



CHRISTIAN HERITAGE COLLEGE

**CA541**

## **CHILD AND ADOLESCENT COUNSELLING: INTERVENTION FRAMEWORKS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	CA541								
<b>Unit name</b>	Child and Adolescent Counselling: Intervention Frameworks								
<b>Associated higher education awards</b>	Master of Counselling								
<b>Duration</b>	One semester								
<b>Level</b>	Postgraduate								
<b>Core/elective</b>	Elective								
<b>Weighting</b>	Unit credit points: 10 Course credit points: 160								
<b>Delivery mode</b>	Face-to-face on site								
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td><td>35 hours</td></tr> <tr> <td>Reading, study, and preparation</td><td>55 hours</td></tr> <tr> <td>Assignment preparation</td><td>60 hours</td></tr> <tr> <td><b>TOTAL</b></td><td><b>150 hours</b></td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>TOTAL</b>	<b>150 hours</b>								
<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Prerequisite or co-requisite</i></p> <p>CA540 Child and Adolescent Counselling: Theoretical Foundations</p>								
<b>Rationale</b>	<p>To be able to counsel children and adolescents effectively, counsellors not only need to understand child development, but specialised skills and interventions are also required to engage this particular age group.</p> <p>The aim of this unit is to introduce students to the multiple issues and dynamics involved in counselling children and adolescents, including cultural and Christian worldview values and principles. In particular, the differences between school counselling and private practice will be discussed, and the unique dynamics of working in the school environment explored. Emphasis will be placed on working collaboratively with other stakeholders to support the young person. Consideration will also be given to the vital area of child protection and the ethical and legal obligations of child and adolescent counsellors.</p> <p>With a well-considered appreciation of these contextual issues serving as a framework for intervention, students will also learn skills and age-appropriate therapeutic techniques for working with children and adolescents.</p>								

<b>Prescribed text(s)</b>	<p>Geldard, K., Geldard, D., &amp; Yin Foo, R. (2013). <i>Counselling children: A practical introduction</i> (4th ed.). London, UK: Sage.</p> <p>Geldard, K., Geldard, D., &amp; Yin Foo, R. (2015). <i>Counselling adolescents: A proactive approach for young people</i> (4th ed.). London, UK: Sage.</p>
<b>Recommended readings</b>	<p><b>Books</b></p> <p>Corey, G., Corey, M., &amp; Callanan, P. (2015). <i>Issues and ethics in the helping professions</i> (9th ed.). Belmont, CA: Brooks/Cole.</p> <p>Ratner, H., &amp; Yusef, D. (2015). <i>Brief coaching with children and young people: A solution-focused approach</i>. London, UK: Routledge.</p> <p>Seligman, M. (2007). <i>The optimistic child: A proven program to safeguard children against depression and build lifelong resilience</i>. New York, NY: Houghton Mifflin.<sup>1</sup></p> <p>Smith-Adcock, S., &amp; Tucker, C. (2016). <i>Counseling children and adolescents: Connecting theory, development and diversity</i>. Thousand Oaks, CA: Sage.</p> <p>Thomas, B. (2011). <i>Creative expression activities for teens: Exploring identity through art, craft and journaling</i>. London, UK: Jessica Kingsley.</p> <p>Thompson Prout, H., &amp; Fedewa, A. (2015). <i>Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings</i> (5th ed.). Hoboken, NJ: Wiley.</p> <p>Winslade, J., and Monk, G. (2006). <i>Narrative counseling in schools: Powerful and brief</i> (2nd ed.). London, UK: Sage.<sup>1</sup></p> <p><b>Journals and Periodicals</b></p> <p><i>Journal of Counseling and Development</i></p> <p><i>Child and Adolescent Psychiatry</i></p> <p><i>Journal of Psychology and Theology</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and others translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Digital recording device
<b>Content</b>	<ol style="list-style-type: none"> <li>1. The differences in counselling children and adolescents as opposed to adults</li> <li>2. Legal and ethical issues, including the nature of informed consent</li> <li>3. Worldview and cultural considerations for working with children and adolescents</li> <li>4. A general model for counselling children and adolescents</li> <li>5. Differentiated skills for counselling children and adolescents</li> <li>6. Child/adolescent counselling approaches, including online counselling</li> <li>7. Working within the school system (and differences from private practice)</li> <li>8. Child protection, mandatory reporting, report writing</li> <li>9. Working with resistant clients</li> <li>10. A collaborative model for supporting children and adolescents</li> <li>11. Supervision and self-care for counsellors</li> </ol>

<sup>1</sup> Seminal text

<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. identified and analysed the multiple issues and dynamics involved in child and adolescent counselling;</li> <li>2. critically examined and applied context and age-appropriate therapeutic approaches for counselling children and adolescents;</li> <li>3. developed and reflected on skills and techniques for counselling children and adolescents;</li> <li>4. critically reflected on the role of the therapist and the therapist's use of self in child and adolescent counselling;</li> <li>5. critically analysed and reflected on cultural, Christian worldview, legal and ethical issues present in child and adolescent counselling;</li> <li>6. critically examined the effectiveness and the research base of interventions used with children and adolescents; and</li> <li>7. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Reflective essay</b></p> <p>Reflect on the issues studied in this unit and identify any challenges you may face working with children.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1, 4, 5, 7</p> <p>Assessed: Week 8</p> <p><b>Task 2: Case Study</b></p> <p>Analyse a given case study, discussing the considerations that would need to be taken into account in providing counselling to this client.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 11</p> <p><b>Task 3: Video and Process Report</b></p> <p>Record a video of your counselling session with a child or adolescent. The process report will evaluate your use of age-appropriate skills and techniques.</p> <p>Word Length/Duration: Video - 20 minutes; Process Report - 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 15</p>
<b>Unit summary</b>	<p>This unit introduces students to the issues and dynamics involved in counselling children and adolescents, including cultural, legal and ethical considerations, in order to develop a framework for intervention. Students will learn context and age-appropriate skills and therapeutic techniques for working with children and adolescents, appreciating that these age groups have different developmental needs and abilities.</p>