



ASSESSOR GUIDE

CHCCSL006

# Select and use counselling therapies | ACT

Assessment 2 of 2

Case Studies



## Assessment Instructions

### Task overview

This assessment task is divided into six (6) questions. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Learning resources



## Assessment Information

### Submission

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

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

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

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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



Please consider the environment before printing this assessment.

## Question 1

Imagine you are an ACT counsellor working with a new client who knows nothing about the ACT model.

In the space provided, write what you would say to briefly explain the core aim and process of the ACT approach.

[Approximate word count: 150 - 160 words]

**Assessor instructions:** The student's response must demonstrate the ability to communicate ACT's core aim and process using language the client would likely understand.

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

- "Let me give you a brief introduction to the model I work with. It is called 'ACT', which stands for Acceptance and Commitment Therapy. As suggested by its name, the core message is to accept what is out of your control and commit to taking action to improve your life.
- So, ACT aims to help you create a rich and meaningful life while handling the pain and stress that goes with it.

To achieve this, we will focus on two things:

- First, develop mindfulness skills to help you deal with your painful thoughts and feelings more effectively so they will have less impact and influence over you.
- Secondly, to figure out your values –truly important to you – and use that knowledge to guide, inspire and motivate you when making life changes."

## Question 2

Imagine you are an ACT counsellor working with Julian, who sought counselling due to low self-esteem issues. Julian tells you that whenever he is asked to do something, the first thought that comes into his mind is, "I am stupid; I am not going to do it well".

Briefly outline one appropriate technique that you could use to help Julian defuse his negative thoughts of being "stupid".

[Approximate word count: 20 – 90 words]

**Assessor instructions:** The student's response must demonstrate an understanding of an appropriate ACT technique that would likely facilitate diffusion in Julian.

Student responses need to reflect the content from **any one** of the following sample answers.

- "I would ask Julian to concentrate on the phrase "I am stupid" for ten seconds. Then, I would ask Julian to repeat the phrase in his head in Donald Duck's voice. By doing this repeatedly, Julian can detach from the phrase; Donald Duck's voice adds humour and takes the heat out of the meaning he has attached to the phrase. Enabling him to see it for what it is...a collection of words and not the truth about who he is."
- Singing the phrase – "I am stupid; I am not going to do it well" – to a tune.

- Encouraging the client to use language that helps separate thoughts as external pieces of language.
- Using mindfulness techniques such as the 'Leaves on a Stream' exercise to help Julian visualise the thoughts as separate from himself, floating on leaves down the stream. If he can see them, he cannot be them.

### Question 3

For each of the following clients, Gene, Mark and Kim, identify whether or not ACT would be an appropriate counselling approach. Justify your response.

**Hint:** Consider the benefits and limitations of using the ACT approach to address each client's needs, issues and goals.

- a) Gene is a 59-year-old man involved in a traumatic car accident nine months ago. As a result of the accident, Gene lost his right leg and suffered a traumatic brain injury that greatly impacted his verbal communication skills.

Gene is currently experiencing symptoms of post-traumatic stress disorder and has been brought to counselling by his wife, who is concerned for his wellbeing.

Do you think ACT would be appropriate for Gene? Why or why not?

[Approximate word count: 30 - 40 words]

**Assessor instructions:** The student's response must identify that ACT is not the most appropriate approach to meet Gene's needs.

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

- ACT is generally not suitable for clients who have deficits in their language abilities.
- Because Gene is experiencing symptoms of PTSD, he should be referred to a mental health specialist.

- b) Mark is a 46-year-old man who was made redundant 18 months ago. Since then, Mark has struggled to find employment and lost hope. Mark often made it to the interview stage but never secured an offer. Mark now believes he is unemployable due to his age and dated experience. This has meant that Mark doesn't even apply for jobs even though he still wants to find employment.

Do you think ACT would be appropriate for Mark? Why or why not?

[Approximate word count: 30 - 40 words]

**Assessor instructions:** The student's response must identify that ACT would be appropriate.

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

ACT could help Mark identify his unworkable actions and defuse his belief that he is unemployable to take steps towards committed action of engaging in positive job-hunting activities.

- c) Kim is a 38-year-old woman who sought counselling after the breakdown of her third marriage. Every one of Kim's previous husbands has told Kim she is a 'jealous' person and a 'control freak'. Kim knows that she struggles with jealousy and regularly fights with any of her partners who want to maintain friendships with women.

Kim does not trust her partners to remain faithful to her and actively tries to control her partner's social interactions. Kim has decided it is time to get help for her jealousy issues.

Do you think ACT would be appropriate for Kim? Why or why not?

[Approximate word count: 70 - 80 words]

**Assessor instructions:** The student's response must identify that ACT would be appropriate.

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

- The ACT processes would be effective in helping Kim identify her values, see the impact that fusion and experiential avoidance have been having on her ability to have successful relationships and learn to process her thoughts/emotions better and more positively.
- ACT would help Kim change her relationship to her thoughts/feelings/jealousy and enable her to accept these thoughts without them influencing her behaviour in her relationships.

#### Question 4

Imagine that you are an ACT counsellor working with a new client, 65-year-old Aubrey. Aubrey has come to counselling at the urging of her husband, Stephen.

Aubrey retired six months ago and is struggling with the transition to retirement. Aubrey had been working full-time as an executive assistant and, for the most part, loved her job. She had been looking forward to retirement to spend more time with her grandkids, but after her son got a new job in a different state and moved with his family, Aubrey has not been able to fill her days caring for them.

This has resulted in her feeling aimless and lost. Stephen is still working as a business consultant and often travels for work, leaving Aubrey alone for days at a time. During these times, Aubrey rarely leaves the house and instead fills her days sitting and aimlessly watching television.

Stephen has grown concerned about these changes in his wife. When he asks her why she doesn't go out with her friends, she says she doesn't have "anything to offer them". Aubrey had always considered herself a "useful" person, but now she is plagued by thoughts of being "worthless". When she thinks of socialising with her friends who still work, she feels they will judge her for not doing more with her retirement. When she thinks of socialising with her friends who spend time with their grandkids, she feels they will pity her, so she avoids socialising altogether.

a) Consider what you have learned about ACT throughout your learning and Readings.

What benefits do you think ACT will have for Aubrey?

[Approximate word count: 115 - 130 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the ACT and how it would help Aubrey.

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

- ACT processes will help Aubrey understand the problem with experiential avoidance and how avoiding social situations while temporarily reducing anxiety around being judged or pitied ultimately contributes to her feeling worthless.
- The ACT processes will help Aubrey learn to defuse her negative thoughts and encourage full contact with her thoughts/feelings, which will, in turn, allow her to engage in actions that support her values (i.e., activities that she will enjoy in her retirement).
- ACT will allow her to change her relationship to her negative feelings and engage in her life more openly and accepting, allowing her to pursue what really matters to her.

b) i) Briefly outline one technique/metaphor you would use in your work with Aubrey to help her understand the ineffectiveness of **experiential avoidance**.

ii) Explain why you would use this particular technique/metaphor (for example, what you hope to achieve by using this specific technique/metaphor in your work with Aubrey).

**Assessor instructions:** The student's response must demonstrate an understanding of at least one appropriate ACT technique/metaphor that could be used to help Aubrey understand the ineffectiveness of experiential avoidance and what benefit this particular technique would have on their work with Aubrey.

b) i) [Approximate word count: 5-10 words]

The student's response needs to reflect the content from **any one** of the following dot points:

- The ACT in a Nutshell Metaphor
- The Join the DOTS technique
- Attempted solutions and their long-term effects worksheet
- Struggling with Quicksand metaphor
- Tug-of-War with a Monster metaphor

b) ii) [Approximate word count: 230 - 250 words]

- The student's response must provide a brief outline of their selected technique/metaphor and why they are using this technique/metaphor (i.e., what they hope to achieve with this particular technique/metaphor).
- "Use the join the DOTS technique with Aubrey to help her consider the impact of her current behaviours. This technique will help her consider what she currently uses to distract herself from her

negative thoughts and help her take her mind off how she feels. This will help her recognise what she is doing to push difficult and painful thoughts away and gain insight that this does not stop them from returning.

- The next step will be to help Aubrey identify what activities, events and things she used to enjoy she has opted out from as a result of her negative thoughts about her situation. This will bring focus to the things she is missing out on.
- Next, we would explore all the different ways of thinking about the retirement she has tried. This will help her recognise that worrying about her situation, focusing on how she won't see her grandkids as often as she hoped, is making her feel worse and not better.
- Finally, we would explore any substances she is using to help her feel better, what foods she might be comfortable eating, whether she turns to drink to numb the pain or if she is misusing any prescription drugs she may be on. This part of the activity can help Aubrey recognise that her current strategies are unhealthy and not serving her mental wellbeing."

c) i) Briefly outline either one (1) technique or one (1) metaphor that you would use in your work with Aubrey to help establish **psychological acceptance** and **defusion skills**.

ii) Explain why you would use this particular technique/metaphor (for example, what you hope to achieve by using this specific technique/metaphor in your work with Aubrey.

**Assessor instructions:** The student's response must demonstrate an understanding of at least one appropriate ACT technique/metaphor that could help establish psychological acceptance and defusion skills and what benefits this technique would have on their work with Aubrey.

c) i) [Approximate word count: 5 - 35 words]

Student responses need to include a reference to **any one** of the following dot points:

- The use of distancing language (e.g., "I have a thought that...")
- Asking Aubrey to concentrate on the feelings associated with the thought "I am worthless" and then repeating this phrase repeatedly in her head to the tune of 'Happy Birthday' or a silly voice
- Use of the Lemon, Lemon, Lemons exercise
- Leaves on a Stream exercise
- Mindfulness exercises include observing, breathing, expanding, allowing, objectifying, normalising, showing self-compassion, and expanding awareness
- Struggle switch
- Worksheets such as 'Getting Hooked' and 'Struggling vs. Opening Up.'

c) ii) [Approximate word count: 100 - 115 words]

- The student's response must provide a brief outline of their selected technique/metaphor and why they are using this technique/metaphor (i.e., what they hope to achieve with this particular technique/metaphor).

- “I would use distancing language with Aubrey and encourage her to practice saying “I’m having the thought that I’m lost”. The purpose here is to help Aubrey recognise that just because she has a thought does not mean it is true. It is merely a thought, separate from who she is.
- The more we can create a sense of distance for her from her thoughts, the more in control of them she will feel. Discussing the exercise with her can help Aubrey recognise that her views do not define her as a woman.”

d) i) Briefly outline one technique/metaphor in your work with Aubrey to facilitate the **self-as-context** process.

ii) Explain why you would use this particular technique/metaphor [for example, what you hope to achieve by using this specific technique/metaphor in your work with Aubrey].

**Assessor instructions:** The student’s response must demonstrate an understanding of at least one appropriate ACT technique/metaphor that could help facilitate the self-as-context process and what benefits this technique would have on their work with Aubrey.

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

d) i) [Approximate word count: 2 - 5 words]

Student responses need to include a reference to **any one** of the following dot points:

- Chessboard metaphor
- Sky and the weather metaphor
- Continuous exercise

d) ii) [Approximate word count: 135 - 150 words]

- The student’s response must provide a brief outline of their selected technique/metaphor and why they are using this technique/metaphor [i.e., what they hope to achieve with this particular technique/metaphor].
- “I would use the sky and weather metaphor with Aubrey, asking her to describe the weather outside that day. Then, I would ask her to describe the weather a week ago. This would lead to a discussion of how the weather changes each day; sometimes, there will be clouds in the sky and other times, the sky will be clear and bright blue. This will highlight that the weather changes, but the sky remains the same.
- I’d then ask her to imagine that she is like the sky and her thoughts and feelings are the weather – the woman she is [the sky] does not change, but her thoughts and feelings are like the weather, continually evolving. No matter what the weather does, the atmosphere remains unchanged underneath it all.”

e) As you approach the end of your first session, you want to suggest a **mindfulness** technique that Aubrey could practice between sessions to help promote contact with the present-moment experience.

i) Briefly outline one technique that you would suggest.



ii) Explain why you would suggest this particular technique in your work with Aubrey [for example, what you hope to achieve by using this technique with Aubrey].

**Assessor instructions:** The student's response must demonstrate an understanding of at least one appropriate mindfulness technique that Aubrey could practice between sessions to help promote contact with the present moment experience and what benefits this technique would have on their work with Aubrey.

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

e) i) [Approximate word count: 5 - 10 words]

Student responses need to include a reference to **any one** of the following dot points:

- Take Ten Breaths technique
- Mindfully eating a raisin technique [or mindfully performing daily tasks]
- Other mindfulness/meditation techniques

e) ii) [Approximate word count: 315 - 330 words]

The student's response must briefly outline their selected technique and why they are using it [i.e., what they hope to achieve using this particular technique/metaphor].

- "I would ask Aubrey to bring her favourite small food to the session, perhaps a piece of fruit. When she has this, I'd ask her to hold the fruit, let's say it's a grape, in her hand and describe it to me. I'd prompt her with questions such as – What colour is it?, What is the texture of the skin?, Does it feel hot or cold?, What does it smell like?
- Next, I'd ask her to take a bite and hold the piece in her mouth, and while she does so, ask prompting questions for her to consider – What was the initial sensation she felt when she bit into the grape?, How easy was it to bite through the grape?, What does it taste like?, Is it sour or sweet?, What's it like holding it in her mouth?, What's happening inside her mouth?, Is saliva forming? And I'd ask her to move the grape around in her mouth and notice the different sensations and tastes as she does so.
- We'd continue this way, asking her to chew and swallow the grape.
- Afterwards, I'd facilitate a discussion with Aubrey, asking her while she was engaged in the experiment whether other thoughts were able to sit in her mind, explaining that what we had just completed was a mindfulness exercise. Because she was focusing so intently on the grape and the experience of holding it, biting it, chewing it and then swallowing it there was no room in her mind for troubling thoughts.
- I'd ask her how calm she feels after completing the exercise. We'd explore how she could use this exercise whenever troubling thoughts arise, to accept they are there and let them sit while she focuses on the food she is eating and how this can bring her a sense of calmness and give her space to be."

f) Imagine that at the beginning of your second session, Aubrey tells you that she feels quite lost and unsure about what she should do with herself. She asks you to tell her what to do because you are the expert who has their life together, and you're the best person to tell her how to fix her own life.

Consider what you have learned about the role of the counsellor in the ACT.

Write what you would say in response to Aubrey to help her understand the role of the counsellor and client in the ACT.

[Approximate word count: 80 - 130 words]

**Assessor instructions:** The student's response must demonstrate an ability to provide an appropriate response to Aubrey's request by providing an appropriate ACT-related discussion of the role of counsellor/client.

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

- "I don't want you to think I've got my life completely in order. It's more like you're climbing your mountain over there, and I'm climbing it here. It's not as if I've reached the top and I'm having a rest. It's just that from where I am on my mountain. I can see obstacles on your mountain that you can't see. So I can point those out and maybe show you some alternative routes around them."
- "I want to be clear that I don't pretend to come to this with all the answers. I could never truly know what it has been like to live through your experiences, so I can't assume I know exactly how we should go as we move forward. You're the expert in the specific challenges you face; you're the only one who can know what is most important to you in your life. But what I'm rather good at is helping people who are stuck get unstuck. So, I'm hoping that if you and I combine our respective expertise, we can jointly determine how to move your life forward. Is that something you'd be willing to work toward together?"

g) You think it is an excellent time to help Aubrey understand what is most important to her.

i) Briefly outline one [1] technique that you would use with Aubrey during your session to help **clarify her values**.

ii) Explain why you would use this particular technique (i.e., what you hope to achieve by using this specific technique in your work with Aubrey).

**Assessor instructions:** The student's response must demonstrate an understanding of at least one appropriate ACT technique to help Aubrey clarify her values.

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

g) i) [Approximate word count: 5 - 10 words]

Student responses need to include a reference to **any one** of the following dot points:

- Work through "The Bull's Eye" in the session
- Work through "The Life Compass" in the session
- Imagine your Eightieth Birthday

g) ii) [Approximate word count: 300 - 320 words]

The student's response must briefly outline their selected technique and why they are using it (i.e., what they hope to achieve with this technique).

- "I'd invite Aubrey to use her imagination and take herself forward to her eightieth birthday. I'd ask her to describe the day and the celebrations. Who would be there? Where was the party being held and ask her to tell the venue.
- Next, I'd invite her to imagine someone giving a speech about her. This person knows her well enough to speak as an authority on who she is, what she stands for and what she has achieved in her life.
- I'd ask her to describe who this person would be, who would want to speak about her on such a momentous day. I'd ask her what this person would say if she had managed to reach her 80th birthday with minimal regrets; what would this person say about the life she'd lived? What things had she stood for? The choices she'd made?
- As the applause dies from this speech, I'd ask Aubrey who she would like to speak next. What would she like to hear them say about her? What sentiments would she want to express about her life? Her relationships? Her work? The impression she made on them?
- Next, I'd ask Aubrey to reflect on this exercise and identify the themes that came up for her and what it was like hearing these speeches about her.
- Then I'd ask about her life and relationships as they stand today. What would that 80th birthday celebration be like if things continued as they are now, without change? Would her 80th birthday be the one she would want for herself?
- From this, I'd hope that Aubrey could identify and recognise her values, what's truly important for her to experience and determine what may be lacking, and we could then move on to discuss what needs to happen for her to experience more of what's truly important to her."

h) Imagine that during the session, Aubrey tells you that she wants to stop wasting her life sitting on the couch.

Write what you would say to Aubrey to encourage her to develop a more ACT-appropriate goal?

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student's response must demonstrate an understanding of how ACT counsellors can encourage clients to set appropriate ACT goals.

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

"What would you do if you weren't sitting on the couch and wasting your life? What would you do differently?"

- i) Reflect upon what you have learned about Aubrey, her goals, and how you might want to work with her to help her achieve positive life changes. Consider what you have learned about other counselling approaches, such as person-centred therapy, cognitive behavioural therapy, and solution-focused therapy, over the last few modules of your Diploma.

- ii) Select a technique from one of these approaches.
- iii) Explain how you could integrate this technique in your work with Aubrey to improve the effectiveness of your counselling.
- iv) Detail how you would integrate your chosen technique.
- v) Justify why integrating the chosen technique would improve the effectiveness of your work with Aubrey.

**Assessor instructions:** The student's response must demonstrate an ability to appropriately integrate at least one technique from another approach into work with Aubrey and demonstrate an understanding of the benefit of integrating that technique.

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

i) i) [Approximate word count: 10 - 15 words]

Students must pick only **one** technique from **one** therapy. Student responses need to include a reference to **any one** of the following dot points:

- "Incorporation of CBT behavioural interventions such as behavioural activation, behavioural experiments, cognitive restructuring, etc.
- Using solution-focused techniques such as the miracle question, exception questions, scaling questions, reframing, etc.
- Using core person-centred skills such as empathy, unconditional positive regard, and congruence.

ii) ii) to iv) [Approximate word count: 275 - 290 words]

The student's response must provide a brief outline of how they would integrate their selected technique and how it would improve their work's effectiveness with Aubrey.

- "A technique that could be effective for Aubrey would be the miracle question from solution-focused therapy.
- This technique could be used after you have worked with Aubrey to identify and explore the ineffectiveness of her coping strategies, which would sow the seed that she needs to do something differently.

**How to integrate the miracle question with ACT techniques:**

- Use the DOTS exercise to explore the strategies Aubrey has been employing to deal with her changed circumstances. Exploring how she distracts herself, what she has been opting out from, identifying her dominant thoughts and how she reacts when they occur and looking at any substances she uses to help her cope.
- This exercise will help her to recognise how ineffective her current strategies are. This could lead to using the miracle question from SFT next, asking her to imagine what it would be like if she went to bed tonight and when she woke, a miracle had happened overnight, and all her worries and problems she currently faces had disappeared. What would her morning look like?
- This will help Aubrey imagine what her life could be like and what she wants to happen. We'd go into detail on her miracle picture, exploring how others might describe her demeanour, how she would feel, what she would be thinking and how she'd fill her day. Importantly, we'd also explore what she could do to make this happen. This will help her create a clear and detailed picture of how she wants her live

to be in the future and would naturally lead to identifying action steps to start moving towards her ideal future.”

### Question 5

Imagine that a new client, Eileen, has come to see you for counselling support. Eileen feels stressed and frustrated with her life, and in particular, her marriage. She feels like her relationship with her husband, Michael, has become estranged in the last couple of years, they are barely communicating, and it's like being “strangers in the same house”.

Eileen tells you that she met Michael while studying at university and has been married to him for about seven years. Things were going relatively well in the relationship until three years ago when she suffered the miscarriage of their first child. Both had difficulty accepting the loss, but their relationship remained unchanged.

Eileen describes Michael becoming cold and aloof and no longer doing things as a couple. She finds it challenging to communicate with him because his responses often seem to shut her down. Part of Eileen felt she needed to do something to revive the relationship, while part felt hopeless about any positive change.

Consider what you have learned about the features, principles, benefits and limitations of four approaches to counselling (for example, person-centred, CBT, solution-focused and ACT).

Select one [1] approach that you believe is most appropriate for working with Eileen and provide your justification.

**Hint:** There may be more than one appropriate approach for working with Eileen. However, you will be assessed on your ability to select the most appropriate approach based on your learning, considering specific clients' needs and situations.

[Approximate word count: 55 - 95 words]

**Assessor instructions:** The student's response demonstrates the ability to select the most appropriate counselling therapies for application in identified situations.

Responses will vary. Students may choose one of the four therapies or suggest an eclectic approach; however, they must provide relevant and reasonable justification.

Markers will need to use their professional judgement to determine if students' responses are appropriate and sufficiently demonstrate that they have incorporated relevant considerations into the election of approaches.

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

Students who select ACT may suggest the following:

- ACT enables a client-counsellor solid relationship in which Eileen will feel listened to non-judgmentally and supported to explore her dilemma.
- Considering the lack of effective communication between Eileen and Michael, ACT helps to provide a space where she could experience a genuine, harmonious relationship, allowing her to evaluate and learn those skills, too.

Students who select CBT may suggest:

- CBT can help target thoughts and behaviours underpinning Eileen's difficulties and stress, such as her perceived helplessness and the unhelpful communication patterns between Eileen and Michael.

- Techniques such as role-plays, homework and behavioural experiments can help Eileen learn and apply new communication skills if she hopes to test them out and make a difference in her current situation.

Students who select SFT may suggest the following:

- Focusing on Eileen's strengths (e.g., surviving and managing miscarriage and still feeling partly hopeful of making a change) can help Eileen move towards her desired future.
- SFT seems viable given that Eileen seems self-aware and somewhat able to articulate her preferred future – an upbeat relationship/communication style with Michael.
- SFT can offer a more time-effective intervention for Eileen.

Students who select ACT may suggest:

- ACT can support Eileen in increasing her psychological flexibility and practising acceptance of what's changed between her and Michael, potentially including the loss they have experienced if it was not fully experienced.
- ACT can help Eileen learn skills that help her cope with her stress while reconsidering values and commitments in her life that she may want to work towards and devise suitable actions. For example, if she values her relationship with Michael, ACT helps her commit to acting in ways that facilitate their relationship and communication.

## Question 6

Imagine you are a counsellor, and your practice is based on CBT and ACT approaches. Monsef has recently retired due to ill health. He was diagnosed with early dementia two years ago and has now started demonstrating some deterioration in cognitive functioning.

The early onset of illness and retirement has significantly impacted Monsef's life and well-being; hence, he is referred to you for counselling support with stressful life transitions and adaptations.

- Identify one (1) factor or issue that you must consider when working with Monsef from the CBT and ACT approaches.
- Explain your reasoning.

[Approximate word count: 100 - 120 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify Monsef's cognitive functioning as a co-existing issue that must be considered, as some cognitive-behavioural interventions/techniques may not be suitable for clients with deficits in their cognitive functioning.

CBT would not be suitable for Monsef due to his dementia diagnosis and the deterioration in cognitive functioning. For CBT to be effective, a client needs to be able to recognise their thoughts and the resulting behaviours that arise from such thoughts. They need to identify the emotional impact of their thoughts and behaviours. Monsef's deterioration of cognitive functioning would likely mean such connections would be difficult for him to make. He may have difficulty locating his thoughts and struggle to connect the influence his thoughts have on how he feels.

## Assessment checklist:

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

1	Six [6] questions 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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