



Australian Government

CHCCSL004 Research and apply personality and development theories

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 3.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence. Additional assessor requirements. Supersedes CHCCSL504A

Application

This unit describes the skills and knowledge required to research key concepts and constructs of theories of personality and human development, and link those to counselling practice.

This unit applies to individuals whose job role involves working with clients on personal and psychological issues within established policies, procedures and guidelines.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand Standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Research theories of personality and human development

1.1 Identify and access sources of information on theories of personality and human development

1.2 Read and interpret information, distilling key themes and messages for counselling work

1.3 Document and organise information to support current and future practice

ELEMENT	PERFORMANCE CRITERIA
2. Link theories to own practice	2.1 Evaluate potential applications of personality and lifespan development theories in the counselling process 2.2 Analyse individual behaviour using theoretical concepts of personality and lifespan development 2.3 Assist clients to understand their personal history drawing on theoretical approaches 2.4 Draw on theories to address specific client issues and challenges
3. Update and maintain knowledge of theoretical trends	3.1 Identify and use opportunities to update and expand own knowledge of theory 3.2 Incorporate and integrate knowledge into own practice

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCCSL004 Research and apply personality and development theories

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- used critical thinking skills to evaluate information from a range of sources about the following personality and development theories:
 - 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
 - Bowlby's attachment theory
- integrated at least 3 of the above theories into counselling work with at least 3 different clients.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- sources of information about personality and development theories
- historical, current and emerging personality and development theories, including the key concepts and application to counselling practice, for the following:
 - 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
 - Bowlby's attachment theory
- opportunities to update theoretical knowledge.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
 - client information
 - individualised counselling plans
- modelling of industry operating conditions, including :
 - scenarios that involve complex interactions with real people in face-to-face situations where candidate and client are physically present in the same room
 - scenarios that involve problem-solving.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition, assessors must have 2 years experience working in a counselling role and hold a qualification in counselling or related field that involves counselling, at Diploma level or higher (or equivalent qualification).

Links

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