1. **What is this course about?**

1.1 **Course description**
This course provides knowledge, skills and experience in child and adolescent counselling. You will develop your practice framework for counselling children based on an integrative model that incorporates cognitive-behavioural, emotion-focused and creative arts-based approaches. You will develop experiential skills needed to engage children and adolescents in therapy, using the five-stage model. The course weaves the use of problem-solving strategies, cognitive and emotion-focused activities, art-making, music-based and language-based modes of self-reflection, and use of movement and games.

1.2 **Course content**
- child and adolescent counselling principles and theories
- children and adolescents in family and social contexts
- assessment and recognition of emotional and behavioural problems of childhood and adolescence
- child and adolescent counsellor qualities and micro skills
- multiple intelligences theory in counselling young clients
- experiential and creative arts-based strategies for use in child and adolescent counselling
- using miniatures for conversation and reflection
- liaising with parents and carers,
- session structure frameworks
- establishing a child-friendly consulting room
- integration and termination stages

2. **Unit value**
12 units
### 3. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, analyse and apply the principles and practices of child and adolescent counselling.</td>
<td>You will be assessed on the learning outcome in task/s:</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>Develop a practice framework for counselling children based on an integrative model for children and adolescents.</td>
<td>1, 2 and 3</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Develop and demonstrate skills in counselling children and adolescents (forming a therapeutic relationship, and supporting change).</td>
<td>2</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Understand and apply ethical responsibilities and professional requirements underpinning counselling children and adolescents.</td>
<td>1, 2 and 3</td>
<td>Ethical.</td>
</tr>
</tbody>
</table>

### 4. Am I eligible to enrol in this course?

Refer to the Coursework Programs and Awards - Academic Policy for definitions of “pre-requisites, co-requisites and anti-requisites”

#### 4.1 Enrolment restrictions

Must be enrolled in AR708

#### 4.2 Pre-requisites

Nil

#### 4.3 Co-requisites

Nil

#### 4.4 Anti-requisites

Nil

#### 4.5 Specific assumed prior knowledge and skills

N/A

### 5. How am I going to be assessed?

#### 5.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)
## 5.2 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literature Review of a child-friendly therapy modality</td>
<td>Group</td>
<td>40%</td>
<td>2250 words</td>
<td>Week 6</td>
<td>Blackboard</td>
</tr>
<tr>
<td>2</td>
<td>Application of child or adolescent-friendly therapy approaches to a case study</td>
<td>Individual</td>
<td>35%</td>
<td>2000 words</td>
<td>Week 9</td>
<td>Blackboard</td>
</tr>
<tr>
<td>3</td>
<td>Reflective journal summary</td>
<td>Individual</td>
<td>25%</td>
<td>1500 words</td>
<td>Week 12</td>
<td>Blackboard</td>
</tr>
</tbody>
</table>

100%

**Assessment Task 1: Literature Review of a child-friendly therapy modality**

### Goal:

In pairs, you will review the research, outcome and descriptive literature on a modality for counselling children and / or adolescents providing a summary of implications for counsellors from the literature.

### Product:

A collaborative 2250 word academic essay.

### Format:

Working in pairs – with another student from COU706 – you will review the literature on counselling children and / or adolescents. The essay will include research outcomes, commentary on the significance of the types of research available, implications of the outcomes reported, and descriptions of the variety of applications.

### Criteria

- **Content:**
- Evidence of wide reading of up-to-date (within the last ten years) literature (minimum of 20 references),
- Analysis of the research, including research methods used and implications for practice from research outcomes,

- **Originality:**
- Ability to analyse, synthesise and apply research findings.

- **Quality of academic writing:**
- Clear and succinct introduction and conclusion
- Logical and coherent argument
- Correct grammar and spelling
- Accurate use of APA6 style and referencing

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Developing</td>
</tr>
<tr>
<td>Information literacy</td>
<td>Developing</td>
</tr>
<tr>
<td>Research ability</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Assessment Task 2: Application of a child or adolescent-friendly therapy approaches to a case study

**Goal:** You will develop a counselling session framework for working with a case study of a young client, noting therapeutic activities and potential outcomes.

**Product:** Written assessment task, using a pre-formatted counselling session framework.

**Format:** A 2000 (approx.) word written report on planning a counselling session for a child or adolescent, choosing from a range of case stories. The report will be completed within a pre-formatted session report framework, where stages of the session, possible therapeutic activities (from among those presented in the course) and rationales for their choice, and possible outcomes are noted.

**Criteria**
- **Content:** Suitability of the therapeutic approaches and modalities described to the case story and developmental stage of the client.
- **Choice of activities:** (from among those presented within the course)
- **Argument:** Relevant rationale(s) for the modalities and therapeutic actions selected,
- **Originality:** evidence of an integrative selection of therapeutic methods,
- **Evidence of careful planning and understanding of the therapeutic stages in working with young clients,
- **Clarity and expression:** Quality of expression. Accuracy of grammar, punctuation, spelling, referencing and word limit.

**Generic skill assessed** | **Skill assessment level**
---|---
Communication | Developing
Problem solving | Developing

Assessment Task 3: Reflective journal summary

**Goal:** You will reflect on the basic principles and practices of child and adolescent counselling.

**Product:** A 1500 word summary of your reflections throughout the course on outcomes from participating in the modality experiences within the course.

**Format:** A written summary of your reflections on outcomes from participating in the experiential activities of the course. The essay will be presented in a diary style, using the first person, and needs to be reflective and analytical rather than descriptive of the activities.

**Criteria:**
- **Evidence of regular reflection on the impact of participating in the modality experiences within the course;**
- **Ability to conceive ways young clients might respond – whether in a similar or different way to you;**
- **Ability to analyse outcomes and deduce implications for practice, based on personal learning;**
- **Knowledge of the basic principles and practices of child and adolescent counselling.**

**Generic skill assessed** | **Skill assessment level**
---|---
Problem solving | Developing
5.3 Additional assessment requirements

Plagiarism
In order to minimise incidents of plagiarism and collusion, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

5.4 Submission penalties
Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

6. How is the course offered?

6.1 Directed study hours
Workshop: 4 hours in weeks 1, 2, 4, 6, 8, 10 and 12

6.2 Teaching semester/session(s) offered
Semester 1

6.3 Course activities

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop One Week 1</td>
<td>Introduction and Theories</td>
<td>Learning includes required weekly readings – details on Blackboard</td>
</tr>
<tr>
<td></td>
<td>- Goals of counselling children and adolescents</td>
<td>Overview of developing a therapeutic alliance</td>
</tr>
<tr>
<td></td>
<td>- Differences to working with adults</td>
<td>Exploration of introductory art activities</td>
</tr>
<tr>
<td></td>
<td>- Theories of child and adolescent development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Multiple intelligences in child counselling</td>
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<tr>
<td></td>
<td>- Use of appropriate media: e.g. art, music, movement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Introduction to the 5-stage model</td>
<td></td>
</tr>
<tr>
<td>Workshop Two Week 2</td>
<td>Building Rapport and Somatic Awareness</td>
<td>Rapport-building through games, discussion, writing and art. Skills practice and peer-feedback</td>
</tr>
<tr>
<td></td>
<td>- Beginning counselling process with the child and family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Joining and engaging</td>
<td></td>
</tr>
</tbody>
</table>
Course Outline:  
COU706  Counselling Children and Young People

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Week</th>
<th>Topic</th>
<th>Child observation</th>
<th>Skills practice and peer-feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Three</td>
<td>Three</td>
<td>Emotion: The heart of change</td>
<td>Child observation</td>
<td>Emotion-focused processes</td>
</tr>
<tr>
<td></td>
<td>Four</td>
<td>Using Art in Counselling – for reflection, communication and integration</td>
<td>Practice of the three types of visual art: reflective, process and completion</td>
<td>Skills practice and peer-feedback</td>
</tr>
<tr>
<td></td>
<td>Five</td>
<td>Supporting adolescent clients</td>
<td>This workshop will focus on strategies for counselling adolescents, including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Six</td>
<td>Music and Movement: Responding and creating</td>
<td>- problem-solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seven</td>
<td>The child-friendly therapy setting</td>
<td>- use of writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Symbol Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Anxiety reduction strategies</td>
<td></td>
</tr>
</tbody>
</table>

- Child/Counsellor relationship and counsellor qualities
- Helping the child tell their story through developing somatic awareness
- Helping the child tell their story through developing somatic awareness
- Observation skills
- Emotional literacy
- Emotional processing
- Art-based strategies for enabling a child to tell their story
- Reflecting on family dynamics through art
- Using art for relaxation and integration
- Musical strategies for enabling a young client to tell their story
- Use of music and movement
- Research on consulting rooms
- Liaising with parents and carers

Mid-Semester Break

- Easter Monday Public Holiday
  17th April
- Anzac Day Public Holiday
  Tuesday, 25th April
- Labour Day Public Holiday
  Monday, 1st May

- Drawing to music
- Music and rhythm-making
- Record keeping
- Future-focused activities
Course Outline: COU706 Counselling Children and Young People

- Future-focused visualisation
- Preparing for Termination of Counselling

Please note that the course activities may be subject to variation.

7. What resources do I need to undertake this course?

7.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson, M., &amp;</td>
<td>2009</td>
<td>Using Expressive Arts to work with mind, body and emotions. Theory</td>
<td>Jessica Kingsley</td>
</tr>
<tr>
<td>Wilson, H</td>
<td></td>
<td>and practice.</td>
<td></td>
</tr>
</tbody>
</table>

7.2 Required and recommended readings

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for workshops and assignments, and will provide further information regarding particular aspects of your course.

7.3 Specific requirements

N/A

7.4 Risk management

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University’s general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

8. How can I obtain help with my studies?

In the first instance you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Peer Advisors and Academic Skills Advisors. You can drop in or book an appointment. To book: Tel: +61 7 5430 2890 or Email: studentcentral@usc.edu.au

9. Links to relevant University policies and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

10. General enquiries

In person:
- Sippy Downs - Student Central, Ground Floor, Building C
- USC SouthBank - Student Central, Building B, Ground floor (level 1)
- USC Gympie - Student Central, 71 Cartwright Road, Gympie
- USC Fraser Coast - Student Central, Building A

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au