



ASSESSOR GUIDE

CHCCSL006

Select and use counselling therapies | CBT

Assessment 2 of 2

Case Studies



Assessment Instructions

Task overview

This assessment task is divided into eight (8) 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

John gets really anxious when he thinks about or is exposed to situations involving him speaking to a large group. This has resulted in John avoiding opportunities to give work presentations, negatively affecting his career advancement. John says that work presentations make him anxious, and he is worried that he will embarrass himself or make a mess in front of his boss and colleagues.

Complete the following table by outlining the ABCs of John's problem.

[Approximate word count: 15 words per cell]

Assessor instructions: The student's response must demonstrate an understanding of the formulation of problems in CBT. Students must provide at least one appropriate response for each component.

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

A	B	C
<ul style="list-style-type: none">• Work presentation• Speaking to a large group	<ul style="list-style-type: none">• I will embarrass myself• I will make a mess in front of my boss	<ul style="list-style-type: none">• Anxiety• Avoidance of work presentation/ public speaking

Question 2

Imagine two different people having the same experience. A good friend, Pam, ignores both people while shopping one day.

Person A has a core belief that she is unlovable. Person B has a core belief that she is worthwhile.

Complete the following table by identifying a core belief, possible automatic thought, emotion and behaviour that each person would likely experience due to their core beliefs.

Assessor instructions: According to the CBT model, the student's response must demonstrate an understanding of the interaction between core beliefs, automatic thoughts, emotions and behaviour. Students must provide at least one appropriate response for each component.

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

	Person A	Person B
Core belief	[Approximate word count: 10 words] Person A has a core belief that she is <u>unlovable</u> .	[Approximate word count: 10 words] Person B has a core belief that she is <u>worthwhile</u> .

	Person A	Person B
Automatic thought	<p>Considering her core belief, what might Person A think about being ignored? [Approximate word count: 25 – 35 words]</p> <p>The student's response must demonstrate an understanding of an appropriate automatic thought given this core belief.</p> <p>Example response:</p> <p>Person A might assume that Pam is ignoring them because she does not like her and does not want to speak to her [e.g., "She ignored me because she does not like me"].</p>	<p>Considering her core belief, what might Person B think about being ignored? [Approximate word count: 25 – 35 words]</p> <p>The student's response must demonstrate an understanding of an appropriate automatic thought given this core belief.</p> <p>Example response:</p> <p>Person B might assume that Pam didn't see her and that she wasn't ignored. [e.g., "She mustn't have seen me"]. Or that Pam was in a hurry and didn't have time to stop and talk [e.g., "She mustn't have time to stop and chat"].</p>
Emotion/s	<p>What emotions might this thing generate? [Approximate word count: 10 – 15 words]</p> <p>Given this core belief and resultant automatic thought, the student's response must demonstrate an understanding of appropriate emotion.</p> <p>Example response:</p> <p>Person A might have feelings of sadness, loneliness or despair.</p>	<p>What emotions might this thing generate? [Approximate word count: 10 – 15 words]</p> <p>Given this core belief and resultant automatic thought, the student's response must demonstrate an understanding of appropriate emotion.</p> <p>Example response:</p> <p>Person B might be concerned about why her friend didn't notice her [she may have been stressed, upset, etc.].</p> <p>OR</p> <p>Person B may become angry or disappointed that their significance was not recognised and find it rude that they weren't acknowledged.</p> <p>OR</p> <p>Person B may have no strong feelings about it.</p>
Behaviour	<p>What behaviour may result? [Approximate word count: 20 – 25 words]</p> <p>The student's response must demonstrate an understanding of an appropriate behaviour given this core belief, resultant automatic thought and</p>	<p>What behaviour may result? [Approximate word count: 20 – 25 words]</p> <p>The student's response must demonstrate an understanding of an appropriate behaviour given this core belief, resultant automatic thought and</p>

	Person A	Person B
	<p>emotion.</p> <p>Example response:</p> <p>Person A might ruminate over the incident, become upset, ignore Pam the next time she sees her, etc.</p>	<p>emotion.</p> <p>Example response:</p> <p>Person B might continue her day as if nothing had happened, call Pam to say she saw her and check-in, etc.</p>

Question 3

Imagine that you are counselling a client using the cognitive behavioural approach.

Briefly outline two [2] appropriate ways to help the client identify their negative automatic thoughts.

[Approximate word count: 45 – 55 words]

Assessor instructions: The student's response must identify two strategies likely to track and bring automatic thoughts to a client's attention.

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

- Observing the client's language and changes in the client's emotions or mood and bring to the client's attention any differences in facial expression, shifts in position or hand movements etc.
- Encourage the client to use a 'thought record' or diary to record their thoughts.

Question 4

Imagine that your client identified an automatic thought of "I am a failure".

Provide three [3] questions you would ask your client to encourage them to test this thought for evidence, accuracy and value.

[Approximate word count: 40 - 50 words]

Assessor instructions: The student's response must demonstrate an understanding of at least three appropriate questions a counsellor would ask to encourage the client to test their automatic thought for evidence, accuracy and value.

Student responses must reflect the content from **three** of the following sample answers.

- What evidence is there to say that you are a failure?
- What evidence is there to say that you are not a failure?
- What would you tell someone you loved if they were in this situation and had this thought?
- If you are "a failure", what is the worst thing that could happen?
- If you are "a failure", what is the best thing to happen?

Question 5

Imagine you are a cognitive behavioural therapist working for a small counselling organisation. You are conducting an initial session with a new client, 37-year-old Kyle. Kyle tells you that his wife of five years left him three months ago after he hit her during a drunken argument. This is the first time that Kyle has beaten his wife. However, he acknowledges that he often loses his temper and regularly yells at her, especially when drinking.

Kyle says he has sought counselling because he wants to help manage his anger and drinking. When you question Kyle about his drinking behaviours, he tells you that he thinks he is an alcoholic because he can't seem to stop drinking, and he finds himself drinking at least 12 beers and a few glasses of whisky every day. When you ask Kyle whether he has spoken to anyone else about his concerns, he tells you he has not.

You do not have any training/experience in working with addiction issues. However, you are experienced in helping clients manage their anger.

Is it suitable for you to use CBT with Kyle to address issues relating to drinking and addiction? Discuss your reasoning.

[Approximate word count: 20 - 30 words]

Assessor instructions: The student's response must identify that CBT is inappropriate due to a lack of competency.

Referral to a specialised drug and alcohol support service is required here as you are not competent to deal with such issues.

Question 6

Imagine that you are a CBT counsellor working with a new client.

Briefly outline one practical step that you might undertake to develop a case formulation.

[Approximate word count: 20 - 60 words]

Assessor instructions: The student's response must demonstrate an understanding of at least one practical step that can be used to develop a case formulation.

Student responses need to include references to **any one** of the following points.

- Identify the interaction of the four components of the CBT model – thoughts, behaviour, emotions and physical – and how these maintain the client's current difficulty. E.g. using 'functional analysis of behaviour' to identify behavioural components and asking questions such as: "What did you do?", "What did you say?" "Does it always happen the same way?"
- Explore the thoughts and physical consequences involved in the issue to develop a comprehensive picture of the interaction of cognitive and behavioural components involved in the client's difficulty. E.g., to explore thoughts "What are you thinking when this issue happens?" or to examine physical consequences "What goes on inside of you when you do this when this happens?"
- Use an ABC (including behaviour, physical, and emotions) chart to help explore the interaction of the components of the CBT model.

Question 7

For each of the following three clients, Phillip, Hannah and Tom, identify whether or not cognitive behavioural therapy would be an appropriate counselling approach. Justify your response.

Hint: Consider the benefits and limitations of using the cognitive behavioural approach to address each client's needs/issues/goals.

[Approximate word count: 30 words for each response]

- a) Phillip is a 69-year-old man who has recently retired from being a school principal. Phillip was proud of his career and work ethic and found the transition to retirement quite tough. He feels lost, with nothing to do and nowhere to go daily. He says he knows he should be enjoying his retirement but does not know how.

Do you think cognitive behavioural therapy would be appropriate for Phillip? Why or why not?

Assessor instructions: The student's response must identify appropriate cognitive behavioural therapy.

Student responses need to include references to the following points.

Cognitive behavioural therapy can help Phillip understand what underlying beliefs impact his emotions and responses and develop more adaptive and positive underlying beliefs.

- b) Hannah is a 32-year-old woman with severe cognitive impairment and difficulty with verbal reasoning and expression. She currently lives in a group home, and her carers have expressed concerns that she seems to be a bit depressed lately.

Do you think cognitive behavioural therapy is appropriate for Hannah? Why or why not?

Assessor instructions: The student's response must identify that cognitive behavioural therapy is inappropriate.

Student responses need to include references to the following points.

CBT is inappropriate for clients who cannot access and verbalise their thought processes and actively participate in techniques/homework.

- c) Tom is a 41-year-old man who is anxious about presenting to large groups of people. As part of his new job, he will be required to give motivational speeches to groups of colleagues, and he is anxious about his ability to do this. Tom is great at talking to people one-on-one but often has trouble formulating sentences and stumbles over his words when speaking in large groups. He is nervous about people judging him and his statements.

Do you think cognitive behavioural therapy is appropriate for Tom? Why or why not?

Assessor instructions: The student's response must identify appropriate cognitive behavioural therapy.

Student responses need to include references to the following points.

Cognitive behavioural therapy can help Tom understand if any underlying beliefs are causing him to become nervous and develop more adaptive and positive underlying beliefs.

CBT techniques such as behavioural experiments and role-plays can also assist in skill development.

Question 8

Imagine that you are a cognitive behavioural therapist working with a new client, 22-year-old Ross. Ross has come to counselling at the urging of his mother, who is concerned that Ross has no friends and never engages in social activities.

Ross is currently completing a degree via distance education but does not work, and when he is not studying, he spends most of his time playing video games.

Ross begins the session by telling you that he knows he is “a loser”, so he doesn't go out and try and make friends. He says that while he would like to make friends, he knows that he has nothing interesting to say and that people will find him boring, so he keeps to himself.

- a) Consider what you have learned about cognitive behavioural therapy throughout. What benefits do you think cognitive behavioural therapy will have for Ross?

[Approximate word count: 80 – 90 words]

Assessor instructions: The student's response must demonstrate an understanding of CBT and how it would help Ross.

Student responses need to include references to the following points.

- CBT would help Ross identify negative thoughts that he is having and the interaction between his thoughts, feelings and behaviour.
- Cognitive restructuring could help him question the validity of these thoughts and replace them with more useful ones to help him achieve his goals and be more social.
- Behavioural experiments and behavioural activation can be used to help Ross question the validity of his thoughts and assist in the creation of more adaptive thoughts.

- b) Ross is relatively soft-spoken and doesn't make much eye contact. You observe that he appears hesitant to talk about himself, and you suspect he might have self-esteem issues.

Briefly outline how you could integrate person-centred techniques while working with Ross and the benefits this would have for the therapeutic relationship.

[Approximate word count: 65 – 80 words]

Assessor instructions: The student's response must demonstrate an understanding of how person-centred techniques can be integrated into CBT sessions with Ross to increase the effectiveness of the therapeutic relationship.

Student responses need to include references to the following points.

- Using the core person-centred techniques of empathy, congruence, and unconditional positive regard throughout the beginning stages of counselling [in particular] would help Ross feel more comfortable and accepted and encourage him to share his thoughts, experiences, and emotions.
- Person-centred techniques would help Ross feel more respected and valued, which would be beneficial in helping to address his core belief of "I'm a loser".

- c) Imagine that Ross tells you that he gets anxious whenever he goes to talk to someone socially, so he avoids social interactions entirely. You explore this with Ross and ask him to think about the last time he spoke to someone in a social context and what thoughts went through his mind. He tells you that he was anxious and felt bound to say something dumb or boring and make the other person want to stop talking to him.

You believe that this would be a good time to explain the model underpinning CBT.

Write what you would say to Ross in the space provided to help him understand the interactions between his thoughts, feelings and behaviours.

[Approximate word count: 150 - 200 words]

Assessor instructions: The student's response must demonstrate an ability to explain the underpinning concepts of CBT in language that the client would be able to understand.

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

OK, Ross, what you have just identified is an automatic thought. When speaking to that person, you thought, "I'm going to say something dumb or boring". It is this thought that contributed to your anxiety. It wasn't talking itself that made you anxious; it was your concern that you would say something that would make the other person want to stop talking to you. This is important because it forms the basis of the CBT model – it isn't a situation that causes distress; it is our perception of this situation.

Our thoughts, feelings and behaviours all interact. In this case, you were talking to someone, and it was your thought that you would say something 'dumb' that caused you to become anxious – you probably became nervous, and your heart started pounding, maybe you were sweating... These emotional and physical reactions are unpleasant, so you, in turn, avoid future social interactions. But your thoughts about talking to people rather than the situation itself are causing you distress.

- d) Explain how you would use cognitive restructuring with Ross.

[Approximate word count: 120 - 130 words]

Assessor instructions: The student's response must demonstrate the ability to use cognitive restructuring with Ross.

Student responses need to include references to the following points.

- Ross has the negative thought, "I will say something 'dumb' or 'boring' and that "I am a loser."
- Working with Ross to test this thought for evidence/accuracy/value by asking questions such as:
 - "What evidence is there that this thought is true?"
 - "What evidence is there that this thought is not true?"
 - "What would I tell someone I loved if they were in this situation and had these thoughts?"
 - "If my automatic thought is true, what is the worst that could happen?"
 - "If my automatic thought is true, what is the best thing to happen?"
- Asking Ross to complete thought records.
- Working with Ross to modify and replace these thoughts with more balanced and realistic ones.

e) Briefly outline a behavioural experiment that you would propose for Ross.

[Approximate word count: 120 – 130 words]

Assessor instructions: The student's response demonstrates the ability to propose an appropriate behavioural experiment for Ross.

Student responses need to include references to the following points.

- Suggesting Ross engages in a social situation as homework and actively speaks to three people. Ross should say whatever comes to mind during these conversations without presupposing the other person will find it boring. Instruct Ross to observe the other people's reactions – do they instantly find an excuse to leave the conversation, try to change the topic, appear bored, etc.?
- Suggesting that Ross engages in an online gaming social interaction and observes the other people's reactions to his conversation and then slowly expands his interactions to other, non-gaming related conversations and says whatever comes to mind without presupposing that the other person will find it boring. Instruct Ross to observe the other people's reactions.

f) How would you go about monitoring the effectiveness of the behavioural experiment?

[Approximate word count: 60 - 70 words]

Assessor instructions: The student's response must demonstrate the ability to monitor the effectiveness of a behavioural experiment. It must be compatible with the reaction in 8e.

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

- Following up on Ross' experience of the behavioural experiment in the following session – ask him about his experience and what he learned as a result / if the experiment has changed the strength of his beliefs or altered his beliefs.
- Comparing thought records from before and after the experiment to compare the strength of automatic thoughts and the evidence for/against them.

Assessment checklist:

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

1	Eight (8) questions are to be completed in the format requested.	<input type="checkbox"/>
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Congratulations, you have reached the end of this assessment!

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