

## UNIT INFORMATION

<b>UNIT CODE</b>	CO382	
<b>UNIT NAME</b>	Child and Adolescent Issues	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Bachelor of Counselling	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Advanced	
<b>UNIT COORDINATOR</b>	Roslyn Price	
<b>TEACHING STAFF</b>	Ruth Gaulke	
<b>CORE / ELECTIVE</b>	Elective	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
<b>STUDENT WORKLOAD</b>	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	<p><i>Prerequisite</i></p> <p>60 credit points of Introductory Social Sciences units <i>including</i></p> <p>SO110 The Person of the Practitioner</p> <p>SO112 Introduction to Human Behaviour</p> <p>SO114 Foundational Interpersonal Skills</p> <p><i>Pre or corequisite</i></p> <p>CO220 Development Through the Lifespan</p>	

## RATIONALE

With the changing profile of families has come an increased need for counselling children and adolescents. The counselling of these clients has necessitated a focus on counselling techniques that are particularly relevant to these age groups and the issues that affect them. An understanding of the differences in the counselling process and contexts when working with young people, rather than adults, is necessary. Some counselling practitioners will practice in contexts in which children and/or adolescents will be the major clientele. Others may counsel mostly adults but help children and adolescents as part of the overall process.

Therefore, this unit looks at the major issues that counselling practitioners of children and adolescents face and provides foundations for helping different age groups from a number of perspectives, including cultural and Christian worldview. Students will examine these issues and analyse the interrelationship between physical, social, emotional, psychological, and spiritual factors, as well as the ethical issues involved. This unit serves to prepare

students for placements where they will be working with young people, and as such, their skill level and readiness to work with young people will be assessed during classroom activities.

## LEARNING DELIVERY PROCESS

***This unit will be offered as an intensive. There will be two intensives, one of three consecutive days early in the semester and another one of two consecutive days later in the semester. Please check the CHC timetable available on the CHC website.***

### 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

1. Child and adolescent development and major issues:
  - a. Definitions of childhood and adolescence
  - b. Personal scripts that impact working with these age groups
2. The child and adolescent in context:
  - a. Family systems

- b. School systems
  - c. Social systems
  - d. Peer networks
  - e. The cyber world
3. Child and adolescent development:
  - a. Developmental theories
  - b. Typical problems of the different developmental stages
4. Legal and ethical issues:
  - a. Informed consent
  - b. Confidentiality
  - c. Boundaries
  - d. Integrating a Christian worldview into our practice and framework
5. A general model for counselling children and adolescents:
  - a. The therapeutic relationship and use of self with children and adolescents
  - b. Qualities of the counsellor
  - c. The skills and process specific to working with children
  - d. The SPICC model
  - e. Using media with children
  - f. The 'proactive approach' to counselling adolescents
  - g. Specific skills and communication patterns for working with adolescents
6. Sandplay and Sandtray Therapy:
  - a. Process and skills
  - b. Evidence-based research
7. Adolescent issues and therapeutic approaches:
  - a. DBT, ACT, SFT
  - b. Using art in counselling
8. Mental health issues in children and adolescents:
  - a. Assessment tools
  - b. Collaborating with other professionals and support services
9. Grief and loss issues and therapeutic approaches:
  - a. Definitions, causes and reactions
  - b. Processes and approaches for working with young people experiencing grief and loss
10. Trauma and child abuse and therapeutic approaches; reporting to Child Safety:
  - a. Definitions, causes and symptoms of trauma
  - b. The impact of trauma on the brain
  - c. Neuroscience and emotional regulations
  - d. Current evidence-based interventions for working with young people who have experienced or who are experiencing trauma

## LEARNING OUTCOMES

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

1. Analysed developmental processes and age-related issues that children and adolescents experience.
2. Identified contexts and major issues faced by children and adolescents.
3. Analysed and evaluated the differences in process, relationship, context, and ethical issues present in counselling children and adolescents.
4. Evaluated responses to major issues from a range of perspectives, including Christian worldview, and ethical and legal considerations.
5. Described, analysed and demonstrated the counselling strategies to be used in counselling specific age groups experiencing major issues in different contexts.

- 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 ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.**

### TASK 1: CASE STUDY

Write a response to one of the case studies provided. Identify the issues present in the case, including ethical and Christian worldview dimensions, and critically apply a particular type of therapy used with children and/or adolescents, to the case.

Word Length/Duration: 2,000 words  
 Weighting: 40%  
 Learning Outcomes: 1-6  
 Assessed: Week 10  
 Submission method: Turnitin

### TASK 2: RESEARCH ESSAY

Provide an in-depth study of a particular issue that is relevant to counselling children or adolescents.

Word Length/Duration: Essay: 2,500 words  
 Weighting: 60%  
 Learning Outcomes: 1-6  
 Assessed: Week 16  
 Method of Submission: Turnitin

## ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	PACFA Course Objectives
Task 1	1-6	1-9	K1-4, S2, S5, S6, A1	B,C,D,E,G
Task 2	1-6	1-10	K1-5, S1, S2, S5, S6	A-D, G

## SPECIALIST FACILITIES OR EQUIPMENT

Nil.

## 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

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

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

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

- Kalff, D. M. (2003). *Sandplay: A psychotherapeutic approach to the psyche*. Temenos.<sup>1</sup>
- Ratner, H. & Yusef, D. (2015). *Brief coaching with children and young people: A solution- focused approach*. Routledge.
- Siegel, D. (2014). *Brainstorm*. Penguin.
- Steele, W., & Malchiodi, C. (2012). *Trauma-informed practices with children and adolescents*. Routledge.
- Thompson Prout, H., & Fedewa, A. (2015). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings* (5th updated ed.). Wiley.
- VanFleet, R., Sywulak, A., & Sniscak, C. (2010). *Child-centered play therapy*. Guilford.
- Winslade, J., & Monk, G. (2006). *Narrative counseling in schools: Powerful and brief* (2nd ed.). Sage.

## JOURNALS

*Journal of Psychology and Theology*

*Journal of Psychology and Christianity*

## 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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<sup>1</sup> Seminal text.

SAMPLE

