



ASSESSOR GUIDE

CHCCSL005

Apply learning theories in counselling

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into 29 short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- Learning resources



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g., allowing additional time)
- the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

Briefly explain how behaviour is learned according to behaviourism.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of learning theory supporting conditioning models.

The student's response needs to include a reference to the following points.

- People are conditioned to behave/respond to the events/stimuli they experience.
- People are formed by the environmental forces that act upon them, including events and other people.

Question 2

Outline three [3] factors that could strengthen a conditioned response.

[Approximate word count: 65 – 85 words]

Assessor instructions: The student's response should demonstrate an understanding of three factors that could strengthen a conditioned response.

It is expected that students will refer to the frequency of pairing, the intensity of the unconditioned response/UCR, and the timing of the pairing of the NS and UCR.

The student's response needs to include a reference to **three** of the following points.

- The more often the CS is paired with the US, the stronger and more reliable the CR will be. (Although, in some cases, even a single pairing can produce a strong CR.)
- More intense UCS's will generally result in a quicker acquisition of the CR. For example, a louder noise will generally result in a quicker learning process than a softer sound.
- The closer in time that the NS and UCS are presented, the more quickly the NS will become a CS.
- The important thing is that the NS is presented before the UCS, with about a half-second delay typically being the optimal pairing for learning.
- Longer delays usually decrease the speed and strength of the organism's response.
- Having the NS immediately precede the UCS (and therefore the UCR) is crucial.

Question 3

Briefly describe what extinction means in the context of classical conditioning and how it occurs.

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of the extinction of behaviour.

The student's response needs to include a reference to the following points.

- The weakening of the CR.
- Occurs when the CS is repeatedly presented without the UCS.

Question 4

Briefly describe how classical conditioning can be used within counselling practice.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of the application of classical conditioning in counselling practice.

The student's response needs to include a reference to the following points.

- To help understand how a behaviour/response developed.
- To help clients learn different ways of responding to/facilitating change.
- To condition a different, more helpful response to a particular stimulus.

Question 5

Outline two [2] key differences between operant and classical conditioning.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of the differences between operant and classical conditioning, with reference to two differences.

The student's response needs to include a reference to the following points.

- In operant conditioning, learning occurs through consequences rather than associations.
- Operant conditioning tends to relate to voluntary behaviour, while classical conditioning generally relies on automatic responses.

Question 6

The concept of reinforcement is critical to operant conditioning and is often used to facilitate behavioural change.

a) What is the purpose of reinforcement?

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of the principle of reinforcement.

The student's response needs to include a reference to the following point.

The response needs to indicate that the purpose of reinforcement is to strengthen (for example, increase the likelihood of) a behaviour.

b) Describe how **positive** reinforcement can be used to achieve the purpose stated in Question 6a)?

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of how positive reinforcement is used to strengthen a behaviour/response.

The student's response needs to include a reference to the following point.

The response needs to indicate that reinforcement strengthens a behaviour by presenting a stimulus that is pleasant/valued by the subject after the behaviour has been performed.

c) Describe how **negative** reinforcement is used to achieve the purpose stated in Question 6a)?

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of how negative reinforcement is used to strengthen a behaviour/response.

The student's response needs to include a reference to the following point.

The response needs to indicate that reinforcement strengthens a behaviour by removing a stimulus that is unpleasant to the subject.

Question 7

Another key concept in operant conditioning is punishment.

a) What is the purpose of punishment?

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of punishment.

The student's response needs to include a reference to the following point.

The response needs to indicate that the purpose of punishment is to weaken (decrease the likelihood of) a behaviour/response.

b) Explain how **positive** punishment is used to achieve the purpose in Question 7a).

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of how positive punishment is used to weaken a behaviour/response.

The student's response needs to include a reference to the following point.

The response needs to indicate that positive punishment involves presenting an aversive stimulus to weaken a behaviour.

- c) Explain how **negative** punishment is used to achieve the purpose in Question 7a).

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of how negative reinforcement is used to strengthen a behaviour/response.

The student's response needs to include a reference to the following point.

The response needs to indicate that negative punishment involves the removal of a desired stimulus to weaken a behaviour.

Question 8

Many people find the concepts of 'negative reinforcement' and 'punishment' confusing. To use these techniques effectively, counsellors must develop a clear understanding of the difference between these operant conditioning concepts.

- a) Based on what you have learned, explain the differences between negative reinforcement and punishment.

[Approximate word count: 30 – 45 words]

Assessor instructions: The student's response should demonstrate an ability to explain the relationship between punishment and negative reinforcement.

The student's response needs to include a reference to the following points.

The response needs to indicate that the purpose of punishment is to weaken (decrease the likelihood of) a behaviour/response. Responses need to include reference to the following:

- Negative reinforcement strengthens behaviour because a negative condition is stopped or avoided as a consequence of the behaviour.
- Punishment weakens behaviour because a negative condition is introduced or experienced as a consequence of the behaviour.

Example response:

"Negative reinforcement strengthens a desired behaviour by removing an undesired stimulus after the behaviour. In contrast, punishment reduces an undesired behaviour by introducing an undesired consequence to the behaviour or removing a desired stimulus."

- b) Briefly explain why 'negative reinforcement' is often confused with 'punishment'.

[Approximate word count: 20 – 30 words]

Assessor instructions: The student's response should demonstrate an understanding of why negative reinforcement is often confused with punishment.

The student's response needs to reflect the content in the following sample answer.

"Negative reinforcement is often confused with punishment because 'negative' is generally used to mean 'bad', which is associated with punishment."

Question 9

What is the difference between a primary and a secondary reinforcer?

[Approximate word count: 50 – 70 words]

Assessor instructions: The student's response should demonstrate an understanding of the difference between a primary and a secondary reinforcer.

The student's response needs to include a reference to the following points.

- A primary reinforcer has an intrinsic value – that is, its value does not need to be learned.
- Primary reinforcers are usually associated with satisfying a need or drive, such as food, social contact, or sexual stimulation.
- Secondary reinforcers do not have such intrinsic value; rather, their value is learned.

Question 10

Extinction is an important concept in both classical and operant conditioning. What does it mean in the context of operant conditioning?

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of the extinction of behaviour.

The student's response needs to include a reference to the following point.

Responses should include reference to the weakening or eliminating of a previously reinforced behaviour by ceasing to apply the reinforcement.

Question 11

What is a schedule of reinforcement? Include a brief description of continuous reinforcement and partial reinforcement in your response.

[Approximate word count: 50 – 75 words]

Assessor instructions: The student's response should demonstrate an understanding of schedules of reinforcement.

The student's response needs to include a reference to the following points.

- A schedule of reinforcement is how often and reliably the reinforcement, either positive or negative, is presented.
- Continuous reinforcement rewards every instance of a behaviour.
 - [Responses may or may not note that this is the most effective form of reinforcement for establishing behaviour quickly, but when stopped, the behaviour is rapidly lost.]
- Partial/intermittent reinforcement occurs when a behaviour does not receive a reward at every instance.
 - [Responses may or may not note that it may take longer to learn behaviours using this type of reinforcement but once learned, the behaviours are less subject to extinction.]

Question 12

Briefly describe three [3] specific ways that operant conditioning concepts or principles might be used within counselling practice in response to client issues or behaviours.

[Approximate word count: 120 – 150 words]

Assessor instructions: The student's response should demonstrate an understanding of the application of operant conditioning in counselling practice by describing at least three relevant ways that counsellors might use operant conditioning concepts/principles.

The student needs to include reference to **three** of the following points.

- Counsellors encourage client communication and certain thoughts, ideas, or reflection through positive body language and facial expressions, verbal encouragers, and feedback. [Positive reinforcement.]
- Positive reinforcement can also be used in behaviour change programs by providing a reward for engaging in positive habits or goal-directed behaviours. [Positive reinforcement.]
- A client who behaves unacceptably in session may be discouraged from doing so again by the session being terminated, with an explanation as to why it had to end early. [Negative reinforcement.]
- A client who is attempting to build a habit to exercise daily might work with a counsellor to develop ideas for negatively reinforcing that behaviour. For example, if they exercise for thirty minutes four times a week, they will allow themselves to avoid doing chores on the weekend by getting a cleaner instead.
- Counsellors can talk through the use of punishment as a strategy with a client who is attempting to deal with their child's unacceptable behaviour, helping the parent to consider when punishment may be appropriate and how to deliver it so that it is safe and more likely to be effective. [Punishment.]
- Counsellors can help clients identify problematic communication patterns using the principle of punishment. For instance, one partner may 'punish' the other partner for what they have said or done [or not done] by withdrawing emotionally or not responding to them. Repeated occurrences of such a pattern may result in disconnection and estrangement in the relationship. As such, counsellors can help clients understand the impacts of their responses to each other and help them learn more positive ways of communication. [Punishment.]
- Helping parents understand how their behaviour may reinforce undesired behaviours in children and how to reduce these. [Reinforcement and extinction.]

- Counsellors may use extinction to discourage particular client behaviours in a counselling session. For instance, in a couple of counselling sessions where one partner speaks over the other partner frequently, the counsellor may avoid responding to the partner when they speak over (thereby avoiding reinforcement of the behaviour) but continue paying attention to the other partner. [Extinction.]

Question 13

Outline the key differences between cognitivism and behaviourism in their explanations of how behaviour is learned.

[Approximate word count: 70 – 90 words]

Assessor instructions: The student's response should demonstrate an understanding of cognitivism and behaviourism, particularly their differences in explaining learning.

The student's response needs to include a reference to the following points.

- Cognitivism is an approach that emphasises the role of mental activities within the learner on learning.
- While both cognitivism and behaviourism propose that learning occurs through a person's interaction with the environment, the cognitivism approach takes the view that people are 'active learners'.
- People choose, build, and change their environments; they are not just shaped by them. And a person's individual characteristics and behaviours affect the people around them, just as these people influence the person's individual characteristics and future behaviours.

Question 14

Describe how observational learning occurs.

[Approximate word count: 15 – 25 words]

Assessor instructions: The student's response should demonstrate an understanding of learning through modelling/ observational learning.

The student's response needs to include a reference to the following points.

- Learning by watching models rather than by receiving instruction or being reinforced.
- Learning by what others are reinforced for doing.

Example response:

"Through observational learning, we can learn new behaviours by observing and imitating behaviours of others."

Question 15

Briefly explain how a person learns an idea or behaviour according to the constructivist approach.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should include an understanding of constructivism.

The student's response needs to include a reference to the following points.

- Humans actively create their own understandings of the world from their experiences, as opposed to being born with innate ideas or being programmed by the environment.
- Not only do we actively construct an understanding of the world, but we also continuously build upon this foundation as we revise and adapt these ideas according to our experience and social interactions with others.

Question 16

Vygotsky's sociocultural theory is particularly useful in understanding how we learn from others, including the ways that people in different environments and cultures learn very different skills, ideas, and ways of understanding the world.

Using Vygotsky's sociocultural theory, explain why counsellors should take the context of learning into account when working with clients.

[Approximate word count: 200 – 240 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of considering the social context in counselling work, with appropriate reference to Vygotsky's sociocultural theory.

The student's response needs to include a reference to the following points.

- Development and learning need to be considered in context.
- Ways of thinking, cognitive skills, values, and behaviours differ between cultures and are transmitted from one generation to the next within each culture and are transmitted from one generation to the next within each culture.
- Optimal learning takes place in the zone of proximal development. In the zone of proximal development, a learner can perform at a higher level than they can do on their own, with the benefit of instruction and scaffolding.
- In order to understand a client's development, in fact, counsellors need to consider environments that influence the client now and, in many cases, those that have influenced them in the past.
- Such considerations are also important when helping clients formulate programs for behavioural change. Recognition of environmental influences can help clients develop and sustain newly acquired behaviours, identify models and other resources to support them in changing, and troubleshoot potential barriers to change.
- Counsellors need to be able to work with members of distinct cultural groups and respect cultural differences, not just in terms of differences in behaviour, habits, and preferences, but also in values, ways of thinking, and how people understand the world. It is ineffective to try to counsel a client

using a frame of reference that is not relevant to the client or when the counsellor cannot bridge cultural gaps.

- Counsellors need to acknowledge and respect different practices and values.

Question 17

Briefly explain the concept of scaffolding and how a counsellor may apply this concept when helping a client learn a new skill.

[Approximate word count: 60 – 70 words]

Assessor instructions: The student's response should demonstrate an understanding of Vygotsky's concept: of scaffolding and its application in counselling.

The student's response needs to include a reference to the following points.

- Scaffolding is used to describe the structure and assistance given to support a person's learning, which is gradually removed as the learner becomes more competent.
- For example, a client who wants to learn to use a relaxation strategy independently might first be taught how to use it by the counsellor and be guided through the practice during sessions, and so learn how to conduct the practice by themselves.

Question 18

Using Bronfenbrenner's ecological systems theory, briefly explain why counsellors should take the context of learning into account when working with clients.

[Approximate word count: 150 – 170 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of considering the social context in counselling work, with appropriate reference to Bronfenbrenner's ecological systems theory.

The student's response needs to include a reference to the following points.

- Development needs to be viewed in relation to different, interacting structures known as systems.
- The individual (with their genetic, biological, and psychological make-up) impacts upon and is impacted by these systems.
- The systems influence each other.
- If the counsellor doesn't take the various systems at work into account, their understanding of the client's situation, and therefore their ability to effectively help the client, is likely to be limited.
- If the counsellor considers the various systems at play, they are likely to better understand the client's behaviours and be more likely to select techniques and strategies that are helpful and relevant to client's particular circumstances.
- In order to understand a client's development, counsellors need to consider the factors within the environments that influence the client now and, in many cases, those that have influenced them in the past.

- Recognition of environmental influences can help clients develop and sustain newly acquired behaviours, identify models and other resources to support them in changing, and troubleshoot potential barriers.

Question 19

Some research has found that children from larger families are more likely to show higher levels of independence, antisocial behaviour, and delinquency, as well as lower levels of self-esteem and academic achievement. Explain why this might be the case.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of the impact of the family as the earliest learning environment for children.

The student's response needs to include a reference to the following points.

- Parents have less time to spend with each child individually.
- Children from large families may have fewer financial and material resources, which must be spread further.

Question 20

Growing up in a dysfunctional environment can impact learning and development in many ways.

- a) Briefly explain how functional and dysfunctional families differ.

[Approximate word count: 55 –65 words]

Assessor instructions: The student's response should demonstrate an understanding of functional and dysfunctional family.

The student's response needs to include a reference to the following points.

- A functional family is one that offers developmentally, emotionally, socially and culturally appropriate learning opportunities.
- In a healthy family, the family adapts to changing needs and recovers from crisis situations to resume positive functioning.
- A dysfunctional family is characterised by unhealthy patterns of interactions and little ability to adapt to crisis.
- Dysfunctional families have little ability to handle stressors or adapt to crises.

- b) List three (3) difficulties that Sabatino (2013) suggests adults who were raised in dysfunctional environments in their early life may face.

[Approximate word count: 20 words]

Assessor instructions: The student's response should demonstrate an understanding of the effects of dysfunctional family environments with reference to at least three relevant issues.

The student's response needs to include a reference to the following three points.

- Forming and maintaining intimate relationships.
- Maintaining positive self-esteem.
- Trusting others.

c) Outline two [2] ways in which individuals who are raised in dysfunctional family environments may learn anti-social behaviours.

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of how dysfunctional family behaviours can be learned, with reference to at least two relevant processes.

The student's response needs to include a reference to **two** of the following points.

- Modelling of behaviours that are socially unacceptable or otherwise negative.
- Observing/using behaviours that 'work' within the dysfunctional family unit (functioning to get the child or parent what they want) but which are not appropriate and have a range of negative effects.
- A parent with violence-supportive attitudes may inculcate those attitudes in the child.

Question 21

Briefly explain how learning theories inform the principles of behaviour change programs.

[Approximate word count: 35 – 45 words]

Assessor instructions: The student's response should demonstrate an understanding of the applications of learning theories in behaviour change programs.

The student's response needs to include a reference to the following points.

- Helping clients identify maladaptive behaviours, understand how these behaviours are maintained, and how these behaviours can be changed.
- Behaviour can be explained by principles of learning.
- Problematic behaviour is the normal response to particular learning conditions.
- Behaviour can change with other learning conditions.

Question 22

Explain why counsellors seek to 'operationalise the behaviour'.

[Approximate word count: 75 – 85 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of operationalising behaviour in the development of behavioural change programs.

The student's response needs to include a reference to the following points.

- Obtaining an in-depth understanding of the behaviour that has become problematic.
- Understanding the components that combine to make or influence the behaviour, including actions/overt behaviour, emotions, bodily sensations, and cognitions/thoughts and beliefs.
- Exploring the particular situations or contexts the behaviour occurs.
- Translating a problematic behaviour or feeling into a specific and observable occurrence, mapping out what it involves and what might influence it.
- Making the behaviour identifiable and measurable.
- Allowing for the identification of possible outcomes and monitoring of progress towards these outcomes.

Question 23

What is the purpose of conducting a functional analysis of behaviour?

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of the purpose of conducting a functional behaviour analysis for the development of behavioural change programs.

The student's response needs to include a reference to the following points.

- Developing a full understanding of the behaviour, including how it works within the client and their environment.
- Describing the relationship between an individual's environment and behaviour.
- Uncovering the purpose/function of the behaviour and how it is being reinforced.

Question 24

Develop three [3] questions that you could ask a client to help them establish specific goals for behavioural change.

[Approximate word count: 30 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of appropriate questions that could be used to identify required changes.

The student's response needs to include a reference to the following points.

- Ideally, what one single thing would you most like to change?
- Let's explore that in more detail. What would you have to do differently to make your situation better?
- What could you do differently next time that would result in a different outcome?

Question 25

List two [2] journals that focus specifically on behavioural theory and practice that you could subscribe to in order to help stay informed about current research on learning theories.

Assessor instructions: The student must provide **two** relevant journal articles; however, three examples have been provided as a guide for the assessor.

Journal titles may differ, but answers must reflect the requirements of Question 25. The assessor must verify that the two journal article titles provided by students are genuine and relevant to the requirements of Question 25.

| Journal | Title |
|---------|---|
| No 1 | <ul style="list-style-type: none">• Behavior Therapy |
| No 2 | <ul style="list-style-type: none">• Behaviour Research and Therapy• Behaviour Change |

Question 26

What are two [2] other sources of information/education that you could access to help improve your knowledge of or ability to apply learning theories in your own counselling practice?

Assessor instructions: The student's response should demonstrate an understanding of at least two relevant sources of professional information other than those referred to in Question 25.

The student's responses need to come from the following list.

- Textbooks/professional texts/publications.
- Other relevant academic journals.
- Other professional bodies.
- Professional development activities (training, etc.).

Question 27

Critical thinking is essential to help you evaluate whether a resource is reliable and likely to be useful to your practice.

- a) Briefly outline three [3] things that you should consider before you start reading an article.

[Approximate word count: 40 – 60 words]

Assessor instructions: The student's response should demonstrate an understanding of appropriate professional reading processes, with reference to at least three relevant critical evaluation/interpretation considerations.

The student's response needs to include a reference to the following points.

- Who are the authors? What are their qualifications and experience? Do they work for a university or other research body? Do they have professional affiliations?
- What was the writing and publishing process? Has this publication been peer-reviewed? Were the reviewers appropriately qualified?
- When was it written?
- Is there a comprehensive reference list of authoritative sources?
- Is it a primary or secondary source?

Students may also make reference to the CRAAP test:

- Currency:
 - When was it published?
 - Has it been updated or revised?
- Relevance:
 - How relevant is it to your needs?
 - Who is it intended for?
- Authority:
 - Who is the author?
 - Are they qualified on this topic?

b) Imagine that, after considering the factors outlined in Question 27a), you think the article is worth reading. Outline three [3] further considerations you should keep in mind as you critically evaluate the content of this article.

[Approximate word count: 15 - 30 words]

Assessor instructions: The student's response should demonstrate an understanding of appropriate professional reading processes, with reference to at least three relevant critical evaluation/interpretation considerations.

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

- What is the author trying to achieve?
- Are the claims supported or contradicted by other authoritative sources?
- Is it appropriately referenced?
- Are there signs of bias in the work?
- Is there enough evidence?

Students may also make reference to the CRAAP test:

- Accuracy:
 - Is there evidence to support it?
 - Has it been peer-reviewed?
- Purpose:
 - What is the purpose of the information?
 - Is it objective and impartial?

c) Briefly outline what you would consider in determining whether this article should be used to inform your work.

[Approximate word count: 70 – 85 words]

Assessor instructions: The student's response should demonstrate an understanding of how to determine whether the information is useful for counselling work.

The student's response needs to include a reference to the following points.

Responses may include reference to considerations of:

- Whether the information contributes to their knowledge base.
- Whether the information links theory and practice.
- Whether the findings are applicable to their practice.
- Whether the information helps them to understand the context of their practice.
- Whether the information helps them understand their relationships with their clients and their families, communities, or health care system.
- Whether the findings/recommendations are appropriate to their practice.
- Whether the findings/recommendations are applicable to the client.
- What is questionable about the article and areas that require more research.

Question 28

Documenting information in an organised way is important to ensure easy access to relevant resources whenever necessary.

a) Briefly explain how a counsellor can use file systems and/or record-keeping software (such as Excel or a record-keeping app) to document and organise their professional literature.

[Approximate word count: 50 – 70 words]

Assessor instructions: The student's response should demonstrate an understanding of how to effectively label folders containing different sources of information.

The student's response needs to include a reference to the following points.

- Using an electronic file labelled 'Research' and sub-folders labelled 'Learning theories' or 'Behaviour development and change', etc.
- Naming files with relevant topics or client issues.
- Thinking about how they might look for a resource and creating useful names based on their search strategy.
- Using a spreadsheet and adding the name of the author and a few words about the subject, which they can search to see what information they have on a given issue or about a particular approach.

b) Why should counsellors do a regular 'spring clean' on the resources they have kept?

[Approximate word count: 20 – 30 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of organising information for ease of access, maintaining currency of knowledge, and supporting their practice.

The student's response needs to reflect the content in the following sample answer.

"Doing a spring clean regularly helps to free up storage space and eliminate any resources that are outdated or no longer required/relevant."

Question 29

You have learned about different learning theories, including classical conditioning, operant conditioning, social cognitive theory, sociocultural theory, and ecological system theory. Select three (3) of these theories. For **each theory**, conduct your own research and find one article or other academic/professional source that provides relevant information and could help you develop your understanding of the selected theory.

Provide information identifying the source in the 'Sources' column. Critically evaluate the information you have found and determine if each is a credible source and likely to be useful to your practice as a counsellor; explain your reasoning in the final column.

Note: Your response needs to demonstrate your ability to conduct independent research. It is not acceptable to use any of the resources referenced in your learning material.

[Approximate word count: 180 – 200 words]

Assessor instructions: The student's response should demonstrate the ability to use critical thinking skills to research and evaluate information from at least three different sources about three different learning theories.

Markers will need to utilise their professional judgement to determine if the student's response is competent.

| Theory | Sources | Is it useful? Justify your position. |
|--------------|---|--------------------------------------|
| a) Theory 1: | Title: Year published: Author/s: Link: | |
| b) Theory 2: | Title: Year published: Author/s: Link: | |
| c) Theory 3: | Title: Year published: Author/s: Link: | |

Assessment checklist:

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

| | | |
|---|---|--------------------------|
| 1 | 29 short answer questions to be completed in the spaces provided. | <input type="checkbox"/> |
|---|---|--------------------------|



Congratulations, you have reached the end of Assessment 1!

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