



CHRISTIAN HERITAGE COLLEGE

**CO382**

**CHILD AND ADOLESCENT ISSUES**

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>	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>Core/elective</b>	Elective								
<b>Weighting</b>	Unit credit points: 10 Course credit points: 240								
<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>
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<b>TOTAL</b>	<b>150 hours</b>								
<b>Prerequisites/ co-requisites/ restrictions</b>	<p><i>Prerequisites</i></p> <p>60 credit points of Introductory Social Sciences units <i>including</i></p> <p>SO110 The Person of the Practitioner SO112 Introduction to Human Behaviour SO114 Foundational Interpersonal Skills</p> <p><i>Pre or corequisite</i></p> <p>CO220 Development Through the Lifespan</p>								
<b>Rationale</b>	<p>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.</p> <p>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.</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>								

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Capuzzi, D., &amp; Gross, D. 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. S., &amp; Callanan, P. (2014). <i>Issues and ethics in the helping professions</i> (9th ed.). Belmont, CA: Brooks/Cole.</p> <p>Davies, D. (2011). <i>Child development: A practitioner's guide</i>. New York, NY: Guilford Press.</p> <p>Kalff, D. M. (2003). <i>Sandplay: A psychotherapeutic approach to the psyche</i>. Cloverdale, CA: Temenos.<sup>1</sup></p> <p>Ratner, H. &amp; Yusef, D. (2015). <i>Brief coaching with children and young people: A solution-focused approach</i>. London, UK: Routledge.</p> <p>Siegel, D. (2014). <i>Brainstorm</i>. New York, NY: Penguin.</p> <p>Steele, W., &amp; Malchiodi, C. (2012). <i>Trauma-informed practices with children and adolescents</i>. New York, NY: Routledge.</p> <p>Thompson Prout, H., &amp; Fedewa, A. (2015). <i>Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings</i> (5th ed.). Hoboken, NJ: Wiley.</p> <p><b>Journals</b></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Journal of Psychology and Christianity</i></p> <p><i>Journal of Infant, Child and Adolescent Psychotherapy</i></p> <p><i>Journal of Counselling and Development</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>
<p><b>Specialist resource requirements</b></p>	<p>Digital recording device</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Child and adolescent development and major issues</li> <li>2. The child and adolescent in context- family systems; school systems; social systems; peer networks</li> <li>3. A general model for counselling children and adolescents (including the therapeutic relationship and use of self, Christian worldview and cultural considerations, legal and ethical issues)</li> <li>4. Working with the young child: Developmental theory, play therapy, using art in counselling</li> <li>5. Neuroscience and emotional regulation</li> <li>6. Grief and loss issues and therapeutic approaches</li> <li>7. Sandplay and Sandtray Therapy</li> <li>8. Trauma and child abuse and therapeutic approaches; reporting to Child Safety</li> <li>9. Adolescent issues and therapeutic approaches</li> <li>10. Mental health issues in children and adolescents</li> <li>11. Working collaboratively to help children and adolescents</li> </ol>

<sup>1</sup> Seminal text.

<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. analysed developmental processes and age-related issues that children and adolescents experience;</li> <li>2. identified contexts and major issues faced by children and adolescents;</li> <li>3. analysed the differences in process, relationship, context, and ethical issues present in counselling children and adolescents;</li> <li>4. examined responses to major issues from a range of perspectives, including Christian worldview, and ethical and legal considerations;</li> <li>5. described, analysed and demonstrated the counselling strategies to be used in counselling specific age groups experiencing major issues in different contexts; 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: Case study</b></p> <p>Write a response to one of the case studies provided.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 9</p> <p><b>Task 2: Research essay and video recording</b></p> <p>Provide an in-depth study of a particular issue that is relevant to counselling children or adolescents. Two of the interventions described in the research essay are to be demonstrated on a video recording.</p> <p>Word Length/Duration: Essay - 2,500 words; Video - 20 minutes</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 13</p>
<b>Unit summary</b>	<p>This unit looks at the major issues that counselling practitioners of children and adolescents face and provides foundations for helping different age groups. Students will examine these issues and analyse the interrelationship between physical, social, emotional, psychological, and spiritual factors, as well as the ethical issues involved.</p>