Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Counselling Children and Young People in Context	**Level**:	6	**Credit Value**:	30

Module code:	COU610	**Is this a new module?**	YES	**Code of module being replaced**:	

Cost Centre:	GASC	**JACS3 code**:	B940

Trimester(s) in which to be offered:	1	**With effect from:**	September 16

School:	Social & Life Sciences	**Module Leader:**	Alison Woolf

Scheduled learning and teaching hours Directed Learning	60 20
Guided independent study	188
Placement Clinical supervision	27 5
Module duration (total hours)	300

Programme(s) in which to be offered	Core	Option
BSc (Hons) Counselling (Children and Young People)	✓	☐
Glyndŵr University Certificate of Continuing Education (Counselling Children and Young People in Context)	✓	☐

Pre-requisites
None

Module Aims
Develop critical understanding of the developmental theories to inform counselling children and young people. Develop a critical understanding of the context of key issues children and young people may explore within counselling. Critically and systematically reflect on the ethical and contextual considerations when working with children and young people across counselling settings.

Intended Learning Outcomes
Key skills for employability KS1   Written, oral and media communication skills KS2   Leadership, team working and networking skills KS3   Opportunity, creativity and problem solving skills KS4   Information technology skills and digital literacy KS5   Information management skills KS6   Research skills KS7   Intercultural and sustainability skills KS8   Career management skills KS9   Learning to learn (managing personal and professional development, self-management) KS10   Numeracy

At the end of this module, students will be able to		Key Skills	
1	Discuss and critically evaluate a range of developmental theories and their application informing counselling with children and young people.	1	3
		4	5
		6	7
2	Discuss and critically consider key issues, experienced by children and young people drawing on current research and literature.	1	3
		4	6
		7	
3	Apply a critical awareness of professional considerations and challenges when working with children and young people across settings.	8	
4	Critically and systematically reflect on the ethical and contextual considerations when working with children and young people.	1	2
		3	4
		5	8, 9
Transferable/key skills and other attributes			

Academic Writing skills
Research Skills
Advanced communication skills
Team working
Working with others
Supporting people
Assertiveness Skills
Listening skills
Working with confidential material
Accepting feedback
Reflective practice
Working within policies and procedures
Working with diversity
Working to agreed deadlines
Keeping records
Using ICT

Derogations

None

Assessment:

Indicative assessment: essay of 2500 words which demonstrates critical and systematic understanding of how a counsellor may provide the conditions that will support children therapeutically appropriate to their developmental stage.
There is a choice of essay titles. The essay must address developmental milestones, critical periods of development and consider those factors which distinguish between healthy and interrupted development. Précis practice examples must be provided.

AND

Present (20 minutes) an example from your own practice setting to illustrate the challenges and benefits of the setting in supporting or hindering the process for both counsellor and client. Include ethical considerations, access to and use of a supervisory relationship and opportunities for or barriers to working with the children and young people in context.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Essay	70		2500
2	3,4	Presentation	30		20 minutes

Learning and Teaching Strategies:

Community meeting / Home groups
Experiential learning activities
Individual, pairs, small and large group activities
Lectures / seminars and workshops
Independent reading and reflection
Optional personal journal
Personal therapy/support activities as appropriate
Personal clinical supervision
Tutorials

Use of ICT:
A Module Handbook and Virtual Learning environment (VLE)
The module will draw on published books, journals and web resources in the field.

Syllabus outline:

Introduction to theories underpinning child and adolescent development Ethical considerations
Bio-psychosocial models of child and adolescent development
Exploration of key issues experienced in childhood and adolescence
Reflecting on current professional, ethical, legislative and contextual issues of working with children and young people.
Considering workplace settings: benefits and challenges.
Reflection on how theories impact on the counsellor's own values and beliefs.
Building a therapeutic relationship with Children and young people
Understanding Mental Health in Children and Young people
Attachment Theory
Trauma and Resilience

Bibliography:

Essential reading

Electronic resources are made available via the VLE for each module. These include links to video clips, presentations and lecture / seminar handout as well as digitised texts where appropriate.

Beckett, C. Taylor, H. (2010) Human Growth and Development, (2nd Ed) London, Sage.

Bee, H. & Boyd, D. (2006) The Developing Child (11th ed) Pearson Education (US)

Cattanach, A., Stagnitti, K., & Cooper, R. (2009) Play as Therapy: Assessment and Therapeutic Interventions. London: Jessica Kingsley Publishers

Schore, A. N. (1994) Affect regulation and the origin of the self: The neurobiology of emotional development. New Jersey: Lawrence Erlbaum Press.

Smith-Adcock, S. & Tucker, C. (2016). Counseling Children and Adolescents. Connecting Theory, Development and Diversity. Sage.

Smyth, D. (2013). Person Centred Therapy with Children and Young People. London: Sage

Other indicative reading

Aldgate, J. Jones, D, Rose, W & Jeffery, C. (eds) (2006) The Developing World of the Child. London, Jessica Kingsley.

Barker, P. (2004) Basic Child Psychiatry. Blackwell

Bretherton, J. (1992), 'The origins of attachment theory: John Bowlby and Mary Ainsworth', Developmental Psychology, Vol. 28, pp. 759-775.

Boyd, d. (2014). It's Complicated: The Social Lives of Networked Teens. USA: Yale University Press.

Bronson, P. & Merryman, A. (2009) Nurture Shock. Why everything we think we know about raising our children is wrong. London: Ebury Press.

Daniel, B., Wassell, S. and Gilligan, R. (1999) Child development for child care and protection workers Jessica Kingsley Publishers.

Davenport, G. C. (2nd edition 1994) Introduction to child development London

Dowling, M. (2000) 'Young Children's Personal, Social and Emotional Development' Sage

Erikson, E. (1995) Play and Society. London: Vintage.

Green, V. (Ed) (2003) Emotional development in psychoanalysis, attachment theory and neuroscience: Creating connections. Hove: Brunner-Routledge.

Hinings, D. and Schofield, G. (1999) Attachment theory, child maltreatment and family support: a practice and assessment model Palgrave

Howe, D. (2011), Attachment across the life course, Basingstoke: Palgrave MacMillan.

Parton, N. (2014) The Politics of Child Protection: Contemporary Developments and Future Directions. Basingstoke: Palgrave Macmillan

Perry, A (Ed) (2009) Teenagers and Attachment. London: Worth Publishing

Russ, S.; Niec, L. (2011) Play in Clinical Practice. Evidence-Based Approaches. NY: The Guilford Press

Schore, A. (2012) The Science of the Art of Psychotherapy (Norton Series on Interpersonal Neurobiology) W. W. Norton & Company.

Sherman, L. (2015) Skills in Counselling and Psychotherapy with Children and Young People. London: Sage

Siegel, D. (1999). The developing mind: How relationships and the brain interact to shape who we are. New York: Guilford Press

Siegelman, E. (1993) Metaphor And Meaning In Psychotherapy. Guilford Press; New Ed edition

Smith, P. (2012) Understanding School Bullying. London: Sage publications Ltd.

Steen, M. & Thomas, M. (eds.) (2016) Mental Health Across the Lifespan: A Handbook. Abingdon, Oxon: Routledge

The module handbook will offer further suggested reading

Relevant Journals

British Journal of Guidance and Counselling Childhood.
Counselling and Psychotherapy Research (BACP).
Children and Young People Journal (BACP).

Websites
http://www.student.counselling.co.uk/links-source.html
www.bacp.co.uk
http://www.rcpch.ac.uk/minded
http://counsellingminded.com/
http://www.bapt.info/
BACP Ethical Framework available to download: www.bacp.co.uk/ethical_framework/