

UNIT INFORMATION

UNIT CODE	CA552	
UNIT NAME	Child and Adolescent Counselling III	
ASSOCIATED HIGHER EDUCATION AWARDS	Master of Counselling	
DURATION	One semester	
LEVEL	Level 9	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Toni Neil	
CORE / ELECTIVE	Elective	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	External	
STUDENT WORKLOAD	Discussion with supervisor	10 hours
	Reading and study	80 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Students requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Prerequisite</i>	
	CA551 Child and Adolescent Counselling II	
	<i>Pre or corequisite</i>	
	CO667 Reflective Practice: Consolidating Foundations	

RATIONALE

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 give students the opportunity to explore and critically engage in areas of personal interest related to child and adolescent counselling that would build on the knowledge and skills developed in the previous units in this focus area and explore in depth a specific issue relevant to their interests and developing counselling practice in consultation with the unit coordinator and a seasoned practitioner with experience in child and adolescent counselling. This unit thereby adds depth to students' programs of study, as well as increasing their options for future employment in specialised areas of practice.

LEARNING DELIVERY PROCESS

Unit content will be negotiated between the unit coordinator and individual students based on the student's interests and practicum opportunities. Regular discussions with the unit coordinator throughout the semester a part of the

time commitment for this unit. Apart from the that, the focus is on student-directed learning related to their topic of interest and applying this in practice in their practicum context.

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.

The Child and Adolescent Counselling units as a set have been restructured based on student enrolment patterns. This unit has been reviewed based on student enrolment patterns in previous semesters.

CONTENT

To be negotiated with the unit coordinator and clinical supervisor.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Analysed and conceptualised a specific issue presenting in child and adolescent counselling.
2. Critically examined and applied context and age-appropriate therapeutic approaches to a specific issue in child and adolescent counselling.
3. Developed intervention strategies for addressing a specific presenting issue in child and adolescent counselling.
4. Critically reflected on legal and ethical issues in counselling children and adolescents, including from a Christian worldview perspective.
5. Developed strategies for collaborating with other stakeholders.
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.

ASSESSMENT TASKS

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

TASK 1: RESEARCH ESSAY

Research an area of interest related to a specific issue in child and adolescent counselling. The report is to include a discussion of theoretical understandings, prevalence, causes, effects, evidence-based counselling interventions, and strategies for collaborating with relevant stakeholders.

Word Length/Duration: 3,000 words
 Weighting: 50%
 Learning Outcomes: 1, 2, 4-6
 Assessed: Week 9

Method of Submission: Turnitin

TASK 2: CASE STUDY REPORT

Write up a case study of your work with a young person on practicum, demonstrating your ability to work with a young person. The report is to include a case conceptualisation, a description of the therapeutic approach and interventions you have used with the client, a consideration of any ethical and/or legal issues inherent in the case, any collaboration with other stakeholders, and a reflection on the progress of the case.

Word Length/Duration: 2,750 words

Weighting: 50%

Learning Outcomes: 1-6

Assessed: Week 14

Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1,2,4-6	N/A	K4, S4, S7, S8	A, G, I, J
Task 2	1-6	N/A	K4, S2, S4, S7, S8	A, E, G, I, J, K

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

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: The proactive approach for young people* (5th ed.). Sage.

RECOMMENDED READINGS

BOOKS

Capuzzi, D., & Gross, A. R. (2019). *Youth at risk: A prevention resource for counselors, teachers and parents* (7th ed.). American Counseling Association.

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

Malchiodi, C. (Ed.). (2015). *Creative interventions with traumatized children* (2nd ed.). Guilford.

Painter, K., & Scannapieco, M. (2021). *Understanding the mental health problems of children and adolescents: A Guide for Social Workers* (2nd ed.). Oxford University Press.

Powell, A. (2010). *Sex, power and consent: Youth culture and the unwritten rules*. Cambridge University Press.

Steele, W., & Malchiodi, C. (2012). *Trauma-informed practices with children and adolescents*. Routledge.

Weerakoon, P. (2012). *Teen sex by the book*. Fervr.

Weisz, J., & Kazdin, A. (2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). Guilford.

JOURNALS

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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