



Australian Government

Department of Education, Employment and Workplace Relations

CHCCSL504A Apply personality and development theories

Release: 1

CHCCSL504A Apply personality and development theories

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit provides an introduction to the application of key concepts and constructs underlying theories of personality and human development

Application of the Unit

Application

The application of knowledge of personality and human development provides a foundation for understanding human behaviour and assisting in the facilitation of the client-counsellor relationship and the counselling process

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Apply theories of personality and human development in the counselling process

- 1.1 Undertake case study/analysis drawing on a range of personality and human development theories, including:

- *Nature-nurture theory*
- *Freudian concepts*
- *Maslow's hierarchy of needs*
- *Piaget's stages of cognitive development*
- *Erikson's psychosocial stages*

- 1.2 Assist client to understand their personal history drawing on a range of theories, including:

- Nature-nurture theory
- Freudian concepts
- Maslow's hierarchy of needs
- Piaget's stages of cognitive development
- Erikson's psychosocial stages

ELEMENT**PERFORMANCE CRITERIA**

2. Use concepts from theories of personality and human development to analyse and understand human behaviour
- 2.1 Use concepts from personality and *lifespan development* theories to describe and analyse aspects of individual development
- 2.2 Analyse individual behaviour using theoretical concepts from a range of approaches to personality and lifespan development
- 2.3 Identify potential applications of personality and lifespan development theories in the counselling process
- 2.4 Identify strengths and weakness of each theory in relation to understanding human development and individual behaviour

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate underpinning knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Nature and nurture
- Genetic inheritance
- Lifespan development theories
- Freudian concepts
- Piaget's stages of cognitive development
- Erikson's psychosocial stages
- Maslow's hierarchy of needs

Essential skills:

It is essential that competence be demonstrated in the analysis of personality and human development and their application in the client-counsellor relationship and the counselling process. The candidate must be able to:

- Explore the development of theories of behaviour
- Apply concepts of personality and development theories to counselling practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply theoretical concepts to case study
- Compare theories to evaluate the impact and contributions of each theorist to the understanding of personality, cognitive and human development

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated work context under the normal range of workplace conditions
- Consistency in performance should consider the range of clients and situations encountered in the workplace

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Method of assessment:

- For valid and reliable assessment of this unit, competency should be demonstrated in a range of situations which *may* include:
 - Observation of performance in an actual workplace or in a setting that realistically simulates work conditions:
 - observation should include key aspects described in elements, performance criteria and relevant aspects of the Range Statement of the unit
 - where face-to-face observation is not possible, video recordings may be provided
 - candidate's critique of their 'performance' to demonstrate cognitive understanding of theory
 - written questioning
 - relevant case studies and/or scenarios
 - role play
 - focused discussion

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice is encouraged with other units of competency relating to counselling practice
- Resources required for assessment include access to relevant workplace or simulated realistic work environment where assessment may take place

Related units:

Assessment of this unit is recommended (but not required) before or in conjunction with assessment of:

- CHCCSL505A Apply learning theories in counselling

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Nature-nurture theory may include:

- Impact of environmental influences including family, peers, culture
- Comparison of nature versus nurture
- Genetic inheritance

Freudian concepts may include:

- Id
- Ego
- Superego
- Conscious
- Unconscious
- Subconscious
- Psycho-sexual stages

Maslow's hierarchy of needs relates to:

- Physiological needs
- Safety and security needs
- Love and belonging
- Self-esteem
- Self-actualisation

Piaget's stages of cognitive development include:

- Sensorimotor
- Preoperational
- Concrete
- Formal operations

RANGE STATEMENT

Erikson's psychosocial stages include:

- Trust vs mistrust
- Autonomy vs shame and doubt
- Initiative vs guilt
- Industry vs inferiority
- Identity vs role confusion
- Intimacy vs isolation
- Generativity vs stagnation
- Integrity vs despair

Lifespan development may include:

- Psychodynamic - Freud, Eriksson
- Behavioural - Skinner, Bandura
- Psychological, sociological and biological development and impact of individual

Unit Sector(s)

Not Applicable