

UNIT INFORMATION

UNIT CODE	CA551
UNIT NAME	Child and Adolescent Counselling II
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling
DURATION	One semester
LEVEL	Level 9
UNIT COORDINATOR	Toni Neil
TEACHING STAFF	Roslyn Price
CORE / ELECTIVE	Elective
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points 240 (3.0 EFTSL)
DELIVERY MODE	Face to face
STUDENT WORKLOAD	Contact hours 35 hours Reading, study and assignment preparation 115 hours TOTAL 150 hours
PREREQUISITES / COREQUISITES / RESTRICTIONS	Students requiring additional English language support are expected to undertake an additional one hour per week. <i>Pre or Corequisite</i> CA550 Child and Adolescent Counselling I CO615 Advanced Interpersonal Counselling Skills

RATIONALE

To be able to counsel children and adolescents effectively, counsellors need specialised skills and interventions, and to know what counselling approaches are most effective with the issues facing young people. This unit builds on the previous companion unit where theoretical frameworks and legal and ethical considerations have been taught.

The aim of this unit is to focus on some of the more complex issues and dynamics involved in counselling children and adolescents, including trauma, mental health issues, gender and sexuality, self-harm and suicidality. A number of counselling approaches will be explored and considered from cultural, Christian worldview, and evidence-based perspectives. The differences between school counselling and private practice will be addressed 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.

LEARNING DELIVERY PROCESS

This unit will consist of two intensives during the semester. Please check the CHC timetable available on the CHC website for the dates of both intensives.

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:

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

Plus, CHC learning portal resources:

- Power points of lectures.
- Essential readings and other useful resources.
- Learning guides.
- Assessment guides.
- Discussion forums.
- News forum.
- 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 of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, 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. Working with complex issues in child and adolescent counselling:
 - a. Mental health issues.
 - b. Developmental and behavioural disorders.
 - c. Gender and sexuality.
 - d. Self-harm and suicidality.
 - e. Trauma.
 - f. Bullying/cyber bullying
2. Evidence-based approaches to child and adolescent counselling:
 - a. Experiential approaches.
 - b. Cognitive Behaviour Therapy; Dialectical Behaviour Therapy.
 - c. Acceptance and Commitment Therapy, positive psychology, Solution Focused Therapy, Narrative Therapy.

- d. Group therapy.
- e. Online platforms.
3. Worldview and cultural considerations for working with children and adolescents.
4. Working in different contexts (schools, private practice, organisations).
5. Supervision and self-care for counsellors.

LEARNING OUTCOMES

1. Identified and analysed the multiple issues and dynamics involved in child and adolescent counselling.
2. Critically examined and applied context and age-appropriate therapeutic approaches for counselling children and adolescents.
3. Developed and reflected on skills and techniques for counselling children and adolescents.
4. Critically analysed and reflected on cultural, Christian worldview, legal and ethical issues present in child and adolescent counselling.
5. Critically examined the effectiveness and the research base of interventions used with children and adolescents.
6. Communicated at an appropriate tertiary standard with special attention to correct grammar, 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: RESEARCH ESSAY

Choose a topic from one of the issues addressed in Content 1. Research the contributing factors, signs and symptoms that a client would present with, and appropriate treatment options. Your discussion should demonstrate understanding of the topic from a biopsychosocial-spiritual framework in working with a client with this issue.

Word Length/Duration: 1,500 words
 Weighting: 25%
 Learning Outcomes: 1, 2, 4-6
 Assessed: Week 7
 Method of submission: Turnitin

TASK 2: CASE STUDY

Analyse a given case study, providing a discussion of all of the considerations that would need to be taken into account in providing counselling to this client, and a plan for how you would approach the case.

Word Length/Duration: 1,500 words
 Weighting: 25%
 Learning Outcomes: 1-6
 Assessed: Week 10
 Method of submission: Turnitin

TASK 3: ESSAY AND TOOLBOX RESOURCE

PART A: Essay (1500 words)

PART B: Toolbox Resource and psychoeducational handout

You are to research the literature around the neurobiology of emotional regulation, and:

- Write a 1500-word essay demonstrating understanding of the neurobiological basis for emotional regulation.
- Create a 'tool box' of useful strategies and resources for a counsellor to employ when working with either a child or a teenager who has difficulty regulating their emotions.

Weighting: Essay – 25%; Toolbox – 25%
 Learning Outcomes: 1, 2, 3, 5, 6
 Assessed: Part A – Week 16; Part B - second intensive
 Method of submission: Part A – Turnitin; Part B – in class

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1, 2, 4-6	1-3	K4, K5, S1, S7, S8	A, F, G
Task 2	1-6	1-5	K4, K5, S1, S7, S8	A, I, J, K
Task 3	1-6	1-4	K4, S4, S7, S8	A, B, G

SPECIALIST FACILITIES OR EQUIPMENT

None required.

PRESCRIBED TEXTS

Geldard, K., Geldard, D., & Yin Foo, R. (2017). *Counselling children: A practical introduction* (5th ed.). Sage.
 Geldard, K., Geldard, D., & Yin Foo, R. (2019). *Counselling adolescents: A proactive approach for young people* (5th ed.). Sage.

RECOMMENDED READINGS

BOOKS

Balfour, R. (2016). *Sandplay and the therapeutic relationship: Play, alchemy and neuroscience*. Routledge.
 Kearney, C. (2017). *Casebook in child behaviour disorders* (6th ed.). Wadsworth.
 Levy, T. M., & Orlans, M. (2014). *Attachment, trauma and healing: Understanding and treating attachment disorder in children and families*. Jessica Kingsley.
 Malchiodi, C. (2014). *Creative interventions with traumatised children* (2nd ed.). Guilford Press.
 Ratner, H., & Yusef, D. (2015). *Brief coaching with children and young people: A solution-focused approach*. Routledge.
 Siegal, D.J. (2012). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. Scribe.
 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.
 Winslade, J., and Monk, G. (2006). *Narrative counseling in schools: Powerful and brief* (2nd ed.). Sage.¹
 Smith-Adcock, S., & Tucker, C. (2016). *Counseling children and adolescents: Connecting theory, development and diversity*. Sage.
 Southam-Gerow, M.A. (2013). *Emotion regulation in children and adolescents: A practitioner's guide*. Guilford Press.
 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.

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