

UNIT INFORMATION

UNIT CODE	CA550
UNIT NAME	Child and Adolescent Counselling I
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling
DURATION	One semester
LEVEL	Level 9
UNIT COORDINATOR	Toni Neil
TEACHING STAFF	Ruth Gaulke
CORE / ELECTIVE	Elective
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points 160 (2.0 EFTSL)
DELIVERY MODE	Face to face
STUDENT WORKLOAD	Contact hours 35 hours Reading, study and assignment presentation 115 hours TOTAL 150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Pre or co-requisite</i> CO514 Foundational Counselling Skills

RATIONALE

In a society where the breakdown of family relationships is commonplace, children and adolescents often bear the unintended emotional consequences. This, combined with the increased awareness of the mental health challenges faced by young people, has led to an increased focus from all levels of government and society on providing counselling for children and adolescents.

Counselling children and adolescents is different from counselling adults and requires specific knowledge and skills. In this unit, students will examine the major theories of child development, including those relating to the child in the context of the family. Students will also learn to identify the markers of typical child and adolescent development and the factors that disrupt and delay development, including insecure attachment, trauma, and other family and social factors. This unit also provides the opportunity for students to begin to develop age-appropriate skills and strategies for working with children and adolescents as well as appropriate responses to child protection concerns.

LEARNING DELIVERY PROCESS

This unit will contain one two-day intensive with synchronous online classes prior to the intensive. Please check the CHC timetable available on the CHC website for the times and dates of both the virtual classes and the intensive.

INTENSIVES

Students are expected to attend **at least 80% of every session** for Intensives; unless a legitimate reason for absence (such as traffic hold-ups, mechanical breakdown, illness, serious personal difficulties, major accident or

other extenuating circumstances) has been approved by the course coordinator. Students who are unable to attend classes on a given day should phone the CHC Reception by 9.00am so that lecturers can be notified.

Some guidelines for intensives:

1. 80% attendance – a roll will be taken before and after lunch each day.
2. Classes go from 9.00am to 5.00pm everyday unless told otherwise by the lecturer.
3. The intensives are very interactive, so please come prepared to contribute and you will get a lot more out of the intensives.

VIRTUAL CLASSES

Students are expected to attend at least 80% of online classes unless there is a legitimate reason for absence that has been approved by the course coordinator. Your lecturer should be informed as soon as possible regarding any absence.

Plus, CHC learning portal resources:

1. Power points of lectures.
2. Essential readings and other useful resources.
3. Learning guides.
4. Assessment guides.
5. Discussion forums.
6. News forum.
7. Turnitin assessment and feedback tool.

IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the “client” (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your “client” should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the end of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit contents, materials and assessments.

CONTENT

The Child and Adolescent Counselling units as a set have been restructured based on student enrolment patterns. This unit now includes a skills component.

1. Theories of child and adolescent development:

- 1.1. Erikson’s theory of psychosocial development.
- 1.2. Piaget’s theory of cognitive development.
- 1.3. Kohlberg.
- 1.4. Fowler spiritual.
- 1.5. Attachment theory.

2. The child in context:

- 2.1. The family system.
- 2.2. The broader social context, *Bronfenbrenner's ecological systems theory*.
- 3. Brain development in childhood and adolescence.**
- 4. Assessment tools:**
 - 4.1. HEADSS.
 - 4.2. ACES.
 - 4.3. Suicide risk assessment
- 5. Identification of child abuse and neglect.**
- 6. Ethical and legal issues in working with children and adolescents:**
 - 6.1. Mandatory reporting.
 - 6.2. Child protection law.
 - 6.3. Informed consent.
- 7. Common issues in child and adolescent counselling:**
 - 7.1. Managing big feelings.
 - 7.2. Family issues
 - 7.3. Grief and loss
 - 7.4. Friendship issues.
 - 7.5. Self-esteem.
 - 7.6. Social media.
- 8. An introduction to skills and strategies for counselling children and adolescents:**
 - 8.1. Establishing a therapeutic alliance.
 - 8.2. Therapeutic process.
 - 8.3. First sessions.
 - 8.4. Interventions.
- 9. Identifying and working with stakeholders.**

LEARNING OUTCOMES

1. Understood, and applied a range of child development theories.
2. Developed an advanced understanding of common issues in child and adolescent counselling.
3. Identified indicators and symptoms of childhood abuse and neglect.
4. Critically reflected on issues present in child and adolescent counselling from ethical, legal, and Christian worldview perspectives.
5. Developed and reflected on age-appropriate skills and strategies for counselling children and adolescents.
6. Critically reflected on the nature of the therapeutic relationship and the therapist's use of self in child and adolescent counselling.
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.

ASSESSMENT TASKS

ALL LEARNING OUTCOMES MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: CASE STUDY

Choose a vignette from those provided on Moodle and discuss the case with consideration of a biopsychosocial-spiritual framework.

Word Length/Duration:	2,000 words
Weighting:	30%
Learning Outcomes:	1-4, 7
Assessed:	Week 9
Method of Submission:	Turnitin

TASK 2: COUNSELLING PLAN

Read through the vignette on Moodle and provide a plan for the first few counselling sessions with this young person.

Word Length/Duration: 2,500 words
 Weighting: 40%
 Learning Outcomes: 1, 2, 4-7
 Assessed: Week 13
 Method of Submission: Turnitin

TASK 3: REFLECTIVE ESSAY

Write a personal reflection on the insights and learnings gained throughout the semester.

Word Length/Duration: 2,000 words
 Weighting: 30%
 Learning Outcomes: 1-7
 Assessed: Week 16
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	PACFA Course Objectives
Task 1	1-4, 7	1-6	K4, S2, S8	A, B, F, I
Task 2	1, 2, 4-7	1-13	K4, S2, S4, S5, S8	A, E, I, J, K
Task 3	1-7	1-13	K4, S2, S4, S5, S8	A, E, I, J

SPECIALIST FACILITIES OR EQUIPMENT

Nil

PRESCRIBED TEXTS

Davies, D. & Troy, M. (2020). *Child development: A practitioner's guide* (4th ed.). Guilford.

Thompson Prout, H. & Fedewa, A.L. (2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings* (5th ed.). Wiley. (available in the CHC library as an ebook)

RECOMMENDED READINGS

BOOKS

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.¹

Corey, G., Corey, M., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10th ed.). Cengage.

Cozolino, L. (2014). *Neuroscience of human relationships: Attachment and the developing social brain* (2nd ed.). Norton.

Peterson, C. (2013). *Looking forward through the lifespan: Developmental psychology* (6th ed.). Pearson.

Robson, M. & Pattison, S. (Eds.). (2018). *The handbook of counselling children and young people*. Sage.

Siegel, D. (2014). *Brainstorm*. Penguin.

¹ Seminal text.

- Smith-Adcock, S., & Tucker, C. (2016). *Counseling children and adolescents: Connecting theory, development and diversity*. Sage.
- Thompson Prout, H., & Fedewa, A. (2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings* (5th ed.). Wiley.
- Underwood, L. & Dailey, F. (2017). *Counseling adolescents competently*. SAGE. DOI: 10.4135/9781071801314

JOURNALS

International Journal of Children's Spirituality

Journal of Counseling and Development

Journal of Psychology and Theology

OTHER

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).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE