

Unit Title: **Approaches to Counselling Children and Young People**

Please note that this unit is expiring from any new learner registrations on 31/12/2019.

Please contact AIM Awards for information on replacement qualifications on 01332 341822.

Unit Level:	Four
Unit Guided Learning Hours:	60
Ofqual Unit Reference Number:	D/506/3108
Unit End Date:	31/12/2019
Unit Sector:	1.3 Health and Social Care

Unit Summary

This unit will provide learners with the skills, knowledge and understanding needed for this special area of practice. Learners will consider the particular issues counsellors confront when working with children and young people. They will also look at models of human growth and development and consider the particular boundaries relevant to working with children and young people. Learners will also evaluate creative and expressive **D/506/3108** interventions.

Unit Information

It is expected that before the unit is delivered, the tutor will have read the Qualification Specification to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled. Additional guidance is available below as Assessment Guidance for Learning Outcomes and Assessment Criteria in **bold**.

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the theoretical models of developmental stages of childhood and adolescence	1.1. Clarify the terms: (a) childhood (b) adolescence 1.2. Critically compare the key components of models/theories associated with childhood and adolescence 1.3. Summarise the key ideas that the major schools of counselling and psychotherapy hold in relation to childhood and adolescence

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2. Understand the context of counselling children and young people	2.1. Illustrate the use and application of counselling skills for children and young people 2.2. Assess the use and application of counselling skills for children and young people
3. Understand ethical practice when working with children and young people	3.1. Review key challenges to ethical practice when working with children and young people
4. Understand how to manage the helping interaction to keep both counsellor and client safe and supported	4.1. Assess potential key risks to the: (a) counsellor (b) client
5. Know about an awareness of self in relation to others when working with children and young people	5.1. Identify ways in which self-awareness has developed when working with children and young people

Assessment

This unit is assessed by an internally set and assessed journal of up to 800 words per session.

Indicative Content

Learning Outcome 1

1.2 Models/theories: development theories to include - Bowlby, Erikson, Klein, Winnicott.

1.3 Major schools: key ideas about childhood and adolescence from cognitive-behavioural, humanistic and psychodynamic perspectives.

Learning Outcome 2

Counselling skills for use for children and young people – creative and expressive methods.

Learning Outcome 3

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Ethical practice: issues of consent and offering confidentiality to children and young people (Gillick competence and Fraser guidelines).

Legal issues and fundamental principles governing decisions about children - Children Acts 1989 and 2004; Human Rights Act 1998.

Reading List

Required Reading

Geldard D; Geldard, K and Yin Foo, R (2013) **Counselling Children: a practical introduction** (4th Ed). London: Sage.

Lines,D (2011) **Brief Counselling in Schools**. London: Sage.

Sharp S, & Cowie H (1998) **Counselling and Supporting Children in Distress**. London: Sage.

Recommended Reading

Asher, J (2007) **Thirteen Reasons Why**. London: Penguin.

Geldard D and Geldard K (2009) **Counselling Adolescents: The Proactive Approach for Young People** (3rd Ed). London: Sage.

Hess, R S; Magnuson, S and Beeler L (2011) **Counselling Children and Adolescents in Schools**. London: Sage.

Magnuson, S; Hess, R S and Beeler,L (2011) **Counselling Children and Adolescents in Schools:practice and application**. London: Sage.

Magrs P (2003) **Strange Boy**. London: Simon & Schuster.

Parker, W. (2010) **The House Martin**. Guilford (CT): Eirini Press.

Prever, M (2012) **Counselling and Supporting Children and Young People: a person-centred approach**. London: Sage.

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