major decisions for Young, including what and where to study at university.
- Young is facing the crisis of role confusion as he does not know what he wants to study and, therefore, who he wants to be.
- Young is looking for self-help books and counselling to help him find out more about himself.

Example response:

"According to Erikson, Young is most likely struggling with an unresolved identity crisis. When he was an adolescent, his major developmental task was to develop his sense of identity and figure out his role in the world. However, being in a family that set his path and made major decisions for him, he most probably did not resolve this conflict, and this resulted in role confusion. He is unsure about whom he wants to be, and he has been reading self-help books to find out more about himself."

- b) Write down what you would say to Young to normalise his experiences and help him develop an understanding of how his current experience may have developed, using Erikson's theory. (Note that you are not encouraged to use Erikson's name or technical terms in your explanation. Rather, you must use the understanding you gain from considering Young's situation in light of Erikson's theory to develop a response to Young that is supportive and clear and which offers him a way of understanding what he is going through).

[Approximate word count: 100 – 150 words]

Assessor instructions: The student's response must demonstrate the ability to provide information to support the client in understanding his experience and development and normalise the client's experience.

Student responses need to reflect the content provided in the following sample answer.

“Many young people feel confused about their identity, who they are and what they want to become; it is not unusual at all, particularly if they haven’t had the chance to explore these when they are younger. Sounds to me that your family has high expectations of you and great involvement in making major decisions in your life – such as studying for a medical degree – but you’re not completely sure about it. I wonder if that may be why you’re feeling a little confused and dissatisfied as you are trying to juggle between your family’s expectations and figure out your own sense of who you want to become. Perhaps we could start by looking at some of your values and goals and go from there. What do you think?”

Question 4

Noor is a school counsellor. She has recently started working with Marcus (10 years old), who was referred to counselling because he has a history of aggressive behaviour towards his classmates. His teacher has informed Noor that Marcus appears to have no learning difficulties and is performing academically at the expected level for his age.

Marcus tells Noor that he is unhappy today. He feels left out because the kids in his class would not let him play with them at lunch. He grabbed the ball they were playing with and shoved some of them because he said he wanted to join their soccer game. Marcus says he wants to befriend them, but they don’t like him. Noor notices that Marcus doesn’t appear to understand that his actions are the likely cause of the rejection of his classmates.

Identify which stage of cognitive development Marcus is likely in and justify your reasoning.

[Approximate word count: 30 – 40 words]

Assessor instructions: The student’s response must demonstrate the ability to use Piagetian concepts to describe development.

Student responses need to include references to the following points.

- The child is likely to be at the concrete operational stage.
- Marcus appears to have no learning difficulties and is performing academically at the expected level for his age, suggesting that he has concrete logical operations.
- Marcus struggles with understanding the consequences of his behaviours.

Question 5

Morna is counselling a family in which a very close aunt recently died. The parents have tried to explain the death to their youngest child (three years old), but he does not seem to understand. He repeatedly asks where his aunt is and “When is she coming back?”.

Identify which stage of cognitive development the child is most likely in and justify your reasoning.

[Approximate word count: 20 – 30 words]

Assessor instructions: The student's response must demonstrate the ability to use cognitive development theory to describe development.

Student responses need to include references to the following points.

- The child is likely to be in the preoperational stage.
- He has language and can grasp some concepts but cannot grasp more complicated ideas.

Question 6

Imagine that you want to extend your study to the specialisation of counselling children and young people. How might you benefit from an understanding of Piaget's cognitive development stages?

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response must demonstrate the ability to identify potential applications of cognitive development theory in counselling.

Student responses need to include references to the following points.

- Piaget's theory helps counsellors to understand how clients of a certain age think and act.
- This suggests that counsellors should take into consideration their clients' stage of cognitive development to work appropriately with their clients.
- Developmental problems may underlie clients' presenting issues.

Question 7

Imagine you are a counsellor working with Temara, a frustrated parent of six-year-old Millie. Temara and her husband separated three months ago, and Millie did not cope well. Since her father left, Millie has become quite emotional and quiet, and not her usual "bubbly" self. Recently, Millie has said several times, "I don't want a new bike; I just want my daddy home". When you ask Temara how Millie learned about her parent's separation, it turns out that Millie had come home from school one Monday to see her father leaving with his belongings. On the previous weekend, Millie had thrown a big tantrum about wanting a new bike, which her father had said she would not get. Temara is troubled by Millie's statement and is unsure if it is 'normal' that Millie sees her wish for a bike as relevant to her father's departure.

- a) Using Piaget's cognitive development stages, describe which stage of cognitive development Millie is likely to be in and provide one possible explanation as to why she was linking her wish for a bike to her parent's separation.

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response must demonstrate the ability to use cognitive development theory to explain Millie's cognitive processes.

Student responses need to include references to the following points.

- Millie is most likely at the 'preoperational' stage, given her capacity for language and thinking.
- At the preoperational stage, Millie's thinking is egocentric but not yet logical, which explains her interpretation of her father leaving because of her tantrum over a new bike.

- b) You think that Piaget's theory might help Temara make sense of why Millie has linked these two events. Write down what you would say to Temara in order to help her understand Millie's thinking process. Again, you are not expected to use Piaget's name or technical terms but to use this perspective to help a client develop an understanding.

[Approximate word count: 100 – 150 words]

Assessor instructions: The student's response must demonstrate the ability to assist Temara in understanding Millie's thought processes based on cognitive development theory by providing an appropriate counsellor response.

Student responses need to reflect the content in the following sample answer.

"Research on development suggests that children think very differently to adults. For a young child like Millie, while she has quite some capacity for language, her thinking is likely to be quite egocentric, which means she sees things in relation to herself and is not very good at taking others' perspectives. From what you have described, it sounds like Millie and her father argued about her wanting a new bike, and she learned the next day that her father had left. Given how her mind will be working at this stage, it isn't surprising that she might think her father left because she wants a new bike or throws a tantrum."

Question 8

Imagine that you are a counsellor. You recently started working with a new client, John, who is concerned about developing depression. You want to build your knowledge base and find out what nature and nurture factors may be involved in the development of depression. During an internet search, you found an article named '*Nurture may trump nature when it comes to depression risks*'. This article is included as Reading J in your learning material. Make sure you read this article before answering this question.

- a) Provide a brief summary of the author's conclusion regarding the role of nature and nurture on a person's risk of developing depression.

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response must demonstrate the ability to access Reading J and distil critical themes and messages for counselling work.

Student responses must reflect the key themes and messages in Reading J.

- b) Explain three (3) factors you need to consider to critically evaluate whether Reading J is a source of good quality information to support your practice.

[Approximate word count: 50 – 70 words]

Assessor instructions: The student's response must demonstrate an understanding of at least three factors to consider when critically evaluating information.

Wording may differ, but appropriate answers must reflect the themes and characteristics of **three** of the following examples.

- Currency, for example:
 - When was it published?
 - Has it been updated or revised?
- Relevance, for example:
 - How relevant is it to your needs?
 - Who is it intended for?
- Authority, for example:
 - Who is the author?
 - Are they qualified on this topic?
- Accuracy, for example:
 - Does evidence support the information?
 - Does the language or tone seem unbiased and free of emotion?
- Purpose, for example:
 - What is the purpose of the information? Is it to inform, teach, sell, entertain, or persuade?
 - Is the information fact, opinion, or propaganda?

c) Do you think this article in Reading J is a credible, professional source of good-quality information? Is it likely to help expand your knowledge of what nature and nurture factors may be involved in the development of depression? Explain your reasoning.

{Approximate word count: 50 – 70 words}

Assessor instructions: The student's response must demonstrate the ability to use critical thinking skills to evaluate information about the role of nature and nurture factors in relation to the development of depression.

Student responses must reflect the content in the following sample answer.

Student responses must reflect the key themes and messages in Reading J.

Question 9

Imagine that you are working as a counsellor in a local community centre. Many of the clients attending the centre are aged 50 and above. You recently participated in a webinar on “Psychology and Ageing”, offered to various medical and helping professionals working with older adults. The webinar discussed multiple topics (for example, dementia, decision-making capacity, memory interventions and mental health) and strategies for understanding and working with older adults.

Explain the steps you will take in considering whether and how to integrate what you have learned into your practice.

[Approximate word count: 60 – 80 words]

Assessor instructions: The student’s response must demonstrate an understanding of the steps a counsellor should take in considering whether and how to integrate knowledge into their practice.

Student responses need to include references to the following points.

- The key themes and messages discussed in this webinar.
- Suggestions about the practical implications of counselling.
- Whether the recommendations for helping professionals are appropriate for counselling practice and clients.
- If appropriate, possible ways that a counsellor might implement/integrate these understandings and strategies.
- The person/s a counsellor should consult in deciding how to integrate learning into the way they practice.

Question 10

Imagine that you have found the following articles when researching learning theories. You will add these to your extensive collection of professional articles and want to ensure you know where to find them. Describe how you would organise them to quickly find information about a particular issue or topic in the future. For example, what storage/organisation system would you use, and how would you categorise them?

Learning theories articles:

- The Modern Life Span Perspective
- Alcoholism Causes and Risk Factors: A developmental perspective
- Eriksonian Personality Research and Implications
- Practical Applications of Maslow’s Theory
- Applying Piaget’s Theory in Counselling

[Approximate word count: 60 – 70 words]

Assessor instructions: The student's response must demonstrate the ability to document and organise information (for example, by client issue, topic, learning theory) to support current and future practice. Students must explain what storage/organisation system they would use and how they would categorise the articles. Then the order will need to follow the method they chose.

For ease of access, the articles could all be saved in an electronic folder labelled 'Learning Theories'. Within this, you might divide articles up by specifying the most relevant topic (for example, 'Maslow's theory' or 'stages of development'). As the number of resources grows, create further subdivisions to organise articles by publication years, authors, or specifics of the approach (for example, children/adolescents; adults).

Question 11

Imagine that you are working with a client, James, who is in his mid-forties. He is a successful and well-known actor and has won many awards in his career, as well as getting the recognition of his peers. He says that he never dreamt that he would have so much success as a child.

James came from a low-income family. As one of the youngest of six children, he always wore hand-me-down clothes. As a small child, his parents were so busy making ends meet that they had little time for the children. He was a sensitive child and struggled at school with what he now recognises was a learning disability. Because his five siblings were clever and did well at school, his parents thought that he was just being lazy. His father beat him at times for 'wagging' school, telling James he would never amount to anything unless he studied and tried to better himself.

James was a target of bullies at school, and more than one teacher had told him he was stupid. He grew up with a strong sense of inferiority and hopelessness. In his twenties, James was unable to settle on any kind of career and drifted for a number of years. By chance, he went to an acting class and realised that this was something that he really enjoyed, and, despite a belief that the odds were against him, he decided to try to become a professional actor.

Despite his success, James says that he still feels like a fraud and that one-day others will realise that he cannot act at all. He has come to see you for help to feel better about himself.

- a) Select some aspects of James' history and discuss how understanding nature-nurture interactions can help you make sense of this.

[Approximate word count: 60 – 75 words]

Assessor instructions: The student's response must demonstrate the ability to apply nature-nurture considerations to a case study.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples, demonstrating appropriate consideration of nature-nurture interaction.

- James's learning disability as a child could be due to genetic inheritance interacting with the environment he grew up in (lack of attention from parents, struggling at school, being bullied at school).
- Given James' success as an actor, his genes might have predisposed him to do better at creative tasks but not academic tasks, which could explain why he struggled academically but succeeded in his acting career.

- b) Will Bowlby's attachment theory be helpful in helping James to understand the challenges he is facing? Justify your reasoning.

Note: This question is designed to assess your ability to evaluate how 'applicable' a theory is in a specific counselling context. You must demonstrate that you have considered the strengths and limitations of the theory.

[Approximate word count: 160 – 190 words]

Assessor instructions: The student's response must demonstrate the ability to evaluate potential applications of Bowlby's attachment theory to explain the issues and challenges James is facing. Students may claim the theory as useful or not useful as long as they have provided reasonable justification.

The student will need to apply knowledge and content about Bowlby's theory presented throughout the learning material and Readings. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Bowlby's attachment theory can be useful in helping James to understand the challenges he is facing. According to Bowlby, early experiences with attachment figures, usually parents or caregivers, shape an individual's beliefs about themselves and others, influencing their behaviour and emotions in relationships throughout their lives. James' experiences of neglect and abuse from his parents may have influenced his sense of self-worth and his beliefs about his abilities. His feelings of inferiority, hopelessness, and the belief that he is a fraud may be related to insecure attachment patterns developed during his childhood.

Bowlby's attachment theory can provide a framework to understand how James' early experiences with his caregivers shaped his sense of self and his interpersonal relationships. It can help James to explore and identify his attachment patterns, beliefs about himself, and how they impact his current relationships and sense of self. By understanding his attachment patterns, James may develop a more positive sense of self-worth and self-acceptance, leading to healthier relationships and increased well-being.

Note: It can also be argued that as James has not presented with specific relationship issues, Bowlby's theory may be less helpful.

- c) Will Piaget's cognitive development theory be useful for helping James to understand his current circumstances? Justify your reasoning.

Note: This question is designed to assess your ability to evaluate how 'applicable' a theory is in a specific counselling context. You must demonstrate that you have considered the strengths and limitations of the theory.

[Approximate word count: 190 – 215 words]

Assessor instructions: The student's response must demonstrate the ability to evaluate potential applications of Piaget's cognitive development theory to explain the issues and challenges James is facing. Students may claim the theory as useful or not useful as long as they have provided reasonable justification.

Students will need to apply knowledge and content about Piaget's theory presented throughout the learning material and Readings. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Piaget's cognitive development theory may be useful in helping James understand his current circumstances, but it may not be the most appropriate theory to use in his case.

Piaget's theory emphasises the importance of cognitive development and how individuals' thinking evolves over time. He believed that children go through distinct stages of development that are characterised by specific cognitive abilities and that these stages build on one another in a predictable and sequential manner. However, his theory has been criticised for not taking into account cultural and individual differences and for underestimating the influence of social and emotional factors on cognitive development.

Piaget's theory also included the development of schemas, the way we see the world, and this could be useful in explaining James' situation. His early experiences could lead him to view the world as judgemental, where he is seen as coming up short, which could help explain his feelings of being a fraud.

In James's case, while his childhood experiences may have influenced his cognitive development, the primary concerns he presents with are related to his self-worth and feelings of inadequacy despite his success. Thus, a more appropriate theory may be self-esteem theory or social learning theory, which addresses how people form beliefs about themselves and how they learn and model behaviours from others.

- d) Briefly outline how Maslow's hierarchy of needs could explain aspects of James' development and/or current situation.

[Approximate word count: 80 – 100 words]

Assessor instructions: The student's response must demonstrate the ability to analyse a case study using Maslow's hierarchy of needs.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- James was deprived of multiple needs in childhood.
- Despite earlier disappointments in his life, due to his success, James has likely been able to satisfy his physiological, safety and security, and social needs [he has received much recognition from his peers].
- James has been working on satisfying his self-actualisation needs [by working in a creative industry].
- Without satisfying his need for esteem, James won't be able to self-actualise. By continuing to attempt to satisfy his self-actualisation needs without addressing the ones that came before it, James will continue to feel discontent.

- e) Imagine that you would like to use Maslow's hierarchy of needs to help James understand what he has been and/or is currently dealing with. You present James with a copy of the pyramid and briefly explain each area of need. What would you say to James in order to help him develop his own understanding?

[Approximate word count: 90 – 110 words]

Assessor instructions: The student's response must demonstrate the ability to use Maslow's hierarchy of needs to assist a client in developing their own understanding.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

James, if you review your life right now, you'd probably see that you've fulfilled most of your basic needs, particularly physiological, safety, belonging and love. I'm wondering if your feelings of inferiority suggest that you are still working on fulfilling your esteem needs, although you've received quite some recognition for your acting career. Maslow suggested that all these basic needs must be fulfilled before achieving self-actualisation. This could be one way to understand why you're feeling this way, and perhaps we could work on some strategies to help you feel better about yourself. What do you think?

Question 12

Imagine that you have a 25-year-old client, Zoe, who is having difficulty forming intimate relationships. Based on what you have learned, evaluate the potential application of both Freud's and Erikson's theories in understanding Zoe's difficulty.

For each evaluation, advocate why:

- a) Freud's theory of development would be more helpful compared to Erikson's.
- b) Erikson's theory of development would be more helpful compared to Freud's.

[Approximate word count: 60 – 80 words]

Assessor instructions: The student's response must demonstrate the ability to evaluate the potential application of both Freud's and Erikson's theories in understanding Zoe's difficulty.

Students must explain both Freud's and Erikson's theories. The student will need to apply knowledge and content about Freud's and Erikson's theories presented throughout their learning resources and readings.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Theory	Explanation
a) Freud's theory	"Freud's theory suggests that unsuccessful development during earlier stages can lead to problems with mature sexuality. Therefore, Freud's theory may be helpful as it can help to explain the stages of development the client did not successfully resolve during childhood."
b) Erikson's theory	"Freud's stages only go as far as adolescence; therefore, Erikson's would be more helpful as the stage of intimacy versus isolation may help to explain Zoe's difficulty. This stage indicates that earlier disappointments and failed attempts to form intimate relationships may cause some individuals to be unable to form close bonds and remain isolated."

Question 13

Imagine that you are a new counsellor working in the local community centre. Your centre offers services to clients of all ages regarding issues such as stress, parenting and relationship difficulties. As part of your professional development, you decide to extend your understanding of a range of developmental theories.

- a) Imagine that your workplace has a staff library, and you found a copy of “The Handbook of Counselling Children and Young People”, which has a chapter titled “Child Development and Attachment”. This is included as Reading K in your learning material – make sure you complete this reading before answering the following question.

The authors of the article discussed a range of developmental perspectives. Identify five theories discussed in the article.

[Approximate word count: 15 words]

Assessor instructions: The student’s response must identify five of the following:

- Freud’s psychosexual stages
- Bowlby’s attachment theory
- Erikson’s psychosocial stages
- Bronfenbrenner’s bio-ecological systems theory
- Vygotsky’s theory
- Piaget’s theory

This information is covered in Reading K.

- b) Applying what you have learned about critical evaluation, do you think Reading K is a credible, professional source of good-quality information? Is it likely to be useful in expanding your understanding of developmental theories? Explain your reasoning.

[Approximate word count: 130 – 150 words]

Assessor instructions: The student’s response must demonstrate the ability to use critical thinking skills to evaluate information about a range of developmental theories, particularly Freud’s, Bowlby’s, Erikson’s and Piaget’s theories.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following answer.

Reading K is a credible, well-referenced part of a current handbook that has been updated, suggesting currency.

Reading K presents information and summarises the theories of Freud, Erikson, Piaget and Bowlby and others, presenting comparisons that are useful to consider.

Reading K highlights the complexity of development and that there is no single causal factor that can explain adult behaviour.

Reading K explores the similarities and contradictions of the various theories, providing a useful comparison

for counsellors and additional viewpoints to consider.

Many and varied references are quoted, several of which support proven clinical conclusions.

Clinical evaluation is provided in Reading K, supporting earlier theory development.

Reading K provides some analysis of the limitations of Erikson, Piaget and Bowlby but no reference to how much of Freud's psychosexual theory has largely been discredited due to his research practices.

- c) Imagine that you are looking for more information about developmental theories online, and you have come across an article titled "How Maslow's hierarchy of needs influenced person-centred counselling" from a website named "Counselling Tutor". This is included as Reading L in your learning material. Make sure you complete this reading before answering this question.

Applying what you have learned about critical evaluation, do you think this article is a credible, professional source of good-quality information? Is it likely to help expand your understanding of developmental theories? Explain your reasoning.

[Approximate word count: 80 – 100 words]

Assessor instructions: The student's response must use critical thinking skills to evaluate information about Maslow's theory.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following answer.

The article has limited usefulness in expanding knowledge of developmental theories.

It is a credible article with valid references, but it is brief and provides a basic summary of Maslow's hierarchy of needs. A brief mention is made of the fact that Maslow added two more layers to the traditional five shortly before he died, but there is no evidence of research to prove or disprove these additions.

The article did not provide any new insights or different perspectives and was no more than repeating information that is readily available in course texts.

- d) Imagine that you continue searching for information about other theories. You come across an online article titled "Attachment theory in adolescent counselling" by Langlois (2017), published in the BU Journal of Graduate Studies in Education. This article is included as Reading M in your learning material. Complete this reading before answering the following questions.

In a short paragraph, summarise what the author suggests about applying attachment theory in a therapeutic context.

[Approximate word count: 110 – 125 words]

Assessor instructions: The student's response must demonstrate the ability to distil key themes and messages for counselling work.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following answer.

The application of attachment theory should not form the basis of the counselling approach but can be helpful when combined as part of a pre-existing therapeutic model and is congruent with several therapeutic approaches. It's appropriate to use with adolescents because their stage of linguistic and psychological development enables them to understand the impact of their own attachment relationships, thus providing a useful context for therapy.

The use of the AAI Adult Attachment Inventory can be helpful in understanding the attachment style of the client with their caregivers and, from this, facilitate an authentic attachment between the counsellor and client.

The author provides an analysis of the different attachment styles and the impact each can have on adolescent behaviour, thus providing insights for exploration in counselling.

- e) Applying what you have learned about critical evaluation, do you think Reading M is a credible, professional source of good-quality information? Is Reading M likely to be useful in expanding your understanding of developmental theories? Explain your reasoning.

[Approximate word count: 80 – 90 words]

Assessor instructions: The student's response must demonstrate the ability to use critical thinking skills to evaluate information about attachment theory.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following answer. Students must demonstrate the application of evaluation strategies and mention all of the following points:

- **Currency:** Published 2017, currency is generally deemed to be within the last five years; therefore, this article needs updating to maintain currency.
- **Relevance:** Relevant to counselling adolescents discussing evidenced application of theory to therapy.
- **Authority:** The author is not a counsellor, but an educator studying Master of Education, specialising in guidance and counselling.
- **Accuracy:** References quoted are varied and valid, though many are outdated.
- **Purpose:** Clearly defined purpose of the article.
- **Usefulness:** Practical discussion of how to use attachment theory when working with adolescents providing a useful extension to knowledge.

Assessment checklist:

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

1	13 questions to be completed in the format requested	<input type="checkbox"/>
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Congratulations, you have reached the end of Assessment 2!

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