ASSESSOR GUIDE

CHCCSL006

Select and use counselling therapies | Introduction

Assessment 1 of 2

Short Answer Questions

Version 1.0

Assessment Instructions

Task overview

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

Additional resources and supporting documents

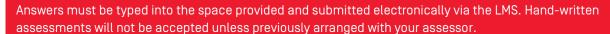To complete this assessment, you will need:

- 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.

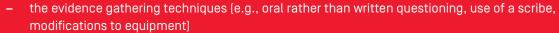All questions must be responded to correctly to be assessed as satisfactory for this assessment.

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 outline the differences between behavioural therapies' first, second and third waves.

[Approximate word count: 50 – 65 words]

Assessor instructions: The student's response should demonstrate an understanding of the historical development of behavioural therapies, particularly the main differences between the first, second and third waves.

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

- The 'first wave' behavioural therapy focused primarily on overt behavioural change by applying operant and classical conditioning principles.
- The 'second' wave features a combination of "a structured approach to behaviour change, alongside attention to irrational, dysfunctional thoughts as a critical focus for change".
- The 'third wave' therapies are characterised by the emphasis on experiential strategies while retaining the core features of CBT.

Question 2

The person-centred approach is a prominent example of the humanistic approach to counselling and therapy.

a) Humanistic approaches were developed in the 1950s as an alternative to which two (2) popular perspectives of the time?

[Approximate word count: 5 words]

Assessor instructions: The student's response should demonstrate the ability to identify the contributions of stimulus and response theory to counselling practice.

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

- Student responses must refer to psychoanalysis and behaviourism.

b) Identify one (1) feature of the humanistic approaches that was an alternative to these dominant perspectives you identified in Question 2a).

[Approximate word count: 30 – 35 words]

Assessor instructions: The student's response should demonstrate an understanding of a distinct feature of the humanistic approaches.

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

- Humanistic approaches focus on people's growth, potential and self-actualisation, offering an optimistic view of humanity in contrast to the popular psychoanalytic and behaviourist ideas at the time.

Question 3

a) Briefly outline two (2) key differences between post-modern and mainstream counselling approaches of the earlier 20th century.

[Approximate word count: 50 - 60 words]

Assessor instructions: The student's response should demonstrate an understanding of at least two differences between post-modern approaches and the earlier counselling approaches of the 20th century.

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

- Post-modern approaches focus on deconstructing beliefs and examining their value within an individual's life, whereas other mainstream counselling approaches focus on a single, objective reality.
- Post-modern approaches take on the strengths-based perspective that focuses on empowering the client instead of focusing on the problems and deficits of the client.

b) What is the role of codes of conduct/practice in guiding the ethical and legal considerations for using counselling therapies in individual practice?

[Approximate word count: 50 words]

Assessor instructions: The student's response should demonstrate an understanding of the role of codes of conduct/practice in guiding the ethical and legal considerations

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

Codes of conduct/practice, like the ACA Code of Ethics and Practice, provide ethical guidelines for counsellors. They outline expectations for maintaining competence, updating knowledge, and adhering to ethical responsibilities, ensuring that counsellors apply best practices and legal considerations when using counselling therapies in their approach.

Question 4

Name two (2) therapists who are credited for the development of narrative therapy.

[Approximate word count: 4 words]

Assessor instructions: The student's response should refer to Michael White and David Epston.

The correct response is the following:

- Michael White
- David Epston

Question 5

List three (3) of the central premises of narrative therapy.

[Approximate word count: 40 – 50 words]

Question 6

Briefly describe the role of the counsellor and client in the context of narrative therapy.

[Approximate word count: 130 - 140 words]

Question 7

Essentially, a narrative approach to counselling seeks to provide an environment that facilitates clients to deconstruct their problem-saturated stories and re-author alternative life stories. Describe two (2) techniques that a counsellor may apply to support clients.

What is the purpose of reinforcement?

[Approximate word count: 15 words]

- Questioning
- Externalization/externalising conversation
- Searching for unique outcomes
- Writing letters to clients as a record of the session

Question 8

Identify one (1) benefit and one (1) limitation of using a narrative approach when counselling culturally diverse clients.

[Approximate word count: 75 - 85 words]

Assessor instructions: The student's response should demonstrate understanding of **one** benefit and **one** limitation of using a narrative approach when counselling culturally diverse clients.

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

Benefits:

The post-modern approaches are a good fit with diverse worldviews because:

- The social constructionist approach to therapy encourages clients to explore how their realities are constructed from cultural discourse and the consequences of such constructions. The practitioner can guide clients in a manner that respects their underlying values.

- Narrative therapy is grounded in a sociocultural context, which makes this approach especially relevant for counselling culturally diverse clients. Narrative therapists operate on the premise that problems are identified within social, cultural, political, and relational contexts rather than within individuals.

- Narrative therapy is a relational and anti-individualistic practice. Narrative therapists concentrate on problem stories that dominate and subjugate at the personal, social, and cultural levels. People can understand how oppressive social practices have affected them, and with this cultural awareness, new stories can be generated.

Limitation:

Individuals from different cultural groups tend to elevate the professional as the expert who will offer direction and solutions for the person seeking help. The counsellor's not-knowing stance may engender a lack of confidence in the therapist.

Question 9

Before counsellors begin implementing specific techniques and interventions, they should conduct an assessment to determine if counselling is appropriate. Imagine that you are working as a generalist counsellor. List five (5) client issues that may indicate that referral to a specialist or other services may be required.

[Approximate word count: 18 – 25 words]

Assessor instructions: The student's response should demonstrate an understanding of at least five indicators of the client's issues requiring referral.

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The student's response needs to include a reference to five of the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Crisis
- Severe mental health issues
- Drug and alcohol issues
- Child protection issues
- Suicide prevention and intervention
- Domestic and family violence

Question 10

It is helpful for counsellors to understand common issues or concerns that clients may present to counselling with. In the following table, briefly describe how these issues can impact clients.

[Approximate word count per issue/concern: 100 – 150 words]

Assessor instructions: The student's response should demonstrate an understanding of the issues and concerns clients may present and their characteristics.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Issues/Concerns	Characteristics of the Issues	Types of counselling therapies that may be used in response
a) Anxiety	• Excessive and irrational anxiety and worries can result in distress and interfere with a person's day-to-day functioning. • People who experience anxiety issues often report feelings of panic or anxiety reactions that are disproportionate in certain situations or occur for no apparent reason. • They may also begin to avoid certain situations, fearing that they may suffer a panic attack. • Anxiety can often lead to social isolation and is associated with developing other mental health problems, such as depression.	Cognitive-Behavioral Therapy (CBT) and Exposure Therapy can help clients identify and manage irrational thoughts and fears. Mindfulness-based approaches, such as Mindfulness-Based Stress Reduction (MBSR), can also benefit anxiety management. Acceptance and Commitment Therapy developing psychological flexibility has also been proven to be effective when dealing with anxious clients.
b) Family issues	• Typical issues may include conflicts arising from unhelpful family interactions and dynamics, the blended family's separation and formation, cultural or generational	Family Therapy or Systemic Therapy can effectively address family conflicts and dynamics. It focuses on improving communication, understanding roles,

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Issues/Concerns	Characteristics of the Issues	Types of counselling therapies that may be used in response
	differences, lack of work-family balance, and sibling conflict. • These issues can result in stress, anxiety, and tension that disrupt each family member's daily functioning. • In some cases, this may involve family violence concerns.	and resolving issues within the family unit. Bowen therapy can also be helpful in understanding the evolution of family issues and historical impacts..
c) Grief and loss	• Some loss experiences that are sudden, unexpected, and significant can lead to immense emotional turmoil and distress for individuals. • People who experience loss and grief may seek counselling support for various reasons, including understanding their grieving reactions (e.g., intense emotions) and coping with loss's broad impacts on their daily lives.	Grief Counseling or Bereavement Counseling provides support to individuals coping with loss. These therapies help, to normalise their grief reactions, make meaning of the events surrounding loss as well as providing balance to the grieving process oscillation between restoration activities and loss-orientated activities. Helping clients to understand and facilitate continuing bonds with the deceased.
d) Parenting	• Parenting can be challenging and stressful, particularly when no positive support or sufficient resources exist. • Becoming a parent and the changing needs of children and family often change a person's lifestyle, choices, and relationships.	Parenting Counselling or Parent-Child Interaction Therapy (PCIT) can assist parents in developing effective parenting skills and managing stress related to parenting challenges.
e) Pregnancy	• Fertility issues are often related to experiences of loss (e.g., loss of control) and significantly impact a person's relationship and self-esteem. • Complicated pregnancies and miscarriages can also cause immense stress to the person and their family. • Clients will likely report intense emotions, frustrations and stress associated with pregnancy-relevant issues.	Pregnancy Counselling offers emotional support for individuals dealing with fertility issues, complicated pregnancies. Grief counselling can support clients through miscarriages and subsequent pregnancy. It helps them process their emotions and cope with the challenges of pregnancy.
f) Relationship	• Challenges arising from a relationship may include communication issues, intimacy issues, conflicts, infidelity, sexual issues and separation.	Couples Counselling or Relationship Therapy can help couples address issues such as communication, intimacy, and conflicts. It aims to improve the overall quality of the relationship.

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Issues/Concerns	Characteristics of the Issues	Types of counselling therapies that may be used in response
	• Relationship difficulties can leave people feeling emotionally vulnerable, fatigued, and angry, with reduced abilities to meet other life responsibilities.	
g) Self-esteem	• Present with a lot of negative self-perceptions and criticisms. • Clients may find recognising their strengths and positive qualities difficult and have low expectations of counselling outcomes or life. • Their lack of confidence can impact their decision-making ability, engagement in social situations, opportunities and challenges, and communication.	Self-Esteem Building Therapy focuses on helping individuals develop a positive self-image and improve their self-worth. It involves self-reflection and cognitive restructuring to challenge negative self-perceptions. Narrative therapy can help clients reauthor their story creating a more empowering narrative, externalising their limiting self-perceptions. Strengths counselling can help clients identify a range of abilities likely dismissed and unused.
h) Social isolation	• Individuals experiencing social isolation risk experiencing severe mental and physical health conditions, including insomnia, tiredness and elevated blood pressure, and increased risk of alcohol and other drug use, depression, and social anxiety. • It is common for socially isolated individuals to report feeling sad or lonely or having lower social contact than desired.	Social Support Groups or Group Therapy can benefit individuals experiencing social isolation. These groups provide a supportive social environment to combat loneliness and improve well-being.
i) Stress management	• Prolonged exposure to a high stress level can harm a person's physical and mental health. • Clients who do not have sufficient or positive stress management skills and resources often seek counselling support due to its impacts on their emotional and social well-being. • Poor stress management can manifest in many domains of life, including health issues, anxiety, and relationship problems.	Stress Management Counselling offers strategies and techniques for coping with stress. It includes relaxation techniques, time management, and problem-solving skills to reduce stress's negative impact. Resilience counselling can help clients identify key stressors learning how to build a resilient core better able to adapt and move forward in the event of future stress events.

Question 11

As counsellors become more experienced, they may practice eclectically or integrated.

    a)   Briefly explain what eclecticism and integration are in the counselling context.

    [Approximate word count: 45 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of eclecticism and integration.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Eclecticism refers to combining different but complementary counselling techniques that have been taken from different models of therapy.
- An integrative approach to counselling is one that not only combines factors from different approaches (i.e., eclectic) but also "works towards developing a new framework".

    b)   Why might a counsellor practice eclecticism and integration in their work?

    [Approximate word count: 35 – 40 words]

Assessor instructions: The student's response should demonstrate an understanding of the benefits of eclecticism/integration.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Only one approach is unlikely to be effective with all clients/client issues.
- Counsellors can be more effective if they integrate helpful techniques from various approaches in their work with clients.

Question 12

Briefly describe how a counsellor could ensure their client's human rights are respected and not discriminated against in the counselling process.

[Approximate word count: 50 - 55 words]

Assessor instructions: The student's response should demonstrate an understanding of human rights and discrimination and how they are applied in practice.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Demonstrate respect for a client's human rights, such as the right to individuality, values and beliefs, and freedom of choice.
- Develop a collaborative style of the counsellor-client relationship.
- Examine and review their service processes to ensure that clients are not discriminated against and their rights are always upheld.

Question 13

Briefly explain how a counsellor may take the duty of care when selecting and implementing counselling techniques from different approaches with clients.

[Approximate word count: 40 - 45 words]

Assessor instructions: The student's response should demonstrate understanding of the duty of care and its application in counselling therapies.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Assessing clients' circumstances and their issues, concerns and goals to determine which and whether to use counselling approaches or techniques.
- Not using techniques that may be unsuitable for the issues they wish to address or causing harm to the client.

Question 14

The nature of the counsellor-client relationship may vary depending on the counselling approach used. Does that mean only counsellors practising from particular approaches must maintain practitioner-client boundaries? Justify your reasoning.

[Approximate word count: 30 - 35 words]

Assessor instructions: The student's response should demonstrate an understanding of how practitioner/client boundaries are applied in practice concerning counselling therapies. The answer must indicate that all counsellors must maintain appropriate practitioner-client boundaries, regardless of the approach they practice from.

The student's response must reflect the content in the following sample answer. Wording may differ, but appropriate solutions must reflect the theme and characteristics of the following example.

"No, all counsellors must maintain appropriate practitioner-client boundaries regardless of the approach they practice from. Because this is a general ethical responsibility, and not doing so might cause harm to clients."

Question 15

Outline the rights and responsibilities of a counsellor when it comes to complying with work health and safety requirements in the provision of counselling.

[Approximate word count: 40 - 45 words]

Assessor instructions: The student's response should demonstrate an understanding of a counsellor's rights and responsibilities in complying with work health and safety requirements.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Question 16

Meeting legal and ethical considerations in counselling is vital for the rights and well-being of workers, employers and clients. Complete the following table by identifying one (1) right and one (1) responsibility of these three roles in the counselling process.

Assessor instructions: The student's response must identify at least one right and one responsibility of workers, employers and clients concerning the use of counselling therapies.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Roles	Rights	Responsibilities
a) Counsellor (worker)	[Approximate word count: 20 words] To be supported with training, resources and a suitable environment to perform client work in the designated approach(es).	[Approximate word count: 35 words] • Engage in appropriate contracting and ensure clients know their rights and responsibilities. • Ensure they effectively communicate details of their counselling approach to their clients and document their informed consent.
b) Counselling organisation (employer)	[Approximate word count: 20 words] Expect counsellors to adhere to all organisational requirements and practice from designated approach(es).	[Approximate word count: 10 words] To make sure guidelines are reviewed and updated regularly.
c) Client	[Approximate word count: 25 words] • Be informed of their rights to provide feedback or complain about the service. • Be informed of and consent to counselling approaches used.	[Approximate word count: 25 words] • Comply with specific guidelines set out by the counselling organisation, such as WHS requirements, fee-paying and appointment scheduling requirements. • Complete tasks assigned in between sessions.

Question 17

Rogers proposed six (6) 'necessary and sufficient' conditions to establish effective counselling relationships for promoting client change.

a) List these six (6) conditions.

[Approximate word count: 85 – 95 words]

b) Three of these six conditions were called the "core conditions" in the person-centred approach. What are they?

[Approximate word count: 5 words]

Question 18

Demonstrating empathy is one of the core conditions of the person-centred approach to counselling. What is person-centred empathy, and why is it important?

[Approximate word count: 80 - 90 words]

Question 19

In the context of person-centred counselling, empathic understanding is only effective when it is effectively communicated to the client. Briefly outline how a counsellor can seek to clarify their understanding of a client's experience and communicate this understanding to the client to demonstrate empathy.

(Approximate word count: 65 – 75 words)

Assessor instructions: The student's response should demonstrate an understanding of how person-centred counsellors can clarify their understanding of a client's experience and communicate this understanding to the client.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Person-centred counsellors use standard counselling communication techniques such as attending to the client's verbal and non-verbal communications, active listening, asking questions, paraphrasing and summarising to help identify the client's emotions.
- Person-centred counsellors then check, test and verify the accuracy of their understanding by making a reflective statement that represents their understanding of the client's experience and presenting it to the client for verification or correction.

Question 20

The second core condition of person-centred counselling is for the counsellor to be congruent in the therapeutic relationship. What does congruence entail within person-centred counselling, and why is it important?

(Approximate word count: 115 - 120 words)

Assessor instructions: The student's response should demonstrate an understanding of person-centred congruence and its importance to the approach.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Congruence is theoretically defined as a condition in which a counsellor is free to be themselves within the relationship and can accurately symbolise their own experience in awareness, or understood as harmony between self and experience.
- Congruence requires counsellors to understand their internal experience and share/communicate this with the client.
- Congruence often involves the counsellor sharing any persistent inner experiences with the client.
- Congruence is important because not being congruent damages the therapeutic process, and congruence supports the other core conditions.
- Congruence can enhance the therapeutic relationship by building trust, conveying understanding, helping to deal with difficulties as they arise, and helping establish boundaries.

Question 21

Person-centred congruence does not involve the counsellor sharing every thought they have with the client. How do person-centred counsellors decide whether or not a particular thought is therapeutically helpful to share?

[Approximate word count: 45 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of how person-centred counsellors decide whether or not to share particular thoughts with the client.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Counsellors should consider whether the thoughts/feelings relate to the client/session.
- Counsellors should consider whether the thoughts/feelings are relevant to the client/the client's concerns.
- Counsellors should consider the depth/frequency of the thought/feeling – only persistent or striking experiences are typically shared, not transient/fleeting thoughts/feelings.

Question 22

The third core condition of person-centred counselling is unconditional positive regard.
What is unconditional positive regard, and why is it important?

[Approximate word count: 90 - 100 words]

Assessor instructions: The student's response should demonstrate an understanding of unconditional positive regard and its importance to the approach.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Unconditional positive regard involves the counsellor experiencing and offering a consistently accepting, non-judgmental, and valuing attitude toward the client.
- Unconditional positive regard emphasises valuing the client as a separate person whose thoughts, feelings, beliefs, and entire being are openly accepted without conditions.
- Unconditional positive regard involves the components of respect, non-judgmentalness, acceptance, valuing, caring, nurturing, compassion, and love.
- It is essential because it removes contingent demands, diminishes conditions of worth, and allows clients to explore who they are and what they want.

Question 23

List five (5) ways that a person-centred counsellor can express unconditional positive regard to their client.

[Approximate word count: 45 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of at least five ways a counsellor can express unconditional positive regard.

The student's response needs to reference any five of the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of any five of the following examples.

- Don't impose your own beliefs onto a client or judge them – instead, be accepting and value everything the client shares and listen and respond non-judgementally.
- Keep appointments.
- Ask and then remember how the client would like to be addressed.
- Listen sensitively and compassionately.
- Allow clients to talk naturally – don't direct the counselling conversation.
- Demonstrate that they are listening by remembering parts of the client's story (i.e., use appropriate paraphrases and summaries)
- Respond with compassion to a client's pain.
- Make intentions clear.

Question 24

Briefly outline the role of the counsellor and the client in a person-centred counselling process.

[Approximate word count: 50 – 60 words]

Assessor instructions: The student's response should demonstrate an understanding of the roles of counsellor and client in a person-centred approach.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- The counsellor's primary role is to approach therapy with the appropriate attitude – present, congruent, accepting and empathetic.
- Counsellors are non-directive. They are to assist clients in finding their path toward self-actualisation.
- The client is responsible for determining the course of the counselling conversation.

Question 25

Just like other forms of counselling, person-centred counsellors need to monitor and evaluate the counselling process.

Considering what you have learned about the person-centred approach, what type of monitoring and evaluation is most important in person-centred counselling? Why?

[Approximate word count: 75 – 80 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of the client's perspective to the monitoring and evaluation of person-centred counselling.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Due to the client-focused nature of this approach, the client's opinion is central to the monitoring and evaluation process.

- In person-centred counselling, it is up to the client to decide whether the counselling has been effective and when they would like to end counselling.
- Feedback can be gathered via several methods, but this feedback is always discussed with the client because the client's perceptions and progress are central to the approach.

Question 26

Briefly outline one (1) benefit and one (1) limitation of using person-centred counselling with clients from diverse cultural backgrounds.

(Approximate word count: 60 – 70 words)

Assessor instructions: The student's response should provide one benefit and one limitation of using a person-centred approach to work with culturally diverse clients.

The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Benefit: A person-centred counsellor focuses on each client and works with them to activate their inner potential without making assumptions based on their culture.
- Benefit: Person-centred counsellors focus on the client and attempt to understand the client's issues and needs through their frame of reference.
- Limitation: The individual focus of a person-centred approach may not suit the client if they have been raised in collectivist cultures and strongly orient themselves towards family, collectivist goals, and social or community interests over their own interest.
- Limitation: The focus on emotional expression and unity may not be helpful for clients from cultures that view emotion as a weakness and congruence as 'rude.'

One benefit	One limitation

Question 27

The core of narrative therapy is based upon the social constructionist philosophy.

Write a short statement that best represents this philosophy.

(Approximate word count: 20 words)

Assessor instructions: The student's response should provide a brief statement that defines narrative therapy. The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

People construct meaning of life through 'stories' built within their familial, social and cultural contexts.

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Question 28

Three philosophical beliefs underpin the person-centred approach:

- Humanism
- Existentialism
- Phenomenology.

Complete the following table by providing a relevant description for each belief.

[Approximate word count: 10-15 words for each description]

Assessor instructions: The student's response should provide a relevant description for each belief listed. The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Description	Philosophical beliefs
Humanism	People are born with the potential to grow and develop.
Existentialism	People have free will and can choose based on their experiences and beliefs.
Phenomenology	Reality is constructed and different for every individual. There is no single reality.

Question 29

Complete the following table by correctly identifying the key concept for each person-centred therapy.

[Approximate word count: 8-30 words for each description]

Assessor instructions: The student's response should provide the key concept for each person-centred therapy listed. The student's response needs to include a reference to the following points. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following example.

Description	Key concept
Self-concept	The conceptual construction one has of him or herself, including beliefs about whom the person thinks they are and what they believe they or can do.
Internalised locus of evaluation	Where fully functioning people can access their internal awareness and knowledge in the process of decision-making, resulting in congruent behaviour.
Conditions of worth	When a person's sense of worth has conditions placed upon it either by themselves or the people within their life, usually in the form of gaining approval and avoiding disapproval.

Description	Key concept
The fully functioning person	When a person is open, creative, and responsible.
Self-actualisation	The process of becoming the person one truly is.

Assessment checklist:

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

1	Twenty-nine [29] short answer questions are to be completed in the spaces provided.	☐

Congratulations, you have reached the end of this assessment!