



ASSESSOR GUIDE

CHCCSL006

Select and use counselling therapies | CBT

Assessment 1 of 2

Short Answer Questions



Assessment Instructions

Task overview

This assessment task is divided into seventeen (17) 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

Clients often seek counselling because they are distressed and having difficulty managing their emotions. Briefly describe the basic premise of CBT and how CBT aims to help emotionally distressed clients.

[Approximate word count: 30 – 35 words]

Assessor instructions: The student's response should demonstrate an understanding of CBT's basic premise and aim to target distressing emotions.

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

- CBT views emotions as a result of problematic thoughts and behaviours.
- CBT uses cognitive and behavioural strategies to change the thoughts and behaviour underlying these emotions.

Question 2

Briefly summarise how cognitive behavioural therapists view the relationship between an individual's thoughts, emotions, physiological reactions, behaviour and the environment in which they operate.

[Approximate word count: 50 - 60 words]

Assessor instructions: The student's response should demonstrate an understanding of the CBT conceptualisation of the relationship between thoughts, emotions, physiological reactions, behaviour and the environment in which they operate.

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

- Cognitive behavioural therapists believe that an individual's thoughts, emotions, physiological reactions, behaviour, and the environment are all connected.
- Cognitive behavioural therapists believe that the interaction of systems is important because each system influences the others, and targeting the system (or systems) that is problematic for the client will result in overall change.

Question 3

A cognitive behavioural therapist generally considers three (3) key factors when choosing a CBT technique to use with a particular client.

What are these three (3) factors?

[Approximate word count: 20 - 25 words]

Assessor instructions: The student's response MUST demonstrate an understanding of three (3) key factors a counsellor must consider when choosing a technique to use with a client.

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

- The client's goals.
- How the client's issues are understood at the current time.
- How the issues may change in the future.

Question 4

One commonly used CBT technique is cognitive restructuring. Cognitive restructuring aims to change negative, distorted thoughts into more balanced, realistic ones. This is typically achieved via a three-step process.

Complete the following table by outlining the three steps involved.

[Approximate word count: 15 – 20 words per cell]

Assessor instructions: The student's response should demonstrate an understanding of the three steps involved in cognitive restructuring.

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

Steps	Cognitive restructuring steps
1	"Encourage clients to identify distorted thoughts and beliefs influencing their problem behaviours."
2	"Test the client's thoughts for evidence, accuracy, and value. Help the client to start questioning the legitimacy of their thoughts and beliefs."
3	"Modify or replace the client's key negative thoughts or beliefs with more balanced and realistic thoughts."

Question 5

One of the counsellor's tasks in CBT is to help clients identify negative automatic thoughts.

List three [3] features of automatic thoughts and provide one [1] example of automatic negative thought.

Assessor instructions: The student's response should demonstrate an understanding of the features of automatic thoughts and provide one example of automatic thought.

The student's response must reflect the content in the following sample answers. Wording may differ, but appropriate answers must reflect the themes and characteristics of **any three** of the following examples.

Three [3] features of automatic thoughts:	<p>[Approximate word count: 25 – 30 words]</p> <ul style="list-style-type: none"> • Short and specific • Occur extremely quickly after the event • Occur as words or images
---	--

- Not based on careful or logical thought but seem reasonable at the time.

The student's response must reflect the content in the following sample answers. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

One [1] example of an automatic negative thought:

[Approximate word count: 5 – 10 words]

- “Nobody will ever like me”,
- “I can never get things done right”,
- “They think I am not smart enough”,
- “I’m a failure at everything”.

Question 6

Cognitive behavioural therapists regularly use behavioural experiments to promote client change.

Imagine that you are working with a client who has a core belief that they are bad at everything (and thus, they never try new things).

Briefly outline a behavioural experiment you could suggest to this client and explain how it might benefit them.

[Approximate word count: 70 – 80 words]

Assessor instructions: The student's response should demonstrate an understanding of an appropriate behavioural experiment and how it would benefit such a client.

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

A behavioural experiment for this person could involve them having to try five new things within a week (making sure several are things the person is likely to achieve). An experiment like this would provide the person with evidence that they are not bad at everything they try, weakening the strength of their automatic thought and teaching them that trying new things will not always result in failure.

Question 7

Another commonly used cognitive technique is behavioural activation.

Imagine that you are working with a client who has been feeling down lately and has stopped engaging in social events and exercising, which, in turn, is causing their mood to drop even lower.

Briefly explain how you could use behavioural activation to improve your client's mood.

[Approximate word count: 80 – 90 words]

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

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

- Discuss the theory of behavioural activation with the client so that they can understand the connection between their actions and their mood. Explain that exercising and engaging in social activities will help them improve their mood.
- Explore activities that the client can do – e.g., ask them what exercise/social activities they used to find enjoyable but aren't doing at the moment.
- Set an action plan with the client to encourage them to set specific behavioural goals to increase social activities and exercise.

Question 8

Another commonly used cognitive behavioural technique is graded exposure.

Briefly outline the steps involved in graded exposure.

[Approximate word count: 90 – 100 words]

Assessor instructions: The student's response should demonstrate an understanding of the steps involved in graded exposure.

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

- The counsellor trains the client in the use of relaxation strategies.
- The counsellor and client work together to draw up a list of the client's fears, ranking them from least to most anxiety-producing.
- Gradual exposure begins with the least anxiety-producing item on the list. The client is exposed to it while engaging in relaxation strategies until anxiety is manageable. This is then repeated with the next most anxiety-producing item on the list, and so on, until the highest item on the list no longer triggers anxiety.

Question 9

Other commonly used CBT techniques include role-plays, homework and psychoeducation.

Complete the following table briefly explaining what these techniques entail and how they can facilitate or support behavioural change.

[Approximate word count per issue/concern: 30 – 45 words]

Assessor instructions: The student's response should demonstrate an understanding of role-plays, homework and psychoeducation in CBT.

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

Techniques	What is it?	How does it facilitate behavioural change?
a) Role-play	"A practice or rehearsal of newly	"Allow clients to practice the skills and

Techniques	What is it?	How does it facilitate behavioural change?
	learned skills within the counselling session.”	identify potential obstacles so they can prepare strategies to overcome them in advance.”
b) Homework	“Designed tasks for clients to complete between sessions.”	“Practicing skills that the client learned in the real world and ensuring the behaviour can be generalised into various situations.”
c) Psychoeducation	“The counsellor explains to clients what cognitive, physical, and behavioural components underlie their emotional and behavioural responses and provides a rationale for the type of intervention subsequently used.”	“Help clients to understand what processes underlie and maintain their current situations.”

Question 10

Briefly outline the role of both the counsellor and client in CBT.

[Approximate word count: 100 - 115 words]

Assessor instructions: The student's response should demonstrate an understanding of the role of both the client and the counsellor in CBT.

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

- The counsellor is the expert/guide/mentor who assists the client in becoming aware of faulty thought patterns/negative automatic beliefs and the behavioural patterns that reinforce the client's distorted thinking and techniques/tools that the client can use to address these.
- The counsellor provides information and hypotheses/suggestions to help clients address their problems and experiences.
- The counsellor and client work together to address problems.
- The client's role is to participate in the process, communicate their concerns, give feedback, participate in experiments, practise, complete assigned homework, and implement plans for change.
- The client and counsellor must take responsibility and be respectful and active in their therapeutic roles.

Question 11

Over the years, CBT has become a popular therapeutic approach.

Identify five [5] strengths of CBT.

[Approximate word count: 40 - 50 words]

Assessor instructions: The student's response should include an understanding of the benefits of CBT by providing five strengths.

The student's response needs to reference any five of the following points.

- Relatively straightforward approach to applying.
- Has face and empirical validity.
- Flexible and broad treatment modalities encompass many valuable interventions.
- Support a collaborative style of relationship.
- Can be used with a wide range of clients and clients' issues.
- Can be adapted for use with clients from a wide range of cultural backgrounds.
- Can be effectively integrated/used with other therapeutic approaches.

Question 12

While CBT is generally considered a widely applicable approach to counselling, counsellors still need to evaluate the suitability of CBT for each client.

Describe five (5) types of clients (or client characteristics) who may be less likely to benefit from CBT.

[Approximate word count: 45 - 60 words]

Assessor instructions: The student's response should demonstrate an understanding of the limitations of CBT by providing at least five types of clients (or client characteristics) who may be less likely to benefit from CBT.

The student's response must reflect the content from **five** of the following sample answers.

- Unable to access automatic thoughts about situations and events, even when prompted.
- Lack of awareness of different emotions and the differences between them.
- Not willing to recognise their responsibilities or put in the effort for change.
- Unwilling to accept CBT rationale - thoughts, feelings and behaviours are relevant, and one affects the others.
- Lack of ability to form positive relationships with others.
- Highly dependent on short-term relief props (e.g., alcohol).
- Unable to remain focused in session.
- Lack of trust or optimism about the potential of therapy.

Question 13

Briefly outline the importance of explaining the CBT model to a client.

[Approximate word count: 65 - 70 words]

Assessor instructions: The student's response should demonstrate an understanding of the importance of explaining the CBT model to clients.

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

- Explaining the counselling approach is integral to the standard contracting process and ensures informed consent.
- Explaining the CBT model is especially important because it forms the basis of a key CBT technique of cognitive restructuring – clients need to be made aware of the model to help them identify and modify the problematic thoughts that underlie their issues.

Question 14

What is case formulation, and why is it important in the CBT approach?

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response must demonstrate an understanding of case formulation and its importance in CBT.

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

- Case formulation refers to the process/step of a detailed assessment of the client's issues.
- Case formulation provides a framework in which both counsellor and client can understand the presenting issue regarding CBT theory and principles.

Question 15

An important process within CBT is goal setting.

List five (5) things that a counsellor must remember when supporting a client to set goals for counselling.

[Approximate word count: 75 – 90 words]

Assessor instructions: The student's response should demonstrate an understanding of the goal-setting process within CBT.

The student's response needs to reference **any five** of the following points.

- Goal setting is done collaboratively.
- Goals must be observable, measurable and achievable and relate to cognitive or behavioural changes relevant to the client's presenting problem.
- Goals are specific or tied to specific skills to be addressed in treatment.
- Goals are set in a way that objectively assesses progress and identifies change.
- Goals can be changed at any point. However, preliminary goals are typically established in the first session.
- The goals set should be SMART goals – specific, measurable, achievable, relevant and timed.

Question 16

Why do cognitive behavioural therapists keep notes regarding any homework assignments agreed to during the session?

[Approximate word count: 40 – 50 words]

Assessor instructions: The student's response should demonstrate an understanding of at least one reason why cognitive behavioural therapists keep records of homework assignments agreed to.

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

- Provide a memory aide to review this homework at the beginning of the next session.
- Document the homework agreed to and protect the counsellor if the client alleges the counsellor recommended something illegal or immoral.

Question 17

Cognitive behavioural therapists need to monitor client progress and evaluate the effectiveness of their approach and the particular techniques they use with each client.

Briefly outline two (2) strategies that you would use as a cognitive behavioural therapist to monitor and evaluate your work with clients.

[Approximate word count: 40 - 50 words]

Assessor instructions: The student's response should demonstrate an understanding of two strategies cognitive behavioural therapists can use to monitor and evaluate their work with clients.

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

- Asking for client feedback/Asking clients to complete feedback forms.
- Monitoring changes through cognitive behavioural tools by comparing past and current levels of performance/issues (e.g., using thought diaries and comparing past and current occurrence/strength of negative thoughts).

Assessment checklist:

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

1	Seventeen (17) short answer questions are to be completed in the spaces provided.	<input type="checkbox"/>
---	---	--------------------------



Congratulations, you have reached the end of this assessment!

© UP Education Online Pty Ltd 2023

Except as permitted by the copyright law applicable to you, you may not reproduce or communicate any of the content on this website, including files downloadable from this website, without the permission of the copyright owner.