



CHRISTIAN HERITAGE COLLEGE

**CA542**

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

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>                                  | CA542  |               |          |                                 |          |                        |          |              |                  |
| <b>Unit name</b>                                  | Child and Adolescent Counselling: Intervention Strategies  |               |          |                                 |          |                        |          |              |                  |
| <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<br>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> |
| Contact hours                                     | 35 hours   |               |          |                                 |          |                        |          |              |                  |
| Reading, study, and preparation                   | 55 hours   |               |          |                                 |          |                        |          |              |                  |
| Assignment preparation                            | 60 hours   |               |          |                                 |          |                        |          |              |                  |
| <b>TOTAL</b>                                      | <b>150 hours</b>   |               |          |                                 |          |                        |          |              |                  |
| <b>Prerequisites/ co-requisites/ restrictions</b> | <p><i>Prerequisite</i></p> <p>CA541 Child and Adolescent Counselling: Intervention Frameworks</p>  |               |          |                                 |          |                        |          |              |                  |
| <b>Rationale</b>                                  | <p>The presenting issues that bring children and adolescents to counselling vary quite significantly in terms of complexity and what approach is going to be most effective. This can be due to a range of factors, including co-existing conditions, the nature of the young person's family support system, or the complexity of the issue itself. This unit introduces focused intervention strategies for specific presenting issues in child and adolescent counselling.</p> <p>In this unit, students will explore a variety of issues that are seen in child and adolescent counselling such as grief and loss, emotional regulation difficulties, and self-esteem issues, as well as some of the more complex challenges such as behavioural or mental health challenges, trauma and abuse as well as those who present with a number of these issues. Students will learn a range of context and age-appropriate therapeutic techniques for working with the young person who presents with such issues. Cultural, ethical and Christian worldview considerations will be discussed as they pertain to each presenting issue.</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>  |               |          |                                 |          |                        |          |              |                  |

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| <b>Recommended readings</b>             | <p><b>Books</b></p> <p>Capuzzi, D., &amp; Gross, A. R. (2014). <i>Youth at risk: A prevention resource for counselors, teachers and parents</i> (6th ed.). Alexandria, VA: American Counseling Association.</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>Malchiodi, C. (Ed.). (2015). <i>Creative interventions with traumatised children</i> (2nd ed.). New York, NY: Guilford.</p> <p>Painter, K., &amp; Scannapieco, M. (2015). <i>Understanding the mental health problems of children and adolescents</i>. Chicago, IL: Lyceum Books.</p> <p>Powell, A. (2010). <i>Sex, power and consent: Youth culture and the unwritten rules</i>. Melbourne, Australia: Cambridge University Press.</p> <p>Steele, W., &amp; Malchiodi, C. (2012). <i>Trauma-informed practices with children and adolescents</i>. New York, NY: Routledge.</p> <p>Weerakoon, P. (2012). <i>Teen sex by the book</i>. Sydney, Australia: Fervr.</p> <p>Weisz, J., &amp; Kazdin, A. (2010). <i>Evidence-based psychotherapies for children and adolescents</i>. New York, NY: Guilford.</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 other 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. Revisiting the general model for counselling children and adolescents; intervention strategies</li> <li>2. Managing emotions</li> <li>3. Family issues (eg reacting to family stress, family breakdown, blended families, family life cycle transitions)</li> <li>4. Grief and loss</li> <li>5. Social issues (eg friendships, loneliness/isolation, bullying, peer pressure)</li> <li>6. Self-esteem and identity issues</li> <li>7. Behavioural issues</li> <li>8. Mental health issues</li> <li>9. Trauma and abuse issues</li> <li>10. Gender and sexuality</li> </ol>  |

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| <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. analysed and conceptualised specific issues presenting in child and adolescent counselling;</li> <li>2. critically examined and applied context and age-appropriate therapeutic approaches to specific issues in child and adolescent counselling;</li> <li>3. developed intervention strategies for addressing specific presenting issues in child and adolescent counselling;</li> <li>4. critically reflected on legal and ethical issues in counselling children and adolescents, including from a Christian worldview perspective;</li> <li>5. developed strategies for collaborating with other stakeholders; and</li> <li>6. 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: Development of a therapeutic tool</b></p> <p>Develop a practical therapeutic tool to assist a child or adolescent with one of the issues studied in this unit.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-3, 6</p> <p>Assessed: Week 9</p> <p><b>Task 2: Media presentation</b></p> <p>Research an area of interest related to one of the specific issues studied in this unit. This is to be presented to the class in the form of a media presentation.</p> <p>A 1-page handout that outlines the main points of your presentation is to be included.</p> <p>Word Length/Duration: Presentation - 30 minutes; Handout - 500-800 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1, 2, 4-6</p> <p>Assessed: Week 12</p> <p><b>Task 3: Case study report</b></p> <p>Write up a case study of your work with a young person on practicum, demonstrating your ability to work with a young person on an issue studied in this unit.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 16</p> |
| <b>Unit summary</b>      | <p>This unit explores a variety of issues that are seen in child and adolescent counselling such as grief and loss, emotional regulation difficulties, and self-esteem issues, as well as some of the more complex challenges such as behavioural or mental health challenges, trauma and abuse as well as those who present with a number of these issues. Students will learn a range of focused intervention strategies for working with these issues. Cultural, ethical and Christian worldview considerations will be discussed as they pertain to each presenting issue.</p>   |